

Program of Studies Introduction

Westford Academy



Program of Studies School Year 2026-2027



CORE VALUES: SAFETY, PERSEVERANCE, INCLUSION, RESPECT, INTEGRITY, TEAMWORK

January 2026

Greetings Students, Parents and Caregivers,

We are delighted to present the Westford Academy Program of Studies for the upcoming academic year. This comprehensive guide is far more than just a list of courses; it is an essential roadmap designed to help you navigate the rich educational landscape of Westford Academy and plan a successful, rewarding, and well-rounded high school career.

As you dedicate time to review the offerings within this guide, we strongly encourage you to approach your course selections with careful well informed consideration and enthusiasm. This is your opportunity to tailor your education to your interests and future aspirations.

- Choose Courses that Appropriately Challenge You: Select academic pathways that stimulate intellectual curiosity and foster critical thinking skills, preparing you effectively for college and beyond.
- Choose Courses that Excite You: Seek out subjects that genuinely capture your interest. Strong engagement is the key to deep learning and academic fulfillment.
- Choose Courses that Help You Grow: Every course should contribute to your development as a responsible, engaged citizen and a lifelong learner.

While academic rigor is paramount, we must emphasize the crucial importance of balance. A successful high school career is not solely defined by grades; it is also shaped by your involvement in the vibrant life of our school community.

We urge you to intentionally balance your demanding course load with meaningful participation in:

- Activities and Clubs: Pursuing non-academic interests, from debate to robotics, art to student government.
- Athletics: Engaging in sports that build discipline, teamwork, and physical well-being.
- Personal and Family Commitments: Ensuring you reserve time for rest, work, family, and personal well-being.

Achieving this balance is crucial for managing stress, sustaining motivation, and ensuring a successful and healthy school year. It is through this blend of academics and rich co-curricular life that you will truly discover your potential.

We look forward to partnering with you on this journey of growth.

Sincerely,

Daniel Twomey
Principal

Program of Studies

2026-2027

Introduction

This Program of Studies has been developed to assist students in the course selection process. Students are strongly encouraged to read this information and discuss the contents with parent(s)/caregiver(s), teachers and counselors before constructing a final schedule for the next year and completing the course selection process online via PowerSchool. Meetings will be held with each grade level to explain the scheduling process for next year.

Westford Academy will continue to utilize PowerSchool as our scheduling platform. Use of the teacher and student portals helps us in creating a student-centered schedule. PowerSchool continues to provide you with more information about your child's teacher recommendations and be a valuable tool for planning your child's high school academic experience.

Please use the attached reference sheet and PowerSchool information to guide you through working with your child to create their high school schedule for next year. Also, attached you will find a blank scheduling template. Please keep in mind that no two schedules are the same, just as no two students are the same. The blank schedule is for you to use as a template only, as we do not yet know in which periods classes will be scheduled.

Course recommendations are made by current teachers for the coming year in PowerSchool. Students review and complete the course selection process, including selection of electives, in PowerSchool.

- [Planning Your High School Program](#)
- [Graduation Requirements](#)
- [Grading](#)
- [Course Changes](#)
- [Course Classifications for Weighted Grade Point Average](#)
- [AP Self-Study](#)
- [Admissions Standards to MA State Universities](#)
- [School Counseling Department](#)
- [School to Careers Program](#)
- [Academic Alternatives and Extended Learning](#)

Step-by-step Guide:

- [Scheduling overview](#)
- [Scheduling timeline](#)
- [Scheduling worksheet](#)
- [Time management activity](#)
- [PowerSchool: A Student's Quick Start Guide for Course Requests](#)

Course Composities:

- [Course Level Guidelines](#)
- [Full Course Listing](#)
- [Freshmen Course Listing](#)

- [Business](#)
 - [English](#)
 - [Health & Physical Education](#)
 - [History & Social Studies](#)
 - [Mathematics & Computer Science](#)
 - [Science & Engineering Technology](#)
 - [Student Support Services](#)
 - [Visual & Performing Arts](#)
 - [World Languages](#)
-

Planning and Making the Most Out Of Your High School Program:

In planning your four-year program at Westford Academy, you should ask the following questions:

- What are my interests in and out of school, and what are my strengths and challenges?
- What general area of work do I hope to engage in when I complete my education?
- Will this require further education beyond high school? If so, what type of school must be investigated?
- What admission requirements must be met for my goal schools/programs?

How to make the most of of your high school program:

- Be open-minded
- Learn how to learn
- Explore your interests
- Get involved
- Know the requirements
- Know the basics of class scheduling
- Take time to explore options after WA

Graduation Requirements:

To be eligible for graduation from Westford Public Schools, students must successfully complete all credit requirements and achieve competency determination standards. Recognizing that individual

circumstances may vary, the Principal is authorized to waive or defer specific course requirements in cases of verified scheduling conflicts and may approve curriculum modifications upon formal student request.

Requirements for Graduation:

1. A student must pass five 5-credit courses, or the equivalent in semester offerings each year, in order to be promoted to the subsequent year of secondary schooling.
2. The five 5-credit courses must include English and Math at the appropriate level. A student may go to summer school or be tutored to make up subject(s) needed for promotion or graduation, where the adequacy of demonstrated competence in the subject is judged by the administration.
3. A student must pass a minimum of 117.5 credits to graduate, as well as satisfy the requirements specified in item 1 above.

4. Students in grades 9-11 are required to take a minimum of 32.5 credits each year. Students in grade 12 are required to take a minimum of 30 credits. Exceptions require administrator approval.
5. Passing the following subjects are required:

Subject Area	Credit Comment
English Language Arts	20.0
Mathematics	20.0
Science	15.0
History & Social Science	15.0 (World History 5 credits, U.S. History 10 credits)
World Languages	10.0*
Wellness (PE and Health)	10.0 (One semester each year)**
Visual & Performing Arts	2.5
Electives	25
Total	117.5

*The World Language requirement may be waived upon application to the Curriculum Coordinator for World Languages. Students seeking such an exemption should be aware they will not meet minimum entry requirements for the MA University System.

** This graduation requirement will go into effect for the Class of 2030

Policy 6110 Adopted: April 9th, 2001

WESTFORD PUBLIC SCHOOLS

Policy Revised: December 20th, 2021 Westford, Massachusetts

Policy Revised: May 27th, 2025

The Principal will make provisions for interpretation of transfer credits so as not to penalize students who transfer into Westford Academy from schools that do not have corresponding graduation requirements. The Principal will also make provision for determining and interpreting graduation requirements in unusual circumstances.

To graduate from Westford Public Schools, students must meet all locally established graduation requirements (see P6110 Graduation Requirements) and demonstrate competency in the subject areas identified by the Commonwealth of Massachusetts. In alignment with state regulations, students are required to show mastery of the common core of skills, competencies, and knowledge previously assessed through the Massachusetts Comprehensive Assessment System (MCAS). These standards reflect the state's 2023 high school MCAS assessment blueprints and priority standards, which DESE has designated as the benchmark for CD certification.

Westford Public Schools shall determine whether each student has achieved this mastery through satisfactory completion of coursework certified by the district as aligned to the State academic standards and curriculum frameworks. For purposes of Competency Determination, "coursework" may include district-approved coursework completed at Westford Academy or through approved postsecondary partnerships, including early college and dual enrollment, and certified by the district as demonstrating mastery of the required standards. Such coursework must document that the student has met the skills, competencies, and knowledge necessary for the State's Competency Determination (CD).

Upon approval by the Westford School Committee, this CD policy will be publicly posted on the district website, accompanied by translated versions to ensure meaningful access for all parents and families.

To receive a Westford Academy diploma, a student must earn 117.5 total credits by meeting the minimum graduation requirements of Westford Public Schools.

A determination of competency shall include:

- Demonstrating a mastery of skills in English language arts, mathematics, and science; and
- The satisfactory completion of relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

Starting with the graduating class of 2027, an additional requirement for mastery in US History will apply.

A student enrolled in Westford Public Schools will demonstrate mastery, satisfactorily complete coursework, and receive full credit by earning a final grade of 65 or higher and meeting the attendance criteria for that course. The final grade may be represented on the transcript as a "P" or a letter grade of D or higher

ENGLISH LANGUAGE ARTS

For English Language Arts, a student must satisfactorily complete coursework in the equivalent of two (2) years of high school English language arts courses. In most cases, this may include English 9 and English 10, equivalent courses, or advanced coursework.

Students must earn 20 credits in high school English Language Arts courses to meet graduation requirements. Courses are identified in the course listings document.

A student enrolled in Westford Public Schools will demonstrate mastery, satisfactorily complete coursework, and receive full credit by earning a final grade of 65 or higher and meeting the attendance criteria for that course. The final grade may be represented on the transcript as a "P" or a letter grade of D or higher. Students who do not show mastery on their first attempt will be given additional opportunities in the same or future courses, so they have as many opportunities as possible to demonstrate mastery before their time of graduation.

MATHEMATICS

For Mathematics, a student must satisfactorily complete coursework in the equivalent of one (1) year of both Algebra I and Geometry; or satisfactorily complete coursework in the equivalent of one year of both Integrated Math I and Integrated Math II as follows:

Students must earn 20 credits in high school mathematics courses to meet graduation requirements. Courses are identified in the course listings document.

A student enrolled in Westford Public Schools will demonstrate mastery, satisfactorily complete coursework, and receive full credit by earning a final grade of 65 or higher and meeting the attendance criteria for that course. The final grade may be represented on the transcript as a "P" or a letter grade of D or higher. Students who do not show mastery on their first attempt will be given additional opportunities in the same or future courses, so they have as many opportunities as possible to demonstrate mastery before their time of graduation.

SCIENCE

For Science, a student must (1) satisfactorily complete coursework in the equivalent of:

- One (1) year of Biology; or
- One (1) year of Physics; or
- One (1) year of Chemistry; or
- One (1) year of a Technology/Engineering course.

Students must earn 15 credits in one of Biology, Chemistry, Physics, or Technology/Engineering to meet graduation requirements. Courses are identified in the course listings document.

A student enrolled in Westford Public Schools will demonstrate mastery, satisfactorily complete coursework, and receive full credit by earning a final grade of 65 or higher and meeting the attendance criteria for that course. The final grade may be represented on the transcript as a "P" or a letter grade of D or higher. Students who do not show mastery on their first attempt will be given additional opportunities in the same or future courses, so they have as many opportunities as possible to demonstrate mastery before their time of graduation.

U. S. HISTORY

For U.S. History, beginning with the graduating class of 2027, the student must satisfactorily complete coursework in the equivalent of a one (1) year U.S. History course.

Students must earn 15 credits in high school courses that contribute to the Westford US History Graduation Requirement. Courses are identified in the course listings document.

A student enrolled in Westford Public Schools will demonstrate mastery, satisfactorily complete coursework, and receive full credit by earning a final grade of 65 or higher and meeting the attendance criteria for that course. The final grade may be represented on the transcript as a "P" or a letter grade of D or higher. Students who do not show mastery on their first attempt will be given additional opportunities in the same or future courses, so they have as many opportunities as possible to demonstrate mastery before their time of graduation.

STUDENTS WITH DISABILITIES

Westford Public Schools provides a Free and Appropriate Public Education (FAPE) to students with disabilities and also determines when students have met the Competency Determination (CD) and local graduation requirements prior to graduation.

The IEP Team will include discussion of the CD requirement as part of its transition-planning process to ensure that each student's path to graduation is clearly defined and tailored to their strengths and needs.

All content area courses, including those specifically designed for students with disabilities, are aligned to the curriculum frameworks and the priority standards for those content areas.

In some cases, a department may develop an alternative method for demonstrating mastery for an individual student based on the student's disability and accommodations. This alternative method will be in alignment with other measures of mastery and must also assess at least half of the priority standards for the particular subject area at the level defined above in each subject area.

For students placed in approved out-of-district schools, Westford Public Schools collaborates with the out-of-district placements to confirm that the program meets the district's CD policy requirements, ensuring that all students—regardless of placement—have access to coursework, assessments, and accommodations needed to demonstrate the required competencies.

ENGLISH LANGUAGE LEARNERS

Westford Public Schools will provide the appropriate support so that ELL students can access the courses necessary to achieve the Competency Determination in each subject. The route to the CD will be included in the ELL Success Plan for each student. Westford Public Schools shall, on a case-by-case basis, determine the appropriate course necessary for English Language Learners to both achieve language proficiency and meet the competency determination requirements.

English Language Learners are enrolled in general education math and science courses with appropriate ELL support for learning within the inclusive setting. Language support that does not change the content being learned or assessed may be provided when appropriate.

LATE ENROLLING STUDENTS

Students who enroll in a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by Westford Academy in one or more of the following ways:

As part of the registration process for students entering Westford Academy after grade 9, records, including transcripts and/or report cards, will be reviewed to complete a "Progress Toward Graduation" assessment of their transfer credits. This process will include reviewing prior courses for alignment with CD related coursework. Students will be awarded components of the CD requirements in a particular subject area based on their transcript and/or report card.

In the limited circumstance in which a student enters Westford Academy after grade 9 and is unable to provide documentation of their prior coursework, the student may earn the CD by attaining a qualifying score of at least "Meeting Expectations" or "Exceeding Expectations" achievement levels on the relevant high school MCAS assessment; or by meeting the standard for a substituted equivalent that the relevant department certifies satisfies the same academic standards.

APPEALS PROCESS

Competency Determinations are awarded by the Principal in accordance with Westford Public School policy.

A student or parent/caregiver may reach out to the Principal to appeal the determination if the student has not met the requirements of a specific CD. The student and/or family would submit relevant transcripts, report cards, measures of mastery, and/or additional documentation.

The Principal will review all relevant documentation and may approve the appeal themselves (awarding the CD) or may present the case to the Westford Public Schools' CD Committee for the specific subject area. The committee may include the relevant representatives from Westford Academy, such as the School Counseling Coordinator, Curriculum Coordinator, Assistant Superintendent, and relevant administrators from the Special Education and/or the ELL Departments.

DIPLOMA REQUEST PROCESS

Students who were members of the class of 2003 through the class of 2024, who exited Westford Academy without a diploma as a result of the MCAS-based Competency Determination Requirement, may now apply for a diploma via a Local Competency Determination Review by the following process:

- The student and/or family should submit relevant transcripts, report cards, measures of mastery, and/or additional documentation.

➤ The Principal will review all relevant documentation and may approve the diploma themselves (awarding the CD) or may present the case to the Westford Public Schools' CD Committee. The committee may include the relevant representatives from Westford Academy, such as the School Counseling Coordinator, Curriculum Coordinator, Assistant Superintendent, and relevant administrators from the Special Education and/or the ELL Department.

REFERENCES

Massachusetts General Law References:

DESE Graduation Requirements and Related Guidance

DESE Graduation and Transition Planning for Students with IEPs

DESE Competency Determination Guidance and Policy Submission Process

603 CMR Standards 30.00 - for Competency Determination and Local Graduation Requirements

M.G.L. c. 69, § 1D - Statewide educational goals; academic standards

Westford Public Schools Policy References:

P6110 - Graduation Requirements

Massachusetts Association of School Committee Policy References:

IKFE – Competency Determination

Policy Adopted: December 15th 2025

WESTFORD PUBLIC SCHOOLS

Credit for Foreign Study:

Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and the student's guidance counselor will evaluate the work and assign credit for it where the work indicates adequate learning appropriate for the student's grade level.

Credit for College Courses:

Students who achieve passing grades at accredited colleges or universities prior to graduating from Westford Academy may be provided credit for these courses by Westford Public Schools for purposes of meeting the promotion and graduation requirements provided herein. Eligible courses may be either on-campus or online courses and must be worth three or more credits. Prior authorization from the administration at Westford Academy must be attained before any college or university credit will be accepted towards graduation requirements.

Program of Studies:

Each year, the School Committee shall formally approve the Program of Studies prior to its publication and implementation. In the event of any substantial changes to the Program of Studies, Policy P6110 shall be reviewed to ensure alignment with the district's educational goals and compliance with state standards.

Massachusetts General Law References:

M.G.L. c. 69, § 1D

Westford Public Schools Policy References:

P6109 — Promotion and Retention of Students

Massachusetts Association of School Committee Policy References:

IKF - Graduation Requirements

Other References:

Massachusetts Curriculum Frameworks

Admissions Standards for the Massachusetts State University System and the University of Massachusetts,

August 2013

Policy Adopted: April 9th, 2001

Policy Revised: December 20th, 2021

Policy Revised: May 27th, 2025

Grading:

Progress Updates

In order to keep parents and students up to date regarding academics, progress updates will be provided to all students and parents/caregivers at the midpoint of each term via the PowerSchool portals. In addition, the Powerschool portal will be open to view as teachers enter updated grades.

Achievement and Records

Achievement grades are given to students at the end of each quarter. These grades reflect the overall evaluation of class contribution based on participation in class, tests and related assignments. Achievement is measured numerically with a minimum passing grade of 65.

Honor Roll

The Honor Roll is calculated for Honors and High Honors. In order to receive High Honors, a student must have an academic average of 90% or above (to include not more than one grade between 80-89).

To receive Honors, a student must have an academic average of 80-89% or above, with no grade lower than 80%.

A grade of 79% or below or an "F" in a pass/fail course automatically disqualifies a student from Honor Roll.

If a student receives a grade of "incomplete," they are not eligible for Honor Roll. It is the student's responsibility to arrange for, and make up all work within two weeks after the close of the marking period. A grade of "incomplete" cannot be credited towards interscholastic eligibility.

Grading Guidelines

The educational experience provided at Westford Academy seeks to promote inquiry and creativity and accentuate reasoning and analytical thinking. It also provides for the wide range of student abilities allowing for individual strengths and weaknesses.

In order to develop these strengths and identify any learning weaknesses that students may have, a wide range of learning activities must be part of the classroom experience. The following guidelines contain the specific types of learning experiences that will be evaluated each marking term in order to establish a comprehensive assessment of pupil achievement:

- **Individual Achievement:** Objective tests, quizzes, homework, speaking (oral expression) and listening comprehension
- **Self Expression:** Individualized research projects, journals, book reports, essays
- **Large Group / Small Group:** Class participation, group interaction, projects, labs

Course Changes:

Students are encouraged to work closely with their school counselor during the course selection process. The add/drop period for a semester based course is 10 days from the first day of the semester. Students cannot be added to a different elective after this point and will be added to a DLT. After the start of each school year, changes to a student's program may not be possible for a variety of reasons: class size, single class offerings, conflicts, or disapproval by parent(s)/caregiver(s)/guardian(s), counselor, or teacher.

Full Year Course:

1. Two weeks after 1st quarter report cards are released, students can withdraw from a course if:
 - The student is still carrying 32.5 credits/30 credits for seniors
 - Parent/teacher signatures are secured.
 - *Course will not be noted on transcript*
2. Any point after #1, a student can withdraw from a full year course if:
 - The student is still carrying 32.5 credits/30 credits for seniors
 - Parent/teacher signatures are secured
 - *A withdrawn (W) will be noted on the transcript.*

Semester Courses

1. Two weeks after 1st progress reports are released, students can withdraw from a course if:
 - Parent/teacher signatures are secured.
 - *Course will not be noted on transcript*
2. Any point after #1, a student can withdraw from a semester course if:
 - Parent/teacher signatures are secured.
 - *A withdrawn (W) will be noted on the transcript.*

Course Classifications for Weighted Grade Point Average:

Only courses offered at Westford Academy or through the Dual Enrollment program will be used to calculate a student's GPA. Any course completed in addition to the maximum of 35 credits per year available to Westford Academy students is recognized as enrichment only.

Courses taken outside of Westford Academy that are not Dual Enrollment courses are recognized as enrichment only.

Only courses that carry an AP, Honors or CP designation are included in the calculation of a student's weighted grade point average (GPA).

See [course level guidelines](#).

Grade Point Average Scale:

Grade Point Average (GPA) Scale			
Numerical Equivalent	AP	Honors	CP
98-100	5.0	4.5	4.0
93-97	4.7	4.2	3.7
90-92	4.5	4.0	3.5
87-89	4.3	3.8	3.3
83-86	4.0	3.5	3.0
80-82	3.7	3.2	2.7
77-79	3.4	2.9	2.4
73-76	3.0	2.5	2.0
70-72	2.7	2.2	1.7
65-69	2.0	1.5	1.0
0-64	0.0	0.0	0.0

AP Self-Study:

Participation in self-study for Advanced Placement (AP) examinations is strictly limited to students in the 11th and 12th grades, contingent upon the availability of space and administrative resources. To formally request this option, interested students must complete the requisite self-study form and ensure its submission to the AP coordinators no later than October 9, 2026. Please note that we do not administer exams for AP subjects not offered at Westford Academy. AP courses taken outside of Westford Academy and self-study AP scores are not included on the WA transcript or in a student's GPA.

Furthermore, research shows that many higher education institutions do not factor AP scores into the undergraduate application review process; these scores are typically utilized solely for the potential granting of college credit or advanced standing upon matriculation.

If more students request to take an AP exam than there are seats available, students will be selected by a lottery system. ***If you know you will enroll in a specific AP course offered at WA in a future school year, it's strongly advised that you do not self-study and take the corresponding AP exam beforehand.***

Please note that if you *do* self-study and take the AP exam one year, and then enroll in the official WA AP course for that subject the following year, you are still required to take the AP exam again at the completion of the course. You cannot use your previous self-study score in place of the course requirement.

Only students currently enrolled at WA are eligible to take AP exams at WA.

Admissions Standards to Massachusetts State Universities:

Although recommended and required courses for individual colleges and universities vary, the following admissions standards for the Massachusetts four-year college system provides a general guideline. [HERE](#) is a link to the minimum entrance requirements for admissions into the Massachusetts State University System.

School Counseling Department:

The School Counseling Department at Westford Academy is dedicated to promoting student success and well-being, guided by our core values of safety, perseverance, inclusion, respect, integrity and teamwork.

Academic & College Readiness Tools

The SCOIR platform is integral to this process, helping students increase their awareness of college and career decision skills. Interest inventories, career information, and college search data are all developed and stored in each student's electronic portfolio throughout their four years at Westford Academy.

More academic tools can be found directly on the [school counseling website](#) including the graduation requirements worksheet and time management worksheet.

Access and Support

Counselors are available throughout the school day, prioritizing safety by providing immediate attention to urgent or emergency situations. Students and parents/caregivers are encouraged to contact counselors when needed to support the student's growth.

We also provide group information sessions for both students and parents/caregivers throughout the year. Throughout the curriculum, opportunities for the development of academic, college and career readiness, and personal/social competencies are provided.

Our Administrative Assistants, staff, and administration are also valuable resources, embodying respect and responding carefully and willingly to student inquiries and needs.

Please call (978) 692-5570, or visit our [website](#) for more information.

Staff Contacts

Name	Title	Phone
Lauren Clark	Director of School Counseling	Ext. 7419
Leah Birnkrant	School Counselor	Ext. 7409
Samantha DeMagistris	School Counselor	Ext. 7422
Brian Doherty	School Counselor	Ext. 7412
Jenna Grossman	School Counselor	Ext. 7414
Heidi Hider	School Counselor	Ext. 7410
Patti Loneragan	Social Worker	Ext. 7495
Susan Lynch	School Counselor	Ext. 7420
Micaela McQuaide	Social Worker	Ext. 7496
Tamara Willsie	Administrative Assistant / WA Registrar	Ext. 7407

School to Careers Program:

Self-Assessment and Career Exploration

Students are introduced to the career decision-making process during their freshman year. They learn to assess their values, skills and interests and apply that information to course selection and opportunities in the world of work. They also open and develop an online portfolio of their career exploration activities during their four years at Westford Academy.

Senior Capstone Experience

Capstone Website

Seniors participate in a fourth quarter Senior Capstone in one of the following ways:

- **Internships:** Students engage in unpaid work experiences that enable them to participate in and observe a professional work environment. This is structured to help demonstrate practical, real world applications for academic learning. These experiences help students focus on career and educational goals, solidify post secondary plans, and may even lead to future employment.
- **Community Service:** Students volunteer their time in community agencies such as nursing homes, pet shelters, churches, etc. Students must be connected with an organization to complete any community service that involves fundraising.
- **Research Project:** Students engage in extensive research on a detailed topic with a measurable, essential question that is then translated into a tangible final product. Past examples have included: a portable UV sanitizer, iPhone app development, and kinetic sculpture. Research projects may be completed individually or with one partner (maximum).
- **Senior Experience:** Seniors can choose to participate in Senior Experience if a Capstone is not secured. This program is housed at Westford Academy and taught by the Dean and senior teachers and may include units on post-secondary planning, financial literacy, etc. with a volunteer component.

If a student is enrolled in 4 AP courses, it is optional for them to participate in the Capstone Experience.

Academic Alternatives & Extended Learning:

Alternative Education Program

The Westford Academy Alternative Program is designed to assist a population of students who require additional educational and emotional support to be successful in their academic programs. Students accepted into the program have their schedules tailored to meet their individual needs.

Dual Enrollment

Middlesex Community College works in conjunction with Westford Academy, offering college courses to students that simultaneously meet their graduation requirements at Westford Academy through the state-sponsored Dual Enrollment program. Informational sessions are provided for interested families by MCC. For more information about Dual Enrollment benefits, eligibility and requirements, please review the [Dual Enrollment](#) at MCC website, review/sign the Dual Enrollment Contract and review/sign the [Dual Enrollment Application](#). All students considering Dual Enrollment should schedule a meeting with their school counselor. Please visit the [counseling website](#) for more information.

Independent Study

An Independent Study is available to students for credit in nearly all subject areas. An independent study focuses on complex analysis, critical thinking, and active student participation. In order to be approved for an Independent Study, a student must secure a faculty member who is qualified and willing to supervise a project in the field of study chosen by the student. The teacher and student will create a contract specifying the goals, methods of attainment and the means of evaluation. The contract is submitted to the Curriculum Coordinator and counselor for final approval. Students may participate in only one independent study during the school year. An Independent Study is listed as a course on a student's transcript as a pass/fail course. Independent studies are for students in grades 10-12.

Teacher's Assistant

Juniors and seniors are able to serve as teacher's assistants. TAs are not listed on a student's transcript as students do not receive a grade for TAs. Seniors are not allowed to have 2 DLTs and a TA in their schedule.

Educere

Educere is an online platform that offers over 5,000 virtual courses. WA students can take Educere classes for enrichment purposes in place of an inhouse elective, not currently offered at WA. A successful Educere student possesses strong problem solving skills and has strong organizational and time management habits. Due to the nature of the course, you will need to manage your learning schedule, work independently in a course, and manage time appropriately. For more information on Educere courses, please see your school counselor.

Summer School Courses

Westford Academy students may complete summer school courses in conjunction with some neighboring school districts or virtually through Educere. Only courses failed during the school year at Westford Academy may be made up for credit recovery. Information on summer school programs can be obtained from the School Counseling department in late Spring.

Students are encouraged to participate in enrichment summer programs. These programs can be used to broaden a student's background as well as strengthen certain weaknesses. See the Enrichment Programs link in SCOIR for information on summer programs received by the school counseling office.

Scheduling Overview

The scheduling process involves three parts.

- 1) Recommendations for course levels will be inputted into PowerSchool for students by their current teachers.
- 2) Students review those recommendations in PowerSchool, select their core classes and choose electives based on their interests during the open window (February 26th at 2:30pm- March 6th at 2:30pm).
- 3) Once all requests are entered into PowerSchool, the master schedule will then be built based on those requests.

If an inadequate number of students select a specific course, it will not be possible to offer the course.

Scheduling Timeline

February 10th, 9-11am	Future Freshmen Day! Stony Brook and Blanchard 8th grade students visit WA!
February 10th, 6:30pm	9th Grade Information Night for Parent(s)/Caregiver(s), Westford Academy PAC
February 11th	School counselors will present to WA students in grades 9-11 on the scheduling process during advisory.
February 26th at 2:30pm- March 6th at 2:30pm	Students and parents discuss teacher recommendations and students enter their elective choices into PowerSchool (directions below!). The portal will be opening after school on Thursday, February 26th. Override link active as of February 26th at 2:30pm (links are embedded in the Parental Override Policy & Process document).
March 6th	Deadline for all WA course requests by students/families; portals close at 2:30pm
March 6th	Deadline for Override Requests, 2:30pm. (Same date for middle schools and WA. This is also the same day and time

	when the course requests are due.) **If you are requesting a higher level course that your teacher does not recommend due to ineligibility, you must complete the override process by March 6th. Please be sure to consult with your teacher as well.
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Scheduling Worksheet

Total Credits Required:

- Grades 9-11: Minimum of 32.5 credits, Maximum of 35 credits.
- Grade 12: Minimum of 30 credits, Maximum of 35 credits.

Alternate Courses: You MUST list one alternate course for every elective selected. If your first choice is full or conflicts with a required course, the alternate will be used. *If you do not list an alternate, an elective will be selected for you.* Note: The software will not recognize an alternate that is identical to your first choice

Subject	Credits (Full Year = 5, Semester = 2.5)	Course Name & Number	Alternate Course if applicable
English			
Health/PE			
History & Social Studies			
Math			
Science			
Visual & Performing Arts			
World Language			
Elective #1			

Elective #2			
Elective #3			
Elective #4			
Total Credits			

Time Management Activity

This activity is intended to help students anticipate the time they will need to remain balanced, healthy, happy and engaged learners.

School Day (5 Days x 6.5 Hours)	32.5
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Anticipated Hours of Homework*	Average Hours/Week
CP & Honors: 0 - 2.5 hours per course per week	
AP: 4 - 5 hours per course per week	
Total School Hours:	

Extra-Curricular Activities	Average Hours/Week
Clubs/Interests/Hobbies	
Paid Job	
Community Service	
Sports/Physical Activity	
Music/Theater/Performance	
Other (Driver's Ed, SAT Prep, College Apps, etc)	
Total Extra-Curricular Hours:	

Daily Living Activities	Average Hours/Week
Sleep (7 days x 9 Recommended Hours)	
Necessities (Eating, Showering, Chores, etc)	
Travel to and from School	
Family Time	
Free Time (Friends, TV, Phone, Internet, etc)	
Total Daily Living Hours:	

School Day Hours	= 32.5	Available Hours/Week 168
Homework Hours	= _____	
Extra-Curricular Hours Daily	= _____	
Living Hours	= _____	
YOUR TOTAL HOURS	VS.	

PowerSchool 2026-2027

A Student's Quick Start Guide for Course Requests

How to Select Your Course Requests:

Step 1 - Review the Program of Studies to read course descriptions and graduation requirements

Step 2 - Log in to Powerschool (<https://westford.powerschool.com/public>) during the time slot the scheduling process is open to you. Students will use their google log-in by clicking on “student sign-in.”

Step 3 - Click on the "Class Registration" button on the left side of the screen

Step 4 - Click the Pencil Icon on the right side of the screen under each subject to see your recommendation and/or select the courses you would like to take (for courses that require a recommendation, you can *only* select the course that was recommended for you. To change a level up, follow the steps below for completing a request for an override but you **MUST** select the course that you were recommended for. If the override is approved, those will be manually entered by a curriculum coordinator.)

Step 5 - Review your selections and submit your requests.

Reminders:

Counselors will be presenting to students in grades 9-11 on scheduling during advisory on February 11th. We will post the slidedeck on our website along with a video tutorial on course registration in PowerSchool.

One of the biggest benefits of attending WA is the access to a multitude of classes. All students have a plethora of elective options. Please take your time and make the best decisions you can for yourself. Our Program of Studies is your best resource to read about what each course is like and the material you'll cover.

Often, students are under the false impression that the sooner they submit their requests, the better chance they will have at getting into the classes they are requesting. This is not true. Once all students have finalized their requests, the scheduling process begins and all students have an equal opportunity to get into the classes they chose, regardless of when they submitted.

Frequently Asked Questions

Please read the following information regarding the Override Process for level changes.

Override Policy:

Information Regarding Overrides

Sometimes parents/caregivers/students choose to reject their teacher's recommendation for placement and request enrollment in a more demanding course for which they are not academically eligible. There are risks in doing so. Specifically:

- A student who does poorly in a more advanced class may weaken the student's overall academic record.
- Sometimes, the additional effort required for success in a course for which a student is not well prepared takes away from the time and energy a student has available to devote to other coursework leading to an overall decline in performance.
- To keep up with the class, the student may require more individual help than the teacher can reasonably be expected to provide. The pacing and demands of any course do not allow teachers to accommodate a student who is misplaced. The teacher cannot provide individual tutoring.
- We do want students to challenge themselves but sometimes those challenges may yield grades (such as a C or lower) that are not acceptable to the student and/or parent/caregiver.

In some extenuating circumstances, parents/caregivers may formally request an override of the teacher's recommendation or eligibility requirements for a course or courses. **In those instances, the student may enroll in the desired course with the understanding that the student will remain in said course for the entire school year.**

In a continuing effort to support student success and well-being and based on a review of data, the following limitations are in place for overrides:

- A student may only submit override requests for a maximum of 2 classes. This year we will be collecting additional override requests (more than 2) to evaluate the feasibility, quantity and types via a separate supplementary form. In the event we grant additional overrides, this form must be completed by the student to have the option to do so.
- An override will not be granted if students are more than 5 points below the required prerequisite course grade.
- The student's parent/caregiver understands that additional support beyond extra help from the classroom teacher may be needed to be successful in this course.
- For current WA students, override qualifications will be evaluated at the end of quarter 3 using the year-to-date grade (cumulative grade consisting of quarter 1, quarter 2, midterm assessment, and quarter 3). For 8th-grade students, override qualifications will be evaluated at the end of T2 using the year-to-date grade (cumulative grade consisting of T1 and T2).
 - If students who have completed the process achieve the prerequisite grade by the end of Q3, Curriculum Coordinators can remove the override tag.
 - If students who have completed the process move into the override qualification range by the end of Q3, their override will be granted; CCs will notify students, parents/caregivers/guardians, and the school counselor.
 - If students who have completed the process move out of the override qualification range, CCs will communicate to students, parents/caregivers/guardians, and the school counselor that they are no longer eligible to override.

If you wish to override the recommendation of your student's teacher in selecting a course for next year, the following process must be followed:

1. If you have not been through the override process before and would like to have a meeting with the curriculum coordinator to discuss the implications of an override or have questions about the courses, please contact the department coordinator for that subject directly to set up a meeting. This meeting must be requested prior to March 6, 2026.
2. If you have been through this process before and feel that you have a full understanding of the override process:
 1. Click on the link below for the specific department. You must complete a separate form for each department course.
 2. Complete the override form (available beginning February 26, 2026) agreeing to the conditions stated in the policy above. Once you complete, sign, and submit this form, you will receive a port confirmation email.
 3. You must submit the Google Form by **MARCH 6, 2026 at 2:30pm. There are NO EXCEPTIONS to this deadline.**

The Override Form collects an electronic signature and requires a Google account to submit. If necessary, please use a WPS student account to complete the form with your student. Having a digital signature (.jpeg or .pdf) ready to submit will speed up the process.

Parental Override Policy Forms:

Type	Coordinator
Mathematics & Computer Science Override Form	Chris Jeffcoat
English Override Form	Janet Keirstead
Science Override Form	Chris Jeffcoat
Social Studies Override Form	Christopher Connole
World Languages Override Form	Stephanie Devlin

[*Supplementary Override Form](#) (For students submitting more than 2 overrides. For data collection purposes only.)

Course Level Guidelines at Westford Academy

Westford Academy's course level guidelines offer general criteria for different course intensities, though subject needs vary. Regardless of the level, students will learn, practice, and focus on skills and standards. Additionally, some classes are unweighted; these do not affect the GPA and allow students to explore personal interests without considering their grade point average. These unweighted classes are most similar to CP level courses.

College Preparatory (CP) Level Course

CP courses represent the grade-level curriculum designed to meet state standards and prepare students for post-secondary options. They follow a standard pace, providing regular instructor guidance and consistent review of material. The curriculum emphasizes foundational knowledge and core skills required for success beyond Westford Academy.

Honors (H) Level Course

Honors courses are more challenging than CP courses, designed for students who demonstrate a strong grasp of the subject and seek a more intense academic experience. Honors courses move at a significantly faster pace and demand a higher quantity of student work. They focus on complex analysis, critical thinking, and require a higher level of independent work. The curriculum addresses the same standards as CP courses but goes deeper into the material and may cover additional topics.

Advanced Placement (AP) Level Course/ Dual Enrollment (DE) Course

AP/DE courses are the most rigorous level, equivalent to introductory college courses, and are intended for the most motivated and academically prepared students. AP courses operate at an accelerated, college-level pace and require substantial independent study, research, and critical analysis. They are designed to mirror the expectations of a university setting. The AP curriculum is standardized nationally by the College Board (the same organization that administers the SAT) to align with college-level requirements. The AP course culminates in a comprehensive, standardized AP exam in May. DE enrollment curriculum is approved by the sponsoring college or university and college credit can be earned. Students can potentially earn college credit in college for AP—depending on each institution’s policies—by achieving a qualifying score (usually 3, 4, or 5) on the final AP exam.

	CP (College Preparatory)	H (Honors)	AP/DE (Advanced Placement/Dual
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			Enrollment)
Rigor	Standard level	More rigorous advanced high school level	Most rigorous College-level
Pace	Standard	Faster pace; Greater independence on task	Accelerated; similar to a college class
Curriculum	Focuses on standards	Same standards, but in greater depth	Standardized nationally by the College Board/College
College Credit	No	No	Potential to earn college credit depending on each institution's policies
Anticipated Amount of Homework	0 - 2.5 hours per course per week	0 - 2.5 hours per course per week	4-5 hours per course per week

Full Course Listing:

Please click on the image below to view our full course listing.

Full Course Listing	
ENGLISH	
No.	Course
001	English 9 CP
002	English 10 CP
003	English 11 CP
004	English 12 CP
038	English 9 H
039	English 10 H
040	English 11 H
041	English 12 H
042	English Lit./Composition AP
ENGLISH ELECTIVES	
No.	Course
044	Journalism CP
045	Journalism II H
050	Creative Writing CP
051	Creative Writing H
052	Creative Writing II H
055	Film & Literature CP

Freshmen Course Listing:

Please click on the image below to view our freshmen course listing.

Freshman Course Listing	
Course Selections	
English	
No.	Course
001	English 9 CP
038	English 9 Honors
044	Journalism CP
World Languages	
No.	Course
101	French I CP
102	French II CP
103	French II Honors
110	Mandarin I CP
112a	Mandarin II H
120	Latin 1 CP
121	Latin II CP
122	Latin II Honors
130	German I CP

Course Composites:

Business Course Composites

The Business Department offers a curriculum that facilitates an academic and practical understanding of the scope, function, and nature of business in a free-market society. Course content is supplemented with the study of real-world business examples, using the case study method and in-class discussions on relevant business news articles. Our goal is to provide a well-rounded educational experience that will not only prepare our students for college level business courses, but also to prepare them to become productive citizens.

The DECA Business Club prepares emerging leaders and entrepreneurs in the areas of marketing, finance, hospitality, and management in high schools and colleges around the globe. DECA's competitive events directly contribute to every student being college and career ready when they graduate Westford Academy by focusing them on being academically prepared, community oriented, professionally responsible and experienced leaders.

Westford Academy's DECA club is for students (grades 9-12) who have an interest in the business field or want to better prepare themselves for college or career after high school. Our members compete in a program that uses interviews, tests, role plays, and written projects to evaluate their

professional skills. WA DECA provides its members with a unique, comprehensive, and time-tested Training Program, which offers a library of online resources, Training Classes and one-on-one instruction are available and adaptable to the students' varied schedules, and practice presentation sessions with a judge all designed to ready the WA members for competition. Members have an opportunity to compete at three qualifying levels (Districts, States, and Internationals) as either individuals or in teams of 2 or 3.

View the [business course chart](#) here.

498 - Principles of Marketing (9-12) - 2.5 Credits

This semester course examines the basic functions involved in the exchange process that is designed to meet customer's needs. It also explores the behavior that consumers display in searching for, purchasing, using, and evaluating products. Topics include: marketing ethics, market segmentation, product development and brand management, pricing, distribution strategies, and promotional activities.

499 - Principles of Management (9-12) - 2.5 Credits

This semester course introduces the basic functions of managers and the different culture, structure, and ethical practices of businesses. We explore the importance of a diverse workforce as well as ethical/socially responsible practices that each company should adhere to in order to improve their "brand". Topics include: the functions of a manager, organizational structure, culture of an organization, social responsibility in business, and the basics of management decision making and effective leadership.

504 - Sports & Entertainment Marketing (10-12)-CP- 2.5 Credits

Prerequisite: Marketing I

This course is designed for students interested in sports, entertainment, and event marketing. This course is meant to cover three basic components: (1) the use of sports as a marketing tool for other products; (2) the marketing of sports products themselves; and (3) the strategies relevant for both marketing and the marketing of sports. Component one addresses the extent of the sports industry, as well as the various domains of the sports marketing environment. Component two includes coverage of branding, product positioning, promotions, and sponsorships. Component three addresses the emerging issues of social marketing, technology, and non-traditional or "outside the box" sports marketing strategies. This course satisfies the DECA membership requirement.

505 - Accounting - CP (9-12) 2.5 Credits

The purpose of this course is to develop employable skills for simple record keeping tasks and to encourage the ambitious to seek additional knowledge in the field of accounting. Principles of double-entry bookkeeping are taught and business terminology is developed. The students will be taken through the accounting cycle for a sole proprietorship service industry and merchandising company. Computer based accounting simulation lessons will be utilized throughout the course of instruction.

506 Advanced Management/Management II - Honors (10-12) 2.5 Credits

This semester course is designed for students who have taken Principles of Management and want to dig deeper into effective management practices, the roles of Human Resources, decision making, strategic planning, and setting goals for success. We will discuss when to identify opportunities for development and change within an industry, as well as the use of social media and other essential forms of communication necessary to maintain transparency and success.

508 - Law & Ethics in Business- CP (10-12) - 2.5 Credits

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law and the court systems are examined. Upon completion of the course, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

511 - Social Media Marketing - Honors (10-12) - 2.5 Credits

Prerequisite: Marketing I

This honors class immerses students in the marketing application of social media and other newly emerging media channels. The course covers the planning and integration of social media into the marketing mix. Students will learn to set objectives, develop social marketing plans, integrate social media into overall marketing and communication plans, measure program results and utilize new media technologies. The class includes hands-on development of social media tactics and channels including video content creation, and other advanced engagement techniques to increase followers. This may require students to set up individual social media accounts.

514 - Introduction to Business & DECA Prep (9-12)- 2.5 Credits

This course is designed to introduce the nature and scope of Business through the framework of DECA's world-renowned Competitive Events Program, which focuses on academic and technical content (Knowledge & Skill Standards) that are common to each of the 5 main business clusters or occupational groupings: Marketing, Management, Finance, Hospitality, & Entrepreneurship. This course will underscore WA's 4-year business curriculum, as well as the student benefits of and career connections to WA's DECA Business Club program, open to all students (grades 9-12) interested in further secondary education and a development of skills vital to any career in all fields.

This course is the former course #507 Intro to Business & DECA Prep CP.

515 - Personal Financial Management (10-12) - 2.5 Credits

This course is designed to help students understand the financial planning processing and to develop sound money management skills. Students will have hands-on experience learning and examining how to save money and build wealth, negotiating, preparing budgets that work, identifying and understanding different types of investments, debt and the characteristics of being an informed consumer. In addition students will examine broad concepts such as gross income, taxes, payroll deductions and debt management. The desired outcome of this course is for students to develop the computational skills needed to understand, actively budget and manage their personal finances.

516 - Sales & Consumer Behavior Honors (10-12) - 2.5 Credits

Prerequisites: Marketing I

This course offers students the opportunity to further explore a variety of components in the business environment such as consumer behavior, sales, market research and current market trends. Students will learn about how consumers select products, services, experiences and ideas. Sales curriculum will also help students improve their persuasion and selling effectiveness as well as cover all the elements of the sales process. Students will also explore further concepts in market research and dissect current business events/trends.

This course is the former course #509 Consumer Behavior CP.

553 - Web Page Development CP (9-12) 2.5 Credits

In this course students will gather information, plan, design and create web pages. Using Hypertext Markup Language (HTML) as well as Google Sites and Wix, students will create web sites that incorporate hyperlinks, text formatting, color images, tables, sound, video, frames and forms. Successful completion of course materials will be demonstrated via projects such as creating web pages for an autobiography, Sports Team, Vacation destination, etc. Class critiques will further reinforce understanding of basic information analysis, planning and design elements of an effective web page.

567 - Microsoft Certified Application Specialist (9-12) 2.5 Credits

Earning Microsoft Certification acknowledges your expertise in working with Microsoft products and technologies. Upon completion of this course, Westford Academy students will be prepared for Certification Testing through the Microsoft Corporation in MS Word, MS Excel and MS PowerPoint and MS Outlook. Adding these skills and certificates to your credentials would be recognized by many universities and/or employers. During this elective, students will learn to produce useful Office documents such as letters and reports. Students will learn to design complex spreadsheets using formulas, charts and graphs. Students will be required to produce PowerPoint presentations that include audio, animation and video components. Students will learn how to transmit their documents via email and how to publish them to the World Wide Web. At the end of this course, students may elect to take an exam (at minimal cost) which is accepted by many colleges for credit.

936- Yearbook Design (10-12) 2.5 Credits

Students will learn the elements of creating, organizing, and publishing the Westford Academy yearbook. Students will work to build the 300+page WA Yearbook and will be required to take photos of events, communicate with coaches, advisors, faculty and peers in the community in order to gather the content needed. Students will also be required to edit and create the pages to be sent to publish. Image Editing is helpful, but not required.

Business Department Dual Enrollment Classes

This opportunity for Westford Academy students in grades 11 and 12 is offered through Middlesex Community College as part of their Concurrent Dual Enrollment program where students can earn 1 college credit for this high school course. Students will take this class with a Westford Academy teacher who also serves as an adjunct professor at MCC. This course will be part of the students regular schedule during the school day.

There are additional steps that students must take in order to be placed in this course including filling out the Dual Enrollment paperwork, paying a fee and meeting all the prerequisites below which come directly from Middlesex Community College. This course would also need to fit in the student's schedule. The fee of approximately \$130 is paid directly to MCC. If the fee is a barrier, please see your school counselor. Students will receive a MCC transcript at the end of the semester. This course will also be listed on your WA transcript.

1135- Dual Enrollment Money Matters (11-12) Partnered with Middlesex Community College 2.5

This course is designed to help students understand the financial planning processing and to develop sound money management skills. Students will have hands-on experience learning and examining how to save money and build wealth, negotiating, preparing budgets that work, identifying and understanding different types of investments, debt and the characteristics of an informed consumer. In addition, students will examine broad concepts such as gross income, taxes, payroll deductions and



debt management. The desired outcome of this course is for students to develop the computational skills needed to understand, actively budget and manage their personal finances.

Students who have earned credit in 515 Personal Finance cannot enroll in this course.

1167 - Dual Enrollment Entrepreneurship partnered with Middlesex Community College-(11-12) - 2.5 Credits



Recommended: 498 Principles of Marketing and 505 Accounting I

Entrepreneurial businesses are a major force in our economic community. This fast paced course reinforces all previously learned materials from the Marketing, Management, and Accounting curriculums and prepares students for what it is like to be an effective entrepreneur in the real world. All students will be required to formulate a Business Plan, while gaining real life hands-on experience of actually starting and operating their very own small business.

English Course Composites

The goals of the English Department are to teach students to speak and listen effectively, to read with comprehension, to write clearly and correctly, and to be open- minded and reflective in their thinking. They will acquire between 180 (grade 12) and 240 (grades 9-12) new vocabulary words each year, using the Sadlier Oxford *Vocabulary Workshop*.

To select honors, students must receive a recommendation from their English teacher or achieve at least a 93 average in eighth grade language arts, achieve a 90 average in a CP class, or maintain an 85 average in the honors program. In order to enter the Advanced Placement class, a student must have earned at least an 88 average in English 11 Honors. Students may not move from a college preparatory class into the Advanced Placement class.

[English Course Sequence Chart](#)

001 - English 9 CP - 5 credits

Students will be exposed to the different genres of literature. In addition, students will be expected to participate actively in formal and informal discussions and write long and short pieces. Process writing will be stressed.

002 - English 10 CP - 5 credits

Students will extend and refine their understanding of literary genres. In addition, they will participate in formal and informal discussions and write compositions and essays using process writing. Writing will include analytical, persuasive, and creative/narrative. Grammar and usage will be addressed through writing. Classwork is designed to foster collaboration and group work. Students will work on MCAS prep by learning test-taking strategies and by writing constructed responses.

003 - English 11 CP - 5 credits

A major emphasis of this course is the examination of American Literature. Students will study novels, short stories, essays, poems, and plays that reveal aspects of the American experience. America as revealed in its myths, literary movements, and history forms the basis of student inquiry. Grammar

and usage will be addressed through writing. Students will participate in formal and informal discussions. Students may also engage in research-based writing or projects. The focus of student writing will be on analytical and persuasive essays using process writing.

004 - English 12 CP - 5 credits

A major emphasis of this course is World Literature. Students will be exposed to a variety of classic and modern world literature, including Elizabethan drama. Students will generate, examine, and reflect upon personal values by responding to literature. In addition, students will participate in formal and informal discussions and engage in research. The focus of student writing will be on analytical, persuasive, and reflective essays that have been generated through a comprehensive writing process.

***035 - English 10 CP - 5 credits**

Students will extend and refine their understanding of literary genres. In addition, they will participate in formal and informal discussions and write compositions and essays using process writing. Writing will include analytical, persuasive, and creative/narrative. Grammar and usage will be addressed through writing. Classwork is designed to foster collaboration and group work. Students will work on MCAS prep by learning test-taking strategies and by writing constructed responses.

Course 035 is offered to students who have been identified and recommended by the English Department as benefitting from more individualized instructional practices.

*This course will not be offered during the 2026-2027 school year.

***036 - English 11 CP - 5 credits**

A major emphasis of this course is the examination of American Literature. Students will study novels, short stories, essays, poems, and plays that reveal aspects of the American experience. America as revealed in its myths, literary movements, and history forms the basis of student inquiry. Grammar and usage will be addressed through writing. Students will participate in formal and informal discussions. Students may also engage in research-based writing or projects. The focus of student writing will be on analytical and persuasive essays using process writing.

Course 036 is offered to students who have been identified and recommended by the English Department as benefitting from more individualized instructional practices.

*This course will not be offered during the 2026-2027 school year.

***037 - English 12 CP - 5 credits**

A major emphasis of this course is World Literature. Students will be exposed to a variety of classic and modern world literature, including Elizabethan drama. Students will generate, examine, and reflect upon personal values by responding to literature. In addition, students will participate in formal and informal discussions and engage in research. The focus of student writing will be on analytical,

persuasive, and reflective essays that have been generated through a comprehensive writing process.

Course 037 is offered to students who have been identified and recommended by the English Department as benefitting from more individualized instructional practices.

*This course will not be offered during the 2026-2027 school year.

English Honors / Advanced Placement Courses

To select honors, students must receive a recommendation from their English teacher or achieve at least a 93 average in eighth grade language arts, achieve a 90 average in a CP class, or maintain an 85 average in the honors program. In order to enter the Advanced Placement class, a student must have earned at least an 88 average in English 11 Honors. Students may not move from a college preparatory class into the Advanced Placement class.

038 - English 9 H - 5 credits

Prerequisite: Teacher recommendation or 93 overall average in Grade 8 Language Arts

English 9 Honors parallels the freshman CP curriculum in its exposure of students to the different genres of literature. The honors course is an accelerated class in which students will be expected to read and analyze extensively and critically, to write in a sophisticated manner, and to participate actively in formal and informal discussions. Over the course of the year, students will be expected to write analytically, stressing the writing process. Overall, this class demands a higher independent skill mastery than in English 9CP.

039 - English 10 H - 5 credits

Prerequisite: Teacher recommendation or either 90 overall average in English 9 CP or 85 overall average in English 9 H.

English 10 Honors parallels the sophomore CP curriculum in its concentration and focus. The honors course is an accelerated class in which the student will be expected to read and analyze extensively and critically, to write in a sophisticated manner, and to participate actively in formal and informal discussions. Students will extend and refine their understanding of grammar with a focus on usage and their understanding of the literary genres. In addition, students will participate in formal and informal discussions, and write compositions and essays that have been revised and edited for correctness and expression. Students will also work on MCAS prep by learning test-taking strategies and by writing constructed responses.

040 - English 11 H - 5 credits

Prerequisite: Teacher recommendation or either 90 overall average in English 10 CP or 85 overall average in English 10 H.

English 11 Honors parallels the junior CP curriculum in its concentration on American Literature, although at an accelerated pace. Students will study novels, short stories, essays, poems, and plays that reveal aspects of the American experience. The in-depth scrutiny of the works of American writers as well as the emphasis on writing and thinking skills reflect the level of sophistication

expected of honors students. Proficiency in rhetoric and composition, vocabulary, research, and literary analysis is required.

041 - English 12 H - 5 credits

Prerequisite: Teacher recommendation or either 90 overall average in English 11 CP or 85 overall average in English 11 H.

English 12 Honors is a reading and writing intensive course. It parallels the senior CP curriculum in its exposure to World Literature, although at an accelerated pace. Students focus on thinking and writing skills that reflect the level of sophistication expected of an honors student. Through writing, students will critically examine literary works with greater independence. Active class discussion and participation are expected.

042 - English Literature & Composition AP - 5 credits

Prerequisite: Teacher recommendation or 88 overall average in English 11 H. Students may not move directly from English 11 CP to English Literature and Composition AP.

In an Advanced Placement course in English Literature and Composition students are involved in both the study and practice of writing and the study of literature. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students will become more aware of literary elements and techniques. Assignments will focus on the critical analysis of literature and will include essays and discussion in exposition and argumentation. The desired goals are the effective use of language and the organization of ideas in a clear, coherent, and persuasive way.

Students selecting this course are expected to take the Advanced Placement English exam in May.

English Electives

English electives can be taken in addition to regular English classes. The signature and approval of the present English teacher is required. English electives do not satisfy the English requirements. Electives will be given dependent upon numbers of sign-ups and availability of English teacher time slots.

044 - Journalism CP - 5 credits

This one year course exposes students to the basics of journalism and news production. Students will learn to conduct interviews, to write in a variety of forms, to write captions and headlines, to design print pages, and the basics of photojournalism. Students will be exposed to the following written forms: news writing, feature writing, sports writing, editorial writing, and review writing. Students are expected to interview a variety of sources in and out of the school. Student work will be published online at waghostwriter.com and in print form in the *WA Ghostwriter*.

045 - Journalism II H - 5 credits

Prerequisite: Journalism I

057 - Journalism III H - 5 credits

Prerequisite: Journalism II

058 - Journalism IV H - 5 credits

Prerequisite: Journalism III

050 - Creative Writing CP - 2.5 credits

This course is a writing workshop for students who wish to pursue creative writing and discover their voice. Through teacher lessons and models, students will learn about various genres of creative writing -- including but not limited to narrative essay, short story and poetry. Students will gain material for writing from their imaginations and their life experiences. Students will have the opportunity to pursue their own writing interests. Sharing work and receiving open feedback from others is a central part of the course. This course is open to juniors and seniors and to sophomores with permission from their teacher and if space allows.

051 - Creative Writing H - 2.5 credits

This course is a writing workshop for students who wish to pursue creative writing and discover their voice. Through teacher lessons and models, students will learn about various genres of creative writing -- including but not limited to narrative essay, short story, and poetry. Students will gain material for writing from their imaginations and their life experiences. Students will have the opportunity to pursue their own writing interests. Sharing work and receiving open feedback from others is a central part of the course. This course is open to juniors and seniors and to sophomores with permission from their teacher and if space allows.

For honors credit, students will be expected to complete additional assignments at the same level as the standard honors English courses.

052 - Creative Writing II H - 2.5 credits

Prerequisite: Creative Writing I H and instructor's approval.

This course is a writing workshop for students who wish to further their pursuit of creative writing and continue to develop their voice. Students will focus on the acts of writing and editing and have more independence and choice in the genre(s) they explore. Significant emphasis will be placed on both the production of writing and their participation in workshops. This course is open to juniors and seniors who have successfully completed Creative Writing I if space allows.

055 - Film and Literature: Good Movies, Better Books CP - 2.5 credits (11-12)

Do you know that some of the most thought-provoking movies viewed in the 20th and 21st centuries are based on even better novels, short stories, and plays? This course will explore the complex interplay between film and literature. Selected novels, short stories, and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities and problems involved in transferring a story from the page to film. What elements of the work are lost in the transition? What is gained? This course is open to juniors and seniors and to sophomores with permission from their teacher and if space allows.

056 - Film and Literature: Good Movies, Better Books H - 2.5 Credits (11-12)

Do you know that some of the most thought-provoking movies viewed in the 20th and 21st centuries are based on even better novels, short stories and plays? This course will explore the complex interplay between film and literature. Selected novels, short stories, and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities and problems involved in transferring a story from the page to film. What elements of the work are lost in the transition? What is gained? This course is open to juniors and seniors and to sophomores with permission from their teacher and if space allows.

This course requires extensive reading and writing in addition to viewing films and taking part in class discussions. Students will be expected to present critical analysis and illustrate their ideas based on the study of film and literature at the same level as the standard Honors English courses.

Health and Physical Education Course Composites

Wellness

Westford Academy offers many exciting courses that cater to a wide range of student interests and abilities. Course offerings include Health and Wellness Management, Basics of Kinesiology in Physical Education, Child Development, Adapted Physical Education, Foundations of Coaching and Officiating, Kinesiology of Team Games, Kinesiology of Team Games II, Kinesiology of Individual/Dual Games, Kinesiology of Fitness and Outdoor Pursuits, Kinesiology of Rhythmic Movement, Kinesiology of Fitness and Exercise, Kinesiology of Fitness for Health Enhancement, DE Child Growth and Development, DE Discover Teaching, and Senior Health Seminar.

As defined by the National Wellness Institute, the Westford Academy Health and Physical Education Department believes in the concept of Wellness, which is “an active process through which people become more aware of, and make choices towards, a more successful existence.” Increasing awareness and an understanding of the interconnectedness of the Occupational, Physical, Social, Intellectual, Spiritual, and Emotional Dimensions of Wellness can promote growth and balance in an individual's wellness.

To achieve this, the program is built on the goal of developing both Health and Physical Literacy skills in every student. SHAPE America defines these concepts as follows:

- **Physical Literacy** is “the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”
- **Health Literacy** is “the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others.”

Exposure and engagement with the content in these courses each year are vital to a student's overall wellness, social and emotional well-being, and success as a life-long learner. Furthermore, Health

and Physical Education are identified as an essential component of a student's well-rounded educational experience and provide the following benefits:

- Prevention of the negative consequences of stress
- A positive association with attention, concentration, and on-task behavior
- A reduction in anxiety
- Promotion of lifetime healthy habits
- A positive relationship with academic achievement

We welcome and encourage students to take more than one Health and Physical Education course per year to explore their interests and round out their educational experience. For planning purposes, please keep the following in mind:

- While students may take extra PE Courses, any credits earned beyond the yearly requirement cannot be carried forward to satisfy the PE requirement for future academic years.
- Students are not permitted to repeat a PE course after its successful completion.

For course sequencing, see the [Westford Academy Health and Physical Education Course Sequence](#) document.

880 - Health and Wellness Management (9) - 2.5 credits

This required course is designed to help students develop lifelong habits that support their physical, mental, emotional, and social health. The goal is to teach skills and strategies for maintaining a balanced, healthy lifestyle. This description will be updated as the Westford Academy Health and Physical Education department finalizes program changes resulting from the new graduation requirements impacting the Class of 2030. This course fulfills the yearly Wellness graduation requirement.

883 - Basics of Kin. in Phys. Ed. (9-10) - 2.5 credits

This course is highly recommended for students looking to identify their interests when it comes to their Physical Education (PE) experience and opportunities available at Westford Academy. It introduces students to a variety of game classifications and individual pursuits, helping them discover their preferences and decide which PE courses they may want to pursue in subsequent years. The curriculum focuses on foundational skills, personal enjoyment, and lifelong wellness, with an emphasis on fundamentals as the primary focus; examples of units include, but are not limited to: Pickleball, Archery, Fitness Walking, Intro. to Fitness/Personal Fitness, Volleyball, and Student-Designed Games. This course can fulfill the yearly Wellness graduation requirement.

873 - Child Development CP (9-12) - 2.5 credits

This course is an elective designed to introduce students to the subject of child development and help them appreciate its relevance to their lives. The course will provide perspective on the importance of childhood, the influence of family on a child's development, the responsibilities of those who care for children, and the many challenges of teen parenthood. The course will begin with the students' perspectives of childhood and parenting and will then focus on development from conception through the school-aged child. The study of development will include not only physical maturation but also

social and emotional as well. The course will be interesting for all but will be most useful to students who may be interested in pursuing a career in child-care, early childhood education, or a medical-related field. This course is offered to students in grades 9-12.

891 - Adapted Physical Education (9-12) - 2.5 credits

Adapted Physical Education is developmentally appropriate Physical Education for students with disabilities in Grades 9-12. The goal is to have activities where all students can fully participate in an environment that is conducive for each child, so all students can learn and participate in Physical Education. Adapted Physical Education is vitally important to the quality of life for students with disabilities. This course fulfills the yearly Wellness graduation requirement.

894 - Foundations of Coaching and Officiating (10-12) - 2.5 credits

Through this elective, students will explore the principles of coaching and officiating. They will examine coaching philosophies, development of student-athletes, and well-being, alongside learning the rules, mechanics, and play-calling signals for selected sports as outlined by the National Federation of State High School Associations (NFHS). The course blends classroom instruction with practical on-field/court experience to put this understanding into action. There will be an observation requirement that must be met, and upon completion, students will be able to identify positive growth experiences and will have the opportunity to take the NFHS Officiating licensure exam in selected sports. The NFHS Officiating Licensure exam in two sports requires additional steps. The fee of approximately \$100 covers these two exams and lifetime access (*signing in once per year*) to Ref Reps. If this fee is a barrier, please see your school counselor.

884 - Kin. of Team Games (10-12) - 2.5 credits

Kinesiology of Team Games is open to students in Grades 10-12. This course aims to develop individual/team skills, a basic understanding of rules and strategies; with a practical application during individual skill development and gameplay. Kinesiology of Team Games includes both traditional and non-traditional team games. Examples of units may include but are not limited to: Soccer, Ultimate Frisbee, Wiffle Ball, Floor Hockey, Volleyball, Table Tennis, etc. This course fulfills the yearly Wellness graduation requirement.

8902 - Kin. of Team Games II (10-12) - 2.5 credits

Kinesiology of Team Games II is open to students in Grades 10-12. This course aims to further develop individual/team skills and advance understanding of rules and strategies for team games; with a practical application during individual skill development and gameplay. Kinesiology of Team Games II includes both traditional and non-traditional team games. Examples of units may include but are not limited to: Flag Football, Lacrosse, Softball, Volleyball, Basketball, and Hockey. This course fulfills the yearly Wellness graduation requirement.

885 - Kin. of Individual/Dual Games (10-12) - 2.5 credits

Kinesiology of Individual/Dual Games is open to students in Grades 10-12. This course will have a central focus on games that can be conducted in a single or multi-player format. Examples of units may include but are not limited to: Tennis, Disc Golf, Badminton, Volleyball, Table Tennis, Archery, etc. Students will develop the transferable skills necessary for successful participation in an individual or multiplayer environment. Additionally, activity-specific rules and strategies will be taught and applied throughout the course. This course fulfills the yearly Wellness graduation requirement.

886 - Kin. of Fitness and Outdoor Pursuits (10-12) - 2.5 credits

Kinesiology of Fitness and Outdoor Pursuits is open to students in Grades 10-12. This course will have a central focus on fitness-related and outdoor activities. Students will be taught the content and skills necessary to lead a physically active lifestyle that benefits the life-long healthy development of the whole student. Examples of units may include but are not limited to: Golf, Wiffle Ball, Fitness Walking, Volleyball, Intro. to Fitness/Personal Fitness, Winter Walking, etc. This course fulfills the yearly Wellness graduation requirement.

888 - Kin. of Rhythmic Movement (10-12) - 2.5 credits

Kinesiology of Rhythmic Movement is open to students in Grades 10-12. Through this course and its activities, students will explore a variety of rhythmic movement patterns and skills. Through this exploration, students will develop an understanding of the importance and value of physical activity for health, enjoyment, challenge, and self-expression. Examples of units may include but are not limited to: Track and Field, Fitness Walking, Self Defense, Yoga/Pilates, Dance, and Personal Fitness. This course fulfills the yearly Wellness graduation requirement.

890 - Kin. of Fitness and Exercise (10-12) - 2.5 credits

Kinesiology of Fitness and Exercise is open to students in Grades 10-12. This course is designed to give students the opportunity to learn the components of fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Using individualized heart rate sensors, students will learn to design their own fitness routine, be empowered to make health conscious decisions, set goals, meet challenges, and develop positive behaviors that benefit lifelong wellness. This course fulfills the yearly Wellness graduation requirement.

8901 - Kin. of Fitness for Health Enhancement (10-12) - 2.5 credits

This course is available to students in Grades 10-12 who are driven to attain optimal physical capability. It is crafted to provide an in-depth exploration of fitness concepts, advanced conditioning techniques, and the critical role of nutrition and diet in achieving peak physical performance. Students will engage with cutting-edge technology, utilizing individualized heart rate sensors and the use of our wellness platform (PLT4M) to meticulously design and refine personalized fitness regimens. It is recommended students have either taken 890 - Kinesiology of Fitness and Exercise or possess a foundational understanding of fitness concepts, though neither is required. This course fulfills the yearly Wellness graduation requirement.



1039a - DE Child Growth and Development (11-12) - 2.5 Credits

This elective course provides a chronological overview of the theory and principles of child growth and development from conception through adolescence, with an emphasis on the period from birth through age eight, exploring the interrelationships between theory, research and practice.

Development is studied in the contexts of family, gender, culture, language, socioeconomics, diversity, and society. This course is especially designed for students interested in pursuing course work or careers in education, health or human services fields.



1170 - DE Discovering Teaching (11-12) - 2.5 Credits

This elective course will explore major aspects of teaching and learning. Intended to help students decide if they wish to pursue a career in K-12 education, the course integrates readings, class discussions, and other media to explore the world of education. Course topics provide an overview of the historical and theoretical foundations of education with an examination of issues related to educators and students involved in K-12 education. Included will be discussions around diversity, equity, socioeconomics, gender, race, ethnicity, special education distinctions, the changing standards for future educators, ethics, and technology.

889 - Senior Health Seminar (12) - 2.5 credits

This is a senior-only elective course designed to introduce students to a variety of topics that they may deal with in their everyday lives. It covers topics such as Goal Setting, Physical Health, Families, Relationships, Mental Health, Self Care, Bullying, Harassment, Violence, Situational Awareness, Social Media and Your Digital Footprint, Substance Abuse, Human Growth & Development, and Sexuality. This course is offered to students in grade 12 only.

History and Social Studies Course Composites

The goal of the History and Social Studies curriculum is to enable students to acquire knowledge, skills and judgment that foster lifelong learning. Through systematic study and source driven inquiry, students will be prepared to participate intelligently, justly and responsibly in civic life and to avail themselves to historic and cultural resources locally and globally. As a part of the History and Social Studies curriculum, students will engage in various research and writing activities designed to expand students' capacity to research and utilize relevant and accurate information, use citations properly and to defend a thesis. This skill development is a critical component to future success in all courses offered by the department. This process is intended to support the understanding of content as well as develop critical thinking and communication skills.

[History and Social Studies Sequence Chart](#)

Criteria for Placement - Honors and Advanced Placement Course

In order to enter an **Honors** class, students must:

Receive a recommendation from their History and Social Studies teacher or ...

... earn at least a 80 average in an honors level course or
... earn at least a 90 average in a college preparatory (CP) level course.

For Modern World History, students must achieve at least a 93 average in Grade 8 Social Studies.

In order to enter an **Advanced Placement** class, students must:

Receive a recommendation from their History and Social Studies teacher or ...
... earn at least an 80 average in an Advanced Placement History and Social Studies course or
... earn at least a 90 average in an honors level History and Social Studies course or
... earn at least a 95 average in a college preparatory (CP) level History and Social Studies course

203 - Modern World History CP - 5 credits (9)

This freshman course will trace the major events, themes and patterns of change from the Enlightenment to the 20th century. Two major themes throughout the course include revolution and nationalism. Units of study will include, but are not limited to, the French Revolution, Napoleonic era, rise of the nation-state, the Industrial Revolution, imperialism and colonial resistance across the globe, and both World Wars.

A major component of the History and Social Studies curriculum is an emphasis on inquiry, critical thinking, reading, research and writing, including the examination of primary as well as secondary sources. Students will learn how to formulate a thesis and support it with a variety of evidence using parenthetical citations through several writing assignments.

207 - Modern World History Honors - 5 credits - (9)

This freshman course will trace the major events, themes and patterns of change from the Enlightenment to the 20th century. Two major themes throughout the course include revolution and nationalism. Units of study will include, but are not limited to, the French Revolution, Napoleonic era, rise of the nation-state, the Industrial Revolution, imperialism and colonial resistance across the globe, and both World Wars.

This freshman course is designed for enthusiastic history students who have demonstrated excellent achievement in Grade 8 Social Studies, who possess skills in reading complex informational texts, in research and writing and engaging in critical thinking. Students will engage in rigorous analysis of primary source documents and other resources to enhance a deeper understanding of these periods of history. Extensive reading and long-term assignments will challenge students to master their study of Modern World History.

A major component of the History and Social Studies curriculum is an emphasis on inquiry, critical thinking, reading, research and writing, including the examination of primary as well as secondary sources. Independent research, writing and projects will provide a format for critical and insightful written analysis. Thoughtful group discussions and productive team synergy are expectations of all students to enrich the course experience.

***204 - United States History I CP - 5 credits - (10)**

This course brings students through the origins of the American Republic, through its expansion and internal conflict, to its emergence as a powerful, finally becoming an industrialized nation and world power in the early 20th century. Students examine the historical and intellectual origins of the United States from the Revolutionary and Constitutional eras including the basic framework of American

democracy and concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. This study includes America's westward expansion, the establishment of political parties, and economic and social change. Students will learn about the growth of sectional conflict and how it led to the Civil War. This course culminates in examining America's role in the early twentieth century through the events of the Industrial Revolution, Progressive Era and emergence as a world power.

US History 204 is offered to students who have been identified and recommended by the Social Studies Department as benefitting from more individualized instructional practices.

A major component of the History and Social Studies curriculum is an emphasis on inquiry, critical thinking, reading, research and writing, including the examination of primary as well as secondary sources. A major term paper is a requirement of this course.

Pursuant to Chapter 296 of the Acts of 2018, the Civics Project graduation requirement will be met through this course during Sophomore year.

*This course will not be offered during the 2025-2026 school year.

205 - United States History I CP - 5 credits - (10)

This course brings students from the origins of the American Republic to its emergence as an industrialized nation and world power in the early 20th century. Students examine the historical and intellectual origins of the United States, including the basic framework of American democracy and concepts including popular sovereignty, federalism, separation of powers, and individual rights. This course includes America's westward expansion, the growth of sectional conflict and how it led to the Civil War. This course culminates in examining America's role in the early twentieth century through the events of the Industrial Revolution, Progressive Era and involvement in WWI.

A major component of the History and Social Studies curriculum is an emphasis on inquiry, critical thinking, reading, research and writing, including the examination of primary as well as secondary sources.

Pursuant to Chapter 296 of the Acts of 2018, the Civics Project graduation requirement will be met through this course during Sophomore year.

206 - United States History I Honors - 5 credits (10)

This course brings students from the origins of the American Republic to its emergence as an industrialized nation and world power in the early 20th century. Students examine the historical and intellectual origins of the United States, including the basic framework of American democracy and concepts including popular sovereignty, federalism, separation of powers, and individual rights. This course includes America's westward expansion, the growth of sectional conflict and how it led to the Civil War. This course culminates in examining America's role in the early twentieth century through the events of the Industrial Revolution, Progressive Era and involvement in WWI.

A major component of the History and Social Studies curriculum is an emphasis on inquiry, critical thinking, reading, research and writing, including the examination of primary as well as secondary sources.

This course is designed for students of United States history who have demonstrated high achievement in World History II and who possess advanced skills in reading complex informational texts, independent research and writing, and engaging in critical thinking. Participation in thoughtful

group discussions and productive team synergy are expectations of all students to enrich the course experience.

Pursuant to Chapter 296 of the Acts of 2018, the Civics Project graduation requirement will be met through this course during Sophomore year.

209 - AP United States History - 5 credits - (11)

In AP US History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes around which course content is structured: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. An important focus is on developing the skills needed for the AP exam's extensive writing requirements and multiple-choice questions. Students selecting this course are required to take the AP US History exam.

210 - United States History II Honors - 5 credits (11)

This course is a continuation of US History I and continues to trace the economic, political and social development of the United States. Units of study will span the 1920s, the Great Depression, World War II and America in the Cold War, the Emergence of Modern America and America's role in the world since 1980. Through a variety of class activities, students will analyze and evaluate significant events and concepts that have shaped both American foreign and domestic policies. Primary as well as secondary sources are used in this course.

A major component of the History and Social Studies curriculum is an emphasis on inquiry, critical thinking, reading, research and writing, including the examination of primary as well as secondary sources.

The course is designed for students who are seeking a challenging approach to the study of American history and who possess skills in reading complex informational texts, in research and writing and engaging in critical thinking. Independent research, writing and projects will provide a format for critical and insightful written analysis. Thoughtful group discussions and productive team synergy are expectations of all students to enrich the course experience.

211 - United States History II CP - 5 credits (11)

This course is a continuation of US History I and continues to trace the economic, political and social development of the United States. Units of study will span the 1920s, the Great Depression, World War II and America in the Cold War, the Emergence of Modern America and America's role in the world since 1980. Through a variety of class activities, students will analyze and evaluate significant events and concepts that have shaped both American foreign and domestic policies. Primary as well as secondary sources are used in this course.

A major component of the History and Social Studies curriculum is an emphasis on inquiry, critical thinking, reading, research and writing, including the examination of primary as well as secondary sources.

***208 - United States History II CP - 5 credits (11)**

This course traces the economic, political and social development of the United States from 1920 to the present. Students will be expected to further refine skills in reading and writing to demonstrate

their understanding of the material and illustrates the ability to make connections between various historic events and their lives today. Through a variety of class activities, students will analyze and evaluate significant events and concepts that have shaped both American foreign and domestic policies. Primary as well as secondary sources are used in this course. A term paper is a requirement of this course. Units of study will span the 1920s, the Great Depression, World War II and America in the Cold War, the Emergence of Modern America and America's role in the world since 1980. A combination of social, economic and political themes will encourage students to develop a better understanding of America's emergence as the superpower of the 20th century and better understand its place in the 21st century.

US History 208 is offered to students who have been identified and recommended by the Social Studies Department as benefitting from more individualized instructional practices.

A major component of the History and Social Studies curriculum is an emphasis on inquiry, critical thinking, reading, research and writing, including the examination of primary as well as secondary sources. A major term paper is a requirement of this course.

*This course will not be offered during the 2025-2026 school year.

Elective History and Social Studies Courses

The Social Studies Department offers **3 levels of PSYCHOLOGY courses**. These courses are leveled as a means of offering access to the study of psychology to all students. This is offered with the understanding that students may take only 1 psychology course offered here.

The Social Studies Department offers **3 levels of ECONOMICS courses**. These courses are leveled as a means of offering access to the study of economics to all students. This is offered with the understanding that students may take only 1 economics course offered here with the only exception being that a student can take both AP economics classes.

The Social Studies Department offers **2 levels of GOVERNMENT courses**. These courses are leveled as a means of offering access to the study of American Politics & Government to all students. This is offered with the understanding that students may take only 1 government course offered here.

214 - AP Psychology - 5 credits - (11-12)

For those students seeking a more challenging alternative in the area of psychology, this full year course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological theories associated with each of the major subfields within psychology. Much emphasis is placed on learning and applying the research methods that psychologists use in their science and practice. The course is intended to provide the scope and academic challenge expected at the college level. Critical thinking, reading, writing, research and debate are stressed. Students selecting this course are required to take the Advanced Placement Psychology exam. Students may not select AP Psychology if they have already taken Honors or CP Psychology.

213 - Psychology Honors - 5 credits (11-12)

This full-year, honors-level survey course offers students an in-depth, rigorous study of human behavior, spanning the five major content domains of psychological science. Special emphasis will be placed on key topics, including developmental psychology, cognitive neuroscience (the brain),

learning, social psychology, abnormal psychology, and the fascinating world of sleep and dreams. The course will critically examine and apply psychological concepts to current events and contemporary social trends in both our local community and the world at large, exploring challenging questions about the degree of control we truly have over our own thoughts and behaviors and those of others. Instruction will utilize a variety of academic methods, including a core textbook, scholarly articles, reflective essays, and focused, critical classroom discussions. Students may not select H Psychology if they have already taken CP or AP Psychology. This course is not a prerequisite for other psychology offerings.

212 - Psychology CP - 2.5 credits (11-12)

This semester course is designed for those students interested in the behavioral sciences. The course covers topics in human behavior such as learning, memory, perception, dreams, the brain and psychological disorders. The major objective of the course is to understand the basic concepts in these areas through experimentation and the exchange of ideas. This is not a prerequisite for AP Psychology. Students may not select CP Psychology if they have already taken Honors or AP Psychology.

215 - Sociology CP - 2.5 credits - (11-12)

The objective of this semester course is to investigate our modern society and, through this investigation, better understand how people behave both individually and in groups. Topics include group dynamics, crime & deviance, conformity, peer pressure, collective behavior, socialization, prejudice, gender roles, culture and the influence of the media on society. Student participation is an essential part of this course. Included in the curriculum are recent films on the various subjects studied as well as role playing, small group problem solving, large group discussion, review of current writings in sociology and a written or oral unit and semester projects.

221 - AP Microeconomics- 5 Credits- (11-12)

AP Microeconomics is a year-long college-level course that analyzes the decision-making of individuals and firms within a free-market system. The units for this class include: basic economics concepts; supply and demand (which also includes elasticity, consumer and producer surplus, and deadweight loss); production, cost, and the perfect competition model; imperfect competition; factor markets; and market failure and the role of government. The course prepares students for the AP Microeconomics exam by building skills in data analysis, graphical representation, and applying economic reasoning to real-world situations. The class focuses on current events and real-world examples to help students understand the covered concepts.

Students will be required to register for the AP Microeconomics exam.

220 - AP Macroeconomics - 5 credits - (11-12)

AP Macroeconomics is a year-long college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Students will be required to register for the AP Macroeconomics exam.

218 - Micro and Macro Economics Honors - 5 credits - (11-12)

This full year honors-level course involves a comprehensive introduction to the study of both micro and macroeconomics. Students will be engaged in learning through classroom activities, examining current events and real-world economic data, and participating in various simulations throughout the year.

In terms of microeconomics, students will learn about the following: economic systems; supply and demand; elasticity; consumer and producer surplus; deadweight loss; trade and comparative advantage; externalities; and government intervention. On the macroeconomic side, these topics will be covered in depth: gross domestic product (GDP), inflation and the Consumer Price Index, unemployment, fiscal policy, and monetary policy. Students will be asked to master important economic models in each unit.

223 - Economics CP- 2.5 credits (11-12)

This semester course offers students an opportunity to gain economic literacy so vital to understanding national and world issues, as well as valuable insights into personal economic decision-making. The course begins with a unit on economic foundations and then samples both micro and macro economic concepts. Students will also concentrate on significant economic problems of the day and explore various proposals for their solutions.

219 - Western Civilization Honors - 5 credits - (10, 11 & 12)

This full year course will study Western Civilization from its roots in the Ancient Near East through the Middle Ages. Included are the major ideas, events and individuals that have shaped the Western world. Students will engage and explore primary historical documents, interpretive articles, philosophy, art, literature and economics to gain a deeper appreciation for the human experience of this period and trace the rise of the West in history.

This course is designed to delve beyond the basics of Ancient World History to get a real feel for the life and times of the early Western world with a major emphasis on Mesopotamia, Greece and Rome. A strong focus is put on class participation, project based learning, and experiential learning. Past assignments have included participation in Classics Day at the College of the Holy Cross, Roman food day and fashion show, and recreation of the Greek polis.

202 - AP Politics & Government-5 Credits- (11-12)

In AP U.S. Government and Politics, students will examine the purpose, structure, and function of American government by engaging with foundational documents, most important of which is the Constitution itself, as well as Supreme Court decisions that have shaped our understanding of our laws and rights. Students will engage in political science by analyzing data and ideas, and they will demonstrate their mastery of content by applying concepts, making comparisons, and writing arguments. Students will develop an awareness of their rights and responsibilities as American citizens so that they can become active participants in their local, state, and national systems. Students may not select AP Politics & Government if they have already taken Honors American Government. Students will be required to take the AP Government exam.

224 - American Government Honors - 5 credits - (11-12)

A full year course examining the purpose, history, and function of American government. Studies will emphasize the government framework established by the US Constitution, the political process within a representative democracy, and the relationship between federal, state, and local levels of government. Students will be required to demonstrate their mastery of content and research skills through a variety of written and performance-based products and to remain engaged with ongoing current affairs. In addition to a course text, a variety of supplementary sources will be used to

examine topics. Students may not select Honors American Government if they have already taken AP Politics & Government.

226 - AP European History - 5 credits - (11-12)

AP European History offers students a fast paced, content rich advanced course that investigates significant events, individuals, developments and processes from the Renaissance period (1450) to the present. Students analyze primary and secondary sources, develop historical arguments, make historical connections, and examine historical reasoning - comparison, causation, and continuity and change over time. Students will develop analytical and interpretative writing skills and practice the different types of free response questions in preparation for the national AP European History exam. Students taking this course should expect extensive and frequent reading and written work, to take an active role in class discussions, be independent learners and enjoy learning about history. Students selecting this course are required to take the Advanced Placement European History exam.

228 - Westford History CP - State and Local History Research Seminar - 5 credits - (12)

In a seminar setting, this full year course will encourage students to further develop their skills in the methods of historical research and writing, using the history of Westford and its surrounding communities as material for case studies. Students will identify a research topic based on their own interests and available community resources. A significant portion of the course will be centered on establishing a productive working relationship with the Westford Historical Society, participating in field trips to local museums and historic sites and student-driven discussions that provide an opportunity to share and evaluate research experiences. The course will culminate with student-generated oral presentations and projects with the ultimate goal of connecting research to both students' personal history and to the greater Westford community.

229 - Westford History Honors - State and Local History Research Seminar - 5 credits - (12)

Students seeking to engage in upper-level thinking and historical analysis have the opportunity to further develop their skills in historical research and writing skills in this full year course. Using the history of Westford and its surrounding communities as material for case studies, students will identify a research topic based on their own interests and available community resources. A significant portion of the course will be centered on establishing a productive working relationship with the Westford Historical Society, participating in field trips to local museums and historic sites and student-driven discussions that provide an opportunity to share and evaluate research experiences. The course will culminate with student-generated oral presentations and projects with the ultimate goal of connecting research to both students' personal history and to the greater Westford community.

Senior Seminar - CP - 5 credits - (12)

This course is designed to provide seniors with a diverse and high-interest seminar series that focus on different topics in history. Students will change topics and teachers in each marking period for a total of three different class topics over the length of the course. This structure is designed to accommodate those seniors taking an internship.

Only one of the following seminars will run and it will be based on student sign up totals.

This seminar series is comprised of the following seminars:

222 - Seminar 1 - Reel World: Politics, Headlines, and History

Topics in American Government:

The purpose of this course is to help students make sense of current events happening in American government and politics. Topics will vary depending on election cycles and other matters of national interest. For example, in an election year, topics might include “Campaigns and Elections,” while in a non-election year, we might take a look at “Political Parties, Interest Groups, and the Media,” or “Real-Life Applications of the Bill of Rights.” The class will be project-based, and students can look forward to engaging activities like timely debates, making campaign ads, and/or running a mock election for the school.

Current Affairs:

This dynamic, discussion-based course immerses students in the most significant domestic and international events shaping our world today. Moving beyond headlines, students will develop the essential skills of media literacy, critical thinking, and informed civic discourse.

We will analyze a diverse range of current affairs topics across politics, economics, science, culture, and human rights. The course structure will encourage students to research, debate, and formulate their own well-supported opinions on complex issues including the interconnectedness of global events.

“Reel” History:

This 10-week elective course is designed for high school seniors to critically analyze how major historical periods are portrayed, shaped, and remembered through the medium of film. The focus is on developing critical thinking skills, source analysis (treating film as a “text”), and understanding the relationship between “Reel” history and “Real” history

225 - Seminar 2 - History Offscript - Pop Culture in America; History of Sports; Women in History

Pop Culture in America:

This course invites students to examine cultural phenomena in the United States from the 20th century to the present day, exploring how media both reflects and drives social change. We will trace the evolution of American identity by discussing the rise of popular music genres like jazz, rock and roll, and hip-hop, analyzing the significant influence of Hollywood through film, broadcast television, and celebrity culture, defining trends in fashion, advertising and consumerism, and studying the effects of the internet and digital technology.

History of Sports Description:

Students will journey through time to discover how athletic competitions began as religious rituals and evolved into the global entertainment industry we know today. The course emphasizes the interconnectedness of sports and society, examining how games and competitions have served as mirrors of human values, conflicts, and aspirations across different cultures and time periods. Students will utilize project based learning and practice skills such as critical thinking, analysis of complex relationships, construct well-supported arguments, written and oral communication and media literacy. Potential topics of study could include: Ancient Origins, Industrial Revolution Impact, Breaking Barriers - Race and Sports, Women in Sports History, Global Sports Expansion, Technology and Sports Evolution, Sports and Politics, or Modern Sports Industry.

Women in History:

This course is designed for high school seniors to explore the critical, yet often overlooked, contributions of women across history, evenly split between American and global figures. The course focuses on unsung heroes whose experiences offer a unique perspective on major world events. This course will examine/students will evaluate women's roles in various fields including science and technology, politics, social reform movements etc. This course will be discussion and project based where students will be able to utilize primary sources from various forms of media to evaluate the role and accomplishments of women in history.

***234 - Seminar 3: Criminal Minds** - Forensic Psychology; American Conspiracies; Law Enforcement

Forensic Psychology:

Students will study a broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law. The discipline of forensic psychology has become extremely popular, in part because of numerous television programs addressing the topic such as Law and Order, CSI, and Criminal Minds. Forensic psychology addresses the application of psychological research, methods and theories to issues that come before the legal system. Topics of this section include criminal profiling, serial killers, insanity, and eyewitness testimony and lie-detection.

American Conspiracies:

Students will learn the skill of investigative historical study and apply those skills to explore how historiography has given credibility to American conspiracy theories. In combination of primary and secondary sources as well as forensic findings, students will analyze American conspiracies and conspiracy theories including the Masonic foundation of American democracy and the assassination of Presidents Lincoln, John F. Kennedy, and the attacks of September 11th.

Law Enforcement:

Spark your interest in the field of Criminal Justice and gain a new understanding of the importance of a citizen's roles and responsibilities as a member of American Society! This course will introduce students to crime scene response and investigation by police officers. It will discuss the use of force, police policy and procedures, current crimes, and more. This course is taught through real life experience and training from the instructor as well as numerous guest speakers from local, state, and federal law enforcement agencies.

* This seminar will not be offered in 2026-2027

Mathematics & Computer Science Course Composites

Mathematics Course Composites

Mathematics at Westford Academy progresses through Massachusetts State Standards. Specific grade prerequisites as well as scope and sequences for each course can be found on the mathematics page of the Westford Academy website. A strong mathematical foundation and disciplined work habits are critical to success in sequential mathematics classes. For these reasons, students will be recommended to take the level deemed appropriate by their math teacher. [Math Course Sequence Flowchart](#).

Algebra 1 (CP 305 and CP 308) - Full Year - 5 credits

These college preparatory courses are designed to provide a solid foundation of Algebra following the Massachusetts State Standards. The goal of each course is to provide opportunities for students to learn about expressions, equations, and functions including solving and writing algebraic equations, solving and graphing linear equations and inequalities, solving systems of equations and inequalities, operations with rational numbers and exponents, operations with polynomials, factoring, quadratics, and radicals. 305 is paced so that students are afforded more time to practice and master these essential algebraic concepts. 308 is faster paced and explores each of the topics in greater depth.

305 Algebra 1 CP is recommended for students who earned less than a 75 in 8th Grade Math or for those who would benefit from the slower pace of the course.

308 Algebra 1 CP is recommended for students who earned at least a 75 in 8th Grade Math and for those who earned less than an 80 in 8th Grade Algebra 1 or have a teacher recommendation..

Students who completed 305 Algebra 1 CP may choose to enroll in 308 Algebra 1 CP as an elective should they wish to study the Algebra 1 topics in greater depth.

Geometry (CP 320, CP 321, and H 322) - Full Year - 5 credits

These college preparatory courses are designed to provide an understanding of the concepts of Geometry following the Massachusetts State Standards. Topics to be explored include inductive and deductive reasoning, properties of triangles and special right triangles, polygons, circles, area, volume, and similarity. Students will learn to apply these concepts to numerous real-world models. 320 will include a substantial focus on the topics and is paced so that students are afforded more time to practice and master concepts. 321 is faster paced and explores each of the topics in greater depth with a focus on proofs and logical reasoning. 322 is an Honors level course which will cover each of the topics at a faster pace and will include an emphasis on theory, trigonometry, probability, and complex reasoning through proofs and logical reasoning. All Westford Academy students are required to take a Geometry course at Westford Academy as the courses are designed to provide a solid foundation needed to succeed throughout the high school math curriculum.

320 Geometry CP is recommended for students who successfully completed 305 Algebra 1 CP or have a teacher recommendation.

321 Geometry CP is recommended for students who earned less than an 87 in 8th Grade Algebra 1 as well as for those who earned at least a 75 in 308 Algebra 1 CP or have a teacher recommendation..

Students who earned less than an 80 in 8th Grade Algebra may enroll in this course, but must also take 308 Algebra 1 CP or have a teacher recommendation..

322 Geometry H is recommended for students who earned at least an 87 in 8th grade Algebra 1 or a 97 in 308 Algebra 1 CP or have a teacher recommendation.. Please note students moving from CP to H level courses may struggle when adjusting to the pace and lack of review. They may need to supplement their skills as the H courses go into greater depth.

Doubling Up: Students have the option of taking Geometry concurrently with Algebra courses should they wish to advance through the continuum at a faster pace. This option is not required or encouraged, but is available to students as indicated below.

Freshmen may elect to take 321 Geometry CP concurrently with 308 Algebra 1 CP, although this is not recommended.

Sophomores may elect to take 321 Geometry CP concurrently with 331 Algebra II CP, provided they earned at least a 90 in 308 Algebra 1 CP or have a teacher recommendation. For students that earned at least a 97 in 308 Algebra 1 CP, they may elect to take either 322 Geometry H or 332 Algebra II H.

Algebra 2 (CP 325, CP 330, CP 331, and H 332) - Full Year - 5 credits

These college preparatory courses are designed to provide an understanding of the concepts of Algebra 2 following the Massachusetts State Standards. Topics covered include inequalities, algebraic proof, linear equations and functions, polynomial factoring, quadratic equations and functions, polynomial equations, and exponential functions. 325 and 330 are paced so that students are afforded more time to practice and master concepts. 330 goes on to study probability as well as irrational and complex numbers. 331 is faster paced and explores each of the topics in greater depth and will go on to include rational expressions and logarithmic functions. 332 is an Honors level course which will cover each of the topics at a faster pace and will include conic sections.

325 Algebra II CP is recommended for students who successfully completed 320 Geometry CP or have a teacher recommendation.

330 Algebra II CP is recommended for students who earned at least an 85 in 320 Geometry CP or have a teacher recommendation.

331 Algebra II CP is recommended for students who earned less than an 87 in 8th Grade Algebra 1 and for those who earned at least an 80 in 308 Algebra 1 CP or have a teacher recommendation.

332 Algebra II H is recommended for students who earned at least an 87 in 8th grade Algebra 1 or a 97 in 308 Algebra 1 CP or have a teacher recommendation. Please note students moving from CP to H level courses may struggle when adjusting to the pace and lack of review. They may need to supplement their skills as the H courses go into greater depth.

337 Principles of Trigonometry and Precalculus CP - Full Year - 5 credits

**former course 333 Trig & Advanced Alg*

This college preparatory course is designed to provide an understanding of the concepts in Trigonometry and Precalculus while reviewing and expanding further on topics learned in Algebra 2 to support students' understanding. Topics covered include the unit circle and six trig functions, applications of right and oblique triangles, exponential and logarithmic functions and applications, polynomial functions, limits, and rational functions. This course is designed to prepare students with a solid foundation for either college level calculus courses or Intro to Calculus their senior year.

This course is recommended for students who earned at least an 87 in 330 Algebra II CP, at least a 73 in 331 Algebra II CP, or successfully completed 332 Algebra 2 H or have a teacher recommendation.

Trigonometry & Pre-Calculus (CP 335 and H 336) - Full Year - 5 credits

These college preparatory courses are designed to provide a thorough understanding of Trigonometry & Pre-Calculus concepts for students with a solid foundation in Geometry and Algebra II. Topics covered include relationships between angles and sides of triangles through an in-depth study of the six trigonometric functions in the first half of the concepts and functions, models, logarithms, limits, rational functions, and applications in a pre-calculus setting during the second half. 335 is designed to prepare students for 343 Calculus Honors. Students who demonstrate a high level of mastery throughout this course may have the option to take 344 AP Calculus AB. 336 is an Honors level course which is designed to prepare students for both AP Calculus AB (344) and BC (345). To prepare students for these concepts, topics will be covered at a much faster pace and at greater depth. Students must have a thorough understanding of Geometry and Algebra II as minimal review will be offered throughout the course.

335 Trig & Pre-Calculus CP is recommended for students who earned at least an 83 in 331 Algebra II CP or successfully completed 322 Algebra II H or have a teacher recommendation

336 Trig & Pre-Calculus H is recommended for students who earned at least an 85 in 322 Geometry H or a 95 in 321 Geometry CP AND an 87 in 332 Algebra II H or have a teacher recommendation

334 Advanced Quantitative Reasoning CP - Full Year - 5 credits

This college preparatory course will require students to apply mathematical concepts and logical reasoning to engage in authentic problem solving. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. The content in this course is aligned to the Model Advanced Course in the Common Core State Standards and an appropriate course for college bound students.

This course is recommended for students who have successfully completed an Algebra II course or have a teacher recommendation

347 College Review w/ Statistics CP - Full Year - 5 credits

This college preparatory course will incorporate a thorough review of foundational mathematics topics to prepare students for entrance into college level mathematics courses. Topics included on the SAT and commonly found on college entrance exams will be studied during the first quarter of the year. The rest of the course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from real world data.

This course is recommended for students who have successfully completed an Algebra II course or have a teacher recommendation

339 Statistics CP - Full Year - 5 credits

This college preparatory course will take a look at statistical ideas and statistical reasoning and their relevance in fields such as medicine, education, environmental science, business, psychology, sports, politics, and entertainment. Successful completion of this course will help the student understand statistical techniques and gain the tools for collecting, analyzing, and drawing conclusions from real world data.

This course is recommended for students who have earned at least an 85 in 330 Algebra II CP, at least a 70 in 331 Algebra II CP, or successfully completed 332 Algebra II H or have a teacher recommendation

348 AP Statistics - Full Year - 5 credits

This Advanced Placement course is designed to prepare students to succeed on the Advanced Placement Statistics examination. The course content is divided into four categories as follows: exploratory analysis of data which makes use of graphical and numerical techniques to study patterns and departure from patterns, collection of data according to well-developed plans in order to obtain valid information on a conjecture, use of probability to anticipate what the distribution of data should look like under a given model, and statistical inference which guides the selection of appropriate models. The TI-84 calculator will be used regularly to explore relationships. Solid mathematical and writing skills, strong critical thinking and a demonstrated work ethic are essential for success. Students are required to complete summer work. Students selecting this course are expected to take the Advanced Placement Statistics exam in May.

This course is open for students in grades 11-12 who are enrolled in or have successfully completed 332 Algebra II H, 335 Trig & Pre-Calculus CP, or 336 Trig & Pre-Calculus H or have a teacher recommendation. This course may be taken concurrently 332, 335, or 336. Students must be recommended by their current math teacher based on their work habits and ability to work at an accelerated pace.

341 Intro to Calculus CP - Full Year - 5 credits

This course is designed to prepare students with a solid foundation for college level calculus courses. Topics covered will include a thorough and rigorous review of prerequisite skills before application in

analytical geometry, polynomial and rational functions as well as an introduction to differential calculus.

This course is recommended for students who earned at least an 87 in 337 Principles of Trigonometry and Precalculus CP or successfully completed any Trigonometry & Pre-Calculus course or have a teacher recommendation

363 AP Pre-Calculus - Full Year - 5 credits

This Advanced Placement course is designed to prepare students to succeed on the Advanced Placement Precalculus examination. The course content is divided into four categories as follows Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, Functions involving Parameters, Vectors, and Matrices. A graphing calculator will be used regularly to explore concepts. Solid mathematical and writing skills, strong critical thinking and a demonstrated work ethic are essential for success. Students are required to complete summer work. Students selecting this course are expected to take the Advanced Placement Precalculus exam in May.

This course is recommended only for incoming 12th graders, who earned at least a 90 in 331 Algebra 2 CP, 77 in 332 Algebra 2 H or a 95 in 337 Principles of Trigonometry and Precalculus CP have a teacher recommendation

343 Calculus Honors - Full Year - 5 credits

Topics covered in this full year honors level course will include a review of important topics in pre-calculus, limits and continuity, most topics in differential calculus, and an introduction to integral calculus.

This course is recommended for students who earned at least an 85 in 335 Trig & Pre-Calculus CP or a 70 in 336 Trig & Pre-Calculus H have a teacher recommendation

344 AP Calculus AB - Full Year - 5 credits

This Advanced Placement course follows topics outlined by the College Board and is designed to prepare students for the Calculus AB Advanced Placement Examination.. Students will study limits and continuity as well as differential and integral calculus, two of the most powerful tools in mathematics. Students are challenged to strengthen and build on their mathematical and communication skills and to pursue diverse problem situations with clarity, conviction, and enthusiasm. Summer work will be given for this course. Students selecting this course are expected to take the Advanced Placement Calculus AB exam in May.

This course is recommended for students who earned at least a 97 in 335 Trig & Pre-Calculus CP or an 85 in 336 Trig & Pre-Calculus H have a teacher recommendation

345 AP Calculus BC - Full Year - 5 credits

This Advanced Placement course is designed for exceptional math students for whom math is a passion and who intend to pursue further study in mathematics, science or engineering. The course, which follows the topics outlined by the College Board, will prepare students for the Advanced Placement Calculus BC examination. Students will cover all of the topics covered in the AB Calculus course, including differential and integral calculus, and will explore additional topics including infinite series, as well as parametric, vector-valued and polar functions. This will be a fast paced course, taught with the expectation that students not only understand and can apply those topics learned in Pre-Calculus without further review, but they are also capable of learning new material quickly and can apply their knowledge with relative ease to solve non-routine problems. Summer work will be given for this course. Students selecting this course are expected to take the Advanced Placement Calculus BC exam in May.

This course is recommended for students who earned at least a 90 in 336 Trig & Pre-Calculus H have a teacher recommendation

949 Exploring Computer Science CP - Semester - 2.5 credits

The Exploring Computer Science (ECS) curriculum is designed as a course that will introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of ECS is to develop in students the computational practices of algorithm development, problem solving and programming within the context of relevant problems. Students will also be introduced to topics such as Human Computer Interaction, Problem Solving, Web Design, Python programming, Online Data Security, Computing and Data Analysis.

358 Java Programming H - Semester - 2.5 credits

This course is offered to students who are interested in continuing their study of computer science. Students will learn the fundamentals of programming using Java. They will design algorithms, learn correct syntax and style, use data types, and control structures to write computer programs. This course will prepare students for the AP Computer Science A course.

362 AP Computer Science A - Full Year - 5 credits

This Advanced Placement course is designed to prepare students to succeed on the Advanced Placement Computer Science A examination. The curriculum is based on the College Board's recommended topics of study using the Java programming language, including: classes of variables, input and output techniques, logical operators, if statements, nested loops, arrays, String methods, searching and sorting algorithms, and recursion. An emphasis will be placed on effective programming design, testing and debugging strategies. Students selecting this course are expected to take the Advanced Placement Computer Science A exam in May.

Students are eligible for this course if they earned at least an 85 in 358 Java Programming Honors or have a teacher recommendation

Science & Engineering Technology Course Composites

Science, Technology, & Engineering

The science program at Westford Academy is a formalized exploratory academic endeavor. All courses are laboratory classes, providing hands-on experimentation essential in the study of science. The three-year science requirement for graduation is designed to meet the needs of all students. We encourage students to complete the three-year sequence of Biology, Chemistry, and Physics, especially if their post high school plans include college. The science curriculum is aligned with the Massachusetts Science Frameworks and provides a twofold foundation. First, a scientifically educated citizenry is essential. Second, this program provides students with a solid knowledge base to pursue STEM studies in college and beyond. [Science, Technology and Engineering Flowchart](#)

To select honors, students must receive a recommendation from their Science teacher and meet the minimum grade requirement. In order to enter an Advanced Placement class, a student must be enrolled in an honors or AP course and have earned the required prerequisite average in that current honors or AP course.

- [Life Science](#)
- [Chemistry](#)
- [Physics](#)
- [Engineering](#)

Life Science

406 -Biology - CP - (9) - 5 credits

Prerequisite: Teacher Recommendation. Below 75 overall average in 8th grade science.

406 Biology CP is a general survey course in life sciences that stresses a qualitative approach to topics in Biology. This course includes laboratory activities emphasizing process skills, data analysis, and critical thinking. The course will cover various aspects of Biology (biochemistry, cell and molecular biology, genetics, evolution, human physiology, and ecology), with an emphasis on project-based learning, decreased dependence on math, and minimal dependence on textbook reading. This college preparatory course is designed for students who would benefit from increased teacher support in a more structured, hands-on learning environment. This course will prepare students to take the Massachusetts Comprehensive Assessment System (MCAS) in Biology.

410 - Biology - CP - (9) - 5 credits

Prerequisite: Teacher Recommendation. 75 overall average in 8th grade science

The major concepts and principles of the biological sciences will be explored. The four major areas of concentration include the characteristics of organisms, the evolution of life, matter and energy relationships in ecosystems, and the principles of heredity. In addition, students will study protein

synthesis, meiosis, mitosis, and human body systems. The many methods of inquiry, design processes, and participation in scientific investigations will be incorporated throughout the course content. Mathematical models and computer simulations will be used to analyze collected data. Students will be prepared to take the Massachusetts Comprehensive Assessment System (MCAS) test in Biology near the end of this course.

412 - Biology - Honors - (9) - 5 credits

Prerequisite: Teacher Recommendation. 93 overall average in 8th grade science.

Major biological topics include the characteristics of organisms, the evolution of life, matter and energy relationships within ecosystems, and genetics. Methods of study include inquiry, data collection, analysis through the use of mathematical models, computer simulations, scientific study design and student designed models. Students will be required to complete an independent scientific research project as part of their final exam. Students will also be required to perform a year-long, extensive study of the local ecosystem including field observations, independent investigations, and formal reports. Students will be prepared to take the Massachusetts Comprehensive Assessment System (MCAS) test in Biology near the end of this course.

430 - Human Anatomy & Physiology - Honors - (12) - 5 credits

Prerequisite: Teacher Recommendation. Successful completion of Biology and Chemistry, with an 85 average in previous Honors level, 90 average in previous CP (410, 420, 435) level science course, or 80 average in an AP science course. Students who have completed CP Anatomy and Physiology (432), can not enroll in Honors Anatomy and Physiology.

This is a full year course for students with a strong interest in human anatomy and physiology to prepare for those anticipating study in the medical/health field. This full course will consist of an in-depth discussion from the molecular and cellular level to the systemic level and processes. Topics will include the integumentary, skeletal, muscular, nervous, cardiovascular, and digestive systems. Course work includes projects, discussion, laboratory activities, and independent work; the laboratory work includes an anatomical dissection of a preserved organism.

432 - Human Anatomy & Physiology - CP - (11-12) - 5 credits

Prerequisite: Successful completion of Biology and Chemistry

This is a full year course designed to introduce students to the structures that compose the human body and how they function. Topics will include the skeletal, muscular, nervous, cardiovascular, and digestive systems, with an emphasis on real world applications to health and the human body. Course work includes projects, discussion, laboratory activities, and independent work; the laboratory work includes dissection. Students will be expected to analyze and evaluate the role of health science in society throughout the course.

489 - Marine Biology - CP - (11-12) - 2.5 credits

Prerequisite: Successful completion of Biology and Chemistry

Marine Biology is a semester-long course designed to introduce students to the biological and

biochemical processes of the ocean. The goal of this course is for students to have a basic understanding and appreciation of the ocean and the unique life that calls the ocean home, as well as a functional understanding of the impact of human activity on marine ecosystems. Course work includes discussion, cooperative learning, experimentation, dissection, and inquiry based projects. Students will be asked to think critically about issues affecting ocean life and to problem solve how to resolve these issues.

490 - Marine Biology - Honors - (12) - 5.0 credits

Prerequisite: Teacher Recommendation. Successful completion of Biology and Chemistry. 85 average in previous Honors level or 90 average in previous CP (410, 420, 435) level science course or 80 average in an AP science course. Students who have completed CP Marine Biology (489), can not enroll in Honors Marine Biology.

Honors Marine Biology is designed for students with a strong interest in environmental sciences with a potential to major in environmental/ecosystem science in college. This course is an in-depth view of the biological and biochemical processes of the ocean. A focus will be placed on marine animals, ecosystems and management. This course will study marine life including invertebrates like jellies and lobsters as well as marine vertebrates like turtles and mammals. Marine Biology introduces students to the different marine environments and will emphasize the management of available resources the ocean has to offer. Course work includes discussion, laboratory experiments, independent readings, and independent projects. Students are expected to complete independent work throughout the course.

450 - Biology - Advanced Placement - 5 credits - (11-12)

Prerequisite: Teacher recommendation. Successful completion of Biology and Chemistry. Must be currently enrolled in honors or AP science course, with an 87 average in current honors core science course, or 85 average in AP science course.

This second year Biology course seeks to meet the objectives of an introductory college Biology course and to prepare students for the AP Biology exam. It is designed to allow those juniors and seniors interested in the Biological Sciences an in-depth preparation in a variety of biological topics to better enable future career direction choices within the field. Students study the following topics in regards to living organisms and biological systems: evolution, cellular processes (energy and communication), genetics, information transfer, ecology, and interactions. The lab portion incorporates current biotechnology techniques as well as an inquiry-based experimental approach, as students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Students selecting this course are required to complete summer work and are expected to take the Advanced Placement Biology exam in May.

493 - Forensic Science / Biotechnology - CP (11-12) - 2.5 credits

Prerequisite: Successful completion of Biology and Chemistry

This semester course is designed to introduce students to a variety of laboratory techniques utilized by forensic scientists. Students will examine how evidence is collected and analyzed in support of prosecution in a criminal court of law. Areas of study include current biotechnological techniques

used to examine a variety of types of evidence (prints, blood, DNA, documents). All students will participate in a crime scene simulation assessment, requiring the application of skills and knowledge from all areas of study.

425 - Environmental Science - Advanced Placement - 5 credits - (11-12)

Prerequisite: Teacher recommendation. Successful completion of Biology and Chemistry. Must be currently enrolled in honors or AP science courses. 87 average in current core honors course or 85 average in AP science.

The Advanced Placement Environmental Science course is a rigorous course that stresses the use of scientific investigations to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Areas of study include energy, populations, geology, global change, pollution, energy consumption and biodiversity. Students selecting this course are required to complete summer work and are expected to take the Advanced Placement Environmental Science exam in May.

427 - Environmental Science - CP (11-12) - 5 credits

Prerequisite: Successful completion of Biology and Chemistry

The college preparatory Environmental Science course is a hands-on, lab-based course that stresses the use of scientific investigations to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course encourages students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Students will be introduced to the topics of energy, populations, geology, global change, pollution, energy consumption and biodiversity.

Chemistry

414 - Chemistry - CP (10-12) - 5 Credits

Prerequisite: Successful completion of Biology

This course is designed and offered for students who have been identified and recommended by the Science Department as in need of a modified program. Students enrolled in this course will learn the chemistry of states and interactions of matter. This is a lab based course that has students taking part in the lab experience and physically investigating scientific phenomena such as: physical and chemical properties, stoichiometry, compiling and analyzing lab data. Topics include: atomic structure, physical/chemical properties, density, periodic table, ions, nomenclature, bonding, balancing chemical equations, and chemical quantities.

420 - Chemistry - CP (10) - 5 credits

Prerequisite: 75 in CP Biology (410) or 95 in CP Biology (406)

This introductory course addresses chemistry through the perspective of theoretical models, their development and implementation, and the organizational information derived through this development. Topics include atomic and molecular structure, phases of matter and the kinetic theory, chemical bonding, the nature of chemical reactions and stoichiometry. Laboratory experimentation supports the inquiry approach.

422 - Chemistry - Honors - (10) - 5 credits

Prerequisite: Teacher recommendation. 87 in Honors Biology or 95 in CP Biology (410), Concurrent Algebra II strongly recommended.

Students in this honors level course will develop an in-depth understanding of matter and atomic theory, learn to interpret complex chemical equations, and utilize stoichiometry to evaluate quantities produced in reactions. In addition to content skills, students will also conduct inquiry-based investigations, link evidence to conclusions, utilize models, and demonstrate appropriate lab safety practices.

452 - Chemistry - Advanced Placement - (11-12) - 5 credits

Prerequisite: Teacher recommendation. Successful completion of Biology and Honors Chemistry. Must be currently enrolled in honors or AP science course, with an 87 average in current honors core science course, or 85 average in current AP science course.

This second year chemistry course is designed to be the equivalent of a first year college chemistry course in regards to the understanding of theoretical concepts, development of problem solving techniques and in-depth experience in the rigorous experimental application of chemical principles. Topics revolve around the 6 Big Ideas and include chemical equilibrium, kinetics, thermodynamics, electrochemistry, and acid-base reactions. Students will spend significant time in the laboratory and will be expected to cover some material independently through outside resources and video lectures. Students selecting this course are required to complete summer work and are expected to take the Advanced Placement Chemistry exam in May.

Physics

434 - Physics - CP - (11-12) - 5 credits

Prerequisite: Successful completion of Biology and Chemistry.

The course will focus on understanding the basic concepts of physics with an emphasis on the real world application of physics principles. The class will be modeled on a Project Based Learning classroom where students work collaboratively on projects and presentations. Major units of study will include linear motion, conservation of momentum, conservation of energy, Newton's laws, simple machines, and waves (sound and light). Projects and laboratory activities will make up the bulk of the course to challenge students and reinforce basic concepts while also fostering comfort and competence with algebraic skills.

435 - Physics - CP (11-12) - 5 credits

Prerequisite: 75 in CP Chemistry (420) or 95 in CP Chemistry (414)

The course will focus on understanding the basic principles of physics at a conceptual level. Units in linear motion, projectile motion, forces, Newton's Laws, momentum, work & energy, circular motion, center of gravity, rotational mechanics, waves (sound, light, electromagnetic spectrum), and reflection & refraction may be included in the material presented. Demonstrations and laboratory activities will be included to challenge the student and reinforce basic concepts. There will be multiple Project Based Learning assignments throughout the year. Students need to be able to work independently and collaboratively on these PBL assignments.

440 - Physics - Honors - (11-12) - 5 credits

Prerequisite: 87 in Honors Chemistry or 95 in CP Chemistry (420), or 80 in an AP science course. Concurrent enrollment in Trig and PreCalc is strongly recommended. Students enrolled in Alg 2 Honors or CP (331) is acceptable.

Students will develop an understanding of foundational principles of physics in mechanics and electricity such as kinematics; Newton's laws of motion (dynamics), work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations; gravitation, waves, sound, light and Electric circuits. Students will apply these principles to physical situations that combine aspects of physics rather than present concepts in isolation. Students will design and conduct inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis and interpretation. Students will develop critical thinking skills through inquiry-based learning. Students must be able to solve complex algebraic problems and have a good understanding of trigonometry. Highly recommended for students considering STEM fields.

454 - Physics - Advanced Placement - (12) - 5 credits

Prerequisite: Teacher recommendation. 87 average in Honors Physics. Concurrent with Calculus (or successful completion).

Students will be introduced to advanced topics in classical mechanics such as kinematics; Newton's laws of motion (dynamics), work, energy and power; systems of particles and linear momentum; circular motion and rotation; gravitation and oscillations. Students will apply these principles to complex physical situations that combine multiple aspects of physics, conducting inquiry-based laboratory investigations, applying methods of differential and integral calculus and building critical thinking skills through inquiry-based learning. This course fulfills the AP requirements and is an introduction or "bridge" course for further STEM studies in college, mainly Physics and Engineering courses (such statics, dynamics, etc.). Students selecting this course are required to complete summer work and are expected to take the Advanced Placement Physics C: Mechanics exam in May.

Engineering

480 - Introduction to Engineering I - CP - (9-10) - 2.5 credits

This course introduces students to the world of technology and engineering. The course focuses on the methods and execution of problem solving, while engaging students at an exploratory level in science, technology and engineering. Students will learn and apply the engineering design process. Topics of study may include: Construction technology, structural materials, fluid systems, electrical systems,

and Bernoulli's principle. Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate.

***458 - Robotics I - CP - (10-12) - 2.5 credits**

Prerequisite: Successful completion of Biology

This introductory course is the first of a two-semester sequence. Two-Student teams will use the Vex Robots system to design, construct, and program robots. Students will build a simple robot capable of performing tasks autonomously and/or with Wi-Fi joystick operation.

Students will design and build machines that utilize physics concepts center of gravity, torque/rpm, gears and mechanical advantage. Student robots will have to complete numerous “challenges” throughout the semester. Grading will be based on the level of success in meeting specific criteria in a challenge. A Majority of the class grade is based on a student produced Engineering Notebook. Participants must be able to use algebra to complete some units. Programming experience is not a prerequisite.

*This course won't be offered in the 2026-2027 school year

459 - Robotics I - Honors (10-12) - 2.5 credits

Prerequisite: Successful completion of Biology

This introductory course is the first of a two-semester sequence. Two-Student teams will use the Vex Robots system to design, construct, and program robots. Students will build a simple robot capable of performing tasks autonomously and/or with Wi-Fi joystick operation.

Students will design and build machines that utilize physics concepts center of gravity, torque/rpm, gears and mechanical advantage. Student robots will have to complete numerous “challenges” throughout the semester. Grading will be based on the level of success in meeting specific criteria in a challenge. A Majority of the class grade is based on a student produced Engineering Notebook. Participants must be able to use algebra to complete some units. Programming experience is not a prerequisite.

***461 - Robotics II - CP - (10-12) - 2.5 credits**

Prerequisite: 75 in CP Robotics I.

This course will focus on design, construction, and programming of complex robots capable of completing a given task. The use of integrated sensors will become part of many projects. . All projects are open-ended. Students must be able to work independently under a given deadline. The semester may end with a capstone project. As with all robotics classes the Engineering Notebook comprises a majority of the student grade.

*This course won't be offered in the 2026-2027 school year

462 - Robotics II - Honors - (10-12) - 2.5 credits

Prerequisite: 75 in CP Robotics I.

This course will focus on design, construction, and programming of complex robots capable of completing a given task. The use of integrated sensors will become part of many projects. All projects are open-ended. Students must be able to work independently under a given deadline. Grading will be based on the level of success in meeting specific criteria in a challenge. The semester may end with a capstone project. As with all robotics classes the Engineering Notebook comprises a majority of the student grade.

485 - Mechanical Engineering - CP (11-12) - 2.5 credits

Prerequisites: 75 in CP science AND concurrent with Physics

Engineers solve problems using technology. This Engineering course is for students interested in pursuing a career in Engineering or other technology fields. The course will use hands-on projects, experiments and the underlying science concepts to introduce the process of solving problems with technology. Students will be expected to use math skills and work independently on projects. Past projects have included: structure/strength challenges, cardboard furniture and a poker chip shooter, and a center of mass challenge. 3D printing may include: using CAD software and 3d printers to make prototypes.

492 - Mechanical Engineering - Honors - (11-12) - 2.5 credits

Prerequisites: 85 in current Honors science or 95 in CP science (420, 480) AND concurrent Physics

Engineers solve problems using technology. This Engineering course is for students interested in pursuing a career in Engineering or other technology fields. The course will use hands-on projects, experiments and the underlying science concepts to introduce the process of solving problems with technology. Students will be expected to use math skills and work independently on projects. Past projects have included: structure/strength challenges, cardboard furniture and a poker chip shooter, and a center of mass challenge. 3D printing may include: using CAD software and 3d printers to make prototypes. Satisfies technology requirement.

Students selecting this honors course must complete additional requirements above the CP level including additional projects during the semester.

Student Support Services Course Composites

Special Education services are determined through the IEP Team process in accordance with Federal and State regulations. Eligible students receive the services specified in their Individual Educational Programs that enable them to receive a free and appropriate public education in the least restrictive environment. Each student's program is designed to support progress towards their

individual post high school goal and to support the acquisition of skills necessary to become engaged members of their communities.

900 - Functional English / Language Arts (L.S.) - 5 credits

This course is for students who require individualized assistance and specialized instruction in English.. Course work focuses on traditional skills (concrete and inferential comprehension, identifying literary elements, vocabulary acquisition, grammar, syntax, and various forms of written expression) and application of those skills to the real world (email, resume writing, comprehension of functional texts and interviewing). Literary selections rotate annually as this class supports students in grades 9-12.

903 - Academic Support - 2.5 credits

Instructional Support provides direct instruction in the individual goals and objectives listed in each student's IEP. Special Education teachers monitor student's progress in general education classes and provide assistance and re-teaching as needed. Progress will be based on the quality of their use of instructional time and the application of the presented study skills strategies by monitoring logged assignments in a planner / organizer, notebooks, homework and report cards. Students will also be guided through the post-secondary transition process.

905 - Academic Support - 5 credits

Instructional Support provides direct instruction in the individual goals and objectives listed in each student's IEP. Special Education teachers monitor student's progress in general education classes and provide assistance and re-teaching as needed. Progress will be based on the quality of their use of instructional time and the application of the presented study skills strategies by monitoring logged assignments in a planner / organizer, notebooks, homework and report cards. Students will also be guided through the post-secondary transition process.

911 - Concepts of Science - 5 credits

This project-based course teaches concepts of Biology, Earth & Space Science, Life Sciences and General Science that are aligned with the state frameworks. This course is taught in a small group setting for students who have an Individualized Education Program where individual learning needs are met through accommodations and modifications. Topics will rotate as this class will support students in grades 9-12.

This course is the former course #913

914 - Concepts of Intermediate Algebra I - 5 Credits

This course is for students who have an Individualized Education Program, and require specialized math instruction in a special education setting with a modified pace and curriculum. The Concepts of Intermediate Algebra 1 curriculum uses the Common Core State Standards and includes elements of the Intermediate Algebra I CP class. Topics may include operations with integers, solving equations and inequalities, systems of equations, working with polynomials, and graphing of lines. This course meets one year of the student's mathematics graduation requirement.

915 - Concepts of Intermediate Geometry - 5 Credits

This course is for students who have an Individualized Education Program, and require specialized math instruction in a special education setting with a modified pace and curriculum. The Concepts of Intermediate Geometry curriculum focuses on geometry topics found in the Common Core Standards and parallels the content in the Intermediate Geometry CP class. This course meets one year of the student's mathematics graduation requirement.

907 - Prevocational and Life Skills Development - 5 credits

This course is for students who have an Individualized Education Program and require direct instruction and exposure to develop prevocation and life skills. This course introduces topics surrounding self-determination, vocation and community application. Opportunities will include practicing learned skills in various community settings. This course is available to students in grades 9-12.

This course is the former course #917

918 - Concepts of World & U.S. History - 5 credits

This course is for students who have an Individualized Education Program, and require specialized instruction including accommodations and modifications to access the curriculum. . This course begins with the Enlightenment in Europe and ends with the Cold War. It is designed in accordance with the Massachusetts Curriculum Frameworks for World History and integrates history, geography, economics and government. Students will engage in a variety of learning activities and assessments as they increase their knowledge of the global community. This course satisfies one year of the History graduation requirement.

919 - Concepts of History II - 5 Credits

This course is for students who have an Individualized Education Program, and require specialized instruction including accommodations and modifications to access the curriculum. This course emphasizes the major events in the history of the United States beginning with the aftermath of the American Revolution and ending with World War I. It is designed in accordance with the Massachusetts Curriculum Frameworks to provide students with a fundamental knowledge of the American ideologies of freedom and the pursuit of happiness. The course integrates history, geography, economics, and government. This course satisfies one year of the History graduation requirement.

920 - Concepts of History III - 5 Credits

This course is for students who have an Individualized Education Program, and require specialized instruction including accommodations and modifications to access the curriculum. Units of study will span events and legislation since the end of World War I to the present day with a focus on the world wars, the Great Depression and America since 1945 including the events of the Cold War. This course satisfies one year of the History graduation requirement.

908 - Application of Mathematical Concepts - 5 credits

This course is intended for students who have an Individualized Education Program and require specialized instruction including accommodations and modifications to access the curriculum. . Students will have hands-on experiences to apply previously learned algebraic concepts to real-life

scenarios. Concepts will be taught using a variety of methodologies and resources with an application based focus. This course is available to students in grades 9-12.

This course is the former course #962

952 - Concepts of English I - 5 credits

This course is intended for students who have an Individualized Education Program and require specialized instruction including accommodations and modifications to access the curriculum. The content parallels the English 9 CP course in vocabulary work, literature, writing, and grammar, using individualized instruction as needed and adapted textbooks when necessary. In addition to the basic curriculum, the student will become familiar with test taking strategies and techniques. All forms of literature: short stories, plays, poetry, novels, and non-fiction will be included. The focus of composition will be on writing effective paragraphs. The study of grammar will emphasize mastery of the eight parts of speech. This course satisfies one year of the English graduation requirement.

953 - Concepts of English II - 5 credits

This course is intended for students who have an Individualized Education Program and require specialized instruction including accommodations and modifications to access the curriculum. . The content parallels the CP level of English 10 with a modified pace and curriculum. The student will extend and refine their understanding of the five literary genres: novel, short story, poetry, drama, and non-fiction. In addition, the student will participate in formal and informal discussions, engage in research, and write compositions and essays that have been revised and edited for correctness and expression. The student will work on MCAS prep by learning test-taking strategies and by writing open response questions. This course satisfies one year of the English graduation requirement.

954 - Concepts of English III - 5 credits

This course is intended for students who have an Individualized Education Program and require specialized instruction including accommodations and modifications to access the curriculum. The content parallels the CP level of English 11 with a modified pace and curriculum. Emphasis is placed on developing writing with a focus on sentence style and organization, paragraph development, vocabulary skills and encouraging the student to attain increasing levels of competence in mechanics, content, organization and style in various types of writing situations. This course satisfies one year of the English graduation requirement.

955 - Concepts of English IV - 5 credits

This course is intended for students who have an Individualized Education Program and require specialized instruction including accommodations and modifications to access the curriculum. The content parallels the CP level of English 12 with a modified pace and curriculum. The students will generate, examine and reflect upon personal values by responding to literature. In addition, the student will acquire new vocabulary words, participate in formal and informal discussions, and engage in research. The focus of student writing will be on analytical and persuasive essays that have been revised and edited for correctness and expression. This course satisfies one year of the English graduation requirement.

957 - Concepts of Algebra 2 - 5 credits

This course is for students who have an Individualized Education Program, and require specialized instruction including accommodations and modifications to access the curriculum. The focus of this course will be to strengthen the students' abilities to think, reason, and problem-solve using mathematical understandings and skills. This course will use algebraic expressions and models for studying functions and solving real-world situations. Graphing will be emphasized and geometry will be applied. This course focuses on Algebra II topics found in the Common Core Standards and some of the units covered in the CP 1 Algebra II curriculum. The course will include the use of concrete, connecting, and abstract instructional methodologies and curricula. The use of manipulatives and computer technology will also provide students with the opportunity to explore, model and analyze. The course will continue to involve students in active learning, inquiry-based problems and problem-solving strategies to build conceptual understanding. This course meets one year of the student's mathematics graduation requirement.

909 - Concepts of Quantitative Reasoning - 5 credits

This course is for students who have an Individualized Education Program, and require specialized instruction including accommodations and modifications to access the curriculum. This math course provides an activity-based approach that develops mathematical skills and financial literacy while utilizing technology to solve problems. A conceptual mathematics course designed to address topics in mathematics appearing in the world around us, through inquiry-based, hands-on activities and discussion. Emphasis will be on conceptual understanding and on how mathematics is applied in the real, everyday world. Students will be expected to demonstrate conceptual and applied understanding of mathematical topics through class discussion, assessments, and course projects. This course meets one year of the student's mathematics graduation requirement.

This course is the former course #958

910 - Life Skills History-5 credits

This course is for students who have an Individualized Education Program and require specialized instruction including accommodations and modifications to access the curriculum. This course will focus on current events and students making connections between current events and their lives; relevant geographical skills; major events in US history; events and legislation since the end of World War I to present day, including the World Wars, the Great Depression and the Cold War. This course focuses on generalizing geography skills, timelines, reading comprehension, written expression, and other applicable social-studies based skills across all units and topics. It is designed in accordance with the Massachusetts Curriculum Frameworks and Standards for History and Social Science Practice.

This course is the former course #959

5015 - Academic Tutorial - 2.5 credits

Students will learn executive functioning strategies through the development of organizational skills, self-advocacy skills, and study skills to help them successfully access the general education curriculum. The goal of this course and the curriculum used is to develop independent learners with the ability to plan and execute their academic life with efficiency. Progress will be assessed based on

the quality of their use of instructional time and the application of the presented study skills strategies by monitoring logged assignments in a planner/organizer, notebooks, homework, and report cards.

5025 - Academic Tutorial - 5 credits

Students will learn executive functioning strategies through the development of organizational skills, self-advocacy skills, and study skills to help them successfully access the general education curriculum. The goal of this course and the curriculum used is to develop independent learners with the ability to plan and execute their academic life with efficiency. Progress will be assessed based on the quality of their use of instructional time and the application of the presented study skills strategies by monitoring logged assignments in a planner/organizer, notebooks, homework, and report cards.

Visual and Performing Arts Course Composites

Visual Performing Arts Course Sequence Chart

Theater Arts Course Sequence Chart

Music Course Sequence Chart

- [Visual Arts](#)
- [Theater Arts](#)
- [Music:](#)
 - [Music Performance Ensembles](#)
 - [Applied Music](#)

Visual Arts Classes

Courses offered within the Fine Arts Department provide a sequential program of instruction that culminates with Advanced Placement Studio Art. The department offers a selection of both semester and full-year courses, allowing the student to select a variety of courses and commitment levels. A student may opt to concentrate on one medium such as painting, photography or clay for one semester or, select a full-year visual art class that allows the student to explore a variety of media and techniques. It is strongly recommended that any student considering post-secondary study in the arts, complete at least one of the full-year visual art courses. Students considering post-secondary study will often be required to submit a portfolio of work as part of their application process and should consider full-year visual art and/or foundation courses to aid in the preparation of their portfolio.

547 Digital Art - (9-12) - 2.5 credits

**former course 551 Image Editing CP*

Students will learn the fundamentals of digital image manipulation and illustration utilizing Adobe Creative Cloud 2024, specifically focusing on developing working knowledge of the tools within Adobe

Photoshop and Adobe Illustrator. Students will learn the basic tools of both software packages in addition to creating paths, layering, masking, retouching, creating text effects, utilizing filters, performing color corrections and more.

548 Digital Art II H - (9-12) - 2.5 credits

Prerequisite: 547 Digital Art

**former course 550 Digital Art II CP*

This course will build on the skills in Digital Art I and continue further development utilizing industry leading software primarily continuing to focus on the Adobe Creative Cloud 2024 (Illustrator and Photoshop). Students will work at a more advanced and rigorous pace perfecting advanced techniques of image editing, manipulation and enhancement. Students will explore in depth non-destructive editing/manipulation with layer mask, adjustment layers, blend mode, retouching tools and text effects. Students will also be required to shoot their own pictures to create imaginative and artistic effects by combining and altering different elements within an image.

555 Graphic Design I (10-12) - 2.5 credits

Prerequisite: 547 Digital Art 1 CP (former course 551 Image Editing CP)

Graphic Design 1 will provide students with an introduction to the exciting field of graphic design. Students will use and develop their knowledge of the elements and principles of design. Students will also use the Adobe Photoshop and Adobe Illustrator Creative Cloud 2024 software programs to utilize the "design process" developed by professional designers. This course will emphasize design and its important role in the commercial world of visual marketing.

559 Graphic Design II H - (10-12) - 5 credits

Prerequisite: 556 Graphic Design I CP and Teacher Recommendation

Graphic Design II Honors will build on the skills acquired in Graphic Design I as well as incorporate advanced techniques in image editing, illustrating and desktop publishing. The project-based assignments will focus on the commercial aspect of graphic design including mock-client presentations. Students will utilize the design process and Adobe Photoshop, Adobe Illustrator, and Adobe InDesign Creative Cloud 2024 software. Class critiques will enable students to analyze what good design encompasses and evaluate their own as well as other student's work.

573 Movie Making I - (9-12) - 2.5 credits

Students will acquire the introductory knowledge needed to effectively prepare and deliver presentations using state-of-the-art technology. They will learn the basic techniques of video/digital editing using Adobe Premiere Creative Cloud 2025 (nonlinear editing software). Students will focus on project proposal, script, shotlist and production using their mobile phone. Projects include editing, music video, and open concept short film.

575 Movie Making II - (9-12) - 2.5 credits

Prerequisite: Movie Making I

This course will build on the skills from Movie Making I and will take students to an intermediate level while utilizing Adobe Premiere Creative Cloud 2025 as well as provide an introduction to new video software applications with an introduction to Adobe After Effects. The use of video digital cameras as well as extensive storyboarding with projects to be used throughout the school and community will be an integral part of this course.

566 Movie Making III H - (10-12) - 5 credits

Prerequisite: Movie Making II

This course will continue development of skills from Movie Making I and Movie Making II, while continuing at a more rigorous and accelerated pace. Projects will include digital nonlinear video editing using Adobe Premiere Creative Cloud 25, Adobe After Effects (CC25), and Audition (CC25). The use of the latest Codecs will also be employed. Students will use digital video and still cameras in preparing their projects.

571 Movie Making IV H - (11-12) - 5 credits

Prerequisite: Movie Making III H

The Movie Making IV Honors course is designed for students who are at an advanced level and dedicated to the practical experience in filmmaking. Students will write multiple short scripts based on their story ideas and generate storyboards and a preproduction plan to support it. They will expand their understanding of storytelling by employing editing, sound design, and graphics to help tell a story. Students will focus on mastering their skills on camera work (movement, focus pulling, lens choice, and depth of field) and hone their shooting and lighting techniques for digital cameras.

568 3D Modeling and Animation (9-12) - 2.5 credits

This course will offer students an introduction to 3D modeling and animation using Blender. Students will create basic 3D models and animation, students will also learn how to construct, design, lighting, camera angles, and texture rendering.

570 Advanced 3D Modeling and Animation H – (10-12) – 5 credits

Prerequisite: 3D Modeling and Animation

This course will build on the skills in 3D Animation and Modeling while continuing to focus on more rigorous and advanced skill development in 3D modeling and rendering techniques using lighting, staging, and special effects for digital output. The course emphasizes the production of three-dimensional (3D) animation as final digital output using modeling, rendering, and animation software (Blender).

*Former course 539 Adv #D Animation CP

700 Foundations of Art (9-12) - 2.5 credits

Foundations of Art serves as prerequisite for 709 Studio Art (formerly Visual Art II CP), 713 Photography I, 716 Ceramics, 705 Drawing and 706 Painting.

Foundations of Art is a one-semester course designed to provide students the opportunity to learn about a variety of two dimensional media, technique and process. Understanding and using the elements and principles of art and design to enhance artwork will be stressed. Ideas of aesthetics, art criticism and art history will be introduced. As this course covers an introduction into the basic media and processes of art, students who wish to pursue advanced study within the arts must complete this course.

701 Foundations of Art II (9-12) - 2.5 credits

Prerequisite: Foundations of Art

Foundations of Art II gives students an opportunity to create artwork across both 2-dimensional and 3-dimensional mediums, including drawing, painting, printmaking and sculpture, while expanding on concepts covered in Foundations of Art. Students will be working in a variety of media to develop both concrete and abstract visual expression. An emphasis is placed on intermediate-level techniques, while strengthening a fundamental understanding of subject, style and creative problem solving.

703 Advanced Art H - (11-12) - 5 credits

Prerequisite: Teacher Recommendation, 90 or above in 709 Studio Art (formerly Visual Art II CP), Completion of mandatory summer homework assignment.

Advanced Art Honors is a full year art course for juniors and seniors. This honors level course reflects the student's continued interest and dedication to the study of the visual arts; therefore emphasis is placed on the development of a competitive portfolio of work for college admission. Students will build upon skills acquired in Foundations of Art and Studio Art (formerly Visual Art II CP) exploring aspects of drawing, painting, printmaking, and three-dimensional processes at a more advanced level. Emphasis is placed on the development of student driven themes and the pursuit of achieving a personal style. Mandatory summer homework assignments are required to remain in this honors level course. Students that do not complete the assignment will be removed from the class.

705 Drawing - (9-12) - 2.5 credits

Prerequisite: 700 Foundations of Art

Drawing is a one-semester course designed to expand upon concepts taught in Foundations of Art with a focus on drawing materials and techniques. The course will teach methods for developing drawings from direct observation. Emphasis will be placed on using the elements and principles of art and design to create dynamic compositions. Students will analyze and discuss drawings, learn from art history, and synthesize information to develop more creative and thoughtful drawings.

706 Painting - (9-12) - 2.5 credits

Prerequisite: 700 Foundations of Art

Painting is a one-semester course designed to provide students with an introduction to a variety of painting methods and techniques. An emphasis will be placed on utilizing the elements and principles of design in ways that make turning ideas into visual art easy to understand. Introductions to color theory, critical analysis and art history will also be included.

707 Painting II - (10-12) - 2.5 credits

Prerequisite: 706 Painting I

Students will continue the study of color, creativity, and the aesthetic values covered in Painting I. In-depth assignments with an emphasis on expressive possibilities will be explored. Personal style will be encouraged as students respond to assignments in the categories of representational, abstract, and non-objective painting.

708 Advanced Placement Studio - Photography - (11-12) - 5 credits

Prerequisites: Teacher recommendation, 90 or above in 713 Introduction to Photography, 714 Photography II and 715 Digital Photography

The AP Studio - Photography curriculum is based on guidelines provided by the College Board. Students enrolled in this course should be self-motivated since they are required to explore a single topic in depth ("Sustained Investigation") over the course of the year. Additionally, students will be given class assignments addressing a broad range of topics. At the end of the course, students are required to submit a portfolio (Advanced Placement exam) to the College Board. Students must be committed to working at home as well as independently in class. Working digitally is encouraged but traditional darkroom materials and processes are also an option.

A mandatory summer homework assignment is given prior to the student entering the AP Studio Art course. Failure to complete the summer assignment will result in the student being removed from the course. Students selecting this course must commit to taking the Advanced Placement exam in May.

709 Studio Art CP (9-12) - 5 credits

Studio Art expands and refines those skills previously acquired in Foundations of Art. Students will develop and strengthen visual perception through observational drawing and its working relationship to many art processes. Students will begin to understand their visual voice and utilize its potential as a cultural and social tool for communication. The process of critiquing class projects will emphasize the evaluation and understanding of what a well-executed project entails. Studio Art serves as a prerequisite for Advanced Art Honors.

*This course was formerly called Visual Art II.

710 Introduction to Photography - (9-12) - 2.5 credits

Prerequisite: 700 Foundations of Art

Note: As the supply of school cameras is limited, it is recommended that students have their own 35mm camera.

A beginning course for students with an interest in creating both analogue and digital photographs. Students will be introduced to black & white analogue techniques including camera operation, film development and darkroom printing. Students will also be introduced to the fundamentals of digital photography. Using image-editing software, students will learn how to enhance their digital photographs.

This is former course #713 Photography I.

712 Advanced Placement Art and Design - (11-12) - 5 credits

Prerequisite: Teacher recommendation, 90 or above average in 703 Advanced Art Honors, Completion of mandatory summer homework assignment.

Advanced Placement Art and Design is a full-year intensive study designed for the student who wishes to develop a portfolio that suits the standards set by AP College Board. Students will be investigating a variety of artistic media at an in-depth level while completing a sustained investigation of work that explores a single concept through 15 pieces. The expectation is that each student will utilize their skill to the best of their ability while responding to the structured guidelines the curriculum offers.

A mandatory summer homework assignment is given prior to the student entering the Advanced Placement Art and Design course. Failure to complete the summer assignment will result in the student being removed from the course. Students selecting this course must commit to taking the Advanced Placement exam in May.

This is former course #704 Studio Art AP.

714 Photography II - (10-12) - 2.5 credits

Prerequisite: 710 Introduction to Photography (Former course #713 Photography 1)

Note: As the supply of school cameras is limited, it is recommended that students have their own 35mm camera.

Photography II will cover advanced photographic techniques and give students the opportunity to refine skills previously learned in Introduction to Photography. Students will learn the manual features of the 35mm camera in depth, using the aperture and shutter speed controls to create desired results. Students will also explore alternative photographic processes. Developing a personal style as well as continued critical analysis are important elements of this course.

715 Digital Photography - (10-12) - 2.5 credits

Prerequisite: 700 Foundations of Art or 710 Introduction to Photography (Former course #713 Photography 1) or 547 Digital Art

Note: As the supply of school cameras is limited, it is recommended that students have their own digital camera, preferably a DSLR camera but a point-and-shoot camera is also fine.

Students will be introduced to the digital camera and the fundamentals of editing photographs using Adobe Photoshop. Students will capture new images using a DSLR digital camera. Emphasis is placed on using this medium as a form of personal expression as well as considering its practical applications. In a hands-on approach to learning, students will utilize scanning, image editing tools and techniques, collage-based projects and digital printing. Students will expand upon photographic skills previously learned and become familiar with the correlation between traditional darkroom processes and their digital counterparts. This course satisfies the Technology requirement.

716 Ceramics I - (9-12) - 2.5 credits

Prerequisite: Foundations of Art

Ceramics I is a one-semester course designed to expose students to the techniques and processes unique to clay. Throughout the semester students will become familiar with a variety of hand building techniques such as: pinching, coiling, and slab construction. Students will also become familiar with all aspects of the ceramic studio: construction, glazing, and firing. Students will analyze and discuss a variety of ceramic arts from many cultures and time periods. Understanding and using the elements and principles of design will be stressed.

717 Ceramics II - (10-12) - 2.5 credits

Prerequisite: Ceramics I

Ceramics II is a one-semester course, which builds upon the foundation of Ceramics I. Emphasis is placed upon gaining proficiency with the potter's wheel and in creating advanced hand built projects that demonstrate a high level of skill and craftsmanship in coiling and slab construction. Exploration of ceramic arts from a variety of cultures and time periods will allow students to develop a personal style in relation to ceramic arts within a broader context.

1161 Dual Enrollment - Visual Design I - (11-12) - 2.5 credits



Students will develop proficiency in fundamental visual design software. Students will also understand the underlying principles of visual design, including color theory, typography, composition, and layout techniques. Students will create visually compelling designs that effectively communicate a message or brand identity and critically analyze and evaluate design work to identify strengths and weaknesses. Lastly, students will demonstrate an awareness of ethical considerations in design, including copyright laws and cultural sensitivity. Students gain hands-on experience with essential

Creative Cloud applications like Illustrator and Photoshop, mastering the intricacies of design, image editing, and graphic illustration. Through a range of advertising and marketing projects, they not only hone their technical prowess but also cultivate essential soft skills such as organization, time management, effective communication, ethical conduct, and a strong work ethic. This integrated approach ensures that students emerge well-prepared to excel in the dynamic field of design and digital media.

Theater Arts

711 Elements of Theater - (9-12) - 2.5 credits

In this discussion driven course, students will be introduced to contemporary drama and comedy through in-class reading and script analysis. With an emphasis on understanding the building blocks of theater, we will explore the origins of the art form and learn how ancient traditions still inform our practice today. Formal assessments include: monologue performance; scene construction; costume design; directing exercises; and playwriting. With a recognition of the audience as theater's most vital element, students will learn to appreciate the value of giving and receiving feedback. *Students will need to have Elements of Theater on their schedule (either first or second semester) in order to be cast in a main stage WATA production. Once the course is completed, students may continue to participate in WATA in any capacity. Students may participate in WATA black box productions and/or in a technical theater role with or without completing Elements of Theater.

720 Play Lab H - (10-12) - 2.5 credits

Prerequisite: Candidates must have taken or be enrolled in Elements of Theater; Directing 1; and Acting 1 prior to taking Play Lab (H). An Interview/Audition process will determine the Artistic Team including actors, designers and technicians.

The objective of this workshop course is twofold: 1) To write, direct, design and produce an original work and 2) To explore, research, design and construct Westford Academy Theater Arts' Submission to the Massachusetts Educational Theater Guild's Festival.

***721 Public Speaking CP - (12) - 2.5 credits**

Students will strengthen their formal and informal speech communication skills through an examination of self, subject, audience, space and time. Students will also sharpen their listening skills as they offer daily critique with an emphasis on the effectiveness of body, face and voice.

*This course will not be offered during the 2024-2025 school year.

1021 DE Public Speaking & Professional Presentation (11 & 12) - 2.5 credits

**Former course 721 Public Speaking CP*



Students will strengthen their formal and informal speech communication skills through an examination of self, subject, language, audience, space and time. Effective communication, perhaps

life's most important skill, can be learned and sharpened. It is an Art! Students will also sharpen their listening skills as they offer daily critique with an emphasis on the effectiveness of body, face and voice.

722 Directing I CP - (10-12) - 2.5 credits

Prerequisite: Elements of Theater

Students will approach the living art of theater from a new perspective as sculptor rather than clay! This new focal point gives students an opportunity to make their visions a reality on stage. From text analysis to the importance of facilitating motivated movement, students will learn the responsibilities of assuming the director's chair. Practical skill sets including: the audition process, casting, planning the production schedule, and the rehearsal process are a reoccurring focus. The relationships between director and actor, and director and designer are also introduced.

723 Independent Workshop: Directing CP (12) - 2.5 credits

Prerequisite: Departmental Approval required

Juniors are eligible to submit a written proposal to direct in the black box in either the Spring or Fall. Proposals will include: a directorial concept statement; casting requirements (not to exceed five); and a justification of the play's relevancy and importance to the Westford Academy community. Students selected as directors are required to take Independent Workshop: Directing in the semester that correlates with their production season.

726 Playwriting H - (10-12) - 5.0 credits

Prerequisite: Candidates must have taken Elements of Theater; Acting 1; and Directing 1 and/or have departmental approval.

Students will examine the elements of structure of playwriting through the exploration of a variety of plays including the works of Suzan-Lori Parks, David Mamet, Edward Albee, and Paula Vogel. Students will share their inspirations, scene work and plays in the "Playwright's Support Group" that our class will grow to be. Emerging playwrights will develop a portfolio of their work that will ultimately include ten-minute plays, a one-act play, and the first act of a full-length play. The culminating assessment will be an interdisciplinary collaborative with Directing and Acting students resulting in a fully realized production of an original work.

727 Acting I CP - (9-12) - 2.5 credits

Prerequisite: 711 Elements of Theater or Departmental Approval

Students will explore the physical, mental and psychological aspects of the art of Acting. A strong emphasis is placed on the significance and power of self-awareness in this introductory level course. Students will develop confidence in the audition process, improvisation, choice, and in partnering.

Course objectives include answering essential questions including: Who am I? What are my strengths? (As an actor and a person?) What is character? How do I build and sustain a viable character? What is partnering?

Interested candidates with little or no experience are encouraged to enroll!

728 Acting II H - (11-12) - 5.0 credits

Prerequisite: Elements of Theater and Acting I

Students continue an examination of Acting through character development and script analysis. Acting theorists and their ideologies are read, discussed and practiced including Stanislavski, Strasberg, Brecht, Suzuki and Mamet. Relaxation, concentration, given circumstance, and action become the focal points of the study.

Music

Music Performance Ensembles

744 Concert Percussion - (9-10) - 5 credits

Concert Percussion is an entry level subsection of the band for any student interested in playing percussion in grades nine through twelve, regardless of prior experience. Concert percussion focuses on the basic musical needs and performing concepts exclusive to the percussion family. Students taking Concert Percussion will join their woodwind/brass counterparts during dress rehearsals, public performances, and all band related functions as annotated in the Band Calendar.

744d Concert Percussion S - (9-10) - 2.5 credits

*This ensemble will meet during the fall semester only.

746 Symphonic Percussion H - (10-12) - 5 credits

Symphonic Percussion is an advanced subsection of the band for available to percussion students in grades ten through twelve. Symphonic percussion focuses on advanced musical and technical demands exclusive to the percussion family. Students taking Symphonic Percussion will join their woodwind/brass counterparts during dress rehearsals, public performances, and all band related functions as annotated in the Band Calendar. Students will complete Honors Requirements notated in the Band Handbook.

746b Symphonic Percussion S - (10-12) - 2.5 credits

*This ensemble will meet during the fall semester only.

747 Symphonic Band (10-12) 5 credits

Symphonic Band is a subsection of the band for all wind students in grades 10-12. The ensemble will perform a wide range of works from diverse concert band repertoire in a wide range of styles.

Intermediate technical, ensemble, and musicianship skills will be emphasized. Students taking Symphonic Band will join their percussion and Concert Band counterparts during dress rehearsals, public performances, and all band related functions as annotated in the Band Calendar.

747b Symphonic Band S (10-12) 2.5 credits

*This ensemble will meet during the fall semester only.

750 Concert Choir - (9-12) - 5 credits

Anyone (Grades 9-12) interested in studying vocal technique is invited to join the choir. Concert Choir is the primary chorus of Westford Academy. Performances of varied repertoire include evening concerts, appearances for community organizations and possible out-of-state performance opportunities. Field trips to observe professional performances are also possible. Piano accompanists are encouraged to enroll. Evening rehearsals and performances required. Students may take this class as a semester course with director approval.

750b Concert Choir S - (9-12) - 2.5 credits

*This ensemble will meet during the fall semester only.

751 Choir H - (10-12) - 5 credits

This auditioned ensemble is composed of advanced singers and consists of balanced instrumentation for performance of more a cappella settings. In addition to their own challenging pieces, singers in Honors Choir will also perform with, and have the same opportunities as the Concert Choir. Piano accompanists are encouraged to enroll. Evening rehearsals, performances and an audition are required.

Concert Choir is a prerequisite for Choir Honors. Exceptions will only be made in cases of adding vocal parts needed to create a balanced ensemble after a successful audition.

751a Chamber Singers H - (10-12) - 5 credits

For singers who have gained more vocal and musicianship experience through either Concert Choir or other Westford Academy Performing Arts participation. Singers will be assessed during the Honors Choir audition period in early March and placed as appropriate. Chamber Singers will perform with the Honors and Concert Choirs but may be given additional performances as the opportunity presents. An audition and evening rehearsals/performances required.

752 Concert Band - (9-12) - 5 credits

This class is an entry level subsection of the band at Westford Academy and is open to any student looking to play a wind instrument, regardless of prior experience. The ensemble will perform a wide range of works from diverse concert band repertoire in a wide range of styles. Basic technical, ensemble, and musicianship skills will be emphasized. Students taking Concert Band will join their percussion and Symphonic Band counterparts during dress rehearsals, public performances, and all band related functions as annotated in the Band Calendar.

752b Concert Band S - (9-12) - 2.5 credits

*This ensemble will meet during the fall semester only.

753 Symphonic Band H - (10-12) - 5 credits

This course is an advanced subsection of the band available to wind instrumentalists in grades ten through twelve. The ensemble will perform a wide range of works from diverse concert band repertoire in a wide range of styles. Advanced technical, ensemble, and musicianship skills will be emphasized. Students will complete Honors Requirements notated in the Band Handbook. Students taking Symphonic Band will join their percussion and Concert Band counterparts during dress rehearsals, public performances, and all band related functions as annotated in the Band Calendar.

753b Symphonic Band S - (10-12) - 2.5 credits

*This ensemble will meet during the fall semester only.

754 Chamber Orchestra - (9) - 5 credits

All 9th grade orchestra students will enroll in this course. Students are expected to have some previous experience on their instrument. The ensemble will perform a wide range of works from the orchestra literature in a wide range of styles. Basic technical, ensemble and musicianship skills will be emphasized. There are some required evening and/or weekend rehearsals, performances, and other events. This course may meet concurrently (during the same block) with another orchestra course.

754c Chamber Orchestra S - (9) - 2.5 credits

*This ensemble will meet during the fall semester only.

754a Symphony Orchestra - (10-12) - 5 credits

This ensemble is the primary ensemble for sophomores and juniors of Westford Academy. Prior orchestral experience is expected. Students are expected to have participated in Chamber Orchestra during their freshman year. Intermediate technical, ensemble and musicianship skills will be emphasized. The ensemble will perform a wide range of works from the orchestra literature in a wide range of styles. There are some required evening and/or weekend rehearsals, performances, and other events. This course will meet concurrently (during the same block) with another orchestra course. Evening rehearsals and performances required.

754a1 Symphony Orchestra S - (10-12) - 2.5 credits

*This ensemble will meet during the fall semester only.

754b Symphony Orchestra H (10-12) - 5 credits

This ensemble is the primary ensemble for sophomores and juniors of Westford Academy. Prior orchestral experience is expected. Intermediate technical, ensemble and musicianship skills will be emphasized. The ensemble will perform a wide range of works from the orchestra literature in a wide range of styles. There are some required evening and/or weekend rehearsals, performances, and other events. Students will complete honors requirements as described in the orchestra handbook.

This course will meet concurrently (during the same block) with another orchestra course. Evening rehearsals and performances required.

755 Orchestra H - (11-12) - 5 credits

Prerequisite: Teacher recommendation

This advanced ensemble is for seniors, juniors, and advanced sophomores and juniors by permission of the instructor. The ensemble will perform a wide range of advanced works from the orchestral repertoire in a wide range of styles. Advanced technical, ensemble and musicianship skills will be emphasized. Admission to this ensemble is by teacher recommendation. Audition and evening rehearsals and performances are required. Students will complete honors requirements as described in the orchestra handbook. There are some required evening and/or weekend rehearsals, performances, and other events. This course may meet concurrently (during the same block) with another orchestra course.

755b Orchestra S - (11-12) - 5 credits

**This ensemble will meet during the fall semester only.

756 Dual Ensemble - (9-12) - 5 credits

Students should sign up for this course if they wish to perform with both Concert Choir and Concert Band. A schedule will be worked out with both directors so that students may alternate between both ensembles. Please see the course descriptions for Concert Choir and Concert Band for more information. Director's approval required.

757 Dual Ensemble H - (10-12) - 5 credits

Students who wish to be in both Honors Band and Honors Choir should sign up for this course. Students will work out a schedule with both directors to alternate between the two ensembles. Please see the course descriptions for Honors Choir and Honors Band for more information. Director's approval and an audition required.

Applied Music

759 Elements of Percussion - (9-12) - 2.5 credits

This semester course offers a hands-on introduction to drumming skills and the percussive arts. Students will experience drum-set playing, stick control, simple rhythm reading, hand drumming, melodic percussion, and modern theatrical percussion performance. Students will practice on acoustic and electric drum-sets, African and Latin percussion instruments, concert percussion, and marching percussion instruments. This class is open to any student at Westford Academy including students with proficiency on other instruments. No previous experience is necessary.

760 Guitar I - (9-12) - 2.5 credits

This entry course to the guitar program is designed for both beginners and experienced guitar players who are interested in studying guitar in-depth. Students will learn to tune, develop a repertoire of chords and learn proper fundamental techniques in a variety of playing styles. Emphasis will be placed on elementary music theory for guitar and reading notes, chords, and tablature notation. Students will record their pieces and

perform for their classmates. Students with some experience on the instrument will be encouraged to continue their study, as well as gain entrance to the guitar program at WA. All students will enter the WA guitar program through this course.

761 Guitar II CP - (10-12) - 2.5 credits

Prerequisite: 90% or higher in Guitar I

Students enrolled in this course will continue development of the skills covered in Guitar I. They will expand their techniques into more advanced areas of accompaniment, ensemble experiences and solo performances utilizing more difficult harmonic patterns, melodic structure and chord progressions. Students will refine their aptitude in all areas of music performance including rhythm, melody, harmony and expression at a more accelerated pace. High expectations will be placed on students to perform more difficult and expanded repertoire at a higher level of accuracy using 21st century tools. A solid foundation of musical literacy in standard notation is an expectation at this level. Regular performances in front of live audiences is a required expectation of this course.

762 Guitar III H - (10-12) - 2.5 credits

Prerequisite: 90% or higher in Guitar II

Students enrolled in this course will show a serious interest in music and in study of performance on guitar at an accelerated pace. Students will continue to develop skills acquired in Guitar I and Guitar II, but at a much higher level of difficulty. These advanced guitar students will model these skills for their peers and for other audiences throughout the semester. Repertoire will be chosen by both the instructor and the student to reflect challenge on more in-depth techniques. Regular performance experiences in front of live audiences will be planned and executed by the student, and are required. Students will analyze the work of others as well as their own performances as an important step in the artistic process. Musical literacy in all guitar notations must be at an advanced level to be considered for this course and are a focus of continuing development.

763 Guitar IV H and 766 Guitar V H - (11-12) - 2.5 credits

Prerequisite: 95% or higher in Guitar III H

Students enrolled in Guitar IV H and V H (after successful completion of Guitar I-III), will come up with an individualized plan of study with the instructor. These courses will have the highest level of expectation with regards to independence and performance expectations. Students in this course will be expected to maintain the rigor of an honors level performance music student and will plan on several performances to take place both within the classroom and school setting as well as beyond.

765 Piano Lab I - (9-12) - 2.5 credits

This course offers an introduction to piano technique through hands-on experience and is designed for beginner through advanced players. Students will learn and reinforce correct posture, hand position as well as fingering and playing techniques in a variety of musical styles. Emphasis will be placed on developing skills in reading music notation, rhythmic development, basic chordal structure

and scale work. For more advanced players, students will continue their development based on where they are when they enter the course.

765b Piano Lab II CP - (10-12) - 2.5 credits

Prerequisite: 90% or higher in Piano Lab I

This course will run concurrently with Piano Lab I/III. Students will continue their development from work in Piano Lab I and continue to expand their techniques in a wider variety of styles. Students will continue to refine their skills in all areas of music performance including melody, rhythm, harmony and expression at a more accelerated pace. Students will be expected to perform more difficult and expanded repertoire at a higher level of accuracy. A solid foundation of music literacy in standard notation is an expectation at this level.

765c Piano Lab III H - (10-12) - 2.5 credits

Prerequisite: 90% or higher in Piano Lab II CP

This course will run concurrently with Piano Lab I/II. Students will continue their development from work in Piano Lab I and II demonstrating knowledge and execution of advanced pedagogical techniques. Regular performance opportunities will be provided and are expected, which will be planned at various times throughout the semester. Music proficiency in all aspects of performance is a requirement (as well as successful completion of Piano Lab I and II), in order to be considered for this course.

765d Piano IV H and 765e Piano V H - (11-12) - 2.5 credits

Prerequisite: 95% or higher in Piano III H

Students enrolled in Piano IV H and V H (after successful completion of Piano I-III), will come up with an individualized plan of study with the instructor. These courses will have the highest level of expectation with regards to independence and performance expectations. Students in this course will be expected to maintain the rigor of an honors level performance music student and will plan on several performances to take place both within the classroom and school setting as well as beyond.

769 Music Theory AP - (11-12) - 5 credits

Prerequisite: 90% or better in Guitar, Ukulele, Piano Lab I, II and III, or at least 2 years of a WA music ensemble, or at least 4 years of recent private piano with theory study.

This course is designed for musicians interested in pursuing future music study and those with a solid background in music performance. Students will continue their study of music theory beyond that which they received in the ensembles, the keyboard, guitar or ukulele course, or in recent private piano instruction. Students will review the concepts of keys, scales, intervals, triads and seventh chords. Emphasis is placed on four-part writing, analysis, harmonic and melodic dictation and sight-reading in preparation for the College Board AP Music Theory Exam, which is expected all students will take at the end of the course.

90% or better in Guitar, Ukulele or Piano Lab I, II and III, WA music ensembles, music theory study in private piano lessons, and/or permission from the instructor required. Students selecting this course are expected to take the Advanced Placement Music Theory exam in May.

770 Music Theory Honors - (11-12) - 5 credits

Prerequisite: 90% or better in Piano Lab, Guitar, or Ukulele I, II and III , or at least 2 years of an ensemble, or at least 4 years of recent private piano with theory study.

This course is designed for musicians with interest in pursuing a deeper study of the subject. Students will continue their studies of music theory through keys, scales, triads, intervals, and chords. Emphasis is placed on four-part writing, analysis, harmonic and melodic dictation and sight-reading. Students may not add to or take AP Music Theory if they are enrolled in or have completed this course. This course is not a prerequisite to AP Music Theory.

774 Electronic Music I - (9-12) - 2.5 credits

Students will create original remixes, acoustic recordings, video-game scores, electronica, commercial film music, pop music and more while learning Logic-Pro, Apple's flagship music production software. This course focuses on developing your own unique sounds and artistic identity using industry standard digital audio workstation software.

No musical experience necessary, but basic instrument proficiency or a strong interest in music is needed. Satisfies technology and arts requirement.

774b Electronic Music II CP - (10-12) - 2.5 credits

Prerequisites: 90% or higher in Electronic Music I

This course will expand on the foundational knowledge of Electronic Music production presented in level 1.

Students in Electronic Music II will use a Digital Audio Workstation to create original works of music that suit their personal music preferences. Students will also complete learning modules designed to expose students to more advanced functionality of Logic Pro X including mixing, mastering, pitch correction, midi composition, beat making, and sound design. All projects and modules are tailored to suit the musical interests of students rather than a specific style of music.

774c Electronic Music III H - (10-12) - 2.5 credits

Prerequisites: 90% or higher in Electronic Music II

This course will expand on the intermediate knowledge of Electronic Music II. Students in Electronic Music III will use a Digital Audio Workstation to create an expansive portfolio of original music. Collaborations, cross-platform/cross-curricular project work, and professional production/marketing practices will be expected. Students will be required to enlist instrumentalists, vocalists, technicians, and visual artists to publicize, produce, and promote their work.

***779 Rise of Popular Music - (9-12) - 2.5 credits**

Rise of Popular Music is a semester course for students interested in the development of popular music. We will study a wide range of great songs, top stars, and iconic musical styles. No musical experience is necessary. Students will listen to, watch, and explore the many styles of music that people listen to today. The format of student projects will be tailored to accommodate many different backgrounds and interests. Writers can create Rolling Stone-style reviews, historians can connect influential pieces of music to the culture of their time and place. Other project examples could include background bios on a musician posters or cover art, or instrumental/vocal performances.

In addition to discussing the influence of the blues on some of the most popular styles of music such as rock and roll and hip-hop, the curriculum will be heavily influenced by student interest and musical experience.

*This course will not run during the 2026-2027 school year.

799 Ukulele I - (9-12) - 2.5 credits

This 4-stringed Hawaiian instrument is prevalent in today's popular music genre for musicians and non-musicians alike. Students in Elements of Ukulele will explore the tuning, chord structure and proper techniques used in performance on Ukulele. They will explore single note melodies through reading music in standard notation as well as modern notation and will have opportunities to play alone and with others in a small ensemble. Musicianship skills will be reinforced for those with little to no formal training and will be strengthened for those with music experience. Satisfies technology requirement.

799b Ukulele II CP - (10-12) - 2.5 Credits

Prerequisite: 90% or higher in Ukulele I

In this course, students will build upon the skills developed in Ukulele I. They will expand their techniques into more advanced areas of accompaniment, ensemble experiences and solo performances utilizing more difficult harmonic patterns, melodic structure and chord progressions. Students will refine their aptitude in all areas of music performance including rhythm, melody, harmony and expression at a more accelerated pace. High expectations will be placed on students to perform more difficult and expanded repertoire at a higher level of accuracy using 21st century tools. A solid foundation of musical literacy in standard notation is an expectation at this level. Regular performances in front of live audiences is a required expectation of this course.

799c Ukulele III H - (11-12) - 2.5 Credits

Prerequisites: 90% or higher in Ukulele II

Students enrolled in this course will show a serious interest in music and in study of performance on the ukulele at an accelerated pace. Students will continue to develop skills acquired in Elements of Ukulele and Ukulele II, but at a much higher level of difficulty. These advanced students will model these skills for their peers and for other diverse audiences throughout the semester. Repertoire will be

chosen by both the instructor and the student to reflect challenges on more in-depth techniques. Regular recordings and performance experiences in front of live audiences will be planned and executed by the student, and are required. Students will analyze the work of others as well as their own performances as an important step in the artistic process. Musical literacy in standard notation must be at an advanced level to be considered for this course.

800 Music Fundamentals (9-12) - 2.5 credits

Music Fundamentals is a course designed to provide students with opportunities to explore and develop the creative process through music in a supported environment. Students will collaborate to investigate various traditional and world music styles, will explore introductory electronic music software, and will apply the elements of musical performance in a concert setting. The units in this course shift over a 4 year cycle, and the course may be repeated in order to continue to work towards mastering concepts.

World Language Course Composites

The World Language Department at Westford Academy offers classes in French, German, Latin, Mandarin, and Spanish. As students progress through the target language sequence, they will develop their communication skills, sharpen their critical thinking capacities, and expand their cultural perspectives. They will be introduced to the culture, history, and literature as well as the linguistic structures of the language(s) selected to study. Learning is framed by types of communication: interpersonal (spontaneous spoken and written exchanges), interpretive (reading, listening to, and analyzing authentic resources), and presentational (synthesizing and sharing out information). To prepare students to face global challenges and be productive in a global society, students at Westford Academy are required to study two sequential years of the same language, are recommended to study a third and fourth year of that same language, and are encouraged to study additional languages.

Please refer to the [ACTFL Proficiency Guidelines](#) for details about the proficiency levels referenced in course descriptions.

- [French](#)
- [Mandarin](#)
- [Latin](#)
- [German](#)
- [Spanish](#)

World Language Department [Course Sequence](#)

French

The main objective of each French course is to strengthen our students' ability to communicate effectively and authentically in the language. To this end, we stress the

use of the language in class and offer many cultural activities, including a student exchange with a school in France.

101 French I CP - 5 credits

This course is intended for students who have never studied French. Students should choose French I CP if they are studying the language for the first time, changing languages, or adding a second language.

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. You must indicate an alternate language in case your first choice of a level 1 class is not offered.

This course is designed to introduce students to the language and cultures of the French-speaking world. Through role-plays, small group work, and exposure to authentic texts, students will begin to develop their communication skills in French. They will initiate and maintain basic conversations about a variety of topics, including family, school life, favorite activities, and food preferences. Students will learn how to describe the world around them. There is a strong emphasis on vocabulary acquisition and patterns of language structures at this level. French will be used as much as possible during classroom instruction. Students work toward the Novice High level of proficiency.

102 French II CP - 5 credits

To enroll in this course students must have completed Grade 8 French or French I at Westford Academy.

Students will be exposed to a variety of authentic texts and multimedia sources as they continue to develop their communication skills in French. Students will describe, glean information, and express their opinions verbally and in writing on a variety of topics including home life, household responsibilities, foods, daily routines, healthy living, and city life. Students will continue to increase their vocabulary base and utilize verb tense to convey time frame. French will be used as much as possible during classroom instruction. Students continue to make progress at the Novice High level of proficiency across a wider range of topics and begin to work towards Intermediate Low.

103 French II H - 5 credits

To enroll in this course, students must earn a grade of 93 or above in Grade 8 French or a 94 in French 1CP at Westford Academy or have their teacher's recommendation. Students coming from 1CP at Westford Academy should be aware that there are gaps in curriculum. They will be provided access to materials that have been covered in 7th and 8th grade French but not at WA in level 1. Students are strongly encouraged to practice and learn these materials and be familiar with them before the start of classes in the fall. Teacher recommendation is required.

This course is designed for students who have successfully completed Grade 8 French or French I CP at Westford Academy. Through interpretation of a variety of literary excerpts, authentic texts, and multimedia sources, students will continue to develop their communication skills in French. Students

will describe, glean information, and express their opinions verbally and in writing on a variety of topics including home life, household responsibilities and chores, foods, daily routines, healthy living, and city life. Students will continue to increase their vocabulary base and utilize verb tenses to convey time frame as they improve their level of grammatical accuracy. Class will be conducted primarily in French. Students transition from the Novice High proficiency level and make significant progress towards the Intermediate Low level.

104 French III CP - 5 credits

Students should choose this course if they achieve below an 85 in French II Honors or have a passing grade in French II CP.

Students will strive to strengthen their communication skills. They will gather and convey information from a variety of authentic sources as they practice speaking with greater confidence and ease in everyday situations. Students will study a variety of topics including the environment, careers, technology, and transportation. Students will continue to enrich their vocabulary base and expand their knowledge of verb tenses to convey time frames. Class will be conducted primarily in French. Students continue to make progress in the Intermediate Low proficiency level.

105 French III H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in French II Honors or a 95 in French II CP at Westford Academy or have a teacher recommendation.

This intermediate course is designed for students who have successfully completed French II Honors. Students broaden their skills in the interpersonal, interpretive, and presentational modes of communication. Expansion of vocabulary and increased use of complex grammatical structures are encouraged so that students can communicate with confidence and increased accuracy. Students will study a variety of topics including careers, technology, the environment, and transportation. They will continue to focus on the culture and geography of France and other francophone countries. Only French will be used by both the teacher and students during class. Students progress towards the Intermediate Mid proficiency level.

106 French IV CP - 5 credits

This intermediate course is designed for students who have completed French III CP or who achieve below an 85 in French III H. Students will work to increase their proficiency in three modes of communication: interpersonal, presentational, and interpretive, through grammar review and readings designed to increase their language proficiency. Authentic and adapted stories, novels, and films provide the basis for in-class conversations. Students will engage in simulations designed to increase their vocabulary and comfort level in practical situations relating to the themes of beauty and aesthetics, contemporary life, families and communities, and education. Class will be conducted exclusively in French. Students in this course progress towards the Intermediate Mid level of proficiency.

Depending on course enrollment requests, French IV CP may be offered concurrently with French V H. Alternating course content will be offered, if needed.

107 French IV H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in French III Honors. Students who complete French III CP with a 95 are eligible to take French IV H but should be aware that there are significant gaps between the curriculum studied in III CP and III H. They will be provided access to materials that have been covered in III H and are strongly encouraged to practice these materials and be familiar with them before the start of classes in the fall.

This intermediate course is designed for students who have completed French III Honors. Students will work to increase their proficiency in three modes of communication: interpersonal, presentational, and interpretive, through a comprehensive grammar review and readings designed to significantly increase their active and passive vocabulary base. Literary selections, notably *le Petit Prince*, provide the basis for discussion and composition assignments related to the themes of beauty and aesthetics, contemporary life, families and communities, and education. Students are expected to progress from the Intermediate Mid proficiency level and make significant progress towards the Intermediate High level. This course will be conducted exclusively in French.

108 French Language and Culture AP - 5 Credits

Students should choose French AP if they achieve a grade of 88 in French IV Honors. Teacher recommendation is required.

This AP course is structured around six specific themes to promote the exploration of the French language in context as well as to develop a deeper understanding of French and francophone cultures. Course content will include media sources such as French language newspapers, magazines, infographics, films, radio programs, and videos. These will be used to increase reading and writing skills, as well as cultural knowledge. Students will refine their proficiency skills in the interpersonal, interpretive, and presentational modes of communication. Students will work towards achieving a proficiency level of Intermediate High and make progress towards the Advanced low proficiency level. Summer work is required.

Students selecting this course will take the qualifying exam for the MA Seal of Biliteracy and are expected to take the Advanced Placement French Language exam in May.

109a French V honors

To enroll in this course, students must successfully complete French IV CP with a 88 average or French IV H with an 80 or have their teacher's recommendation based on their proficiency level.

Depending on enrollment requests, this course may be offered concurrently with French AP or French IV CP. If it is run concurrently with French AP only students who have completed French IV H will be eligible to take the V H course.

This V H course is structured around six specific themes to promote the exploration of the French language in context, as well as to develop a deeper understanding of French and francophone cultures. Students will continue to build proficiency in the three modes of communication:

interpersonal, interpretive, and presentational, while they review verb tenses, modes and grammatical structures learned in previous years. Course content will include media sources such as French language news articles, magazines, infographics, films, radio programs, and videos. Students will be required to participate actively and spontaneously in classroom discussion in order to improve their speaking ability and should be prepared to be fully immersed in the language. Students will refine their proficiency skills and will work towards achieving a proficiency level of Intermediate High.

Students in V H will take the qualifying exam for the MA Seal of Biliteracy but will not be required to take the AP French Culture and Language exam.

109 French V CP - 5 Credits

To enroll in this course, students must successfully complete French V CP or French V H.

Depending on course enrollment requests, French V CP may be offered concurrently with French IV CP or V Honors. Alternating course content will be offered, if needed.

French V CP students continue to hone their speaking and oral comprehension skills while increasing their overall proficiency level in the language. Emphasis will be placed on the student's ability to interpret authentic materials they hear, read and see through the use of videos, music, short stories, and other electronic resources. This course is designed to provide students with the opportunity to further expand their understanding of Francophone culture and civilization. They will engage in an exploration of the history, geography and lifestyles of several Francophone regions. Class will be conducted exclusively in French. Students progress towards the Intermediate High level of proficiency.

French V CP students will take the qualifying exam for the MA Seal of Biliteracy distinction.

Mandarin

110 Mandarin I CP - 5 Credits

This course is intended for students who have never studied Mandarin. Students should choose Mandarin I CP if they are studying language for the first time, are changing languages, or adding a second language.

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. You must indicate an alternate language in case your first choice of a level 1 class is not offered.

This course is designed to introduce students to the language, culture, and history of China. Through simple conversation and short writing tasks, students will begin to ask and answer questions about their families, likes and dislikes, food preferences, and school. Students will learn to read and write simplified characters as well as have the opportunity to study calligraphy. Learning will be supplemented by documentaries and field trips. Mandarin will be used as much as possible during classroom instruction. Students work toward the Novice Mid level of proficiency.

112 Mandarin II CP - 5 Credits

This course is designed for students who have completed Mandarin 1 at Westford Academy or students with existing Mandarin language skills who score 85 or higher on a cumulative Mandarin I exam. Teacher recommendation is required.

This course expands the student's ability to communicate in Mandarin. Within contextualized situations, students will improve their oral proficiency as they discuss a variety of topics including shopping, directions, the weather, clothing, as well as hobbies and sports. Students will increase their vocabulary base and increase their knowledge of techniques learned in Mandarin I with expanded conversation. Mandarin will be used as much as possible during classroom instruction. Students will continue to make progress in the Novice Mid level of proficiency and work towards Novice High in select skills.

112a Mandarin II H - 5 Credits

To enroll in this course, students should maintain a grade of 94 or above in Mandarin I CP. Teacher recommendation is required. Students with existing Mandarin language skills who score 92 or higher on a cumulative Mandarin I exam may directly enroll in Mandarin II Honors.

Students in Mandarin II Honors are introduced to authentic materials in the form of short stories, news articles, TV programs, movies, and music videos. Email and blog exchanges with a Chinese sister class provide opportunities for students to practice interpersonal and intercultural exchanges. By the end of Mandarin II Honors, students will be able to communicate appropriately in Mandarin, write short journal entries and give short oral reports and presentations. Mandarin II Honors will continue to expose students to Chinese culture through poetry, proverbs, colloquial expressions, cooking, calligraphy, and different cultural artifacts such as musical instruments, clothing, and holiday decorations. Mandarin will be used as much as possible during instruction. Students work toward the Novice Mid - Novice High level of proficiency.

113 Mandarin III CP - 5 Credits

To enroll in this course, students should successfully complete Mandarin II CP. Depending on enrollment requests, this course may be offered concurrently with Mandarin III H and/or IV H. Alternating or differentiated course content will be offered, if needed.

Students in Mandarin III CP strengthen their ability to communicate in Mandarin. They will expand their conversational skills with regards to opinions and thoughts. Students will learn more extensive vocabulary and complex grammatical structures. Students will read and write longer pieces, learn to initiate and maintain small group discussions, and analyze Chinese writing and movies. Class will be conducted primarily in Mandarin. Students work toward the Novice High level of proficiency.

114 Mandarin III H - 5 Credits

To enroll in this course, students should maintain a grade of 85 or above in Mandarin II Honors or a 95 in Mandarin II CP. Depending on enrollment requests, this course may be offered concurrently with Mandarin III CP and/or IV H. Teacher recommendation is required.

Students in Mandarin III Honors will expand their aural, oral and writing proficiency skills. Students will engage in extensive reading activities to increase their vocabulary base. Authentic materials such as movies, videos, blogs, news, fictional stories, and poems will continue to be introduced. Email and blog exchanges with a Chinese sister class provide opportunities for students to practice interpersonal and intercultural exchanges. By the end of Mandarin III Honors, students will be able to read level-appropriate stories and Chinese newspapers, and understand Chinese movies and TV programs. Students will be able to write journal entries as well as stories and give oral reports and presentations in Chinese. Class will be conducted exclusively in Mandarin. Students will continue to make progress in the Novice High level of proficiency and work towards Intermediate Low.

115 Mandarin IV CP - 5 Credits

To enroll in this course, students should successfully complete Mandarin III Honors or III CP. This course will be offered concurrently with other upper level Mandarin courses. Alternating course content will be offered, if needed.

Students in Mandarin IV CP1 continue to strengthen their ability to communicate in Mandarin. Students will continue to learn vocabulary and increase their knowledge of complex grammatical structures. They will continue to learn about Chinese culture including Chinese poetry, proverbs, colloquial expressions, cooking, calligraphy, and different cultural artifacts such as musical instruments, clothing, and holiday decorations. Students will read Chinese stories and blogs as well as watch the news and movies. They will participate in group discussions about a variety of topics including film and current events. Class will be conducted exclusively in Mandarin. Students will continue to make progress in the Novice High level and work towards the Intermediate Low level of proficiency..

116 Mandarin IV H - 5 Credits

To enroll in this course, students should maintain a grade of 85 or above in Mandarin III Honors. Depending on enrollment requests, this course may be offered concurrently with Mandarin IV CP and/or Mandarin III H. Alternating course content will be offered, if needed. Teacher recommendation is required.

Mandarin IV Honors will provide students with various opportunities to further develop their aural, oral and written communication skills. Mandarin IV Honors will continue to expose students to Chinese culture including Chinese classical novels, poetry, different cultural artifacts and current affairs. Authentic materials such as movies, videos, blogs, news, fictional stories, and poems will continue to be introduced. Students will engage in extensive reading to increase and expand vocabulary in a wide variety of areas, such as economic development as well as social and environmental issues. Class will be conducted exclusively in Mandarin. Students continue to make progress within the Intermediate Low level of proficiency.

117 AP Chinese

To be eligible to take this course students must achieve a grade of 88 in Mandarin IV H or demonstrate Intermediate Mid - High skills in the areas of reading, writing, listening and speaking on a placement test that will be administered in February.

The AP Chinese Language and Culture course is designed to build advanced proficiency in Mandarin Chinese, covering listening, speaking, reading, and writing. It will be conducted almost exclusively in Chinese and will incorporate authentic materials to immerse students in the Chinese language and culture. The curriculum is based on the six overarching themes set by the College Board: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges. Students will be expected to communicate predominantly in Chinese in the classroom, engage with authentic texts and resources, including historical documents, literature, and news, complete a variety of speaking and writing tasks that align with college-level expectations, and work toward the ACTFL Intermediate-High to Advanced-Low proficiency level.

Students selecting this course will take the qualifying exam for the MA Seal of Biliteracy and are expected to take the Advanced Placement Chinese Language and Culture Exam in May.

Latin

The main objective of the Latin curriculum is to enable students to learn about the Roman World by reading and comprehending a variety of Latin texts.

120 - Latin I CP - 5 credits

This course is intended for students who have never studied Latin. Students should choose Latin I CP if they are studying language for the first time, changing languages, or adding an additional language.

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. You must indicate an alternate language in case your first choice of a level 1 class is not offered.

Latin I CP introduces students to Latin grammar, vocabulary, and culture through a reading based approach. Readings are based on a Roman family living in Pompeii just before the eruption of Mt. Vesuvius. Daily life, politics, gladiators, education, and superstitions are just a handful of the topics students explore. Students learn how Latin has influenced the English language and how Ancient Roman society has influenced our modern world. Students will work towards the Novice High proficiency level in reading.

121 Latin II CP - 5 credits

Students should choose Latin II CP if they achieve a grade below 92 in Grade 8 Latin or Latin I CP at Westford Academy.

Students continue to develop their reading comprehension skills and increase their knowledge of grammar and vocabulary through reading longer passages of Latin prose centered in the provinces of Egypt and Britain. Students continue to make progress towards the Novice High proficiency level and work towards Intermediate Low in reading.

Depending on enrollment requests, this course may be offered concurrently with Latin 2H.

122 Latin II H - 5 credits

To enroll in this course, students must earn a grade of 93 or above in Grade 8 Latin or a 94 in Latin 1CP at Westford Academy or have their teacher's recommendation. Students coming from 1CP at Westford Academy should be aware that there are gaps in curriculum. They will be provided access to materials that have been covered in 7th and 8th grade Latin but not at WA in level 1. Students are strongly encouraged to practice and learn these materials and be familiar with them before the start of classes in the fall. Teacher recommendation is required.

Students continue to develop their reading comprehension skills and increase their knowledge of grammar and vocabulary through reading longer passages of Latin prose centered in the provinces of Egypt and Britain. Honors students must be self-motivated and willing to cover more material in greater depth than their Latin II CP counterparts. Students will work toward an Intermediate Low level of proficiency in reading. This course progresses to Latin III CP or Latin III Honors.

Depending on enrollment requests, this course may be offered concurrently with Latin 2CP.

123 Latin III CP - 5 credits

Students should choose Latin III CP if they achieve a grade below 85 in Latin II Honors OR a passing grade in Latin II CP.

Students continue to develop their reading comprehension skills and increase their knowledge of grammar and vocabulary through reading longer passages of Latin prose centered in the province of Britain and the city of Rome. Students will work toward an Intermediate Low level of proficiency in reading.

Depending on enrollment requests, this course may be offered concurrently with Latin 3H.

124 Latin III H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in Latin II Honors or a 95 in Latin II CP at Westford Academy or have a teacher recommendation. Teacher recommendation is required.

Students complete their study of the major grammatical structures and continue to develop their reading comprehension skills and expand their vocabulary knowledge by reading longer passages of Latin prose. In the latter part of the course, students begin to read adapted and heavily annotated texts from ancient authors of both poetry and prose. Students will make progress towards an

Intermediate Mid level of proficiency in reading. This course progresses to Latin IV CP or Latin IV Honors.

Depending on enrollment requests, this course may be offered concurrently with Latin 3CP.

125 Latin IV CP - 5 credits

Students should choose Latin IV CP if they achieve a grade of 80 or below in Latin III Honors or a passing grade in Latin III CP. Depending on enrollment requests, this course may be offered concurrently with Latin V CP. Alternating course content will be offered, if needed.

Students begin the transition from adapted Latin texts to heavily annotated ancient texts. There is a significant review of the major grammatical structures of the language. Students will make progress towards an Intermediate Mid level of proficiency in reading. This course progresses ONLY to Latin V CP.

Depending on enrollment requests, this course may be offered concurrently with Latin 4H.

126 Latin IV H - 5 credits

Students should choose Latin IV Honors if they achieve a grade above 85 in Latin III Honors or have a teacher recommendation. Students who complete Latin III CP with a 95 and demonstrate the interpretive proficiency required in an honors level course may be eligible to take Latin IV H with a teacher's recommendation.

Latin IV Honors is a literature course with selections from various ancient authors, such as Caesar, Catullus, Cicero, Pliny, Ovid, and Vergil. Students focus on the critical interpretation of these works, including the authors' use of literary devices and rhetorical techniques. Students must be highly self-motivated and willing to do significant vocabulary and grammar review on their own. Students work towards an Intermediate High level of proficiency in reading. This course progresses to Latin V Honors or AP Latin.

Depending on enrollment requests, this course may be offered concurrently with Latin 4CP.

128 Latin V CP - 5 credits

Students should choose Latin V CP if they have completed Latin IV CP or if they have completed Latin IV Honors but do not wish to continue on to Latin V Honors or AP. Depending on enrollment requests, this course may be offered concurrently with Latin IV CP or Latin V H. Alternating course content will be offered, if needed.

Students continue the transition from adapted Latin texts to heavily annotated ancient texts. There is a significant review of the major grammatical structures of the language. Other topics to be studied may include Roman entertainment and mythology. Students continue to make progress at an Intermediate Mid proficiency level and work towards an Intermediate High level of proficiency in reading.

All Latin V students will take the qualifying exam for the MA Seal of Biliteracy award.

129 Latin V Honors - 5 credits

Students should choose Latin V Honors if they have successfully completed Latin IV Honors with a grade of 80 or above. Teacher recommendation is required.

Latin V Honors is a theme-based literature course focused on topics such as moderation, migration, leadership. Students will read unadapted excerpts from a variety of ancient authors including Vergil, Horace, and Ovid. The understanding of texts will be assessed in a variety of ways including English composition and summaries, in-class discussions, reading comprehension questions, and translation. Students will be encouraged to make connections between the themes of the course and modern society. Students must be highly self-motivated and willing to do vocabulary and grammar review independently. Students continue to make progress in the Intermediate High proficiency level in reading.

Students in V H will take the qualifying exam for the MA Seal of Biliteracy but will not be required to take the AP Latin exam.

Depending on enrollment requests, this course may be offered concurrently with Latin V CP and/or AP Latin.

1121 AP Latin - 5 credits

Students should choose Latin AP if they achieve a grade of 88 in Latin IV Honors. Teacher recommendation is required.

Students will prepare for the AP Latin exam by reading Vergil's Aeneid books 1, 2, 4, and 6, with additional selections from books 7, 11, and 12. Students will also read selections from the author Pliny the Younger and additional units that the teacher will choose that are relevant to the interests and abilities of the students. Materials will focus on strengthening the grammar, vocabulary, morphology, and historical and cultural context that students will need to master in order to be successful on the AP exam. Students will work towards an Advanced Low proficiency level in reading. Summer work is required.

Students in this course will take the qualifying exam for the MA Seal of Biliteracy and are expected to take the AP Latin exam.

Depending on enrollment requests, this course may be offered concurrently with Latin 5H.

German

The main objective of each German course is to strengthen our students' ability to communicate effectively and authentically in the language. To this end, we stress the use of the language in class and offer many cultural activities, including a student exchange with a school in Germany.

130 German I CP - 5 credits

This course is intended for students who have never studied German. Students should choose German I CP if they are studying this language for the first time, changing languages, or adding a second language.

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. You must indicate an alternate language in case your first choice of a level 1 class is not offered.

This course is designed to introduce students to the language, cultures, and peoples of Germany, Austria, Switzerland and other German speaking countries. Through exposure to authentic texts and audios, daily interpersonal conversations, and a mix of independent and small group work, students will begin to develop their communication skills in German. They will initiate and maintain basic conversations about a variety of topics, including family, school life, and free time activities. Students will learn how to describe themselves and the world around them. There is a strong emphasis on vocabulary acquisition and patterns of language at this level. German will be used as much as possible during classroom instruction. Students progress towards the Novice High level of proficiency.

132 German II CP - 5 credits

Students should choose German II CP if they achieve below a 92 in grade 8 German.

This course covers topics similar to those of the first year course (see above) but at a higher level and with more in-depth approaches, as well as a larger variety of vocabulary and sentence structures. Though proper usage of the language is expected, grammar instruction is embedded in many lessons and assignments. Emphasis is on communicating through regular interpersonal conversations at the one-on-one and small group level. Topics covered include healthy living, memories and traditions, travel, and modern societies. German will be used as much as possible during classroom instruction. Students continue to make progress at the Novice High level of proficiency across a wider range of topics and begin to work towards Intermediate Low.

133 German II H - 5 credits

To enroll in this course, students must earn a grade of 93 or above in Grade 8 German or a 94 in German 1CP at Westford Academy or have their teacher's recommendation. Students coming from 1CP at Westford Academy should be aware that there are gaps in curriculum. They will be provided access to materials that have been covered in 7th and 8th grade German but not at WA in level 1. Students are strongly encouraged to practice and learn these materials and be familiar with them before the start of classes in the fall. Teacher recommendation is required.

This course covers topics similar to those of the first year course (see above) but at a higher level and with more in-depth approaches, as well as content as well as a larger variety of vocabulary and sentence structures. Students must be able to do more independent learning, learn vocabulary and grammar at an accelerated pace, move along faster doing "honors" work, and be genuinely interested in understanding how the language works and how language and culture are interconnected. Topics covered include healthy living, memories and traditions, travel, and modern societies. Class will be conducted primarily in German. Students transition from the Novice High proficiency level and make significant progress towards the Intermediate Low level.

134 German III CP - 5 credits

Students should choose German III CP if they have completed German II CP or have below an 85 in German II Honors.

Note: Depending on enrollment requests, this course may be offered concurrently with German III H.

Students in German III CP expand their vocabulary, deepen their understanding of grammar, and apply their skills in original spoken and written work. Alongside the textbook Mosaik 2, the class may draw on short stories, longer works of literature, online media, and other cultural resources. Students explore German culture through Wilhelm Busch's classic children's story Max und Moritz, and gain familiarity with the city of Berlin, major German philosophers, and history from the pre-Roman era through unification. Conducted primarily in German, the course guides students toward the ACTFL Intermediate Low proficiency level.

135 German III H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in German II Honors or a 95 in German II CP at Westford Academy or have a teacher recommendation.

Note: Depending on enrollment requests, this course may be offered concurrently with German III CP.

Students in German III H expand their vocabulary, deepen their understanding of grammar, and apply their skills in original spoken and written work. Alongside the textbook Mosaik 2, the class may draw on short stories, longer works of literature, online media, and other cultural resources. Students explore German culture through Wilhelm Busch's classic children's story Max und Moritz, and gain familiarity with the city of Berlin, major German philosophers, and history from the pre-Roman era through unification. Conducted primarily in German, the course guides students toward the ACTFL Intermediate Mid level of proficiency. Honors students are held to a higher standard for participation, accuracy, and depth, and are expected to use German frequently in class.

136 German IV CP - 5 credits

Students should choose German IV CP if they have completed German III CP or have below an 85 in German III Honors.

NOTE: This course may be offered concurrently with German V H. Alternating course content will be offered, if needed.

In German IV CP, students learn to discuss and debate more complex issues, and through advancing their grammar and expanding their vocabulary, they develop their own distinctive voice in speaking and writing. Selected grammatical structures are reinforced through the text Mosaik 3. Students read short stories from Ursula Wölfel's 29 Verrückte Geschichten and works from the anthology Lebendige Literatur and are introduced to poetry. Authors range from 20th-century voices such as Borchert and Grass to classics like Goethe. Students also watch a film to deepen their understanding of German history and culture. In addition, they explore the German political system and contemporary issues in the German-speaking world through authentic online resources and engage with current cultural trends, political events, and societal debates. Conducted exclusively in German, this course reinforces students' proficiency at the Intermediate Mid level.

137 German IV H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in German III Honors or a 95 in German III CP. Teacher recommendation is required.

In German IV, students learn to discuss and debate more complex issues, and through advancing their grammar and expanding their vocabulary, they develop their own distinctive voice in speaking and writing. Selected grammatical structures are reinforced through the text Mosaik 3. Students read short stories from Ursula Wölfel's 29 Verrückte Geschichten and works from the anthology Lebendige Literatur and are introduced to poetry. Authors range from 20th-century voices such as Borchert and Grass to classics like Goethe. Students also watch a film to deepen their understanding of German history and culture. In addition, they explore the German political system and contemporary issues in the German-speaking world through authentic online resources and engage with current cultural trends, political events, and societal debates. Conducted exclusively in German, the course guides students from the ACTFL Intermediate Mid proficiency level toward Intermediate High.

138 AP German Language and Culture - 5 credits

Students should choose German V AP if they achieve a grade of 88 in German IV Honors. Teacher recommendation is required.

In AP German Language and Culture, students are able to comfortably converse, debate, help, and question one another in a variety of settings and time frames. We continue to build on their ability to develop narratives, create and justify arguments, and interpret authentic, literary artifacts, and practices and resources across the 6 AP themes, which include science and technology, beauty and aesthetics, families in different societies, personal and social identities, and more. We spend time comparing personal experiences and cultures with relevant German cultural events and artifacts and

preparing for the distinct sections of the AP Exam, administered in May. Students will work towards achieving a proficiency level of Intermediate High and make progress towards the Advanced low level. Summer work is required.

Students selecting this course will take the qualifying exam for the MA Seal of Biliteracy and are expected to take the Advanced Placement French Language exam in May.

139 - German V CP - 5 credits

Students who wish to enroll in this course must successfully complete German IV CP or German IV H. German V CP is a continuation of level IV, with topics ranging from film, to fairy tales, to Cold-War Berlin. Each student is exposed to authentic texts and cultural practices to give the student a greater understanding of the German speaking world. Students work towards reaching the Intermediate High proficiency level.

German 5CP students will take the qualifying exam for the MA Seal of Biliteracy award.

153 German V H - 5 credits

Students may enroll in this course if they have earned a grade of 80 or above in German IV Honors or a grade of 88 or above in German IV CP. Teacher recommendation is required.

Depending on enrollment requests, this course may be offered concurrently with German IV CP, German 5CP, or German AP.

NOTE: Depending on enrollment requests, this course may be offered concurrently with AP German in which case the curriculum will follow the AP curriculum with modifications for V H students. If run concurrently with the AP course only students who have completed German IV H will be eligible to take the V H course.

Topics to be studied may include film, fairy tales, and Cold-War Berlin, as well as contemporary topics in German culture. Students will be exposed to authentic texts and materials to deepen their understanding of the German-speaking world. Students will work closely with the teacher to create a personalized and meaningful experience throughout the year. Students will work towards achieving a proficiency level of Intermediate High.

Students in 5H will take the qualifying exam for the MA Seal of Biliteracy but will not be required to take the AP German Culture and Language exam.

Spanish

The main objective of each Spanish course is to strengthen our students' ability to communicate effectively and authentically in the language. To this end, we stress the use of the language in class and offer many cultural activities, including a student exchange with a school in Spain.

142 Spanish I CP - 5 credits

Students should choose Spanish I CP if they are studying this language for the first time and have not had previous experience studying a different World Language.

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. You must indicate an alternate language in case your first choice of a level 1 class is not offered.

This course is designed to introduce students to the language and cultures of the Spanish-speaking world. Through role-plays, small group work, the interpretation of authentic resources, students will begin to develop their communication skills in Spanish. They will initiate and maintain basic conversations about a variety of topics, including family and home, school life, weather, time and dates, and food preferences. Students will learn how to describe the world around them. There is a strong emphasis on vocabulary acquisition and patterns of language structures at this level. Spanish will be used as much as possible during classroom instruction. Students progress towards the Novice High level of proficiency.

142a Spanish I CP - 5 credits

This course is designed for students who have had previous experience studying another world language at Westford Academy or in both 7th and 8th grade and are either switching to Spanish or adding it as a second language.

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. Students will be placed in a regular Spanish 1CP course if this section is not available.

This course is designed to introduce students to the language and cultures of the Spanish-speaking world. Through role-plays, small group work, the interpretation of authentic resources, students will begin to develop their communication skills in Spanish. They will initiate and maintain basic conversations about a variety of topics, including family and home, school life, sports and leisure activities, weather, and food preferences. Students will learn how to describe the world around them. There is a strong emphasis on vocabulary acquisition and patterns of language structures at this level. Spanish will be used as much as possible during classroom instruction. Students progress towards the Novice High proficiency level.

141 Spanish II CP - 5 credits

This course is intended for students who need additional reinforcement in the foundational elements of learning Spanish and would benefit from slower paced instruction. Please note that successful completion of this course does not qualify students to continue on to Spanish 3CP. Students who choose to continue the following year will continue with Spanish 2CP (143).

Teacher recommendation is required.

This course will help students develop their ability to communicate basic needs in the target language using fundamental vocabulary. Students will review concepts learned in Spanish I and apply them to various thematic topics. Students will expand their knowledge of the geography and culture of the Spanish-speaking world. Class activities include role-playing and small cultural projects. Students continue to make progress at the Novice High proficiency level.

143a Spanish II CP (Grade 9) - 5 credits

This course is intended for 9th grade students only who studied Spanish in middle school. Students should choose this course if they achieve a grade below 92 in 8th Grade Spanish.

Students will continue to develop proficiency in the three modes of communication: interpersonal, interpretive, and presentational. In structured and culturally contextualized situations, students will use the language practically and creatively to describe, gather and clarify information, and express opinions. Students will converse and write about topics related to their personal experiences. Students will continue to expand their vocabulary base and increase their knowledge of verb conjugation and time frame. Spanish will be used as much as possible during classroom instruction. Students continue to make progress at the Novice High level of proficiency across a wider range of topics and begin to work towards Intermediate Low.

143 Spanish II CP (Grades 10-12) - 5 credits

This course is intended for students in 10th-12th grade who completed Spanish I CP at Westford Academy.

Students will continue to develop proficiency in the three modes of communication: interpersonal, interpretive, and presentational. In structured and culturally contextualized situations, students will use the language practically and creatively to describe, gather and clarify information, and express opinions. Students will converse and write about topics related to their personal experiences. Students will continue to expand their vocabulary base and increase their knowledge of verb conjugation and time frame. Spanish will be used as much as possible during classroom instruction. Students continue to make progress in the Novice High level of proficiency across a wider range of topics.

144 Spanish II H - 5 credits

To enroll in this course, students must earn a grade of 93 or above in Grade 8 Spanish or a 94 in Spanish 1CP at Westford Academy or have their teacher's recommendation. Students coming from 1CP at Westford Academy should be aware that there are gaps in curriculum. They will be provided access to materials that have been covered in 7th and 8th grade Spanish but not at WA in level 1. Students are strongly encouraged to practice and learn these materials and be familiar with them before the start of classes in the fall. Teacher recommendation is required.

Students will continue to develop proficiency in the three modes of communication: interpersonal, interpretive, and presentational. In structured and culturally contextualized situations, students will use the language practically and creatively to describe, gather and clarify information, and express opinions. Students will converse and write about topics related to their personal experiences. Students will continue to expand their vocabulary base and increase their knowledge of verb conjugation and time frame. Class will be conducted primarily in Spanish. Students transition from the Novice High proficiency level and make significant progress towards the Intermediate Low level.

145 Spanish III CP - 5 credits

Students should choose Spanish III CP if they achieve below an 85 in Spanish II Honors or have a passing grade in Spanish II CP.

Spanish III CP students broaden their skills in communicating effectively with an emphasis on speaking and listening. Vocabulary building, a review of essential grammatical structures, and an introduction of additional tenses, are major elements of the curriculum. This course also incorporates authentic language through music, video, and short Spanish texts. Students work toward speaking with greater confidence and ease in practical, everyday situations through prepared and extemporaneous dialogues, informal oral and written reports, and skits about real-life situations. The class is conducted primarily in Spanish. Students progress towards the Intermediate Low proficiency level.

146 Spanish III H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in Spanish II Honors or a 95 in Spanish II CP at Westford Academy or have a teacher recommendation.

Building on skills that were introduced in Spanish 2 Honors, this course will challenge students to expand their understanding of language and culture and increase the precision with which they are able to speak and write about the past, present, and future. A variety of engaging themes -- including the use of technology, travel, health and well-being, and the environment -- will expand students' vocabulary and push them to improve their interpretive, interpersonal, and presentational skills in increasingly spontaneous situations. Students should expect to interact with authentic resources of all types, and to be assessed regularly on all four skills (reading, writing, listening, and speaking). Only Spanish will be used by both the teacher and students during class and students should be prepared to be fully immersed in the language. Students progress towards the Intermediate Mid level of proficiency.

147 Spanish IV CP - 5 credits

Students should choose Spanish IV CP if they achieve a grade below 85 in Spanish III Honors or a passing grade in Spanish III CP.

Students will continue to build proficiency in the three modes of communication: interpersonal, interpretive, and presentational. The use of short pieces of authentic literature, articles, music, audio

and video programs help build cultural knowledge of the Spanish-speaking world. Group work, pair work, whole class discussions and direct instruction are implemented to support all students in developing communicative proficiency. In order to perform tasks in Spanish, students review grammar structures and learn new ones. This class is conducted exclusively in Spanish. Students in this course progress towards the Intermediate Mid level of proficiency.

148 Spanish IV H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in Spanish III Honors. Students who complete Spanish III CP with a 95 are eligible to take Spanish IV H but should be aware that there are significant gaps between the curriculum studied in III CP and III H. Students coming from III CP will be provided access to materials that have been covered in III H and are strongly encouraged to practice these materials and be familiar with them before the start of classes in the fall.

Students will continue to build proficiency in the three modes of communication: interpersonal, interpretive, and presentational while they review verb tenses, modes and grammatical structures learned in previous years and learn several new structures. Students will continue to explore topics from the Hispanic world, with a more in-depth study of the history and culture of selected regions. Themes discussed may include identity, family and community, immigration, human rights, the media, contributions of the Hispanic community in the US, and current events. Listening comprehension is improved through the use of authentic audio materials such as songs, short films and news videos and students will be exposed to authentic literature and articles related to topics discussed in class. This class will be conducted exclusively in Spanish. Students will be required to participate actively and spontaneously in classroom discussion in order to improve their speaking ability and should be prepared to be fully immersed in the language. Students will progress from the Intermediate Mid proficiency level and make significant progress towards the Intermediate High level. Students are encouraged to continue to either Spanish V Honors or AP Spanish Language and Culture.

150 Spanish V CP Contemporary Film and Literature - 5 credits

Students who wish to enroll in this course must successfully complete Spanish IV CP or Spanish IV H.

NOTE: Depending on enrollment requests, this course may be offered concurrently with Spanish V H Contemporary Film and Literature.

This course is designed for students who have completed Spanish IV at any level. The core content of the class will be conversation-based. Current and historical events in the Spanish-speaking world will be examined through film, music, literature and other media. Thematically relevant vocabulary and grammar units will be studied, as needed, to supplement conversation and stimulate independent and abstract thought in Spanish.

Class will be conducted exclusively in Spanish. Students progress towards the Intermediate High level of proficiency in the 4 skills of reading, writing, speaking, and listening.

Students selecting this course will take the qualifying exam for the MA Seal of Biliteracy.

151 Spanish V H Contemporary Film and Literature - 5 credits

Students may enroll in this course if they have earned a grade of 80 or above in Spanish IV Honors or a grade of 88 or above in Spanish IV CP. Teacher recommendation is required.

NOTE: Depending on enrollment requests, this course may be offered concurrently with AP Spanish in which case the curriculum will follow the AP curriculum with modifications for V H students. If run concurrently with the AP course only students who have completed Spanish IV H will be eligible to take the V H course.

The core content of the class will be conversation-based. Current and historical events in the Spanish-speaking world will be examined through film, music, literature and other media. Thematically relevant vocabulary and grammar units will be studied, as needed, to supplement conversation and stimulate independent and abstract thought in Spanish. Students taking the class at the honors level will be given longer written, reading, and oral assessments and will be evaluated more rigorously with regard to grammar usage, listening skills, and oral participation. Class will be conducted exclusively in Spanish. Students continue to make progress in the Intermediate High level of proficiency.

Spanish V H students will take the qualifying exam for the MA Seal of Biliteracy program.

149 AP Spanish Language and Culture - 5 credits

Students should choose Spanish V AP if they achieve a grade of 88 in Spanish IV Honors. Teacher recommendation is required.

In AP Spanish Language and Culture, students continue to work on reading, writing, listening, and speaking. Students are expected to debate, investigate authentic materials online, such as podcasts, blogs and news sources, dissect lyrics and read through varying points of views in real-world news and analyze films to culturally compare and contrast their own community with that of the Spanish-speaking world. Students are required to speak only in Spanish and are asked to participate in a variety of oral and written exercises to increase fluency, spontaneous speech and ease of writing in preparation for the AP exam. There is heavy emphasis on conversational skills that focus on the ability to convey and defend one's opinion. Current media such as Spanish language newspapers, magazines, films, podcasts, and videos are used to increase reading and writing skills, as well as cultural knowledge. Grammar is not explicitly taught but may be reviewed as the need arises.

Students will work towards achieving a proficiency level of Intermediate High and make progress towards the Advanced low level. Summer work is required.

Students selecting this course will take the qualifying exam for the MA Seal of Biliteracy and are expected to take the Advanced Placement French Language exam in May.

***152 Spanish V honors**

To enroll in this course, students must successfully complete Spanish 4H or have an 88 or above in Spanish 4 CP and have their teacher's recommendation based on their proficiency level and the characteristics of an honors student.

Depending on enrollment requests, this course may be run concurrently with either Spanish 5CP or Spanish AP. If run concurrently with AP only students who have completed Spanish 4H will be eligible to take the 5H course.

This course is structured around six specific themes to promote the exploration of the Spanish language in context, as well as to develop a deeper understanding of Hispanic cultures. Students will continue to build proficiency in the three modes of communication: interpersonal, interpretive, and presentational, while they review verb tenses, modes and grammatical structures learned in previous years. Course content will include media sources such as Spanish language news articles, magazines, infographics, movies, radio programs, and videos. Students will be required to participate actively and spontaneously in classroom discussion in order to improve their speaking ability and should be prepared to be fully immersed in the language. Students will refine their proficiency skills and will work towards achieving a proficiency level of Intermediate High in the 4 skills of reading, writing, speaking, and listening. This class is taught exclusively in Spanish and students are required to speak exclusively in Spanish with both the teacher and their classmates.

Students selecting this course will take the qualifying exam for the MA Seal of Biliteracy.

***The following course will not be offered in the 2025-26 school year.**