

# **WHS PROGRAM OF STUDIES 2018-2019**



## **TABLE OF CONTENTS:**

Principal's Introduction	1
Mission and Expectations, Accreditation Statement, Administrative Structure.	3
Rubrics	4
General Information	12
Counseling Services / Non Discrimination Policy	13
Academic Information: Promotion and Graduation Requirements	
Class of 2022, 2021, 2020, 2019	14
Educational Proficiency Plans / MCAS Appeals /	
Evening School / Summer School Regulations	18
Outside College Courses / Course Levels / Prerequisites /	
Departmental Approvals / Course Change Policy	21
Level Change Policy / Massachusetts State College	
Entrance Requirements	22
Academy Information	28

## **Departments:**

Art Education	38
Business Technology	41
Career and Technical Education	44
English	55
World Languages	60
Health & Physical Education	65
History and Social Science	66
Mathematics	72
Music	77
Science	80
Self-Initiated Learning Opportunities	87
Special Education	88
Unified Arts	91



# WEYMOUTH HIGH SCHOOL

---

One Wildcat Way, Weymouth, Massachusetts 02190  
Telephone: 781-337-7500 Fax: 781-340-2569 Web site: [weymouthschools.org](http://weymouthschools.org)

Hello Parents and Students,

We are very excited to present to you the 2018 - 2019 Program of Study for Weymouth High School. Our goal is to offer a variety of courses that will help prepare all students for life in the 21<sup>st</sup> century. Every student at Weymouth High School will have access to a college preparatory curriculum that will help them become knowledgeable critical thinkers and problem-solvers. We want to provide opportunities for all students to explore their passions and support each student in achieving their future goals.

Our counselors and staff are committed to working with each student to help design an appropriate educational program that leads to graduation. We will make ourselves available to answer any questions that may help make important decisions about which courses are appropriate. We are excited about providing a 21<sup>st</sup> Century curriculum that prepares all students to be productive citizens.

The Weymouth High School Program of Study will enable all students to be challenged to do their best. We believe and expect all students to achieve at their maximum potential.

Work hard! Together we will all have a successful 2018 - 2019 school year.

Sincerely,

Alan Strauss  
Principal  
Weymouth High School

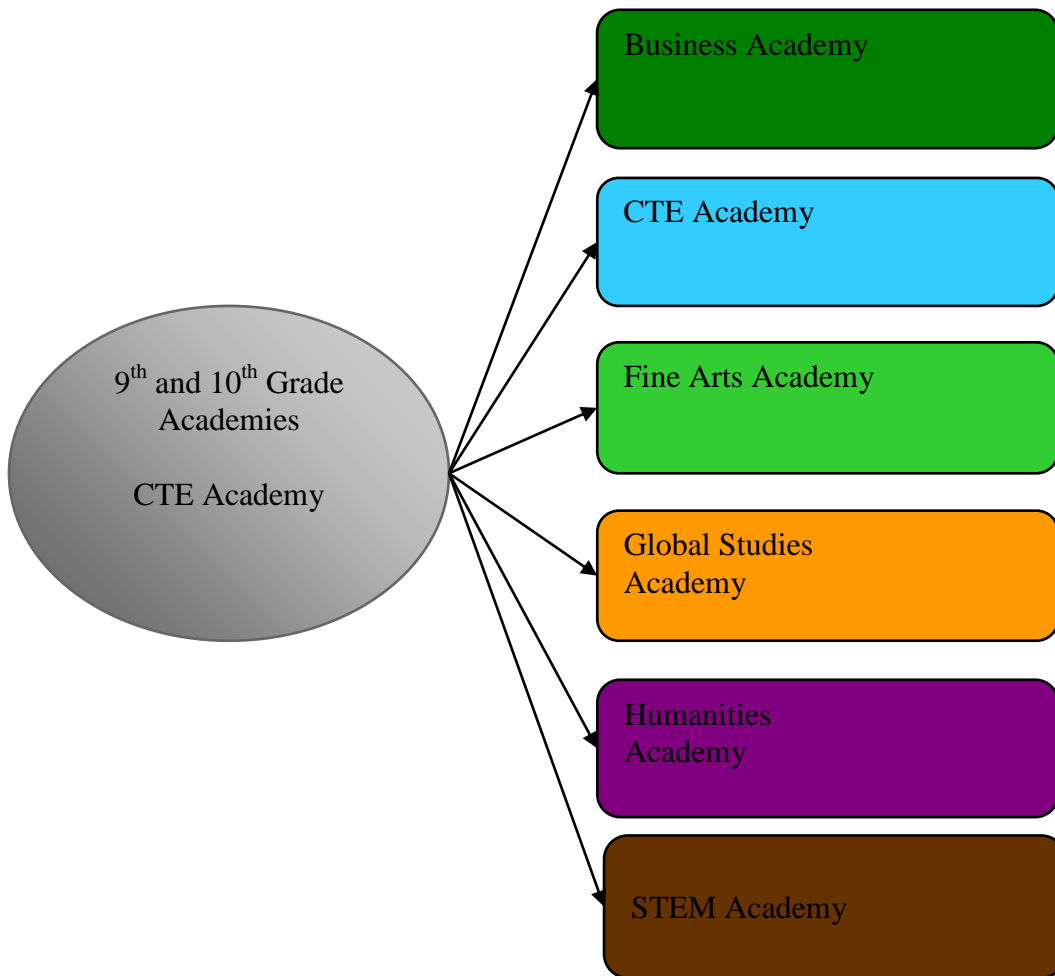


Dear Students,

Welcome to Weymouth High School! Your tomorrow is here today. Do you see yourself arguing a case before a jury? Do you see yourself researching new treatments to help fight cancer? Whether you see yourself working on Wall Street, becoming an auto repair technician, producing recording sessions for musicians, or volunteering in the Peace Corps, Weymouth High School will help you find and chart a path to *your* tomorrow. In the 9<sup>th</sup> and 10<sup>th</sup> grade Core Academies you will develop the essential 21<sup>st</sup> century skills of problem solving, research, collaboration, technology, strategic reading, and communication while you lay your academic foundation in our core subjects. The Core Academies will cultivate the independence and initiative you will need for success in high school and beyond.

In the 11<sup>th</sup> and 12<sup>th</sup> grades you will have the opportunity to join one of six Career Academies. Here you will be able to prepare for college and careers by engaging in a diverse program of studies crafted to create connections among your classes and to real world experiences. You will continue to develop core 21<sup>st</sup> century skills and fulfill your graduation requirements all while taking courses in areas of interest to you and your tomorrow. In your senior year, you will take your learning outside the classroom walls as you complete your capstone project. In your Career Academy, you will open the doors and develop the skills for the opportunities of your tomorrow.

It is all available to you. What tomorrow will you build? What doors will you open? The choices, opportunities, and your potential are limitless. Your tomorrow is here for you to discover today. Welcome to Weymouth High School!



### Weymouth High School Mission Statement

Weymouth High School will embed 21<sup>st</sup> century skills across the curriculum to prepare students for postsecondary education, careers, and active citizenship.

### Weymouth High School Expectations

The WHS graduate will effectively:

- employ strategic reading strategies.
- communicate through oral communication.
- research.
- communicate through written communication.
- use technology.
- solve problems.
- collaborate with peers and staff.



## Strategic Reading Rubric

### Skill Score

The strategic reading product:	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Inadequate 1</b>	Score
Identifies the reading's purpose	Completes all three of the following: <ul style="list-style-type: none"> <li>Identifies the purpose of the reading.</li> <li>Identifies the intended audience.</li> <li>Identifies the genre</li> </ul>	Completes two of the following: <ul style="list-style-type: none"> <li>Identifies the purpose of the reading.</li> <li>Identifies the intended audience.</li> <li>Identifies the genre</li> </ul>	Completes one of the following: <ul style="list-style-type: none"> <li>Identifies the purpose of the reading.</li> <li>Identifies the intended audience.</li> <li>Identifies the genre</li> </ul>	Completes none of the following: <ul style="list-style-type: none"> <li>Identifies the purpose of the reading.</li> <li>Identifies the intended audience.</li> <li>Identifies the genre</li> </ul>	
Demonstrates comprehension of the reading	<ul style="list-style-type: none"> <li>Accurately identifies the central ideas or themes.</li> <li>Accurately summarizes key supporting details and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Adequately identifies the central ideas or themes.</li> <li>Adequately summarizes key supporting details and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies few of the central ideas or themes.</li> <li>Summarizes few of the key supporting details and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Contains significant errors in its identification of central ideas or themes.</li> <li>Inaccurately summarizes many key supporting details and ideas.</li> </ul>	
Exhibits critical insights in the reading	<ul style="list-style-type: none"> <li>Accurately evaluates the merits of the central idea and specific claims of the text.</li> <li>Accurately evaluates the relevance and sufficiency of the evidence.</li> <li>Accurately assesses how point of view, purpose, or structure shapes the content and style of a text.</li> <li>Regularly engages the text through critical questioning.</li> </ul>	<ul style="list-style-type: none"> <li>Adequately evaluates the merits of the central idea and specific claims of the text.</li> <li>Adequately evaluates the relevance and sufficiency of the evidence.</li> <li>Adequately assesses how point of view, purpose, or structure shapes the content and style of a text.</li> <li>Sometimes engages the text through critical questioning.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat evaluates the merits of the central idea and specific claims of the text.</li> <li>Somewhat evaluates the relevance and sufficiency of the evidence.</li> <li>Somewhat assesses how point of view, purpose, or structure shapes the content and style of a text.</li> <li>Rarely engages the text through critical questioning.</li> </ul>	<ul style="list-style-type: none"> <li>Never evaluates the merits of the central idea and specific claims of the text.</li> <li>Never evaluates the relevance and sufficiency of the evidence.</li> <li>Never assesses how point of view, purpose, or structure shapes the content and style of a text.</li> <li>Never engages the text through critical questioning.</li> </ul>	
Applies the reading	<ul style="list-style-type: none"> <li>Makes multiple and meaningful connections between:               <ul style="list-style-type: none"> <li>the text and their world</li> <li>the text with other texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Makes connections between:               <ul style="list-style-type: none"> <li>the text and their world</li> <li>the text with other texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Makes at least one connection between:               <ul style="list-style-type: none"> <li>the text and their world</li> <li>or</li> <li>the text with other texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Fails to make connections to the text.</li> </ul>	
Skill Proficiency Rating	16-14	13-10	9-6	5-0	<hr/> Total score

A score of proficient or better meets the WHS strategic reading learning expectation.

## Oral Communication Rubric

### Skill Score

	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
<b>Content</b>	<ul style="list-style-type: none"> <li>The presentation's content thoroughly addressed the assignment.</li> <li>The presentation was appropriate for the given audience.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation's content adequately addressed the assignment.</li> <li>The presentation was mostly appropriate for the given audience.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation's content addressed only parts of the assignment.</li> <li>The presentation was rarely appropriate for the given audience.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation's content failed to address the assignment.</li> <li>The presentation was inappropriate for the given audience.</li> </ul>	
<b>Eye Contact and Posture</b>	<ul style="list-style-type: none"> <li>The student sustained a link between speaker and audience by making constant eye contact, visually accounting for as much of the audience as possible, and almost never reading from notes, slides, etc.</li> <li>The student maintained a confident posture without distracting slouching, rocking, or nervous gestures</li> </ul>	<ul style="list-style-type: none"> <li>The student usually sustained a link between speaker and audience by making eye contact, visually accounting for the audience, and rarely reading from notes, slides, etc.</li> <li>The student usually maintained a confident posture, but with occasional distracting slouching, rocking, or nervous gestures</li> </ul>	<ul style="list-style-type: none"> <li>The student sometimes sustained a link between speaker and audience by making eye contact, visually accounting for the audience, and sometimes reading from notes, slides, etc.</li> <li>The student sometimes had a confident posture, but it was interrupted by frequent distracting slouching, rocking, or nervous gestures.</li> </ul>	<ul style="list-style-type: none"> <li>The student rarely sustained a link between speaker and audience by not making eye contact, not visually accounting for the audience, or by constantly reading from notes, slides, etc.</li> <li>Frequent and distracting slouching, rocking, or nervous gestures detracted from the presentation as a whole.</li> </ul>	
<b>Flow</b>	<ul style="list-style-type: none"> <li>The presentation was almost never impeded by lagging speech and "fill-in" sounds such as "um" and "uh."</li> <li>The presentation had a smooth, logical progression.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation was mostly free of lagging speech and "fill-in" sounds such as "um" and "uh."</li> <li>The presentation had minor organizational issues.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation contained some lagging speech and "fill-in" sounds such as "um" and "uh."</li> <li>The presentation had organizational issues that impacted the overall message.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained lagging speech and "fill-in" sounds such as "um" and "uh" hindered the presentation.</li> <li>The presentation had organizational issues that made the overall message unintelligible.</li> </ul>	
<b>Voice Variation</b>	<ul style="list-style-type: none"> <li>The student employed the careful use of voice inflection, tone, projection and articulation.</li> <li>The student used his/her voice to command the audience's attention and engage them.</li> </ul>	<ul style="list-style-type: none"> <li>The student employed adequate use of some of the following: voice inflection, tone, projection or articulation.</li> <li>The student used his/her voice to usually maintain the audience's attention.</li> </ul>	<ul style="list-style-type: none"> <li>The student occasionally used some of the following: voice inflection, tone, projection or articulation.</li> <li>The student used his/her voice to occasionally maintain the audience's attention.</li> </ul>	<ul style="list-style-type: none"> <li>The student rarely used any of the following: voice inflection, tone, projection or articulation.</li> <li>The student rarely used his/her voice to maintain the audience's attention.</li> </ul>	
<b>Skill Proficiency Rating</b>	16-14	13-10	9-6	5-0	Total score

A score of proficient or better meets the WHS oral communication learning expectation.

## Research Rubric

### Skill Score:

<b>Research Process</b>	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Inadequate 1</b>	<b>Score</b>
<b>Task Identification</b>	<ul style="list-style-type: none"> <li>- The student effectively selects or narrows the topic when necessary.</li> <li>- The student correctly identifies the information needed to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>- The student selects or narrows the topic when necessary.</li> <li>- The student adequately identifies the information needed to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>- Student does not effectively identify the scope of the research task.</li> <li>- The student identifies only some of the information needed to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>- Student shows misunderstanding regarding the research task.</li> <li>- The student fails to identify the information needed to complete the task.</li> </ul>	
<b>Source Identification and Source Location</b>	<ul style="list-style-type: none"> <li>-The student accesses ample information appropriate for the task.</li> <li>-The student independently utilizes the WHS library OPAC and/or online databases and uses advanced functions to search the internet as needed.</li> <li>-The student always locates and uses publication information.</li> <li>- All of the student's sources are credible.</li> </ul>	<ul style="list-style-type: none"> <li>-The student accesses adequate information appropriate for the task.</li> <li>-The student utilizes the WHS library OPAC and/or online databases and performs an internet search as needed.</li> <li>-The student usually locates and uses publication information.</li> <li>- Most of the student's sources are credible.</li> </ul>	<ul style="list-style-type: none"> <li>-The student accesses some information appropriate for the task.</li> <li>-The student accesses the WHS library OPAC and/or online databases and performs an internet search as needed.</li> <li>-The student fails to perform an effective internet search</li> <li>-The student rarely locates and uses publication information.</li> <li>- Some of the student's sources are credible.</li> </ul>	<ul style="list-style-type: none"> <li>-The student accesses minimal information appropriate for the task.</li> <li>-The student does not access the WHS library OPAC or the online databases as needed.</li> <li>-The student does not locate publication information.</li> <li>- Several sources lack credibility.</li> </ul>	
<b>Use of Information</b>	<ul style="list-style-type: none"> <li>-The student takes ample notes and manages the flow of information to ensure proper citation.</li> <li>-The student acknowledges source bias in the project as necessary.</li> <li>-The student uses an appropriate citation format for the task</li> <li>-The student respects intellectual property</li> </ul>	<ul style="list-style-type: none"> <li>-The student takes appropriate notes and manages the flow of information to ensure proper citation.</li> <li>-The student generally acknowledges source bias in the project when necessary.</li> <li>-The student uses an appropriate citation format for the task with only minor errors</li> <li>-The student respects intellectual property</li> </ul>	<ul style="list-style-type: none"> <li>-The student takes few notes and manages the flow of information to ensure proper citation.</li> <li>-The student sometimes acknowledges source bias in the project when necessary.</li> <li>-The student uses an appropriate citation format for the task but makes several citation errors</li> <li>-The student respects intellectual property</li> </ul>	<ul style="list-style-type: none"> <li>-The student takes no notes or poorly manages the flow of information.</li> <li>- The student makes no acknowledgement of source bias.</li> <li>- The student plagiarizes by failing to acknowledge the intellectual property of others.</li> </ul>	
<b>Synthesis</b>	<ul style="list-style-type: none"> <li>-All information is synthesized, clearly illustrating the purpose of the research product.</li> </ul>	<ul style="list-style-type: none"> <li>-Most information is synthesized. The purpose of the research product can be identified.</li> </ul>	<ul style="list-style-type: none"> <li>-Student struggles to synthesize research. This creates a lack of clarity regarding the purpose of research.</li> </ul>	<ul style="list-style-type: none"> <li>No synthesis of research is evident. The purpose of the research product is not clear.</li> </ul>	
<b>Skill Proficiency Rating</b>	16-14	13-10	9-6	5-0	<div style="text-align: center;"> <div style="border-bottom: 1px solid black; width: 50px; margin: 0 auto;"></div> <b>Total</b> </div>



## Written Communication Rubric

### Skill Score

	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Inadequate 1</b>	<b>Score</b>
Ideas/Topic development	-Ideas directly address the purpose of the writing. -Ideas demonstrate topic mastery - Ideas are thoroughly developed offering valid reasoning and critical thought.	-Ideas mostly address the purpose of the writing. -Ideas demonstrate understanding of the topic - Ideas are adequately developed offering some valid reasoning and critical thought.	-Ideas rarely address the purpose of the writing. -Ideas demonstrate little understanding of the topic - Ideas are sometimes developed offering little valid reasoning and critical thought.	-Ideas rarely address the purpose of the writing. -Ideas demonstrate multiple misconceptions of the topic. - Ideas are rarely developed offering neither valid reasoning nor critical thought.	
Evidence	- Ample supporting evidence is provided. -Evidence is convincing. -Evidence is seamlessly integrated and presented in the appropriate format	- Supporting evidence is provided. -Evidence is mostly convincing. -Evidence is integrated and presented in appropriate format	- Supporting evidence is sometimes provided. -Evidence is usually not convincing. -Evidence is awkwardly integrated or not presented in the appropriate format	- Supporting evidence is rarely provided. -Evidence is not integrated or not presented in the appropriate format.	
Organization	-All ideas are organized in an appropriate and logical manner. -Organization enhances the topic development -Transitions are consistently used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	-Most ideas are organized in an appropriate and logical manner. -Organization develops the topic. -Transitions are usually used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	-Ideas are disorganized. -The lack of organization detracts from the topic development. -Transitions are sometimes used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	-No organization is evident. -The lack of organization inhibits topic development. -Transitions are never used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
Fluency	-Written response employs appropriate use of voice and English conventions. - Subject appropriate vocabulary aids fluency	-Written response almost always employs appropriate use of voice and English conventions. - Subject appropriate vocabulary is present	-Written response usually employs appropriate use of voice and English conventions.	-The consistent inappropriate use of voice and English conventions detracted from the work as a whole.	
Skill Proficiency Rating	16-14	13-10	9-6	5-0	<u>        </u> Total score

## Technology Rubric

**Skill Score** adapted from (common core)

	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
<b>Uses technology efficiently</b>	<ul style="list-style-type: none"> <li>- Assesses and selects the best technology tool(s) for the given task, including emerging technologies and/or course specific programs when necessary.</li> <li>- Always demonstrates independence and flexibility when roadblocks are encountered.</li> <li>- Saves progress by managing files and/or log-in information.</li> </ul>	<ul style="list-style-type: none"> <li>- Assesses and selects an appropriate technology tool(s) for the given task when necessary.</li> <li>- Consistently demonstrates independence and flexibility when roadblocks are encountered.</li> <li>- Saves progress by managing files and/or log-in information.</li> </ul>	<ul style="list-style-type: none"> <li>- Assesses and selects a somewhat suitable technology tool(s) for the given task when necessary.</li> <li>- Inconsistently demonstrates independence and flexibility when roadblocks are encountered.</li> <li>- Saves progress by managing files and/or log-in information with some guidance.</li> </ul>	<ul style="list-style-type: none"> <li>- Selects an unsuitable technology tool(s) for the given task.</li> <li>- Fails to demonstrate independence or flexibility when roadblocks are encountered.</li> <li>- Fails to save progress by mismanaging files or log-in information</li> </ul>	
<b>Uses technology appropriately</b>	<ul style="list-style-type: none"> <li>- Always uses technology in a safe, legal and responsible manner as detailed in the <u>WPS Acceptable Use Policy</u>.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently uses technology in a safe, legal and responsible manner as detailed in the <u>WPS Acceptable Use Policy</u>.</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently uses technology in a safe, legal or responsible manner as detailed in the <u>WPS Acceptable Use Policy</u>.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to use technology in a safe, legal or responsible manner as detailed in the <u>WPS Acceptable Use Policy</u>.</li> </ul>	
<b>Uses technology to produce</b>	<ul style="list-style-type: none"> <li>- the use of technology thoroughly develops the topic of the assignment in a meaningful and necessary way (i.e. links to outside information, presents information in multiple formats, etc.)</li> <li>- Meets or exceeds the requirements of the given task.</li> </ul>	<ul style="list-style-type: none"> <li>- the use of technology adequately develops the topic of the assignment in a meaningful and necessary way (i.e. links to outside information, presents information in multiple formats, etc.)</li> <li>- Meets the requirements of the given task.</li> </ul>	<ul style="list-style-type: none"> <li>- the use of technology somewhat develops the topic of the assignment in a meaningful and necessary way (i.e. links to outside information, presents information in multiple formats, etc.)</li> <li>- Meets most of the requirements of the given task.</li> </ul>	<ul style="list-style-type: none"> <li>- the use of technology rarely develops the topic of the assignment in a meaningful and necessary way</li> <li>- Few to none of the task requirements are met.</li> </ul>	
<b>Uses technology to communicate</b>	<ul style="list-style-type: none"> <li>- Successfully publishes to an appropriate audience (using the Internet when possible).</li> <li>- Communicates with the audience in an ideal manner.</li> <li>- Thoughtfully incorporates ongoing feedback when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Successfully publishes to an appropriate audience (using the Internet when possible).</li> <li>- Communicates with the audience in an appropriate manner.</li> <li>- Incorporates ongoing feedback when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Successfully publishes to an appropriate audience (using the Internet when possible).</li> <li>- Communicates with the audience in an somewhat appropriate manner.</li> <li>- Incorporates some feedback when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not publish to an audience.</li> <li>- Communicates with the audience in an inappropriate manner.</li> <li>- Fails to incorporate feedback when given.</li> </ul>	
<b>Skill Proficiency Rating</b>	16-14	13-10	9-6	5-0	<u>Total score</u>

**Skill Score**

## Problem Solving Rubric

	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Inadequate 1</b>	Score
<b>Define the problem</b>	<ul style="list-style-type: none"> <li>- Accurately identifies and defines all key terms/variables.</li> <li>- Categorizes the problem at hand by comparing it to previously learned concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Accurately identifies and defines most key terms/variables.</li> <li>- Adequately categorizes the problem at hand.</li> </ul>	<ul style="list-style-type: none"> <li>- Accurately identifies and defines some key terms/variables.</li> <li>- Somewhat categorizes the problem at hand.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to identifies and define key terms/variables.</li> <li>- Does not categorize the problem at hand.</li> </ul>	
<b>Identify and implement a strategy</b>	Explicitly selects and implements a highly effective solution strategy.	Explicitly selects and implements an adequate solution strategy.	Selects and implements a weak solution strategy.	Does not select or implement a solution strategy.	
<b>Evaluate progress toward the goal</b>	Shows ample evidence of monitoring progress toward a solution during the problem solving.	Shows adequate evidence of monitoring progress toward a solution during the problem solving.	Occasionally monitors progress toward a solution during the problem solving.	Fails to monitor progress toward a solution during the problem solving.	
<b>Solution and reflection</b>	<ul style="list-style-type: none"> <li>- Considers the practicality of the solution.</li> <li>- Can justify or validate the solution.</li> </ul>	<ul style="list-style-type: none"> <li>-Considers the practicality of most of the solution.</li> <li>- Can justify or validate most of the solution.</li> </ul>	<ul style="list-style-type: none"> <li>- Considers the practicality of parts of the solution.</li> <li>- Can justify or validate parts of the solution</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to consider the practicality of the solution.</li> <li>- Can not justify or validate the solution.</li> </ul>	
<b>Skill Proficiency Rating</b>	16-14	13-10	9-6	5-0	<hr/> Total score

A score of proficient or better meets the WHS problem solving learning expectation.

## Collaboration Rubric

Collaboration means *you contribute* to a common goal by *working with others*. Beyond just the product of this assignment, you will be assessed on your ability to collaborate. This rubric is for you, the student, to complete.

<i>Your Contribution</i>	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Inadequate 1</b>	<b>Score</b>
<b>Fulfilled Your Role's Responsibilities</b>	<ul style="list-style-type: none"> <li>Performs all duties of assigned team role.</li> <li>Brings needed materials to class and is always ready to work.</li> </ul>	<ul style="list-style-type: none"> <li>Performs nearly all duties of assigned team role.</li> <li>Almost always brings needed materials to class and is ready to work.</li> </ul>	<ul style="list-style-type: none"> <li>Performs very few duties of assigned team role.</li> <li>Almost always brings needed materials but sometimes needs to settle down and get to work.</li> </ul>	<ul style="list-style-type: none"> <li>Does not perform any duties of assigned team role.</li> <li>Often forgets needed materials or is rarely ready to get to work.</li> </ul>	
<b>Monitored the Group's Effectiveness</b>	<ul style="list-style-type: none"> <li>Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.</li> </ul>	<ul style="list-style-type: none"> <li>Usually monitors the effectiveness of the group and works to make the group more effective.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally monitors the effectiveness of the group and works to make the group more effective.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely monitors the effectiveness of the group and does not work to make it more effective.</li> </ul>	
<b>Managed Time</b>	<ul style="list-style-type: none"> <li>Usually completes assigned tasks on time.</li> </ul>	<ul style="list-style-type: none"> <li>Usually completes assigned tasks on time and does not hold up progress on projects because of incomplete work.</li> </ul>	<ul style="list-style-type: none"> <li>Often does not complete assigned tasks on time, and holds up completion of project work.</li> </ul>	<ul style="list-style-type: none"> <li>Group member does not complete most of the assigned tasks on time and often forces the group to make last-minute adjustments and changes to accommodate missing work.</li> </ul>	

### *Working with others*

<b>Displayed a Positive Attitude</b>	<ul style="list-style-type: none"> <li>Always has a constructive attitude about the task(s).</li> <li>Always builds consensus to help the team reach a fair decision.</li> </ul>	<ul style="list-style-type: none"> <li>Often has a constructive attitude about the task(s).</li> <li>Usually considers all views.</li> </ul>	<ul style="list-style-type: none"> <li>Usually has a constructive attitude about the task(s).</li> <li>Often sides with friends instead of considering all views.</li> </ul>	<ul style="list-style-type: none"> <li>Often has a destructive attitude about the task(s).</li> <li>Usually wants to have things their way, displays an unwillingness to consider other viewpoints.</li> </ul>	
<b>Listened and responded appropriately</b>	<ul style="list-style-type: none"> <li>Listens and speaks a fair amount</li> <li>Offers detailed, constructive feedback when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Listens, but sometimes talks too much.</li> <li>Offers constructive feedback when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Usually doing most of the talking--rarely allows others to speak.</li> <li>Occasionally offers constructive feedback, but sometimes the comments were inappropriate or not useful.</li> </ul>	<ul style="list-style-type: none"> <li>Is always talking--never allows anyone else to speak.</li> <li>Did not offer constructive or useful feedback</li> </ul>	
<b>Skill Proficiency Rating</b>	20-17	16-12	11-7	6-0	<div style="text-align: center;">             _____              = Total           </div>

Please reflect on the collaborative efforts of you and your group members. Use the rubric on the reverse side of this page to assess everyone in your group, including yourself, using the chart below. Your teacher will take these reflections into consideration when determining your collaboration grades.

Group Member	Fulfilled Your Role's Responsibilities	Monitored the Group's Effectiveness	Managed Time	Displayed a Positive Attitude	Listened and responded appropriately

## Active Citizenship Rubric

**Skill Score:**

**An active citizen of Weymouth High School . . .**

	<b>Advanced 4</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Inactive 1</b>	<b>Score</b>
<b>Attends school</b>	- No more than 1 unexcused absences to school. - No more than 1 unexcused tardy to school. - Receives no discipline referrals for cutting class or being excessively tardy to class.	-No more than 2 unexcused absences to school. - No more than 3 unexcused tardies to school. - Receives no discipline referrals for cutting class or being excessively tardy to class.	-No more than 3-5 unexcused absences to school. -No more than 4 unexcused tardies to school. - Receives no more than 1 discipline referral for cutting class or being excessively tardy to class.	-Has 6 or more unexcused absences to school. - 5 or more unexcused tardies to school - Receives 2 or more discipline referrals for cutting class or being excessively tardy to class.	
<b>Is engaged in the academic experience</b>	- Maintains academic integrity (receives no referrals for plagiarism or cheating.) - Completes all coursework (Receives no “work missing” comment codes on the report card.) - Adheres to all deadlines (receives no “late work” comments codes on the report card.) - Actively participates in the classroom environment. (receives no “inappropriate classroom engagement” comment codes.)	- Maintains academic integrity (receives no referrals for plagiarism or cheating.) - Completes most coursework (Receives no more than 1 “work missing” comment codes on the report card.) - Adheres to most deadlines (receives no more than 1 “late work” comments codes on the report card.) - Participates in the classroom environment. (receives no more than 1 “inappropriate classroom engagement” comment codes.)	- Maintains academic integrity (receives no referrals for plagiarism or cheating.) - Misses coursework (Receives no more than 2 “work missing” comment codes on the report card.) - Misses deadlines (receives no more than 2 “late work” comments codes on the report card.) - Inappropriately participates in the classroom environment. (receives no more than 2 “inappropriate classroom engagement” comment codes.)	- Does not maintain academic integrity (receives 1 or more referrals for plagiarism or cheating.) - Does not complete coursework (Receives 3 or more “work missing” comment codes on the report card.) - Does not adhere to deadlines (receives 3 or more “late work” comments codes on the report card.) - Does not participate in the classroom environment. (receives 3 or more “inappropriate classroom engagement” comment codes.)	
<b>Interacts appropriately within the school community</b>	- Receives no discipline referral. - Receives at least 1 comment code about “enhancing the educational environment of the classroom and school”	Receives no discipline referrals for behaviors such as inappropriate behavior or insubordination.	Receives no more than 2 discipline referrals for behaviors such as inappropriate behavior or insubordination.	Receives 3 or more discipline referrals for behaviors such as inappropriate behavior or insubordination.	
<b>Contributes to the improvement of the communities in which we live by participating in community service</b>	-Completes 20 hours or more of community service.*	- Completes 10 - 19 hours of community service.*	- Completes less than 10 hours of community service.*	-Completes less than 5 hours of community service.*	
	* Scores for Terms 1-3 are based on the previous school year. Scores for Term 4 are based on the current school year. *For freshmen and transfer students, scores are based on the current school year giving them the ability to earn advanced standing as the year progresses. *For students entering after September, their hour requirements are prorated.				
<b>Skill Proficiency Rating</b>	16-14	13-10	9-6	5-0	<b>Total</b>

## ACCREDITATION STATEMENT

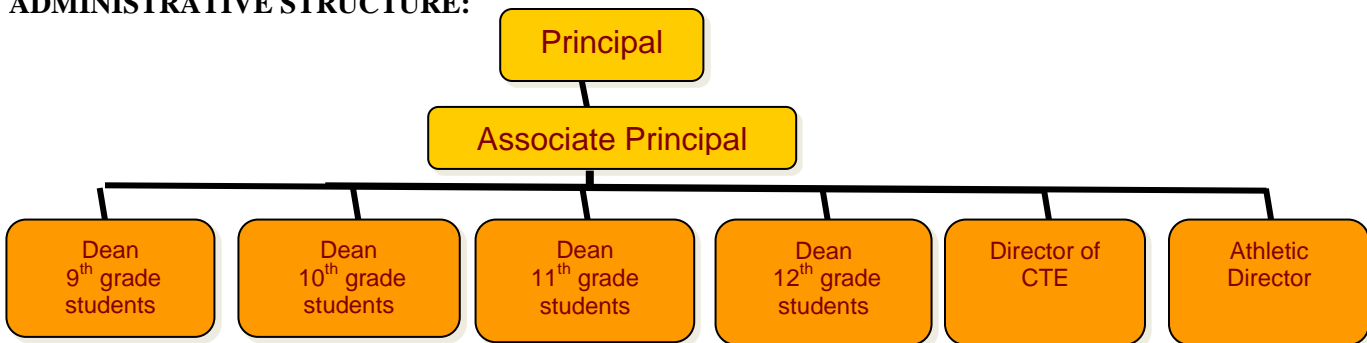
Weymouth High School is presently accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

Accreditation by the New England Association of Schools and Colleges is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association of School and Colleges should be directed to the Association at 209 Burlington Road, Bedford, Massachusetts 01730 (781) 271-0022.

## ADMINISTRATIVE STRUCTURE:



## GENERAL INFORMATION

### How to Plan a Program

Planning an educational program is an ongoing process and should involve as many people as possible, including the student, parents, teachers and guidance counselors.

1. **Work Together to Select Courses** - Course selection marks the beginning of responsible decision-making for many students. Parents/Guardians should be involved in giving both help and direction as a student works through his/her decision.

2. **Gather Information** - A major part of the process of course selection involves the gathering of information. Classroom teachers and guidance counselors are valuable resources at this stage. This course selection booklet has been prepared with **YOU** in mind. Read it first to obtain information on the entire high school curriculum and then read the course selection booklet a second time, more carefully, to obtain specific information on those courses which are either required for next year or those in which you have a particular interest and will elect.

The classroom teacher has in-depth knowledge of the content of various courses taught within his/her department. In addition, he/she is usually aware of the level of expectation within each course. Knowing you as a student and the kind of work of which you are capable, your teacher can make valid recommendations as to which courses to take within the department.

The guidance counselor has a broad overview of the entire curriculum. Besides having a strong sense of the student's performance and ability level, the counselor is very much aware of courses necessary to fulfill graduation requirements.

The guidance counselor also is able to provide good advice about the kind of program and courses which will be helpful as you prepare yourself to pursue post-high school plans, whether these be a four/two year college/technical school or immediate entry into the world of work. A student conference can be arranged by coming to the guidance office to make an appointment. A parent-counselor conference can be arranged by calling 781-337-7500 ext 25126 to make an appointment. **Not all student choices can be accommodated within scheduling constraints and school placement policies.** Final decisions on placement will be made by the Principal.

**3. Attend the Orientation for Parents and Students** - This is usually held in late-winter/early spring for the purpose of providing information and assistance in the course selection process. Teachers and counselors may be consulted.

**4. Four-Year Course Plan / Personal Learning Plans (PLP)** - All students should develop a four-year course plan which will be reviewed each year to be certain their program has a career direction and focus. This plan will begin in grade eight and be amended every year at course registration. Students will be encouraged to anticipate the education necessary to achieve their desired goals. Guidance counselors from both schools will assist in developing appropriate four year plans.

**5. Course Selection Policy** – Students are given opportunities to choose from a wide array of elective subjects beyond the required full year core subjects listed in this book. Every effort is made to fulfill these requests; however, no master schedule can provide every course that every individual student requests. The development of a master schedule takes on many factors when determining which courses can be offered and at what times they may run during the day. Staffing, number of students requesting a particular course, combination of course requests among students, school resources, etc; these are among many factors that influence the access to particular courses in a given year. We will work diligently and methodically to provide a rich and varied academic experience, but there may be some instances where, for scheduling purposes, the administration and guidance staff will have to adjust an individual's course selections. If this occurs, every effort will be made to place the student in a similar course at a similar level.

## Counseling Services

The overarching goal of the Counseling Services Program is to help students understand their aptitudes, abilities, and interests so that they know themselves as individuals and as members of society. Furthermore, our program strives to help students make wise decisions educationally, vocationally, and personally.

Adjustment Counselors are available on an as-needed, as well as scheduled basis, for help in dealing with a wide range of social and emotional issues that interfere with school achievement. The school adjustment counselors may be accessed through the Counseling Services Department. Faculty, parents/guardians, administrators, staff and peers can refer students with any of the following issues: social, emotional, academic or behavioral. Services are delivered on an individual or small group basis. Adjustment Counselors also make appropriate referrals to outside supportive agencies for students and their families.

Guidance Counselors address all students' academic, personal/social and career development needs. They serve a vital role in maximizing student achievement.

### **Some services include the following:**

- developing a four year course plan with a career focus
- teaching students strategies to advocate for themselves
- providing career, educational, and post graduate planning
- interpreting standardized test results
- assisting in college research and selection process
- facilitating orientation and transitional programs
- providing help with personal/social concerns
- coordinating support and intervention strategies for students in need of assistance
- helping students to understand and accept capabilities and limitations

- promoting the use of computer assisted planning and information services available in the high school's counseling services office

#### **Important information:**

- Students are assigned to counselors by an alphabetical split and stay with their students throughout the four years at Weymouth High School.
- Student appointments can take place anytime during the day and before or after school.
- Counselors are generally available at most times throughout the school day; however appointments may be necessary as counselors may have already set-up meetings with other students / parents, be running group counseling sessions, or fulfilling other duties and responsibilities. A counselor will always be available to assist in an emergency situation.
- Multiple evening activities are planned throughout the school year by the Counseling Services Department. Please access the school's website periodically to remain up-to-date on new events.
- Parents are encouraged to contact counseling services regarding any concerns.
- Direct Counseling Services telephone number is 781-337-7500 ext. 25126.

#### **NON-DISCRIMINATION POLICY**

The Weymouth Public Schools do not discriminate on the basis of sex in educational programs or activities and are required by Title IX not to discriminate in such a manner. In addition, no child shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges, and courses of study of such public schools on account of race, color, gender, gender identity, religion, national origin, sexual orientation, homelessness or disability.

#### **HARDSHIP**

If the payment of a fee will produce a hardship for a family, the parent or guardian should contact the Principal in writing.

## **ACADEMIC INFORMATION**

### **CLASSES OF 2019/2020/2021/2022**

#### **Promotion Policy**

All students are required to select a minimum of six credits each year along with one additional credit as an alternative to assist in the scheduling process. Students must remain scheduled in at least the equivalent of 6.0 credits a year.

Promotion from grade-to-grade in high school is based on credit accumulation in concert with the fulfillment of core requirements and academic standards / expectations.

The following **minimum** requirements must be met for entrance to grades 10, 11, and 12.

Grade 10	4 credits (including <b>1</b> credit in English & <b>1</b> in Mathematics)
11	10 credits (including a minimum of <b>1</b> credit in English & <b>1</b> in Mathematics)
12	15 credits (including a minimum of <b>2</b> credit in English & <b>2</b> in Mathematics)

Diploma 22 credits (including the completion of all core and non-core subject area requirements and all required MCAS Competency Determinations)

Students with fewer than 22 credits will not graduate. It may also be the case that some students could transfer to Weymouth High School having accumulated more than 22 credits. It is important to note that in order to earn a Weymouth High School Diploma, the minimum graduation requirements listed below must be fulfilled in all categories before a diploma can be conferred upon any student.

#### **Minimum Graduation Requirements - Grades 9-12**

Total credit requirements:

1. 22 credits including the completion of all core and non-core subject area requirements, 40 hours of & beyond community service, capstone project, and all required MCAS Competencies
2. The following subject credits must be earned as part of the graduation requirement:



<b>WHS GRADUATION REQUIREMENTS (All academies except CTE)</b>		
<i>All MCAS, Capstone &amp; Community Service requirements must also be met in addition to credits</i>		<b>22.0 Total Credits</b>
<b>CORE SUBJECT AREAS (graduation requirements):</b>	English - (including English I, II, III, and senior elective(s))	4 credits
	Mathematics - (including Geometry & Algebra II)	4 credits
	Science	3 credits
	Social Studies - (must pass US History II)	3 credits
<b>NON-CORE SUBJECT AREAS (graduation requirements):</b>	Unified Arts	1.5 credits
	Health	0.25 credits
	Physical Education (.25 credit per year)	1.0 credits
<b>ADDITIONAL GRADUATION REQUIREMENTS</b>	Capstone Community Service	1.0 credits 10 hours per year/ 40 hours total
Additional Credits Required for an Academy Certificate		4.0 credits
<b>Total Minimum Credits Required for Diploma. Students are required to carry 6 credits per year.</b>		22 credits

<b>WHS CTE GRADUATION REQUIREMENTS</b>		
<i>All MCAS, Capstone &amp; Community Service requirements must also be met in addition to credits</i>		<b>22.0 Total Credits</b>
<b>CORE SUBJECT AREAS (graduation requirements):</b>	English - (including English I, II, III, and senior elective(s))	4 credits
	Mathematics - (including Geometry & Algebra II)	4 credits
	Science	3 credits
	Social Studies - (must pass US History II)	3 credits
<b>NON-CORE SUBJECT AREAS (graduation requirements):</b>	Unified Arts	1.5 credits
	Health	0.25 credits
	CTE - PE Requirement (0.1 per year)	0.40 credits
<b>CTE ACADEMY REQUIREMENTS</b>	CTE Shop Courses and/or Electives	4.6 credits minimum
<b>ADDITIONAL GRADUATION REQUIREMENTS</b>	Capstone Community Service	1.0 credit 10 hours per year/ 40 hours total
<b>Total Minimum Credits Required for Diploma. Students are required to carry 6 credits per year.</b>		22 credits
<i>*Additional criteria required for CTE Certificate varies by shop. See the Director of Career and Technical Education for details.</i>		

3. Students majoring in Career and Technical Education, because of the nature of the program must satisfy all graduation requirements in English, Social Studies, Mathematics and Science, as well as CTE shop courses. To be eligible for a Technical Certificate, a student must earn credits in both Junior and Senior years in one major.
4. Students must satisfy all Weymouth High School graduation requirements in order to participate in the graduation ceremony.
5. To earn a high school diploma from Weymouth High School, students must satisfy all Weymouth High School graduation requirements and earn competency determination in the English Language Arts, Mathematics, and the Science/ Technology portions of the MCAS test.

### **MassCore Massachusetts High School Program of Studies**

The Massachusetts High School Program of Studies (MassCore) is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The recommended program of studies includes:

<b>MassCore Massachusetts High School Program of Studies</b>	
<b>English</b>	4 units*
<b>Mathematics - (including Algebra II or completion of the Integrated Math equivalent. )</b>	4 units
<b>Social Studies - (must pass US History and World History)</b>	3 Units
<b>Science</b>	3 Units of lab-based science
<b>Foreign Language**</b>	2 Units of the same language
<b>Physical Education</b>	as required by law, in all grades for all students
<b>The Arts**</b>	1 Unit
<b>Additional Core Courses</b>	5 Units Business Education, Career and Technical Education (CTE), Health, Technology or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.
	<b>22 Units - Is a minimum that students should take in high school</b>
<b>Additional Learning Opportunities</b>	Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.
<p>*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.</p> <p>** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.</p>	

## **Graduation Requirements Beyond the Classroom**

In keeping with the mission of Weymouth High School “to prepare students for post-secondary education, careers, and active citizenship,” all Weymouth High School students will be required to apply their learning beyond the classroom through participation in community service and completion of the Capstone Project.

### **Community Service**

Community service is a graduation requirement for Weymouth High School. It is intended to prepare students for active citizenship. Community service is an opportunity for students to demonstrate active citizenship by acting as responsible citizens who contribute to the improvement of their communities. This service also affords students the opportunity to enhance personal growth, build self-esteem and develop social skills.

Students must complete at least 10 hours of approved community service activities each year (grades 9-12) for a total of at least 40 hours by the end of the first semester of their senior year. Students can begin earning community service hours during the summer prior to entering each grade (after June 1st). All community service activities must be approved. Pre-approved community service options are available on the Weymouth High School website; students must seek approval for all community service activities not already listed on the website. While students are encouraged to engage in more than 10 hours of community service per year, any student who accumulates excess hours cannot apply these excess hours to subsequent years. Community service hours for each year must be completed by June 1st of that school year. Seniors must have completed all hours by the end of first semester senior year unless they have made prior arrangements. While students may only use 10 hours of community service per year towards their graduation requirement, students who choose to perform community service hours in excess of ten hours per year can still apply the balance towards potential post high school scholarship opportunities.

### **Capstone Project**

**(1.0 credit)**

Students will work with an advisor to complete an independent project which will synthesize their learning from the electives in their career academy as well as demonstrate command of core 21<sup>st</sup> century skills in a real-world context.

As the Capstone is an independent student project, the form and focus will vary greatly, however, all students must adhere to the following guidelines:

1. Students will create a proposal of the project dealing with one of the themes in their career pathway
2. Students will design and produce a rigorous project, which includes
  - works cited page of 15-20 sources used in the creation of the project
  - an annotated bibliography that includes 15-20 sources
  - a 3-4 page reflective paper that identifies how the project demonstrates command of core 21<sup>st</sup> century skills
3. Students will present to an audience consisting of teachers, administrators, parents, and community participants.

To facilitate the successful completion of the Capstone Projects students will enroll in the following classes:

#### **Senior Capstone Seminar**

#### **College Prep**

**(.75 credits)**

The senior capstone seminar mentors students as they complete their culminating learning experience at Weymouth High School. During the seminar, students demonstrate their mastery of the skills they will need to be successful in college and career: strategic reading, written communication, research, oral communication, collaboration, technology, and problem solving. The course will culminate in the completion of an independent project that focuses on a topic of the student's selected career pathway. Activities will include but are not limited to evaluating sources, composing a written synthesis, designing and analyzing a survey, and proposing a practicum, all in a real-world context. Students will be required to present their research and project at the capstone fair in March. This course takes place in the first three terms of the senior year. This is a required course for all seniors.

#### **Junior Capstone Seminar**

#### **College Prep**

**(.25 credits)**

The capstone project is the cumulative learning experience for students at Weymouth High School. This course serves as an introduction to the project, which will then be completed during the Senior Capstone seminar. Students will review the 21st century skills required to complete this project, select a topic, formulate a central question, and learn how to conduct

initial research on their topic. As the capstone asks students to create impactful, authentic projects, students in this course will propose the real world application of their project, and develop a plan for its completion during their senior year. This course takes place in the final term of the junior year.

### **The Educational Proficiency Plan**

The EPP is required for any student that does not score a 240 or higher in either portion of the MCAS. By not reaching a score of 240 or higher in either the ELA or MATH MCAS examinations, the Department of Elementary and Secondary Education has mandated that students must continue their academic study in the deficient core content area. Notably, all students at Weymouth High School, as part of their graduation requirements, continue to take English and Math courses in their Junior year and beyond. Therefore, in an effort to demonstrate Competency Determination (CD), students at Weymouth High School may use their core courses in Junior ENGLISH and MATH to fulfill the Competency Determination (CD) mandated by the state. Students are noted as having earned Competency Determination (CD) when they pass their content subject area course and pass that course's standards-based final examination. It is important to note that a high school diploma cannot be granted to any student that does not fulfill Competency Determination in all required MCAS examinations. Students must pass 4 years of English and 4 years of Math and by passing these classes and the final exam students have earned Competency Determination.

### **MCAS APPEALS**

MCAS appeals are filed through the office of the Counseling Services for seniors, who have not passed all portions of the MCAS test. An appeal to waive the state mandated MCAS requirement for a high school diploma must show that the student is eligible by meeting **all** of the following criteria:

1. Taken the MCAS test in the subject of the appeal at least three (3) times.
2. Maintained a 95% attendance rate for both the junior and senior years. Successfully participated in tutoring or other academic support services made available or approved by the school. Attained a GPA of at least 1.0 in the subject of the appeal.”..
3. Achieved a GPA higher than the GPA of at least 6 students who have passed the MCAS and have taken the same sequence of courses in the subject of the appeals.

Questions about the appeals process should be directed to your child's Guidance Counselor for further information.

### **Multiple Pathways at Weymouth High School**

Weymouth High School provides in-school and evening diploma pathways to support our diverse student population. These pathways exist to provide each student the opportunity to achieve success in the learning environment that is best suited to their individual goals and needs.

WHS students who demonstrate the need for an alternative pathway or intervention may be referred to the WHS Student Intervention Team by their guidance counselor. Teachers can also submit a pre-referral to the counselor to initiate the process. Upon referral, the team reviews the student's case to identify school- or classroom-based strategies that may be necessary to support the student, which may include the determination of eligibility for specific pathways.

Below are the pathways offered by Weymouth High:

### **WEYMOUTH EVENING HIGH SCHOOL**

WEHS is a tuition-based alternative, adult education program which offers motivated students the opportunity to attend classes in the evening in order to achieve a diploma. WHS 12<sup>th</sup> grade students who are struggling with their Capstone Project can enroll in a Capstone course at WEHS upon completion of Steps 1 through 5.

Through this program, students may seek a WHS or WEHS diploma by meeting the requirements of either institution. Semester courses successfully completed in evening school during the school year will be granted 1.0 credit. Students who receive more than three credits (three courses) in the evening school program will be given an evening school diploma once all requirements are met.

## **Q5 (CREDIT RECOVERY)**

Q5 is a tuition-based ~~summer~~ program that offers online courses for credit recovery, enrichment or acceleration. Through virtual and blended learning environments, students will be able to participate in self-paced learning. Q5 courses can meet the needs of students looking to fulfill promotion or graduation requirements or explore personal interest.

For those students seeking credit recovery to makeup a course failure through Q5, eligibility criteria is as follows:

- A student has passing grades for 50% of the course (two terms for a yearlong course, one term for a semester course).
- Or, a student has an average in the course of 50% or better including a passing mark of 60% or better on the final exam.
- Students who failed a subject for the year, due to absences, must obtain the approval of their dean in writing to attend summer school for credit.
- Any student not meeting the above eligibility criteria for Q5 may submit an appeal to the building administration.

Academic credit for Q5 courses will be granted providing the student earns a grade of “C-” 70% or better. The make-up grade and graduation points will be posted on the permanent record along with the failure, but not included in the class rank computation.

Q5 also offers a number of electives for credit. Eligibility criteria do not apply. Credit will be granted if the student earns a passing grade of 70% or better.

## **CREDIT RECOVERY COURSE OFFERINGS**

The credit recovery courses available through Foundation Academy and Q5 are as follows:

### **Core Content Courses**

English 9 – 12

Algebra I & II

Geometry

Modern World History

US History I & II

Human Geography

Concepts of Probability and Statistics

Psychology

Sociology

Integrated Science

Biology

Chemistry

Physics

### **Electives**

French I & II

Spanish I & II

3D Art I

Art History

Audio Engineering

Career Planning & Development

Computer Applications

Computer Literacy

Computer Science I & II

Digital Arts I & II

Engineering Design I & II

Environmental Science

Foundations of Personal Wellness

Game Design

Green Design & Technology

Healthy Living

Image Design & Editing

Introduction to Art

Introduction to C++ Programming

Introduction to Entrepreneurship

Introduction to Marketing

Lifetime Fitness

Personal Finance

Strategies for Academic Support

Flash Animation

Flash Game Development

## **OTHER CREDIT RECOVERY OPTIONS**

Within the same academic year, course failures may be recovered through an approved summer school, community college, or online program. The same eligibility criteria and policies for credits, grades, and transcripts from Q5 apply.

Students may receive one credit in summer school without meeting the prerequisites listed above by successfully completing a college level course or online equivalent. Prior to registration, interested students should arrange a conference with their dean and guidance counselor to receive approval for course enrollment.

## **OUTSIDE COLLEGE COURSES**

College courses taken for enrichment purposes may not be transferred to the Weymouth High School transcript and/or used to take the place of a Weymouth High School subject specific graduation requirement. Students may forward these courses directly to colleges as part of their application materials. Enrichment courses cannot be applied towards fulfilling Weymouth High School's graduation requirements.

## **COURSE LEVELS**

All placements are designed to provide maximum intellectual challenge for each student. The school makes placement decisions on the basis of testing, past academic performance, and departmental approvals. Placement assumes that ability will allow success, but normal student effort is also assumed. It is also assumed that students and teachers will anticipate upward movements in level placements based upon intellectual growth over years of schooling. All leveled courses are designed to challenge, promote critical thought, provide opportunities to problem solve, and prepare students for post-secondary education. The professional staff at Weymouth High School is committed to the concepts that all students, upon graduation, will be expected to demonstrate that they can synthesize, organize, and apply knowledge to complex and real life situations and are fully prepared for postsecondary education and/or work. All course levels will contain career and relevant real world connections to the curriculum. Course levels are designed as follows:

**Advanced Placement:** As this course ends with an advanced placement examination that can lead to college credit, it will be run with college expectations. AP classes are for students seeking enrollment in selective four-year colleges. Students should anticipate intense pacing and collegiate analysis of the curriculum. Students should be accomplished independent learners who are highly self-motivated to manage our most rigorous homework expectations. Summer work may be required. The fee for an AP exam is \$ ~~94~~ \$94 (May 2018 Exams) Fee waivers are available for financial hardship. More information can be obtained through your guidance counselor or through [www.collegeboard.com](http://www.collegeboard.com)

**Honors:** Honors classes are for students seeking enrollment in four-year colleges. Students should anticipate fast pacing and deep analysis of the curriculum. Students should be independent learners who are self-motivated to manage more rigorous homework expectations.

**College Preparatory:** College Preparatory classes are for students seeking enrollment in two/four-year colleges or technical colleges. Students should anticipate moderate pacing and deep exploration of the curriculum. Students should be motivated to engage a workload that prepares them for post-secondary education.

**Un-leveled:** These courses may constitute academic support, generalized electives, or other types of student enrichment activities.

**COURSE LEVELS (continued)**

	<b>Post-Secondary Pathway</b>	<b>Pacing</b>	<b>Depth</b>	<b>Home work</b>	<b>Independent Learning</b>	<b>Self-motivation</b>	<b>Summer work</b>	<b>Possible College Credit</b>
<b>AP</b>	Competitive four-year Colleges	Intense	***	***	**	**	*	*
<b>H</b>	Four year colleges	Fast	**	**	*	*		
<b>CP</b>	Two/four year colleges, Technical Colleges	Moderate	*	*	*	*		

\*\*\* Highest expectation

\*\* High expectation

\* Expectation

**PASS/FAIL COURSES**

The following are graded as pass/fail and are not factored into GPA computations.

H10272: Strategies for Success in ELA

H17612: Laboratory Assistants in Teaching Science

H26662: Learning Support Center

H27912: Office Assistant

H16552: Strategies for Success in Math

H16172: Math Lab

H20861: Advisory for Foundation Academy

H25312: Physical Education – CTE

H26302: Decisions in Living I

H26312: Decisions in Living II

H18171: Yearbook Production (P/F for first term; numerical grade second term)

Additionally, some specialized programs and courses may utilize pass/fail grading.

**PREREQUISITES/DEPARTMENTAL APPROVALS\*\***

Many courses of study at the high school level have prerequisites. Prerequisites are guidelines which assist students and parents in selecting courses. Courses that have departmental or teacher recommendation listed in the prerequisite section of the course description require signed verification from those individuals in order to facilitate movement into those courses.

**COURSE CHANGE POLICY**

The course selection process is one which should be a cooperative venture among the student, the parent, the teacher, and the counselor. Adequate time is allowed for parent-sponsored changes after the initial registration period as well as during the week after school closes, or one week before the opening of school in September. **Changing from one teacher to another, within a course, will not be permitted.** Full year, first semester courses, first quarter courses (except clerical errors) will be allowed to be dropped until the last day of the first cycle in the school year. Changes made after this time period must be accompanied by proper documentation and approval. Course changes must be approved by the parent/guardian, teacher, counselor, and dean. Second semester courses may be dropped any time prior to the first day of

the classes or before the end of the first cycle of second semester. These changes must be accompanied by proper documentation and approval as mentioned above. Requests for changes honored after the first progress report will be recorded on the report card and transcript as “withdrawn.” No course may be dropped after 33% of the class has met. Full Year Course = 60<sup>th</sup> day - Half Year Course = 30<sup>th</sup> day - One Quarter Class = 15<sup>th</sup> day.

### LEVEL CHANGE POLICY

Level changes will be considered on an individual basis in consultation with the current teacher, student, parent, ~~and~~ counselor, and administration. Student data (such as standardized tests, transcripts, placement tests, etc...) will be included in all considerations. In order to move to a less rigorous course level, students must have participated in class work and activities, done homework for the class, and met with the course teacher for extra help. All level changes require the use of the approved “Add/Drop” form.

## MASSACHUSETTS STATE COLLEGES AND UNIVERSITIES

### High School Academic Course Requirements

#### MINIMUM REQUIRED UNITS

English (college preparatory)	4 yrs
Mathematics (college preparatory: Algebra I, II and Geometry)	4 yrs
Natural & Physical Science (two with laboratory)	3 yrs
Social Studies (including 1 course in US History)	2 yrs
Foreign Language (in a single language)	2 yrs
Electives	<u>2 yrs</u>
<b>Total</b>	<b>17</b>

*(Electives can be from the above subjects or from the Arts and Humanities or Computer Sciences)*

#### CLASS RANK

Class rank is figured at the end of the sophomore and junior years and at the end of first semester senior year. All courses with the exception of Physical Education, Physical Education-CTE, Community Service, Lab Assistant, Strategies for Success in ELA, Strategies for Success in Science, Strategies for Success in Math, Academic Support for Learning, are not included in the calculation of class rank. Every course has been evaluated and assigned a weight according to the level of the course within a department. Courses that are awarded a grade of “P” for passing do not have a class rank factor and therefore do not negatively or positively influence one’s class rank. **At the recommendation of the Massachusetts Board of Higher Education, through their admissions standards for the State University and UMASS system, WHS class rank is determined through our existing weighted grade point average. (see table below).**



**WHS Grade Point Average Weighted Rank**

Numerical Range	Grade	AP	Honors	College Prep	Un-weighted
97-100	A+	5.33	4.83	4.33	4.33
93-96	A	5.00	4.50	4.00	4.00
90-92	A-	4.67	4.17	3.67	3.67
87-89	B+	4.33	3.83	3.33	3.33
83-86	B	4.00	3.50	3.00	3.00
80-82	B-	3.67	3.17	2.67	2.67
77-79	C+	3.33	2.83	2.33	2.33
73-76	C	3.00	2.50	2.00	2.00
70-72	C-	2.67	2.17	1.67	1.67
67-69	D+	2.33	1.83	1.33	1.33
63-66	D	2.00	1.50	1.00	1.00
60-62	D-	1.67	1.17	.67	.67
Below 60	F	0	0	0	0

**MINIMUM GRADE POINT AVERAGE (G.P.A.) FOR STATE COLLEGE ADMISSION**

A minimum grade point average in college preparatory course work at the end of the seventh semester is required for Freshman Applicants. *The Massachusetts State Universities & UMASS require a 3.0 GPA for admission.* For students whose GPA falls below the minimum, the provisional sliding scale below will apply.

Applicant GPA	Minimum SAT* score must be for		Minimum ACT score must be for	
	State Universities	UMASS	State Universities	UMASS
2.51-2.99	920	950	19	20
2.41-2.50	960	990	20	21
2.31 -2.40	1000	1030	21	22
2.21-2.30	1040	1070	22	23
2.11-2.20	1080	1110	23	24
2.00-2.10	1120	1150	24	25

***No Massachusetts State University nor UMASS will admit a student with a GPA below 2.0.***

“Meeting the admissions standards policy requirements does not guarantee admission. Each college may have additional specific requirements. Moreover, specific programs (for example, engineering or nursing) may have more rigorous requirements. Students should consult admissions officers or college catalogs for details.”

\*SAT has changed to include three tests (Critical Reading, Math, and Writing) yet the colleges have not included this third score (Writing) in their admissions process. Consequently the above SAT numbers reflect a total derived from the addition of the Reading and Math scores only.”

(Requirements for admission to colleges and universities do change from year to year and may adjust during the summertime after this document goes to print. Please look on-line or contact your guidance counselor for up to date information when considering applying to any college or university.)

## **Career Academy Policies**

### **Requirements:**

Each Career Academy (with the exception of the Career and Technical Education Academy) requires students to complete four credits beyond the current Weymouth High School core and non-core graduation requirements. While there will be variance in the combinations of these additional credits, each combination is designed to support the creation of the Capstone project, which is a requirement of all academies as well as a graduation requirement. At graduation, upon successful completion of a Career Academy's requirements, a student will receive a Certificate of Completion from that Career Academy in addition to his/her Weymouth High School diploma.

### **Enrollment**

One of the essential factors for success in a Career Academy model is student choice<sup>1</sup>. Weymouth High School prides itself on having a student driven program of studies. As such, Weymouth High School will allow student interest to guide enrollment in the Career Academies and will make every effort to prevent the capping of enrollment in any of the Career Academies.

### **Application Process**

During course selection of their sophomore year, students will complete an application form and select one of the six Career Academies. However, students must enroll in the Career and Technical Education Academy in their freshman year and must follow all CTE application requirements.

### **Transfer Requests**

While students will select a Career Academy during course selection of their sophomore year, they have until course selection of their junior year to transfer between academies. Each Career Academy provides introductory courses during a student's junior year. This will allow the student to make a meaningful connection with the academy and thus an informed transfer decision. This flexibility can be afforded while still allowing for completion of the new academy's requirements because the majority of the requirements for the academies are completed during senior year.

<sup>1</sup> Stern, D., Dayton, C., & Raby, M. (1998). *Career academies and high school reform*. Berkeley: University of California at Berkeley, Graduate School of Education.

## **CORE ACADEMIES**

### **9th Grade:**

The Weymouth High School Freshman Academy provides an environment that transitions students into the high school. The academy will engage students academically in rigorous curriculum, and 21<sup>st</sup> century skill building. The academy will develop student accountability and career awareness.

### **10th Grade:**

The Weymouth High School Sophomore Academy provides an environment that further engages students in rigorous curriculum, 21<sup>st</sup> century skills and career exploration. The 10<sup>th</sup> grade academy will foster the independence and initiative needed for success in the career academies.

## Sample Grade 9 Credits (Non CTE)

1.0 English (English 1)	1.0 Math (Geometry)	1.0 Science (Integrated or Biology)	1.0 History (Modern World)	1.0 (CTE and/or Foreign Language)	.50 Requirements	Remaining .5 to 1.5 Credits (see below)
Q1	Q1	Q1	Q1	Q1	.25 Health	
Q2	Q2	Q2	Q2	Q2	.25 PE	
Q3	Q3	Q3	Q3	Q3		
Q4	Q4	Q4	Q4	Q4		

**Consideration:** Urge freshmen to select electives in the following manner;

- **Select from the following (min of .25, max of 1.0 credit). These are considered freshmen level pathway courses but would also count towards the 1.5 UA diploma requirement**
  - Active Citizenship (.5 - taught from Humanities)
  - Creative Writing (.5 - taught from Humanities)
  - Business Foundations (.25 - taught from Business)
  - Business/Technology electives (range from .25 to .50 credit)
  - Exploring Computer Science (.5 - taught from Math & Science)
  - Experimental Design (.25 - taught from Math & Science)
  - Two Foreign Languages (1.0 towards UA requirement) (Global Studies)
- **Select from the following (min of .25, max of 1.0 credit)**
  - Art Department electives (range .25 to 1.0 credit)(recommend .5 credit for MassCore completion)
  - Music Department electives (range .25 to 1.0 credit)(recommend .5 for MassCore completion)
  - Business/Technology electives (range from .25 to .50 credit)

## • Sample Grade 10 Credits (Non CTE)

1.0 English (English 2)	1.0 Math (Algebra 1 or 2)	1.0 Science (Biology or Chemistry)	1.0 History (US History 1)	1.0 (For. Lang.) or 2.0 (CTE)	.25 PE	Remaining .75 to 1.75 Credits
Q1	Q1	Q1	Q1	Q1	.25 PE	
Q2	Q2	Q2	Q2	Q2		
Q3	Q3	Q3	Q3	Q3		
Q4	Q4	Q4	Q4	Q4		

- **Select from the following (min of .25, max of 1.0 credit)**
  - Art Department electives (range .25 to 1.0 credit)(recommend .5 credit for MassCore completion)
  - Music Department electives (range .25 to 1.0 credit)(recommend .5 credit for MassCore completion)
  - Business/Technology electives (range from .25 to .50 credit)

## Sample Grade 9 Credits (CTE)

1.0 English (English 1)	1.0 Math (Geometry)	1.0 Science (Integrated or Biology)	1.0 History (Modern World)	1.0 (CTE & PE)	1.0 World Language Recommended	Remaining 1.0 to 2.0 credits (Art, Music, Business)
Q1	Q1	Q1	Q1	Q1		
Q2	Q2	Q2	Q2	Q2		
Q3	Q3	Q3	Q3	Q3		
Q4	Q4	Q4	Q4	Q4 (PE day)		

## . Sample Grade 10 Credits (CTE)

1.0 English (English 2)	1.0 Math (Algebra 1 or 2)	1.0 Science (Biology or Chemistry)	1.0 History (US History 1)	1.0 (CTE & CTE-PE)	1.0 (CTE & CTE-PE)	Remaining 0 to 1.0 Credits Language, Art, Music, Business
Q1	Q1	Q1	Q1	Q1	Q1	Q1
Q2	Q2	Q2	Q2	Q2	Q2	Q2
Q3	Q3	Q3	Q3	Q3	Q3	Q3
Q4	Q4	Q4	Q4	Q4	Q4	Q4

### EXTRA CURRICULAR CLUBS/ORGANIZATIONS

Amnesty International  
 Anime  
 Art Club  
 Astro Club  
 Band  
 Best Buddies  
 Board Game Club  
 Book Club  
 Chess Club  
 Color Guard  
 Coloring Club  
 Community Band  
 Creative Writing  
 Debate Club

DECA  
 Fashion Club  
 Friends of ELL Club  
 GSA  
 Hiking Club  
 High School Quiz Show  
 Jazz Band  
 Literary Magazine  
 Math Team  
 Mindfulness Club  
 Model UN  
 Newspaper  
 Poetry Club  
 Pro Sports Club

Quiz Team  
 Robotics  
 Rotary Club  
 SADD  
 Select Choir  
 Skills USA  
 Step Dance Team  
 Student Advisory Group  
 Student Voice  
 Volunteers in Practice  
 WCAT  
 Weymouth High Theater Co.  
 Yearbook



# Career Academies @

**whs**

**21**

weymouth high school

*What is your tomorrow?*





## Business and Entrepreneurship Academy

### Imagine your future. Do you see yourself . . .

event planning and organizing corporate activities?  
 taking risks on the floor of the Stock Exchange?  
 working in sales and interacting with customers?  
 designing a national advertising campaign for Nike?  
 becoming a Certified Public Accountant?  
 becoming a financial planner?  
 managing the career of a top athlete or recording artist?  
 working in the fashion merchandising industry?  
 becoming a recreation director or an athletic director?  
 owning your own business?

**Every career is part of a business.** In the competitive 21<sup>st</sup> Century marketplace, the nature of business is competition; the versatility of a business background will make any student more marketable. Taking courses along the business pathway will provide a foundation of critical thinking, economic and consumer understanding, and, just as importantly, employability skills. Students will be equipped with the skills to critically analyze business opportunities, utilize technological solutions and create businesses that provide the goods and services for our ever-changing world.

### Mission Statement:

The Weymouth High School Business and Entrepreneurial Academy will build on the core 21<sup>st</sup> century skills by fostering communication, collaboration, and critical thinking. With real-life activities and experiences in finance, marketing, technology and economics, students will gain an understanding of business operations, will explore the advantages and challenges of entrepreneurship, and will be prepared for future academic, business and professional endeavors.

### Career exploration available in this academy:

Accounting/Finance  
 Marketing  
 Sports Management

### Business and Entrepreneurship Academy Requirements

Career Pathways electives	3 credits
Business Capstone	1 credit
<b>Total Credits upon completion of Academy</b>	<b>4 credits</b>

<i><b>BUSINESS Academy</b></i>	<b>Required Credit (1.0)</b> <i>(Ideally taken Junior Year)</i>	<b>2 Additional Credits Needed For Certificate from the recommended courses below</b>	
		<u><i>Primary Recommendations</i></u>	<u><i>Secondary Recommendations</i></u>
<b>Accounting/Finance</b>	<b>-Accounting 1</b>	-Accounting 2 -Business Principles -Principles of Economics	-Public Speaking -Adv. Computer Apps
<b>Marketing and Business Principles</b>	<b>-Business Principles -Marketing/DECA</b>	-Marketing 2 -Entrepreneurship	-Adv. Web Design -Public Speaking

		-Graphic Design	
<b>Sports Management</b>	-Business Principles - Sports Management	- Adv. Computer Apps -Entrepreneurship -Communications & Broadcasting	-Science of Sports -Public Speaking

**Suggested Extra-curricular activities:** DECA, WCAT, Pro Sports Club, Team manager for any sports team, Yearbook



## Career & Technical Education Academy

**Imagine your future. Do you see yourself . . .**

- working in the exciting and rewarding health care field?
- designing and creating plans, as well as cost estimates, for future building and development projects?
- choosing from worldwide employment opportunities in the Automotive Industry after becoming an ASE Certified Mechanic
- working on exciting building projects, while receiving excellent training for post-secondary opportunities in construction and structural engineering?
- becoming a stylist, working in theatrical makeup design or becoming a certified cosmetologist?
- opening your own restaurant or bakery?
- working in one of the many urban fine dining establishments in New York, Boston, or Chicago?

Weymouth High School's Career and Technical Education's cutting-edge, industry-endorsed educational programs offer students a more focused route toward higher education and career success. A Weymouth Career and Technical Education graduate is ensured success in both college academics and the working world.

Students enter Career and Technical Education (CTE) through acceptance into the Exploratory Program. This fast paced, constantly evolving program, presents introductory information to all students from all Career and Technical areas in the first half of the year. After this experience, the student will choose three areas of concentration. Based upon an instructor generated evaluation, the student will enter one of his/her choices for the remainder of the year.

This introduction is followed by three years of progressively intensive study in their chosen field. During this time, the student is encouraged and directed to concentrate on the achievement of a nationally recognized standard, such as the American Culinary Certification. All Career and Technical education students are on a direct pathway to post-secondary education in the form of an associate degree or higher. This is accomplished through articulation agreements with Colleges and Technical Institutes in the United States.

### **Mission Statement:**

The Career and Technical Education Program cultivates student potential by integrating rigorous classroom instruction with relevant, work-based experiences that inspire, guide and empower them for post-secondary college and careers. As an investment in the future of our communities, our state, our nation, and our world, CTE programs cultivate the academic, employability and technical skills that prepare young adults for leadership roles in our ever-changing world.



**Career exploration available in this academy:**

- Allied Health
- Architectural Drafting
- Automotive Technology
- Construction Technology
- Cosmetology
- Culinary Arts
- Early Childhood Education
- Graphic Arts
- Information technology
- Metal Fabrication

**Career and Technical Education Academy Requirements:**

CTE: 7.7 -9.7 credits

CTE Capstone 1.0 credit

**Total Credits upon completion of Academy 8.7-10.7 credits**

<b>CAREER &amp; TECHNICAL EDUCATION</b>	<b><u>SOPHOMORES</u> need: CTE Program (2 periods)</b>	<b><u>JUNIORS</u> need; CTE Program (3 or 4 periods)</b>	<b><u>SENIORS</u> need; - CTE Program (3 or 4 periods) -OSHA 10</b>
---	--	--	---

**Fine Arts Academy****Imagine your future. Do you see yourself...**

publishing your own works of poetry and fiction?  
 writing reviews of films, books and music?  
 photographing news and sporting events?  
 working as a freelance photographer?  
 working as a commercial artist?  
 drawing painting or sculpting?  
 performing as a musician?  
 conducting a music ensemble?  
 recording music as a studio musician?  
 producing sessions for recording artists?  
 teaching the very arts that you are passionate about?

If you see yourself as a part of the literary, artistic, or musical world, the Fine Arts Academy is your best opportunity to make the most of your time at Weymouth High School. While all the Career Academies are designed to enhance the relevance of your course selections, the Fine Arts Academy specifically caters to those students with the desire to leave a creative and artistic impression on the world. By selecting the Fine Arts Academy, you will be preparing yourself for a career as a novelist, poet, freelance photographer, commercial artist, painter, musician, or music producer to name but a few. Consider the fact that some of the most prestigious colleges in the country are dedicated to the arts and art-related career pathways. Don't you deserve to follow your passion, tap into your creative voice, and develop the skills necessary to live the life you have always dreamed of?

**Mission Statement:** The Weymouth High School Fine Arts Academy is designed to enhance and integrate core 21st century skills with the inventive and creative nature of students in preparation for post-secondary education and a career in the arts. Students will be prepared to utilize their creative voice to articulate self-expression in the production of various original texts, art, and performances, while further cultivating the core skills beyond the oral and written word.

**Career exploration available in this academy:**

- Writing
- Music Education
- Music Performance and Industry
- Fine Art
- Commercial Art

**Fine Arts Academy Requirements**

- Pathway courses 3 credits
- Fine Arts Capstone 1 credit

**Total Credits upon completion of Academy 4 credits**

<i><b>FINE ARTS Academy</b></i>	<b>Required Credit (1.0)</b> <i>(Ideally taken Junior Year)</i>	<b>2 Additional Credits Needed For Certificate from the recommended courses below</b>	
		<u><i>Primary Recommendations</i></u>	<u><i>Secondary Recommendations</i></u>
<b>Fine Art</b>	<b>-Art II</b>	-Ceramics 1 -Fine Art Photography -Digital Photo 2 -Form Studies 2	-Art 3 -Ceramics 2
<b>Commercial Art</b>	<b>-Graphic Design 1 -Digital Photo 1</b>	-Graphic Design 2 -Digital Photo 2	-AP Studio Art
<b>Music Education</b>	<b>-Band <u>OR</u> Chorus</b>	-Band <u>OR</u> Chorus -AP Music Theory - Music Theory 1 -Guitar 1 & 2 or Piano 1 & 2	-Music Theory 2 -Careers in Music -Percussion -Fund. of Music Tech. 1 & 2
<b>Music Performance and Industry</b>	<b>-Band <u>OR</u> Chorus</b>	-Music Theory 1 -Careers in Music -Guitar 1 & 2 or Piano 1 & 2	-Music Theory 2 -AP Music Theory -Percussion -Fund. of Music Tech. 1 & 2

**Suggested Extra-curricular activities:** Select Chorus, Jazz Band, Marching Band, Show Choir, Variety Show, winter Percussion, Color Guard, Theatre co.



## Global Studies Academy

### Picture your future, do you see yourself...

advising government officials about customs and policies of other nations?  
 traveling with an international relief organization?  
 providing a voice for international visitors as an interpreter?  
 teaching about other cultures and languages as an educator?  
 volunteering in the Peace Corps?  
 working to advance breakthroughs in science through research?  
 advancing your understanding of the English language through its classical roots?  
 scouting and negotiating for international players as a sports agent?  
 ensuring the safety of our nation as a Homeland Security Officer?  
 participating in a global economy as an international business person?  
 interpreting in Sign Language for the Deaf and hard of hearing?

**Imagine...**using your foreign language skills to work in our global community. Speaking a foreign language not only opens up doors for job opportunities in an international setting, but there is a need for foreign language skills in the United States as well. By enrolling in the Global Studies Academy, students will be exposed to many employment options that are enhanced by knowing a foreign language.

### Mission Statement

The Global Studies Academy seeks to prepare students for world citizenship by integrating the 21st century skills of communication, collaboration, and problem solving. Students will develop proficiency in a world language(s), multi-cultural literacies, and global awareness.

### Career exploration available in this academy:

International Studies  
 Human Services  
 Foreign Language  
 Hospitality Industry  
 International photojournalist, travel writer, correspondent  
 International medical professional  
 Global Literature

### Global Studies Academy Requirements

Pathway Electives	3 credits
GSA Capstone	1 credit
<b>Total Credits upon completion of Academy</b>	<b>4 credits</b>

GLOBAL STUDIES Academy	Required Credit (1.0) (Ideally taken Junior Year)	2 Additional Credits Needed For Certificate from the recommended courses below	
		<u>Primary Recommendations</u>	<u>Secondary Recommendations</u>
International Studies	-a 2nd Foreign Language	-Mythology -Civic and Cult. Lit I	-Human Geography

<b>Human Services</b>	<b>-World Religions - .5 OTHER</b>	-Psychology & Sociology -a 2nd Foreign Language	-a 3rd Foreign Language -Theories of Violence
<b>Foreign Language</b>	<b>-a 2nd Foreign Language</b>	-a 3 <sup>rd</sup> Language	-Semantics -World Literature
<b>Photojournalist, Travel Writer, Correspondent</b>	<b>-Fine Art Photography - .5 OTHER</b>	-Journalism -a 2nd Foreign Language -Digital Photo 1	-Comm. and Broadcasting -Yearbook Creation -Digital Photo 2
<b>Global Literature</b>	<b>-Culture and Conflict - .5 OTHER</b>	-Semantics -World Literature	-World Religions

**Suggested Extra-curricular activities:** Amnesty International, Debate Club, Friends of ELL Club, Student Advisory Group, Student Voice, Volunteers in Practice



## Humanities Academy

**Imagine your future. Do you see yourself...**

teaching young children to read and write in an elementary classroom?  
protecting the public as a law enforcement agent?  
investigating crimes and crime scenes?  
arguing a case before a jury or becoming a judge?  
breaking the next big story on the five o' clock news?  
interviewing politicians, celebrities, and eyewitnesses?  
running your own company, promoting musicians and artists?  
helping clients as a practicing counselor or psychologist?  
rehabilitating criminal offenders?  
running for public office?  
teaching high school or becoming a college professor?  
managing a key politician's national campaign?

Whether you see yourself debating on the Senate floor and writing laws, managing national campaigns for musicians, politicians or products, teaching in an energetic and diverse classroom, protecting the public from dangerous criminals, traveling the world reporting on the latest news, or any of a variety of thrilling careers, the Humanities Academy is the starting point for *your* unique, exciting and dynamic journey.

You *will* change minds and impact the world with your passions, thoughts, speech and writing. You *will* create, debate, inspire, think, counsel and lead. People will turn to *you* for *your* knowledge, perspective, experience and abilities as you blaze your own trail through the 21<sup>st</sup> century. You *will* change the world... and it all begins here, with the Humanities Academy.

Discover who you are, how people think, how they communicate and interact and what it means to be *alive* in the world today by studying the most engaging material in philosophy, ethics, sociology, psychology, law, communications,

education, history and literature. Learn from the greatest thinkers, and add **your voice** to their discussion. Prepare for college and careers by wrestling with real-life problems and contributing to practical solutions, affecting your school, town and world. Discover how to maximize your potential and be the best thinker, reader and communicator you can possibly be. With the Humanities Academy, there are no limits!

**Mission Statement:** Focusing on literature, language, social studies and the related fields, the Humanities Academy will build upon the work of the Core Academies by fostering practical problem-solving, self-discovery and individuality. By extending learning into the community, all students will graduate with the knowledge, values and skills to become successful in a wide variety of careers as well as becoming active and responsible members of society.

**Career exploration available in this academy:**

- Education
- Criminal Justice/Law
- Journalism/Communication
- Psychology/Counseling
- Politics/Public Service
- Liberal Arts

**Humanities Academy Requirements\***

Pathway courses	3 credits
Humanities Capstone	1 credit
<b>Total Credits upon completion of Academy</b>	<b>4 credits</b>

<i><b>HUMANITIES Academy</b></i>	<b>Required Credit (1.0)</b> <i>(Ideally taken Junior Year)</i>	<b>2 Additional Credits Needed For Certificate from the recommended courses below</b>	
		<u><i>Primary Recommendations</i></u>	<u><i>Secondary Recommendations</i></u>
<b>Education</b>	<b>-Public Speaking -Children's Literature</b>	-Psych/Soc (AP Psych) -Civic and Cultural Literacy 1 -Theories of Violence	-Semantics -Civic and Cultural Literacy 2 -World Religions -Introduction to Philosophy
<b>Criminal Justice / Law</b>	<b>-Criminology 1 -Legal Studies 1</b>	-Criminology 2 -Legal Studies 2 -Psych/Soc (AP Psych) -Political Affairs	-Civic and Cultural Literacy 1 -Semantics -(AP Gov/ AP Euro) -Theories of Violence
<b>Journalism/ Communication</b>	<b>-Journalism -Public Speaking</b>	-Yearbook -Broadcasting -Psych/Soc (AP Psych)	- Civic and Cultural Literacy 1 -Comedy -Semantics
<b>Politics/ Public Service</b>	<b>-Political Affairs <u>OR</u> (AP Gov) -Legal Studies 1</b>	-Criminology 1 -Psych/Soc (AP Psych) -Legal Studies 1 -Introduction to Philosophy	-Criminology 2 -Theories of Violence -Semantics -Public Speaking
<b>Psychology/ Counseling</b>	<b>-Psych as a Science 1&amp;2 <u>OR</u> (AP Psych)</b>	-Anatomy & Physiology -Statistics -Criminology 1	-Semantics -Comedy -Theories of Violence -Criminology 2
<b>Writing</b>	<b>-Art of Writing -Journalism</b>	-Psych/Soc (AP Psych) -Comedy -Film Criticism	-Theories of Violence -Introduction to Philosophy -Semantics
<b>Liberal Arts</b>	<b>-Legal Studies 1</b>	-Psych/Soc (AP Psych)	-Theories of Violence

	<b>-Public Speaking</b>	-Semantics -Introduction to Philosophy	-World Religions
--	-------------------------	---	------------------

**Suggested Extra-curricular activities:** Best Buddies, Debate Club, Literary Magazine, Newspaper, Rotary Club, SADD, Student Advisory Group, Student Voice, Volunteers in Practice, WCAT, Yearbook



## STEM Academy

**Imagine your future. Do you see yourself . . .**

working with a team of researchers in a lab or in the field?  
 programming and testing the latest video game?  
 writing code for the world's leading software companies?  
 proving and disproving cutting-edge theorems in mathematics?  
 identifying and cataloguing new species of plants or animals?  
 helping architects design structurally sound buildings and bridges?  
 researching and designing new drugs to help cure cancer and other maladies?  
 using statistics to predict the future of financial markets?  
 working with animals as a veterinarian or veterinary assistant?  
 teaching math or science to a group of eager students?  
 becoming an environmental engineer to study the effects of global warming?  
 working in the renewable energy sector as a Wind Farm Project Developer?  
 studying ocean currents as a marine biologist?  
 being part of a research and development team on the newest hybrid vehicle?

We live in a world defined by science, technology, engineering and math. Your phone, your television, your computer and even the cars in which you ride around, all are the products of years of scientific and mathematical research. Without dedicated mathematicians and scientists we would live in a world far different than the one in which we live. We would not have doctors to care for the sick (human or otherwise). We would not have chemists to discover cures for illness. We would not have the internet bringing information to our fingertips. We would be stuck in the Iron Age – if we were lucky.

Have you ever heard a scientific discovery announced and been excited? Whether it is the discovery of a new species of animal, the first picture of a pulsar, or the testing of a new medicine you could be a part of that in the future. Have you ever looked forward to a new video game or the release of a new search engine? You could be on the development side someday. Has the discovery of a new prime number or a new way of encoding data ever intrigued you? Your name could be on the next major breakthrough. STEM drives humanity forward as we progress to the future. You could be a part of that future!

**Mission Statement:** The WHS STEM Academy will prepare students for 21<sup>st</sup> Century careers through the development of problem solving techniques using both inductive and deductive logic, as well as, developing abstract and critical thinking and communication skills.

**Career exploration available in this academy:**

Computer Programming  
 Medical  
 Engineering  
 Physical Science  
 Biological Science  
 Statistical Science

**STEM Academy Requirements:**

Pathway courses

3 credits

STEM Capstone

1.0 credits

**Total Credits upon completion of Academy****4 credits**

<i>STEM Academy</i>	<b>Required Credit (1.0)</b> <i>(Ideally taken Junior Year)</i>	<b>2 Additional Credits Needed For Certificate from the recommended courses below</b>	
		<u><i>Primary Recommendations</i></u>	<u><i>Secondary Recommendations</i></u>
<b>Computer Programming</b>	-Chemistry <u>OR</u> Physics -Algebra 2 <u>OR</u> Higher -Java I and II	-Pre Calculus <u>OR</u> Calculus -AP Computer Science -Physics CP <u>OR</u> AP Science Course	-AP Science Course
<b>Medical</b>	-Chemistry <u>OR</u> Physics -Algebra 2 <u>OR</u> Higher	-Physics/AP Bio/AP Chemistry -Pre Calculus or Calculus -Anatomy & Physiology	-Bio-Ethics -Organic Chemistry -Biochemistry -Latin -Philosophy
<b>Biological Science</b>	-Chemistry <u>OR</u> Physics -Algebra 2 <u>OR</u> Higher	-Physics or AP Bio -Pre Calculus or Calculus -Marine Biology -Botany	-Environmental Science -Ethics -Organic Chemistry - Biochemistry
<b>Physical Science</b>	-Chemistry <u>OR</u> Physics -Algebra 2 <u>OR</u> Higher	-Physics, AP Physics or AP Chem. -Pre Calculus or Calculus - Geology	-Java I and II -Oceanography -Astronomy -Meteorology -Environmental Science
<b>Engineering</b>	-Chemistry <u>OR</u> Physics -Algebra 2 <u>OR</u> Higher -Java I	-Physics or AP Physics C -Pre Calculus or Calculus -Engineering Design	-Additional programming courses
<b>Statistical Science</b>	-Chemistry <u>OR</u> Physics -Algebra 2 <u>OR</u> Higher	-Pre Calculus or Calculus -Statistics or AP Statistics -Physics, AP Bio or Chemistry	

**Suggested Extra-curricular activities:** Math Team, Robotics

# ART

Seventy-five percent of one's day is spent making visual decisions. Learning how to make those decisions is important. Therefore, take a course in the art and logic of making the right decisions. Learn how to observe, appreciate, and create a better, richer, and more intelligent approach to all you see and do. This is the art we teach – the art of living.

The prime concern of the Art Department is to enrich and reward the lives of students by teaching them to see. Our program is designed to develop critical and creative thinking in many areas of two and three – dimensional design. Our intent is to have students become more comfortable with increasingly more sophisticated projects incorporating the elements and principles of design. Courses are designed to be sequential by continuing and enriching skills acquired in previous courses.

## **22001 DRAWING AND PAINTING**

College Prep

(.5 credit)

This course is designed to meet the needs of the motivated art student through the lens of still life, found object, anatomical studies, and others. Emphasis will be on skill development in drawing and painting from life using a wide variety of mediums and art materials. (Semester course, open to grades 9, 10, 11, 12)

## **22021 SCULPTURE I**

College Prep

(.5 credit)

The course is a hands on problem solving class that uses sculptural materials such as cardboard, wood, wire and paper to create 3 dimensional representational and abstract sculptures. (Semester course, open to grades 9, 10, 11, 12)

## **22071 SCULPTURE II**

College Prep

(.5 credit)

Sculpture II is a studio course designed for students interested in expanding on the skills learned in Sculpture I. Students will use sculpture to depict a personal experience, collaborate with others and explore various materials to produce meaningful personal work and group installations. *Prerequisite:* Completion of Sculpture (Semester course, open to grades 9, 10, 11, 12)

## **22011 INTRODUCTION TO ART HISTORY**

College Prep

(.5 credit)

This course examines the major stages of visual art from the cave paintings of Lascaux to the insurgence of modern street art. Students will be exposed to major works of art through image analysis, class discussion and research. Art which has reflected both cultural and social significance will be analyzed alongside its use as visual language. (Semester course, open to grade 9)

## **22051 COMIC CREATION**

College Prep

(.5 credit)

Comic Creation focuses on experimentation and innovation through an understanding of art in comics, the history of the comic strip and its role as a social and political commentary in American culture. Emphasis is placed on drawing, character development and narrative skills. (Semester course, open to grade 9, 10, 11, 12)

## **22121 35mm FILM PHOTOGRAPHY 1**

College Prep

(.5 credit)

35mm Film Photography I is a studio course designed for students interested in learning the photographic processes using a manual film camera and the darkroom. Processes include learning darkroom equipment, chemical timing, how to use and shoot 35mm black and white film on a manual SLR camera, develop film, create contact sheets, and produce black and white prints. A strong emphasis is placed on proper technique and composition. Students also learn a brief history of photography and about famous photographers

*Prerequisite:* Students must have a manually adjustable film camera. There is a \$40 fee for this course for photo paper and darkroom chemicals which does not include film. (Semester course, open to grades 9, 10, 11, 12)

## **22131 35mm FILM PHOTOGRAPHY 2**

College Prep

(.5 credit)

35mm Film Photography II is a studio course designed for students interested in continuing their learning of the photographic processes using a manual film camera and darkroom with emphasis upon artistic expression,



experimentation, proper technique and, composition. Students will continue learning the history of photography and about famous photographers.

**Prerequisite:** Students must have successfully completed 35mm Film Photography I, must have a manually adjustable 35mm camera. There is a \$40 fee for this course for photo paper and darkroom chemicals which does not include film. (Semester course, open to grades 9, 10, 11, 12)

**22141 DIGITAL PHOTOGRAPHY I** College Prep (.5 credit)

Students will explore the exciting world of digital photography. They will learn how to compose a photograph, learn the basics of Adobe Photoshop to edit images, and learn the basics of composition rules and the camera operations, all while working in the Art Mac Lab

**Prerequisite:** Students must have a digital camera. There is a \$30 fee for this course for the cost of photo paper and digital printer ink. (Semester course, open to grades 9, 10, 11, 12)

**22151 DIGITAL PHOTOGRAPHY II** College Prep (.5 credit)

Students will continue to explore the exciting world of digital photography. They will learn advanced techniques of Adobe Photoshop to edit images, and continue to build photography of work, all while working in the Art Mac Lab.

**Prerequisite:** Students must have a digital camera and have successfully completed Digital Photography I. There is a \$30 fee for this course for the cost of photo paper and digital printer ink. (Semester course open to grades 9, 10, 11, 12)

**22161/22160 DIGITAL PHOTOGRAPHY III** College Prep/Honors (.5 credit)

Students will continue to explore the exciting career of digital photography in an independent way by refining their individual photographic styles and techniques. They will research on their own with teacher guidance to learn more advanced techniques of Adobe Photoshop all while continuing to create a refined photography portfolio while working in the Art Mac Lab

**Prerequisite:** Successful completion of Digital Photography II. Students must have a digital camera. There is a \$30 fee for this course for the cost of photo paper and digital printer ink.) (Semester course, open to grade 10, 11, 12)

**22201 ART I** College Prep (1 credit)

This is the first course in the advanced art series (Art I, Art II, and AP Studio), and is designed as a studio course for the serious art student. The primary focus of Art I is to develop the foundation level skills necessary for successful creative expression and visual communications. These skills are imperative and necessary for all future art courses. Areas of concentration include: observational drawing, color theory, and sculptural exploration. Art history and the development of creative and critical thinking skills are also explored in this course. This course is appropriate for all students particularly those who wish to pursue a career in the arts. (Full year course, open to grades 9, 10, 11, 12)

**22301 ART II** College Prep (1 credit)

Art II is the second course in the advanced art series (Art I, Art II and AP Studio) and is designed as a studio course for the advanced art student. It expands on the skills developed in Art I with emphasis on advanced drawing, painting, and sculptural techniques.

**Prerequisite:** Successful completion of Art I (Full year course, open to grades 10, 11, 12)

**22509 AP STUDIO ART** Advanced Placement (1 credit)

The content of this course is based on the curriculum of the College Board for the AP Studio Art course. It is a rigorous course for the highly motivated art student and it has been designed to help students prepare for the AP Studio art portfolio. Topics include an advanced study of color analysis, and advanced portfolio concentration. Students will complete a thorough portfolio which will include College Board requirements of 12 breadth, 5 quality, and 12 concentration artworks for a total of 29 artworks

**Prerequisite:** Successful completion of Art II Summer work may be required. In order to earn AP credit in this course, a student must take the AP exam.(Full year course, open to grade 11,12)

**22031 CERAMICS I**

College Prep

(.5 credit)

This course introduces the materials and techniques used in the ceramic arts. Students will develop an understanding of 3-dimensional design while creating sculptural stoneware and functional pottery. Fundamentals of glazing and aesthetic ceramics will also be explored.

(Semester course, open grades 9, 10, 11, 12)

**22041 CERAMICS II**

College Prep

(.5 credit)

Ceramics II is a studio course designed for students interested in expanding on the skills learned in Ceramics I. Emphasis will be on figurative sculptures, advanced glazing techniques, kiln loading and unloading, and wheel thrown pottery. Mold making and commercial casting will also be explored. Enrollment is limited to 15 due to the number of wheels and space in the kiln. This course runs in the first semester only.

Prerequisite: Successful completion of Ceramics I (Semester course, open to grades 10, 11, 12)

**18201 YEARBOOK PRODUCTION**

College Prep

(.25 credit)

This course is designed to provide the necessary skills and training in the field of yearbook production. The class will focus on page planning, photo editing, and final completion of the yearbook. While extensive computer knowledge is not required, it is important to be familiar with the Mac computer and usage of the internet. (3<sup>rd</sup> quarter course only, open to grades 10, 11, and 12)

**18211 YEARBOOK CREATION**

College Prep

(.5 credit)

This course will cover all aspects of the creation of a school annual, including Adobe Photoshop, and Digital Imaging. Students will write and edit text for the yearbook; take, select, crop, and position graphic images; sell advertising; and participate in the marketing of the end product. After-school projects will be required. The first Quarter is graded on a "pass/fail" basis only. The final grade, which will be calculated in the GPA and class rank, will be a letter grade.

Prerequisite: Previous yearbook experience preferred (First Semester course open to grade 12)

*Courses granting Art credit, but otherwise appearing in other curriculum content areas*

**24731 GRAPHIC DESIGN I**

College Prep

(.5 Credit)

This class is an introduction to visual communications in the field of graphic design. Classes will cover graphic design topics and information ranging from typographic terminology, elements and principles of design, and methods of visual design. Students will utilize the Mac Lab to learn about aesthetics, graphic form and structure, concept development and visual organization. Students will refine their computer skills through applications using Adobe Photoshop, Illustrator, and InDesign requiring a digital format.

Prerequisite: Successful completion of an art class at the high school level (Half year semester course, open to grades 10, 11, 12)

*\*This course is also listed in the Career and Technical portion of the Program of Studies*

**24741 GRAPHIC DESIGN II**

College Prep

(.5 Credit)

This class is a continuation of the visual communications in the field of graphic design. Classes will continue to develop concepts in graphic design such as typographic terminology, elements and principles of design, and methods of visual design. Students will utilize the Mac Lab to learn about aesthetics, graphic form and structure, concept development and visual organization. Students will refine their computer skills through applications requiring using Adobe Photoshop, Illustrator, and InDesign a digital format.

Prerequisite: Successful completion Graphic Design I (Half year semester course, open to grades 10, 11, 12)

*\*This course is also listed in the Career and Technical portion of the Program of Studies*

# BUSINESS TECHNOLOGY

The curriculum of the Business and Technology Department is structured to give students the opportunity to explore and learn a variety of technology-based business skills necessary to meet their career goals, prepare for advanced study, and to become better consumers and investors in the 21<sup>st</sup> Century. Students completing business technology courses develop computer and business skills currently used in today's world. These courses serve as keystones for success in advanced courses at the college level, for building future career leadership ability through an understanding of the various fields of business, and for using technology to achieve personal goals.

## **18001(CP) BASIC WEB DESIGN**

College Prep

(.25 credit)

This course is designed to provide the necessary skills and training in the field of Web Design. The class will focus on web page planning, basic design, layout and construction, setup and maintenance of a web site, HTML, and various web page and image creation tools. This course is taught in a PC environment, but all skills are transferable to the Macintosh. Students will develop a portfolio of sites during the course. While extensive computer experience is not required to enroll in the class, it is important to be familiar with Windows XP, word processing, and the Internet. The course is self-paced allowing students to progress at their own speed. This course satisfies the Unified Arts credit requirement.  
(Quarter course, open to grades 9, 10, 11, 12)

## **18010(H) ADVANCED WEB DESIGN**

Honors

(.5 credit)

This course is designed to provide advanced skills and training in the field of Web Design. The class will focus on advanced web page planning and design, editing HTML code, creating templates and style sheets, working with CSS styles, creating forms, scrolling lists and drop down menus. Other topics will include: Image maps, behaviors, using Spry widgets, interactive forms, and media objects. Students will develop a portfolio of sites during the course. Successful completion of Basic Web Design is required to enroll in the class, unless otherwise approved by the instructor. It is important to be familiar with Windows, file management, word processing, and the Internet. The course is self-paced, allowing students to progress at their own speed. This course satisfies the Unified Arts credit requirement.  
Semester course, open to grades 9, 10, 11, 12

## **18021 MICROSOFT WORD WITH KEYBOARDING TECHNIQUES**

College Prep

(.25 credit)

This course is designed to introduce students to the basic concepts of word processing as applied to letters, outlines, tables, and academic reports while refining and reinforcing to keyboard quickly, accurately and with correct techniques. Students will learn to blend these computer skills to use the primary applications of Microsoft Word software and to apply them competently to school projects. This will prepare students for the workplace and post-secondary education. This course satisfies the Unified Arts credit requirement.  
(Quarter course, open to grades 9, 10 or by departmental approval)

## **18031 BASIC COMPUTER SOFTWARE APPLICATIONS**

College Prep

(.5 credit)

This course is designed to provide students an introduction to Microsoft Windows, and Microsoft Office 2010. Students will prepare and produce communications, presentations, publications, and reports using Microsoft Word, Excel, Access, PowerPoint, the Internet, and other technology tools. Students will be exposed to practical business examples of the computer as a useful tool. They will analyze, select and apply appropriate software to accomplish specific tasks using Microsoft Office and other software applications. Students will employ technology application skills for critical, problem solving, and will use an exercise-oriented approach that allows learning by doing. This course satisfies the Unified Arts credit requirement.

(Semester course, open to grades 9, 10, 11, 12)

## **18040 ADVANCED COMPUTER SOFTWARE APPLICATIONS/ MS WORD, POWERPOINT, EXCEL AND ACCESS**

Honors

(.5 credit)

This course is designed to provide the necessary skills and training in **MS Office Professional**. The hands-on approach includes Word application to create tables, charts, form letters, mail merges and newsletters, advanced PowerPoint presentations using visual elements, animation and graphical presentations, Excel applications using formulas and

functions, preparation of graphs, interacting with the Internet, and database concepts that allow students to structure, and create database tables, query a database, print reports, and prepare graphic presentations. This course is strongly recommended for students planning to attend a two or four year college or entering a career in business upon graduation. This course satisfies the Unified Arts credit requirement.  
(Semester course, open to grades 10, 11, 12)

**18061 PERSONAL FINANCE AND DECISION MAKING** College Prep (.25 credit)

This course is designed to educate high school students about sound money management skills and the financial planning process, and help students begin to develop positive behaviors that are necessary to attaining financial maturity and achieving a secure future. Students will investigate daily life survival skills and wise money management in today's consumer world. Students will investigate goals and career choices for future planning, banking, budgeting, and credit. Effective allocation of money for credit, savings, investing, and everyday living expenses will be explored. This course satisfies the Unified Arts credit requirement.

(Quarter course, open to grade 11, 12 - seniors will only be allowed to take this course in Terms 1, 2 or 3)

**18081 BUSINESS PRINCIPLES AND MANAGEMENT** College Prep (.5 credit)

Business Principles and Management teaches students to understand and appreciate the importance of business in our economy. Students gain an understanding of the activities involved in the successful operation of a business and learn to make decisions in the role of a business owner/manager. In addition, guest speakers from businesses are invited to share their expertise with the class, and students are invited to shadow a business person from the community in a career of their choice. This course satisfies the Unified Arts credit requirement. (Semester course, open to grades 10, 11, 12)

**18091 ENTREPRENEURSHIP** College Prep (.5 credit)

This course is designed to teach students the basic skills necessary to start, own and operate a business. Topics will include the social, ethical, legal, economic and financial management aspects of business ownership. Students will write a business plan using current computer software. Career awareness of the many opportunities in entrepreneurship will be presented. Students in this class will also participate in DECA competitive events. This course satisfies the Unified Arts credit requirement.

(Semester course, open to grades 11, 12)

**18100(H) / 18101(CP) COLLEGE ACCOUNTING I** Honors/College Prep (1 credit)

This course introduces the financial foundation for any career of your choice. It is an introduction to the principles, concepts, and procedures of beginning accounting and it will acquaint the students with the various business forms used such as; journals, ledgers and financial statements through the steps of the accounting cycle. Accounting is the "language of business" and having a grasp of the language and application will help put you in demand for entry level business jobs and/or post-secondary education. Accounting software will be introduced in this class. This course satisfies the Unified Arts credit requirement.

(Full year course, open to grades 10, 11, 12)

**18110 ADVANCED ACCOUNTING II** Honors (.5 credit)

Accounting II is designed for students who want to further explore accounting or finance as a possible career choice. Students will comprehend accounting control systems, general accounting adjustments, payroll and tax records, inventory, and notes payable and receivable. In addition, students will analyze and interpret financial statements. Partnerships and Corporations will also be covered. Accounting software will continue to be used in this curriculum. This course satisfies the Unified Arts credit requirement.

Prerequisite: Successful completion of Accounting I (Full year course, open to grades 11, 12)

**18121 FINANCIAL MATHEMATICS USING EXCEL** College Prep (.5 credit)

This course will include the study of a variety of financial mathematical concepts and skills using Microsoft Excel. Topics will include: Percentages, Bank Services, Payroll, Taxes and Insurance, Purchasing Merchandise, Markup and Markdown, and Calculating Interest. Students will work with Excel to create applications using formulas and functions and What-If Analysis. Students will develop an understanding of financial mathematics and Microsoft Excel that will provide real

world connections and practical applications of Math in a business atmosphere. This course satisfies the Unified Arts credit requirement.(Semester course, open to grades 10, 11, 12)

**18141 COMMUNICATIONS AND BROADCASTING** College Prep (.5 credit)

Students will learn the basics of video production by participating in the pre-production, production, and post production of the WCAT morning announcements. Students will rotate as crew members to learn the setup and operation of cameras, microphones, the audio mixer, and the application of special effects as members of the production crew. Students will also learn video editing techniques as they produce short videos which will air during the morning meeting period. Students will be required to video school related activities that may occur outside of normal school hours. This course satisfies the Unified Arts credit requirement.

(Semester course open to grades 10, 11, 12)

**18151 ACCOUNTING WITH QUICKBOOKS/ FINANCIAL CONCEPTS WITH EXCEL** College Prep (.5 credit)

Accounting with QuickBooks is designed for students who want to further explore accounting or finance as a possible career choice. Students will use the accounting software QuickBooks to computerize accounts receivable, payables, chart of accounts, inventory, invoices, statements, banking functions and manage revenue and expenses. In addition, students will produce computerized balance sheets and profit and loss statements. This course will include the study of a variety of financial concepts and skills using Microsoft Excel. Topics will include: Bank Services, Payroll, Taxes and Insurance, Purchasing Merchandise, Markup and Markdown, Interest, Credit and Mortgages, Annuities, Stocks and Bonds, Depreciation, Financial Statements and Business Statistics. Students will work with Excel to create applications using formulas and functions and What-If Analysis. Students will develop and understanding of financial mathematics and Microsoft Excel that will provide a solid foundation for those interested in a business management profession. This course satisfies the Unified Arts credit requirement.

Prerequisite: Successful completion of first semester Accounting I (Semester course, open to grades 11, 12)

**18161 SPORTS MANAGEMENT** College Prep (.5 credit)

This course will help students develop an understanding of how management and marketing principles and strategies are applied in the sports and entertainment industry. Students will explore the history of the industry, products, economic impact, pricing, strategies, promotions, branding, licensing, research and careers. Students will also analyze actual strategies, plans, and management techniques-through case studies. This course satisfies the Unified Arts credit requirement.(Semester course, open to grades 11, 12)

**18181 MARKETING/DECA** College Prep (.5 credit)

This course is an introduction to retail marketing and management. Students will learn and apply the foundations and functions of marketing, management and learn to make rational economic decisions. Marketing analysis and segmentation, types of consumers, promotion, advertising, selling, and careers in marketing are among the wide range of topics covered. Computers will be incorporated and will include business simulations. Students will have the opportunity to join DECA, is an international marketing association for high school students. Membership in the high school division is restricted to students with a career interest in hospitality, finance, sales and service, business administration and/or entrepreneurship. DECA programs are co-curricular, meaning programs complement nationally recognized curriculum standards in the classroom and then go further to incorporate realistic, educational experiences not available through classroom instruction alone. A major responsibility of this course is running the school store. The goal of the class is to provide students with a well-rounded introduction into the exciting and ever-changing world of operating a business. This course satisfies the Unified Arts credit requirement. (Semester course, open to grades 10, 11, 12)

**18191 MARKETING II** College Prep (.5 credit)

This course offers students the opportunity to continue to develop their marketing/management skills. Topics will include e-commerce and store management. A major responsibility of this course is running the school store. This includes merchandising, inventory control, management, security, and marketing of the school store. Students will complete comprehensive marketing projects. Students will also have the opportunity to join DECA. This course satisfies the Unified Arts credit requirement.

Prerequisite: Successful completion of Marketing/DECA (Semester course, open to grade 12)

### **18071 BUSINESS FOUNDATIONS**

College Prep

(.25 credits)

Do you want to be a doctor? Lawyer? Engineer? CEO? Understanding business basics is essential for ALL careers. Business Foundations will give you a broad exposure to business activities including economics, communication, entrepreneurship, ethics, management, marketing and more. This class is HIGHLY recommended for all students with an interest in business and provides the groundwork for future business courses. This class satisfies the Unified Arts credit requirement. (Quarter course open to 9th graders)

## **CAREER AND TECHNICAL EDUCATION**

The Career and Technical Education courses provide each student with a comprehensive education that prepares them for gainful employment. Through a solid career and technical/academic education program, each student will be prepared to successfully meet the demands of ever-changing technologies while adapting to current and future occupational and educational trends.

Career and technical studies provide an education that enables students to obtain employment upon graduation or to advance to further educational opportunities. Weymouth endeavors to go beyond skills training to provide each student with a comprehensive education that includes higher level thinking skills, problem-solving skills and the theoretical basis for various technologies.

For more information about the CTE admission process, please visit <http://www.weymouthschools.org/weymouth-high-school/career-technical-education/pages/application-process-0>

### **CO-OPERATIVE EDUCATION OPTIONS FOR CAREER AND TECHNICAL EDUCATION STUDENTS**

The Weymouth High School Career and Technical Education Program offer a Co-Operative Education Work Training opportunity to all eligible students. This program is designed to give students an opportunity to participate in an on the job work experience in their chosen CTE area.

Students in the Co-Op program receive pay for their time on the job and are covered by Worker's Compensation by the cooperating employer. The students will be required to provide their own transportation to the work site.

Random, periodic on the job observations of each student will be made by staff members to ensure that the most beneficial training is taking place. A student's quarterly grade will reflect the combined input from three sources: the employer's weekly report, staff visitations and the CTE instructor.

Eligibility requirements and criteria can be found in the Weymouth High School Career and Technical Education Co-Operative Education Information Guidelines.

### **24011 TECHNICAL EXPLORATORY**

College Prep

(.9 credits)

Students who complete an application for admission to the Career and Technical Education Program, and have been approved using the established criteria in the admission policy (based on grades, attendance, discipline and recommendation), will participate in a vocational-technical exploratory program. This program is designed to help them learn about their talents, interests and non-traditional careers relative to a variety of technical programs. During the first cycle students will be assessed in career talent and interest by participating in a career assessment tool. Students will then explore each of the ten programs for approximately 13 days. At the end of this period, students will be assessed again for talent & interest using the career assessment tool. This data will be shared with the student and/or parent(s)/guardian(s)

through the Career & Technical Education director, teachers and guidance counselors. The students will then submit their top three choices. Final shop choices for exploration are determined before 4<sup>th</sup> term. See your guidance counselor for details. All students in Exploratory will be exposed to all 10 technical shop areas.  
(Full Year Course, open to CTE Technical Exploratory students only)

## **CAREER AND TECHNICAL PROGRAMS**

### **Drafting & Design Technology (CAD)**

This course will introduce students to the world of Architectural and Engineering Design & Drafting through a series of real world applications. Students will learn basic Hand Drafting techniques and will utilize the computer- drawing program *AutoCAD 2016*, and *Sketch- Up* in the classroom lab setting. Students will be exposed to career pathways in Architecture, Engineering and Interior Design. This course is designed and recommended for students who are interested in the technical drawing fields and/or plan to continue their education at a Post-Secondary -level.

### **Automotive Technology**

Students in this program will learn shop safety and the use of basic hand and power tools as related to the automotive industry. Students will also be introduced to automotive systems such as, wheels and tires, steering and suspension, brakes, fuel systems, cooling systems, exhaust systems and lubrication service.

### **Early Childhood Education and Teaching**

This course provides students the opportunity to explore the childcare profession as a vocation and to prepare for a career working with children. Students learn in a supervised environment working with toddlers, and preschoolers in the on-site child care center. Various topics include toy selection and safety, career opportunities, and curriculum development.

### **Information Technology**

Students will receive a basic introduction and exposure to computers and networking. They will learn about various computer components and associated computer terminology as they disassemble, and then reassemble a working computer. Networking security is explored and an internet cable will be handmade.

### **Construction Technology**

Students will learn basic carpentry techniques as they relate to the construction industry through the use of basic power and hand tools. An emphasis is placed on safety as students build a small project that they bring home.

### **Cosmetology**

This course is designed to expose students to the vigorous tasks in this occupational area. Topics include professional career options and requirements, safety, hygiene, nail art, manicuring, and basic hair styling.

### **Culinary Arts**

Students will learn basic culinary terminology, safety, and sanitation procedures. The goals and objectives for this course are to assess and evaluate students' interest and aptitude as they rotate through the curriculum and workstations in the kitchen.

### **Graphic Communications**

This program will introduce students to the Graphic Communications industry and the career opportunities available in graphic design, advertising, and printing (digital, traditional offset, and screen printing). Students will also be introduced to some of the basic processes and perform basic operations on the latest printing and design software technology.

### **Allied Health Careers**

This program introduces students to routine medical and nursing-related services for patients under the training and supervision of a registered nurse. Students in this program will explore employment opportunities in hospitals, clinics, HMO's, assisted-living and nursing homes, home health care agencies and physician's offices.

## **Metal Fabrication**

Students in this program will be exposed to basic metal skills while learning to use hand tools and shop equipment safely. These skills will be used to fabricate and weld small projects such as: metal roses, metal dice and a sheet metal box.

## ***Robotics and Automation Technology***

*Students will work with computer aided drafting, 3-D printing and both induct rail control theory and relay ladder logic circuits to gain an understanding of the field as well as career pathways. **Program pending approval from the State.***

## **ARTICULATION AGREEMENTS**

An Articulation Agreement is a written contract between the high school and a post-secondary institution regarding a specific career or technical program. The high school and the post-secondary institution faculty meet to determine similarities in the curriculum and develop a program pathway. Some agreements may grant guaranteed placement in a program while others may grant college credit for courses successfully completed in high school. Each agreement is individually developed to assure a sequence of progressive achievement leading to degrees or certificates in a program.

The following is a list of Articulation Agreements in place for Career and Technical Education students at WHS. Details for each agreement may be found on the high school web page.

### **Information Technology**

- Central Maine Community College
- Quincy College
- Bunker Hill Community College
- New England Institute of Technology
- Benjamin Franklin Institute of Technology

### **Culinary**

- Johnson and Wales University
- Central Maine Community College
- Massasoit Community College
- Culinary Institute of America
- Newbury College

### **Architectural Drafting**

- New England Institute of Technology
- Benjamin Franklin Institute of Technology
- All Massachusetts Community Colleges

### **Early Childhood Education**

- Massasoit Community College
- Quincy College

### **Graphic Communication**

- Central Maine Community College
- Quincy College

### **Automotive Technology**

- Central Maine Community College
- Benjamin Franklin Institute of Technology
- Mass Bay Community College
- Universal Technical Institute
- New England Technical Institute



Construction Technology  
New England Institute of Technology  
Carpenters Union

Metal Fabrication  
Massasoit Community College  
Sheet Metal Local

Allied Health  
Quincy College

## **DRAFTING AND DESIGN TECHNOLOGY**

The Drafting and Design Technology program will provide young people with the skills needed to function in the modern architectural/engineering environment. This program will prepare students to communicate design ideas via architectural drawings, construction documents and visual presentations. Students will analyze past and modern construction methods and materials. Design documentation will include construction specifications utilizing CSI Standards, cost estimations and project scheduling. This course will identify all aspects of training/courses students will be required to take in college. The classroom is set up to imitate a modern architectural office. Students will advance through the program based on competency, production, responsibility and accuracy. All courses utilize the computer drawing program, AutoCAD 2016 and Google Sketch –Up

### **24241 DRAFTING AND DESIGN TECHNOLOGY I** College Prep (1.9 credits)

First year drafting students will be introduced to the design process through a series of “real world” problems. Students will study the phases of design with an emphasis on schematic and design development. Fundamental drawing requirements of the trade are defined including but not limited to scale, two and three dimensional drawings and orthographic projection. Presentation skills will also be developed within the classroom. The computer drawing program AutoCAD & Google Sketch-Up will be introduced during the second semester. *Prerequisite:* 75% or better in Technical Exploratory (Full year course, meeting two periods a day)

### **24251 DRAFTING AND DESIGN TECHNOLOGY II** College Prep (2.9 credits)

Second year students will study building construction materials and methods with a focus on residential construction. National (BOCA), Mass. State and local building codes will be introduced as well as ADA regulations. Students will focus on the construction drawing phase. All drawings will be prepared utilizing the architectural drawing program, AutoCAD & Google Sketch-Up. An emphasis on “Design/Build” will include interaction with the Construction Technology Program and visits to local construction projects. Presentation skills will be expanded

### **24261 DRAFTING AND DESIGN TECHNOLOGY III** College Prep (2.9 credits)

Third year students will study building construction materials and methods with a focus on commercial construction. National (BOCA), Mass. State and local building codes will be introduced as well as ADA regulations. Students will focus on the construction drawing phase. All drawings will be prepared utilizing the architectural drawing program, AutoCAD & Google Sketch-Up. An emphasis on “Design/Build” will include interaction with the Construction Technology Program and visits to local construction projects. Presentation skills will be expanded.  
(Full year course, meeting three periods a day)

## **AUTOMOTIVE TECHNOLOGY**

The Automotive Technology program is designed to provide instruction in all phases of automotive repair. Students will acquire the basic knowledge and skills required to diagnose malfunctions in mechanical and electrical systems, and make necessary repairs. Completion of this program will qualify the student as an entry-level automotive technician. Upon completion of the program, students will have attained 1280 hours toward their NATEF AST Certification (National

Automotive Technical Education Foundation – Automotive Service Technician) and 2 ½ years toward their 3-year requirement for ASE (Automotive Service Excellence). The Automotive Technology department prides itself on having the ability to train students on the most up-to-date equipment and procedures used in automotive technology today.

**24301 AUTOMOTIVE TECHNOLOGY I** College Prep (1.9 credits)

Automotive Technology I will cover the basic fundamentals of auto repair including, shop safety, tools and equipment, lubrication service, exhaust service, and tire and brake service. Students will acquire 80 hours toward their ATech basic electrical competencies. The focus will be on the entry-level technician skillset.

Prerequisite: 75% or better in Technical Exploratory (Full year course, meeting two periods a day)

**24311 AUTOMOTIVE TECHNOLOGY II** College Prep (2.9 credits)

In the second year, the Automotive Technology Program will concentrate on advanced level troubleshooting and diagnostics in several areas, such as engine tune-up, electrical systems, front end and chassis service, as well as fuel injection service.

Prerequisite: 75% or better in Automotive Technology I (Full year course, meeting three periods a day)

**24321 RELATED AUTOMOTIVE TECHNOLOGY II** College Prep (1 credit)

The Related Automotive Technology II Program is designed to complement and support instruction given to career and technical education students and this instruction is correlated as much as possible with activities currently being taught in the shop. Topics include: safety training, related academic instruction in math, science and English, technical program-related theory instruction, and electrical diagnostics. Required course for all Level II students.

Prerequisite: 75% or better in Automotive Technology I (Full year course, meeting one period a day)

**24331 AUTOMOTIVE TECHNOLOGY III** College Prep (2.9 credits)

The Automotive Technology student can expect the work to become more specific and difficult. Seniors will engage in drivetrain diagnosis and overhaul, communication data BUS circuits, emissions control systems, powertrain and HVAC. An emphasis will be placed on customer service and satisfaction.

Prerequisite: 75% or better in Automotive Technology II (Full year course, meeting three periods a day)

**24341 RELATED AUTOMOTIVE TECHNOLOGY III** College Prep (1 credit)

The Related Automotive Technology III Program is designed to complement and support all aspects of the Automotive Technology III lab activities. Topics include but are not limited to: safety training, related academic instruction in math, science and English, 21st Century Skills and other NATEF activities to enhance student knowledge. This is a required course for all Level III students.

Prerequisite: 75% or better in Automotive Technology II (Full year course, meeting one period a day)

**EARLY CHILDHOOD EDUCATION AND TEACHING**

Students successfully completing the Early Childhood Education and Teaching Program may apply to the Commonwealth of Massachusetts Department of Early Education and Care for infant, toddler, and/or preschool teacher licensure. All aspects of child development, curriculum planning, health and wellness, nutrition, and the operation of a licensed Early Education and Care Center are explored.

**24411 EARLY CHILDHOOD I** College Prep (1.9 credits)

The emphasis of Early Childhood Education and Teaching I is the development and care for children birth through age 2. Students study theories of child development and child care techniques for infants and toddlers through both the related classroom and the onsite Childcare Center. Instructional strategies incorporate 21st Century Skills such as reading, writing, research, problem-solving, collaboration and communication.

Prerequisite: Grade of 75% or better in Technical Exploratory (Full year course, meeting two periods a day)

**24441 EARLY CHILDHOOD II** College Prep (3.9 credits)

Building on the foundation of Early Childhood Education and Teaching I, students will further develop an understanding of child development, child guidance and curriculum planning. Early Childhood Education and Teaching II will study the

three and four year old child. In the classroom and the onsite Childcare Center, students will implement and facilitate developmentally appropriate activities and practice classroom management skills. Instructional strategies incorporate 21st Century Skills such as reading, writing, research, problem-solving, collaboration and communication  
Prerequisite: 75% or better in Early Childhood I (Full year course, meeting four periods a day)

### **24461 EARLY CHILDHOOD III**

College Prep

(3.9 credits)

Early Childhood Education and Teaching III is designed for students who have successfully completed Early Childhood Education and Teaching I and II. While studying the five and six year old child, a significant component of the course is an internship in a local preschool, pre-k or kindergarten classroom. Students will become familiar with administrative and supervisory duties and communicate with families. Students examine career opportunities and prepare for entry into the field of early childhood education. Reading, writing, research and curriculum development are required.

Prerequisite: 75% or better in Early Childhood Education II. (Full year course, meeting four periods a day)

### **CONSTRUCTION TECHNOLOGY**

Students are prepared for the many career pathways in the construction industry through several projects using equipment found in most quality woodworking shops including modern technology such as the CNC router. Beyond shop projects, Construction Tech II and III students learn as they work on live construction projects within our community. There are countless opportunities for employment and promotion in this growing career path.

### **24541 CONSTRUCTION TECHNOLOGY I**

College Prep

(1.9 credits)

This course introduces students to machinery and power tools used in today's woodworking shops as they build various projects. Sheds are also produced in the shop exposing the first year students to layout and techniques used in the building of additions and homes. Related coursework occurs in a classroom setting where construction theory and embedded academics are integrated. The blending of shop and related classes provides students the opportunity to explore technology and learn safe work habits to gain an appreciation for good workmanship and design and to work both independently and cooperatively with others.

Prerequisite: Grade of 75% or better in Technical Exploratory (Full year course, meeting two periods a day)

### **24551 CONSTRUCTION TECHNOLOGY II**

College Prep

(3.9 credits)

This program is a continuation of Construction Technology I. Emphasis is placed on the fundamentals of construction including foundations, floor framing, wall construction and sheathing. Instruction is given on all hand and power tools related to on-site construction. Hands-on training includes projects such as additions, garages, decks and handicapped ramps that are built within the community. Students are exposed to on-site work conditions and are expected to arrive in proper dress and exhibit good work habits with an emphasis on safety. Students study math and science related to the trade including estimating costs and quantities of materials related to the job. The Related Construction Technology II Program is correlated as much as possible with activities occurring in the shop or on the job site. Topics include: safety training, related academic instruction in math, science and English, technical program-related theory instructions, and other classroom activities to enhance student knowledge.

Prerequisite: 75% or better in Construction Technology I (Full year course, meeting four periods a day including Related Theory)

### **24571 CONSTRUCTION TECHNOLOGY III**

College Prep

(3.9 credits)

Third year students take a more aggressive and advanced skills development program, working on roof layouts, staircases and interior finish work on outside projects. Students will also study more advanced math and science in the related classroom. After completion of Construction Technology I, II, and III, students are well prepared to enter the workforce or post-secondary education. The Related Construction Technology III Program is correlated as much as possible with activities currently being taught in the shop or on the job site. Topics include: safety training, related academic instructions in math, science and English, technical program-related theory instructions, and other classroom activities to enhance student knowledge.

Prerequisite: 75% or better on Construction Technology II (Full year course, meeting four periods a day including Related Theory)

## **COSMETOLOGY**

The Cosmetology program is designed to provide students with the ability to meet the requirements of the Commonwealth of Massachusetts State Board of Hairdressing written and practical examination.

### **24601 COSMETOLOGY I**

College Prep

(1.9 credits)

This course is designed for sophomore students interested in obtaining a Massachusetts license in cosmetology. As a first year student you will learn the basics of manicuring, fingerwaves, rollers, pincurls, marcel curling iron, haircutting, basic perm winding, color, facials, makeup, and scalp treatments. Hands-on practice and classroom instructions directed toward the written part of the license test are also required.

Prerequisite: Grade of 75% or better in Technical Exploratory. Purchase of a cosmetology kit and lab coat through the Weymouth Cosmetology Department (\$450.00, Kit prices subject to change) Kit/lab coat must be purchased before entering in September. (Full year course, meeting two periods a day)

### **24611 COSMETOLOGY II**

College Prep

(2.9 credits)

Generally taken by, but not limited to, juniors who have successfully completed Cosmetology I in their sophomore year. This course provides more detailed classroom instruction and introduces advanced technology in haircutting, perming, color and highlighting, chemical relaxing, and nail technology. When students have earned a sufficient number of hours towards their license, they will be required to work on actual clients. Students will be required to purchase a mannequin at the cost of \$30.00 - \$50.00.

Prerequisite: 75% or better in Cosmetology I (Full year course, meeting three periods a day)

### **24621 RELATED COSMETOLOGY II**

College Prep

(1 credit)

The Related Cosmetology II Program is designed to complement and support instruction given to career and technical education students and this instruction is correlated as much as possible with activities currently being taught in the lab. Topics include: safety training, related academic instruction in math, science and English, technical program-related theory instruction, and other classroom activities to enhance student knowledge. This is a required course for all Level II students.

Prerequisite: 75% or better in Cosmetology I (Full year course, meeting one period a day)

### **24631 COSMETOLOGY III**

College Prep

(2.9 credits)

This course is for seniors who have completed Cosmetology II and are working towards finishing the requirements for a license. As a senior, more emphasis is placed on working with actual customers and on perfecting the necessary skills required for a license as introduced in the previous year(s). This course also includes advanced instruction and, whenever possible, an effort is made to bring guest speakers and specialized technicians in to demonstrate their expertise.

Prerequisite: 75% or better in Cosmetology II (Full year course, meeting three periods a day)

### **24641 RELATED COSMETOLOGY III**

College Prep

(1 credit)

The Related Cosmetology III Program is designed to complement and support instruction given to career and technical education students and this instruction is correlated as much as possible with activities currently being taught in the lab. Topics include: safety training, related academic instruction in math, science and English, technical program-related theory instruction, and other classroom activities to enhance student knowledge. This is a required course for all Level III students.

Prerequisite: 75% or better in Cosmetology II (Full year course, meeting one period a day)

## **CULINARY ARTS**

The Culinary Arts Program at Weymouth High School is designed to prepare students to work in a variety of positions in the culinary arts and hospitality industry or to go on to post-secondary education within the field. Students will be trained in the techniques of restaurant operations and other commercial food service establishments. Students will also be given instruction in recipe and menu planning, preparing and cooking foods, supervising and training in kitchen assistance, and management of supplies and kitchen resources. Students will participate in all aspects of the kitchen including the dining room, proper service techniques, pastry preparation and bakery sales, restaurant food preparation, safety and sanitation.

**24901 CULINARY ARTS I**

College Prep

(1.9 credits)

The focus of Culinary Arts I is culinary terminology along with equipment, ingredient and product identification.

Students will develop a basic understanding of the skills needed to work in a commercial bakery and retail environment as they develop and apply the theory of basic cooking, baking, sanitation, and kitchen safety skills.

Prerequisite: Grade of 75% or better in Technical Exploratory. (Full year course, meeting two periods a day)

**24911 CULINARY ARTS II**

College Prep

(3.9 credits)

Students will build on the training from Culinary Arts I as they work in the Wildcat Café striving toward the common goal of providing gourmet quality food as well as exemplary guest service. Students in Culinary Arts II will start taking a leadership role in menu design, working positions such as Sous Chef, dining room manager, and responsibilities such as expediting lunch tickets. Students will assume all upper management positions in the kitchen and have an opportunity to achieve their OSHA 10 and Allergen Awareness certificates. Prerequisite: Completion of Culinary Arts I with a 75% or better (Full year course, meeting four periods a day including related theory)

**24931 CULINARY ARTS III**

College Prep

(3.9 credits)

Students will rotate through the **Wildcat Bakery, pastry production, and retail areas as they** refine their skills and knowledge working in a commercial baking environment. Added to their basic knowledge will be plated desserts and advanced cake decorating principles. Students have the opportunity to secure a ServeSafe Management Certificate, which is required by employers throughout the industry.

Prerequisite: Completion of Culinary Arts II with a 75% or better

**INFORMATION TECHNOLOGY**

The Information Technology Program at Weymouth High School is intended to prepare students for a career in the IT field as well as to continue on to post-secondary education. Students will be trained in PC hardware repair, installing and configuring modern operating systems, network installation and configuration, and other minor training in game programming, Active Directory configuration and real-life projects.

As a member of the CISCO Networking Academy, students will be prepared for CompTIA A+ and Cisco CCENT/CCNA certifications. This industry recognized certifications will enhance the students employability in today's competitive job market. Some of the jobs that students will be prepared for are: PC technician, help desk technician, network technician, Jr. System administrator and Jr. Network administrator. In addition, the IT curriculum has been aligned with Massachusetts DESE frameworks to be eligible for college credit articulations with every community college in Massachusetts.

**24501 INFORMATION TECHNOLOGY I**

College Prep

(1.9 credits)

Students will be enrolled in our Authorized Cisco Academy and go through the Cisco Academy IT Essentials course. Through a combination of classroom instruction, hands-on labs, virtual labs and reading on-line, students will be prepared for the CompTIA A+ certification. (Full year course, meeting two periods a day)

**24511 INFORMATION TECHNOLOGY II**

College Prep

(2.9 credits)

Students will continue in the Cisco Networking Academy and go through the Cisco Routing and Switching curriculum to prepare for the Cisco ICND1 (CCENT) Industry certification. They will also work with various real-life projects and begin to explore System administration functions including Active directory, DNS and DHCP server configurations.

Prerequisite: Grade of 75% or better in Information Technology I (Full year course, meeting three periods a day)

**24510 INFORMATION TECHNOLOGY II**

Honors

(2.9 credits)

Students will continue in the Cisco Networking Academy and go through the Cisco Routing and Switching curriculum to achieve the Cisco ICND1 (CCENT) Industry certification. They will also work with various real-life projects and begin to explore System administration functions including Active directory, DNS and DHCP server configurations. Prerequisite: Grade of 80% or better in Information Technology I (Full year course, meeting three periods a day) and receiving the CompTIA A+ certification.

**24521 INFORMATION TECHNOLOGY III**

College Prep

(2.9 credits)

Students will build on the previous years' training and finish preparing for the CCENT Certification. They will also participate in real-life projects and begin to explore network security. Students may participate in internship and coop programs as they become available and if eligible. They will develop their Senior Capstone project by exploring specific IT areas in depth.

Prerequisite: Grade of 75% or better in Information Technology II (Full year course, meeting three periods a day)

**24520 INFORMATION TECHNOLOGY III**

Honors

(2.9 credits)

Students will build on the previous years' training and prepare for the Cisco ICND2 certification. Both the ICND1 and ICND2 certifications become the CCNA industry certification. They will also participate in real-life projects and begin to explore network security. Students may participate in internship and coop programs as they become available and if eligible. They will develop their Senior Capstone project by exploring specific IT areas in depth.

Prerequisite: Grade of 80% or better in Information Technology II (Full year course, meeting three periods a day) and receiving the CCENT certification.

**GRAPHIC COMMUNICATIONS**

This program introduces the Graphic Communications industry. Students will learn the concepts of graphic design using the latest design technology on Adobe Creative Suite software. They will also learn about the printing processes in a business type environment. Students will develop their own projects working towards a final portfolio and certification.

**24701 GRAPHIC COMMUNICATION I**

College Prep

(1.9 credit)

This course introduces graphic production practices and principles of design. Students will learn the specific processes used to create quality graphics using the latest technology, and use the basic principles of electronic graphic imaging using the Adobe Creative Suite. The program utilizes live work to produce graphics in a digital workflow and operate modern graphic communications equipment.

Prerequisite: Grade of 75% or better in Exploratory Technology (Full year course, meeting two periods a day. It is recommended that students enroll in an introductory art class.)

**24711 GRAPHIC COMMUNICATION II**

College Prep

(2.9 credits)

This course continues instruction in the processes used to design and create quality graphics. Instruction encompasses the electronic prepress, screen printing, digital and offset printing and bindery. Print shop management and skills in the commercial design industry are incorporated as well as instruction in safety and business management.

Prerequisite: Grade of 75% or better in Graphic Communication Design I (Full year course, meeting three periods a day)

**24721 GRAPHIC COMMUNICATION TECHNOLOGY III**

College Prep

(2.9 credits)

This course is advanced instruction in the PRINTED curriculum. Graphic Communication students at this level use their skills to produce live work in the graphic arts shop and may specialize in specific areas with an emphasis on a college or industry major. This course offers advanced instruction in technology and design. Students will create and produce products in the shop and may specialize in specific areas. Independent work will allow for creativity and completion of



personal projects. Industry related software will provide practical experience to carry over into the workplace and/or post graduate study. Individual portfolios are completed.

Prerequisite: 75% or better in Graphic Communication Technology II (Full year course, meeting three periods a day)

### **24731 GRAPHIC DESIGN I**

College Prep

(.5 Credit)

This class is an introduction to visual communications in the field of graphic design. Classes will cover graphic design topics and information ranging from typographic terminology, elements and principles of design, and methods of visual design. Students will utilize the Mac Lab to learn about aesthetics, graphic form and structure, concept development and visual organization. Students will refine their computer skills through applications requiring a digital format.

Prerequisite: Successful completion of an art class at the high school level (Half year, open to grades 10, 11, 12)

\*This course is also listed in the Art portion of the Program of Studies

### **24741 GRAPHIC DESIGN II**

College Prep

(.5 Credit)

This class is a continuation of the visual communications in the field of graphic design. Classes will continue to develop concepts in graphic design such as typographic terminology, elements and principles of design, and methods of visual design. Students will utilize the Mac Lab to learn about aesthetics, graphic form and structure, concept development and visual organization. Students will refine their computer skills through applications requiring a digital format.

Prerequisite: Successful completion Graphic Design I. (Half year, open to grades 10, 11, 12)

\*This course is also listed in the Art portion of the Program of Studies

## **ALLIED HEALTH PROFESSIONS**

This program prepares students to perform routine medical and nursing-related services for patients under the training and supervision of a registered nurse. Students in this program will be prepared for employment in hospitals, clinics, HMO's, assisted-living and nursing homes, home health care agencies and physician's offices. Students, upon completion of this course, will be prepared to pursue post-secondary education in the health care service industry.

### **24101 ALLIED HEALTH I**

College Prep

(1.9 credits)

Students will develop a basic understanding of the healthcare industry and the careers within the healthcare field. This course will emphasize the inclusion of the Massachusetts Executive Office of Health & Human Services Core Competency Curriculum for direct care workers which would certify students completing this class as Home Health Aides and/or Personal Care Aides. Topics include, but are not limited to, communication skills, culture and diversity, health care support, infection control, basic restorative skills, personal care skills, nutrition, and housekeeping. Prerequisite: Grade of 75% or better in Technical Exploratory and students must be enrolled in, or have already completed a full year biology class offered through the Science Department (Full year course, meeting two periods a day)

### **24111 ALLIED HEALTH II**

College Prep

(2.9 credits)

Students will expand upon their knowledge of the healthcare industry by caring for the geriatric/long term care/rehab population at a local facility. Qualified students who meet the requirements will be eligible to sit for the Massachusetts Certified Nursing Assistant (CNA) Certification exam through the American Red Cross.

Prerequisite: Grade of 75% or better in Allied Health I (Full year course, meeting three periods a day including Related Theory)

### **24121 ALLIED HEALTH III**

College Prep

(2.9 credits)

Students will expand their knowledge of advanced healthcare practices as they work on resumes, interview skills and job performance techniques. Clinical experiences in the Allied Health Lab as well as local health care agencies, when available, will provide real world application of gained knowledge. Upon successful completion of both course sections, students may sit for the National Healthcare Association tests for EKG and Phlebotomy Technicians for both EKG technician and Phlebotomy technician.

Prerequisite: Grade of 75% or better in Allied Health II and students must be enrolled in college prep Anatomy & Physiology (Full year course, meeting three periods a day)

**24151 MEDICAL ETHICS AND LAW**

College Prep

(.5 credit)

Medical ethics and law are two areas that have particular interest for the general public as well as for the medical practitioner, and issues concerning medical ethics and law seem to be constantly in the headlines today. This semester introductory course provides an invaluable tool with which to think about ethical, legal, moral and social values that lie at the heart of medicine. Issues that this course will cover include: laws in health care, euthanasia and the morality of killing, political views on health care, genetics, modern reproductive technologies, trauma emergencies, mental health, medical research, organ donation, criminal punishment, abortion, racism, animal rights, the environment and hunger. This class will be graded on participation in group discussion, debating, attendance, test grades, and 2 term papers. (Semester course, open to all students grades 10, 11, 12)

**24141 INTRODUCTION TO MEDICAL TERMINOLOGY**

College Prep

(.25 credit)

A course designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care. This course is aimed at anyone wanting to learn the basics of medical terminology or who is interested in understanding more about the language of medicine. (Quarter course, Open to grades 9-12)

**METAL FABRICATION**

Utilizing theoretical, as well as a practical hands on approach coupled with the latest CAD software, students will be engaged in the study of personal, shop and manufacturing safety principles, material engineering and selection all current production welding and cutting practices and the use of state of the art manufacturing tools and equipment used in the metal fabrication industry. It is recommended and encouraged to work in groups for nearly all assignments. Exams, such as midterms, finals and weekly tests to assess individual talents will be completed by each student.

**24851 METAL FABRICATION I**

College Prep

(1.9 credits)

Using the sophomore year of Metal Fabrication, students will be introduced to different types of hand tools, layout tools, manufacturing equipment, and welders. They will have to work well with each other and follow the proper safety precautions to achieve tasks. The students will work to complete multiple sections of the AWS S.E.N.S.E. program in order to acquire certificates in each type of welding. They will be introduced to many different aspects of the Metal Fabrication trade. They will use this knowledge to help them decide which career path is best suited for them.

Prerequisite: Grade of 75% or better in Technical Exploratory. (Full year course, meeting two periods a day)

**24861 METAL FABRICATION II**

College Prep

(2.9 credits)

During the junior year of Metal Fabrication, students will use different types of hand tools, layout tools, manufacturing equipment, and welders to complete complex projects. They will have to work well with each other and follow the proper safety precautions to achieve tasks. The students will focus on fabrication and job planning skills. Using the skills they have learned in the first two years, they will be assigned projects that will challenge their fabrication skills, 21st century skills, and require them to work with upper classmen.

Prerequisite: 75% or better in Metal Fabrication I (Full year course, meeting three periods a day, includes Related Theory)

**24881 METAL FABRICATION III**

College Prep

(2.9 credits)

Students will design, draw, engineer and build a project of their choosing. The goal of this project is to highlight the student's skill-set. Included this year will be the FCAW welding and carbon arc gouging processes.

During the senior year of Metal Fabrication, students will use all the skills they have learned to complete complex jobs. They will have to work well with each other and follow the proper safety precautions to achieve tasks. The students will focus on fabrication and job planning skills. Students will also be working towards the completion of their Capstone Project. This project will test their fabrication, 21st Century, and organization skills.

Prerequisite: 75% or better in Metal Fabrication II (Full year course, meeting three periods a day, includes Related Theory)



# ENGLISH DEPARTMENT

The goals of the English department are two-fold: to ensure the development of students' critical reading, thinking, and writing skills and to foster a love of reading and writing. Whatever a student's career goals may be, competence in language serves a variety of purposes: accomplishing the business of everyday life, communicating ideas and perspectives, expanding thought, and challenging the imagination. The combination of the core thematic courses, the literature electives, and the skills electives allows for all students to immerse themselves in the four domains of the English language as well as to create a solid foundation for future learning.

All students must take full-year English courses in grades 9, 10, and 11. Seniors may elect either a full-year course or two semester courses. If seniors elect two semester courses, one literature course and one skills course must be taken that year. Seniors are expected to remain in their selected course for the duration of the semester. Changes will not be considered based on dissatisfaction with course materials, teacher, or amount of work assigned. In the case that a student takes English electives in their junior year, one elective may be applied towards the 4.0 credit English graduation requirement. Students will still have to take and pass at least one English Literature course during their senior year.

## Reading Program

Students who need continued support in reading skills are required to take reading. This decision will be based on class performance, assessment results, and English grades.

### 10100 ENGLISH I

Honors

(1 credit)

This intensive course takes a thematic approach to the study of literature to prepare students for college success. Through the integration of literature and writing instruction students will explore their personal and cultural identity in the world. Students will develop independent skills while exploring relevant and dynamic universal themes through expository and analytical writing, research, and classical and contemporary literature. Students will also receive skill-based instruction preparing them for the PSAT, MCAS and other standardized testing. Students in this level should be reading and writing above grade level and must be prepared to accept more independent reading, more critical thinking and communication skill building, more in-depth writing assignments and any additional challenges assigned by the teacher.

Prerequisite: A 90% or better in Grade 8 English (Full year course)

### 10101/26112 ENGLISH I

College Prep

(1 credit)

This course takes a thematic approach to the study of literature to prepare students for college success. Through the integration of literature and writing instruction students will explore their personal and cultural identity in the world. Students will develop independent skills while exploring relevant and dynamic universal themes through expository and analytical writing, research, and classical and contemporary literature. Students will also receive skill-based instruction preparing them for the PSAT, MCAS and other standardized testing. (Full year course)

### 10162 TECHNIQUES OF READING I

Un-leveled

(.5 credit)

The objective of this course is to aid students whose reading ability is below grade level in making the transition to the level of reading tasks and study skills required in high school. Emphasis is on structural word analysis, vocabulary and comprehension development, and listening skills. Organization and reference skills are stressed. This course is required for incoming ninth graders who are reading below grade level. *This course does not fulfill English graduation requirements.* (Semester course)

### 10200 ENGLISH II

Honors

(1 credit)

This intensive course provides an integrated model of literacy using a variety of readings that explore what it means to be an active and productive citizen in the United States. Writing instruction includes personal, analytical, and expository essays with emphasis on persuasion. Students will receive direct instruction in the research process through completion of projects and papers. Students will also receive instruction to prepare them for the MCAS exam and the PSAT. Although

the format of English II honors is the same as English II college prep, students at this level should be reading and writing above grade level and must be prepared to engage in more independent learning, more outside reading, the reading of more complex texts and more in-depth writing assignments.

Prerequisite: Maintain a 75% average or better in prior Honors level English course / or upon recommendation of teacher. (Full year course)

### **10201/26122 ENGLISH II**

College Prep

(1 credit)

This course provides an integrated model of literacy using a variety of readings that explore what it means to be an active and productive citizen in the United States. Writing instruction includes personal, analytical, and expository essays with emphasis on persuasion. Students will receive direct instruction in the research process through completion of projects and papers. Students will also receive instruction to prepare them for the MCAS exam and the PSAT.

Prerequisite: Successful completion of English I (Full year course)

### **10170 ENGLISH II ACCELERATED AMERICAN LITERATURE**

Honors

(1 credit)

This course focuses on preparing students for the coursework and the accompanying exam in both Advanced Placement Language and Advanced Placement Literature and Composition. English AP Exam in Literature and Composition. Principal activities in reading and writing in the course are based on the recommendations of the College Board for Pre-AP English courses. Students will be exposed to the five integral skills of close reading, the writing process, analytical writing, sentence and paragraph structures, and collaborative communication. Emphasis will be placed on close reading of a variety of texts, evaluating and incorporating evidence, and attention to the use of language.

Prerequisite: A grade of at least 90% in English I or by recommendation of the teacher. (Full year course, open to grade 10)

### **10262 TECHNIQUES OF READING II**

Un-leveled

(.5 credit)

This course presents a continued development of skills for students who need attention and direction in reading. There is further concentration on content area reading and the development of appropriate reading rates to help students cope with the material presented in subject areas. Students are exposed to a variety of reading materials, tasks, and evaluation approaches. Reading management skills are monitored and evaluated frequently. Students who need continued support in reading and are not enrolled in Strategies for Success (ELA) are required to take this course. *This course does not fulfill English graduation requirements.* (Semester course, open to grade 10)

### **10272 STRATEGIES FOR SUCCESS: ELA**

Un-leveled

(1 credit)

This course focuses on improving students' reading and writing skills while being exposed to a variety of reading materials, tasks, and evaluation approaches. Students practice analyzing and responding to open response questions and writing prompts similar to those on the MCAS Tests. Extensive work on topic development and the correct use of standard English conventions is required. All writing is assessed according to the MCAS rubric model. The focus is on both MCAS preparation and MCAS remediation with emphasis on test taking strategies and content specific weaknesses. This course is required for those students who are at risk for failing the MCAS English Test. This course does not meet the English requirement for graduation. (Full year course, meeting three times in a seven day cycle)

## **ENGLISH III**

### **10359 AP Language and Composition**

Advanced Placement

(1 credit)

Students study advanced composition and analysis of language at a level equivalent to that of a full-year introductory college course. Focusing primarily on non-fiction texts such as memoirs, essays and speeches, students will develop critical reading, writing and thinking skills as they explore how language is used to inspire, to persuade, to argue and to tell stories. Students enrolled in the course are expected to take the Advanced Placement Language and Composition exam. Enrollment is limited. Summer work will be required. Prerequisite: Maintain a 90% or better in English 10 Honors or upon recommendation of teacher. It is also recommended that prospective students earn a qualifying score on the PSAT exam. In order to earn AP credit in this course, a student must take the AP exam.

**10300 ENGLISH III**

Honors

(1 credit)

This intensive course develops critical thinking skills through the thematic study of informational and literary texts of the English speaking world from classic to contemporary pieces. Increased outside reading is required. Language arts study continues through an emphasis on informational and imaginative writing. Students will write a personal statement for college applications and receive instruction on the research process through completion of projects, papers and presentations. Additionally, standardized test preparation will include vocabulary development, and a review of grammar and usage. Although the format of English III Honors is the same as English III College Prep, students at this level should be reading and writing above grade level and must be prepared to engage in more independent learning, extensive outside reading, accelerated vocabulary study, and more in-depth writing assignments.

Prerequisite: Maintain a 75% average or better in prior Honors level English course / or upon recommendation of teacher. (Full year course)

**10301/26132 ENGLISH III**

College Prep

(1 credit)

This course develops critical thinking skills through the thematic study of informational and literary texts of the English speaking world from classic to contemporary pieces. Increased outside reading is required. Language arts study continues through an emphasis on informational and imaginative writing. Students will write a personal statement for college applications and receive instruction on the research process through completion of projects, papers and presentations. Additionally, standardized test preparation will include vocabulary development, and a review of grammar and usage.

**10372 ADVANCED LITERARY STRATEGIES I**

Un-leveled

(.5 credit)

This course is for juniors who need continued support in their reading skills in order to complete their high school experience successfully. The course reviews analytical and critical comprehension, higher level study skills, and appropriate reference sources - the skills needed to complete the more complex reading tasks assigned at this level. Students who need continued support in reading are required to take this course. *This course does not fulfill English graduation requirements.* (Semester course, open to grade 11)

**ENGLISH IV****10459 AP Literature and Composition**

Advanced Placement

(1 credit)

This course focuses on preparing students for the English AP Exam in Literature and Composition. Principal activities in reading and writing in the course are based on the recommendations of the College Board for English AP courses. Students read, discuss, and study intensively a wide range of novels, short stories, poetry, and drama and write extensively on them in both timed in-class exercises and take-home papers. Students also complete two major independent studies. Study of painting, music, and other arts is incorporated for enrichment wherever appropriate. Students enrolled in the course are strongly encouraged to take the English AP Exam in May. Students must take English AP 11 junior year. Enrollment is limited. Summer work will be required for AP classes.

Prerequisite: Maintain an 80% average or better in AP Language and Composition or upon recommendation of teacher of AP Language and Composition. Students are expected to take the Advanced Placement Test. In order to earn AP credit in this course, a student must take the AP exam. (Full year course)

**10400 ENGLISH IV: CONTEMPORARY HUMANITIES**

Honors

(1 credit)

This year long, interdisciplinary honors course explores literature, art, music, and film. Students will analyze influential and diverse pieces of world literature such as Flaubert's classic novel Madame Bovary, and Hosseini's contemporary work, The Kite Runner. Students will journey into the world of art, music and film when students watch and analyze diverse forms of music including the rock operas, Evita and Phantom of the Opera or study the French Impressionist painters. This course focuses on several types of writing, including creative fiction, drama, poetry, movie reviews, and literary analyses. Vocabulary work is also done in conjunction with the literature studied.

Prerequisite: Maintain a 75% average or better in prior Honors level English course / or upon recommendation of teacher. (Full year course, open to grade 12)

**10421/26142 ENGLISH IV: PREPARING FOR 21<sup>st</sup> CENTURY SKILLS AS A WORLD CITIZEN** College Prep

This course will provide exposure to classic American and world literature, covering such classics as *Death of a Salesman*, a Shakespeare play not read in previous classes such as *Hamlet*, or *Othello*, current readings from newspapers and magazines such as the *The New Yorker*, and contemporary literature from world authors. Assignments in literature consist of reading novels, short stories, plays, and non-fiction selections. Writing tasks will focus on analytical essays, as well as development of the college entrance essay, and composing resumes for future employment. A review of grammar and vocabulary development will be a focus. A research paper and PowerPoint presentation are also required. (Full year course, open to grade 12)

**10171 ENGLISH IV: DIVERGING VIEWPOINTS** College Prep (1 credit)

This full year course exposes students to a range of fiction and nonfiction works that possesses a different viewpoint from the societal norm. From Sophocles's *Antigone* to Lahiri's *The Namesake*, students will examine how a contrasting voice can emerge from within a society. Instruction in writing concentrates on proficiency in researching, developing, organizing, and revising ideas. Formal essays, independent projects and a research paper are part of the required writing in the course.

Prerequisite: Successful completion of English III. (Full year course, open to grade 12)

**10472 ADVANCED LITERARY STRATEGIES II** Un-leveled (.5 credit)

This course is designed for students who need support with their reading skills to raise reading levels in preparation for employment and continued education. Emphasis is on skills that prepare students for the reading materials they will encounter after graduation. Critical thinking skills are emphasized as students analyze text and evaluate ideas. Students who need continued support in reading are required to take this course. This course does not fulfill English graduation requirements. (Semester course, open to grade 12)

**LITERATURE ELECTIVES**

**10500(H) / 10501(CP) COMEDY AND HUMOR IN LITERATURE** Honors/College Prep (.5 credit)

This course presents an extensive study of humor in life, literature, and other media from the middle ages to the current time. Students study various forms of humor including the humorous essay, comic drama, satire, parody, and comic relief. Special emphasis is given to the psychological aspects of humor and laughter. This course requires research, critical essays, and literature reviews. Accelerated assignments and differentiated grading are given to those students requesting honors credit.

Prerequisite: For Honors credit, maintain a 75% average or better at this level / or upon recommendation of teacher. (Semester course, open to grades 11 and 12)

**10511 MYTHOLOGY** College Prep (.5 credit)

This course is designed to be a transition to first-year college work. Using Greek and Roman mythology as a base, students examine comparative world mythology including Norse and Indian mythology. Students also study the pattern of the heroic myth through a comparative study of epic heroes in novels which incorporate myth and folklore such as *Dracula* and *The Natural*. Students are required to read difficult material independently and submit a research paper. (Semester course, open to grades 9 & 10)

**10380/10381 TRUE LIFE: READING AND WRITING MEMOIR** Honors/College Prep (.5credit)

This course is designed for students to explore and understand the genre of creative non-fiction as an outlet for self-study and self-reflection. By reading, analyzing, discussing and examining the non-fiction work of other writers for their style, structure, technique, and story-telling abilities, students will be able to apply and implement these skills to their own pieces of nonfiction writing. Not only will students write, share and discuss their own memoirs, they will read the memoirs of individuals to whom they can relate personally, culturally and professionally, as well as those from authors whose experience may differ in a significant and meaningful way.

Prerequisite: For Honors credit, maintain a 75% average or better at this level / or upon recommendation of teacher. (Semester course, open to grades 11 and 12)

**10530 LITERATURE OF THE UTOPIAS**

Honors

(.5 credit)

Utopian literature is the study of ideal and futuristic societies. Principal works studied in the course include Plato's *Republic*, More's *Utopia*, Bellamy's *Looking Backward*, Gilman's *Herland*, Huxley's *Brave New World*, and Orwell's *1984*. The primary focus of the course is on the distinct qualities of these utopian societies, the differences among these various societies, and the literary aspects of each work. Contemporary social and political issues are also addressed in class discussion and in weekly essays. Research skills are reviewed and reinforced in preparation for a required research paper.

Prerequisite: Maintain a 75% average or better at this level / or upon recommendation of teacher. (Semester course, open to grades 11, 12)

**10561 CHILDREN'S LITERATURE**

College Prep

(.5 credit)

Major emphasis is placed upon Mother Goose, picture books, and folk tales, although the course covers the worldwide scope of children's literature from preschool through adolescence. Students write, illustrate, and bind a children's book or do an analytical/critical project. Writing assignments, vocabulary study, research study, and book reviews are required. (Semester course, open to grades 11, 12)

**10280/10281 STUDIES IN SHORT FICTION**

Honors / College Prep

(.5 Credit)

This course explores the short story and novella as unique literary forms, with emphasis on structure and technique. Through discussion and writing, students will develop and demonstrate their ability to comprehend, interpret, analyze, synthesize and evaluate literature. Students will explore the relationship between the literature and the historical and cultural contexts through the use of thematic units. Students will be exposed to the various schools of literary criticism by paired nonfiction articles and short stories.

Prerequisite: For Honors credit, maintain a 75% average or better at this level / or upon recommendation of teacher. (Semester course, open to grades 11 and 12)

**SKILLS ELECTIVES****10601 INTRODUCTION TO CREATIVE WRITING**

College Prep

(.5 credit)

This course challenges those who wish to express themselves imaginatively in description, narration, exposition, and persuasion. Individual interests and talents determine the writer's goals. Continued reading, as well as the keeping of a journal, is encouraged as the source of ideas for expression. This course does not fulfill English graduation requirements. (Semester course, open to grades 9, 10)

**10610 THE ART OF WRITING**

Honors

(.5 credit)

This course focuses on various forms of description, narration, exposition, drama and poetry. Students write about several topics including personal experience, music, art, and both cultural and topical issues. Study of traditional and contemporary works of prose, poetry and drama, as well as the keeping of a personal journal provide additional inspiration and guidance for student writing. While stylistic independence is a main focus of the course, students will also collaborate with peers and explore publishing opportunities in both online and print publications.

Prerequisite: Maintain a 75% average or better at this level or upon recommendation of teacher. (Semester course, open to grades 11, 12)

**10620(H) / 10621(CP) SEMANTICS**

Honors/College Prep

(.5 credit)

The language we use and think we understand is a powerful force. Human beings talk. This gives us the unique ability to talk ourselves into trouble. Semantics is concerned with how to avoid doing so. The course examines the force of language in the shaping of human behavior and thought. Students explore the abuse of language in areas such as propaganda and sexism. This course is open to all students. Accelerated assignments and differentiated grading are given to those students requesting honors or college prep credit.

Prerequisite: For Honors credit, maintain a 75% average or better at this level / or upon recommendation of teacher. (Semester course, open to grades 11, 12)

**10630(H) / 10631(CP) THEORIES OF VIOLENCE  
IN AMERICAN CULTURE**

Honors/ College Prep

(.5 credit)

What lies behind America's simultaneous disgust and obsession with violence? What social and psychological effects are generated by living in a culture of fear? Is our culture truly built and maintained by violence or the threat of violence? Who has the "right" to use violence? Is violence an integral part of the American character? These questions gain more importance every day and need to be understood on a personal, communal and global level. By analyzing the words and images of our culture, we will attempt to address these issues in an interdisciplinary format using a variety of lenses: ethical, historical, psychological, sociological, semiotic, linguistic, musical and economic. Topics will include: violence in movies, on TV and in music; racial violence, mob mentality and group violence; domestic abuse; gangs; police brutality and social control; the portrayal of violence in the news; American foreign policy; violence in literature; problem solving and violence; gender and violence; violence, children and schools; anti-violence and de-escalation. This is a writing intensive course. Accelerated assignments and differentiated grading are given to those students requesting honors or college prep credit.

Prerequisite: For Honors credit, maintain a 75% average or better at this level / or upon recommendation of teacher.  
(Semester course, open to grade grades 11, 12)

**10640(H) / 10641(CP) PUBLIC SPEAKING**

Honors/College Prep

(.5 credit)

Students enrolling in Public Speaking should be willing to participate daily since practice is more important than lectures. This course makes students aware of themselves as speakers in relation to their audiences and helps them recognize how to communicate with such awareness. Public speaking experiences include speeches, nonverbal communication, group discussion, oral interpretations, impromptu speaking, and debate. This course is open to all students. Accelerated assignments and differentiated grading are given to those students requesting honors or college prep credit.

Prerequisite: For Honors credit, maintain a 75% average or better at this level / or upon recommendation of teacher.  
(Semester course, open to grades 11, 12)

**10650(H) / 10651(CP) FILM CRITICISM**

Honors/ College Prep

(.5 credit)

This course is designed to cultivate writing and analytical skills, provide an understanding of production, directorial and narrative technique, and present a chronological survey of film. Students will analyze, discuss and write about a variety of film genres and styles from a number of time periods and cultures. While class periods are discussion based, this is a writing intensive course. Daily journals are mandatory. In addition to a research project, a number of thematic analysis papers are required. Accelerated assignments and differentiated grading are given to those students requesting honors credit.

Prerequisite: For Honors credit, maintain a 75% average or better at this level / or upon recommendation of teacher.  
(Semester course, open to grades 11, 12)

**10661 JOURNALISM**

College Prep

(.5 credit)

This course has three main goals: to improve students' writing, to enhance their ability to analyze and interpret the products of the news media, and to introduce them to some of the central issues facing society and today's rapidly evolving news media. Students learn to write "straight news" stories, features, and editorials. Individual errors in grammar, usage, and style are corrected; class time is devoted to developing editing techniques in order to eliminate errors. Vocabulary study is required. (Semester course, open to grades 10, 11, 12)

**WORLD LANGUAGE**

Every student should have the opportunity to learn new languages. The goal of our language department is to develop proficiency in listening, speaking, reading and writing in order to prepare our students for any kind of language endeavor.

Proficiency in a world language at any level helps better prepare students to be productive citizens in the 21<sup>st</sup> century. World language classes help students to increase their knowledge and appreciation of the diverse cultures of the countries whose languages they are learning. In addition, knowing a world language can influence post-secondary education and career opportunities.

Only world language courses taken at the high school level, while enrolled in high school, can be applied towards the fulfillment of a college entrance requirement.

## **FRENCH**

### **12111 FRENCH I** College Prep (1 credit)

This course offers students the opportunity to develop listening, speaking, reading and writing skills through thematic and active vocabulary, dialogues and readings. This course also includes an introduction to the culture and customs of the French speaking world. (Full year course, open to grades 9, 10, 11, 12)

### **12200 FRENCH II** Honors (1 credit)

The student will continue to develop the speaking, listening, reading and writing skills begun in French I. Oral communication is enriched through viewing contemporary videos in French and participation in dialogues in French. The student will continue to learn about French culture and civilization through short readings in French. Intense work on verbs and vocabulary will provide a firm foundation in grammar.

Prerequisite: 75% or better in French I. (Full year course, open to grades 9, 10, 11, 12)

### **12201 FRENCH II** College Prep (1 credit)

In this course the student reviews the basic grammar and vocabulary from French I while continuing to listen to and speak French in class. The student also continues to learn new grammar and thematic vocabulary. Cultural reading and videos in French further enrich the language experience.

Prerequisite: Successful completion of French I. (Full year course, open to grades 9, 10, 11, 12)

### **12300 FRENCH III** Honors (1 credit)

A review of grammar and vocabulary studied in previous years is presented in order to prepare students for more complex grammatical points and advanced verb tenses. Students will develop listening, speaking, reading and writing skills at a more advanced level using a variety of current instructional techniques.

Prerequisite: 75% or better in French II Honors. (Full year course, open to grades 9, 10, 11, 12)

### **12301 FRENCH III** College Prep (1 credit)

After a thorough review of the basic structures and vocabulary studied in French II College Prep, this course will stress the oral aspects of the language through videos and also listening comprehension and speaking activities. Reading and writing skills will be developed through a variety of resources.

Prerequisite: Successful completion of French II (Full year course, open to grades 9, 10, 11, 12)

### **12400 FRENCH IV** Honors (1 credit)

This course is based on current French language materials, continuing the emphasis, begun in French III Honors, on accuracy and fluency which will be further developed using classroom discussion and written commentaries in the language. The students will be exposed to the culture of the French speaking world through the use of videos, articles from the Internet, E-mail exchanges and other pertinent materials.

Prerequisite: 75% or better in French III Honors. (Full year course, open to grades 10, 11, 12)

### **12401 FRENCH IV** College Prep (1 credit)

This course is a continuation of the College Prep series for the student who is interested in refining conversational ability and listening skills at a less demanding pace than that of the honors sequence. Selected reading passages will be used to present current topics.

Prerequisite: Successful completion of French III. (Full year course, open to grades 10, 11, 12)

### **12500 FRENCH V** Honors (1 credit)

This course continues to place great emphasis on oral proficiency and fluency through discussions and written commentaries in the language. Students will also be exposed to the culture of France and the French speaking areas of the world by the use of videos, realia, individual research, readings and the media. Skits and videos will be prepared by the students using thematic vocabulary.

Prerequisite: 75% or better in French IV. (Full year course, open to grade 11, 12)

**12529 AP FRENCH**

Advanced Placement

(1 credit)

This course prepares students for the Advanced Placement French Language Exam and/or the SAT Subject Test. The goal is to develop the ability to express ideas accurately, both orally and in writing, and to improve listening and reading skills. Speaking assignments will be recorded. French culture and civilization will be explored. Classes will be conducted in French. Students are expected to take the Advanced Placement Test and required to complete summer assignments.

Prerequisite: 80% or better in French V Honors, or departmental approval. In order to earn AP credit in this course, a student must take the AP exam. (Full year course, open to grade 11, 12)

**GERMAN****13111 GERMAN I**

College Prep

(1 credit)

This program helps students speak, understand and write elementary German through the use of classroom dialogues and contemporary vocabulary. Students will also study the people and culture of Germany through facts and cultural experiences relevant to students' lives. (Full year course, open to grades 9, 10, 11, 12)

**13200 GERMAN II**

Honors

(1 credit)

This course will reinforce the fundamentals learned in German I. Greater emphasis will be placed on speaking and presentations. Composition and discussion work will develop the basic skills.

Prerequisite: 75% or better in German I College Prep. (Full year course, open to grades 10, 11, 12)

**13300 GERMAN III**

Honors

(1 credit)

Conversation skills on an advanced level will be emphasized in this course. There will be a more in depth study of German grammar. Reading and writing skills will be reinforced through short stories and summaries in German. Competent oral skills will be attained by the end of the course through contemporary discussion topics and cultural commentaries.

Prerequisite: 75% or better in German II Honors. (Full year course, open to grades 11, 12)

**13400 GERMAN IV**

Honors

(1 credit)

This course continues the emphasis on proficiency begun in previous years. Students will begin reading German literature through cultural topics and will write commentaries and essays in the German language. Students will continue to learn about the culture and civilization of German speaking countries.

Prerequisite: 75% or better in German III Honors. (Full year course open to grade 12)

**LATIN****14111 LATIN I**

College Prep

(1 credit)

The objectives of this course are mastery of a basic vocabulary of about 500 words, knowledge of declensions of nouns, adjectives and pronouns, conjugations of verbs and grammatical structures. Students will read about Latin prose, classic mythology and Roman life via translation. Students will find this course helpful in the development of their English skills and in the development of derivative recognition.

(Full year course, open to grades 9, 10, 11, 12)

**14200 LATIN II**

Honors

(1 credit)

This course will review the concepts of Latin I and further develop more complete grammatical structures. More readings, both literary and cultural, are included, emphasized and further developed. The more advanced grammar and vocabulary will prepare the student for Latin III Honors.

Prerequisite: 75% or better in Latin I. (Full year course, open to grades 9, 10, 11, 12)



**14300 LATIN III** Honors (1 credit)

The curriculum of the course will develop sequential skills in grammar and translation. The major objectives of the course will be to learn how to read, understand and analyze Latin texts of intermediate difficulty, as well as preparing the student for Latin IV Honors.

Prerequisite: 75% or better in Latin II Honors. (Full year course, open to grades 9, 10, 11, 12)

**14400 LATIN IV** Honors (1 credit)

This course will continue the development of skills in grammar and word derivation skills. Prose and poetry selections in the original Latin will be read and discussed along with the political structure of the Roman Republic and Empire.

Prerequisite: 75% or better in Latin III Honors. (Full year course, open to grades 10, 11, 12)

**SPANISH**

**15111 SPANISH I** College Prep (1 credit)

This course offers students the opportunity to develop listening, speaking, reading and writing skills through thematic and active vocabulary, dialogues and readings. This course also includes an introduction to the culture and customs of the Spanish speaking world. (Full year course, open to grades 9, 10 11 12)

**15200 SPANISH II** Honors (1 credit)

This course is part of a five year honors sequence which begins in grade 8. There will be an emphasis on reading, writing and listening in the Spanish language with a strong emphasis on speaking Spanish in class.

Prerequisite: 75% or better in Spanish I. (Full year course, open to grades 9, 10, 11, 12)

**15201 SPANISH II** College Prep (1 credit)

This course reinforces the basic language skills of speaking, listening, reading and writing. It also continues the cultural awareness introduced in Spanish I. Students will have the opportunity to develop oral and written skills through the use of classroom dialogues and short reading passages.

Prerequisite: Successful completion of Spanish I. (Full year course, open to grades 9, 10, 11, 12)

**15300 SPANISH III** Honors (1 credit)

In this course students will develop listening, speaking, reading and writing skills at an advanced level. Classes will be conducted in Spanish as allowed. Students who plan to take Honors Spanish IV should take this course.

Prerequisite: 75% or better in Spanish II Honors. (Full year course, open to grade 9, 10, 11, 12)

**15301 SPANISH III** College Prep (1 credit)

This course will continue the study of the Spanish speaking world. Students will progress in communication skills with the study of grammar and vocabulary. Reading and listening skills will continue to be developed through tapes, CDs, DVDs, and cultural projects.

Prerequisite: Successful completion of Spanish II. (Full year course, open to grades 9, 10, 11, 12)

**15400 SPANISH IV** Honors (1 credit)

This course continues the emphasis on accuracy and fluency begun in previous years. Students will begin reading classics in Spanish literature and converse in the target language on a regular basis. Students who plan to take Advanced Placement Spanish V should take this course.

Prerequisite: 75% better in Spanish III Honors. (Full year course, open to grades 10, 11, 12)

**15401 SPANISH IV** College Prep (1 credit)

In this course students will review grammatical structures and strengthen their communication skills. Class discussions and dialogues will be used to improve students' ability to speak Spanish. Short readings and literary excerpts will be used to increase knowledge of Hispanic culture. The class will be conducted mostly in Spanish.

Prerequisite: Successful completion of Spanish III. (Full year course, open to grades 10, 11, 12)

**15500 SPANISH V**

Honors

(1 credit)

In this course a variety of materials will be used for students to study the fine points of Spanish grammar and vocabulary usage. Speaking in the target language will be emphasized as well as Hispanic literature. Writing in Spanish will be required. Culture and civilization will be discussed. Classes will be conducted in Spanish.

Prerequisite: 75% or better in Spanish IV Honors. (Full year course, open to grade 11, 12)

**15501 SPANISH V**

College Prep

(1 credit)

This course is designed for the student who enjoys Spanish and wishes to perfect listening, speaking, reading and writing skills. The teacher will encourage proper usage by conducting most classes in Spanish.

Prerequisite: Successful completion of Spanish IV. (Full year course, open to grade 11, 12)

**15529 AP SPANISH**

Advanced Placement

(1 credit)

This course prepares students for the Advanced Placement Spanish Language Exam and/or the SAT Subject Test. The goal is to develop the ability to express ideas accurately, both orally and in writing, and to improve listening and reading skills. Speaking assignments will be recorded. Hispanic culture and civilization will be explored. Classes will be conducted in Spanish. Students are expected to take the Advanced Placement Test and required to complete summer assignments.

Prerequisite: 80% or better in Spanish V Honors, or departmental approval. In order to earn AP credit in this course, a student must take the AP exam. (Full year course, open to grade 11, 12)

**SIGN LANGUAGE****15731 AMERICAN SIGN LANGUAGE I**

College Prep

(1 credit)

This is an introductory course in sign language, the language of the Deaf. Both finger spelling and hand signing will be covered. The production (expressive) and the recognition (receptive) aspects of sign language will be incorporated. It is intended for those students who have never before signed as a way of communication. Many, but not all, institutions of higher learning accept sign language as a foreign language requirement for acceptance. It is the student's responsibility to determine if the college of his/her choice will accept sign language as fulfillment of a foreign language requirement. (Full year course, open to grades 9 (for students enrolled in the CTE program) 10, 11, 12)

**15741 AMERICAN SIGN LANGUAGE II**

College Prep

(1 credit)

Sign Language II reviews and strengthens communicative competencies acquired in the American Sign Language I course. Receptive and expressive skills are further developed through expanded vocabulary and grammar. Skills are practiced in meaningful contexts through the use of interactional techniques, demonstrations, drills, games, dialogues, and other activities. Many, but not all, institutions of higher learning accept sign language as a foreign language requirement for acceptance. It is the students' responsibility to determine if the college of his/her choice will accept sign language as fulfillment of a foreign language requirement.

Prerequisite: Successful completion of Sign Language I. (Full year course, open to grades 10 (for students enrolled in the CTE program), 11, 12)

**ENGLISH LANGUAGE DEPARTMENT****15631 ENGLISH LANGUAGE EDUCATION I THROUGH CONTENT**

College Prep

(2 Credits)

This course is designed for students with little or no English proficiency. All four areas of English language acquisition (listening, speaking, reading, and writing) are emphasized through content-based instruction and the teaching of learning strategies. This course may qualify for English credit.

(This course must be taken with ELE 1 Through Literature)

Prerequisite: Teacher Recommendation. (Full year course, meeting two periods a day, open to grades 9, 10, 11, 12)

### **15581 ENGLISH LANGUAGE EDUCATION 1 THROUGH LITERATURE College Prep (1 credit)**

This course is designed for students with little or no English proficiency. All four areas of English language acquisition (listening, speaking, reading, and writing) are emphasized through theme-based literature using authentic texts. This course may qualify for English credit.

(This course ***must*** be taken with ELE 1 Through Content)

***Prerequisite:*** Teacher Recommendation. (Full year course, meeting one period a day, open to grades 9, 10, 11, 12)

### **15641 ENGLISH LANGUAGE EDUCATION II**

College Prep

(2 credits)

This course is designed for intermediate-level students. Students will learn to expand their communication skills in the four language domains (listening, speaking, reading, and writing). Students will learn strategies to support their development as active and critical readers and will explore a variety of text types, including both fiction and non-fiction.

***Prerequisite:*** Teacher recommendation. (Full year course, meeting two periods a day, open to grades 9, 10, 11, 12)

### **15651 ENGLISH LANGUAGE EDUCATION III**

College Prep

(1 credit)

This course is designed for advanced-level students. Students will learn to refine their communication skills in the four language domains (listening, speaking, reading, and writing). Students will use strategies to support their development as active and critical readers and will explore a variety of text types, including both fiction and non-fiction.

***Prerequisite:*** Teacher recommendation. (Full year course, meeting one period a day, open to grades 9, 10, 11, 12)

### **15650 ENGLISH LANGUAGE EDUCATION III**

Honors

(1 credit)

Honors students will develop listening skills through the use of the listening section of TOEFL (Test of English as a Foreign Language) and the ELPT (English Language Proficiency Test). Fluency and accuracy will be expected. Reading will be literature-based, using novels, short stories and the poetry of American writers. Grammar, structure and vocabulary will be based on the readings. Both oral and written reports will be required.

***Prerequisite:*** Teacher Recommendation. (Full year course, meeting one period a day, open to grades 9, 10, 11, 12)

## **HEALTH & PHYSICAL EDUCATION**

Comprehensive health education enables students to thrive, persevere, and maintain both positive attitudes and healthy bodies. The core concept is to build resiliency through fundamental health concepts, while promoting habits and behavior which enhance health and guide efforts to support families, schools, and the community. The health curriculum is targeted at priority areas appropriate for developmental stage and potential risk. Health instruction provides activities to enhance decision-making and problem-solving competencies related to health literacy, healthy self-management, promotion and advocacy.

### **HEALTH**

#### **25121 HEALTH ISSUES**

College Prep

(.25 credit)

The health curriculum will provide students with information and resources needed to establish fundamental health values. This course will provide insight into many of the critical issues impacting on the social and emotional development of the young adolescent. Taking control of their lives and developing a sound physical, mental, social and emotional well-being is essential. Instruction will include classroom discussion, group projects, guest speakers and community health projects. The course provides an opportunity to link the three disciplines of health, family and consumer sciences and physical education. (Quarter Course, open to grades 9, 10, 11, 12)

#### **25131 NUTRITION & FITNESS**

College Prep

(.25 credit)

This course is the study of the physical and chemical effects that food has on the body. Emphasis is on choosing foods wisely for optimum health and fitness. Some topics included are safety, sanitation, food selection, eating disorders, sports

nutrition, meal planning, and consumerism. Class time consists of varied learning activities and practical laboratory experiences. (Quarter course, open to grades 10, 11, 12)

### **25151 PARTNER PHYSICAL EDUCATION**

College Prep

(.25 Credit)

This course is to provide training activities and appropriate small group experiences for students in general education with students with intellectual and developmental disabilities. The entire focus of the program is to meet the physical education needs of the students with disabilities and in the process:

Increase social skills and build positive self-esteem. Peer teaching/Individualized Instruction through the verbal and physical prompting of their peer tutor. Immediate feedback and positive encouragement also help the instruction process. Improve physical and motor development and enhance the acquisition of individual recreational activities and skills in team sports. Interact with non-disabled peers, increase the circle of friends, and become more a part of the total school environment. Increase self-confidence and develop positive attitudes toward PE and recreation For Student Aides/Peers. Interact with students with disabilities and develop empathy and respect for these students. Develop effective leadership skills. This can be used for PE credit  
(Open to grades 10, 11, 12)

### **PHYSICAL EDUCATION**

Physical Education is an integral part of the process of education and contributes to the complete development of the individual. Our program is one of directed, purposeful activity, centered on the total person. It provides opportunities that are invigorating, developmental, educational and lead to positive physical, mental, social and emotional growth, helping each student to develop his/her highest potential. It is the goal of the program to stimulate student interest and understanding in acquiring a sound body and mind, good health habits, and an appreciation of the benefits of physical activity throughout his/her lifetime and to acquire the skills necessary to achieve total fitness. State law requires that all students must participate in physical education during the school year. Participation in interscholastic sports or another approved after school activity may be an option of fulfilling this requirement if approved by the principal.

Classes are coeducational. It is recommended that students make up any failures in the semester immediately following. A doctor's certificate is the only acceptable reason for a student not meeting the physical education requirements.

### **PHYSICAL EDUCATION**

**25112 PHYSICAL EDUCATION 9/10** Un-leveled (.25 credit)

**25212 PHYSICAL EDUCATION 11/12** Un-leveled (.25 credit)

**25312 PHYSICAL EDUCATION CTE (Career & Tech Only)** Un-leveled (.1 credit)

The goal of the grade 9-12 physical education program is to introduce the importance of personal health and fitness. Exposing students to the components of fitness and their relation to lifetime activities serves as the focus of the curriculum. Students must enroll in at least one quarter of physical education every year. Students enrolled in CTE will take Course#25310. Students may enroll in additional sections of physical education beyond the graduation requirement, space permitting, and only if they have received a 75% or better in their required physical education classes. (Quarter Course)

### **20861 FOUNDATION ACADEMY WELLNESS**

Un-leveled

1.0 Credits (.25 per term)

To meet the expectations of the Weymouth High School Health and Physical Education Department, Foundation Academy offers an alternative course called Foundation Academy Wellness. This course provides each student with a comprehensive learning experience designed to encourage students to apply learned knowledge and skills towards their own lives. The health component will provide students with information and resources needed to establish fundamental health values while providing insight into many of the critical issues impacting the social and emotional development of the young adolescent. The nutrition and fitness lessons will allow students to study the physical and chemical effects that their food has on their body. Emphasis is on choosing food wisely for optimum health and fitness. The physical education lessons will provide students opportunities that are invigorating, developmental, educational and lead to positive physical, mental, and social emotional growth. The goal of the Foundation Academy Wellness program is to provide a thorough basis of knowledge, skills, and personal confidence which would empower each student to prioritize their personal health as it applies to their own lives.(This course is only available to students who are enrolled in Foundation Academy)

## **HISTORY & SOCIAL SCIENCE EDUCATION**

The principal objectives of the History and Social Sciences program are to prepare students to meet, understand, and solve problems of living in a 21<sup>st</sup> century democratic society and to have each individual understand his/her relationship with self and society. Helping students to think critically, to read strategically, to communicate efficiently, to profit from the experiences of the past, to respect the contributions of all peoples, to work collaboratively, to use the tools of learning efficiently, to understand the community and the world in which they live, and to become aware of their privileges and responsibilities as citizens are some of the ways by which these objectives may be achieved.

### **11100 MODERN WORLD HISTORY**

Honors

(1 credit)

This is an intensive course designed for the highly motivated student who wishes to develop an in depth global understanding of the people, places and events that took place between 1750 and the present. This course examines major global patterns called power standards: attainment of rights, democracy, industrialization, nationalism, capitalism, impact of war and conflict, revolutions, imperialism/colonization, socialism/communism, totalitarianism, and fascism. Students will become proficient in historical thinking skills. These skills related to the Weymouth High School 21<sup>st</sup> century skills, but with a focus on history. Students will use these skills to successfully answer the WHS Social Studies Department Essential Questions, and complete department common assessments. These skills are: Evaluation of Evidence (sourcing, context, corroboration), Historical Knowledge (information, significance, periodization, narrative), and Historical Argument (making claims, using evidence).

Prerequisite: Grade of 90 or better in World History Grade 8. (Full year course, required for grade 9)

### **11101/26102 MODERN WORLD HISTORY**

College Prep

(1 credit)

Modern world history addresses people, places and events that took place between 1750 and the present. This course examines major global patterns called power standards: attainment of rights, democracy, industrialization, nationalism, capitalism, impact of war and conflict, revolutions, imperialism/colonization, socialism/communism, totalitarianism, and fascism. Students will become proficient in historical thinking skills. These skills related to the Weymouth High School 21<sup>st</sup> century skills, but with a focus on history. Students will use these skills to successfully answer the WHS Social Studies Department Essential Questions, and complete department common assessments. These skills are: Evaluation of Evidence (sourcing, context, corroboration), Historical Knowledge (information, significance, periodization, narrative), and Historical Argument (making claims, using evidence).

(Full year course, required for grade 9)

### **11110 ACTIVE CITIZENSHIP**

Honors

(.50 credit)

What does it take to be a successful high school student? What are the skills I will need to be successful? What opportunities are open to me at Weymouth High School? How can I participate as an active citizen of this community? This introductory course engages students in an honors-level exploration of these essential questions. Through hands-on assignments and meaningful classroom discussions, students explore what it means to be a citizen of Weymouth High School, the town of Weymouth, the United States, and our global society. Students are introduced to the WHS academic, civic and social skills and gain experience with these skills as they explore their school, town, state and national governments. (Semester course, open to grade 9 only)

### **11111 ACTIVE CITIZENSHIP**

College-Prep

(.50 credit)

What does it take to be a successful high school student? What are the skills I will need to be successful? What opportunities are open to me at Weymouth High School? How can I participate as an active citizen of this community? This introductory course engages college preparatory freshmen in an active exploration of these essential questions. Through hands-on assignments and meaningful classroom discussions, students explore what it means to be a citizen of Weymouth High School, the town of Weymouth, the United States, and our global society. Students are introduced to the school's academic, civic and social expectations as they develop their abilities to read strategically, research purposefully, and organize their writing in order to find success at Weymouth High School. Students will gain experience with these skills as they explore the civic workings of their school, town, state and national governments.

(Semester course, open to grade 9 only)

**11200 UNITED STATES HISTORY I**

Honors

(1 credit)

This is an intensive course designed for the highly motivated student who wishes to develop an in-depth understanding of American society and culture from the American Revolution (1763) to the Reconstruction of the South after the Civil War (1877). Emphasis is placed on research, open-ended questions, and critical and independent thinking.

*Prerequisite:* Maintain a 75% average or better in prior Honors level History and Social Science Education course or upon recommendation of teacher. (Full year course, required for grade 10)

**11201/26202 UNITED STATES HISTORY I**

College Prep

(1 credit)

This course is a survey of United States history from the American Revolution (1763) to Reconstruction of the South after the Civil War (1877). The course fulfills all requirements for those students interested in attending a four year college.

Emphasis is placed on developing reading, writing, discussion, and thinking skills. (Full year course, required for grade 10)

**11319 AP UNITED STATES HISTORY**

Advanced Placement

(1 credit)

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course.

In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

*Prerequisite:* Recommendation based on grades, portfolio, and possible interview. Summer work may be required for AP classes. Students are expected to take the Advanced Placement Test. In order to earn AP credit in this course, a student must take the AP exam. (Full year course)

**11300 UNITED STATES HISTORY II**

Honors

(1 credit)

This is an intensive course designed for the highly motivated student who wishes to develop an in depth understanding of American society and culture in the late nineteenth and twentieth century. The course traces the development of the United States of America from 1877 to the present. Emphasis is placed on research, critical thinking, open ended questions, and independent learning.

*Prerequisite:* Maintain a 75% average or better in prior Honors level History and Social Science Education course or upon recommendation of teacher. (Full year course, required course for grade 11)

**11301 UNITED STATES HISTORY II**

College Prep

(1 credit)

This course is a survey of the United States history from 1877 to the present. The course fulfills all requirements for those students interested in attending a four year college. Emphasis is placed on developing reading, writing, discussion, and thinking skills.

*Prerequisite:* Successful completion of United State History I. (Full year course, required course for grade 11)

**FULL YEAR ELECTIVES****11339 AP MODERN EUROPEAN HISTORY**

Advanced Placement

(1 credit)

This course is designed to prepare students to take the Advanced Placement Examination in European History in May. It emphasizes historically significant events in European history from 1450 to the present. To allow for a multifaceted understanding of these events students will explore the past from intellectual, cultural, political, diplomatic, social and economic viewpoints. In an effort to instill historical habits of mind, the course will stress: the analysis and interpretation of primary sources, the analysis and assessment of historiography, and the development of cogent analytical and interpretive writing.

*Prerequisite:* Recommendation based on grades, portfolio, and possible interview. Summer work may be required for AP classes. Students are expected to take the Advanced Placement Test. (Full year course, open to grade 11, 12 only) In order to earn AP credit in this course, a student must take the AP exam

**11349 AP PSYCHOLOGY**

Advanced Placement

(1 credit)

This course is designed to prepare students to take the Advanced Placement Examination in Psychology by introducing them to the scientific study of human behavior and mental processes. To accomplish this, the course provides instruction in each of the following content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. Students will learn to think like psychologists as they seek to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding” (Sternberg, 1997).

*Prerequisite:* Recommendation based on grades, portfolio, and possible interview. Summer work may be required for AP classes. Students are expected to take the Advanced Placement Test. In order to earn AP credit in this course, a student must take the AP exam. (Full year course, open to grade 11, 12 only)

**11359 AP UNITED STATES GOVERNMENT & POLITICS**

Advanced Placement

(1 credit)

This full year course is designed as an introduction into the field of Political Science and is available to juniors and seniors who wish to challenge themselves. The class is an intensive look at the role of Politics and Government in the United States of America with an emphasis on the rights and responsibilities of the individual in the political process. Through the textbook, additional readings, primary source documents, internet resources, research projects and class debates, the course will examine the role that politics plays in both the history and the contemporary life of the United States. Students will use the skills attained in class to interpret the various trends throughout politics and to examine the importance of participation in local, state, and national government.

*Prerequisite:* Recommendation based on grades, portfolio, and possible interviews. Summer work will be required for AP classes. Students are expected to take the Advanced Placement Test. In order to earn AP credit in this course, a student must take the AP exam. (Full year course, open to grade 11, 12 only)

**11400 PSYCHOLOGY AND SOCIOLOGY**

Honors

(1 credit)

This course is an introduction to the scientific study of human behavior and human societies. Topics will include scientific and research methods, biological basis of behavior, dreams, mental disorders, social psychology, social class, race and ethnicity, marriage and family, crime and social conflict. The course will introduce students to a social-behavioral approach to human behavior and culture. Emphasis is placed on research, open ended questions and critical and independent thinking.

*Prerequisite:* Maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Full year course, open to grade 12)

**11401 PSYCHOLOGY AND SOCIOLOGY**

College Prep

(1 credit)

This course is an introduction to the scientific study of human behavior and human societies. Topics will include scientific and research methods, biological basis of behavior, dreams, mental disorders, social psychology, social class, race and ethnicity, marriage and family, crime and social conflict. The course will introduce students to a social-behavioral approach and culture. (Full Year course, open to grade 12 only)

**HALF-YEAR ELECTIVES****11410 CIVIC AND CULTURAL LITERACY I**

Honors

(.5 credit)

This course is designed for highly motivated students who wish to explore current affairs in depth at the international, national, state, and local levels. It will focus on building the necessary skills to promote an understanding of the local and global implications of civic decisions. It will encourage students to think analytically about the nature of citizenship, government, and social relations in the United States as well as developing critical skills needed in order to understand the cultures 11410 Cultural & Civic Literacy I – continued we inhabit. Topics will range from terrorism, the media, gender, and race, front page headlines, to other issues of significance to high school students. Class format will include a multi-media approach focusing on debate, critical thinking, and independent research.

*Prerequisite:* Maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course open to grades 10, 11, 12)

**11411 CIVIC AND CULTURAL LITERACY I**

College Prep

(.5 credit)

This course will explore current affairs in depth at the international, national, state, and local levels. It will focus on building the necessary skills to promote an understanding of the local and global implications of civic decisions. It will encourage students to think analytically about the nature of citizenship, government, and social relations in the United States as well as developing critical skills needed in order to understand the cultures we inhabit. Topics will range from terrorism, the media, gender, and race, front page headlines, to other issues of significance to high school students. Class format will include a multi-media approach focusing on debate, critical thinking, and independent research. (Semester course, open to grades 10, 11, 12)

**11420 CIVIC AND CULTURAL LITERACY II**

Honors

(.5 credit)

This course is designed for highly motivated students who wish to continue their studies in civic and cultural literacy. It will continue to explore current affairs in depth at the international, national, state, and local levels. Students will utilize the skills learned during the preceding course and apply them while analyzing contemporary issues. Students will not be allowed to enroll in parts I and II of this course simultaneously. Topics will range from terrorism, the media, gender, and race, front page headlines, to other issues of significance to high school students. Class format will include a multi-media approach focusing on debate, critical thinking, and independent research.

Prerequisite: For honors credit, a grade of 75% or better in Honors Civic and Cultural Literacy I, or a grade of 85% or better in College Prep Civic and Cultural Literacy I. (Second Semester course, open to grades 10, 11, 12)

**11430 LEGAL STUDIES I**

Honors

(.5 credit)

This course is designed as an introduction to constitutional, criminal and civil law, which will include an examination of the judicial system, as well as, criminal and civil laws. The course allows students to understand and examine their rights and responsibilities under the law. Students will use case studies, independent research, and current legal issues in the media today.

Prerequisite: Maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course, open to grades 10, 11, and 12)

**11431 LEGAL STUDIES I**

College Prep

(.5 credit)

This course is designed as an introduction to constitutional, criminal and civil law, which will include an examination of the judicial system, as well as criminal and civil laws. The course allows students to understand and examine their rights and responsibilities under the law. Students will use case studies, independent research, and current legal issues in the media today. (Semester course, open to grades 10, 11, and 12)

**11440(H) / 11441(CP) LEGAL STUDIES II**

Honors/College Prep

(.5 credit)

This course is designed for the student who would like to further their study of concepts covered in Legal Studies I, as well as, other legal topics. A more in depth look at criminal and civil law will be included. The course will also study contracts, consumer, rental, credit and housing law. Accelerated assignments are given to students requesting honors credit.

Prerequisite: For Honors credit, a grade of 75% or better in Legal Studies I. For College Prep credit, successful completion of Legal Studies I. (Semester course, open to grades 11 and 12)

**11460(H) / 11461 (CP) WORLD WAR II**

Honors/College Prep

(.5 credit)

This course examines the most devastating, destructive war in history and the concurrent emergence of the United States of America as the world's dominant power. Topics for discussion include the escalation of international tensions in the aftermath of World War I, the advent of atomic weaponry, the Holocaust, and military targeting of civilian cities. Written primary and secondary sources, video footage, and student research will be used to study the conflagration from a global perspective that incorporates the points of view of all major combatant nations. Accelerated assignments and differentiated grading are given to those students requesting honors credit.

Prerequisite: For Honors credit, maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course, open to grades 10, 11, 12)



**11480(H) / 11481(CP) AMERICAN CIVIL WAR** Honors/College Prep (.5 credit)

This course examines that most pivotal and tragic period in the history of the United States; the Civil War. Topics include the causes of the war, slavery, military and political leaders, important battles and campaigns, and the short and long term effects on the nation and its warring states. Accelerated assignments and differentiated grading are given to those students requesting honors or college prep credit.

Prerequisite: For Honors credit, maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course, open to grades 10, 11, 12)

**11510(H) / 11511(CP) POLITICAL AFFAIRS** Honors/College Prep (.5 credit)

This semester course will examine the structure of government in the United States. Political affairs at the local, state, and federal level will be examined with emphasis placed on the process of how government functions. On site experiences, guest speakers, and critical thinking techniques will reinforce the democratic principles learned in the classroom. The course will be a hands-on experience, using media, field trips, simulations, and guest speakers. Accelerated assignments and differentiated grading are given to these students requesting honors credit.

Prerequisite: For Honors credit, maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course open to grades 10, 11 and 12)

**11520(H) / 11521(CP) PRINCIPLES OF ECONOMICS** Honors/College Prep (.5 credit)

This course provides students with a comprehensive examination of economic principles and processes. Particular emphasis will be placed on the role of the American economy in the global economy. This course is strongly recommended for those considering a college major in business or economics. Accelerated assignments and differentiated grading are given to those students requesting honors credit.

Prerequisite: For Honors credit, maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course open to grades 10, 11 and 12)

**11530(H) / 11531(CP) HUMAN GEOGRAPHY** Honors/College Prep (.5 credit)

This course introduces students to the basic concepts of human geography including physical geography, cultural geography, and demography. Students will learn to view the modern world through the lens of human geography. The class will study cultural and physical geography. Cultural geography will be broken down into race, class, religion and gender and studied by investigating various case studies from around the world. Physical Geography will include topography, climate, and maps. The class will also focus on how geography affects agriculture, economics and populations. The class relies heavily on discussion.

Prerequisite: For Honors credit, maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course open to grades 10, 11, and 12)

**11540(H) / 11541(CP) WORLD RELIGIONS** Honors/College Prep (.5 credit)

Students will receive in-depth knowledge of the world's major religious beliefs from both historical and socio-cultural perspectives. Students will study belief structures of the following major religions, in order of their inception: Hinduism, Judaism, Buddhism, Taoism, Zoroastrianism, Christianity (Catholicism, Protestantism, and Orthodoxy), and Islam (Sunni and Shiite). The course is designed to give students a better understanding of the multiple religious groups that inhabit the world today, not only in the United States of America, but throughout the world. Accelerated assignments and differentiated grading are given to those students requesting honors credit.

Prerequisite: For Honors credit, maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course, open to grades 10, 11, and 12)

**11570 PSYCHOLOGY AS A SCIENCE I** Honors (.5 credit)

This course is designed for students pursuing the medical or psychology or counseling career pathway. The course offers a general introduction to the scientific study of human behavior. Scientific research methods will be utilized to examine the nervous system, sensation, perception, learning and consciousness. Emphasis is placed on research, open ended questions and critical and independent thinking. This course will provide the necessary foundation for the sequential course – Psychology as a Science II.

Prerequisite: Maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course, open to grade 11 only)

**11571 PSYCHOLOGY AS A SCIENCE I** College Prep (.5 credit)

This course is designed for students pursuing the medical or psychology or counseling career pathway. The course offers a general introduction to the scientific study of human behavior. Scientific research methods will be utilized to examine the nervous system, sensation, perception, learning and consciousness. This course will provide the necessary foundation for the sequential course – Psychology as a Science II. (Semester course, open to grade 11 only)

**11580(H) / 11581(CP) PSYCHOLOGY AS A SCIENCE II** Honors/College Prep (.5 credit)

This course is designed for students pursuing the psychology or counseling career pathway. The course offers a detailed exploration of the study of human behavior. Scientific research methods will be utilized to examine cognition, emotions, human development, personality, abnormal psychology and social psychology. Emphasis is placed on research, open ended questions, critical thinking and independent learning.

Prerequisite: Successful completion of Psychology as a Science I and enrollment in the Psychology and Counseling Career Pathway. For Honors credit, maintain a 75% or better in prior Honors level History and Social Science Education course / or upon recommendation of teacher. (Semester course, open to grade 12 only)

**11450(H) / 11451(CP) INTRODUCTION TO PHILOSOPHY** Honors/College Prep (.5 credit)

This semester course is designed to familiarize students with the development of Western and Eastern philosophy, ethics, morality, and logic. The writings of Plato, Aristotle, Aquinas, Hobbes, Rousseau and Nietzsche among others will provide the foundation for discussion and debate. The course will examine the “big” questions, such as – What is the nature of man? What is truth? What is reality? Students will examine the foundation of their own thinking. (Semester course, open to grades 10, 11, 12)

**11550(H)/11551(CP) INTRODUCTION TO CRIMINOLOGY I** Honors/College Prep (.5 credit)

The course will encourage students to determine what causes crime by examining different sociological, psychological and biological theories behind criminal behavior. As students understand why criminal behavior occurs, they can enhance their understanding of society’s response to crime, victims and social policy for alleviating criminal behavior. (Semester course, open to grades 11 and 12)

**11560(H)/11561(CP) INTRODUCTION TO CRIMINOLOGY II** Honors/College Prep (.5 credit)

The course will encourage students to determine what causes crime by examining different typologies to include crimes of violence, property crimes, white collar and organized crime, public order crime, and political crime and terrorism. Students will also examine society’s response to crime, and public policy concerning victim rights and correctional goals.

Prerequisite: Successful completion of Introduction to Criminology I. For Honors credit, maintain a 75% or better in prior Honors level History and Social Studies education course/ or upon recommendation of teacher. (Semester course, open to grades 11 and 12)

**11610(H)/11611(CP) HISTORY OF WEYMOUTH** Honors/College Prep (.5 credit)

This course examines the history of Weymouth from its short-lived settlement of Wessagusset in 1622 to its incorporation of Weymouth in 1635. In order for the students to make the connection to Weymouth’s past, the class will examine the initial conflicts with Native Americans and its relationship with surrounding settlements, such as Plymouth. It will also cover the economic, political, geographical, and demographic changes over the last 319 years as well as its contribution to the military actions of the state and federal governments. Furthermore, the course will examine the personalities who helped form Weymouth’s past, such as Thomas Weston, Abigail Adams, Cotton Tufts, and James Bates. Hands on, discovery learning will be utilized to the fullest making good use of local field trips and guest speakers to enhance the connection between the student and the town. Accelerated assignments and differentiated grading are given to those students requesting honors credit. (Semester Course, open to grades 9, 10, 11 and 12)

# MATHEMATICS

The philosophy of the Mathematics Department is to ensure that all students have the opportunity to acquire the mathematics education that is commensurate with their needs and abilities. The department has established the following program designed to enable students to realize their full potential and meet their particular needs while providing the proper background for future educational and occupational goals. All students are required to pass 4 credits in mathematics as a graduation requirement.

The Mathematics Department offers courses at several instructional levels. Please note that all the course levels offered are college preparatory and are aligned to the Massachusetts Mathematics Curriculum Frameworks (2017).

## **16200 GEOMETRY** Honors (1 credit)

This course includes the study of plane, solid, and coordinate geometry as defined by the Massachusetts Curriculum Frameworks. Much attention is given to proving theorems and developing logical thinking. Assessments will routinely require students to apply concepts that they have learned to new situations. This course will include open-ended response assessments with an emphasis on critical thinking skills in preparation for the MCAS exam administered in the sophomore year.

Prerequisite: Students will be placed in this course based on MCAS, PARCC, and iReady Data. (Full year course)

## **16201/16101/26222/ GEOMETRY/GEOMETRY 9** College Prep (1 credit)

This course includes the study of plane, solid, and coordinate geometry with the emphasis on reading and writing using appropriate mathematical language. The concept of proof will be developed and algebra concepts will be continually reinforced. This course will include open-ended response assessments with an emphasis on critical thinking in preparation for the MCAS exam administered in the sophomore year. (Full year course)

## **16111/26212 ALGEBRA I** College Prep (1 credit)

Algebra I is the essential foundation for all following successive mathematics courses and covers the beginning concepts of algebra as defined by the Massachusetts Curriculum Frameworks. Algebraic concepts are introduced through an examination of the structure and the techniques of algebra. Topics studied include: patterns and relations, operations in algebra, solving equations, proportional reasoning, linear functions, inequalities and absolute value, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic and rational functions, radicals, and transformations. Probability, statistics, geometry, and the use of technology are integrated throughout the course. (Full year course)

## **16100 ALGEBRA I** Honors (1 credit)

This course is a rigorous treatment of advanced algebra concepts. Topics include matrices, exponential and logarithmic functions, complex numbers, sequences and series, probability and statistics. Assessments will routinely require students to apply concepts that they have learned to new situations. This is the first course in a three-year program intended to prepare students for the AP Calculus exam at the end of senior year.

A graphing calculator is required.

Prerequisite: 75% or better in Geometry Honors, passing score and teacher recommendation. (Full year course)

## **16301/26242 ALGEBRA II** College Prep (1 credit)

Algebra II is a comprehensive treatment of intermediate level algebra topics as defined by the Massachusetts Curriculum Frameworks. This course will include a thorough study of functions, sequences, variations, and related graphing. Also presented will be linear combinations, matrices, systems of equations, and quadratic expressions. Other topics covered will be imaginary numbers, exponential functions, radicals, logarithms, and polynomials. The students are strongly encouraged to obtain a graphing calculator.

Prerequisite: Successful completion of a Geometry and Algebra I course, or teacher recommendation (Full year course)

**16341 ALGEBRA II EXTENDED**

College Prep

(1 credit)

Students will utilize and build on knowledge gained in Advanced Quantitative Reasoning to gain a deep understanding of Algebra II topics. Topics covered include solving quadratics using complex numbers, solving rational expressions, and modeling using linear and quadratic functions and interpreting data from a statistical perspective.

Prerequisite: Successful completion of Advanced Quantitative Reasoning

**16361 EXPLORING ALGEBRA II/TRIGONOMETRY**

College Prep

(1 credit)

This course progresses at a deliberate pace that allows for skill development and reinforcement of concepts. It is designed to support the learning of students who may not have fully retained the skills and concepts covered in prior courses which will be reviewed when needed in the course. Mathematical concepts tend to be introduced at a concrete level and developed with an increasing level of abstraction. This course includes a review of fundamental algebra skills. Topics include functions and graphing, solving systems of equations and inequalities, quadratics, exponential functions, and radicals as well as an application-focused introduction to trigonometry.

Prerequisite: Successful completion of Algebra II. (Full year course)

**16400 PRE-CALCULUS**

Honors

(1 credit)

This course covers the most advanced algebra topics including Partial Fraction Decomposition, Conic Sections and a thorough treatment of trigonometry and complex numbers in polar form. Additionally, the last term is devoted to the derivation and concept of limits as will be applied in a calculus setting. Assessments will routinely require students to apply concepts that they have learned to new situations. This is the second course in a three-year program intended to prepare students for the AP Calculus exam at the end of senior year.

Prerequisite: 75% or better in Algebra II Honors, or departmental approval. (Full year course open to grades 11 and 12)

**16401 PRE-CALCULUS**

College Prep

(1 credit)

This course is a preparation for college calculus. The topics of trigonometry are discussed extensively with an emphasis on applications. The concepts of limit and differential calculus are developed with applications stressed rather than theory.

Prerequisite: Successful completion of Algebra II (Full year course, open to grades 11 and 12)

**16429 AP STATISTICS**

Advanced Placement

(1 credit)

This college level course provides a rigorous and extensive treatment of statistics. The content consists of those topics as prescribed in the "Guide to the Advanced Placement Statistics Test" administered by the College Board.

Prerequisite: Successful completion of Algebra II (Honors) and department approval. In order to earn AP credit in this course, a student must take the AP exam. (Full year course)

**16421 STATISTICS**

College Prep

(1 credit)

This course provides students with a conceptual understanding of statistics through active learning while the students use technology to analyze and interpret genuine data. The topics covered include data collection and analysis, measures of central tendency and standard deviation, correlations, random behavior and statistical inferences. This course also stresses the importance of students' communication skills through reading, writing, and discussion.

Prerequisite: Successful completion of Algebra II. (Full year course)

**16420 STATISTICS**

Honors

(1 credit)

This course is a college level statistics course. The content is similar to that described by the College Board; however, the emphasis is more on the application of principles rather than on theory.

Prerequisite: Grade of 75% or better in Pre-Calculus Honors or departmental approval. (Full year course)

**16431 SPORTS STATISTICS**

College Prep

(1 credit)

This course provides students with an understanding of statistics through their use in sports both from an analytical and a decision-making perspective. The course uses sports as a basis for studying many topics including data collection and analysis, measures of central tendency and standard deviation, correlations, random behavior and statistical inferences.

Students will also examine the reasoning behind utilizing different statistical approaches in sports-related decision-making such as the decision to use SABRmetrics statistics over traditional statistics such as batting average.

Prerequisite: Successful completion of Algebra II. (Full year course)

**16459 AP CALCULUS BC** Advanced Placement (1 credit)

This college level course provides a rigorous and extensive treatment of calculus. The content consists of those topics as prescribed in the “Guide to the Advanced Placement BC Calculus Test” administered by the College Board. Topics covered include limits of functions, differential calculus with applications, integral calculus with applications, various integration and differentiation techniques, convergence of series, Taylor series and polynomials and integration of parametric and polar functions. The subject matter covered is equivalent to roughly two semesters of college calculus. Additionally, students will spend time preparing for the AP examination. In order to earn AP credit in this course, a student must take the AP exam.

Prerequisite: Department approval. (Full year course, open to grade 12)

**16449 AP CALCULUS AB** Advanced Placement (1 credit)

This college level course provides a rigorous and extensive treatment of calculus. The content consists of those topics as prescribed in the “Guide to the Advanced Placement AB Calculus Test” administered by the College Board. Topics covered include limits of functions, differential calculus with applications, integral calculus with applications and various integration and differentiation techniques. The subject matter covered is equivalent to roughly one semester of college calculus. Additionally, students will spend time preparing for the AP examination. This course is more rigorous than the Honors Calculus course with a faster pace in order to be prepared for the AP test in late April/early May.

Prerequisite: Department approval. In order to earn AP credit in this course, a student must take the AP exam. (Full year course, open to grade 12)

**16430 CALCULUS** Honors (1 credit)

This course is similar to a college level calculus course. The content is similar to that described by the College Board; however, the topics are not covered in the same depth as in the advanced placement course. The emphasis is more on the application of principles rather than on theory.

Prerequisite: Successful completion of Pre-Calculus ~~Honors~~ with a grade of 75% or better or departmental approval. (Full year course)

**16651 INTRODUCTION TO CALCULUS** College Prep (1 credit)

This course provides a bridge between PreCalculus and college level Calculus. The course begins with a review of advanced Algebra II and PreCalculus topics. Students then delve into the beginnings of Calculus including limits, derivatives and an introduction to the integral. This course moves at a significantly slower pace than Honors Calculus and is intended to help prepare students to take Calculus at the college level.

Prerequisite: Successful completion of PreCalculus CP.

**16552 STRATEGIES FOR SUCCESS: MATH** Un-leveled (.5 credit)

This course provides a review of topics found in the five strands of the Massachusetts Curriculum Framework. Students will analyze open response questions and write appropriate solutions. Diagnostic software will be used to identify weaknesses and strengths as well as to track student progress. The focus is on both MCAS preparation and MCAS remediation with emphasis on test taking strategies and content specific weaknesses. Students will be automatically placed in this course based on MCAS scores, iReady results and teacher recommendation. *This course does not meet the mathematics requirement for graduation.* (Full year course, meeting three or four times in a seven day cycle)

**16172 MATH LAB** Un-leveled (.5 credit)

Math Lab is a full year course, meeting either three times in a seven day cycle with one extended block or four times in a seven day cycle. Math Lab is a class designed to help students develop a strong foundation in mathematical principles, concepts, and computations. Students in this class are given skills and strategies to help them develop competency in a number of mathematic arenas as outlined in the Massachusetts Mathematics Frameworks. Students may be assigned to the

Math Lab by teacher recommendation. *This course does not fulfill any Math requirement for graduation.* (Full year course, meeting three or four times in a seven day cycle.) (Open to grades 9, 10, 11, 12)

## **MATHEMATICS - Standards Based Exploring Computer Science & Technology (SBECST) Computer Science Strand**

**A strong background in computer science and programming gives students an advantage as we become a more technologically advanced society. At Weymouth High School students have the opportunity to take computer science and programming-based courses from grades 9-12. In order to accommodate student interest and schedules students may enter at almost any point along the pathway.**

### **H16520 (H) / H16521 (CP) EXPLORING COMPUTER SCIENCE I HONORS/COLLEGE PREP** (.5 credit)

This course is designed to introduce students to the fundamental concepts of computer science. Topics include human computer interactions, problem solving, and web design utilizing html and css and a brief introduction to programming. The Honors student will be held to a more rigorous standard, completing more projects with greater depth. Honors students will also be expected to work independently and in teams. (Half year course, open to grades 9, 10, 11, 12)

### **H16560(H) / H16561(CP) EXPLORING COMPUTER SCIENCE II HONORS/COLLEGE PREP** (.5 credit)

This course is a direct continuation of Exploring Computer Science I. Topics include a deeper exploration of programming, computing and data analysis, as well as an introduction to programming with Javascript. The Honors student will be held to a more rigorous standard, completing more projects with greater depth. Honors students will also be expected to work independently and in teams. (Half year course, open to grades 9, 10, 11, 12 with successful completion of ECS I)

### **16500(H) / 16501(CP) JAVA PROGRAMMING I** Honors/ College Prep (.5 credit)

This course is designed to introduce students to the fundamental concepts of computer programming using Java. Topics developed include algorithm and program design, modifying classes, data types, flow of control, top down design using functions, and testing and debugging of programs. The Honors student will be held to a more rigorous standard, completing more programs with greater depth. The Honors students will also be expected to work independently at most times. (Half year course, open to grades 10, 11, 12)

### **16510(H) / 16511(CP) JAVA PROGRAMMING II** Honors/ College Prep (.5 credit)

This course is an extension of JAVA Computer Programming I. Advanced programming techniques will be taught including use of files, more flow of control options, strings and abstract classes. The Honors student will be held to a more rigorous standard, completing more programs with greater depth. The Honors student will also be expected to work independently at most times. (Half year course, open to grades 10, 11, 12 with successful completion of Java 1)

### **16369/16360 AP/Honors COMPUTER SCIENCE PRINCIPLES** Advanced Placement/Honors

This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts including using block programming techniques to design functional mobile applications for Android devices. Students enrolled in the AP level will be held to a higher level of rigor and will be expected to take the Advanced Placement exam in May. In order to earn AP credit in this course the student must take the AP exam.

(Full year course open to grade 11 and 12 who have completed Algebra 2)

**16539/16530 AP/Honors COMPUTER SCIENCE**

Advanced Placement/Honors

(1 credit)

This course provides a rigorous study of programming techniques using Java. Topics will include public classes, inheritance hierarchies, designing subclasses, designing abstract classes and interfaces, package concepts, exception concepts, recursion, and wrapper classes. Students enrolled in the AP level will be held to a higher level of rigor and will be expected to take the Advanced Placement exam in May. In order to earn AP credit in this course the student must take the AP exam. (Full year course open to grades 11 and 12 who have completed Java 1)

## MUSIC DEPARTMENT

Music expresses the highest values of a culture. It provides the means for expressing thoughts and feelings through performance and composition. Music is a creative art through which all people can enrich their lives, both by self-expression and response to the expression of others. Music teaches critical thinking skills important in today's workplace: self-discipline, teamwork, problem-solving skills, self-esteem, and self-expression. The Music Department offers a variety of courses designed for students with varying degrees of interest and talent. Included are courses which any student may elect regardless of music background, as well as courses for the more advanced student.

**23100(H) / 23101(CP) BAND**

Honors/ College Prep

(1 credit)

Band is offered for students with prior experience on a band instrument who have attained the level of proficiency necessary to read band literature. Students will have the opportunity to improve playing techniques and music reading abilities through the study and performance of a wide variety of band music. Both in school and out of school performances are scheduled during the year, as well as occasional special rehearsals for which attendance is required. While emphasis is placed on cooperative effort, daily home practice is expected. Accelerated assignments and differentiated grading are given to those students requesting honors credit

Prerequisite: Prior instrumental experience. (Full year course open to grades 9, 10, 11, 12)

**23110(H) / 23111(CP) CONCERT CHOIR**

Honors/ College Prep

(1 credit)

This course offers students the opportunity to refine their singing skills through an emphasis on proper vocal techniques, sight reading, ensemble singing and performing. Repertoire will include, but is not limited to the following genre: madrigals, classical, folk, multicultural, jazz, contemporary and musical theater. Daily practice will be expected in order to improve skills.

Students will also have the opportunity to audition for the Southeastern District Senior Festival Chorus. Enhanced assignments are required for Honors credit.

(Full year course open to grades 9, 10, 11, 12)

**23200(H) / 23201(CP) ADVANCED CHORAL STUDY:  
POP & JAZZ CHOIR**

Honors/ College Prep

(1 credit)

This course is split into two explorations of choral performance. The first exploration looks at today's pop hits and demonstrates how the choral style of arrangement can create an enduring and powerful re-imagining of today's popular music. In the second exploration, Jazz, singers will be performing vocal jazz music, with an emphasis on sight reading and ensemble performance. Students will learn a variety of jazz music, both a cappella and accompanied. Students will also improve their creative musical skills by learning how to vocally improvise (scatting).

Prerequisite: 75% or better in Concert Choir or departmental approval. This choir will perform a minimum of one concert per semester. (Full year course, open to grades 10, 11, 12)

**23121 GUITAR I**

College Prep

(.25 credit)

This course is designed for beginning guitar students. The course will consist of group and individual instruction in basic guitar skills with an emphasis on learning to read music. No prior music experience is required. Students must supply their

own instrument for this class. There is no performance requirement, but opportunities for group or individual performance at school concerts will be available and encouraged. (Quarter Course, open to grades 9, 10, 11, 12)

**23131 GUITAR II** College Prep (.25 credit)

This course is offered for students who want to advance their guitar skills. Sight reading, scales and fingering techniques are just some of the topics the course will cover. Students will learn in an ensemble setting, while improving their own individual skills. Students must supply their own instrument for this class. There is no performance requirement, but opportunities for group or individual performance at school concerts will be available and encouraged.

Prerequisites: 75% or better in Guitar I or departmental approval. (Quarter Course, open to grades 9, 10, 11, 12)

**23141 PERCUSSION** College Prep (.5 credit)

This course is designed to introduce students to the fundamentals of percussion performance. Topics and activities will include basic techniques of stick control and hands on instruction with many different kinds of percussion instruments such as snare, timpani, mallet percussion, and accessories. There is no prior drumming experience required. There is no performance requirement. (Semester course, open to grades 9, 10, 11, 12)

**23151 PERCUSSION II** College Prep (.5 credit)

This course is for students who wish to advance their understanding of percussion. Drum set, mallet playing, rhythm reading, will be some of the topics the course will cover. Students will learn in an ensemble setting, while improving their own individual skills. Students must supply their own sticks and music folder for the class. There is no performance requirement, but opportunities for group or individual performance at school concerts/events will be available and encouraged.

Prerequisites: Percussion I or permission from instructor. (Semester course, open to grades 9, 10, 11, 12)

**23161 PIANO I** College Prep (.25 credit)

This course will consist of group and individual instruction in basic piano skills with an emphasis on learning to read music. No prior music experience is required. Students will not need to supply their own instrument for this class. There is no performance requirement, but opportunities for group or individual performance at school concerts will be available and encouraged. (Quarter Course, open to grades 9, 10, 11, 12)

**23171 PIANO II** College Prep (.25 credit)

This course is designed for students who want to advance their piano skills. Students will learn intermediate pieces, improve their sight reading skills and work in advanced music theory. Students will not need to supply their own instrument for this class. There is no performance requirement, but opportunities for group or individual performance at school concerts will be available and encouraged.

Prerequisite: Successful completion of Piano I or departmental approval. (Quarter Course, open to grades 9, 10, 11, 12)

**23181 FUNDAMENTALS OF MUSIC TECHNOLOGY I** College Prep (.5 credit)

This course is designed to introduce students to the basic use of music technology. Students will learn basic musical terms and musical notation while producing, creating, arranging, publishing, and recording music. (Semester course, open to grades 9, 10, 11, 12)

**23240(H) / 23241(CP) FUNDAMENTALS OF MUSIC TECHNOLOGY II** Honors / College Prep (.5 credit)

This course is a continuation of Fundamentals of Music Technology I. Students will explore more intricate musical composition, such as expanded harmony, chord progression and inversion. Topics will emphasize various musical styles, including 12 bar blues and modern compositional techniques.

Prerequisite: Successful completion of Fundamentals of Music Technology I or departmental approval. (Semester course open to grades 10, 11, 12)



**23191 MUSIC THEORY I**

College Prep

(.5 credit)

This course will focus on the basics of music theory in which students will study musical notation, rhythm, scales, harmony and ear training. An introduction to basic piano skills will also be featured.

Prerequisite: Prior musical experience recommended, but not required. (Semester course, open to grades 9, 10, 11, 12)

**23250(H) /23251(CP) MUSIC THEORY II**

Honors / College Prep

(.5 credit)

This course continues the study of music theory with an emphasis on songwriting and composition. Students will use computer software to create original works of music, while improving their skills on the piano. Enhanced assignments are required for Honors credit.

Prerequisite: Successful completion of Music Theory I or departmental approval. (Second Semester course, open to grades 9, 10, 11, 12)

**23309 AP MUSIC THEORY**

Advanced Placement

(1 credit)

The content of this course is based on the recommendations of the College Board for the AP Music Theory course. It is a rigorous course for the highly motivated music student and it has been designed to help students prepare for the AP Music Theory test. Topics include an advanced study of score analysis, advanced ear training, orchestration, and counterpoint with relation to composition.

Prerequisite: Students must attain a grade of 75% or better in Music Theory I & Music Theory II or departmental approval. In order to earn AP credit in this course the student must take the AP exam. (Full year course, open to grades 10, 11, 12)

**23221 CAREERS IN MUSIC**

College Prep

(.5 credit)

Students will explore career in music through hands on learning, music technology, music reading and field research. Guest speakers and field trips will provide 21<sup>st</sup> century experience to students considering a career in music. (Semester course open to grades 10, 11, 12)

**23231 INSTRUMENTAL TECHNIQUES**

College Prep

(.5 credit)

This is a course designed for students who have previously taken private lessons on guitar, piano, or percussion who would like to attain a portion of the ensemble experience required within the fine arts academy. It is recommended for students looking to apply their knowledge from a guitar basics, piano basics or percussion basics class in an ensemble setting. Students will be arranged into groups based on musical taste and ability. A variety of musical genres, styles, and techniques will be offered to improve student's ability to play well with others. Music reading, notating, improvising and creating will be required for success. Regular home practice is also required.

Prerequisite: Previous instrumental experience. (Semester course, open to grades 10, 11, 12)

## SCIENCE DEPARTMENT

Students at Weymouth High School need scientific skills that will allow them to analyze and understand the natural phenomenon and man-made systems that apply to the STEM careers of the 21st century. Pairing scientific practices with content will lay the foundation for successful application of this learning to analyze the systems of the universe. Our students will ask questions, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations, argue from evidence, and obtain, evaluate and communicate information.

Note: All students must pass three science courses with laboratory for admission to the Massachusetts State Colleges and Universities. These courses are designated in their descriptions as "Laboratory Science."

**17100 INTEGRATED SCIENCE**

Honors

(1 credit)

Laboratory Science

This course is designed for the most able freshmen. This course is similar to the college prep Integrated Science course, but it moves at an accelerated pace and involves more in-depth study. Classroom investigations will develop the students' understanding of the basic concepts of chemistry, physics, earth science and biology. This course will provide the

necessary, foundation for the sequential courses in biology and chemistry. Emphasis will be placed on reading, writing, problem solving and critical thinking.

Prerequisite: Grade of 90% (A-) or better in eighth grade science. (Full year course, open to grade 9)

### **17101/26152 INTEGRATED SCIENCE**

College Prep

(1 credit)

#### Laboratory Science

This course is an introduction to chemistry, physics, earth science and biology. Classroom investigations will develop the students' understanding of the basic concepts of chemistry, physics, earth science and biology. This course will provide the necessary foundation for the sequential courses in biology and chemistry. Emphasis will be placed on reading, writing, problem solving and critical thinking. (Full year course, open to grade 9)

### **17110 ACCELERATED BIOLOGY (9-10)**

Honors

(1 credit)

#### Laboratory Science

Biology is the study of living organisms, their origins, how they survive, reproduce, change over time, and interact with each other and their environment. The primary objective of this course is to provide students with a fundamental understanding of modern biology and scientific processes, building foundations for success in the college level AP courses to follow. This course is recommended for students that have a particular interest in biology and the natural sciences. Students will be ultimately responsible for their learning; therefore, they should be organized, prepared, and motivated to learn every day. The curriculum examines topics with more depth and includes more advanced resource material in addition to the adopted text. Laboratory investigations play an important role in the course. Labs are more rigorous than in the regular curriculum and students are expected to design and carry out experiments using appropriate methods and resources. This course serves as the foundation for an accelerated science program that culminates with the potential to enroll in AP Science courses in grades 11 and 12. These students will be taking the MCAS test in biology at the end of the course. Passing this MCAS test will fulfill the high school science graduation requirement.

Prerequisite: Grade of A (90% or higher) in eighth grade science, and concurrently enrolled in Honors Geometry. (Full year course, open to grade 9-10)

### **17120(H)/17121(C) EXPERIMENTAL DESIGN**

Honors/College Prep

(.25 credits)

This quarter course is designed to aid students in developing the thinking skills necessary to problem solve using the principles of scientific investigation. Working both independently and collectively students will conduct and design experiments using various data collecting tools to record and analyze results. Students will be expected to distinguish among dependent, independent and controlled variables, as well as, construct tables and graphs that will lead to appropriate data analysis. They will be expected to use reliable websites to gain knowledge that will aid in their experimental design. The use of technology will further be implemented in both the gathering and display of collected data. At the end of this course students will be expected to write a simple lab report and orally share their scientific investigation with their classmates.

(Quarter course open to grades 9 and 10)

### **17200 BIOLOGY**

Honors

(1 credit)

#### Laboratory Science

This course is a detailed study of living things from biochemical compounds to complex vertebrates. Topics include organic chemistry, cell structure, cell function, photosynthesis, cellular respiration, DNA, genetics, biodiversity, evolution, ecosystems, and classification of organisms from the simplest form to humans. Students will investigate the interrelationship among the human body systems while maintaining homeostasis at the cellular level. Laboratory experiences include dissection of preserved specimens, investigation, design and analysis and interpretation of data. This course is accelerated and assumes students have already grasped skills in the foundation of life science, lab procedures, and scientific reasoning. Students must have excellent reading skills and be able to study independently. Essays and critical thinking will be a part of exams. Team problem solving and modeling are also used. This course is designed to satisfy the requirements of the biology grade 10 subject specific MCAS test.

Prerequisite: Test average of 75% or better in Honors Integrated Science, or an 85% or better test average in College Prep Integrated Science, or departmental approval.

**17201/26182 BIOLOGY**

College Prep

(1 credit)

## Laboratory Science

College Prep Biology will cover the same topics as Biology 17200 honors: organic chemistry, cell structure, cell function, photosynthesis, cellular respiration, DNA, genetics, biodiversity, evolution, ecosystems, and classification of organisms from the simplest form to humans. Students will investigate the interrelationship among the human body systems while maintaining homeostasis at the cellular level. Laboratory experiences include dissections of preserved specimens, investigation design and analysis and interpretation of data. The topics are covered in less depth and less independent work is expected than in an honors level class. This course is designed to satisfy the requirements of the Biology grade 10 subject specific MCAS test. (Full year course, open to grades 10, 11, 12)

**17309 AP BIOLOGY**

Advanced Placement

(1.2 credits)

## Laboratory Science

This course is designed for talented students who are planning to major in one of the sciences in college, although not necessarily biology. AP Biology is designed to be a college level survey of biology encompassing a detailed study of living things from biochemical compounds to complex vertebrates. Topics include organic chemistry, cell structure, cell function, photosynthesis, cellular respiration, DNA sciences, genetics, heredity, ecosystems and animal phyla from the simplest form to human. Laboratory is an important element of this course. In order to earn AP credit in this course the student must take the AP exam.

Prerequisite: A grade of 75% or better in Honors Biology, or an 85% in CP Biology and a 75% or better in Chemistry. Students are expected to take the Advanced Placement Test. Summer work may be required. (Full year course, open to grades 11, 12)

**17399 AP CHEMISTRY**

Advanced Placement

(1.2 credits)

## Laboratory Science

This course is designed to be the equivalent of a general chemistry class taken during the first year of college. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This rigorous course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Particular emphasis will be placed on chemical calculations, the mathematical formulation of principles, and laboratory procedures. Topics include atomic theory and atomic structure, chemical bonding, nuclear chemistry, states of matter, solutions, types of reactions, stoichiometry, equilibrium, reaction kinetics, and thermodynamics. In order to earn AP credit in this course the student must take the AP exam.

Prerequisite: A grade of 85% or better in Honors Chemistry and Algebra II. Students are expected to take the Advanced Placement Test. Summer work is required. (Full year course open to grades 11 and 12)

**17470 ACCELERATED CHEMISTRY (10-11)**

Honors

(1 credit)

## Laboratory Science

Chemistry includes the investigation of the properties, composition, and structure of matter, the changes that occur in matter, and the energy absorbed or released during these changes. Chemistry provides opportunities for the development of skills in analysis, synthesis, and evaluation. Class activities and laboratory experiments are designed to enhance learning about topics such as atomic structure, chemical formulas and equations, and properties of elements. The curriculum examines topics with more depth and includes more advanced resource material in addition to the adopted text. Laboratory investigations play an important role in the course. Labs are more rigorous than in the regular curriculum and students are expected to design and carry out experiments using appropriate methods and resources. This course serves as the foundation for an accelerated science program that culminates with the potential to enroll in AP Science courses in grades 11 and 12.

Prerequisite: Grade of 85% or better on Algebra I (Full year course, open to grade 10-11)

**17210 CHEMISTRY**

Honors

(1 credit)

## Laboratory Science

Chemistry is the study of the composition of substances and the changes that substances undergo. This course is intended to provide an intense background for those students planning to attend highly competitive four-year colleges. Topics include atomic structure, naming compounds, moles, stoichiometry, types of chemical reactions, states of matter, gas laws, electron configurations, chemical periodicity, solutions, reaction rates, acids and bases, chemical bonding, oxidation-reduction reactions, and nuclear chemistry. This course is faster paced and covers topics in greater depth than the college prep class. Mathematical concepts, especially multi-step word problems that require students to use inventive approaches, are emphasized. Because of the quantity of material covered, much of the work must be completed outside of the classroom.

Prerequisite: Grade of 85% or better on Algebra IB final exam or satisfactory completion of Honors Algebra entrance exam.  
(Full year course, open to grades 10, 11, 12)

**17211 CHEMISTRY**

College Prep

(1 credit)

## Laboratory Science

Chemistry is the study of relationships between the chemical makeup of a substance (composition), the types of bonds it has (structure), and its characteristics, behavior and reactions (properties). Chemistry uses problem solving and reasoning strategies, conceptual and mathematical modeling, and laboratory methods and data analysis to explain observed behaviors. Specific mathematical operations used in Chemistry include: algebraic manipulation of equations, proportional reasoning (including direct and inverse proportions), use of exponents, logarithms and scientific notation, and graphing of data.

Prerequisite: 70% or better on Algebra IB final exam or satisfactory completion of Algebra entrance exam.  
(Full year course, open to grades 10, 11, 12)

**17319 AP PHYSICS C: MECHANICS/ELECTRICITY & MAGNETISM** Advanced Placement (1.2 credits)

## Laboratory Science

The AP® Physics C: Mechanics course focuses on problem-solving techniques and conceptual understandings of topics typically presented in an introductory college-level course designed for science and engineering majors. Students will use advanced critical thinking, inquiry-driven laboratory skills, and mathematical approaches, including limited applications of calculus, to analyze and characterize physical systems. Topics covered will include kinematics, dynamics, energy, rotational motion, gravity, oscillations, electric fields and potential, capacitance, RC/RL circuits, and magnetism. Students enrolling in AP Physics C: Mechanics will be required to submit a \$25.00 laboratory fee to offset the cost of lab notebooks, enrollment and usage of online homework, and other consumable materials used in the laboratory. Students will also be expected to complete summer work prior to the start of the school year, attend a minimum of two Saturday workshop sessions that take place during the school year, and take the AP Physics C: Mechanics and AP Physics: Electricity & Magnetism exams in the spring. Note that students will be expected to have consistent access to the internet to complete assignments. In order to earn AP credit in this course, the student must take the AP exam.

Prerequisite: Concurrently enrolled or successfully completed AP Calculus or Honors Calculus and completion of Introductory Physics for STEM Honors or AP Physics 1  
(Full year course, open to grade 11 or 12)

**17329 AP Physics 1**

Advanced Placement

(1.2 credits)

## Laboratory Science

The AP® Physics 1 course focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced coursework in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Topics covered will include kinematics, dynamics, energy, momentum, circular motion, gravitation, rotation, electrostatics, and direct-current circuits. Students enrolling in AP Physics 1 will be required to submit a \$25.00 laboratory fee to offset the cost of lab notebooks, enrollment and usage of online homework, and other consumable materials used in the laboratory. Students will also be expected to complete summer work prior to the start of the school year, attend a minimum of two Saturday workshop sessions that take place during the school year, and take the Advanced Placement Physics 1 exam in the spring. Note that students will be

expected to have consistent access to the internet to complete assignments. In order to earn AP credit in this course, the student must take the AP exam.

Prerequisites: Concurrently enrolled or successful completion of Trigonometry/Calculus  
(Full-year course, open to grades 11 and 12)

### **17310 INTRODUCTORY PHYSICS FOR STEM**

Honors

(1 credit)

Laboratory Science

Introductory Physics for STEM is a first year physics course designed for students who intend to pursue a four-year degree in a STEM-related field at a competitive college or university. Students will focus on critical-thinking, reasoning, and mathematical skills necessary to describe the actions and behavior of the physical world. Students will be expected to use higher-order algebra and trigonometry to describe and predict the relationships between physical quantities and derive their physical measurements. Topics will include kinematics, dynamics, energy, rotation, waves, and direct-current circuits. An emphasis will be placed on scientific and mathematical methods of collecting, analyzing, and interpreting experimental data in a laboratory setting.

Prerequisite: Concurrently enrolled or successful completion of Trigonometry/Calculus\* or Pre-Calculus(\**Recommended*)

(Full year course, open to grades 11, 12)

### **17221 INTRODUCTORY PHYSICS**

College Prep

(1 credit)

Laboratory Science

Introductory Physics is a first year physics course designed for students who intend to pursue a post-secondary education at an institute of higher learning. Students will focus on critical-thinking, reasoning, and conceptual descriptions to qualitatively describe the actions and behavior of the physical world. Students will be expected to use some basic algebraic mathematics to quantitatively describe and predict the relationships between physical quantities and derive their physical measurements. Topics will include kinematics, dynamics, energy, rotation, waves, and direct-current circuits. An emphasis will be placed on scientific and mathematical methods of collecting, analyzing, and interpreting experimental data in a laboratory setting.

Prerequisites: Successful completion of Algebra II.

### **17231 CONCEPTUAL PHYSICS**

College Prep

(1 credit)

Laboratory Science

A unique college preparatory physics course that teaches physics concepts without the need for extensive mathematics. This course makes use of a three stage learning cycle of exploration, concept development, and concept application. Principles of force, motion, energy, electricity, magnetism, waves, vibrations, and light are developed and applied through reading assignments, lessons, demonstrations, laboratory work, computer simulations, problem solving, and critical thinking and discussions. Sports and real work applications of physics principles' will be explored. This course is for those students who have an understanding of algebra and geometry and are seeking acceptance to a standard 2-4 year college. This course is designed to meet the Tech Prep requirements. (Full year course, open to grades 10, 11, 12)

### **17339 AP ENVIRONMENTAL SCIENCE**

Advanced Placement

(1.2 credits)

Laboratory Science

This course will provide students with the scientific principles, concepts, and methodologies required to understand the relationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The AP Environmental Science course includes a strong laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observation. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the "real world." In these experiences students can employ alternative learning styles to reinforce fundamental concepts and principles. Students will acquire skills in specific techniques and procedures, conduct a long-term study of some local system or environmental problem and visit local public facilities that support the curriculum. Because all students have a

stake in the future of their environment, such activities can motivate students to study environmental science in greater depth. Summer work is required. In order to earn AP credit in this course, the student must take the AP exam.

*Prerequisite:* 85% or better in Biology and Chemistry, 75% or better in Honors Chemistry or Honors Environmental Science, departmental approval, and a letter of application. Students are expected to take the Environmental Science Advanced Placement Test in the spring.

(Full year course open to grades 11 and 12)

### **17240 ENVIRONMENTAL SCIENCE**

Honors

(1 credit)

Laboratory Science

Environmental science is the study of how humans interact with the environment and how these interactions may be improved. This course covers the same basic topics as the college prep level but is faster paced, goes into greater depth, and emphasizes field studies and research projects. Due to the amount of material covered and the resources available, students are responsible for more independent work. Students will also work closely with local and state environmental agencies to learn about current environmental issues and help work towards solving them. *Prerequisite:* Grade of 85% or better in College Prep Biology or 75% or better in Honors Biology

(Full year course open to grades 10, 11, 12)

### **17241/26192 ENVIRONMENTAL SCIENCE**

College Prep

(1 credit)

Laboratory Science

Students will learn the key features of ecology by studying energy flow and chemical cycling through the ecosystem, ecosystem succession, predator-prey relationships, natural selection, population dynamics and invasive and endangered species. Students will analyze current local and global environmental issues such as pollution, global climate change, and environmental public health issues, and utilize problem solving and critical thinking skills to propose solutions for these problems. Students will develop at least one major project that connects human society to environmental processes.

Students will learn about the vast number of career opportunities within the environmental science discipline and explore these career opportunities through projects, being exposed to speakers or having hands on experience.

*Prerequisite:* Successful completion of Biology

(Full year course open to grades 10, 11, 12)

### **17440/17441 ASTRONOMY: THE SOLAR SYSTEM & BEYOND**

Honors/College Prep

(.5 credit)

This is a one-semester course that will study and explore the celestial sphere, constellations, apparent motion of celestial objects, eclipses, astronomical observations, the Earth as a planet, the Moon, planets and their satellites, comets, meteors, theories of the origin of the solar system, study and detection of exoplanets, development of physical space exploration, and the search for extra-terrestrial life. Additionally, a historical approach will be taken to better understand the role that discoveries in science have made in advancing our quality of life and the prosperity of our society. Honors students will be expected to complete additional projects and assignments outside of class and attend two night-time observation sessions at Riley Field.

### **17450/17451 ASTRONOMY: STARS, GALAXIES, & COSMOLOGY**

Honors/College Prep

(.5 credit)

This is a one-semester course that will present the astronomical phenomena of the universe in the context of physical science. Topics include: Newton's laws governing force and motion, the laws of thermodynamics governing temperature and energy, the role of electromagnetism in nature, and the atomic structure of matter, all in the context of current issues in space sciences. Students will explore the Sun, structure and evolution of stars, neutron stars and black holes, the Milky Way galaxy, normal galaxies, active galaxies, quasars, and cosmology. Additionally, a historical approach will be taken to better understand the role that discoveries in science have made in advancing our quality of life and the prosperity of our society. Honors students will be expected to complete additional projects and assignments outside of class and attend two night-time observation sessions at Riley Field.

**17251 ASTRONOMY: SURVEY**

College Prep

(.5 credit)

## Laboratory Science

This course includes the study of the historical astronomical theory, constellations, telescopes and the electromagnetic spectrum. Students will investigate stars, star evolution, and our own star, the sun. The Solar System, including the planets, moons, asteroids, comets and meteors is a focus. The study of galaxies, quasars, and the origin of the universe will be investigated.

(Semester course, open to grades 10, 11, 12)

**17340 ANATOMY & PHYSIOLOGY**

Honors

(1 credit)

## Laboratory Science

This course will provide a detailed and comprehensive look at human anatomy and physiology by emphasizing the important concepts, terminology and interrelationships of human structure and function. Students will gain an appreciation for the systems of the body and their role in maintaining health and wellness. This course will be aimed at the student wishing to take a fourth year of science, especially those thinking of entering the health care professions. This course provides an in depth foundation for those interested in entering a Pre-Med program in college.

Prerequisite: 75% or better in Honors Biology or 85% or better in College Prep Biology

(Full year course open to grades 11, 12)

**17341 ANATOMY & PHYSIOLOGY**

College Prep

(1 credit)

## Laboratory Science

This course will take a comprehensive look at human anatomy and physiology with an emphasis on the human organ systems. This course will be aimed at the student wishing to take a fourth year of a science, especially those thinking of entering the health care professions. As the systems are covered, attention will be given to the relationship between form and function, health and balance between organ systems. Students will gain an appreciation for the systems of the body and their role in maintaining health and wellness.

*Prerequisite:* Successful completion of Biology. (Full year course open to grade 11, 12)

**17261 BOTANY**

College Prep

(.5 credit)

## Laboratory Science

This course will investigate the world's vast variety of plant life. Students will be engaged in hands on learning through planting, transplanting, germinating and caring for various species of plants both within the greenhouse and through the development and maintenance of an urban garden on the high school campus. Students will learn about plant anatomy, complex biochemical processes that occur within the plant system, and various plant technologies including genetic modification. Students will also learn about the cultural connections and career opportunities within the field. Students will utilize critical thinking and employ problem solving skills to enable them to develop projects based on their learning.

*Prerequisite:* Successful completion of Biology

(Semester course, open to grades 10, 11, 12)

**17350 ORGANIC CHEMISTRY**

Honors

(.5 credit)

## Laboratory Science

Organic Chemistry is the study of carbon based compounds. This course covers the structures, naming rules, properties and reactions of hydrocarbons, aromatic (cyclic) molecules, and molecules with functional groups including oxygen, nitrogen, sulfur, phosphorus and the halogens. This course requires extensive group work for laboratory investigations, molecular modeling and guided inquiry activities. Organic Chemistry is ideal for students who wish to pursue pre-medical or other health professions in college.

(Semester course, open to grades 11, 12)

**17360 BIOCHEMISTRY**

Honors

(.5 credit)

## Laboratory Science

Biochemistry is the in-depth study of biologically important molecules: nucleic acids, proteins, lipids and carbohydrates. Students will examine the biological mechanisms of these molecules within the cell as well as biotechnology applications. Biochemistry will prepare students interested in pursuing STEM or health profession majors in college.

*Prerequisite:* Grade of 90% or better in College Prep Chemistry / or 85% or better in Honors Chemistry. (Semester course, open to grades 11, 12)

**17461 GEOLOGY: SURVEY**

College Prep

(.5 credit)

Laboratory Science

This course introduces the study of the Earth, its layers, minerals and rocks. Students will learn about weathering at the Earth's surface and erosion by water, wind and glaciers. Students study plate tectonics and the relation to earthquakes, volcanoes and mountain formation. This course offers an in-depth understanding of geologic history and the process of determining the age of rocks, fossils and the universe. (Semester course, open to grades 10, 11, 12)

**17281 BIOETHICS**

College Prep

(.5 credit)

This course takes a philosophical and scientific approach to understanding current ethical issues surrounding life science today. The goals of this course include increasing scientific literacy concerning the biological concepts discussed, understanding and appreciating the complex nature of different viewpoints in a democratic society, and going beyond emotional responses to these issues by following a rigorous, systematic approach. Students will learn and apply several philosophical and ethical theories in order to complete a reasoned analysis of well-known case studies. Students will be exposed to various dilemmas related to advancements in technology, ecology, molecular biology, biochemistry, public health, and medicine. Activities will consist of, but are not limited to, independent research, discussion (in class and online), debate, role-playing, and student presentations. (Semester course, open to grades 10, 11, 12)

**17291 THE SCIENCE OF SPORTS**

College Prep

(.5 credit)

This course is designed for students interested in learning more about the science involved in many sporting events. Since science plays a role in every aspect of sport, from equipment design to the actual human body itself, this class will allow students to obtain a better understanding of the scientific principles that apply. Major units include: development of modern sports, measuring and analyzing motion, the human body in sports, air resistance, and performance and design of sports equipment. The course includes independent research, student presentations, lab work and use of computer models to analyze motion. (Semester course, open to grades 10, 11, 12)

**17301 CONCEPTS IN BIOLOGY**

College prep

(.5 credit)

This course is designed specifically for those students who have not yet met their MCAS science competency. This course will focus on content standards found in the six strands of the Biology Massachusetts Curriculum Frameworks: chemistry of life, cell biology, genetics, anatomy and physiology, evolution and biodiversity, ecology, as well as, the four scientific inquiry skill standards. Emphasis will be placed on analyzing and responding to open response questions and multiple choice questions that require interpretation of charts and graphs. Spiraled diagnostic testing will be used regularly to identify student weaknesses and allow for adjustments in curriculum. (First semester course, open to grades 11, 12)

**17270(H)/17271(CP) MARINE BIOLOGY**

Honors/ College Prep

(.5 credit)

Laboratory Science

This course will use an ecological perspective to cover the wide range of life forms found in the world's oceans. After an introduction to oceanography, marine life will be studied from the simplest microscopic life forms to complex fish and marine mammals. Classification, anatomy, physiology, and behavior will be covered through PowerPoint based discussions, laboratory activities (including dissections), as well as, independent internet research. Assessment will consist of weekly alternating quizzes and tests, research/writing assignments and will include an in depth research project toward the end of the course. Successful completion of general biology is recommended for Marine Biology in that it builds upon general biology knowledge.

*Prerequisite:* Successful completion of Biology. For honors credit, 85% or better in College Prep Biology or 75% or better in Honors Biology. (Semester course, open to grades 10, 11, 12)

**17401 OCEANS: A PHYSICAL SURVEY**

College Prep

(.5 credit)

Laboratory Science

This course will provide an introduction to Physical Oceanography by focusing on topics such as: ocean water chemistry, tides, waves, currents, atmospheric interactions, and ocean floor dynamics. Students will also explore contemporary issues



in oceanography, careers in oceanography, and the human impact on the ocean environment.  
(Semester course, open to grades 10, 11, 12)

**17410 ENGINEERING DESIGN I** Honors (.5 credit)  
Students in this course will utilize prior math, science and technology skills to solve real world engineering problems. Students will work in groups for most of the course. Engineering Design I will focus first on the structural and geotechnical mechanical engineering disciplines, then switch to electrical engineering. They will build and test structures both in computer simulations and with real world models. Students will need to learn how to calculate stresses, strains, voltage, current, and power in circuits. Students may enroll in Engineering Design I independently of Engineering Design II (Semester course, open to grades 10, 11, 12)

**17420 ENGINEERING DESIGN II** Honors (.5 credit)  
Similarly to Engineering Design I, this course will utilize math, science and technology skills to solve real world engineering problems. Students will work in groups for most of the course. Engineering Design II will focus first on materials engineering, then look at some areas of Mechanical geotechnical engineering, and fluid dynamics. They will build and test structures both in computer simulations and with real world models. Students will need to learn how to apply Hooke's law of elasticity, and to calculate the efficiency of motors and other energy conversion systems including heat engines. Students may enroll in Engineering Design II independently of Engineering Design I.  
(Semester course, open to grades 10, 11, 12)

**17431 METEOROLOGY** College Prep (.5 credit)  
Laboratory Science  
Meteorology is the study of Earth's atmosphere, climate patterns, and weather. This course looks at both general trends in the Earth's climate, and how our weather is formed. Topics include: structure of the atmosphere, basic behavior of gases, global temperature and pressure trends, humidity and precipitation, polar cyclone formation, hurricanes, tornadoes, thunderstorms, and forecasting methods. The course includes activities and experiments including a project on extreme weather.  
(Semester course open to grades 10, 11, 12)

**17612 LABORATORY ASSISTANTS IN TEACHING SCIENCE** (.2 to 1 credit)  
Independent Research Program  
Laboratory assistants in teaching science (LATS) will have an opportunity to work cooperatively with a faculty advisor in preparing hands-on, inquiry-driven, standards-based laboratory activities. In doing so, LATS will explore personal interests in specific science content areas for as many periods as the advisor's and student's schedules allow. A review of laboratory safety skills will be completed at the beginning of the program. This course is graded pass or fail. LATS may not be used to fulfill graduation requirements.  
Prerequisite: Departmental approval (Quarterly up to full year course, open to grades 10, 11, and 12.)

**17371 BIOTECHNOLOGY** College-Prep (.5 Credit)  
Laboratory Science  
Biotechnology students learn a wide variety of techniques that are used in biological, medical and pharmaceutical research, as well as the theory behind those techniques. Topics include: general laboratory skills, microbiology and cell culture, DNA analysis, bacterial transformation, polymerase chain reaction, protein analysis, and immunological assays. Biotechnology will prepare students interested in pursuing STEM careers.  
Prerequisite: 75% in CP Biology and CP Chemistry (Semester course, open to grades 11, 12)

**17381 FORENSICS** College-Prep (.5 Credit)  
Laboratory Science  
This course will introduce students to the basic concepts of crime scene investigation and forensic science. Students will learn how to investigate and document a crime scene and the proper procedures for evidence collection. Additional topics include the analysis of fingerprints, impression evidence, hair and fibers, handwriting, blood spatter patterns and

DNA. Inquiry-based activities will require strong skills in problem solving, data collection and analysis, critical thinking, and collaboration.

*Prerequisite:* Successful completion of Biology (Semester course, open to grades 11,12)

### **17390/17391 COMPARATIVE ANATOMY**

Honors/College-Prep

(.5 credit)

Laboratory Science

Comparative Anatomy is the study of the structural and functional evolution of selected organ systems in a variety of different species. The first part of the course reviews the principles of the comparative method and the phylogenetic (evolutionary) relationships among different species. Lectures will focus on vertebrate diversity, biomechanics, and behavior (from running, feeding, swimming, flying, seeing, and hearing). Labs involve detailed dissection of animals (muscles, bones, organs, brains) and a focus on skull bones in a broad comparative context from fishes to frogs, turtles, alligators, mammals, birds, and humans.

*Prerequisite:* successful completion of Biology (Semester course, open to grades 11, 12)

## **SELF-INITIATED LEARNING OPPORTUNITIES - GRADES 9, 10, 11, 12**

### **27820(H) / 27821(CP) ADVANCED INDEPENDENT STUDY**

Honors/ College Prep

(.5 credit)

Independent Study provides students with the opportunity to extend their learning beyond the high school curriculum in any academic or occupational discipline for a semester. In order to participate, a student must obtain a faculty sponsor and make a formal application to that sponsor and the lead teacher. The application to be submitted for approval must include a topic, course outline of the proposed area of study, appropriate course outcomes, and the assessments that will be utilized to demonstrate course rigor and mastery. Once the proposal has been approved by the building level administrator, the student will sign a contract detailing the work to be completed under the auspices of the faculty sponsor. Advanced Independent Study may not be used to fulfill graduation requirements. (Semester course, open to grades 10, 11, 12)

### **ON-LINE LEARNING**

Honors/ College Prep

Weymouth High School recognizes the need to continuously meet the needs of the diverse learning population within the school. Toward that end, WHS has expanded its offering of on-line learning experiences to help students achieve their academic goals. Weymouth High School's on-line learning program provides core and elective instruction in virtual and blended learning environments. The on-line learning emphasizes instructional content in core and elective subjects for students who may need to recover and accrue credits for graduation, participate in Advanced Placement courses, or prepare for standardized assessments. All on-line courses match the level of quality and rigor that are found in traditional Weymouth High School classrooms. Students who wish to participate in on-line learning must seek approval from their guidance counselor and grade level administrator prior to enrollment.

## **SPECIAL EDUCATION**

The Special Education Department is committed to meeting the educational and emotional needs of students with learning difficulties in the least restrictive environment. The department strives to provide those students with special learning needs successful academic experiences through the development of an Individualized Educational Plan. This may include special education and/or general education classes. A TEAM, which includes the student, child's parents/guardians and school personnel, determines a student's special needs as a result of an evaluation and recommends services designed to meet those needs. This process involves exploring and documenting all general education alternatives before referral to Special Education for an educational evaluation. Each student's Individual Educational Plan (IEP) is reviewed quarterly and a progress report is written and sent home to parent(s)/guardian(s). The Individualized Educational Plan is reviewed on an annual basis and goals are written to reflect the student's needs. Every three years a re-evaluation is completed and eligibility for special education services is determined. Students (14+) become a participating member of the team and assist in the decision making process.

**26852 READING IN THE CONTENT AREA****(.5 credit)**

This course is designed for students who need reinforcement and further development in basic reading skills. The focus of this course will be on comprehension, vocabulary development, and content in reading. Organizational and learning strategies for learning will be taught to increase student academic success. (Full year course, meeting 3 or 4 times in a cycle)

***Developmental Reading***

These courses are designed for severely deficient readers who require a structured, sequential, and multisensory presentation of reading and writing tasks. The methods utilized teach students directly and systematically how to decode words fluently and accurately and improve encoding skills. This course is appropriate for and recommended only for students who have not internalized the sound - symbol associations for reading and spelling as evidenced by a diagnostic evaluation and TEAM recommendation.

**26162 DEVELOPMENTAL READING I****(.5 credit)**

This language-based course emphasizes direct teaching of word analysis in terms of word structure and phonetics.

*Prerequisite:* A diagnostic evaluation is required to determine eligibility for this course. (Full year course, meeting 3 or 4 times in a cycle open to grades 9 – 12)

**26172 DEVELOPMENTAL READING II****(.5 credit)**

This course builds on the skills mastered in Reading I.

*Prerequisite:* Successful completion of the first levels of the Developmental Reading program and/or departmental approval. (Full year course, meeting 3 or 4 times in a cycle, open to grades 9 – 12)

**26232 INTEGRATED ALGEBRA / GEOMETRY****College-Prep****(1 credit)**

This course is designed for special education students to increase their knowledge of core concepts in algebra and geometry while preparing students for MCAS. To This course will help students move beyond the computational proficiency to the conceptual understanding. It introduces topics and slowly increases levels of complexity. This course with its gradual introduction of concepts, rules, and definitions through a wealth of illustrative examples – both numerical and algebraic- helps students compare and contrast related ideas between Algebra and Geometry. It also helps with the understanding of the sometimes-subtle distinctions among a variety of situations. Students will analyze open response questions and learn to write appropriate solutions. Students are introduced to the use of the graphing calculator. (Full year course open to grades 11, 12)

**26252 CONSUMER MATHEMATICS****College-Prep****(1 credit)**

This course is designed for special education students to develop and reinforce the applications of mathematics in today's society. Students will investigate topics such as money management, filing tax forms, calculating net pay, budgeting expenses, buying and renting a home, and finding the cost of operating a motor vehicle. The goal of this course is to guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions in their daily lives. (Full year course open to grades 12 students who have passed MCAS)

**26662 LEARNING SUPPORT CENTER** Un-leveled**(.25 – 1.0 credit)**

This course is designed for students with a disability documented on an IEP who exhibit deficiencies in executive functioning, and who require review and reinforcement of academic skills in order to have equal access to the curriculum and to receive support for IEP academic support goals. Instructional intervention and compensatory strategies are the focus of this class, along with the re-teaching of specific skill areas designed to achieve student IEP goals and benchmarks. Students in this class should be willing to accept staff assistance. Students will be introduced to various strategies to assist them academically, including: time management, organizational skills, note taking, study strategies, self-advocacy, and test preparation skills. Furthermore, students will become familiar with the IEP process and purpose; participate in College and Career Readiness activities. Students are enrolled in this class upon determination by the IEP TEAM. Grading is Pass/Fail. (Full year course meeting 2-7 times in a seven day cycle, open to grades 9, 10, 11, 12).

**26302 DECISIONS IN LIVING I**

Un-leveled

(0.5 credit)

This course is designed to assist students with challenges in the areas of communications, socialization, and organization. Students will have the opportunity to learn and practice necessary social skills for developing and maintaining peer relations as well as learn how to cooperate and work in a group through a variety of activities. Students will be taught how to navigate the unstated rules of society that can be difficult from them to understand

*Prerequisite:* Teacher/Departmental recommendation required. (Full year course, meeting 3 or 4 times in a cycle, open to grades 9, 10)

**26312 DECISIONS IN LIVING II**

Un-leveled

(0.5 credit)

This course is designed to assist students with determining an appropriate post high school plan. Students will role play interviewing skills and communication skills that arise in the work place. Also, students will be exposed to post-secondary educational options. They will complete college and work applications. Daily living skills for adult life will be explored. They will be exposed to the necessities of independent living such as budgeting and time management.

*Prerequisite:* Teacher/Departmental recommendation required (Full year course, meeting 3 or 4 times in a cycle, open to grades 11, 12)

**26712, 26732 LIFE SKILLS ENGLISH**

(1 credit)

This course is individualized based on student's entry level and is intended to build oral and written communication skills based on the ELA general standards. Discussion; Questioning, Listening, and Contributing; Oral Presentation; Vocabulary Concept Development; Structure and Origins of Modern English; Formal and Informal English) Students are put into groups by level where they work to develop and improve their vocabulary, reading and writing skills. Topics covered, but not limited to: Calendar/days of the week/months/seasons/weather; letter recognition/writing; site words; reading for understanding; name/address/phone number recognition/writing; journal writing; identifying parts of speech, dictionary practice, antonyms/synonyms; cause & effect; reading comprehension.

(Full year course, open to grades 9, 10, 11, 12)

**26752, 26772 LIFE SKILLS MATH**

(1 credit)

This course is individualized based on student's entry level and is intended to build functional math skills based on the math general standards. (Number Sense and Operations; Patterns, Relationships, and Algebra; Geometry; Measurement; Data Analysis, Statistics, and Probability) Topics covered but not limited to: Basic Operations: addition, subtraction, multiplication and division; solving word problems; money, time; writing and recognizing numbers; counting; using a calculator). (Full year course, open to grades 9, 10, 11, 12)

**26812 LIFE SKILLS SOCIAL SCIENCE**

(1 credit)

This course is individualized based on student's entry level and is based on the Science and Technology/Engineering general standards and the History and Social Science general standards. Topics covered but not limited to: Plants vs. Animals; Alive vs. Not Alive; Scientific Method; Understanding the meaning and appearance of the American Flag; Difference between a country, state, city etc.; Study New England Region, Southeast/Northeast Regions: borders, landmarks, capitals; Map Skills. (Full year course, open to grades 9, 10, 11, 12)

**26022 LIFE SKILLS CAREER DEVELOPMENT**

(1 credit)

This course is individualized based on student's entry level and is intended to develop skills necessary for transition after high school. Topics covered but not limited to: Researching jobs that are of interest to individual student; writing names and phone numbers; job skills in the school cafeteria; learning about the job application process and how to fill out a job application; learning about the interview process and participation in mock interviews. (Full year course, open to grades 9, 10, 11, 12)

## **26827, 26832 LIFE SKILLS VOCATIONAL SKILLS**

(1 credit)

This course is individualized and based on student's entry level and is intended to build vocational skills. Topics covered but not limited to: Safety in the kitchen; Safety Signs in the community; Cooking Skills; Nutrition; Travel training; Money Skills; Job opportunities both within and outside the school. (Full year course, open to grades 9, 10, 11, 12)

## **Capstone**

### **HCaps Senior      Senior Capstone Seminar**

### **College Prep**

**(.75 credits)**

The senior capstone seminar mentors students as they complete their culminating learning experience at Weymouth High School. During the seminar, students demonstrate their mastery of the skills they will need to be successful in college and career: strategic reading, written communication, research, oral communication, collaboration, technology, and problem solving. The course will culminate in the completion of an independent project that focuses on a topic of the student's selected career pathway. Activities will include but are not limited to evaluating sources, composing a written synthesis, designing and analyzing a survey, and proposing a practicum, all in a real-world context. Students will be required to present their research and project at the capstone fair in March. This course takes place in the first three terms of the senior year. This is a required course for all seniors.

### **HCaps Junior      Junior Capstone Seminar**

### **College Prep**

**(.25 credits)**

The capstone project is the cumulative learning experience for students at Weymouth High School. This course serves as an introduction to the project, which will then be completed during the Senior Capstone seminar. Students will review the 21st century skills required to complete this project, select a topic, formulate a central question, and learn how to conduct initial research on their topic. As the capstone asks students to create impactful, authentic projects, students in this course will propose the real world application of their project, and develop a plan for its completion during their senior year. This course takes place in the final term of the junior year.

## **UNIFIED ARTS**

Students must take 1.5 credits of Unified Arts as part of the graduation requirement. The following courses qualify as Unified Arts credits. Please see full course descriptions listed in each program area.

### **ART DEPARTMENT**

Drawing and Painting  
Sculpture and Design  
Comic Creation  
Ceramics  
Ceramics II  
Fundamentals of Art  
Fine Art Photography I  
Fine Art Photography II  
Photography III  
AP Studio Art  
Digital Photography I  
Digital Photography II  
Art I  
Art II  
Art III  
Yearbook Production  
Graphic Design I  
Graphic Design II

### **BUSINESS TECHNOLOGY**

Basic Computer Software Applications  
Basic Web Design  
Advanced Web Design  
  
Microsoft Word with Keyboarding Techniques  
Advanced Comp. Software Apps w/ MS Excel and Access  
Advanced Comp. Software Apps w/ MS Word and PowerPoint  
Advertising w/Desktop Publishing  
College Accounting I  
Advanced Accounting II  
Financial Mathematics Using Excel  
Marketing II  
Accounting with QuickBooks/Financial Mathematics with Excel  
Personal Finance and Decision Making I  
Marketing/DECA  
Business Principles and Management  
Entrepreneurship  
Sports Management

Yearbook Production  
Art History

Communications and Broadcasting

## **CAREER AND TECHNICAL EDUCATION**

Graphic Design I  
Graphic Design II  
Medical Ethics and Law  
CTE courses for students transferring out of CTE Program

## **MUSIC**

Band  
Concert Choir  
Advanced Choral Study: Pop & Jazz Choir  
Select Ensemble  
Fundamentals of Music Technology I  
Fundamentals of Music Technology II  
Music Theory I  
Music Theory II  
AP Music: Music Theory  
Careers in Music  
Guitar I  
Guitar II  
Piano I  
Piano II  
Percussion I  
Percussion II  
Instrumental Techniques

## **FOREIGN LANGUAGE**

Enrollment in two concurrent foreign language courses. The second course will be granted Unified Arts Credits.

## **MATHEMATICS**

Java Programming I & II

## **SOCIAL STUDIES**

Active Citizenship