

WHS
PROGRAM OF STUDIES
20245-20256

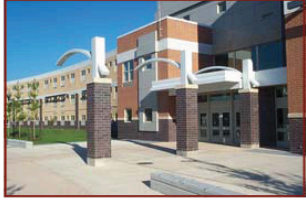


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WEYMOUTH HIGH SCHOOL

One Wildcat Way, Weymouth, Massachusetts 02190
Telephone: 781-337-7500 Fax: 781-340-2569 Web site: weymouthschools.org

Hello Parents and Students,

We are very excited to present to you the 2024~~5~~-2025~~6~~ 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 21st century today's world. 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 21st Century comprehensive, rigorous 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 2024~~5~~-2025~~6~~ school year.

Sincerely,

Karen Monahan
Principal
Weymouth High School

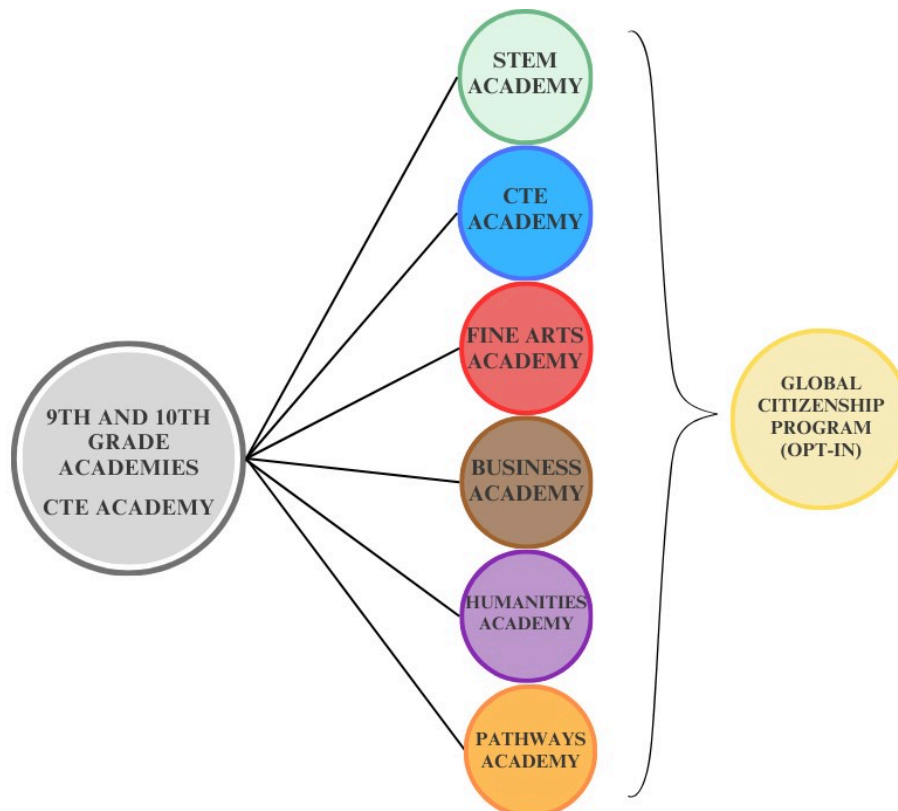


Dear Students,

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 9th and 10th grade Core Academies you will develop ~~the essential 21st century~~ **future-ready** skills of **such as** 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 11th and 12th grades you will have the opportunity to join one of five 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 ~~21st century~~ **career-ready** skills and fulfill your graduation requirements all while taking courses in areas of interest to you ~~and to~~ **that will open the doors** to 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 21st 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.

Weymouth High School Core Skills



Strategic Reading Rubric

Skill Score

| The strategic reading product: | Advanced 4 | Proficient 3 | Needs Improvement 2 | Inadequate 1 | Score |
|---|---|---|--|--|-------------|
| Identifies the reading's purpose | Completes all three of the following: -Identifies the purpose of the reading. -Identifies the intended audience. -Identifies the genre | Completes two of the following: -Identifies the purpose of the reading. -Identifies the intended audience. -Identifies the genre | Completes one of the following: -Identifies the purpose of the reading. -Identifies the intended audience. -Identifies the genre | Completes none of the following: -Identifies the purpose of the reading. -Identifies the intended audience. -Identifies the genre | |
| Demonstrates comprehension of the reading | -Accurately identifies the central ideas or themes. -Accurately summarizes key supporting details and ideas. | -Adequately identifies the central ideas or themes. -Adequately summarizes key supporting details and ideas. | -Identifies few of the central ideas or themes. -Summarizes few of the key supporting details and ideas. | -Contains significant errors in its identification of central ideas or themes. -Inaccurately summarizes many key supporting details and ideas. | |
| Exhibits critical insights in the reading | -Accurately evaluates the merits of the central idea and specific claims of the text. -Accurately evaluates the relevance and sufficiency of the evidence. -Accurately assesses how point of view, purpose, or structure shapes the content and style of a text. -Regularly engages the text through critical questioning. | -Adequately evaluates the merits of the central idea and specific claims of the text. -Adequately evaluates the relevance and sufficiency of the evidence. -Adequately assesses how point of view, purpose, or structure shapes the content and style of a text. -Sometimes engages the text through critical questioning. | -Somewhat evaluates the merits of the central idea and specific claims of the text. -Somewhat evaluates the relevance and sufficiency of the evidence. -Somewhat assesses how point of view, purpose, or structure shapes the content and style of a text. -Rarely engages the text through critical questioning. | -Never evaluates the merits of the central idea and specific claims of the text. -Never evaluates the relevance and sufficiency of the evidence. -Never assesses how point of view, purpose, or structure shapes the content and style of a text. -Never engages the text through critical questioning. | |
| Applies the reading | -Makes multiple and meaningful connections between: -the text and their world -the text with other texts | -Makes connections between: -the text and their world -the text with other texts | -Makes at least one connection between: -the text and their world or -the text with other texts | -Fails to make connections to the text. | |
| Skill Proficiency Rating | 16-14 | 13-10 | 9-6 | 5-0 | 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 |
|---------------------------------|--|---|---|---|--------------------------------|
| Content | -The presentation's content thoroughly addressed the assignment. -The presentation was appropriate for the given audience. | -The presentation's content adequately addressed the assignment. -The presentation was mostly appropriate for the given audience. | -The presentation's content addressed only parts of the assignment. -The presentation was rarely appropriate for the given audience. | -The presentation's content failed to address the assignment. -The presentation was inappropriate for the given audience. | |
| Eye Contact and Posture | -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. -The student maintained a confident posture without distracting slouching, rocking, or nervous gestures | -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. -The student usually maintained a confident posture, but with occasional distracting slouching, rocking, or nervous gestures | -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. -The student sometimes had a confident posture, but it was interrupted by frequent distracting slouching, rocking, or nervous gestures. | -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. -Frequent and distracting slouching, rocking, or nervous gestures detracted from the presentation as a whole. | |
| Flow | -The presentation was almost never impeded by lagging speech and "fill-in" sounds such as "um" and "uh." -The presentation had a smooth, logical progression. | -The presentation was mostly free of lagging speech and "fill-in" sounds such as "um" and "uh." -The presentation had minor organizational issues. | -The presentation contained some lagging speech and "fill-in" sounds such as "um" and "uh." -The presentation had organizational issues that impacted the overall message. | -Sustained lagging speech and "fill-in" sounds such as "um" and "uh" hindered the presentation. -The presentation had organizational issues that made the overall message unintelligible. | |
| Voice Variation | -The student employed the careful use of voice inflection, tone, projection and articulation. -The student used his/her voice to command the audience's attention and engage them. | -The student employed adequate use of some of the following: voice inflection, tone, projection or articulation. -The student used his/her voice to usually maintain the audience's attention. | -The student occasionally used some of the following: voice inflection, tone, projection or articulation. -The student used his/her voice to occasionally maintain the audience's attention. | -The student rarely used any of the following: voice inflection, tone, projection or articulation. -The student rarely used his/her voice to maintain the audience's attention. | |
| Skill Proficiency Rating | 16-14 | 13-10 | 9-6 | 5-0 | <u> </u> Total score |

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

Research Rubric

Skill Score:

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

Written Communication Rubric

Skill Score

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

Problem Solving Rubric

Skill Score

| | Advanced 4 | Proficient 3 | Needs Improvement 2 | Inadequate 1 | Score |
|--|---|--|--|--|--|
| Define the problem | <ul style="list-style-type: none"> - Accurately identifies and defines all key terms/variables. - Categorizes the problem at hand by comparing it to previously learned concepts. | <ul style="list-style-type: none"> - Accurately identifies and defines most key terms/variables. - Adequately categorizes the problem at hand. | <ul style="list-style-type: none"> - Accurately identifies and defines some key terms/variables. - Somewhat categorizes the problem at hand. | <ul style="list-style-type: none"> - Fails to identify and define key terms/variables. - Does not categorize the problem at hand. | |
| Identify and implement a strategy | 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. | |
| Evaluate progress toward the goal | 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. | |
| Solution and reflection | <ul style="list-style-type: none"> - Considers the practicality of the solution. - Can justify or validate the solution. | <ul style="list-style-type: none"> - Considers the practicality of most of the solution. - Can justify or validate most of the solution. | <ul style="list-style-type: none"> - Considers the practicality of parts of the solution. - Can justify or validate parts of the solution | <ul style="list-style-type: none"> - Fails to consider the practicality of the solution. - Can not justify or validate the solution. | |
| Skill Proficiency Rating | 16-14 | 13-10 | 9-6 | 5-0 | <div style="border-top: 1px solid black; width: 50px; margin: 0 auto; text-align: center;">Total score</div> |

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.

| Your Contribution | Advanced 4 | Proficient 3 | Needs Improvement 2 | Inadequate 1 | Score |
|---|---|---|--|--|--------------|
| Fulfilled Your Role's Responsibilities | -Performs all duties of assigned team role. -Brings needed materials to class and is always ready to work. | -Performs nearly all duties of assigned team role. -Almost always brings needed materials to class and is ready to work. | -Performs very few duties of assigned team role. -Almost always brings needed materials but sometimes needs to settle down and get to work. | -Does not perform any duties of assigned team role. -Often forgets needed materials or is rarely ready to get to work. | |
| Monitored the Group's Effectiveness | -Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective. | -Usually monitors the effectiveness of the group and works to make the group more effective. | -Occasionally monitors the effectiveness of the group and works to make the group more effective. | -Rarely monitors the effectiveness of the group and does not work to make it more effective. | |
| Managed Time | -Usually completes assigned tasks on time. | -Usually completes assigned tasks on time and does not hold up progress on projects because of incomplete work. | -Often does not complete assigned tasks on time, and holds up completion of project work. | -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. | |

Working with others

| | | | | | |
|---|--|--|--|--|--------------------------|
| Displayed a Positive Attitude | -Always has a constructive attitude about the task(s). -Always builds consensus to help the team reach a fair decision. | -Often has a constructive attitude about the task(s). -Usually considers all views. | -Usually has a constructive attitude about the task(s). -Often sides with friends instead of considering all views. | -Often has a destructive attitude about the task(s). -Usually wants to have things their way, displays an unwillingness to consider other viewpoints. | |
| Listened and responded appropriately | -Listens and speaks a fair amount. -Offers detailed, constructive feedback when appropriate. | -Listens, but sometimes talks too much. -Offers constructive feedback when appropriate. | -Usually doing most of the talking--rarely allows others to speak. -Occasionally offers constructive feedback, but sometimes the comments were inappropriate or not useful. | -Is always talking--never allows anyone else to speak. -Did not offer constructive or useful feedback | |
| Skill Proficiency Rating | 20-17 | 16-12 | 11-7 | 6-0 | <u> </u> Total |

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 . . .

| | Advanced 4 | Proficient 3 | Needs Improvement 2 | Inactive 1 | Score |
|---|---|--|---|--|--------------|
| Attends school | - 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. | |
| Is engaged in the academic experience | - 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.) | |
| Interacts appropriately within the school community | - 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. | |
| Contributes to the improvement of the communities in which we live by participating in community service | -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. | | | | |
| Skill Proficiency Rating | 16-14 | 13-10 | 9-6 | 5-0 | Total |

ACCREDITATION STATEMENT

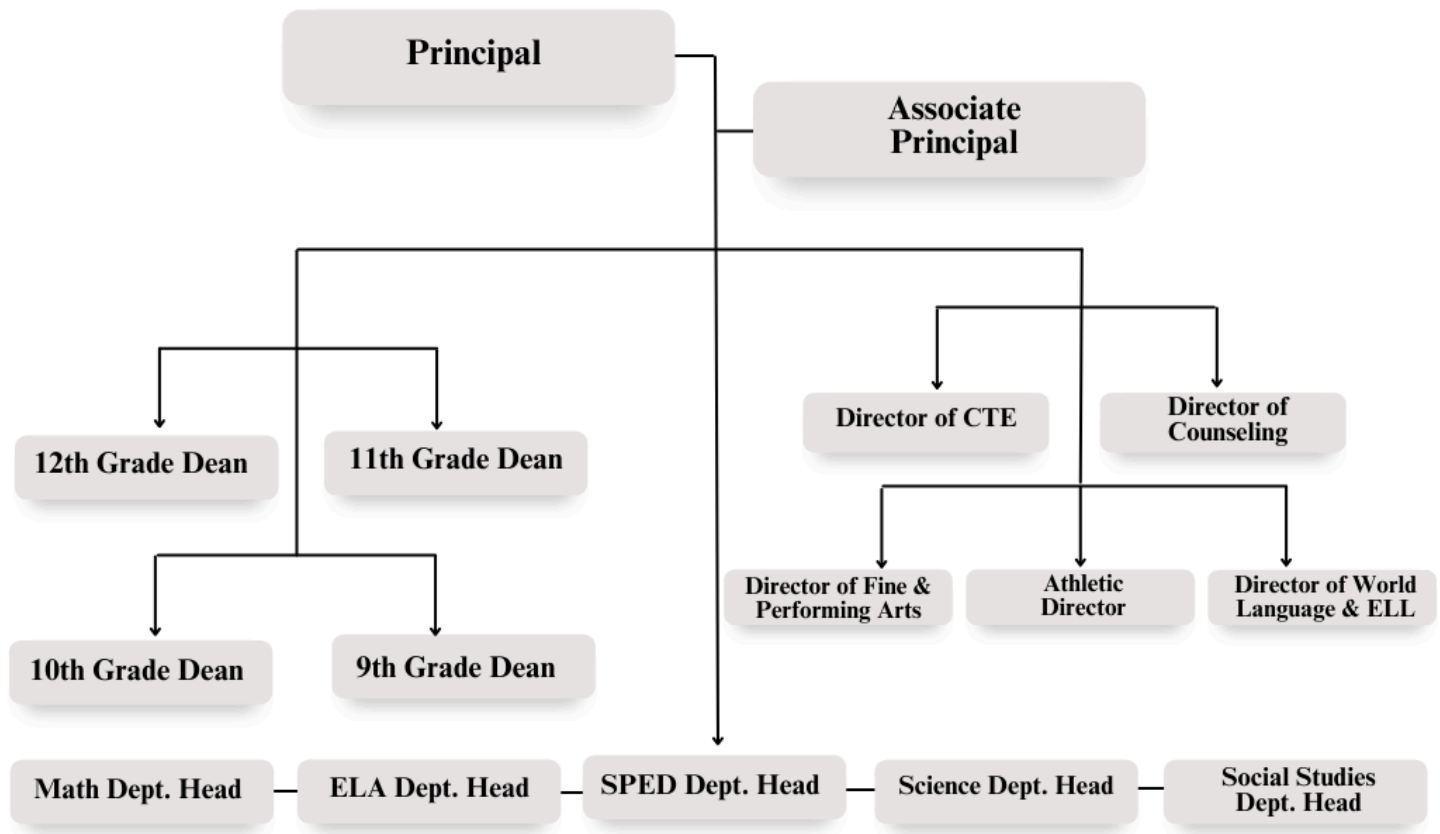
Weymouth High School is presently accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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/**guardians**, teachers and guidance counselors.

1. **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~~ **and** 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, **military service**, 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.

2. **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 their decision.

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—these are among the 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 to 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 [available career and college planning sites](#)

Important information:

- Students are assigned to guidance counselors by an alphabetical split and adjustment counselors are assigned by grade. Counselors 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 families](#), 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 [Counseling Services website](#) periodically [or refer to the Principal's Weekly Message](#) to remain up-to-date on new events.
- Parents [guardians](#) 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 2025/2026/2027/2028/2029

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 1 credit in English or 1 in Mathematics) |
| 11 | 10 credits (including a minimum of 1 credit in English & 1 in Mathematics) |
| 12 | 15 credits (including a minimum of 2 credits in English & 2 in Mathematics) |

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

MCAS

MCAS is still required under state and federal law. There is no opt-out of MCAS and it will still be used for the Adams Scholarship. As of the Class of 2025, passing MCAS for graduation is no longer a graduation requirement. The "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of English, mathematics, science and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in ELA, Math, and science.

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:

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

| WHS GRADUATION REQUIREMENTS (All academies except CTE) | | |
|--|--|----------------------------|
| All MCAS, Capstone & Community Service requirements must also be met in addition to credits | | 22.0 Total Credits |
| CORE SUBJECT AREAS (graduation requirements): | English - (including English I, II, III, and senior elective(s)) | 4 credits |
| | Mathematics - (including Geometry & Algebra II) | 4 credits |
| | Lab Sciences | 3 credits |
| | Social Studies - (must pass US History II) | 3 credits |
| NON-CORE SUBJECT AREAS (graduation requirements): | Unified Arts | 1.5 2.0 credits |
| | Health | 0.25 credits |
| | Physical Education (.25 credit per year) | 1.0 credits |

| | | |
|---|---|--|
| | Personal Finance History Elective (student led civics project) | 0.25 credits .5 credits |
| ADDITIONAL GRADUATION REQUIREMENTS | Capstone Community Service | 1.0 credits 10 hours per year/ 40 hours total |
| Additional Credits Required for an Academy Certificate - (in elective courses specific to the chosen pathway) | | 3.4.0 credits |
| Total Minimum Credits Required for Diploma. Students are required to carry 6 credits per year. | | 22 credits |

| WHS CTE GRADUATION REQUIREMENTS | | |
|--|---|---|
| All MCAS, Capstone & Community Service requirements must also be met in addition to credits | | 22.0 Total Credits |
| CORE SUBJECT AREAS (graduation requirements): | English - (including English I, II, III, and senior elective(s)) Mathematics - (including Geometry & Algebra II) Science - (including Biology or Physics) Social Studies - (must pass US History II) | 4 credits 4 credits 3 credits 3 credits |
| NON-CORE SUBJECT AREAS (graduation requirements): | Unified Arts Health CTE - PE Requirement (.25 9th grade, 0.1 10th-12th grade per year) Personal Finance History Elective (student led civics project) | 1.5 credits 0.25 credits 0.40 .55 credits 0.1 credits 0.3 credits |
| CTE ACADEMY REQUIREMENTS | CTE Shop Courses and/or Electives | 5.3 credits minimum |
| ADDITIONAL GRADUATION REQUIREMENTS | Capstone Community Service | 1.0 credit 10 hours per year/ 40 hours total |
| Total Minimum Credits Required for Diploma. Students are required to carry 6 credits per year. | | 22 credits |
| <i>*Additional criteria required for a CTE Certificate varies by shop. Contact the Director of Career and Technical Education for details.</i> | | |

- 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 pathway.
- Students must satisfy all Weymouth High School graduation requirements in order to participate in the graduation ceremony.
- 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 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:

| MassCore Massachusetts High School Program of Studies | |
|---|---|
| English | 4 units* |
| Mathematics - (including Algebra II or completion of the Integrated Math equivalent.) | 4 units |
| Social Studies - (must pass US History and World History) | 3 Units |
| Science | 3 Units of lab-based science |
| Foreign Language** | 2 Units of the same language |
| Physical Education | as required by law, in all grades for all students |
| The Arts** | 1 Unit |
| Additional Core Courses | 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. |
| Total | 22 Units - Is a minimum that students should take in high school |
| Additional Learning Opportunities | 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. |
| *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. | |

** 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.

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 and **leadership recognition**.

Capstone Project

~~Students will work with their Capstone instructor to complete an independent project which will synthesize their learning from the electives in their career academy as well as demonstrate command of core 21st 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 4-5 page paper which synthesizes their research findings~~
 - ~~• evidence of using their research to make a difference in their industry or community~~
 - ~~• a 3-4 page reflective paper that identifies how the project demonstrates command of core 21st 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

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

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.

AP Capstone Program

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP Courses - AP Seminar and AP Research. It is designed to complement and enhance the in-depth, discipline-specific study experience in other AP courses.

AP Capstone Diploma - Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma.

AP Seminar and Research Certificate - Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

The Educational Proficiency Plan

The EPP is required for any student that does not meet proficiency in either portion of the MCAS. 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 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. ~~Take 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 interventions, and possibly an alternate pathway to graduation, 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 alternative pathways.

Below are the pathways offered by Weymouth High:

| WHS PATHWAYS GRADUATION REQUIREMENTS | | |
|---|---|--|
| Passing MCAS score in all subjects, Community Service & Capstone requirements must also be met in addition to credits | | 16.0 Total Credits |
| CORE SUBJECT AREAS (graduation requirements): | English - (including English I, II, III, and senior elective(s)) Mathematics - (including Algebra 1 & Geometry) Science - (including Biology) Social Studies - (must pass US History II) | 4 credits 2 credits 2 credits 3 credits |
| NON-CORE SUBJECT AREAS (graduation requirements): | Critical Skills Wellness Personal Finance History Elective (Civics Project) Unified Arts | 1 credit 1.5 credits .25 credits .5 credits At least .25 credits |
| PATHWAYS ACADEMY REQUIREMENTS | College & Career Exploration | 1.5 credits minimum |
| ADDITIONAL GRADUATION REQUIREMENTS | Capstone Community Service | 1.0 credit 10 hours per year/ 40 hours total |
| Total Minimum Credits Required for Diploma. | | 16 credits |

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 12th 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 program that offers online courses for credit recovery or 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.
- Students entering 10th or 11th grade that have failed English or Math must make up this credit in Q5 as it is not recommended to double up to earn these credits.

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 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.

DUAL ENROLLMENT

Weymouth Public Schools and Quincy College have collaborated to provide an exciting opportunity called "Dual Enrollment." This unique program allows WPS high school sophomores, juniors, and seniors in good academic standing to take advantage of earning optional college credit for selected honors-level courses that are aligned to the college syllabus and offered during the regular school day at Weymouth High School. Dual Enrollment students who complete their course(s) will earn both high school credit and three college credits. The three credits earned from Dual Enrollment are transferable to most higher education institutions in the United States that accept Quincy College credits. In order to earn Dual Enrollment credit, a student must meet the following admission criteria:

- Be enrolled in any of the approved classes for the respective academic year;
- Have earned a minimum high school unweighted GPA of 3.0; in exceptional cases, the recommendation of a guidance counselor explaining why the student with a GPA below a 3.0 is likely to perform well in college-level work in the particular course at hand may be suitable;
- Meet the high school's requirement for honors classes;
- Complete Dual Enrollment Application and Registration Form and submit to the Dual Enrollment Facilitator at their respective school.
- Submit the Dual Enrollment payment by the respective deadlines, which are November for fall semester and full-year classes, and March for spring semester and full-year classes. ~~For a complete course listing and~~ additional information, please see Quincy College's Dual Enrollment [web page](#).

Current Dual Enrollment Offerings at Weymouth High School:

ACC 101: Accounting I (Honors level)

ART 103: Line, Color, & Design

BIO 131: Anatomy & Physiology I & Lab (Honors level)

CHE 121: General Chemistry I & Lab (Honors level)

CJS 103: Criminology (Honors Criminology I & II - must complete both levels for credit)

MAT 113: Precalculus (Honors level)

PSY 101: General Psychology (Honors level)

MAT 107: Statistics (CP and Honors level)

ACADEMIC ELIGIBILITY FOR ATHLETICS

In order to be eligible for any athletic team or competitive club/organization at Weymouth High School a student must:

- Be in good academic standing. Students must be passing a minimum of four credits in their major subjects to maintain eligibility. A major subject is defined as a class in one of the following content areas:

- Math
- Science
- Social Studies
- English
- World Language
- CTE (up to 3 credits depending on schedule)

*Seniors must be passing a minimum of 4 classes that meet every day in order to be eligible to participate in athletics.

To be eligible at the start of the school year, students must have final passing grades from the PRIOR school year in the four yearlong, major courses. To be eligible for the winter season, students must have passing grades from the first marking period. It is at this point in the year that the academic eligibility is certified only on the previous marking period and not cumulatively. Only fall eligibility remains cumulative **for the prior school year**

NCAA Division I and II Eligibility Requirements

Specific eligibility requirements must be met by any student athlete planning on participating at the Division I or II level in college. Any student anticipating Div I or Div II participation in college must register by senior year with the NCAA Clearinghouse at www.ncaaclearinghouse.net. A full description of the Core Course requirements and eligibility criteria can be found on the website.

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 typical 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 **ranges from \$99 - \$150**. Fee waivers are available for financial hardship. More information can be obtained through your guidance counselor or through www.collegeboard.com.

Honors: Honors classes are typically 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)

| | Post-Secondary Pathway | Pacing | Depth | Home work | Independent Learning | Self-motivation | Summer work | Possible College Credit |
|----|--|----------|-------|-----------|----------------------|-----------------|-------------|--|
| AP | Competitive four-year Colleges | Intense | *** | *** | ** | ** | * | * |
| H | Four-year colleges | Fast | ** | ** | * | * | | * (through select Dual Enrollment offerings) |
| CP | 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

H10182: Writing Instructional Lab

H10162: Techniques of Reading I

H10262: Techniques of Reading II

H17612: Classroom Assistants in Teaching (CAT)

H26662: Learning Support Center I

H26634: Learning Support Center II

H27912: Office Assistant

H16172: Math Lab

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 recommendations 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 from school administration. Course changes must be approved by the parent/guardian, teacher, counselor, and department head/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 the second semester. These changes must be accompanied by proper documentation and administration 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 = 60th day - Half Year Course = 30th day - One Quarter Class = 15th day.

LEVEL CHANGE POLICY

Level changes will be considered on an individual basis in consultation with the current teacher, student, parent, 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 completion 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 | 2 yrs |
| Total | 17 |

(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 (GPA) 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.” All of Massachusetts’ Community Colleges do have open enrollment for high school graduates regardless of GPA. Some specialized programs within those colleges may have more competitive requirements for admission.

*The SAT is comprised of two sections, Reading & Writing and Math. Each section has a scaled score of 200-800, for a combined total of 400-1600. 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 and the Pathways 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 and cord 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 choice¹. 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 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. In addition, Pathways Academy students have to be identified through the SIT (Student Intervention Team) process, have Principal approval, and be actively engaged in Pathways skill-building opportunities. Students in any Career Academy may select to complete an international component to their pathway through the Global Citizenship Program. This additional certification will be recognized with a certificate and a cord at graduation.

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 potentially allowing for completion of the new academy’s requirements because the majority of the requirements for the academies are completed during senior year.

¹ 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 21st-century **next-generation** 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, 21st-century **future-ready** skills and career exploration. The 10th 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 I) | 1.0 Math (Geometry or Algebra I) | 1.0 Science (Integrated or Biology) (Systems Science or Accelerated Biology) | 1.0 History (Modern World) | 1.0 (CTE and/or World 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 1.5-2.0 UA diploma requirement**
 - ~~Freshman Seminar (.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)~~
 - ~~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~~
 - ~~Exploring Computer Science (.5 - taught from Math & Science)~~
 - ~~Experimental Design (.25 - taught from Math & Science)~~
 - ~~Two Foreign **different World** 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 or Geometry) | 1.0 Science (Biology or Chemistry or Physics) | 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) (Systems Science or Accelerated 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 | | |

Sample Grade 10 Credits (CTE)

| 1.0 English (English 2) | 1.0 Math (Algebra 1 or 2) | 1.0 Science (Biology or Chemistry or Physics) | 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

~~Anti-Defamation League~~

~~Arab Alliance Club~~

~~Active Minds~~

~~Art Club~~

~~Asian Association Student~~

~~Alliance~~

Band
Before School Skill Building
Best Buddies
Black Student Union
Chess Club
Color Guard
Community Band
Creative Writing
Courtyard Caretakers
DECA
Dungeons & Dragons
EL Friends Book Club
Grace & Peace Club
High School Quiz Team

Homework Hotspot
Human Rights Coalition
Jazz Band
K-Pop Club
LGBTQ+
Literary Magazine
Marching Band
Math Team
Model UN
Multicultural Club
National Honor Society
Newspaper
Queer Student Union
Robotics

Rotary Interact Club
SALSA/SADD
Skills USA
Step Team
Student Voice/Advisory Senate
Tri-M Honor Society
WCAT Media Club
Weymouth High Theater Co.
WHIS Acapella Echoes
World Language Honor Society
Yearbook







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 business today is directly or indirectly an international business. In the **today's** competitive **21st 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 **workplace-ready 21st 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 Pathways available in this Academy:

- Accounting/Finance
- Marketing
- Sports Management

Business and Entrepreneurship Academy Requirements

Career Pathway electives **3 4** credits

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

| <i>BUSINESS Academy</i> | Required Credit (1.0) <i>(Ideally taken Junior Year)</i> | 2 3 Additional Credits Needed For Certificate from the recommended courses below | |
|--|---|---|---|
| | | <u><i>Primary Recommendations</i></u> | <u><i>Secondary Recommendations</i></u> |
| Accounting/Finance | College Accounting 1 | -Advanced Accounting 2 -Business Principles & Management -Principles of Economics | -Public Speaking -Adv. Computer Apps -Statistics -Personal Finance 2.0 |
| Marketing and Business Principles | Business Principles & Management Marketing/DECA | -Marketing 2 -Entrepreneurship -Graphic Design | -Adv. Web Design -Public Speaking -Semantics -Communications & Broadcasting -Psychology -Yearbook |
| Sports Management | Business Principles & Management Sports & Entertainment Marketing/Management | -Adv. Computer Apps -Entrepreneurship -Communications & Broadcasting -Marketing 2 | -Science of Sports -Public Speaking -Statistics -Sports Statistics -Marketing/DECA -Psychology |

Suggested Extra-curricular activities: DECA, WCAT Media 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 healthcare 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?

Career and Technical education teaches skills which are always in demand in today’s global economy. 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 in the spring of 8th grade. This fast paced, constantly evolving program, presents introductory information to all **accepted grade 9** 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 their freshman 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
- Drafting and Design
- Automotive Technology
- Construction Technology
- Cosmetology
- Culinary Arts
- Early Education and Care
- Graphic Communications
- Information Technology
- Metal Fabrication

Career and Technical Education Academy Requirements:

CTE ~~7.7-10.7~~ **9-11** credits

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

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

Suggested Extra-curricular activities: Skills USA, Robotics

Revised: October 20, 2021 & September 15, 2022

EQUAL EDUCATION OPPORTUNITY

Weymouth High School Career & Technical Education Program (WHS CTE) admits applications regardless of race, color, sex, religion, national origin, sexual orientation, gender identity, disability and homeless status. Upon request, applicants with disabilities will be provided reasonable accommodations throughout the entire application process. Upon request, applicants with Limited English Proficiency will be provided translators and interpretation services throughout the entire application process.

Information provided voluntarily by applicants regarding Limited Proficiency and Disability Status submitted will in no way impact any decisions regarding their admissions to Weymouth High School Career & Technical Education Program.

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have a grievance procedure through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 151B, S3A)

Coordinator:

Executive Director of Student Services
89 Middle Street, Weymouth, MA 02189
781-335-1460



Imagine your future. Do you see yourself...

- writing reviews of films, books and music?
- photographing news or sporting events?
- working as a freelance photographer?
- working as a commercial artist or graphic designer?
- 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?
- running your own company, promoting musicians and artists?

The Arts connect people to their own culture and the rest of the world. If you see yourself as a part of the artistic, dramatic, 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 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. 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 Pathways available in this Academy:

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

Fine Arts Academy Requirements

| | |
|---|------------------|
| Career Pathway electives | 3 4 credits |
| Fine Arts Capstone | 1 credit |
| Total Credits upon completion of Academy | 4 credits |

| <i>FINE ARTS Academy</i> | Required Credit (1.0) (Ideally taken Junior Year) | 2 3 Additional Credits Needed For Certificate from the recommended courses below | |
|---------------------------------------|--|---|---|
| | | <i>Primary Recommendations</i> | <i>Secondary Recommendations</i> |
| Fine Art | Art 2 (Must complete Art 1 to enter into Art 2) | -Ceramics 1 -Fine Art Photography -Digital Photo 1 & 2 -35mm Film Photo 1 & 2 -Form Studies 2 -Introduction to Art History | -Art 3 -Ceramics 2 & 3 -Sculpture 1 & 2 -Digital Photo 3 -AP Studio Art |
| Commercial Art | Graphic Design 1 Digital Photo 1 | -Graphic Design 2 -Digital Photo 2 & 3 | -AP Studio Art -Yearbook -Comic Creation |
| Music Education | Band <u>OR</u> Concert Choir | -Band <u>OR</u> Concert Choir -AP Music Theory -Music Theory 1 -Guitar 1 & 2 or Piano 1 & 2 -Instrumental Techniques | -Music Theory 2 -Careers in Music -Percussion 1 or 2 -Fundamental of Music Technology 1 & 2 -Partners in Music |
| Music Performance and Industry | Band <u>OR</u> Concert Choir | -Band <u>OR</u> Concert Choir -Music Theory 1 -Careers in Music -Guitar 1 & 2 or Piano 1 & 2 -Instrumental Techniques | -Music Theory 2 -AP Music Theory -Percussion 1 or 2 -Fundamentals of Music Technology 1 & 2 -Jazz Ensemble |

Suggested Extra-curricular activities: ~~Select Choir~~ Acapella Echoes, Jazz Band, Community Band, **Marching Band**, ~~Variety Show~~, Unplugged, ~~Winter Percussion~~, Color Guard, Weymouth High School Theater Company, Art Club, ~~Fashion Club~~



Humanities Academy

Imagine your future. Do you see yourself...

- publishing your own works of poetry and fiction?
- 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?
- 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?
- serving our country in one of the branches or our armed forces?
- providing a voice for international visitors as an interpreter?

To understand our world, we need to understand the human experience. 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 21st 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 Pathways available in this Academy:

- Education
- Criminal Justice/Law
- Journalism/Communication
- Writing
- Psychology/Counseling
- Politics/Public Service
- World Languages

Humanities Academy Requirements*

Career Pathway electives 3 4 credits

Humanities Capstone 1 credit

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

| <i>HUMANITIES Academy</i> | Required Credit (1.0) <i>(Ideally taken Junior Year)</i> | 2 3 Additional Credits Needed For Certificate from the recommended courses below | |
|----------------------------------|---|--|--|
| | | <u><i>Primary Recommendations</i></u> | <u><i>Secondary Recommendations</i></u> |
| Education | Public Speaking Children's Literature | -Psych/Soc or AP Psych -Media Literacy -Theories of Violence | -Semantics -World Religions -Introduction to Philosophy -Human Geography -Voices -AP African American Studies |
| Criminal Justice / Law | Criminology 1 Legal Studies 1 | -Criminology 2 -Legal Studies 2 -Psych/Soc or AP Psych -Political Affairs -Semantics -Civic Leadership & Government | -Media Literacy -AP Government -AP World History -Theories of Violence -Human Geography -AP African American Studies -Voices |
| Journalism/ Communication | Journalism Public Speaking | -Media Literacy -Communications & Broadcasting -Psych/Soc or AP Psych -Yearbook -Civic Leadership & Government | -Comedy and Humor in Literature -Semantics -Voices -AP African American Studies |
| Politics/ Public Service | AP Government OR Political Affairs & Legal Studies 1 | -Criminology 1 -Public Speaking -Psych/Soc or AP Psych -Legal Studies 2 -Intro to Philosophy -Principles of Economics -Human Geography -Civic Leadership & Government | -Criminology 2 -Theories of Violence -AP World History -Principles of Economics -Women's Literature -Semantics -World War 2 -American Civil War |
| Psychology/ Counseling | Psych/Soc | -Anatomy & Physiology -Statistics | -Semantics -Comedy and Humor in Literature |

| | | | |
|------------------------|---|---|--|
| | OR AP Psych | -Criminology 1 | -Theories of Violence -Criminology 2 -Introduction to Philosophy |
| Writing | AP Language & Composition OR Art of Writing & Journalism | -Psych/Soc or AP Psych -AP Literature -Film Criticism -The Art of Writing -Reading and Writing Memoir | -Introduction to Philosophy -Semantics -Comedy and Humor in Literature -Additional ELA Electives -Mythology -Children's Literature -Studies in Short Fiction -Literature of the Utopias |
| World Languages | 2nd Foreign World Language | -a 3rd language -two languages in junior and senior year | -Semantics -World Literature -World Religions -Human Geography -AP World History -Model UN |

Suggested Extra-curricular activities: Active Minds, Amnesty International, Asian Student Alliance, Best Buddies, Black Student Union, Creative Writing, Debate Club, Human Rights Coalition, Literary Magazine, Model UN, Multicultural Club, Newspaper, Queer Student Union, Rotary Interact Club, SADD/SALSA, Student Senate Advisory Group, Student Voice, Volunteers in Practice, WCAT Media Club, Yearbook, Classroom Assistant in Teaching (CAT)

Pathways Academy

Imagine your future. Do you see yourself . . .

- entering the workforce?
- attending a two-year college?
- being an apprentice in the trades?
- enrolling in a certification course (ex. EMT, network programming, aesthetics)?
- serving our country in one of the branches of our armed forces?

Weymouth Public School uses the Massachusetts MTSS (Multi-Tiered System of Supports) Framework to provide support for our students. This framework is a proactive approach in identifying and addressing the academic, behavioral and social emotional needs of students. As part of our commitment to this framework we created Pathways which provides a variety of targeted skill building opportunities for our secondary students in the least restrictive settings.

Students working under this pathway to a WHS Diploma may have had interrupted learning because of mental health reasons, emotional disabilities, trauma, etc. They have been identified through our SIT (Student Intervention Team) process and are actively engaged in Pathways skill building opportunities and are therefore eligible for the Pathways Academy.

Mission Statement:

Weymouth High School is committed to providing all students multiple pathways to success. Pathways Academy strives to empower our students through a strengths-based approach that will benefit them in school and in life. The Strengths-Based Approach is research based and rooted in the belief that every child has unique strengths and abilities, and if fostered, can be the catalyst of personal achievement. Using this approach, students will be refocused to identify their strengths, recognize their resiliency, and create a path for success.

Career exploration available in this academy:

- Early Education and Care
- Restaurant & Catering
- Trades Apprenticeship
- Medical Assistant
- Veterinary Assistant
- Retail
- Customer Care
- Real Estate

Pathways Academy Requirements*

Career Pathway electives **4.5** credits

| <i>Pathways Academy</i> | Career Pathway Electives | Additional Credits Needed For Certificate from the recommended courses below | |
|--------------------------------------|--|---|--|
| | | <i>Required</i> | <i>Recommendations</i> |
| All Career Exploration Opportunities | Wellness (1.5 credits) | -Health -PE | -Nutrition and Fitness -Wellness |
| | Critical Skills (1 2 credits) | -Executive Functioning -Pathways I/II | -Tier II Supportive Studies -Freshman Seminar -Personal Finance -Electives in related field of interest |
| | Career Exploration (1.5 credits) | -Career Readiness 1 | -Part-Time Job (School to Work course) or -Entrepreneurship -On Campus Internship |

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 cataloging 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 climate change?
- 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?

Science and technology are used to develop creative solutions to the world's problems. 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 scientific researchers to discover cures for illness. We would not have the internet bringing information to our fingertips. We would not have engineers developing robots which make the world safer and more efficient.

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 21st Century careers through the development of creative problem solving techniques using both inductive and deductive logic. By developing abstract and critical thinking and communication skills, we will inspire leaders in innovation to design solutions for tomorrow.

Career exploration available in this academy:

- Computer Programming
- Medical
- Engineering
- Physical Science
- Biological Science
- Statistical Science

STEM Academy Requirements:

| | |
|---|------------------|
| Career Pathway electives | 3 4 credits |
| STEM Capstone | 1 credits |
| Total Credits upon completion of Academy | 4 credits |

| <i>STEM Academy</i> | Required Credit (1.0) (Ideally taken Junior Year) | 2 3 Additional Credits Needed For Certificate from the recommended courses below | |
|-----------------------------|---|--|---|
| | | <u>Primary Recommendations</u> | <u>Secondary Recommendations</u> |
| Computer Programming | Chemistry <u>OR</u> Physics Algebra 2 <u>OR</u> Higher Java I and II | -Chemistry or Physics -Pre-Calculus or Calculus -AP Computer Science (A or Principles) | -Any AP Science Course -Any AP Math Course |
| Medical | Chemistry <u>OR</u> Physics Algebra 2 <u>OR</u> Higher | -Chemistry or Physics -AP Bio -AP Chemistry -Pre-Calculus or Calculus -Anatomy & Physiology | -Bioethics -Organic Chemistry & Biochemistry -Statistics -Latin -Psych/Soc or AP Psych -Forensics -Medical Terminology -Medical Ethics and Law |
| Biological Science | Chemistry <u>OR</u> Physics Algebra 2 <u>OR</u> Higher | -Chemistry or Physics -AP Bio -Pre-Calculus or Calculus -Marine Biology -Botany -Comparative Anatomy | -Environmental Science (Any Level) -Bioethics -Organic Chemistry & Biochemistry -Biotechnology -Forensics -Anatomy & Physiology |
| Physical Science | Chemistry <u>OR</u> Physics Algebra 2 <u>OR</u> Higher | -Chemistry or Physics -AP Physics -AP Chem -Pre-Calculus or Calculus -Geology | -Java I and II -Oceanography -Astronomy -Meteorology -Computer Science (Any Level) |

| | | | |
|----------------------------|--|--|--|
| Engineering | Chemistry <u>OR</u> Physics Algebra 2 <u>OR</u> Higher Java I | -Chemistry or Physics -AP Physics 1 or C -Pre-Calculus or Calculus -Engineering Design I & II | -Java II -Computer Science (Any Level) -Robotics |
| Statistical Science | Chemistry <u>OR</u> Physics Algebra 2 <u>OR</u> Higher | -Chemistry or Physics -Pre-Calculus or Calculus -Statistics or AP Statistics -AP Bio | -Principles of Economics -Advanced Computer Applications -Sports Statistics -Exploring Computer Science |

Suggested Extra-curricular activities: Astronomy Club, Board Game Club, Chess Club, Courtyard Caretakers, High School Quiz Team, Math Team, Robotics



Advancements in technology have contributed to increased globalization and enhanced communications around the world. The new Global Citizenship Program (GCP) promotes global competence, a key twenty-first century skill in students. Through interdisciplinary academic study, community service, and international travel, participants increase their global awareness, heighten their appreciation of diversity, and enlarge their capacity to work and contribute in an increasingly interconnected world. **It is open to students of ALL Career Academies.** Students must declare their intent to apply for the GCP by the end of their sophomore year.

The Global Citizenship Program at WHS will benefit student learning in many ways through local and international community engagement:

- Demonstrate proficiency and confidence in a second language
- Attain knowledge of – and show an appreciation for – cultural differences
- Engage in community service with open-mindedness and humility
- Share their expertise and enthusiasm with the broader Weymouth community
- Actively promote global understanding and the peaceful resolution of conflicts
- Achieve personal growth through reflection
- Strive to realize their full potential to lead as global citizens

CRITERIA

In order to receive a Global Citizenship Program Certificate and special cord at graduation, a student must have the following:

- A GPA of 2.5 or better
- 4 years of World Language study earning an 80 or above in each course (needn't be in the same language for all 4 years)
- Successfully completed Model UN semester class
- Complete 20 hours of service (out of 40 required by WHS) with strong connection to Global Citizenship or a [UN Sustainable Development Goal \(SDG\)](#)
- Complete pre-approved World Travel with an educational/volunteer focus (traveling with family for vacation/fun is not sufficient) and complete a 3 page reflective paper OR complete project for credit through the accredited travel organization

If Travel is not an option, then 1 of the following must be completed, with pre-approval, along with a 3 page reflective paper:

- a. a comprehensive project/fundraiser/awareness campaign to further advance an SDG (must involve at least 40 hours above and beyond the 20 hours of required service)
 - b. Host an international student for at least 1 term
 - c. Participate in an internship that directly correlates with an SDG
 - d. Complete an intensive, advanced study of an additional language (not offered at WHS), or a world culture course at the college level with pre-approval
 - e. Successfully pass two additional years in a different world language at WHS, for a total of 6 world language credits
 - f. Be an officer and active participant of the Model UN Club, ~~Amnesty International~~, Multicultural Club or Rotary Interact Club for at least ~~1~~ 2 full school years (only have to be an officer for one of those years)
- Complete a resume/portfolio
 - Complete a summary and reflection with a medium of choice to share a 10-15 minute presentation in World Language courses by the end of April in Senior year. ~~GCP students can opt, with advisor's approval, to complete their WHS Capstone project based on the topic/focus of their GCP experience (travel, SDG work, etc.) in lieu of a separate summary and reflection.~~

EXTRA CURRICULAR CLUBS/ORGANIZATIONS

Several of these clubs have already been highlighted in the Career Academies section as opportunities to gain exposure to experiences that may align with a future career.

~~Anti-Defamation League~~

~~Arab Alliance Club~~

Active Minds

Art Club

Asian Association Student

Alliance

~~Band~~

Before School Skill Building

Best Buddies

Black Student Union

Chess Club

Color Guard

Community Band

~~Creative Writing~~

Courtyard Caretakers

DECA

Dungeons & Dragons

EL Friends Book Club

Grace & Peace Club

High School Quiz Team

Homework Hotspot

Human Rights Coalition

Jazz Band

K-Pop Club

LGBT+

Literary Magazine

Marching Band

Math Team

Model UN

Multicultural Club

National Honor Society

Newspaper

Queer Student Union

Robotics

Rotary Interact Club

SALSA/SADD

Skills USA

Step Team

Student Voice/Advisory Senate

Tri-M Honor Society

WCAT Media Club

Weymouth High Theater Co.

WHS Acapella Echoes

World Language Honor Society

Yearbook

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)

Sculpture 1 is an introductory class to 3D and relief artmaking utilizing ceramic clay and mixed media material. Students will explore studio investigation through research, drafting, creating works and responding to artworks. (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: Students must have a grade of 60% or higher in Sculpture I, or teacher recommendation and department approval. (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 grades 11,12)

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)

Students explore black and white photography, along with developing the skills and studio technique of using a 35 mm SLR manual film camera, including capturing images using the exposure triangle, developing film, and printing in the darkroom. A strong emphasis is placed on proper student camera skills with composition, studio technique, and safety with developing film and photo prints while having a connection to past and present photography, and photographers.

Prerequisite: Students must have a manually adjustable 35 mm SLR manual 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)

Students continue their exploration of black and white photography, using their 35mm SLR manual film camera to strengthen their camera skills and composition through various photography styles. Students continue to build studio techniques and knowledge of developing film and printing in the darkroom. A Strong emphasis is placed on proper student camera skills with composition, studio technique, and safety with developing film and photo prints while having connections to past and present photography, and photographers.

Prerequisite: Students must have a grade of 60% or higher in 35mm Film Photography I, or teacher recommendation and department approval. Must have a manually adjustable 35mm SLR manual 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)

22141 DIGITAL PHOTOGRAPHY I

College Prep

(.5 credit)

Students explore digital photography using digital cameras. Students develop their skills and studio technique using a digital camera, including capturing images using the exposure triangle, editing with Adobe Photoshop, Lightroom, Bridge, and printing on a large format printer. A strong emphasis is placed on proper camera skills with exposure triangle, composition, studio technique, editing through the workflow process to print while having a connection to past and present photography and photographers.

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 must have a grade of 60% or higher in Digital Photography I, or teacher recommendation and department approval. 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: Students must have a grade of 60% or higher in Digital Photography II, or teacher recommendation and department approval. Students must have a digital camera.

Honors: Students must have a grade of 85% or higher in Digital Photography II CP, or teacher recommendation and department approval. 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: Students must have a grade of 60% or higher in Art I, or teacher recommendation and department approval. 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: Students must have a grade of 90% or higher in CP Art II, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, the 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 functional pottery, glazing techniques, and wheel thrown pottery. Basics of clay bodies and firing temperatures will be reviewed and expanded upon. Enrollment is limited to 15 due to the number of wheels and space in the kiln.

Prerequisite: Students must have a grade of 60% or higher in Ceramics I, or teacher recommendation and department approval. (Semester course, open to grades 10, 11, 12)

22042 CERAMICS III College Prep (.5 credit)

This course combines wheel throwing and hand building to create functional and sculptural pottery. The course is designed for students with a strong interest in clay and hope to develop a more cohesive body of work. Students will create a series throughout the course of the semester accompanied by an artist statement which will evolve over the course. The final projects, process, statement, and reflections will be housed on a website created by each student.

Prerequisite: Students must have a grade of 60% or higher in Ceramics II, or teacher recommendation and department approval.

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. (3rd 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 final grade, which will be calculated in the GPA and class rank, will be a letter grade. Previous yearbook experience preferred (First semester course, open to grade 11, 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: Students must have a grade of 60% or higher in a high school level Art class, or teacher recommendation and department approval. (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: Students must have a grade of 60% or higher in Graphic Design I, or teacher recommendation and department approval. (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 21st 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.

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.~~

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)/18011(CP) ADVANCED WEB DESIGN Honors/College Prep (.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. 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.~~

~~Prerequisite: Honors - Students must have a grade of 85% or higher in Basic Web Design CP or teacher recommendation and department approval. CP - Students must have a grade of 60% or higher in Basic Web Design, or teacher recommendation and department approval. (Semester course, open to grades 9, 10, 11, 12-)~~

18021 GOOGLE SUITE 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 Google Docs, Google Sheets, and Google Slides 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, 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 10, 11, 12)

~~**18040 ADVANCED COMPUTER SOFTWARE APPLICATIONS**~~~~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 is a graduation requirement and satisfies the Unified Arts credit requirement. (Quarter class Semester course that meets every other day, open to grade 10, 11, 12)

XXXXX - PERSONAL FINANCE 2.0 – INVESTING

College Prep

(.25 credit)

This course is designed to build on the student's prior knowledge gained in Personal Finance and look at the next steps in growing individual wealth by providing students with an understanding of the basic principles of investing. Key investment types such as stocks, bonds, and mutual funds will be discussed as well as an introduction to Cryptocurrency. Students will learn about behavioral economics, the subtleties of financial risk and how to best manage this risk through diversification within the markets. The class will offer students various opportunities to apply the concepts covered in the course through interactive technology and an immersive investing simulation. This course satisfies the Unified Arts credit requirement. (Semester course, open to grade 11, 12)

Prerequisite – 75% or higher in Personal Finance

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. Excel software will be used in this class. This course satisfies the Unified Arts credit requirement. **This course is available for optional Dual Enrollment credit, please see page 21.** (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. Excel software will continue to be used in this curriculum. This course satisfies the Unified Arts credit requirement.

Prerequisite: Students must have a grade of 85% or higher in Accounting I CP, 75% or higher in Accounting I Honors, or teacher recommendation and department approval.

(Semester course, open to grades 11, 12)

18141 COMMUNICATIONS AND BROADCASTING

College Prep

(.5 credit)

Students will learn the basics of video development and production by participating in the pre-production, production, and post production of video projects revolving around school and community events. Students will rotate as crew members to learn the operation of cameras, sound, lighting, and editing equipment in the production of short videos that will be published online. Development of ideas and hands-on producing duties will develop experience in the field that can be continued at the industry level or the college level. Some filming of school related activities may take place outside of school hours. This course satisfies the Unified Arts credit requirement. (Semester course open to grades 9, 10, 11, 12)

18161 SPORTS AND ENTERTAINMENT MARKETING/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 10, 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, 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/Honors

(.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: Honors - Students must have a grade of 85% or higher in Marketing/DECA CP or teacher recommendation and department approval. CP - Students must have a grade of 60% or higher in Marketing/DECA, or teacher recommendation and department approval.

(Semester course, open to grade 12)

CAREER AND TECHNICAL EDUCATION

The Career and Technical Education courses provide each student with a comprehensive education that prepares them for college, military or 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.

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

<https://www.weymouthschools.org/weymouth-high-school/career-technical-education/pages/application-process>

COOPERATIVE EDUCATION OPTIONS FOR CAREER AND TECHNICAL EDUCATION STUDENTS

The Weymouth High School Career and Technical Education Programs offer a Cooperative (coop) 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 career path.

Students in the coop program receive pay for their time on the job while continuing to earn CTE credit. Students are covered by worker's compensation through 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 progress report and 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 accepted 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 given a career interest inventory. Students will then explore each of the ten programs for approximately 13 days. Students are assessed in each shop area and these scores determine an overall ranking at the end of exploratory. The students submit their top three choices for shop placement at the end of exploratory. Student choice and the final scores are used to determine final shop placement for 4th quarter. See your guidance counselor for details. All students in Exploratory will be exposed to all 10 technical shop areas.
(3 quarter Course, open to CTE Technical Exploratory students only)

CAREER AND TECHNICAL PROGRAMS

DRAFTING & DESIGN TECHNOLOGY (CAD)

This course will introduce students to career pathways in the world of Architectural and Engineering Design & Drafting industry through a series of real world applications. Students will learn basic hand drafting techniques and will utilize the computer- drawing program *AutoCAD* Inventor and REVIT in the classroom lab setting. Students will be exposed to career pathways in Architecture, Engineering and Interior Design. Students will also learn how to use three dimensional printers. This course is designed and recommended for students who are interested in the technical drawing fields and engineering field and/or plan to continue their education at a Post-Secondary level.

AUTOMOTIVE TECHNOLOGY

Students will be introduced to the career pathways in the Automotive industry while learning 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

Students will be introduced to a career in Early Childhood Education and Teaching as they explore the childcare profession as a vocation and prepare for a career working with children. Students learn in a supervised environment working with infants, toddlers, and preschoolers in the on-site child care center. Various topics include toy selection and safety, and curriculum development.

INFORMATION TECHNOLOGY

Students will be introduced to the career pathways in the Information Technology industry as they 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 be introduced to the career pathways in the Construction Technology industry while learning 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

Students will be introduced to the career pathways in the Cosmetology industry as they are exposed to a variety of 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 be introduced to the career pathways in the Culinary Arts industry while learning basic culinary terminology, safety, and sanitation procedures. The goals and objectives are to assess and evaluate students' interest and aptitude as they rotate through the curriculum and workstations in the kitchen.

GRAPHIC COMMUNICATIONS

Students will be introduced to the career pathways in 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

Students will be introduced to career pathways in the Allied Health industry as they are introduced 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 will be introduced to the career pathways in the Metal fabrication industry while learning basic metal skills, hand tool use 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.

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
- New England Institute of Technology
- All Massachusetts Community Colleges

Culinary

- Johnson and Wales University
- Central Maine Community College
- Culinary Institute of America
- Newbury College
- All Massachusetts Community Colleges

Architectural Drafting

New England Institute of Technology
Keene State College
All Massachusetts Community Colleges

Early Childhood Education

All Massachusetts Community Colleges

Graphic Communication

Central Maine Community College
All Massachusetts Community Colleges

Automotive Technology

Central Maine Community College
Mass Bay Community College
Universal Technical Institute
New England Technical Institute
All Massachusetts Community Colleges

Construction Technology

New England Institute of Technology
Carpenters Union
Keene State College
Central Maine Community College
All Massachusetts Community Colleges

Metal Fabrication

Massasoit Community College
Sheet Metal Local

Allied Health

All Massachusetts Community Colleges

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, REVIT, Inventor, and TinkerCAD. Students will be introduced to the use of three dimensional printers and their use in the real world.

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. Students will obtain knowledge about Architecture, engineering, building design and construction. Presentation skills will also be developed within the classroom. Skills on the following programs will be developed: AutoCAD, REVIT and Inventor, as well as TinkerCAD. Students will learn how to properly and safely use the three dimensional printing machines. Students will complete the 10 hour OSHA safety course. (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. Students will also continue to learn about the world of engineering and further develop skills on Computer Aided Drafting (CAD) programs. Drawings will be prepared utilizing the architectural and three dimensional drawing programs, AutoCAD, Revit and Inventor and as well as TinkerCAD. An emphasis on “Design/Build” will include interaction with the Construction Technology Program and may include visits to local construction projects. Presentation skills will be expanded. Students will continue to gain knowledge and develop their ability to create more intricate parts on the three dimensional printers. Prerequisite: Students must have a grade of 60% or higher in Drafting and Design Technology I or teacher recommendation and departmental approval. (Full year course, meeting three periods a day)

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, Revit and Inventor. An emphasis on “Design/Build” will include interaction with the Construction Technology Program and may include visits to local construction projects. While studying Architecture, students will build hands-on models to develop a better understanding of the construction techniques and how a house is built. When the students are studying Engineering, they will develop skills in assembly drawings as well as more advanced subjects. Presentation skills will be expanded. Prerequisite: Students must have a grade of 60% or higher in Drafting and Design Technology II or teacher recommendation and departmental approval. (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 840 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. Students will complete the 10 hours OSHA safety course as well as Hot Works certification.

(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. Students will acquire 80 hours towards their ATech basic electrical competencies.

Prerequisite: Students must have a grade of 60% or higher in Automotive Technology I or teacher recommendation and departmental approval. (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:* Students must have a grade of 60% or higher in Automotive Technology I or teacher recommendation and departmental approval. (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. Students will earn EAP600 certification. *Prerequisite:* Students must have a grade of 60% or higher in Automotive Technology II or teacher recommendation and departmental approval. (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:* Students must have a grade of 60% or higher in Automotive Technology II or teacher recommendation and departmental approval. (Full year course, meeting one period a day)

EARLY CHILDHOOD EDUCATION AND TEACHING

Students successfully completing the Early Childhood Education and Teaching Program, with instructor recommendation, 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 from birth through age 2. Students study theories of child development and childcare 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. Students will complete the 10 hour OSHA safety course. An Early Childhood uniform “kit”/material must be purchased from Weymouth Early Childhood Program upon entry into the program. **Fee waivers are available for financial hardship.** (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: Students must have a grade of 60% or higher in Early Childhood I or teacher recommendation and departmental approval. (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. Students will continue working in our on-site center, now focusing on the four and five year old pre K group. Students will also intern in a local preschool, pre-k or kindergarten classroom. Students will examine professional practices, career opportunities and prepare for entry into the field of early childhood education. Reading, writing, research and curriculum development are required. Upon completion of all program requirements, students will be able to apply for infant, toddler and/ or preschool teacher certification from the Department of Early Education and Care. Prerequisite: Students must have a grade of 60% or higher in Early Childhood II or teacher recommendation and departmental approval. (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. Students will complete the 10 hour OSHA safety course as well as Hot Works safety certification. (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: Students must have a grade of 60% or higher in Construction Technology I or teacher recommendation and departmental approval. (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: Students must have a grade of 60% or higher in Construction Technology II or teacher recommendation and departmental approval. (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, pin curls, 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. Students will complete the 10 hour OSHA safety course. Purchase of a cosmetology kit and lab coat through the Weymouth Cosmetology Department Approx. \$600, Kit prices subject to change) Kit/lab coat must be purchased before entering in September. **Fee waivers are available for financial hardship.** (Full year course, meeting two periods a day)

24611 COSMETOLOGY II

College Prep

(2.9 credits)

For students who have successfully completed Cosmetology I, 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: Students must have a grade of 60% or higher in Cosmetology I or teacher recommendation and departmental approval. (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:* Students must have a grade of 60% or higher in Cosmetology I or teacher recommendation and departmental approval. (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: Students must have a grade of 60% or higher in Cosmetology II or teacher recommendation and departmental approval. (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:* Students must have a grade of 60% or higher in Cosmetology II or teacher recommendation and departmental approval. (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, ingredients 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. Students will also achieve their OSHA 10 certification which is aligned with culinary safety. Students will complete the 10 hour OSHA safety course. A Culinary Arts uniform “kit”/material must be purchased from Weymouth Culinary Arts Program upon entry into the program. **Fee waivers are available for financial hardship.** (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 attain their Allergen Awareness and Serve Safe Management certificates. *Prerequisite:* Students must have a grade of 60% or higher in Culinary Arts I or teacher recommendation and departmental approval. (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. *Prerequisite:* Students must have a grade of 60% or higher in Culinary Arts II or teacher recommendation and departmental approval.

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. These 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. Students will complete the 10 hour OSHA safety course. (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 CCT (Cisco Certified Technician) or CCNA (Cisco Certified Network Associate) 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: Students must have a grade of 60% or higher in Information Technology I or teacher recommendation and departmental approval. (Full year course, meeting three periods a day)

24521 INFORMATION TECHNOLOGY III College Prep (2.9 credits)

Students will build on the previous years' training and finish preparing for either the Cisco CCT (Cisco Certified Technician) or CCNA (Cisco Certified Network Associate) 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: Students must have a grade of 60% or higher in Information Technology II or teacher recommendation and departmental approval. (Full year course, meeting three periods a day)

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 and will be introduced to state of the art embroidery technology. 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. Students will complete the 10 hour OSHA safety course. (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, embroidery 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: Students must have a grade of 60% or higher in Graphic Communication I or teacher recommendation and departmental approval. (Full year course, meeting three periods a day)

24721 GRAPHIC COMMUNICATION TECHNOLOGY III

College Prep

(2.9 credits)

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 postgraduate study. Individual portfolios are completed.

Prerequisite: Students must have a grade of 60% or higher in Graphic Communication II or teacher recommendation and departmental approval (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: Prerequisite: Students must have a grade of 60% or higher in a high school art class or teacher recommendation and departmental approval (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: Students must have a grade of 60% or higher in Graphic Design I or teacher recommendation and departmental approval (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. **Please note that there is a special requirement for Allied Health students, CTE removes 1 period from class time junior and senior year, making it 3 periods instead of 4 to allow room for 4 years of Science.**

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. Emphasis will be placed on the necessary knowledge for any health care career including healthcare history, communication, ethics & law, infection control & safety, working with patients and employment skills. A significant amount of time is also spent on body systems and pathology. 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. Students must be enrolled in, or have already completed a full year biology class offered through the Science Department. An Allied Health "kit"/material must be purchased from Weymouth Allied Health Program upon entry into the program. **Fee waivers are available for financial hardship.** (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. Students who meet the requirements, completion of all skills and competencies with a grade of 75% or better, will be eligible to sit for the Massachusetts Certified Nursing Assistant (CNA) exam. **Students must also be enrolled in, or have already completed a full year of Chemistry or Anatomy & Physiology class offered through the science department.** *Prerequisite:* Students must have a grade of 60% or higher in Allied Health I or teacher recommendation and departmental approval (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 be eligible to sit for the National Healthcare Association tests for EKG and Phlebotomy Technicians **Students must also be enrolled in, or have already completed a full year Chemistry or Anatomy & Physiology class offered through the Science Department. Students are also strongly encouraged to take Statistics through the Math Department and Psychology through the History Department** *Prerequisite:* Students must have a grade of 60% or higher in Allied Health II or teacher recommendation and departmental approval (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 of 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)

Metal Fabrication I, 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 procedures to complete tasks. The students will work to complete multiple sections of the AWS S.E.N.S.E. program in order to become eligible for certification in each type of welding. They will be introduced to many different aspects of the Metal Fabrication-industry. They will use this knowledge to help them decide which career path is best suited for them. A Metal Fab "kit"/material must be purchased from Weymouth Metal Fab Program upon entry into the program. **Fee waivers are available for financial hardship.** (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 procedures to complete 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. Students will also be introduced to 3D modeling and project creation through OnShape. Prerequisite: Students must have a grade of 60% or higher in Metal Fabrication I or teacher recommendation and departmental approval (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 third 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 procedures 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 skills, 21st Century skills, and organization skills. Students will work on resume building, job placement, and interview skills. Prerequisite: Students must have a grade of 60% or higher in Metal Fabrication II or teacher recommendation and departmental approval (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 elective 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.

ENGLISH I

10100 ENGLISH I

Honors

(1 credit)

This intensive course takes a thematic approach to the study of literature to prepare students for college success. Students will develop independent strategic reading and writing skills while exploring relevant and dynamic universal themes. Students will develop skills in expository and analytical writing, research, as well as 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 responsibility, rigorous expectations, and increased workload when it comes to independent reading, critical thinking, communication, and writing

Prerequisite: A 90% or better in Grade 8 English or teacher recommendation and department approval. (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. Students will develop independent strategic reading and writing skills while exploring relevant and dynamic universal themes. Students will develop skills in expository and analytical writing, research, as well as classical and contemporary literature. Students will also receive skill-based instruction preparing them for the PSAT, MCAS and other standardized testing. (Full year course)

ENGLISH II

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: Students must have a grade of 85% or higher in English I CP, 75% or higher in English I Honors, or teacher recommendation and department approval. (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: Students must have a grade of 60% or higher in English I, or teacher recommendation and department approval. (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: Students must have a grade of 85% or higher in English I CP, 75% or higher in English I Honors, or teacher recommendation and department approval. (Full year 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**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. Students will approach a variety of texts such as memoirs, essays, speeches, fiction and nonfiction as they explore how language is used to inspire, to persuade, and to argue.

Prerequisite: Students must have a grade of 90% or higher in English 10 CP, 80% or higher in English 10 Honors or Accelerated American Lit, or teacher recommendation and department approval. This course ~~may~~ requires summer work. In order to earn AP credit in this course, the student must take the AP Exam. (Full year course)

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 as needed. 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, updated SAT vocabulary study, and more rigorous writing analysis.

Prerequisite: Students must have a grade of 85% or higher in English II CP, 75% or higher in English II Honors, or teacher recommendation and department approval. (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. Instruction focuses on analytical, informative, and creative writing, which includes multiple phases of the writing process with focus on the revision and editing process. 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 as needed.

Prerequisite: Students must have a grade of 60% or higher in English II, or teacher recommendation and department approval. (Full year course)

~~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. Study of painting, music, and other arts is incorporated for enrichment wherever appropriate. Summer work will be required for AP classes.

Prerequisite: Students must have a grade of 80% or higher in AP Language and Composition, or teacher recommendation and department approval. In order to earn AP credit in this course, a student must take the AP exam. (Full year course)

10591 ENGLISH IV: PERSPECTIVES IN LITERATURE

Honors

(1 credit)

This year-long course fulfills both the Literature component and the Skills component of half year Senior Electives. For the Literature portion, students explore the world from diverse, global perspectives, analyzing life lessons and advice from various authors on motifs like happiness, productive citizenship, life choices, and personal reflection. Students will journey into the world of art, music, and film through listening, viewing, and critiquing all forms of personal creative expression. Technology integration for assignments and assessments will be included. Writing tasks will focus on analytical, persuasive, and personal narrative writing, with a focus on advancing creative writing skills amongst a variety of genres including drama, poetry, movie reviews, and in-depth, critical literary analysis. Vocabulary work is also done in conjunction with the literature studied. Additional skill refinement will focus on voice, fluency, and sophistication in writing.

Prerequisite: Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Full year course, open to grade 12)

10572 ENGLISH IV: PERSPECTIVES IN LITERATURE

College Prep

(1 credit)

This year-long course fulfills both the Literature component and the Skills component of half year senior electives. For the Literature portion, students explore the world from diverse, global perspectives, analyzing life lessons and advice from various authors on motifs like happiness, productive citizenship, life choices, and personal reflection. ~~Students will journey into the world of art, music, and film through listening, viewing, and critiquing all forms of personal creative~~

expression. For the skills component, students will focus on employability skills such as critical thinking, interpersonal communication, resource management, information use, technology use, and developing individual personal skills to become a creative, independent learner who takes initiative to demonstrate responsibility and self-discipline. Writing tasks will focus on analytical, persuasive, and personal narrative writing, with a focus on applying reading and writing skills for practical use in the workplace, plus through the development of the college entrance essay, and/or composing cover letters and resumes for future employment. Additional skill refinement will focus on grammar and vocabulary development. (Full year course, open to grade 12)

Prerequisite: Students must have a grade of 60% or higher in English II, or teacher recommendation and department approval. (Full year course)

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) ENGLISH IV: 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, students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

10511 MYTHOLOGY College Prep (.5 credit)

In this semester course, students will establish and build a foundation of knowledge of mythology by learning the definition, purposes, and types of myths, and then analyzing how past cultures have used mythology to explain the world and human nature. In addition, students will explore why myths are relevant to humans today. Although emphasis is placed on Greek and Roman mythologies, Norse mythology will also be studied in depth. Students will also have an opportunity to conduct research on the mythology of a culture of interest. Other areas of study will include the pattern of the hero myth, with a focus on Joseph Campbell's monomyth as it relates to modern day literature and film. This class requires frequent reading of assigned myths, regular writing assignments, and occasional essays, presentations, and projects. (Semester course, open to all grades levels 11, 12)

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

This course is designed for students to explore and understand the genre of creative nonfiction 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, Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

10530 ENGLISH IV: 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: Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

10561 ENGLISH IV: 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 ENGLISH IV: 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, Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

10430(H)/10431(CP) ENGLISH IV: WOMEN'S LITERATURE Honors/College Prep (.5 credit)

This course provides an overview of the history, traditions, and forms of literature written in the English language and in translation by women across the globe. The course will examine the myriad ways in which women writers have articulated their experiences and how they have responded to attempts to silence that articulation. The course will use an intersectional lens in considering how gender converges with race, class, sexual orientation, and other factors in the formation of voice and identity. Accelerated assignments and differentiated grading are given to those students requesting honors credit. Prerequisite: For Honors credit, Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 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 ENGLISH IV: 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: Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

10620(H)/10621(CP) ENGLISH IV: 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, Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

10630(H)/10631(CP) ENGLISH IV: THEORIES OF VIOLENCE IN AMERICAN CULTURE

Honors/CP

(.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, Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grade grades 11, 12)

10640(H)/10641(CP) ENGLISH IV: 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, Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

10650(H)/10651(CP) ENGLISH IV: 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, Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

10661 ENGLISH IV: 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)

10702(H)/10701(CP) ENGLISH IV: VOICES

Honors/College Prep

(.5 credit)

This interdisciplinary course invites students to explore the kaleidoscopic history, literatures, and cultures of the American peoples through the many, varied, and oft-neglected or marginalized voices of those who inhabit this country. Looking at contemporary cultural issues and events, and providing historical perspectives as well as cultural and literary context, this course examines and challenges commonly accepted historical and cultural narratives. Students will choose contemporary issues of interest to study. Through self-selected readings, open class discussions, writing for authentic audiences and impactful field trips, they will encounter the rich and diverse nature of the American experience. Students will listen to, develop, and become empowered to use their own voices to speak out against issues of injustice as they engage in this course of study. Accelerated assignments and differentiated grading are given to those students requesting honors credit.

Prerequisite: For Honors credit, Students must have a grade of 85% or higher in English III CP, 75% or higher in English III Honors, or teacher recommendation and department approval. (Semester course, open to grades 11, 12)

XXXXX ENGLISH IV: SKILLS FOR COLLEGE AND CAREER GROWTH

College Prep

(.5 credit)

This course focuses on three areas: applied knowledge, effective relationships, and applicable skills. For the applied knowledge domain, students will apply reading, writing, and critical thinking to solve problems and plan solutions in simulated workplace scenarios. Writing tasks include analytical, persuasive, and narrative writing, along with cover letters and resumes. In the area of effective relationships, students will develop personal qualities such as responsibility, self-discipline, and communication, both independently and in teams. To develop applicable skills, students will learn to use information, technology, and resources effectively. The course emphasizes building interpersonal communication skills for various formats.

(Semester course, open to grade 12)

ELA SKILLS SUPPORT Reading CLASSES

Students who need continued support in ELA reading skills are strongly recommended to take skills support classes reading. This decision will be based on class performance, assessment results, and English grades. Students may be assigned to the ELA Skills Support classes by teacher recommendation and Department approval.

10162 TECHNIQUES OF READING I

Un-leveled

~~(.5 credit)~~ (.25 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 strongly recommended for incoming ninth graders who are reading below grade level. Students may be assigned to the Techniques of Reading I by teacher or SIT recommendation and Department approval. *This course does not fulfill English graduation requirements.* (Semester course, meeting three or four times in a seven day cycle)

10262 TECHNIQUES OF READING II

Un-leveled

~~(.5 credit)~~ (.25 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 may be assigned to the Techniques of Reading II by teacher or SIT recommendation and Department approval. ~~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, meeting three or four times in a seven day cycle), open to grade 10)

10182 WRITING INSTRUCTIONAL LAB

Un-leveled

(.25 credit)

This course is designed to assist students with writing across the curriculum. Emphasis will be placed on the writing process with attention to each student's specific needs and current assignments in other classes. Students in this class are

given skills and strategies to help them develop competency in writing as outlined in the Massachusetts English Language Arts Frameworks. Students may be assigned to the Writing Lab by teacher **or SIT recommendation and Department approval**. Individualized and small group instruction in a classroom or workshop setting. *This course does not fulfill English graduation requirements.* (**Semester** ~~Full year~~ course, meeting three or four times in a seven day cycle)

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 21st 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: Students must have a grade of 85% or higher in French I CP, 75% or higher in French I Honors, or teacher recommendation and department approval. (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: Students must have a grade of 60% or higher in French I, or teacher recommendation and department approval. (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: Students must have a grade of 85% or higher in French II CP, 75% or higher in French II Honors, or teacher recommendation and department approval (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: Students must have a grade of 60% or higher in French II, or teacher recommendation and department approval. (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: Students must have a grade of 85% or higher in French III CP, 75% or higher in French III Honors, or teacher recommendation and department approval (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: Students must have a grade of 60% or higher in French III, or teacher recommendation and department approval. (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: Students must have a grade of 85% or higher in French IV CP, 75% or higher in French IV Honors, or teacher recommendation and department approval (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. 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.

Prerequisite: Students must have a grade 80% or better in French IV Honors, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, a student must take the AP exam. (Full year course, open to grade 11, 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: Students must have a grade of 85% or higher in Latin I CP or teacher recommendation and department approval(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: Students must have a grade of 75% or higher in Latin II Honors, or teacher recommendation and department approval (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: Students must have a grade of 75% or higher in Latin III Honors, or teacher recommendation and department approval(Full year course, open to grades 10, 11, 12)

14509 LATIN AP Advanced Placement (1 credit)

This course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary skills. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom activities.

Prerequisite: Students must have a grade of 80% or better in Latin III Honors, or teacher recommendation and departmental approval. This course may require summer work. In order to earn AP credit in this course, a student must take the AP exam.(Full year course, open to grade 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: Students must have a grade of 85% or higher in Spanish I CP or teacher recommendation and department approval(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: Students must have a grade of 60% or higher in Spanish I, or teacher recommendation and department approval. (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: Students must have a grade of 85% or higher in Spanish II CP, 75% or higher in Spanish II Honors, or teacher recommendation and department approval(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: Students must have a grade of 60% or higher in Spanish II, or teacher recommendation and department approval. (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: Students must have a grade of 85% or higher in Spanish III CP, 75% or higher in Spanish III Honors, or teacher recommendation and department approval (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: Students must have a grade of 60% or higher in Spanish III, or teacher recommendation and department approval. (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: Students must have a grade of 85% or higher in Spanish IV CP, 75% or higher in Spanish IV Honors, or teacher recommendation and department approval(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: Students must have a grade of 60% or higher in Spanish IV, or teacher recommendation and department approval. (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. 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.

Prerequisite: Students must have a grade of 80% or better in Spanish IV Honors, or teacher recommendation and departmental approval. This course may require summer work. 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 world 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 world 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 world 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 world language requirement.

Prerequisite: Students must have a grade of 60% or higher in American Sign Language I, or teacher recommendation and department approval. (Full year course, open to grades 10 (for students enrolled in the CTE program), 11, 12)

XXXXX MODEL UNITED NATIONS: GLOBAL DIPLOMACY & PROBLEM SOLVING

College Prep

(.25 credit)

This Model United Nations (MUN) course offers students an immersive, hands-on experience in global diplomacy, international relations, and policy-making. Meeting every other day, students will participate in a dynamic cycle that mirrors the structure of a real MUN simulation, developing essential skills in research, public speaking, negotiation, problem solving, and resolution writing. Open to all students interested in international relations, global issues, and diplomacy. (Semester course, meets every other day, open to grades 10-12)

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: Students must have a grade of 85% or higher in English Language Education II CP or teacher recommendation and department approval (Full year course, meeting one period a day, open to grades 9, 10, 11, 12)

15640 LIFE SKILLS FOR ENGLISH LEARNERS (.5 credit)

This course is individualized based on the 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: Making appointments on the phone, community resources, communication. Holidays, the tipping culture, getting a driving license, how to email/communicate with teacher and any other staff, how to address adults, cultural differences inside the schoolCalendar/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.

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

15660 LIFE SKILLS FOR ENGLISH LEARNERS II (.5 credit)

This course is individualized based on the 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 students; writing names and phone numbers; job skills language for effective communication; learning about the job application process and how to fill out a job application; learning about the interview process and participation in mock interviews/.

(Semester course, 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. (Semester Course that meets every other day, it is recommended that students take this course as a 9th grader)

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.

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 semester of physical education every year. Students enrolled in CTE will take Course 25312 for grades 10 - 12. 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. (Semester Course)

PHYSICAL EDUCATION

25112 PHYSICAL EDUCATION 9/10

Un-leveled

(.25 credit)

25312 PHYSICAL EDUCATION CTE

Un-leveled

(.1 credit)

Open to grades 10 - 12 in Career & Tech only

Students in Grades 11 & 12 must complete .25 credits in PE each year. Students not in CTE can choose any of the following electives to fulfill that requirement

25212 PHYSICAL EDUCATION 11/12

Un-leveled

(.25 credit)

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. The Presidential Fitness testing will be part of the fitness component as well (semester course that meets every other day, open to grades 11, 12)

25122 WELLNESS

College Prep

(.25 credit)

To obtain a complete picture of one's health, a person must take into consideration three elements – physical, mental, and social health. A balance of these three elements is necessary to produce happiness.. Wellness is not just knowing these three elements but actually engaging in attitudes and behaviors that will stimulate a better quality of life. Wellness emphasizes the need to take responsibility for the daily choices made. Being well is a process that requires daily decisions to be made about nutrition, physical fitness, stress management, emotional health, and preventive health care. This course weaves together components of mindfulness, social-emotional learning, and yoga to empower you to enhance your own well-being, and support the mental, physical and social-emotional needs (semester course that meets every other day, open to grades 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 (semester course that meets every other day, open to grades 11, 12)

25013 COACHING 101

College Prep

(.25 credit)

This course focuses on the various responsibilities of a coach and the skills needed to successfully fill this important position. Throughout the course, students will explore various coaching models and leadership styles, sports nutrition and sports psychology, as well as safety, conditioning, and cross-training. Students will learn effective communication, problem-solving, and decision making skills. The course will also introduce students to game strategy, tactical strategy, skills-based training, and coaching ethics (semester course that meets every other day, open to grades 11, 12).

25910 LIFESTYLE SPORTS

College Prep

(.25 credit)

This course is to teach students about sports that they can continue to participate in after High School to maintain a healthy lifestyle. Students will learn the rules of games such as - pickleball, tennis, frisbee golf, etc. (semester course that meets every other day, open to grades 11, 12).

XXXXX Safety Readiness Training

College Prep

(.25 credit)

The American Heart Association's Heartsaver® First Aid CPR AED Training program is an essential course for high school students in grades 11-12, designed for anyone with little or no medical training. Through hands-on training with state of the art equipment, this course provides participants with the skills to provide first aid, perform CPR, and effectively use an Automated External Defibrillator (AED) in emergency situations. They will also develop the skills necessary to communicate and relay information effectively with emergency first responders. This course will also cover teen mental health response.

Upon successful completion of the course, all students will receive their Heartsaver CPR certification card from the American Heart Association, valid for two years. This certification not only prepares students for emergencies in any setting but also fulfills job or regulatory requirements, such as those mandated by OSHA. Join us in this life-saving training to become equipped to handle emergencies with confidence and skill (semester course that meets every other day, open to grades 11, 12)

XXXXX Team Sports

College Prep

(.25 credit)

The Team Sports course offers high school students an exciting opportunity to engage in a variety of team-based activities, promoting physical fitness, teamwork, and sportsmanship. Throughout the semester, students will participate in both traditional and non-traditional team sports, including soccer, basketball, volleyball, flag football, and ultimate frisbee. Emphasis will be placed on skill development, understanding game strategies, communication, and cooperation with teammates. Students will also learn the importance of leadership and adaptability in dynamic game environments. In addition to regular participation in team practices and games, students will gain insight into the history, rules, and etiquette of each sport. This course encourages students to develop a lifelong appreciation for teamwork and physical activity while fostering a positive and inclusive environment for all participants, regardless of skill level. Whether through competitive play or cooperative learning, students

will improve their athletic abilities, build confidence, and develop essential social and emotional skills. (semester course that meets every other day, open to grades 11, 12)

HISTORY & SOCIAL SCIENCE EDUCATION

The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. Students will develop the knowledge, skills, and dispositions that will enable them to embrace democracy's potential, while recognizing its challenges and inherent dilemmas. Through their course of study, students will be prepared to make informed civic choices and assume their responsibility for strengthening equality, justice, and liberty in and beyond the United States.

****Chapter 296 of the Acts of 2018, An Act to Promote and Enhance Civic Engagement embedded project: The course culminates in a non-partisan civics project designed to promote a student's ability to (i) analyze complex issues; (ii) consider differing points of view; (iii) reason, make logical arguments and support claims using valid evidence; (iv) engage in civil discourse with those who hold opposing positions; and (v) demonstrate an understanding of the connections between federal, state and local policies.**

11100 MODERN WORLD HISTORY

Honors

(1 credit)

This intensive course explores Modern World History starting with the changes brought about by the French Revolution and the Industrial Revolution. Students examine the global impact of Imperialism, the World Wars, and the Cold War. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens. Although the format of Modern World History honors is the same as Modern World History 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: Grade of 90 or better in World History Grade 8 or teacher recommendation and department approval. (Full year course, required for grade 9)

11101/26102 MODERN WORLD HISTORY

College Prep

(1 credit)

This course explores Modern World History starting with the changes brought about by the French Revolution and the Industrial Revolution. Students examine the global impact of Imperialism, the World Wars, and the Cold War. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens (Full year course, required for grade 9)

~~11110 FRESHMEN SEMINAR~~

~~Honors~~

~~(.5 credit)~~

~~Freshmen Seminar engages students in an intensive, culturally responsive examination of self and civic identity. Students identify the rights and responsibilities of being part of their new high school community and learn to apply those competencies as change agents within WHS and beyond. The course centers on the acquisition of knowledge, literacy skills, and applied social emotional competencies that students need for effective participation in their high school classes today and their civic and democratic life tomorrow. The course culminates in a non-partisan civics project designed to promote a student's ability to (i) analyze complex issues; (ii) consider differing points of view; (iii) reason, make logical arguments and support claims using valid evidence; (iv) engage in civil discourse with those who hold opposing positions; and (v) demonstrate an understanding of the connections between federal, state and local policies.~~

~~**Prerequisite:** Grade of 90 or better in World History Grade 8 or teacher recommendation and department approval.(Semester course, Grade 9).~~

1111 FRESHMEN SEMINAR College Prep (.5 credit)

Freshmen Seminar engages students in a culturally responsive examination of self and civic identity. Students identify the rights and responsibilities of being part of their new high school community and learn to apply those competencies as change agents within WHS and beyond. The course centers on the acquisition of knowledge, literacy skills, and applied social-emotional competencies that students need for effective participation in their high school classes today and their civic and democratic life tomorrow. The course culminates in a non-partisan civics project designed to promote a student's ability to (i) analyze complex issues; (ii) consider differing points of view; (iii) reason, make logical arguments and support claims using valid evidence; (iv) engage in civil discourse with those who hold opposing positions; and (v) demonstrate an understanding of the connections between federal, state and local policies. (Semester course, Grade 9):

11200 UNITED STATES HISTORY I Honors (1 credit)

This intensive course explores United States history starting with the origins and main events of the American Revolution and the development of key Constitutional principles. Students examine events of the early Republic, the causes and consequences of the Civil War, industrialization, immigration, and Progressivism. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens. Although the format of United States History I honors is the same as United States History I 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: Students must have a grade of 85% or higher in Modern World History CP, 75% or higher in Modern World History Honors, or teacher recommendation and department approval. (Full year course, required for grade 10)

11201/26202 UNITED STATES HISTORY I College Prep (1 credit)

This course explores United States history starting with the origins and main events of the American Revolution and the development of key Constitutional principles. Students examine events of the early Republic, the causes and consequences of the Civil War, industrialization, immigration, and Progressivism. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens.

(Full year course, required for grade 10)

11300 UNITED STATES HISTORY II Honors (1 credit)

This intensive course explores United States history starting with the role of the United States in World War I. Students examine the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Throughout the course, students will transfer their learning to the present so they may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens. Although the format of United States History II honors is the same as United States History 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: Students must have a grade of 85% or higher in United States History I CP, 75% or higher in United States History I Honors, or teacher recommendation and department approval. (Full year course, required course for grade 11)

11301 UNITED STATES HISTORY II College Prep (1 credit)

This course explores United States history starting with the role of the United States in World War I. Students examine the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Throughout the course, students will transfer their learning to the present so they

may become more active participants in a democratic society and a complex world. Students will use the course content to become better readers, researchers and communicators empowering them to make informed civic choices and engage as active citizens.

Prerequisite: Students must have a grade of 60% or higher in United States History I, or teacher recommendation and department approval. (Full year course, required course for grade 11)

ADVANCED PLACEMENT AND FULL YEAR ELECTIVES

20310 AP HUMAN GEOGRAPHY Advanced Placement (1 credit)

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. The goal for the course is for students to become more geo-literate, more engaged in contemporary global issues, and more informed about multicultural viewpoints.

Prerequisite: Students must have a grade of 90% or higher in CP, 80% or higher in Honors course, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, a student must take the AP exam. (Full-year course, open to Grades 9 and 10). **This class meets the requirements of Enhance Civic Engagement Project**

11109 AP SEMINAR Advanced Placement (1 credit)

AP Seminar is the first of two foundational courses in the AP Capstone program. As a prerequisite to AP Research, the course introduces students to the skills they will need to be successful AP students. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. Students engage in in-depth analysis of academic and contemporary topics using an inquiry framework, analyzing articles, research studies, philosophical texts, -speeches and artistic performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students who take and pass the AP exam for AP Seminar will be eligible to take AP Capstone their senior year. Students who pass the AP exams for AP Seminar will be eligible to take AP Research their senior year as part of the AP Capstone. Students who pass AP Seminar, AP Research, and, and four other AP courses will earn an AP Diploma from the College Board.

Prerequisite: Students must have a grade of 90% or higher in CP History course, 80% or higher in Honors History course, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, the student must take the AP Exam(Full year course, open to grades ~~9 and 10~~ **10 and 11**) **This class meets the requirements of Enhance Civic Engagement Project**

11318 AP WORLD HISTORY: MODERN Advanced Placement (1 credit)

AP World History: Modern is designed to be the equivalent of a two-semester introductory college or university World History course. In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 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 connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Prerequisite: Students must have a grade of 80% or higher in AP Human Geography, 90% or higher in a CP History course, 80% or higher in Honors History course, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, the student must take the AP Exam (Full-year course, open to 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: Students must have a grade of 90% or higher in a CP History course, 80% or higher in Honors History course, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, the student must take the AP Exam(Full year course) **This course satisfies the USII graduation requirement.**

11180 AP AFRICAN AMERICAN STUDIES

Advanced Placement

(1 credit)

AP African American Studies is designed to offer high school students an evidence-based introduction to African American studies. The interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. The AP African American Studies course is interdisciplinary—not only diving into the history of the African continent, but also covering uplifting topics such as African American music and the significance of the Marvel Black Panther movie. It looks back at more than 400 years of contributions to the U.S. by people of African descent, going as far back as 1513, when Juan Garrido became the first known African in North America while on a Spanish expedition of what’s now Florida. Students will gain “a solid understanding of the impact African Americans have had on the building of our nation.

Prerequisite: Students must have a grade of 90% or higher in CP, 80% or higher in Honors course, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, a student must take the AP exam. (Full-year course, open to Grades 10 – 12). **This class meets the requirements of Enhance Civic Engagement Project**

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: Students must have a grade of 90% or higher in CP course, 80% or higher in Honors course, or teacher recommendation and department approval. This course may require summer work. 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) **This class meets the requirements of Enhance Civic Engagement Project**

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: Students must have a grade of 90% or higher in CP course, 80% or higher in Honors course, or teacher recommendation and department approval. This course may require summer work. 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) **This class meets the requirements of Enhance Civic Engagement Project**

11108 AP RESEARCH Advanced Placement (1 credit)

AP Research, the second course in the AP Capstone experience, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students engage in an in-depth exploration of an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work culminating in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Prerequisite: Students must have a grade of 75% or higher in AP Seminar, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, the student must take the AP Exam (Full year course, open to grade 12)

11400 PSYCHOLOGY Honors (1 credit)

This course is an introduction to the scientific study of human behavior and mental processes. Topics will include research methods, biological basis of behavior, dreams, mental disorders, social psychology, memory, personality, and human development. The course will help students develop a better understanding of themselves and others. Emphasis ~~is~~ will be placed on collaboration, open ended questions and critical and independent thinking. **This course is available for optional Dual Enrollment credit, please see page 21.**

Prerequisite: Students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Full year course, open to grade 11 and 12) **This class meets the requirements of Enhance Civic Engagement Project**

11401 PSYCHOLOGY College Prep (1 credit)

This course is an introduction to the scientific study of human behavior and mental processes. Topics will include research methods, biological basis of behavior, dreams, mental disorders, social psychology, memory, personality, and human development. The course will help students develop a better understanding of themselves and others. Emphasis ~~is~~ will be placed on collaboration, open ended questions and critical and independent thinking.

(Full Year course, open to grade 11 and 12) **This class meets the requirements of Enhance Civic Engagement Project**

HALF-YEAR ELECTIVES

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: Students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Semester course, open to grades 10, 11, and

12) **This class meets the requirements of Enhance Civic Engagement Project**

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) **This class meets the requirements of Enhance Civic**

Engagement Project

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, students must have a grade of 85% or higher in Legal Studies I CP, 75% or higher in Legal Studies I Honors, or teacher recommendation and department approval. For CP Credit, Students must have a grade of 60% or higher in Legal Studies I, or teacher recommendation and department approval. (Semester course, open to grades 10, 11 and 12) **This class meets the requirements of Enhance Civic Engagement Project**

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, students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Semester course, open to grades 10, 11, 12) **This class meets the requirements of Enhance Civic Engagement Project**

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, Students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Semester course, open to grades 10, 11, 12) **This class meets the requirements of Enhance Civic Engagement Project**

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, Students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Semester course open to grades 10, 11 and 12) **This class meets the requirements of Enhance Civic Engagement Project**

11530(H) / 11531(CP) POWER, PLACE & PERSPECTIVE: HUMAN GEOGRAPHY Honors/College Prep (.5credit)

This course challenges participants to develop a global view of their world through the exploration of culture, physical geography and current events. Students will explore the big ideas of power, place and perspective as they study immigration, migration, population, human trafficking, city planning and economics. Students will engage in hands-on projects, like budgeting for food shopping, and learn to apply these experiences to solve real world problems.

Prerequisite: For Honors credit, Students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Semester course open to grades 10, 11, and 12) **This class meets the requirements of Enhance Civic Engagement Project**

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.

Prerequisite: For Honors credit, Students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Semester course, open to grades 10, 11, 12) **This class meets the requirements of Enhance Civic Engagement Project**

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. **This course is available for optional Dual Enrollment credit, please see page 21.**

Prerequisite: For Honors credit, Students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Semester course, open to grades ~~11~~ and 12) **This class meets the requirements of Enhance Civic Engagement Project**

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. **This course is available for optional Dual Enrollment credit, please see page 21.**

Prerequisite: For Honors credit, Students must have a grade of 85% or higher in Intro To Crim I CP, 75% or higher in Intro to Crim I Honors, or teacher recommendation and department approval. For CP credit, Students must have a grade of

60% or higher in Intro to Crim I, or teacher recommendation and department approval. (Semester course, open to grades ~~11 and~~ 12) **This class meets the requirements of Enhance Civic Engagement Project**

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.

Prerequisite: For Honors credit, Students must have a grade of 85% or higher in a prior History CP course, 75% or higher in a prior History Honors course, or teacher recommendation and department approval. (Semester Course, open to grades ~~9~~, 10, 11 and 12) **This class meets the requirements of Enhance Civic Engagement Project**

XXXXX Civic Leadership and Government

College Prep

(.3 credit)

In this semester-long course, to foster civil discourse, promote understanding of federal, state, and local policies, and help students recognize how these policies affect their school and community. The class emphasizes the development of essential citizenship skills, including critical thinking, informed decision-making, effective communication, collaboration, and media literacy. These experiences will prepare students to actively engage in their communities and understand their responsibilities as citizens.

Prerequisite: Open to CTE Students **This class meets the requirements of Enhance Civic Engagement Project**

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).

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.

Prerequisite: Students must have a 90% or higher in 8th grade Math or teacher recommendation and department approval. (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)

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 must have a grade of 85% or higher in Algebra I CP/Grade 8, 75% or higher in a prior Algebra I Honors, or teacher recommendation and department approval. (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)

16300 ALGEBRA II

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. Fee waivers are available for financial hardship.

Prerequisite: Students must have a grade of 85% or higher in Geometry CP, 75% or higher Geometry Honors, or teacher recommendation and department approval. (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. Fee waivers are available for financial hardship

Prerequisite: Students must have a grade of 60% or higher in Algebra I and Geometry, or teacher recommendation and department approval. (Full year course)

16361 EXPLORING ALGEBRA II/TRIGONOMETRY

College Prep

(1 credit)

This course is designed for students looking to take precalculus in college. It is designed to reinforce topics learned in Algebra 2 while building learning and skills in more advanced mathematics. 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: Students must have a grade of 60% or higher in Algebra II, or teacher recommendation and department approval. (Full year course)

16410 PRE-CALCULUS

AP

(1 credit)

This course is a continuation of Algebra 2 topics meant to prepare students for success in AP Calculus and/or earn college credit for Precalculus depending on school and AP score. Topics covered are polynomial, rational, exponential, logarithmic, trigonometric, polar and parametric functions as determined by the College Board

Prerequisite: Students must have a grade of 90% or higher in Algebra II CP, 80% or higher in Algebra II Honors, or teacher recommendation and department approval. (Full year course open to grades 11 and 12)

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. **This course is available for optional Dual Enrollment credit, please see page 21.**

Prerequisite: Students must have a grade of 85% or higher in Algebra II CP, 75% or higher in Algebra II Honors, or teacher recommendation and department 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. Students are strongly encouraged to obtain a graphing calculator for this course as it is necessary for many of the assignments. Fee waivers are available for financial hardship.

Prerequisite: Students must have a grade of 60% or higher in Algebra II, or teacher recommendation and department approval. (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. Students are strongly encouraged to obtain a graphing calculator for this course as it is necessary for many of the assignments. Fee waivers are available for financial hardship

Prerequisite: Students must have a grade of 90% or higher in Algebra II CP, 80% or higher in Algebra II Honors course, or teacher recommendation and department approval. This course may require summer work. 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. Students are strongly encouraged to obtain a graphing calculator for this course as it is necessary for many of the assignments. Fee waivers are available for financial hardship

Prerequisite: Students must have a grade of 60% or higher in Algebra II, or teacher recommendation and department approval. (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. Students are strongly encouraged to obtain a graphing calculator for this course as it is necessary for many of the assignments. Fee waivers are available for financial hardship

Prerequisite: Students must have a grade of 85% or higher in a prior Math CP course, 75% or higher in a prior Math Honors course, or teacher recommendation and department 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. Students are strongly encouraged to obtain a graphing calculator for this course as it is necessary for many of the assignments. Fee waivers are available for financial hardship

Prerequisite: Students must have a grade of 60% or higher in Algebra II, or teacher recommendation and department approval.(Full year course)

16302 APPLIED MATHEMATICS

College Prep

(1 Credit)

This course is meant for students who have completed Algebra 2 and wish to build on their mathematical knowledge through real-world applications including calculating earnings, setting and managing a budget , simple vs. complex interest and financial decisions involving loans for cars and houses. In addition this course covers a selection of discrete and continuous mathematics topics and emphasizes solving problems, constructing arguments and modeling with mathematics. It includes topics in conditional probability, the rules of probability, using probability to make decisions, principles of election theory and fair division. Additionally students will learn how to utilize spreadsheets to create formulas to assist them in these topics as well as calculating mortgage payments and finding the value of annuities.

Prerequisite: Students must have a grade of 60% or higher in Algebra II, or teacher recommendation and department approval.(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.

Prerequisite: Students must have a grade of 90% or higher in CP, 80% or higher in Honors course, or teacher recommendation and Department approval. This course may require summer work. In order to earn AP credit in this course, the student must take the AP Exam(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: Students must have a grade of 90% or higher in CP, 80% or higher in Honors course, or teacher recommendation and Department approval. This course may require summer work. 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: Students must have a grade of 85% or higher in Pre-Calculus CP, 75% or higher in a prior Pre-Calculus Honors, or teacher recommendation and department 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: Students must have a grade of 60% or higher in Pre-Calculus CP, or teacher recommendation and department approval.

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 mathematical 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.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in a prior Math CP/Grade 8 course, 75% or higher in a prior Math Honors course, or teacher recommendation and department approval. (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.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in Exploring Computer Science I CP, 75% or higher in Exploring Computer Science I Honors, or teacher recommendation and department approval. For CP Credit,

Students must have a grade of 60% or higher in Exploring Computer Science I, or teacher recommendation and department approval.(Half year course, open to grades 9, 10, 11, 12)

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 1 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.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in a prior Math CP course, 75% or higher in a prior Math Honors course, or teacher recommendation and department approval. (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.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in Java Programming I CP, 75% or higher in Java Programming I Honors, or teacher recommendation and department approval. For CP Credit, Students must have a grade of 60% or higher in Java I, or teacher recommendation and department approval.(Half year course, open to grades 10, 11, 12)

16369/16360 AP/HONORS COMPUTER SCIENCE PRINCIPLES Advanced Placement/Honors (1 credit)

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, understanding 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

Prerequisite: For AP Credit, Students must have a grade of 90% or higher in Algebra II CP, 80% or higher in Algebra II Honors course, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course the student must take the AP exam.

For Honors Credit, Students must have a grade of 85% or higher in Algebra II CP, 75% or higher in Algebra II Honors, or teacher recommendation and department approval. (Full year course open to grade 11 and 12)

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.

Prerequisite: Students must have a grade of 90% or higher in Java I CP, 80% or higher in Java I Honors course, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course the student must take the AP exam.

For Honors Credit, Students must have a grade of 85% or higher in Java I CP 75% or higher in Java I Honors, or teacher recommendation and department approval.(Full year course open to grades 11 and 12)

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: For Honors Credit, Students must have a grade of 85% or higher in a prior Music CP/Grade 8 course, 75% or higher in a prior Music Honors course, or teacher recommendation and department approval. 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. Both in school and out of school performances are scheduled during the year, as well as occasional special rehearsals for which attendance is required. 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.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in a prior Music CP/Grade 8 course, 75% or higher in a prior Music Honors course, or teacher recommendation and department approval.(Full year course open to grades (9, 10, 11, 12)

23121 GUITAR I

College Prep

(.5 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. There is no performance requirement, but opportunities for group or individual performance at school concerts will be available and encouraged. (Semester Course Every day, 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. There is no performance requirement, but opportunities for group or individual performance at school concerts will be available and encouraged.

Prerequisites: Students must have a grade of 60% or higher in Guitar I or Music Theory I, or teacher recommendation and department approval.(Semester Course Every other day, 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: Students must have a grade of 60% or higher in Percussion I, or teacher recommendation and department approval. (Semester course, open to grades 9, 10, 11, 12)

23161 PIANO I

College Prep

(.5 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 instruments for this class. There is no performance requirement, but opportunities for group or individual performance at school concerts will be available and encouraged. (Semester Course Everyday, 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 instruments for this class. There is no performance requirement, but opportunities for group or individual performance at school concerts will be available and encouraged.

Prerequisite: Students must have a grade of 60% or higher in Piano I or Music Theory I or teacher recommendation and department approval. (Semester Course Every other day, open to grades 9, 10, 11, 12)

23211 PARTNERS IN MUSIC

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 SOCIAL EMOTIONAL needs of the students with disabilities and in the process: Develop an understanding of developmentally appropriate musical content. 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 and cooperative musical activities. 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 UNIFIED ARTS credit (Open to grades 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: For Honors Credit, Students must have a grade of 85% or higher in Music Technology I CP, or teacher recommendation and department approval. For CP Credit, Students must have a grade of 60% or higher in Music Theory I, or teacher recommendation and department approval. (Semester course open to grades 9, 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: For Honors Credit, Students must have a grade of 85% or higher in Music Theory I CP, or teacher recommendation and department approval. For CP Credit, Students must have a grade of 60% or higher in Music Theory I, or teacher recommendation and department 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 have a grade of 90% or higher in Music Theory I & II CP, 80% or higher in Music Theory I & II Honors course, or teacher recommendation and department approval. This course may require summer work. 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)

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)

23142 BAND LAB College Prep (.5 credit)

This course is for instrumental students wishing to advance their skills on woodwind, brass, or percussion instruments. Students will have small group attention from the instructor in helping them to develop their technique, control, and sight-reading/ear-training skills. Students will also have the opportunity to prepare for auditions, adjudications, and performances.

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

23103 JAZZ ENSEMBLE Honors (.5 credit)

In this performance course, participants will perform a variety of repertoire in the diverse genre of Jazz. The course covers jazz literature, improvisation, performance concepts, and history. 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. Students who play woodwind and brass instruments are recommended to also participate in Concert Band. Pianists, guitarists, bassists, and drummers are encouraged to do so as

well.

Prerequisite: Highly recommended to participate in Concert Band for students who play woodwind and brass instruments. Prior instrumental experience required for pianists, guitarist, bassists, and drummers. (Full Year course, every other day, open to grades 9, 10, 11, 12)

23104 JAZZ LAB College Prep (.5 credit)

In this course, students will study jazz notation, theory, ear training, and history while practicing improvisation skills. Improvisation and style-specific techniques will be an important part of the course. While emphasis is placed on cooperative effort, daily home practice is expected.

Prerequisite: Prior instrumental experience (Full Year course, every other day, open to grades 9, 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 a laboratory for admission to the Massachusetts State Colleges and Universities. These courses are designated in their descriptions as “Laboratory Science.”

~~17100 MATTER & ENERGY~~ Honors (1 credit)

~~Laboratory Science~~

~~Matter & Energy is an introductory science course for freshmen. The common thread of energy throughout many systems will be used to introduce students to the scientific skills needed in order to be successful in all scientific studies throughout high school. Students will learn skills by recording and analyzing authentic observations and data in order to create models of behavior and predict outcomes. Topics include atomic theory, Newton’s Laws of Motion, energy and momentum conservation, thermodynamics, waves, electricity & magnetism, and nuclear energy. This course is designed to satisfy the requirements of the physics subject specific MCAS test.~~

~~*Prerequisite:* Grade of 90% (A-) or better in eighth grade science or teacher recommendation and department approval. (Full year course, open to grade 9)~~

~~17101/26152 MATTER & ENERGY~~ College Prep (1 credit)

~~Laboratory Science~~

~~Matter & Energy is an introductory science course for freshmen. The common thread of energy throughout many systems will be used to introduce students to the scientific skills needed in order to be successful in all scientific studies throughout high school. Students will learn skills by recording and analyzing authentic observations and data in order to create models of behavior and predict outcomes. Topics include atomic theory, laws of motion, Newton’s Laws of Motion, energy and momentum conservation, thermodynamics, waves, electricity & magnetism, and nuclear energy. This course is designed to satisfy the requirements of the physics subject specific MCAS test.~~

~~(Full-year course, open to grade 9)~~

xxxxx SYSTEM SCIENCE College Prep (1 credit)

Systems Science is an introductory course for freshmen that studies how systems work by analyzing their components and interactions. Systems science uses a systems thinking approach that views a system as a whole, rather than just a collection of parts. This course will address science learning standards and analyze systems in Earth Science, Physical Science, Biological Science and Chemistry as well as interwoven skills of technology and engineering. This course will integrate foundational scientific skills needed for more advanced scientific study such as: measurement, experimental design, graphing, data analysis and presentation. This course will

also address skills applicable to all disciplines such as critical thinking, analytical reading and writing and collaboration.

(Full year course, Open to Grade 9)

xxxxx SYSTEM SCIENCE

Honors

(1 credit)

Systems Science is an introductory course for freshmen that studies how systems work by analyzing their components and interactions. Systems science uses a systems thinking approach that views a system as a whole, rather than just a collection of parts. This course will address science learning standards and analyze systems in Earth Science, Physical Science, Biological Science and Chemistry as well as interwoven skills of technology and engineering. This course will integrate foundational scientific skills needed for more advanced scientific study such as: measurement, experimental design, graphing, data analysis and presentation. This course will also address skills applicable to all disciplines such as critical thinking, analytical reading and writing and collaboration. This course is accelerated and assumes that students have a working knowledge of laboratory equipment, able to follow procedures, basic analytical/critical thinking skills and the ability to produce analytical products.

(Full year course, Open to Grade 9)

17110 ACCELERATED BIOLOGY (9)

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.~~ This course is designed to satisfy the requirements of the Biology subject specific MCAS test.

Prerequisite: Grade of A (90% or higher) in eighth grade science, and concurrently enrolled in Honors Geometry.

(Full year course, open to grade 9)

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 subject specific MCAS test. (Full year course, open to grades 10, 11, 12)

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 subject specific MCAS test.

Prerequisite: For Honors Credit, Students must have a grade of 75% or higher in ~~Matter & Energy honors~~ Systems Science Honors or an 85% or higher in ~~Matter & Energy CP~~ Systems Science CP, or teacher recommendation and department approval.

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: Students must have a grade of 90% or higher in Biology and Chemistry CP, 80% or higher in Biology and Chemistry Honors and , or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, the student must take the AP Exam(Full year course, open to grades 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: Students must have a grade of 60% or higher in Algebra I., or teacher recommendation and department approval.(Full year course, open to grades 10, 11, 12)

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. **This course is available for optional Dual Enrollment credit, please see page 21.**

Prerequisite: Students must have a grade of 85% or higher in Algebra I CP, 75% or higher in Algebra I Honors, or teacher recommendation and department approval. (Full year course, open to grades 10, 11, 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. **This course is available for optional Dual Enrollment credit, please see page 21.**

Prerequisite: Students must have a grade of 80% or higher in Algebra I, or teacher recommendation and department approval. (Full year course, open to grade 10-11)

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: Students must have a grade of 90% or higher in Algebra II CP, and an 80% or higher in Chemistry Honors, or teacher recommendation and department approval. This course may require summer work. 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)

17310 INTRODUCTORY COLLEGE PHYSICS Honors

(1 credit)

Laboratory Science

Introductory College Physics 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, as well as conceptual understanding of topics.

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

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

17221 INTRODUCTORY COLLEGE PHYSICS

College Prep

(1 credit)

Laboratory Science

Introductory College 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 qualitatively describe and predict the relationships between physical quantities. 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: Students must have a grade of 60% or higher in Algebra II, or teacher recommendation and department approval.

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 understanding 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.

Prerequisites: Students be enrolled in Trigonometry/Calculus or must have a grade of 90% or higher in CP, 80% or higher in Honors, or teacher recommendation and department approval. This course may require summer work. 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)

17322 AP PHYSICS 2

Advanced Placement

(1.2 credits)

Laboratory Science

AP Physics 2 is a full year, algebra-based, second semester college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 2 course and AP Course Audit curricular requirements by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.

Prerequisites: Students must have a grade of 75% or higher in AP Physics I and either be concurrently taking Pre-Calculus or have a grade of 90% or higher in Pre-Calc CP, 80% or higher in Pre-Calc Honors, or teacher recommendation and department approval. . This course may require summer work. In order to earn AP credit in this course, the student must take the AP Exam

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 understanding 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 are expected to take BOTH 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 students are expected to take both the AP Physics C: Mechanics and AP Physics: Electricity & Magnetism exams in the spring.

Prerequisite: Students must be concurrently enrolled or have a grade of 75% or higher in AP Calculus and a grade of 90% or higher in Intro Physics CP, 80% or higher in Intro Physics Honors, or teacher recommendation and department approval. This course may require summer work. In order to earn AP credit in this course, the student must take the AP Exam (Full year course, open to grade 11 or 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: Students must have a grade of 60% or higher in Biology, or teacher recommendation and department approval.(Full year course open to grades 10, 11, 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: Students must have a grade of 85% or higher in Biology CP, 75% or higher in Biology Honors, or teacher recommendation and department approval. (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: Students must have a grade of 90% or higher in Biology and Chemistry CP, 80% or higher in Chemistry or Environmental Science Honors, or teacher recommendation and department approval. This course may require summer work. 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)

17341 ANATOMY & PHYSIOLOGY

College Prep

(1 credit)

Laboratory Science

This is an introductory anatomy and physiology course for the student looking for a full year science course, and interested in learning about the human body. It is an overview of the basic structures and functions of the body organ systems. As the body systems are covered, emphasis will be placed on the relationship between form and function, and how the body systems work together to maintain homeostasis.

Prerequisite: Students must have a grade of 60% or higher in Biology, or teacher recommendation and department approval.(Full year course open to grade 11, 12)

17340 ANATOMY & PHYSIOLOGY

Honors

(1 credit)

Laboratory Science

This is an introductory anatomy and physiology course for the student looking for a full year science course, and interested in learning about the human body. It is an overview of the basic structures and functions of the body organ systems. As the body systems are covered, emphasis will be placed on the relationship between form and function, and how the body systems work together to maintain homeostasis.

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. **This course is available for optional Dual Enrollment credit, please see page 21.**

Prerequisite: Students must have a grade of 85% or higher in Biology CP, 75% or higher in Biology Honors, or teacher recommendation and department approval.(Full year course open to grades 11, 12)

17440/17441 ASTRONOMY I: THE SOLAR SYSTEM & BEYOND Honors/College Prep (.5 credit)

Laboratory Science

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.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in a prior Science CP course, 75% or higher in a prior Science Honors course, or teacher recommendation and department approval.

17450/17451 ASTRONOMY II: STARS, GALAXIES, & COSMOLOGY Honors/College Prep (.5 credit)

Laboratory Science

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.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in Astronomy I CP, 75% or higher in Astronomy I Honors, or teacher recommendation and department approval. For CP Credit, Students must have a grade of 60% or higher in Astronomy I, or teacher recommendation and department approval.

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)~~

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: Students must have a grade of 60% or higher in Biology and Chemistry, or teacher recommendation and department approval. (Semester course, open to grades 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: Students must have a grade of 60% or higher in Biology, or teacher recommendation and department approval. (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)

17410 ENGINEERING DESIGN I

Honors

(.5 credit)

Laboratory Science

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

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in a prior Science CP course, 75% or higher in a prior Science Honors course, or teacher recommendation and department approval. (Semester course, open to grades 10, 11, 12)

17420 ENGINEERING DESIGN II

Honors

(.5 credit)

Laboratory Science

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.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in a prior Science CP course, 75% or higher in a prior Science Honors course, or teacher recommendation and department approval. (Semester course, open to grades 10, 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: Students must have a grade of 60% or higher in Biology, or teacher recommendation and department approval.(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)

17270(H)/17271(CP) MARINE BIOLOGY

Honors/College Prep

(.5 credit)

Laboratory Science

This course will use an ecological and taxonomic perspective to cover the wide range of life forms found in the world's oceans. We will study all marine life from the simplest life forms like microorganisms, through the complex ones like fish and marine mammals. Classification, anatomy, physiology, and behavior will be covered through slideshow guided discussions, laboratory activities (including dissections), as well as independent internet research.

Prerequisite: For honors credit, students must have a grade of 85% or higher in Biology CP, 75% or higher in Biology Honors, or teacher recommendation and department approval. For CP Credit, Students must have a grade of 60% or higher in Biology, or teacher recommendation and department approval.(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)

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)

17291 THE SCIENCE OF SPORTS

College Prep

(.5 credit)

Laboratory Science

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)

17510/17511 ROBOTICS

Honors/College Prep

(.5 credit)

Laboratory Science

VEX Robotics is divided into twelve units. In a flexible format, students learn about engineering and engineering problem solving. Students will be introduced to VEX Robotics Design System and Autodesk Inventor while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The curriculum is heavily focused on mechatronic principles; as such, programming is not required.

Prerequisite: For Honors Credit, Students must have a grade of 85% or higher in a prior Science CP course, 75% or higher in a prior Science Honors course, or teacher recommendation and department approval. (Semester course open to grades 10, 11, 12)

17380 TOPICS IN SCIENCE AND SOCIETY

College Prep

(.5 credit)

This course provides students with an appreciation of the impact of biological sciences on everyday issues as well as an understanding of many of the implications and ethics involved with these decisions. The themes of the course include: how humans fit into the natural world; science as knowledge and a process; sources of scientific information; being a critical thinker; and the role science plays in society. Current issues in biology including environmental science, the use of animals, medicine, and genetics are examined. Students explore these themes through reading assignments, documentaries, lectures, papers, debates, and field trips. (grades 11-12, offered on an as needed basis)

SELF-INITIATED LEARNING OPPORTUNITIES - GRADES 10, 11, 12

17612 CLASSROOM ASSISTANTS IN TEACHING

(.2 to 1 credit)

Independent Research Program

Classroom assistants in teaching (CATs) will have an opportunity to work cooperatively with a faculty advisor in preparing and implementing hands-on, inquiry-driven, standards-based activities. In doing so, CATs will explore personal interests in specific content areas for as many periods as the advisor's and student's schedules allow. This course is graded pass or fail. CATs may not be used to fulfill graduation requirements.

Prerequisite: Departmental approval (Quarterly up to full year course, open to grades 10, 11, and 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.

Prerequisite For Honors Credit, Students must have a grade of 85% or higher in a prior department CP course, 75% or higher in a prior department Honors course, or teacher recommendation and department approval. (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.

Prerequisite For Honors Credit, Students must have a grade of 85% or higher in a prior department CP course, 75% or higher in a prior department Honors course, or teacher recommendation and department approval.

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 with 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. Students are enrolled in this class upon determination by the IEP TEAM. (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. Students are enrolled in this class upon determination by the IEP TEAM. (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. Students are enrolled in this class upon determination by the IEP TEAM. (Full year course, meeting 3 or 4 times in a cycle, open to grades 9 – 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. Students are enrolled in this class upon determination by the IEP TEAM. (Full year course open to grades 12)

26662 LEARNING SUPPORT CENTER I 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; Students are enrolled in this class upon determination by the IEP TEAM. Grading is Pass/Fail. (open to grades 9, 10).

20934 LEARNING SUPPORT CENTER II 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 continue to utilize learned strategies and continue to develop strategies to assist them academically, including: time management, organizational skills, note taking, study strategies, self-advocacy, and test preparation skills. Additionally students will become more familiar with the IEP process and purpose, and investigate alternative post-secondary options. Students will develop skills needed to learn about their disability (learn about their accommodations, strengths, weaknesses, interests and how this translates to their post-secondary plans) Learning Support 2 teachers in will help students develop the skills needed for planning for movement from high school to post-school activities including; post-secondary education, vocational training, continuing adult education and independent living Students are enrolled in this class upon determination by the IEP TEAM. Grading is Pass/Fail. (open to grades 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 for them to understand. Students are enrolled in this class upon determination by the IEP TEAM. Grading is Pass/Fail(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 workplace. 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. Students are enrolled in this class upon determination by the IEP TEAM. Grading is Pass/Fail(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 the 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; sight words; reading for understanding; name/address/phone number recognition/writing; journal writing; identifying parts of speech, dictionary practice, antonyms/synonyms; cause & effect; reading comprehension. Students are enrolled in this class upon determination by the IEP TEAM. (Full year course, open to grades 9, 10, 11, 12)

26752, 26772 LIFE SKILLS MATH**(1 credit)**

This course is individualized based on the 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). Students are enrolled in this class upon determination by the IEP TEAM. (Full year course, open to grades 9, 10, 11, 12)

26812 LIFE SKILLS SOCIAL SCIENCE**(1 credit)**

This course is individualized based on the 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. Students are enrolled in this class upon determination by the IEP TEAM. (Full year course, open to grades 9, 10, 11, 12)

26022 LIFE SKILLS CAREER DEVELOPMENT**(1 credit)**

This course is individualized based on the 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 students; 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. Students are enrolled in this class upon determination by the IEP TEAM. (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 a 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. Students are enrolled in this class upon determination by the IEP TEAM. (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.~~

TIER II INTERVENTIONS

26670 EXECUTIVE FUNCTIONING THROUGH SOCIAL EMOTIONAL LEARNING

Un-Leveled (.25 credits)

This class is designed to assist students with increasing their independent skills to help achieve their individual academic goals. Areas of focus will be organization, planning, time management, and self-advocacy. Upon completion of the class the goal is for students to demonstrate an increase in personal accountability and confidence in their individual strengths.

Prerequisite: a SIT referral (Q2 & Q4 course)

26671 PATHWAYS I Un-Leveled (.25 credits)

This is a small group study block where students have access to teachers for assistance with planning, breaking down long-term projects, communicating with teachers, and study skills. Students are able to complete academic work during this block or engage in developing another skill to help with their academic planning. Upon completion of the class, the goal is for students to have increased strategies to help with organization, planning, and advocacy.

Prerequisite: a SIT referral, grade 9 & 10)

26672 PATHWAYS II Un-Leveled (.25 credits)

This is a small group study block where students have access to teachers for assistance with planning, breaking down long-term projects, communicating with teachers, and study skills. Students are able to complete academic work during this block or engage in developing another skill to help with their academic planning. Upon completion of the class, the goal is for students to have increased strategies to help with organization, planning, and advocacy.

Prerequisite: a SIT referral, grade 11 & 12)

18012 CAREER READINESS College Prep (.5 credit)

Students will advance classroom skills like communication and collaboration and develop habits and attitudes that build dependability and initiative. Engaging lessons provide applications to the world of work, meaningful future planning, and practical skills like handling finances and being professional in person and online. Students will be able to identify skills and interests, develop communication and collaboration skills, develop professional resumes and career and education plans all while gaining experience in various industries. (Open to grades 11 and 12 that have been accepted into Pathway Diploma)

18013 SCHOOL TO WORK

College Prep

(1 credit)

Is an instructional course offered for students to acquire general and specific occupational skills through a combination of supervised paid employment and related classroom instruction. Students have an opportunity to meet their academic requirements for graduation while gaining valuable work experience. Through this employment experience, students will build the knowledge, skills and self-confidence to be successful in higher education, in the workplace, and in life. Students participating in this program will attend their academic classes daily and be granted a late arrival/early dismissal to participate in employment during school hours. (Open to grade 12 that have been accepted into Pathway Diploma)

UNIFIED ARTS

Students must take 1.5 **2** 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 I & II ~~and Design~~
Introduction to Art History
Comic Creation
35mm Film Photography I & II
Ceramics I-III
AP Studio Art
Art I-II
~~Fundamentals of Art~~
~~Fine Art Photography I~~
~~Fine Art Photography II~~
Graphic Design I
Graphic Design II
Digital Photography I-III
Yearbook Creation
Yearbook Production

BUSINESS TECHNOLOGY

Basic Computer Software Applications
~~Basic Web Design~~
Communications and Broadcasting
Sports Management
~~Advanced Web Design~~
Google Suite with Keyboarding Techniques
School To Work
~~Advanced Comp. Software Apps~~
College Accounting I
Advanced Accounting II
~~Business Foundations~~
Entrepreneurship
Marketing II
Personal Finance and Decision Making I
Marketing/DECA
Business Principles and Management
Career Readiness
Personal Finance 2.0 Investing

CAREER AND TECHNICAL EDUCATION

Medical Ethics and Law
Medical Terminology
CTE courses for students transferring out of CTE Program

MUSIC

Band
Band Lab
Concert Choir
~~Advanced Choral Study: Pop & Jazz Choir~~
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
Partners in Music

FOREIGN WORLD LANGUAGE

Enrollment in two concurrent foreign world language courses. The second course will be granted Unified Arts Credits.

MATHEMATICS

Java Programming I & II

SOCIAL STUDIES

~~Freshman Seminar~~

~~Voices~~

TIER II

Executive Functioning

Pathways

Targeted SEL

