

# **WEST BRIDGEWATER MIDDLE/SENIOR HIGH SCHOOL**



## **PROGRAM OF STUDIES**

**2011 - 2012**

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**WEST BRIDGEWATER MIDDLE/SENIOR HIGH SCHOOL**  
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**2011-2012**  
**SCHOOL COMMITTEE**  
**Anne Iannitelli, Chairperson**  
**Henry (Chip) Bradford, Vice Chair**  
**Susan Sullivan, Clerk**  
**James Holden**  
**Molly Smith**

**OFFICE OF THE SUPERINTENDENT**

Dr. Patricia Oakley, Superintendent of Schools/ Director of Curriculum Instruction  
Mrs. Hope Hanscom, Director of Special Education

**ADMINISTRATION**

Mr. Mark Bodwell, Principal  
Ms. Susan Fontecchio, Assistant Principal

**West Bridgewater Middle/Senior High School**

Office Hours: 7:00 AM – 3:30 PM

**Superintendent's Office**

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

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February 14, 2011

Dear Parents, Guardians, and Students:

As the year passes into the third quarter, we begin the process of planning for September 2011. For our soon to be seniors this is the last time to choose your courses here at the high school, yet for freshman it is the first step in becoming a high school student. I cannot emphasize the importance of the material presented in this Program of Studies. This book contains detailed descriptions of all the course offerings that exist at West Bridgewater Middle/Senior High School. This is your opportunity as a student to plan for your upcoming year, as well as your future. Selecting a course of study is your choice. Challenge yourself to take courses that will prepare you academically and socially. Should you need assistance, our guidance department and faculty are always willing to help and answer questions.

As students and parents you must take the first step. Please read the Program of Studies booklet and see everything we have to offer. Make choices as to the level of courses that are the most appropriate for you, College Prep, Honors or Advanced Placement. Please pay careful attention to the graduation requirements as well as your post graduation plans.

Students will receive their schedule in August, prior to the opening of school. After schedules are mailed, we will arrange dates for the students to come into school to explore any schedule changes they would like to make. All changes must be done at that time. Once school begins, changes will not be made. Instruction begins on day one, and any changes after that will only negatively impact the student.

Again, I urge every student to read this booklet carefully. Challenge yourself and make appropriate choices.

I wish you the best in making your selections.

If I can be of any assistance, please do not hesitate to contact me.

Sincerely,

Mark Bodwell  
Principal

# I. DISTRICT WIDE POLICIES

## MISSION AND EXPECTATIONS

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

## ACADEMIC EXPECTATIONS AND LEARNER OUTCOMES

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

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

- The reader consistently and effectively demonstrates insightful understanding of the central and supporting ideas being conveyed in the written work; cites from the text and includes relevant support from other sources.
- The reader effectively conveys the literal meaning of the text and adequately states the implied meaning; supports with evidence from both the text and other relevant sources.
- The reader minimally relates the literal meaning of the text and states the implied meaning; supports with some evidence from the text.
- The reader shows limited understanding of ideas in the work; provides little or inappropriate supporting evidence

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

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

- The writer clearly conveys purpose and point of view for a variety of audiences; shows variety and originality in content, format, sentence and word choice; demonstrates effective selection, organization and development of ideas; demonstrates a highly effective use of detail and language in expressing meaning.
- The writer conveys purpose and point of view for a variety of audiences; includes appropriate content, format, sentence structure and word choice; shows ability to select, organize and develop ideas coherently; uses correct grammar and spelling.
- The writer minimally conveys purpose and point of view for a variety of audiences; includes basic content, format, sentence structure and word choice; minimally selects, organizes and develops ideas; uses grammar and spelling correctly.
- The writer demonstrates limited ability to select, organize and develop ideas; does not convey purpose or point of view; includes inappropriate content, format, sentence structure and/or word choices; incorporates mechanical errors that interfere with meaning.

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

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

- The listener consistently and effectively summarizes the main idea and supporting arguments; distinguishes relevant from irrelevant information; identifies the speaker's purpose and point of view; evaluates the presentation for validity and clarity; makes accurate inferences and comparisons in drawing conclusions based on the presentation, personal knowledge, and other sources.
- The listener identifies main ideas and supporting arguments; distinguishes between fact and opinion; usually identifies the speaker's purpose; draws and supports conclusions from the presentation; recognizes differing or challenging viewpoints.
- The listener usually identifies main ideas and supporting arguments; distinguishes between fact and opinion, but has difficulty drawing and supporting conclusions from the presentation; usually recognizes differing or challenging viewpoints.
- The listener seldom identifies main ideas and supporting arguments; has difficulty either distinguishing between fact and opinion, or drawing conclusions about the presentation; cannot consistently listen to speakers in a responsible manner.

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

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

- The speaker engages the listener(s), establishes focus, uses appropriate tone and style, organizes thoughts to connect ideas and/or makes convincing arguments; includes examples and illustrations; asks/answers questions clearly with elaboration.
- The speaker organizes thoughts, establishes focus, conveys ideas and views with detail, uses suitable tone, and asks/answers questions appropriately.
- The speaker demonstrates minimal ability in conveying ideas and views with adequate detail and development.
- The speaker is unable to convey ideas and views with adequate detail and development, has difficulty asking/answering questions clearly, and cannot organize material to insure understanding.

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

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

- The student clearly demonstrates the ability to use various resources depending on the purpose and intended audience for this information; distinguishes between critical, relevant, published sources and subjective, irrelevant or misleading, and unpublished sources; uses both traditional and on-line resources, summarizes information, records direct quotations accurately, and cites sources both internally and in a reference section; understands the idea of ownership and the rules governing plagiarism.
- The student demonstrates the ability to use various resources depending on the purpose and intended audience for this information; distinguishes between relevant and irrelevant sources; uses both traditional and on-line resources; summarizes information and records direct quotations accurately; understands issues of citation and plagiarism.
- The student demonstrates the ability to use various sources, but has difficulty distinguishing between purpose and audience; uses both traditional and on-line resources, but has difficulty distinguishing between relevant and irrelevant sources; has minimal understanding of putting ideas into one's own words, quoting directly from sources, and citing sources; does not completely understand the rules governing plagiarism.

- The student shows limited or no ability in distinguishing between sources, evaluating them, or citing them, and does not adhere to the rules governing plagiarism.

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

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

- The student identifies the problem and related issues/variables; synthesizes information using a variety of sources/methods; extends and refines knowledge using appropriate thinking skills; describes, distinguishes, and evaluates alternative conclusions/procedures/solutions; presents well-organized evidence in support of the selected conclusions/procedures/solutions.
- The student identifies the problem and many of the relevant issues/variables; gathers and organizes information from various sources/methods in support of a conclusion/solution; identifies steps to improve the process; evaluates alternate conclusions/solutions.
- The student identifies the problem and some of the relevant issues/variables; gathers and organizes information from a minimal number of sources/methods in support of a conclusion/solution; evaluates the employed process plus suggests one or two alternate solutions.
- The student has not clearly identified the problem or related issues/variables; gathers information from an adequate number of sources/methods; information needs to be better organized and presented in support of the conclusion/solution; does not clearly identify the process used to address this problem.

**Civic and Social Expectations:**

The student will be expected to:

1. Develop leadership and teamwork skills for school, work, and community life
2. Identify the rights and responsibilities necessary to become a contributing member of society.
3. Develop awareness of individual and cultural differences.
4. Balance the demands of academic responsibility with social and extracurricular activities and employment.

**DISTRICT MISSION STATEMENT**

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

**DISCRIMINATION/HARASSMENT (Chapter 76S.5)**

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

The West Bridgewater School Department is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, sexual

orientation, or handicap. The School Department expects all members of the school community to conduct themselves in an appropriate and professional manner with concern for the students.

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

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. Patricia Oakley, Superintendent of Schools, West Bridgewater Public Schools, 2 Spring Street, West Bridgewater, MA 02379 - Telephone: (508) 894-1230 – E-mail: [poakley@wbridgewater.com](mailto:poakley@wbridgewater.com).

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

## **II. GRADUATION INFORMATION**

### **ADVANCEMENT AND DIPLOMA CREDIT REQUIREMENTS**

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

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

The required credits must include the successful completion of:

<b>English</b>	<b>4 years</b>
<b>Social Sciences</b>	<b>4 years (including CAI)</b>
<b>Mathematics</b>	<b>4 years (Algebra I, II, Geometry)</b>
<b>Science</b>	<b>4 years (including Biology)</b>
<b>Health/Physical Education</b>	<b>4 years</b>
<b>Foreign Language</b>	<b>2 years *</b>
<b>Fine Arts</b>	<b>2 years</b>
<b>Communications</b>	<b>1/2 year</b>

### **\*Notes:**

- All students must successfully complete two years of the same foreign language while in grades 9-12. One of these two required years must be French II or Spanish II.
- In addition to the above academic credit requirements, 20 hours of community service is a graduation requirement as well. It is attained by students in their senior year through the Contemporary American Issues (Social Studies) course and assigned in the final weeks of the senior year. Students who have not completed the service within the time allocated will not graduate with their class or participate in the ceremony.

### **POST SECONDARY EDUCATION:**

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

Massachusetts State Colleges and the Massachusetts State Universities have specific standards for admission. Private colleges and universities may be more or less stringent than these standards. The State requirements may be used as an example of admissions policy and may be helpful in guiding a student's course selections.

### **IF YOU PLAN TO ENTER A MASSACHUSETTS UNIVERSITY OR A MASSACHUSETTS STATE COLLEGE, YOU WILL NEED TO MEET THE FOLLOWING MINIMUM ACADEMIC COURSE REQUIREMENTS:**

#### **Sixteen College Preparatory courses total**

ENGLISH	4 courses
MATHEMATICS	3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework)
SCIENCES	3 courses (including 2 courses of lab work)
SOCIAL SCIENCES	2 courses (including 1 course of U.S. History)
FOREIGN LANGUAGE	2 courses (in a single language)
ELECTIVES	2 courses (from the above subjects or from the Arts and Humanities or Computer Sciences)

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

**The GPA requirements as of the fall 2011 are:**

State Colleges 3.0

U Mass 3.0

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

**SLIDING SCALE FOR FRESHMAN APPLICANTS TO UMASS**

Weighted High School GPA	Combined SAT I V&M Must Equal or Exceed <i>(ACT Equivalent in Italics)</i>
2.51-2.99	950 (20)
2.41-2.50	990 (21)
2.31-2.40	1030 (22)
2.21-2.30	1070 (23)
2.11-2.20	1110 (24)
2.00-2.10	1150 (25)

EFFECTIVE FALL 2000, NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00 MAY BE ADMITTED TO A STATE COLLEGE OR UNIVERSITY CAMPUS.

**SLIDING SCALE FOR FRESHMAN APPLICANTS TO A STATE COLLEGE**

Weighted High School GPA	Combined SAT I V&M Must Equal or Exceed <i>(ACT Equivalent in Italics)</i>
2.51-2.99	920 (19)
2.41-2.50	960 (20)
2.31-2.40	1000 (21)
2.21-2.30	1040 (22)
2.11-2.20	1080 (23)
2.00-2.10	1120 (24)

## SUMMER SCHOOL

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

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

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

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

## III. GENERAL INFORMATION AND POLICIES

### ACCREDITATION

West Bridgewater Middle/Senior High School was accredited in June 2009 by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college.

## **SCHEDULE CHANGES**

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

## **ALTERNATE SETTINGS**

### **1. IN DISTRICT: SOUTHEASTERN REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL**

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

Students may be accepted into technical/occupational training programs which include the following: advertising and design, air conditioning and refrigeration, auto repair technology, cabinetmaking/mill, collision repair technology, commercial foods, computer aided drafting, computer technology, construction technology, cosmetology, electricity, electronics, graphic communications, health services assistant, machine technology, metal fabrication, plumbing and retail and marketing.

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

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

## **CREDIT LOAD REQUIREMENT PER YEAR**

Grade 9:	40 credits including Phys Ed/Health
Grade 10:	40 credits including Phys Ed/Health
Grade 11:	40 credits including Physical Education
Grade 12:	40 credits including Physical/Education

## **HOMEWORK**

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

## **INDEPENDENT STUDY**

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

### **1. General Guidelines**

- A. Student must present his/her reasons for the need of an independent study course to the guidance counselor in writing.
- B. After the need has been documented, the student will be referred to the respective coordinator who will determine if the department has curriculum capabilities for that independent study.
- C. Upon receipt of the coordinator's approval the student will apply to an appropriate staff member to assume the responsibilities of the independent study.
- D. The principal must authorize final approval, upon the coordinator's recommendation.

- **NO TEACHER IS REQUIRED TO TEACH AN INDEPENDENT STUDY COURSE.**

## **2. Requirements for Accreditation of Independent Study:**

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

## **LIBRARY / MEDIA SERVICES**

The Media Center is open from 7:30 a.m. – 2:35 p.m. daily. Individuals and small groups of students are encouraged to make use of the Media Center for quiet study and research. Students may also visit the Media Center as a class with their teacher for assigned projects.

Formal Research Skills classes are held as a middle school exploratory. Teaching and practice of research strategies include but are not limited to: periodical searches, use of different types of reference books, note taking, and writing bibliographic citations.

The Media Specialist is available to students for individual assistance and instruction in research during and after school and Power Block.

## **IV. GUIDANCE SERVICES**

### **SERVICES/DESCRIPTIONS**

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

- Developing specific academic and personal goals both short term and long term for high school and beyond

- With the aid of the student’s individual counselor, planning and choosing by the spring of each year an appropriate academic program for the subsequent school year
- Identifying alternatives and possible solutions to academic difficulties, poor decision making, and personal/social issues
- Career Exploration
- Beginning in the spring of the junior year, assistance in planning, selecting, and implementing a post-graduate program to prepare the student for entering the work force

The Guidance Department also offers individual, group, and evening programs for students and parents relative to career planning, college admissions testing, financial aid, and special topics. The Department maintains both a library of numerous materials including reference books and other printed information about career searches, job outlooks, and personal development; school catalogs and videos; as well as maintaining two computer stations which--in addition to word-processing software—are linked to the Internet.

## **TESTING PROGRAMS**

### **1. Developmental and Career Testing**

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

#### **SCHOOL SUCCESS SKILLS**

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

#### **CAREER AWARENESS AND EDUCATIONAL PLANS**

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

## **TESTING PROGRAMS**

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

### **2. College Testing**

Booklets describing the following testing programs are available in the guidance office. Students should inquire about SAT Preparation courses being offered.

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

ATP—Admission Testing Program includes the SAT I: Reasoning Test and SAT II: Subject Tests. The SAT I is a measure of general developed aptitude. SAT II measures how much a student has learned in a particular subject.

ACT Exams—American College Testing Program is widely used west of the Mississippi. Some colleges require it, and others will accept either it or the SAT Reasoning Test and SAT Subject Tests.

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

## **JUNIOR/SENIOR YEAR**

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

The SAT Reasoning Test and the SAT Subject Tests are usually taken in the spring of the junior year (May/June). Seniors should take the SAT Reasoning Test in October and/or November, often for the second time, and the SAT Subject Test in December and/or January. The SAT Reasoning Test is required by a vast majority of four year schools while the SAT Subject Test is required by many (but not by all) selective schools for placement purposes. These two tests

assist the students, counselors, and parents in selecting an appropriate group of colleges to which the students might apply during their senior year. If a student is applying to a college in the fall of his/her senior year under the Early Decision or Early Action program, it is strongly recommended that he/she take the SAT Subject Test by the end of the junior year.

## **2011-2012 ANTICIPATED COLLEGE BOARD TEST DATES**

<u>TEST DATE</u>	<u>TEST</u>
<b>October 15, 2011</b>	<b>PSAT/NMSQT</b>
<b>October 1, 2011</b>	<b>SAT &amp; Subject Tests</b>
<b>November 5, 2011</b>	<b>SAT &amp; Subject Tests</b>
<b>December 3, 2011</b>	<b>SAT &amp; Subject Tests</b>
<b>January 28, 2012</b>	<b>SAT &amp; Subject Tests</b>
<b>March 10, 2012</b>	<b>SAT only</b>
<b>May 5, 2012</b>	<b>SAT &amp; Subject Tests</b>
<b>June 2, 2012</b>	<b>SAT &amp; Subject Tests</b>

For further information please check [www.collegeboard.com](http://www.collegeboard.com) and [www.act.org](http://www.act.org)

**May 2012 - Advanced Placement Exams (check school website for specific exam dates.**

### **2011-2012 ACT TEST DATES**

**September 10, 2011**  
**October 22, 2011**  
**December 10, 2011**  
**February 11, 2012**  
**April 14, 2012**  
**June 9, 2012**

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

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

**SAT REASONING TEST** (Scholastic Assessment Test – also known as the SAT I)

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

The SAT Reasoning Test contains three sections:

- Critical Reading – sentence completion and passage based questions
- Math – based on the math that college-bound students typically learn during their first three years in high school (Algebra I, Geometry, Algebra II)
- Writing – multiple-choice questions and a written essay

Each section of the SAT is scored on a scale of 200-800 and thus, a perfect SAT score is 2400. The test takes 3 hours and 45 minutes to complete.

### **SAT SUBJECT TESTS** (also known as the SAT II)

The SAT Subject Tests are given in specific subjects - they fall into five academic areas: English, History, Mathematics, Sciences, and Languages. Subject Tests, one-hour multiple choice tests, measure how much students know about a particular academic subject and how well they can apply that knowledge. Students can take up to 3 subject tests during a given test administration.

## **TRANSFER STUDENTS**

- Students transferring in from other schools do not have to make up work from the beginning of the current term. Teachers will modify any full year projects with work requirements reflecting the time they are in the class. An exception to this policy will be Advanced Placement students, who will, based on class performance expectations, be required to complete missed assignments.
- Every attempt is made to match courses from the sending school. In this case, transfer grades are averaged in with the student's grades from the sending school.
- Many students transferring in do not have eight majors. Every attempt will be made to enroll these students into courses that are non-sequential or specific to graduation requirements.
- Transfer students being enrolled into courses which are new seventh or eighth majors for them will be given 1.25 credits for each term they successfully complete in the course.
- Transfer students will be subject to the West Bridgewater High School graduation requirements ONLY for the years that they were in attendance at West Bridgewater High School. EXAMPLE: A student transfers in at the beginning of Grade 11 from a high school where students only worked on 30 credits per year would need only 120 credits to graduate (instead of 140) for the class of 1998 and beyond. A Freshman course such as "World History" or a Sophomore course such as "Communications" will NOT be required if it cannot be fit into a student's schedule.
- Transfer grades and credits will be included for the purposes of calculating GPA for academic scholarship at West Bridgewater High School. A minimum of two years attendance at West Bridgewater is required to be considered for academic scholarship awards based upon Grade Point Average.

## GUIDELINES FOR EXITING STUDENTS

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

## V. ACHIEVEMENT REPORTING

### REPORT CARDS/PROGRESS REPORTS

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

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

Progress Reports should be regarded as important status information as of the day of issue. Failures may be attributed to a sharp decrease in effort and/or performance after the reports have been issued. Usually this occurs when a student does not complete a major project or fails a major exam at the end of the marking period. Parents are always encouraged to make an appointment with the subject area teacher and/or guidance counselor to discuss ways of assisting the student.

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

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

**(Attendance:** A record of absences each term appears on the report card. This includes all excused and unexcused absences. Separate entries appear for tardiness, and dismissals.

**Consistent attendance is essential for success in all academic endeavors.** Credit toward the diploma will not be awarded when absence limits are exceeded. (Refer to Student Handbook for

school attendance policy). Proper credit attainment must be achieved before a student can advance in any given discipline. Summer school is a possible credit reinstating option.

## **MARKING SYSTEM**

Marks are the fundamental way we communicate students' progress in reaching their educational goals. We need to have a common understanding about our marking system.

Marks are a measure of the current level of mastery that a student has achieved in a subject. Within the policies and guidelines of the school system and the school, teachers are charged with the responsibility of grading students. Marks based upon a school – wide set of criteria, include but are not limited to the following:

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

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

## **SIMPLE GRADES (GPA)**

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

### **GPA SCALE NUMERICAL**

4.00	93–100
3.67	90-92
3.33	87-89
3.00	83-86
2.67	80-82
2.33	77-79
2.00	73-76
1.67	70-72
1.50	67-69
1.33	65-66

## WEIGHTED GRADES (GPA) AND LEVELS

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

Letter Grade	Grade	CP	Honors	AP
A+	100	4.4	5.2	6.0
A+	99	4.3	5.1	5.9
A+	98	4.2	5.0	5.8
A+	97	4.1	4.9	5.7
A	96	4.0	4.8	5.6
A	95	3.9	4.7	5.5
A	94	3.8	4.6	5.4
A-	93	3.7	4.5	5.3
A-	92	3.6	4.4	5.2
A-	91	3.5	4.3	5.1
A-	90	3.4	4.2	5.0
B+	89	3.3	4.1	4.9
B+	88	3.2	4.0	4.8
B+	87	3.1	3.9	4.7
B	86	3.0	3.8	4.6
B	85	2.9	3.7	4.5
B	84	2.8	3.6	4.4
B	83	2.7	3.5	4.3
B-	82	2.6	3.4	4.2

<b>B-</b>	81	2.5	3.3	4.1
<b>B-</b>	80	2.4	3.2	4.0
<b>C+</b>	79	2.3	3.1	3.9
<b>C+</b>	78	2.2	3.0	3.8
<b>C+</b>	77	2.1	2.9	3.7
<b>C</b>	76	2.0	2.8	3.6
<b>C</b>	75	1.9	2.7	3.5
<b>C</b>	74	1.8	2.6	3.4
<b>C-</b>	73	1.7	2.5	3.3
<b>C-</b>	72	1.6	2.4	3.2
<b>C-</b>	71	1.5	2.3	3.1
<b>C-</b>	70	1.4	2.2	3.0
<b>D+</b>	69	1.3	2.1	2.9
<b>D+</b>	68	1.2	2.0	2.8
<b>D+</b>	67	1.1	1.7	2.5
<b>D</b>	66	1.0	1.5	2.2
<b>D</b>	65	0.05	1.3	1.9
<b>F</b>	0	0	0	0
Below	0	0	0	0

## ACADEMIC RECOGNITION

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

**Commencement Academic Leader** - is defined as the academic leader of the graduating class and will be selected on the following criteria. These criteria will be weighed equally.

- Weighted GPA of courses taken
- MCAS scores
- SAT scores

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

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

## **Honor Roll**

The Honor Roll is based on the following criteria and is published four times per year. The honor roll is based on a simple grade point average.

1. The Honor Roll is based on the term grades for each quarter.
2. Students will not be considered for Honor Roll with an incomplete grade.
3. Honorable Mention – (2.67 GPA) with one C-.
4. Honors – (3.00 GPA) with no grade lower than B-.
5. High Honors – (3.67 GPA) with no grade below B-.

## **Honors Breakfast**

West Bridgewater Middle/Senior High School sponsors an Honors Breakfast twice per academic year. Students who attain honor roll status for two consecutive terms are invited to attend the celebration. Traditionally the breakfast is held in the winter and spring.

# **VI. COURSE OF STUDY**

## **ADVANCED PLACEMENT PREPARATION AND EXPECTATION**

The Advanced Placement (AP) program is a program administered by the College Board. It consists of college-level courses and exams for high school students. There will be summer work assigned. It is the student's responsibility to obtain the assignments from the AP teachers prior to leaving school in June of the previous year. Exams are scored on a range from 1 to 5, with a score of 3 or higher qualifying the student for college credit or advanced courses. Since its inception in 1975, the AP Program has been remarkably successful and many students have earned college credit or placement in advanced courses. The program includes the following courses: AP Biology, AP Environmental Science, AP Chemistry, AP Calculus, AP Statistics, AP English 11, AP English 12, AP European History, and AP U. S. History. Students who elect an Advanced Placement course are obligated to take the AP exam administered in May. The following steps are taken if a student chooses not to take the AP exam: Student must pay the entire cost of the exam; student will be required to take a final exam in the AP class; colleges to which the student has applied/accepted will be notified that the course has been changed to honors credit rather than AP credit. In 2010-2011 the cost of the each exam was \$87.00. **Advanced Placement courses will not run without an enrollment of 10.**

## **GENERAL COURSE SELECTION GUIDELINES:**

When choosing courses keep in mind the following:

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

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

## **PLACEMENT DESCRIPTION**

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

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

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

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

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

**Advanced Placement (AP):**

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

**Honors (H):**

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

**College Preparatory (CP)**

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

## **GRADE 9 COURSE SELECTION CHECKLIST**

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

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

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

### **GRADE 9**

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

## **GRADES 10-12 COURSE SELECTION CHECKLIST**

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

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

### **GRADE 10**

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

### **GRADE 11**

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

### **GRADE 12**

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

## **DUAL ENROLLMENT – WEST BRIDGEWATER HIGH /COLLEGES**

*(School Committee Policy #5370)*

The State Department of Education has implemented a Dual Enrollment Program for qualified juniors and seniors to enroll in courses at public higher education institutions. The State pays the tuition\*. Test and travel are paid for by the student. **\*Department of Education funding is questionable for 2011-2012. If state funding is unavailable, students would be responsible for costs.**

Eligibility criteria for students of West Bridgewater Middle/Senior High School:

1. Junior or senior.
2. Simple grade point average of 3.0 or above.
3. Approval from parent/guardian.
4. Recommendation from Coordinator, Guidance Counselor, and Principal to enter a specific course.
5. Students must meet the Higher Education Admission requirements and individual course requirements.
6. In order to receive high school credit, students may not take any more courses than currently able to take (8 maximum).
7. Students may enroll in a maximum of two college courses. Students may not enroll in a college course that is also offered at West Bridgewater High School. Semester courses will be considered 5 credits with a rank equal to Honors level.

Please contact the Guidance Department to discuss further the application procedures.

West Bridgewater Middle/Senior High School considers this opportunity as a continuation of the original High School/College Credit Program and feels it is an enrichment or advancement program for academically talented students. Students should be aware that college credit received through this program may not be transferable to all colleges.

## **CURRICULUM DESCRIPTION**

*(School Committee Policy #5370)*

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

## VII. COURSE DESCRIPTIONS

### ENGLISH DEPARTMENT

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

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

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

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

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

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

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

#### **ENGLISH 9, HONORS #110**

**5 CREDITS**

***Language Network (McDougal- Littel),***

***The Language of Literature (McDougal Littell), Building Vocabulary Skills (Townsend Press)***

English 9, Honors is an advanced program for college preparatory students. Through the study of selected authors, critical thinking and vocabulary will be developed. Literary types will focus on fiction, drama, and epic poetry. Writing assignments will be derived from the literature. Analogies, vocabulary, Latin stems, and prefixes in cumulative form will be studied. Proper mechanics and usage will be studied. **Prerequisite: English 8 and teacher approval.**

#### **ENGLISH 9, COLLEGE PREP #111**

**5 CREDITS**

***Language Network (McDougal- Littel),***

***The Language of Literature (McDougal Littell), Building Vocabulary Skills (Townsend Press)***

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

#### **ENGLISH 10, HONORS #120**

**5 CREDITS**

***Language Network (McDougal- Littel),***

***The Language of Literature (McDougal Littell), Building Vocabulary Skills (Townsend Press)***

Language structure and appropriate grammatical usage are reviewed and extended into specific

writing assignments from description and narration to exposition. Vocabulary includes both commonly used words and those studied through structural analysis. Emphasis is made on the chronological development of world literature from short stories and poems through a Shakespearean play and several contemporary novels. **Prerequisite English 9 and teacher approval.**

**ENGLISH 10, COLLEGE PREP #121**

**5 CREDITS**

*Language Network (McDougal- Littell),*

*The Language of Literature (McDougal Littell), Building Vocabulary Skills (Townsend Press)*

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

**GRADE 11, ADVANCED PLACEMENT ENGLISH, AP LEVEL #106 5 CREDITS**

*Language Network (McDougal- Littell),*

*The Language of Literature (McDougal Littell)*

This course is intended for those students who plan to take the AP English Language and Composition Exam in May of their junior year and who plan to continue on to AP English senior year. Practice tests will be administered throughout the course. Students will be expected to read several novels and complete additional work during the summer. Students will exam works of “literary merit” by American and British authors as well as learn to compose works of a narrative, exploratory, expository, and argumentative nature. Coursework is designed to be challenging and rigorous. Students will be assessed using tests, analytical essays, discussion, presentations, and research projects. **Prerequisite: English 10 and Teacher recommendation.**

**ENGLISH 11, HONORS #130**

**5 CREDITS**

*Language Network (McDougal- Littell),*

*The Language of Literature (McDougal Littell),*

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

**ENGLISH 11, COLLEGE PREP #131**

**5 CREDITS**

*Language Network (McDougal- Littell),*

*The Language of Literature (McDougal Littell),*

In this class, students will study the literature of the United States of America as it reflects the history of our nation. This will include the reading of several short stories and novels, plays, and selected poetry. Students will write reflective and response journals and expository essays to assess their understanding of the literary works and to connect these works to their own lives. A

major research paper on a related topic will be assigned. A grammar and vocabulary component will be integral in the course.

**GRADE 12, ADVANCED PLACEMENT ENGLISH, AP LEVEL #1015 CREDITS**

*English Grammar and Composition (Warriner)*

*Adventures in English Literature (Harcourt, Brace, Jovanovich)*

*Adventures in World Literature (Harcourt, Brace, Jovanovich)*

*The Language of Literature (McDougal Littell)*

This course is intended for those who plan to take the AP English Literature and Composition Exam in May of their senior year. Practice tests will be administered throughout the course. Students will be expected to read several novels during the summer. Students will examine works of “literary merit” by American and British authors as well as selected French, Russian, and South African writers. Coursework is designed to be challenging and rigorous. Students will be assessed using tests, analytical essays, discussion, presentations, and research projects.

**Prerequisite: English 11 and teacher recommendation.**

**ENGLISH 12, HONORS #140**

**5 CREDITS**

*English Grammar and Composition (Warriner)*

*The Language of Literature (McDougal Littell)*

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

**ENGLISH 12, COLLEGE PREP #141**

**5 CREDITS**

*English Grammar and Composition (Warriner)*

*The Language of Literature (McDougal Littell)*

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

**GRADE 9-11**

**COMMUNICATIONS, COLLEGE PREP #103  
(GRADUATION REQUIREMENT)**

**2.5 CREDITS**

*Speech for Effective Communications (Holt, Rinehart, Winston)*

***Understanding the Mass Media (National Textbook Co.)***

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

- One-to-one (emphasizing interview techniques)
- Group Discussion (Committee, team work, round table, panel, symposium)
- Public Communication (individual speeches, oral interpretation of literature, and drama)
- Mass Communication (electronic media - radio and television)

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

**GRADES 9 – 12**

**JOURNALISM, COLLEGE PREP #105**

**2.5 CREDITS**

***Journalism in the Mass Media (Ginn)***

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

**GRADES 11-12**

**JOURNALISM II, COLLEGE PREP #107 (NOT OFFERED IN 2011-2012) 2.5 CREDITS**

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

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

## GRADES 9-12

### **WRITING WORKSHOP, 9/10 COLLEGE PREP #151**

**2.5 CREDITS**

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

### **WRITING WORKSHOP, 11/12 COLLEGE PREP #154**

**2.5 CREDITS**

"Writing, like life itself, is a voyage of discovery" (Henry Miller). This course is designed to help students use writing to explore personal experiences and find ways to express themselves through the narrative, the description, evaluation, and reflective essay. Journal entries and creative writing will be encouraged. Students will work collaboratively to create a storybook for children as a culmination to this course.

## GRADES 11, 12

### **POETRY, HONORS #153**

**2.5 CREDITS**

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

## GRADES 11, 12

### **SHAKESPEARE IN THE CLASSROOM, HONORS #152**

**2.5 CREDITS**

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

## GRADES 11, 12

### **LITERATURE'S INFLUENCES IN GAMING, COLLEGE PREP # 119**

**2.5 CREDITS**

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

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

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

## **SAT PREPERATION**

**SAT PREP 11, COLLEGE PREP #911**

**2.5 CREDITS**

**SAT PREP 12, COLLEGE PREP #912**

**2.5 CREDITS**

This course is designed for juniors and seniors who want to improve their SAT Critical Reading and Math scores. Students will learn effective test-taking strategies, test directions, how to explore key concepts of the SAT and how to master them, and what to expect on test day. A realistic practice test, including real sample questions will also be completed.

## **FINE ARTS DEPARTMENT: ART**

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

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

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

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

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

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

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

### **GRADES 9 - 12**

**ART I, COLLEGE PREP #711**

**5 CREDITS**

*Art Talks (Ragens)*

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

## GRADES 9 - 12

### ART II, COLLEGE PREP #721

5 CREDITS

#### *Art in Your World (D.C. Heath and Company)*

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

### ART III, COLLEGE PREP #731

5 CREDITS

#### *Teacher generated resources*

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

### ART III, HONORS #730

5 CREDITS

#### *Teacher generated resources*

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

### ART IV, COLLEGE PREP #741

5 CREDITS

#### *Teacher generated resources*

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

### ART IV, HONORS #740

5 CREDITS

***Teacher generated resources***

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

**GRADES 10 – 12**

**ILLUSTRATION, COLLEGE PREP #704**

**2.5 CREDITS**

***Teacher generated resources***

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

**CALLIGRAPHY, COLLEGE PREP # 705**

**2.5 CREDITS**

***Teacher generated resources***

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

**GRADES 10 – 12**

**ART THROUGH THE AGES, COLLEGE PREP #706**

**2.5 CREDITS**

***Discovering Art History (Davis Publications)***

1st Semester - Paleolithic to Renaissance

This course is designed to acquaint high school students with an overview of the greatest art of Western Civilization from Paleolithic to Renaissance.

Basic Knowledge: Students will learn to identify historical and cultural periods through a variety of visuals, group readings, discussions and reports. The architecture, painting and sculpture of each period will be studied in the context of social and political living conditions.

Activities:

Personal Development:

- Slides/films on artists' lives and works
- Understanding how a culture and art

- Discussions: class and group interact
- Boston Museum visit
- Visiting lecturer
- Report on artist of choice
- Recognizing art as an integral part of daily life
- Coming to a respect of all cultures/art style

**ART THROUGH THE AGES II, COLLEGE PREP #707 2.5 CREDITS**

Discovering Art History (Davis Publications), Exploring Art (Glencoe McGraw Hill Publications)

2<sup>nd</sup> Semester – Baroque Period to 20<sup>th</sup> Century

This course is designed to acquaint high school students with an overview of the greatest art of Western Civilization from Baroque to the 20<sup>th</sup> century

Basic Knowledge: Students will learn to identify historical and cultural periods through a variety of visuals, group readings, discussions and reports. The architecture, painting and sculpture of each period will be studied in the context of social and political living conditions.

Activities:

- Slides/films on artists' lives and works
- Discussions: class and group
- Boston Museum visit
- Visiting lecturer
- Report on artist of choice

Personal Development:

- Understanding how a culture and art interact
- Recognizing art as an integral part of daily life
- Coming to a respect of all cultures and their styles of art

**FINE ARTS DEPARTMENT: MUSIC**

**GRADES 11, 12**

**HONORS CHORUS, HONORS #778 5 CREDITS**

This course is for students who wish to further their study in vocal performance, it includes all information mentioned in the college preparatory course description This course will run simultaneously with the College Preparatory Chorus class, with the student being required to prepare a solo recital in order to receive credit. After school sessions and performances may be required. This course may be repeated for credit. **Prerequisite: Students enrolled in this course will have to audition in order to be enrolled.**

**GRADES 9 – 12**

**CONCERT CHOIR, COLLEGE PREP #772 5 CREDITS**

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

### **GRADES 11, 12**

#### **HONORS BAND, HONORS # 777**

**5 CREDITS**

This course is for students who wish to further their study in instrumental performance; it includes all information mentioned in the college preparatory course description. This course will run simultaneously with the regular concert band class, with the student being required to prepare a solo recital in order to receive credit. After school sessions and performances may be required. This course may be repeated for credit. **Prerequisite: Students enrolled in this course will have to audition in order to be enrolled.**

### **GRADES 9 – 12**

#### **CONCERT BAND, COLLEGE PREP #776**

**5 CREDITS**

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

### **GRADES 9 – 12**

#### **THEATER ARTS, COLLEGE PREP #770**

**2.5 CREDITS**

##### ***The Stage and the School (Glencoe/McGraw-Hill)***

This class will concentrate on all aspects of the theater, including set design, lights, blocking and acting techniques. This class will also require students to perform. All rehearsals and performances will be mandatory for credit.

### **GRADES 9-12**

#### **Development of Early Western Music, COLLEGE PREP #782 2.5 CREDITS**

##### ***The Enjoyment of Music (Norton) Teacher generated resources.***

This course, designed for students with no previous musical training, explores the history of music from the period of Antiquity up to twentieth century music. We will also explore the mechanics of music and engage in active music listening, develop a strong music vocabulary, and discuss several music composers. This course does not require students to participate in after school performances. **There is no prerequisite for this course.**

## GRADES 9-12

### **Twentieth Century Music, COLLEGE PREP #783 2.5 CREDITS**

*The Enjoyment of Music (Norton) Teacher generated resources.*

This course, designed for students with no previous musical training, explores music of the twentieth century. We will also explore the mechanics of music and engage in active music listening, develop a strong music vocabulary, and discuss several artists. Styles covered will include Twentieth Century Symphonic Music, Jazz, American Musical Theater, Blues, and Rock and Roll. **There is no prerequisite for this course.**

## GRADES 9 – 12

### **MUSIC TECHNOLOGY AND COMPOSITION, COLLEGE PREP #768 2.5 CREDITS**

*Teacher generated references*

This course is designed for students who wish to study and experience various aspects of composing and using music technology. This hands-on course will include basic music theory, harmony, Musical Instrument Digital Interface (MIDI) technology, musical keyboards, tone generators, digital recording, and careers in music recording/producing. Students will be required to compose and arrange several compositions over the duration of the course.

## GRADES 9-12

### **PIANO CLASS I #784**

**2.5 CREDITS**

This class is for students who have little or no experience playing the piano. Proper piano playing techniques will be addressed, as well as basic music reading on the grand staff. Students do not have to provide their own piano to participate in the class. However, a piano at home for practicing is recommended. This class meets for ½ year.

## GRADES 9-12

### **PIANO CLASS II #787**

**2.5 CREDITS**

This course is intended for students who currently play piano and wish to further advance their existing music skills. Students taking this course will be expected to be able to read, write, understand and perform piano playing at an intermediate level. Independent practicing, class songs, and a piano recital will be required. **Prerequisite: Piano I or formal permission of instructor.**

## GRADES 9-12

### **GUITAR CLASS I #785**

**2.5 CREDITS**

This class is for students who have little or not experience playing the guitar. Proper guitar playing techniques will be addressed, as well as basis music reading and tablature reading.

**Students must provide their own acoustic guitar to participate in the class.** Rentals may be available through the school. This class meets for ½ year.

## GRADES 9-12

### **GUITAR CLASS II #788**

**2.5 CREDITS**

This class is for students who currently play guitar and wish to further advance their existing music skills. Students taking this course will be expected to be able to read, write, understand and perform guitar playing at an intermediate level. Independent practicing, class songs, and a guitar recital will be required. **Students must provide their own acoustic guitar to participate.** Rentals may be available through the school. **Prerequisite: Guitar I or formal permission of instructor.**

## GUIDANCE DEPARTMENT

### **Virtual High School #991**

**2.5 CREDITS**

Virtual high school offers a catalogue of full semester courses in arts, foreign Language, language arts, life skills, math, science social studies, technology and AP study to students. **Students interested in virtual high school must meet with their counselor prior to enrolling to discuss expectations and course options.** Seating is very limited and students must commit to the courses selected. There will be no drops once the semester has begun. Students who register for virtual high school are not guaranteed a course when selected and must have alternatives courses selected in the regular school program. Virtual High school is open to grades 11/12 only.

## GRADE 12

### **SCHOOL-TO-CAREER INTERNSHIP GUIDANCE, COLLEGE PREP #899**

**2.5 CREDITS**

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

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

Provide work based learning situations to support student's academics and serve as a model for connecting school-to-career experiences. Students will learn transferable skills that will expand their career and educational options and opportunities. Students will be required to keep a work log that is signed off on by their cooperating liason. Students will need to be able to document and summarize how their experiences are a meaningful career experience. Students will be

required to submit of a bi-weekly journal detailing their work experience. Students will also have to submit goals for their work experience and must meet with the administration at the end of the year to review their experiences.

### **PURPOSES/GOALS OF AN INTERNSHIP:**

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

**COMMUNITY SERVICE #901**

**1.25 Credits**

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

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

### **PURPOSES/GOALS:**

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

## **HEALTH & PHYSICAL EDUCATION DEPARTMENT**

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

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

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

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

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

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

**Beginning with the class of 2011 all students must take physical education for 4 years. The traditional approach to obtain this graduation requirement is listed below. Students must earn 15 credits in Physical Education for graduation.**

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

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

## **GRADES 9 & 10 REQUIREMENTS**

### **HEALTH 9/10 #906**

**2.5 CREDITS**

Comprehensive health education provides each student with ongoing learning opportunities designed to maximize the prospect that each student will make positive decisions throughout life. The course of study will enable students to examine the options available to today's youth and identify components that are high risk and to be avoided. Our focus is clearly on prevention and promotion of wellness, not merely to prevent disease and disability.

This course will be taught within the period assigned for Physical Education and Health. The health curriculum is based on the Department of Education Frameworks and focuses on:

- A) Building Resiliency = (The ability to thrive, perceive and maintain a positive attitude.)
- B) Health Literacy = (Capacity to obtain, understand and evaluate basic information.)
- C) Health Self Management = (The ability to integrate and apply essential knowledge and skills with respect to ones own health-related decisions and behavior.)
- D) Health Promotion and Advocacy = (The capacity to recognize and demonstrate personal, social and civil responsibilities.)

### **PHYSICAL EDUCATION 9/10 #910**

**2.5 CREDITS**

In this lifetime fitness course students will gain knowledge and skills necessary to live a long and health life. The students will learn all of the components of physical fitness and how to assess, improve and maintain that component. A section of the course will include classrooms sessions, including lectures, cooperative assignments, homework and written exams. Additionally, the course will be activity based featuring fitness activities relating to and supporting course material as well as participation in many sports activities.

## **GRADES 11 & 12**

### **PHYSICAL EDUCATION #922**

**2.5 CREDITS**

This course is designed for those students who enjoy physical activity and wish to continue to develop and refine skills introduced to them as part of the required physical education program. A student who elects this course will participate in a variety of activities based on the interest of the students. Activities will include individual, team and cooperative activities as well as potential offerings off campus such as bowling, swimming, golf, etc.

### **NUTRITION #914**

**2.5 CREDITS**

This course provides an overview of the basic nutrients required by the body as well as their functions in the body for health and life. Focus will be on individual food choices, health behaviors and public health. Topics will include obesity, sports nutrition, eating disorders and prevention of chronic disease. This class will also utilize the fitness room for application of fitness and nutrition. This course is open to 11/12 grade students only

## **MATHEMATICS DEPARTMENT**

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

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

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

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

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

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

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

## GRADE 9

### **ALGEBRA I, COLLEGE PREP #211**

**5 CREDITS**

#### *Algebra I (McDougal Littell)*

This is the first mathematics course offered in preparation for college entrance. Students will build off of their Pre-Algebra studies to solve single and multi-step equations and inequalities. Linear functions are stressed through equations, graphs and tables. Probability, data analysis and statistics are emphasized early and often in this course. Students will also combine and factor polynomials of multiple degrees.

## GRADES 9 – 10

### **GEOMETRY, HONORS #220**

**5 CREDITS**

#### *Geometry (McDougal Littell)*

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

### **GEOMETRY, COLLEGE PREP #221**

**5 CREDITS**

#### *Geometry (McDougal Littell)*

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

## GRADES 10 – 11

### **ALGEBRA II, HONORS #230**

**5 CREDITS**

#### *Algebra II (McDougal Littell)*

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

## GRADES 10 – 12

### **ALGEBRA II, COLLEGE PREP #231**

**5 CREDITS**

#### *Algebra II (McDougal Littell)*

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

## GRADES 11 – 12

### TRIGONOMETRY, COLLEGE PREP #259

2.5 CREDITS

#### *Trigonometry (Harcourt)*

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

**Prerequisite:** *Successful completion of Algebra II.*

### PRE-CALCULUS, HONORS #240

5 CREDITS

#### *Pre-Calculus: Graphing and Data Analysis (Prentice Hall)*

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

### PRE-CALCULUS, COLLEGE PREP #242

5 CREDITS

#### *Pre-Calculus: Graphing and Data Analysis (Prentice Hall)*

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

**Prerequisite:** *Successful completion of Algebra II.*

### INTRODUCTION TO STATISTICS, COLLEGE PREP #244

2.5 CREDITS

#### *Understanding Basic Statistics (McDougal Littell)*

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

**Prerequisite:** *Successful completion of Algebra II.*

### COMPUTER SCIENCE I, COLLEGE PREP #234

2.5 CREDITS

#### *Teacher generated references*

This course is designed to develop the student's comprehension of computers and computer programming through class discussion, written programs and hands-on learning. Students will study, discuss and solve problems involving conditional statements, random number generators, and looping. Students will be required to write and type programs in the Java programming

language. This course is intended for students who possess a working knowledge of computers, computer software and problem solving.

### **SAT PREPARATION**

**SAT PREP 11, COLLEGE PREP #911**

**2.5 CREDITS**

**SAT PREP 12, COLLEGE PREP #912**

**2.5 CREDITS**

This course is designed for juniors and seniors who want to improve their SAT Critical Reading and Math scores. Students will learn effective test-taking strategies, test directions, how to explore and master key concepts of the SAT, and what to expect on test day. A realistic practice test, including real sample questions will also be completed.

### **FINANCIAL MANAGEMENT, COLLEGE PREP #224**

**2.5 CREDITS**

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

## **GRADE 12**

### **CALCULUS, HONORS #251**

**5 CREDITS**

*Calculus (McDougal Littell)*

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

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

### **ADVANCED PLACEMENT CALCULUS (AB), #250**

**5 CREDITS**

*Calculus (McDougal Littell)*

The course requires each student to complete a summer project involving their knowledge of functions from Algebra II and Pre-Calculus. The course begins with a study of limits and expands to the definition of the derivative. Properties of a function's derivative are studied through graphs, tables, and equations. Problems illustrating applications of differentiation are then developed including related rates and optimization. The course then switches to integration and applications of the integral; while tying the derivative and integral together through the Fundamental Theorem of Calculus.

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

**ADVANCED PLACEMENT STATISTICS, # 252**

**5 CREDITS**

***Understanding Basic Statistics (McDougal Littell)***

This full-year course equates to a one-semester introductory college statistics course. Students will use multiple graphical and numerical techniques to study patterns and departures from patterns as they explore and analyze data. Students will conduct studies by gathering valid information through well-developed plans. Using tools (such as probability) to anticipate the distribution of data is stressed throughout the course. Finally, the course pushes students to draw conclusions from the data by making inferences. It is recommended, but not required, that students successfully complete the Introductory Statistics course before enrolling in the AP course.

**Prerequisites: Successful completion of Algebra II.**

**COMPUTER SCIENCE II, COLLEGE PREP #237 (NOT OFFERED 2011-2012) 2.5 CREDITS**

***Teacher generated references***

This course is a continuation of the Computer Science I course. The course will require students to design, implement, and analyze programs. Students will take an in-depth look at data structures and standard computing algorithms. The course will also look into the major hardware and software components of a computer system. A student who successfully completes this course will have the option of taking the AP Computer Science (A) examination. **Prerequisite: Successful completion of Computer Science I.**

## **MCAS**

**MCAS 9 MATH (REQUIRED OF SOME FRESHMEN)**

**2.5 CREDITS**

**COLLEGE PREP #945**

An MCAS course focusing on student mastery of both the fundamental Mathematics skills which will be assessed by the state at the end of the sophomore year and Algebra I. This course will work together with the student's regular math course.

**MCAS 9 ENGLISH (REQUIRED OF SOME FRESHMAN)**

**2.5 CREDITS**

**COLLEGE PREP #946**

An MCAS course focusing on student mastery of both the fundamental English skill which will be assessed by the state at end of the sophomore year and English I. This course will work together with the student's regular math course.

**MCAS 10 (REQUIRED OF SOME SOPHOMORES)  
COLLEGE PREP #880**

**2.5 CREDITS**

An MCAS course with primary emphasis on either Math or English. Some sophomores will be enrolled in this course based upon past MCAS performance and the school's assessment of providing assistance to those students demonstrating the greatest need for support.

## **SCIENCE DEPARTMENT**

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

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

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

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

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

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

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

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

### **GRADE 9 REQUIREMENTS**

**BIOLOGY, HONORS #310**

**5 CREDITS**

***BSCS Biology-Ecological Approach (BSCS)***

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

**BIOLOGY, COLLEGE PREP #322****5 CREDITS*****BSCS Biology-Ecological Approach (BSCS)***

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

**GRADES 11-12****EARTH SCIENCE, COLLEGE PREP #303****5 CREDITS*****Modern Earth Science (Holt, Rinehart and Winston)***

An understanding of earth processes is the theme of this course. It is a laboratory-oriented, interdisciplinary earth science course presented as a system of basic concepts and principles. Through inquiry and experiment the student develops an appreciation of how natural phenomena may be studied.

**GRADES 10 - 12****PHYSICAL SCIENCE, COLLEGE PREP #319****5 CREDITS*****Conceptual Physical Science (Holt, Rinehart, Winston)***

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

**GRADES 10 – 12****CHEMISTRY, HONORS #320****5 CREDITS*****Chemistry-Visualizing Matter (Holt)***

**We strongly recommend an 87 or better in Algebra I.** Enrollment in Algebra II is required. The course will emphasize topics that require more extensive mathematical skills including: chemical theory and atomic structure, periodic law, chemical bonding, acid-base theory, chemical equilibrium, and reaction rate types, solution types and electrochemistry. Lab safety and techniques will be evaluated and a variety of individual projects will be assigned. **Prerequisite: Biology and teacher approval.**

**GRADES 10 – 12****CHEMISTRY, COLLEGE PREP #331****5 CREDITS*****Chemistry-Visualizing Matter (Holt)***

**We strongly recommend a C or better in Algebra I.** Enrollment in Algebra II is required. The course will cover the same topics as Chemistry Honors, with less reliance on mathematical calculations. Lab safety and techniques will be monitored and one major individual project will be assigned.

**GRADES 11 & 12****PHYSICS, HONORS #340****5 CREDITS*****Conceptual Physics (Addison Wesley)***

This course is designed as a college preparatory course and consists primarily of the theory and quantitative solutions of problems relative to the study of mechanics, light, sound, magnetism, electricity, electronics, and nucleonics. **Prerequisite: Have been enrolled or currently enrolled in Trigonometry or Pre-Calculus.**

**GRADES 11 & 12**

**HUMAN ANATOMY AND PHYSIOLOGY, HONORS #333**

**5 CREDITS**

*Principles of Anatomy and Physiology (Harper Collins)*

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

**GRADES 11 & 12**

**HUMAN ANATOMY AND PHYSIOLOGY, COLLEGE PREP #332**

**5 CREDITS**

*Principles of Anatomy and Physiology (Harper Collins)*

A college preparatory course dealing with the study of the human body, this program will involve a detailed investigation into the structure and function of each of the human systems: digestive, circulatory, respiratory, excretory, nervous, muscular, endocrine, reproductive, skeletal, and integumentary. The study of these systems will be augmented by laboratory experiments and demonstrations. This course is designed to meet the individual needs of students to prepare for higher education, to study in an area of biological interest, or to enter a health-related profession. **Prerequisite: Satisfactory completion of one year of College Biology. Small mammal dissection will be a requirement.**

**GRADES 11 & 12**

**ADVANCED PLACEMENT BIOLOGY, AP LEVEL #300**

**5 CREDITS**

*Biology (Addison Wesley)*

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course offered to first year college students. This course is designed to be taken after the successful completion of first year biology and chemistry. The course is divided into three general areas: molecules and cells, genetics and evolution, and organisms and populations. These areas have been further subdivided into several major categories. At the completion of this course, student may elect to take the Advanced Placement Exam. After showing success in this exam, qualified students can receive college credits and will be able to undertake upper level courses in biology. Students taking AP Biology will be required to do a summer project and be tested on their work in September. It is the student's responsibility to obtain this summer work prior to leaving in June. **Prerequisite: Successful completion in Biology and Chemistry with a teacher recommendation. It is recommended that students have taken or are currently enrolled in Anatomy & Physiology.**

**GRADES 10 – 12**

**ADVANCED PLACEMENT CHEMISTRY, AP LEVEL #321**

**5 CREDITS**

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

#### **GRADES 10 – 12**

#### **ENERGY IN TODAY'S WORLD, COLLEGE PREP #342**

**2.5 CREDITS**

Students will study various types, sources and uses of energy. The emphasis will be on today's energy problems and the possible solutions. Topics will include: types of energy, history of energy use, coal, petroleum, natural gas, nuclear fusion, solar, wind, geothermal, and energy conservation.

#### **GRADES 10-12**

#### **ENVIRONMENTAL SCIENCE COLLEGE PREP #344**

**2.5 CREDITS**

*Environmental Science (Addison Wesley)*

*Oceanography (Prentice Hall)*

This course involves an in-depth approach to sociological, economic, technological and scientific aspects of ecology, as well as focusing on the physical and biological aspects of oceanography. Topics will include; the physical, chemical and geological ocean, life zones, tidal zonation patterns, interaction of organisms, marine invertebrates, vertebrates and plants. Structural and behavioral adaptations of organisms will be stressed. This course is both hands-on and student centered. Projects and presentations are a required part of this course. It is designed for the student who has successfully completed a year of biology and is, therefore, somewhat acquainted with basic terminology.

#### **GRADES 10-12**

#### **OCEANOGRAPHY COLLEGE PREP #345**

**2.5 CREDITS**

**Prentice Hall**

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

#### **GRADES 10-12**

**EXPLORING SCIENCE THROUGH LITERATURE #347****2.5 CREDITS****Teacher Resources**

In this half year course, we will attempt to merge the scientific world with the liturgical realm. We will study some of the greatest works in science fiction, ranging from those written over a century ago to some composed only a few years past. In addition to reading these works for their literary worth, the science dealt with will be analyzed and critiqued from a proper scientific standpoint, so that we can separate the “science” from the “fiction”. Books such as “Dune”, “20,000 Leagues Under the Sea”, and “Ringworld” will be studied, and science fiction films including “Blade Runner” and “Star Wars” will also play their part in the class.

**GRADES 11, 12****EXPLORING SCIENCE & TECHNOLOGY, COLLEGE PREP #348****2.5 CREDITS*****Teacher generated references***

This course is designed to help students understand scientific technology innovation. The impact of technology on the quality of life and the social changes resulting from scientific technology will be involved. Topics range from engineering to biotechnology. This course is both hands-on and student centered. Project work is a required part of this course.

**GRADES 11, 12****AVIATION SCIENCE, COLLEGE PREP #306****2.5 CREDITS**

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

**GRADES 11, 12****DIRECTED RESEARCH PROJECT, HONORS #352****2.5 CREDITS**

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

## GRADES 11, 12

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE, AP LEVEL # 304 2.5 CREDITS**

Environmental Science is among the broadest of science fields: drawing from biology, geology, chemistry, physics, ecology, and many others – it is truly an interdisciplinary subject! Students will study topics including ecosystems and population ecology, earth systems, land and water use, energy and fuels, pollution, and global change. In addition, the course includes the study of environmental policy (both in America and internationally), economics as they relate to environmentalism, and investigates the interplay between environmentalism and politics. This course is designed to be the equivalent of a one-semester college level course in Environmental Science, and the student can expect the workload to be both rigorous and challenging. All students of this course will work in conjunction with the West Bridgewater Conservation Commission and Bridgewater State University in projects involving outdoor field work and trail and Greenway maintenance. AP Environmental Science is designed as a half year course that runs during semester two, in order to time the completion with the AP test in May. It is required that a student takes and successfully completes, **CP Environmental Science** (also a half year course) either during semester 1, or in a previous year. Students should also have taken and successfully completed **Chemistry**.

## **SOCIAL STUDIES DEPARTMENT**

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

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

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

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

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

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

**ALL STUDENTS ARE REQUIRED TO PASS 4 YEARS OF SOCIAL STUDIES IN ORDER TO GRADUATE. GRADE 9 STUDENTS ARE REQUIRED TO TAKE WORLD HISTORY; GRADE 10 STUDENTS MUST ELECT EITHER COLLEGE PREPARATORY OR HONORS U.S. HISTORY I; GRADE 11 STUDENTS MUST TAKE COLLEGE PREPARATORY OR HONORS U.S. HISTORY II. APPROPRIATE COURSE SELECTIONS AND COURSE LEVELS SHOULD BE DISCUSSED WITH YOUR CHILD'S GUIDANCE COUNSELOR.**

## GRADE 9 REQUIREMENTS

### WORLD HISTORY, HONORS #401

5 CREDITS

#### *World History Patterns of Interaction (McDougall, Littell)*

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

### WORLD HISTORY, COLLEGE PREP #402

5 CREDITS

#### *World History Patterns of Interaction (McDougall, Littell)*

A history which includes topical study of: the Enlightenment, the French Revolution and the Napoleonic era, Nationalism, the rise of Industrialization and its impacts on society, the emergence of the modern nation state, political ideas, Imperialism, the World Wars, the Cold War, and current trends towards globalization. It is recommended for college preparatory students in their freshman year.

## GRADE 10 REQUIREMENTS

### US HISTORY I, HONORS #434

5 CREDITS

#### *The Americans (McDougall, Littell)*

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

### US HISTORY I, COLLEGE PREP #435

5 CREDITS

#### *The Americans (McDougall, Littell)*

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

## GRADE 11 REQUIREMENTS

### ADVANCED PLACEMENT UNITED STATES HISTORY

5 CREDITS

#### AP LEVEL #430

#### *The American Pageant (Houghton Mifflin and supplemental readings)*

An in depth study of the background and development of the United States from the colonial period to the present will be undertaken. Analysis through student research, critical readings, discussions, and writing of the social, political, diplomatic, and economic aspects of American History is the emphasis with specific focus on changes over time. Students will study the Constitution and examine its application by successive Presidents, Congresses, and Courts. Many supplemental readings and primary source documents will be examined to identify and to evaluate varying viewpoints. **Students will be required to see the teacher for summer reading list before leaving school in June. Prerequisite: Teacher approval.**

### UNITED STATES HISTORY II, HONORS #429

5 CREDITS

#### *American Nation (Holt, Rinehart, Winston)*

#### *American Voices (Scott Foresman)*

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

### UNITED STATES HISTORY II, COLLEGE PREP #431

5 CREDITS

#### *American Nation (Holt, Rinehart, Winston)*

*American*

#### *Voices (Scott Foresman)*

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

## GRADE 12 REQUIREMENTS

### CONTEMPORARY AMERICAN ISSUES, COLLEGE PREP #441

5 CREDITS

*Time (Time), U.S. News and World Report*

Students will analyze political issues in contemporary American society and appraise the current condition of democracy and human and civil rights in selected nations including the United States. Contemporary topics and issues drawn from newspapers, magazines, videos and television provide students with the opportunity to practice the skills needed to make reasoned decisions about matter of public concern. Through class discussions, debates and case studies of controversial issues, students will understand the relationship between rights and responsibilities, create an atmosphere of mutual respect and examine what it means to be a citizen in a democratic society. **A successfully completed community based service activity is a required component of the Contemporary American Issues course and a graduation requirement.**

## GRADE 12

### ADVANCED PLACEMENT EUROPEAN HISTORY

5 CREDITS

AP LEVEL#400

*History of Western Civilization (McKay and supplemental readings)*

The study of European history since 1450 introduces student to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing the basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principle themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) ability to express historical understanding in writing. **Students will be required to see the teacher for a summer reading list before leaving school in June. Prerequisite: Teacher recommendation.**

## SOCIAL STUDIES ELECTIVES

GRADES 11, 12

### AMERICAN LEGAL # 446

2.5 CREDITS

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

### ECONOMICS, ENTREPRENEURSHIP, AND FINANCE#447 2.5 CREDITS

Students will be introduced to the world of personal economics and their interactions within the American Economic system. The emphasis of this course is to provide students with opportunities to explore their personal financial ambitions/choices within the context of economic options. Core topics will include banking services, loans, investing strategies, an understanding of basic capitalist principles, career planning & the interview process, the role of

government & taxes, personal budgets, the components of a business plan, and consumer decisions. Students will learn experientially by developing budgets, applying for car & home loans, investing in the stock market, participating in local tours, interacting with guest speakers, researching & developing their own businesses, conducting mock job interviews, and making consumer decisions based on research. Further, the curriculum will include students practicing planning skills, education to career choices, and the interview process.

**PSYCHOLOGY TODAY #448**

**2.5 CREDITS**

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

**SOCIOLOGY #449**

**2.5 CREDITS**

*Understanding Society (Prentice Hall and other reading supplemental materials)*

This course will focus on human behavior in terms of how people act, react, and interact. Students will investigate and analyze major social institutions, social problems, social conflicts, and stages in the life cycle. The course surveys major areas of social forces within societies. Topics will include socialization, gender roles, status, dating, life span development, values, norms, prejudice, poverty, homelessness with a focus on developing a sociological imagination. Related topics may include social perception, interpersonal relations, conformity, and altruism. This student centered curriculum will include narratives, case studies, hands on projects, and guest speakers as students learn to apply sociological concepts to everyday activities.

**20<sup>TH</sup> CENTURY IN FILM #450**

**2.5 CREDITS**

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

**AMERICAN GOVERNMENT AND CIVICS IN ACTION #405**

**2.5 CREDITS**

This course explores the purpose, workings, and concepts associated with our Federal Republic. The emphasis is to provide each student with opportunities to explore the realm of personal liberties, empowering them to make responsible decisions for themselves and their communities using the process and framework for change within the *Constitution*. The idea of civic virtue will be compared to competing interests and viewpoints on prevalent social issues in the arenas for

change: congress, state legislatures, local governments, town meetings, political grass roots, political actions committees, etc. Further, students will immerse into the political process by participating in mock elections, campaigning, engaging in mock legislative committee sessions, bill writing, debating social legislation and so forth. Additionally, Massachusetts state and local government will provide the backdrop for our nations' most powerful civic gift, the direct democracy model involving local initiatives, grass roots movements, and public services to meet the needs and challenges of the people in the 21<sup>st</sup> century.

### **WOMEN'S STUDIES #451**

**2.5 CREDITS**

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

## **SPECIAL EDUCATION**

**GRADES 9 - 12**

**\*SUPPORTIVE SERVICES/STUDY LAB, COLLEGE PREP**

**5 CREDITS**

***COURSE NUMBERS WILL BE ASSIGNED BY GUIDANCE***

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

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

## **TECHNOLOGY DEPARTMENT**

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

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

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

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

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

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

### **GRADES 9 – 12**

#### **SOFTWARE APPLICATIONS, COLLEGE PREP #802**

**2.5 CREDITS**

##### ***Software (Microsoft Office)***

This course is intended to continue to develop a student's computer literacy by reinforcing the skills necessary to efficiently operate computers. Students will be expected to attain proficiency level of competence using the popular Microsoft applications: Word, Excel, PowerPoint, Access, Works, Publisher, and other appropriate software packages. Students will also utilize new technologies available on the web including Blogs, Podcasts, and RSS Feeds. Students will also gain an understanding of the hardware components inside a PC Computer.

### **GRADES 11 – 12**

#### **ELECTRONIC ACCOUNTING I, COLLEGE PREP #822**

**2.5 CREDITS**

##### ***Glenco Accounting, 3<sup>rd</sup> edition***

Students learn to use the basic accounting principles that apply to business in the private enterprise system of the United States. Students cover the basic accounting cycle and related transaction analysis to complete these operations. A simple sole-proprietorship service business is the basis of these transactions. Computer integration includes an electronic accounting program, a multimedia CD workbook and Excel worksheets.

### **GRADES 11, 12**

#### **ELECTRONIC ACCOUNTING II, COLLEGE PREP #823**

**2.5 CREDITS**

Accounting principles are extended to Retailing and Manufacturing businesses. Students also learn about special journals, banking and billing procedures. Banking includes maintaining a checking account, bank reconciliation and the related journal transactions. New transactions related to sales taxes are introduced. Students develop proficiency in the use of the computer to maintain account records. **Prerequisite: Electronic Accounting I.**

### **GRADES 10 - 12**

#### **DESKTOP PUBLISHING, COLLEGE PREP #818**

**2.5 CREDITS**

Design leaflets! Set up the layout of a newspaper! Make note cards! Let your creativity show! Make a fancy letterhead! Create a travel brochure! This is the same software Josten's uses for the yearbook – be able to contribute to your special book! In this course students use ADOBE PAGEMAKER, ILLUSTRATOR, and various Photo Editing Programs This course is for students that are creative and want to incorporate the latest technology with their talents. Students begin learning fundamental techniques such as working with the toolbox, palettes, paste board and default window of PageMaker. They will create letterheads, cards and brochures. They will learn how to use master pages to set up publications such as newspapers and

magazines. **Prerequisite:** Software Applications or consent of Technology Department Coordinator .

### **GRADES 10 – 12**

#### **NETWORK MANGEMENT & WEBSITE DEVELOPMENT, COLLEGE PREP #824**

*Teacher generated references*

**2.5 CREDITS**

This is an introductory course for students who are interested in exploring the vast resources available on the Internet. Students will be expected to complete complex research assignments as well as gain expertise relative to Internet search tools and network operations relative to Local Area Networks (LANS) and Wide Area Networks (WANS). Students will use HTML editors (Adobe GoLive, Netscape Composer, and others) to develop Internet pages in class for projects, as well as pages for the Intranet (local school network) web sites. Assignments will be used to enhance projects from regular classroom work whenever possible.

### **GRADE 10-12**

#### **COMPUTER AIDED DESIGN #825**

**2.5 CREDITS**

This course will introduce students to computer-aided design software. PTC ProDesktop and In Design programs will be explored and used. Students will be designing 3-demensional objects, assembly manuals, buildings, vehicles, and others using this software. Students taking this course should be proficient in basic computer skills (file management skills, typing, and Internet usage skills).

### **GRADES 9-11**

#### **TELEVISION PRODUCTION, COLLEGE PREP #889**

**2.5 CREDITS**

This beginning course will introduce students to the creativity and technology behind the production of television for broadcast. Through lectures and various skill-building exercises, students will learn techniques in videography, scriptwriting, digital editing, on-air performance, directing, audio and lighting. This is a hands-on, project-based learning course with activities centered on performance and participation. Technical proficiency in each content area is strongly emphasized. Topics such as advertising, marketing and the history of television will also be included. Students will be required to develop, produce and present their work to the school and community via WBTV-9. Out-of-class time project work is required for successful completion of this course.

### **GRADES 10-12**

#### **Television Production II - Broadcast Journalism COLLEGE PREP #888 2.5 CREDITS**

This course offers students an opportunity to work together as a news team and produce segments for WBTV News which is broadcast within the school and over the airways of WBTV-9. Students will receive news assignments that will require investigative research, scriptwriting, organization, and interviewing skills. Assignments will include newsworthy events throughout the WB school system and the town of WB as well as current National and International events. Students will be expected to engage in using advanced video production techniques. Students will also be required to videotape and edit a local program for WBTV-9. Like TV Production I, this is a hands-on, project-based learning course with activities centered

on performance and participation. Out-of-class time project work is required for successful completion of this course. Course may be repeated once for credit. **Prerequisite: Television Production I**

## WORLD LANGUAGE DEPARTMENT

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

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

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

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

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

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

**STUDENTS MUST SUCCESSFULLY COMPLETE AND HAVE TEACHER RECOMMENDATION OR TO ADVANCE TO THE NEXT LEVEL OF A FRENCH CLASS.**

**Grade 8 students will proceed to year 2 of the foreign language started in grade 8 based upon their final year average, the teacher recommendation, and the percentage achieved on the final proficiency test. (75 or above).**

### GRADES 9 – 12

**FRENCH I, COLLEGE PREP #601  
CREDITS**

**5**

*Allez-Viens 1 (Holt, Rinehart, Winston)*

This course covers elementary French vocabulary and basic grammatical concepts. Students will engage in listening, speaking, reading and writing activities in the French language. Cultural aspects of French speaking countries will be explored. Grading is based on tests and quizzes, oral projects, homework and class participation.

**FRENCH II, HONORS \* #604**

**5 CREDITS**

*Allez-Viens 2 (Holt, Rinehart, Winston)*

This course is for students who have **successfully** completed French 1. The course begins with a quick review of major French 1 concepts and vocabulary. Additional grammar and vocabulary is presented throughout the year. Students work on improving fluency in speaking, listening, reading and writing through oral presentations, group skits and role-playing, videos, computer software, and selected readings. This Honors level class is ideal for the student who has a solid foundation in French 1.

**FRENCH II, COLLEGE PREP \* #605**

**5 CREDITS**

***Allez-Viens 2 (Holt, Rinehart, Winston)***

This course is for the students who have **successfully** completed French 1 but would like to continue at a slower pace. It includes all of the description explained above for the Honors level however, the depth of the material, the speed of the pace, and the assessments are adjusted to the level of the class.

**FRENCH III, HONORS \* #606**

**5 CREDITS**

***Allez Viens 3 (Holt, Rinehart, Winston)***

This course is for any student who has completed and passed French I and II. This course pursues the study of the language to a deeper degree. We study more sophisticated grammar and vocabulary. Students are expected to read longer passages, do more writing, and of course, to speak in French as much as possible. We do projects, which may include original skits, talk shows, cooking, etc. We listen to tapes and see French movies. This course is important for the college bound student or anyone else who wants to continue their study of French.

**FRENCH III, COLLEGE PREP\* #607**

**5 CREDITS**

***Allez, Viens 3 (Holt, Rinehart, Winston)***

This course includes the same content as French III, Honors. Student assessment and the pace of the class are geared appropriately for this level. This class is designed for the student wishing to move more slowly in the French language.

\* Student's level in French 2 does not necessarily determine level in French 3. Students may change levels upon the recommendation of the teacher.

**FRENCH IV, HONORS #608**

**5 CREDITS**

***Allez, Viens 3 (Holt, Rinehart, Winston) Le Petit Prince, teacher generated resources and selected readings***

French IV Honors is an advanced course designed to increase oral and written proficiency through the use of traditional and modern literature, music, film, and cultural selections.

**Students are required and challenged to speak only in French at this level;** they will finish learning the 7 core tenses and move away from a sole textbook to study more advanced grammatical structures. Students will study unabridged literary works by Antoine de St. Exupery, Victor Hugo, and others. Students are required and challenged to speak only in French at this level. Students engage in role-playing, class discussions, creative writing, listening activities, presentations, and essay writing in the target language. A variety of research projects are included to enhance the study of francophone history, economy and culture.

**FRENCH V HONORS # 634**

**5 CREDITS**

***Trésors du Temps (Glencoe/McGraw-Hill), novels, teacher generated resources and selected readings***

French V Honors is an advanced course designed to elaborate and continue a student's progress with their oral and written proficiency in the target language, as well as to prepare the student for intensive French study in college. Students will study a variety of short stories, traditional and modern literature, cultural studies, poetry, art, and music in French. Students will have an introduction to French history and the French government as well as a more intensive look at the history and purpose of the European Union. As in French 4, students will engage in discussions, produce essays, research, and creative writing, and give presentations in the target language. Students of French V will enhance their speech and written word by using more complex grammatical structures. **Students are required and challenged to speak only in French at this level.**

**SPEAKING FRENCH #643**

**2.5 CREDITS**

***Teacher generated resources***

This course is for students who would like to improve their speaking ability in French. Students must have successfully completed **3** years of French and have a strong background in the vocabulary, grammar and fundamentals of the language. Students will be expected to speak in French individually during class discussion, to participate in role-plays, debates and skits, and to give presentations. Obviously, class participation is mandatory!

**STUDENTS MUST SUCCESSFULLY COMPLETE AND HAVE TEACHER RECOMMENDATION OR TO ADVANCE TO THE NEXT LEVEL OF A SPANISH CLASS.**

**SPANISH 1, COLLEGE PREP #611**

**5 CREDITS**

***BuenViaje! Level 1 (Glencoe/McGraw-Hill)***

This course covers elementary Spanish vocabulary and basic grammatical concepts. Students will engage in listening, speaking, reading and writing activities in the Spanish language. Cultural aspects of Spanish speaking countries will be explored. Grading is based on tests and quizzes, oral projects, homework and class participation.

**SPANISH II, HONORS \* #620**

**5 CREDITS**

***BuenViaje! Level 2 (Glencoe/McGraw-Hill)***

This course is for students who have **successfully** completed Spanish 1. The course begins with a quick review of major Spanish 1 concepts and vocabulary. Additional grammar and vocabulary is presented throughout the year. Students work on improving fluency in speaking, listening, reading and writing through oral presentations, group skits and role-playing, videos, computer software, and selected readings. This Honors level class is ideal for the student who has a solid foundation in Spanish 1.

**SPANISH II, COLLEGE PREP \* #621****5 CREDITS**

This course is for the students who have **successfully** completed Spanish 1 but would like to continue at a slower pace. It includes all of the description explained above for the Honors level however, the depth of the material, the speed of the pace, and the assessments are adjusted to the level of the class.

**SPANISH III, HONORS \* #630****5 CREDITS*****En Español (McDougal, Littell)***

This course is for students who have **successfully** completed Spanish II. It is a continuation of communication skills through grammar, vocabulary building exercises and discussions of topics of daily life. Dialogs will be practiced in small groups and acted out in class as skits. Honors students will be required to read additional Spanish written material, chosen by the teacher. These students will be responsible for oral and or written reports critiquing the material. Students will be graded on homework, oral and written reports, teacher-made quizzes and tests, and tests prepared by the authors of the textbooks.

**SPANISH III, COLLEGE PREP \* #631****5 CREDITS*****En Español (McDougal, Littell)***

This course is for students who have **successfully** completed Spanish II. It is a continuation of communication skills through grammar, vocabulary building exercises, and discussions of topics of daily life. Dialogs will be practiced in small groups and acted out in class as skits. Students will be graded on homework, oral and written reports, teacher-made quizzes and tests, and tests prepared by the authors of the textbooks.

\* Student's level in Spanish 2 does not necessarily determine level in Spanish 3. Students may change levels upon the recommendation of the teacher.

**SPANISH IV, HONORS #640****5 CREDITS*****Teacher generated resources, novels, and readers***

This course may be selected by any student who has successfully completed Spanish III. Emphasis will be placed on different selections of literature, short stories, and poems, writing skills, listening comprehension, oral proficiency, and command of grammar topics. Debates and dialogues will be conducted after researching current events and topics in authentic media.

**SPANISH V HONORS #642****5 CREDITS*****Teacher generated resources, novels, readers***

This course is for students who have successfully completed Spanish 1-4. Students taking this course will be expected to develop their ability to read, write, understand, and speak Spanish at a high level. Topics will include current events and topics researched through authentic media, classic short stories, poems and videos. Grammar skills will naturally be honed.

**ADVANCED PLACEMENT SPANISH # 633**

**5 CREDITS**

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

**SPEAKING SPANISH #646**

**2.5 CREDITS**

*Teacher generated resources*

This course is for students who would like to improve their speaking ability in Spanish. Students must have successfully completed 3 years of Spanish and have a strong background in the vocabulary, grammar and fundamentals of the language. Students will be expected to speak in Spanish individually during class discussion, to participate in role-plays, debates and skits, and to give presentations. Obviously, class participation is mandatory!

**CULTURAL EXPLORATIONS IN SPANISH #648**

**2.5 CREDITS**

*Teacher generated resources*

This course is for students who have successfully completed two years of Spanish and would like to explore the rich cultures of Spanish and Hispanic societies. Through movies, videos, newspapers, magazines, music, television programs and short stories, students will explore perspectives and practices of the Spanish-speaking world. Connections will be made to History, Social Studies and the Arts. This is a serious course in which students will naturally increase their fluency in Spanish. Most of the class will be taught in Spanish, resources will mainly be in Spanish and most student work will be expected to be completed in Spanish.

**NOTES:**

- All students must successfully complete at least two years of the same world language in grades 9 – 12.
- It is recommended that a student enroll in the same foreign language in consecutive years.

- Students should consult the guidance department and college catalogs about foreign language entrance requirements. These requirements often vary from college to college and sometimes they vary from program to program in one college.