

Program of Studies Introduction

2022-2023

Introduction

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

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

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School Counseling Department

The school counseling department at Westford Academy works to help students develop an educational program that matches their self-characteristics, to gain competencies needed to plan for post-high school decisions, and to develop effective human relationship skills that enhance participation in their roles as student, worker, family member and community member.

Counselors are available throughout the school day. Emergency situations or urgent concerns will receive immediate attention. Students are encouraged to seek assistance when needed. Parents are encouraged to contact counselors when needed to support their child's growth. Counselors provide group information sessions throughout the year for students and parents.

The SCOIR program is available to assist students in increasing their own awareness of college and career decision skills. Interest inventories, career information and college search information are all developed and stored in each student's electronic portfolio in SCOIR throughout their four years at Westford Academy.

The administrative assistants, staff and administration are resources for students with questions and concerns. They respond carefully and willingly to student inquiries and needs. Throughout the curriculum, opportunities for the development of academic, college and career readiness, and personal/social competencies are provided.

The School Counseling department will arrange student conferences upon request. Please call (978) 692-5570 ext. 2. You can also visit our [website](#) for more information.

Staff Contacts

Name	Title	Phone
Leah Birnkrant	School Counselor	Ext. 7409
Brian Doherty	School Counselor	Ext. 7412
Karen Halloran	School Counselor	Ext. 7414
Heidi Hider	School Counselor	Ext. 7410
Samantha DeMagistris	School Counselor	Ext. 7422
Patti Loneragan	Social Worker	Ext. 7495
Susan Lynch	School Counselor	Ext. 7420
Tracy McLaughlin	School Counselor	Ext. 7439
Micaela McQuaide	Social Worker	Ext. 7496
Lauren Clark	9 - 12 Coordinator, School Counseling Svcs.	Ext. 7419
Lynda Vernalia	Administrative Assistant / WA registrar	Ext. 7407

Westford Academy Mission Statement

Westford Academy, in collaboration with home and community, provides a safe environment where high expectations advance academic excellence. We are committed to promoting integrity and critical thinking, while fostering tolerance and life-long learning in an ever-changing global society.

Expectations for Student Learning

Students at Westford Academy will:

Academic Expectations:

1. Access information.
2. Read effectively for a variety of purposes.
3. Think critically and analytically.
4. Communicate effectively:
 1. Write
 2. Speak
 3. Listen
 4. Perform/Create

Social Expectations:

1. Exhibit respect, honesty, and integrity in all aspects of school life, including curricular, co-curricular, and social activities.
2. Take responsibility for personal actions and behaviors related to physical, mental and emotional development.

Civic Expectations:

Participate actively in a variety of school and community programs, preparing them to exercise their civic rights, duties, and responsibilities within our global society.

Vision Statements

The Vision Statements provided below describe the desired state of the Westford Public Schools in the next 5 to 8 years. The Visions are an expression of possibility, yet based enough in reality to be plausible. The purpose is to inspire those involved and interested individuals to help the Vision become a reality. The Visions provide the basis from which the district determines priorities and establishes targets for performance.

1. Curriculum, Instruction, and Assessment

As a vibrant community of learners, the Westford Public Schools are excited by new ideas, and motivated to explore, question, think, and create, both individually and collaboratively. For each student, effort is recognized, unique skills and talents are fostered, and excellence is a common goal.

A rigorous core curriculum provides the educational foundation from which students pursue additional interests to extend and enrich their unique aptitudes. The curriculum is integrated and interdisciplinary to ensure that students develop practical and critical thinking skills for navigating globally in the 21st century. A comprehensive curriculum review cycle ensures that the curriculum is evaluated and renewed, and supports the district's vision and goals.

Instruction occurs in flexible and collaborative environments, for both teachers and students, where academic and experiential opportunities are plentiful, both within and beyond the classroom. Research-based instructional approaches and best practices are shared, implemented, and evaluated as an approach to continuous improvement.

Developmentally appropriate approaches to assessment are used to better understand and evaluate teaching effectiveness, curriculum, professional development, and to ensure the progress of each student over his/her entire school career. The district uses projects, portfolios, presentations, and other interactive approaches, as fuller measures of potential and progress, to complement and augment test scores.

2. Personnel and Professional Development

The Westford Public Schools recruit and retain professional, creative, and dynamic faculty and staff, in a collegial environment, dedicated to the success of each student.

Westford faculty and staff embrace continuous growth and challenges; they regard each other as resources, participate in mentoring and peer evaluation, and share best practices on a regular basis. They are supported by innovative and continual opportunities for professional and personal development; these include collaborations with educational and business partners for academic and experiential learning. These professional development experiences enhance staff contributions as leaders in the local community and the world beyond.

3. Communications and Community Relations

The Westford Public Schools reach out to all of Westford to ensure that the schools are an open, inviting resource for the entire community. The district uses various forms of media to generate an optimum level of communication with all members of the community.

The Westford Public Schools value their cooperative working relationships with municipal officials and committees, and appreciate the support and benefits they receive from various school support groups and the community at-large.

The schools also initiate and participate in sustained partnerships with various groups including alumni, businesses, community organizations, educational institutions, government, and media, as well as individuals.

4. Student Services

The Westford Public Schools understand that the growth and development of the "whole child" is enhanced when the emotional well-being and safety of each individual student is a focus. Support within and outside of the classroom is offered through an integrated and seamless array of services including health services, peer tutoring, peer mediation, special education classes, alternative programming, guidance and mental health counseling, and co-curricular and enrichment activities. Faculty expertise is shared district-wide to further ensure success across grades and schools. Each student is supported by a strong connection with at least one adult within the schools.

As a district, special attention is paid to promoting stress reduction. The physical and mental health, of both students and staff, is balanced with their intellectual and personal growth, and meeting educational standards. Programmatic and scheduling decisions are made to ensure that students and staff have opportunities for relaxation and reflection, outdoor activities, healthy eating, and physical exercise.

The Westford Public Schools partner with parents to facilitate grade level transitions. All student services are regularly evaluated and continually improved. A decrease in absenteeism, an increase in student achievement, and productive community connections for all students are some indicators of the success of these essential services.

5. School Management and Leadership

The Westford Public School District is a forward-thinking learning community, exercising leadership in meeting the needs and challenges of education in the 21st century.

The schools work closely with local government and Westford residents to ensure consistent and sustained municipal funding for the schools, as well as with the larger community for creative use of private, non-profit, and foundation resources. In addition, the schools and their supporters participate in an active advocacy coalition in efforts to influence the state and federal government to fund legislative mandates, loosen restrictions, control costs, and enact other initiatives that support the success of the Westford School System.

The schools work diligently to ensure facilities are up-to-date, well-maintained, and capable of supporting the district's vision and goals. Services and resources are equitable from school to school, and shared as necessary. The Westford Schools collaborate with other area schools, including vocational-technical schools, on innovative ways to regionalize service delivery when appropriate.

The Westford Public Schools are continually evaluating the possibility of reconfiguring the grade structure of the district to ensure that educational and building capacity needs are being met. The structure of the school day and annual calendar are also regularly evaluated to ensure they support the district's needs. The Westford Schools are committed to a flexible and responsive structure.

Westford Public Schools Core Values

Our Core Values are the behaviors, attitudes, beliefs and commitments that we must exhibit to fulfill our school system's vision. These values should be understood and shared by every member of our school system; our values are what we stand for. These Core Values will guide our action, focus our energies and act as an anchor point for all our plans.

In working to realize our vision over the next five years, the Westford Public Schools will embody its Core Values by:

1. Pursuing Excellence in a Learning Community

- Continually improving
- Reaching for excellence and meeting high standards
- Working together to support all students
- Promoting collaborative initiatives, relationships, and interactions between students, staff, parents, and community
- Expecting respect, integrity, ethical behavior, and good decision-making
- Connecting and integrating curriculum
- Providing appropriate facilities and technology for teaching, learning, and working

2. Promoting Individual Growth and Development

- Being guided by the wisdom of what is best for children
- Employing differentiated instruction techniques in a developmentally appropriate manner
- Nurturing students' self-confidence, intellectual growth and social interactions
- Setting high expectations/standards for students, staff, and parents
- Recognizing and rewarding student achievements in co-curricular activities
- Producing well-rounded individuals
- Recognizing that the schools support the growth and development of teachers, staff, and parents
- Providing leadership opportunities

3. Ensuring Safety and Well-Being

- Being committed to physical safety and health
- Recognizing the importance of psychological and emotional health and well-being
- Ensuring safe and healthy facilities

- Creating an environment of trust, support, respect
- Providing a secure and comfortable learning environment

4. Supporting Creativity and Innovation

- Encouraging teachers, staff, and students to innovate and take risks, without fear of judgment
- Allowing more student choices
- Motivating students to be engaged beyond scores and other traditional assessments
- Encouraging self-motivation, life-long learning, and curiosity
- Continually improving, growing, and changing

5. Fostering Connections with Local and Global Communities

- Recognizing that the community is all-encompassing: from the local community of Westford to the global community of the entire world
- Respecting diversity and caring for each other
- Valuing community service (local to world) as a way of giving back and doing good
- Seeing ourselves as global citizens, with the ability to contribute to change
- Sharing resources within Westford and in the larger world

Grading

Course Prerequisites & Elective Program

In a sequence of subjects, a student normally must pass the preceding offering before electing to move to a higher level. A student is discouraged from selecting subjects that are below the achievement level he/she has attained in related courses. Our course selection process requires that teachers, counselors and students approve online course recommendations. Teachers or Department Coordinators may recommend that a selection to a higher level may not be advisable.

Progress Reports

In order to keep parents and students up to date regarding academics, progress reports will be provided to all students and parents at the midpoint of each term via the PowerSchool portals.

Achievement and Records

Achievement grades are given to students at the end of each quarter. These grades reflect the overall evaluation of class contribution based on participation in class, tests and related assignments. Achievement is measured numerically with a minimum passing grade of 65. Other grades contained on achievement records and progress reports may be reported in the following manner:

Grading Key

Grading Key

A = Excellent	INC = Incomplete
B = Good	WD = Withdrawn
C = Fair	WF = Withdrawn Failing
D = Poor	M = Medically Excused
P = Pass	AUD = Audit
F = Failing	

Honor Roll

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

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

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

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

Grading Guidelines

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

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

- **Individual Achievement:** Objective tests, quizzes, homework
- **Self Expression:** Individualized research projects, journals, book reports, essays
- **Large Group / Small Group:** Class participation, group interaction, projects, labs

Course Changes

Students are encouraged to work closely with their school counselor during the course selection process. After the start of each school year, changes to a student's program may not be possible for a variety of reasons: class size, single class offerings, conflicts, or disapproval by parent(s)/guardian(s), counselor, or teacher.

Full Year Course:

1. Within two weeks after 1st Progress Report students can withdraw from a course if:*

- Another course is selected and scheduled.
- The student is still carrying 32.5 credits.
- Parent/teacher permission is secured.

**Course will not be identified on transcript*

2. From 2 weeks after 1st progress report to mid-year, a student can withdraw from a course if:**

- Another course is selected and scheduled
- The student is still carrying 32.5 credits
- Parent/teacher permission is secured

***A grade will be noted on the 1st term and/or 2nd term report card (depending on date of withdrawal). A withdrawn (WD) will be noted on the final transcript.*

Semester Courses

- Before 1st progress report = No notation
- Within two weeks after 1st progress report = WD
- After 2nd week from 1st progress report = WF

After Mid-Year, students should no longer request to drop a course. In such cases a (WF) withdrawn failing notation will be noted on the final transcript and will be calculated in the student's cumulative average.

Course Classifications for Weighted Grade Point Average

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

Courses taken outside of Westford Academy are recognized as enrichment only.

Courses identified for developing a student's weighted grade point (GPA) average carry an AP, Honors or CP designation in their title.

Advanced Placement

A 5-credit course that includes an Advanced Placement test. This is a college level course that may lead to advanced placement in college. Students will study and research from the accepted Advanced Placement curriculum and are expected to take the Advanced Placement exam in May. Criteria for acceptance into class:

- Teacher / Departmental recommendation.
- High Honors Achievement required in previous college prep courses in the same discipline or
- 85% average or above in an Honors or Advanced Placement offering in the same discipline.
- Demonstrates ability to read and critically analyze written material.
- Department guidelines may vary.

Honors

An intensive course that demands independent learning as well as critical, creative and analytical thinking.

- Criteria: **(See criteria above)**

College Prep Course Level

A course of study that requires the interrelationships of concepts and abstract thinking. College Prep courses prepare students for post-secondary education.

Grade Point Average

GPA is determined for all students using a weighted scale. This scale is listed below.

Grade Point Average (GPA) Scale

Grade Point Average (GPA) Scale

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

Planning Your High School Program

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

- What strengths and weaknesses do I have as indicated by standardized tests of aptitude, achievement and interest?
- What strengths and weaknesses do my school marks show to date?
- What are my chief interests in and out of school?
- What general area of work do I hope to engage in when I complete my education?
- Will this require further education beyond high school?
- If it is required, what type of school must be investigated?
- What admission requirements must be met?

Be sure to discuss these concerns and other questions that you may have with your school counselor.

Graduation Requirements

Graduation from Westford Academy implies that students have satisfactorily completed the prescribed courses of study for the general instructional levels and have satisfactorily passed any examinations, MCAS, and other requirements set by the faculty and/or the school committee.

Any occasion of serious breach of discipline by a senior during the last quarter of his/her senior year may result in non-participation in the graduation ceremonies.

Each spring, the staff will arrange for appropriate awards and recognition programs and graduation exercises.

The Principal has the authority to waive or delay the completion of graduation course requirements when scheduling difficulties arise. Additionally, the Principal has the authority to grant a student request to modify his or her curriculum. Regardless of any action approved by the Principal, students must satisfy the credit requirements and student testing required by Massachusetts Department of Elementary and Secondary Education.

Requirements for Graduation:

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

4. Students are required to take 32.5 credits each year. Exceptions require administrator approval.

Passing the following subjects is required:

Subject Area	Credit	Comment
English Language Arts	20.0	
Mathematics	20.0	
Science	15.0	
History & Social Science	15.0	World History 10 credits, U.S. History 10 credits ¹
Foreign Language	10.0*	2 years of same language while in high school
Electives	20.0	
Physical Education ²	10.0	One semester per year
Health	2.5	
Computer Technology ³	2.5	
Fine Arts / Performing Arts [°]	2.5*	
	117.5	

¹One of the US or World History courses may be taken as early as 8th grade

²Four semesters of P.E. are required unless excused in writing by a physician.

³Acceptable courses may address computer hardware, computer programming, and/or use of prevalent industry software.

[°]May be met by any course from the Music, Art, or Theater departments

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

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

Credit for Foreign Study:

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

Credit for College Courses:

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

Westford Public Schools Policy References:

P6109 - Promotion and Retention of Students

Massachusetts Curriculum Frameworks

Admissions Standards for the Massachusetts State University System and the University of Massachusetts, August 2013

Policy Adopted: April 9, 2001

Westford Public Schools

Policy Revised: May 20, 2002

Policy Revised: March 28, 2016

College Visitations and Job Interviews

Visits to colleges and places of employment for interview purposes represent legitimate reasons for absence from school provided arrangements are made in cooperation with the student's counselor and written permission from a parent or guardian is received in the Administration Office prior to the appointment.

Over 150 representatives from colleges visit the school each fall. This is an excellent opportunity for seniors to gain additional insight and understanding of a college's academic offerings. These visits are reviewed on morning announcements and students receive advanced notification of visits via SCOIR. Alumni Panels, Admissions Panels, Essay Writing Resources, and Parent Workshops on college planning, college financing, and the changing standardized testing landscape are part of the regular support provided to students and parents at Westford Academy.

Junior and senior students are allowed up to three days per year to visit college campuses. In order for these absences to be excused, students should request a note from the college admissions office verifying their visit and give that note to their school counselor upon their return to Westford Academy.

School to Careers Program

Self-Assessment and Career Exploration

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

Career Exploration Breakfast Series

The goal of this event is to help students connect academic schoolwork to career readiness and awareness beyond Westford Academy. Each sophomore and junior will sit with two different community speakers in an informal, round table format. This active question and answer experience helps our students gain an understanding of careers and potential college majors. It may also lead to a junior job shadow site and/or a senior capstone internship site. All juniors and sophomores are expected to attend this event.

Field Trips

Students are provided with opportunities throughout the year to visit career programs at local schools and businesses.

Job Shadow

This is a one day visit to a workplace designed to give students the chance to observe someone at work in a specific career field. Students shadow an adult "role model" who is employed in a field of interest and can help the student with his/her educational and career decisions. Topics of discussion may include workplace norms and customs, and guidance in the career research and job search process. It is an important connecting activity that can lead to internship or work opportunities. All juniors participate in a May Job Shadow day.

Senior Capstone Experience

All seniors participate in the 4th quarter Senior Capstone Experience in one of the following ways:

- **Internships:** Unpaid work experience for students that is structured to help demonstrate practical applications for academic learning. These experiences help students focus on career and educational goals, motivate them in school, and may even lead to future employment.
- **Community Service:** Students volunteer their time in hospitals, nursing homes, or with other community agencies. Students must be connected with an organization to complete any community service that involves fundraising.

- **Research:** In-depth research on an approved topic of choice. With the support of a faculty advisor, the student plans and carries out an in-depth study of a particular topic, such as scientific research or developing a computer program. Research projects can take one of the two following forms:
 - **Research Paper:** Must be 15-20 pages in length (depending on number of AP courses). Paper must address a specific, focused essential question. The paper must cite a minimum of 10 sources; at least half must be print sources (ex: journal article or book). Paper must contain in-text citations as appropriate and follow MLA or APA format.
 - **Research Project:** Students engage in extensive research on a detailed topic that is then translated into a tangible final product. Past examples have included: a portable UV sanitizer, iPhone app development, and kinetic sculpture. Research projects may be completed individually or with one partner (maximum).

Special Programs

Academic Development Center (ADC)

The Academic Development Center at Westford Academy is designed to help students who want to improve their study skills and academic performance. A contract is written with the approval of the parents, student, guidance counselor and administration. Students can be recommended for the ADC by teachers, counselors, administrators, and parent/guardians or as a result of an Instructional Support Team meeting.

Students in grades 9-12 are eligible to utilize the ADC in place of an elective block. In addition, student tutors with strong academic skills may be scheduled to assist in tutoring students and would receive appropriate community service hours, to be coordinated between the ADC advisor and the guidance counselor.

Alternative Education Program

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

Dual Enrollment

Middlesex Community College and the University of Massachusetts Lowell, in conjunction with Westford Academy, offer college courses to students that simultaneously meet their graduation requirements at Westford Academy through the state-sponsored Dual Enrollment program. Students are able to earn college credit at a discounted price (subject to change). Informational sessions are provided twice each year for interested families. For further information, see your School Counselor.

Independent Study

Independent Study is available to students for credit in nearly all subject areas. In order to be approved for an Independent Study, a student must find a faculty member who is qualified and willing to supervise a project in the field of study chosen by the student. The teacher and student will create a contract specifying the goals, methods of attainment and the means of evaluation. The contract is submitted to the Curriculum Coordinator and Counselor for final approval. Students may participate in only one independent study during the school year.

Virtual High School

VHS is a non-profit collaborative of nearly 300 participating high schools offering full-semester on-line courses to high school students in 22 states and 8 countries. A successful VHS student possesses strong problem solving skills and has strong organizational and time management habits. Due to the nature of the course, you will need to manage your learning schedule, work independently in a course, and manage time appropriately.

Westford Academy offers 7 students per semester the opportunity to enroll in a VHS course for enrichment purposes in place of an in house elective. For more information, visit the VHS website. Please note: Full year courses, including AP courses, are not available due to limited resources.

Before applying, take the Pre-Student Survey to help you determine if VHS is a good choice for you. For further information, see your school counselor.

Summer School Courses

Westford Academy students may complete summer school courses in conjunction with the Chelmsford Community Education Program, Nashoba Valley Technical High School and Acton Boxborough Regional High School. Only courses failed during the school year at Westford Academy may be made up for credit recovery. Information on summer school programs can be obtained from the School Counseling department in late Spring.

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

Nashoba Valley Technical High School

The NVTHS serves the towns of Chelmsford, Groton, Littleton, Pepperell, Shirley, Townsend, and Westford.

The mission of Nashoba Valley Technical High School is to provide the highest quality academic and vocational-technical education possible to prepare our students for their future success in a technical world.

Nashoba Valley Technical High School is accredited by the New England Association of Schools and Colleges, Inc. and provides its students with on-the-job training, high-level vocational-technical skills, college prep, a technical certificate, and an opportunity for further education, and/or job placement.

The following programs are offered at Nashoba Valley Technical High School: Auto Collision Repair/Refinishing, Automotive Technology, Banking, Marketing and Retail, Carpentry and Cabinet Making, Cosmetology, Culinary Arts, Dental Assisting, Design and Visual Communications, Early Childhood Education, Electrical Technology, Engineering Academy, Health Assisting, Hotel Restaurant Management, Machine Tool Technology, Plumbing and Heating, Programming and Web Development, Television Media/Theater Arts.

Full Course Listing

Please visit [THIS LINK](#) to view our full course listing.

January 2022

Hello Students and Parent(s)/Guardian(s):

Welcome to the scheduling process for the 2022-2023 academic year. Westford Academy continues to streamline the scheduling process. We are excited to announce that we will be utilizing PowerSchool as our scheduling platform in place of iPass. Use of the teacher and student portals helps us in creating a student-centered schedule. It is our hope that PowerSchool will provide you with more information about your child's teacher recommendations and be a valuable tool for planning your child's high school academic experience.

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

The following documents will take you step-by-step through the scheduling process. This document includes information on:

- [Scheduling overview](#)
- [Scheduling timeline](#)
- [Reference sheet](#)
- [Scheduling worksheet](#)
- [Program of Study information](#)
- [Time management activity](#)
- [PowerSchool: A Student's Quick Start Guide for Course Requests](#)
- [Other Important Info: Presentations and FAQ](#)

If you have any questions, please do not hesitate to contact your child's school counselor.

Sincerely,

Lauren Clark
Director of School Counseling
Westford Public Schools
laurenclark@westfordk12.us

Scheduling Overview

The scheduling process involves three parts.

- 1) Recommendations for course levels will be inputted into PowerSchool for students by their current teachers.
- 2) Students review those recommendations in PowerSchool, select their core classes and choose electives based on their interests during the open window (February 19th- March 4th).
- 3) Once all requests are input in PowerSchool, the master schedule will then be built based on requests.

It is important to note that the order that students input their choices or review their scheduling requests with their counselor in no way influences the likelihood that they will get into the classes/electives they request.

Scheduling Timeline

February 11th	School counselors will present to WA students in grades 9-11 on the scheduling process during advisory.
February 16th, 6:30pm	8th grade Parent(s)/Guardian(s) Night, virtual.
February 19th- March 4th	Students and parents discuss teacher recommendations and students enter their elective choices into PowerSchool (directions below!). Override link active as of 2/18 at 2pm (links are embedded in the Parental Override Policy & Process document).
March 4th	Deadline for all WA course requests by students/families; portals close at 2 pm
March 9th	Deadline for Override Requests, 2pm. (Same date for middle schools and WA.) **If you add a recommendation for a higher level course that your teacher does not recommend due to ineligibility, you must complete the override process by March 9th.

Reference Sheet

Reminders:

You must carry between **32.5 and 35.0 credits** per year.

Remember that semester courses are worth 2.5 credits and year-long courses are worth 5 credits. There are 5 levels:

Level 1 = CP

Level 3 = Honors

Level 4 = AP (Advanced Placement)

Level 5 = unweighted

Graduation Requirements

Students must register for a minimum of 32.5 credits per year.

English	20 credits	
Math	20 credits	
Social Studies	15 credits	(including 10 credits US History)
Science	15 credits	
World Language	10 credits	(two years of same language)
Physical Education	10 credits	(one semester per year)
Health	2.5 credits	
Visual and		
Performing Arts	2.5 credits	
Electives	22.5 credits	

- Please refer to the Program of Studies to select your electives.
- Please note all prerequisites and grade level requirements. You will not be scheduled for a class for which you do not meet the prerequisites. Please do not select more than 35 credits.
- Please enter an alternate choice for each elective in the event that we are unable to schedule you for your first choice elective.

Scheduling Worksheet

SUBJECT	COURSE #	COURSE NAME/#	CREDITS (full year = 5, semester = 2.5)	
<u>English</u>			5	
<u>Math</u>			5	
<u>Science</u>			5	
<u>History/Social Studies</u>			5	
<u>World Language</u>			5	
<u>PE/Wellness</u>			2.5	
				ALTERNATE COURSE (ELECTIVES ONLY)
<u>Elective #1</u>				
<u>Elective #2</u>				
<u>Elective #3</u>				
<u>Elective #4</u>				

Total Credits: _____

Total credits = 32.5 minimum, 35 maximum

Please select one alternate course for each elective you select.

When running the master schedule, we will make every effort to include your top choice elective. If you do not indicate an alternate, a random elective will be selected for you.

Note: The software will not recognize an alternate that is identical to your first choice.

Program of Studies

For all information on our Program of Studies, including course composites, please view our website found [HERE](#).

Time Management Activity

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

Fill out for your BUSIEST Term:

School Day (5 Days x 7 Hours)	35
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Anticipated Hours of Homework*	Average Hours/Week
Honors & CP: .5 Hours x 5 nights weekly x # courses	
AP: 4 – 5 hours weekly x # courses	
Total School Hours:	

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

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

School Day Hours	=	35	Available Hours/Week 168
Homework Hours	=	_____	
Extra-Curricular Hours	=	_____	
Daily Living Hours	=	_____	
YOUR TOTAL HOURS		_____ VS.	

**Daily homework amounts are estimates*

PowerSchool 2022-2023

A Student's Quick Start Guide for Course Requests

How to Select Your Course Requests:

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

Step 2 - Log in to Powerschool (<https://westford.powerschool.com/public>) during the time slot the scheduling process is open to you (February 19th- March 4th). Students will use their google log-in by clicking on "student sign-in."

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

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

Step 5 - Review your selections and submit your requests.

A few notes to keep in mind:

- ★ One of the biggest benefits of attending WA is the access to a multitude of classes. All students have a plethora of elective options. Please take your time and make the best decisions you can for yourself. Our Program of Study is your best resource to read about what each course is like and the material you'll cover.
- ★ Often, students are under the false impression that the sooner they submit their requests, the better chance they will have at getting into the classes they are requesting. This is not true. Once all students have finalized their requests, the scheduling process begins and all students have an equal opportunity to get into the classes they chose, regardless of when they submitted.
- ★ Please read the following information regarding the Override Process for level changes.

PARENTAL OVERRIDE POLICY & PROCESS

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

- ★ If you have not been through the override process before and would like to have a meeting with the curriculum coordinator to discuss implications of an override or have questions about the courses, please contact the department coordinator for that subject directly to set up a meeting. **This meeting must be requested prior to March 9, 2022.**
- ★ If you have been through this process before and feel that you have a full understanding of the override process:
 1. Click on the link below for the specific department. You must complete a separate form for each department course.

2. Complete the override form (available beginning February 18, 2022 at 2pm) agreeing to the conditions stated in the policy above. Once you complete, sign and submit this form, you will receive a confirmation email.
 3. You must submit the Google Form by **MARCH 9, 2022 at 2 pm. There are NO EXCEPTIONS to this deadline.**
- ★ The Override Form collects an electronic signature and requires a Google account to submit. If necessary, please use a WPS student account to complete the form with your student. Having a digital signature (.jpeg or .pdf) ready to submit will speed up the process.
 - ★ For links and more information on the override process please visit **PARENTAL OVERRIDE POLICY & PROCESS**.

Other Important Info...

Other:

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

Freshman Course Listing

Course Selections

English

No.	Course	Grade	Cr.	Yr/Sem
1	English 9 CP	9	5	Y
34	English 9 CP	9	5	Y
38	English 9 Honors	9	5	Y
44	Journalism CP (elective)	9	5	Y

World Languages

No.	Course	Grade	Cr.	Yr/Sem
101	French I CP	9	5	Y
102	French II CP	9	5	Y
103	French II Honors	9	5	Y
110	Mandarin I CP	9	5	Y
112a	Mandarin II H	9	5	Y
120	Latin I CP	9	5	Y
121	Latin II CP	9	5	Y
122	Latin II Honors	9	5	Y
130	German I CP	9	5	Y
132	German II CP	9	5	Y
133	German II Honors	9	5	Y
142	Spanish I CP	9	5	Y
143a	Spanish II CP	9	5	Y
144	Spanish II Honors	9	5	Y

Social Studies

No.	Course	Grade	Cr.	Yr/Sem
199	World History II CP	9	5	Y
200	World History II CP	9	5	Y
201	World History II Honors	9	5	Y

Mathematics & Computer Science

No.	Course	Grade	Cr.	Yr/Sem
305	Algebra I CP	9	5	Y
308	Algebra I	9	5	Y
321	Geometry CP	9	5	Y
322	Geometry Honors	9	5	Y
350	Video Game Programming CP	9	2.5	Y
351	Exploring Computer Science Part A CP	9	2.5	Y
352	Exploring Computer Science Part B CP	9	2.5	Y

Science

No.	Course	Grade	Cr.	Yr/Sem
406	Biology CP	9	5	Y
410	Biology CP	9	5	Y
412	Biology Honors	9	5	Y
480	Intro to Engineering CP	9	2.5	Y

Business / DECA

Five periods meet each day.

English

A	English	5 credits
B	World Language	5 credits
C	Social Studies	5 credits
D	Mathematics	5 credits
E	Science	5 credits
F	1st semester Health And semester PE	2.5 credits
G	Elective	2.5 credits minimum/ 5 credits maximum
Total		32.5 minimum, 35 maximum

20 credits

English	20 credits
Mathematics	20 credits
Science	15 credits
Social Studies	15 credits
World Language	10 credits (2 years of same language)
Visual/Performing Arts	2-6 credits
Physical Education	10 credits (4 semesters in 4 years)
Health	2-6 credits
Electives	22-5 credits
TOTAL	117.5

Parental Override Policy

2022-2023 School Year

Information Regarding Overrides

Sometimes parents/guardians/students choose to reject department recommendations for placement and request enrollment in a more demanding course for which they are not academically eligible. There are risks in doing so. Specifically:

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

Parental Override Policy

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

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

1. A student is allowed to override no more than 2 courses.
2. A student cannot override if they are more than 5 points below the required prerequisite course grade.
3. The student's parent/guardian must agree to provide additional support to their child as needed in order to be successful in this course. (This may mean tutorial support beyond the classroom teacher.)

4. Override qualifications will be evaluated at the end of quarter 3/T2 for grade 8.
 - a. If students who have completed the process achieve the prerequisite grade by the end of Q3, Curriculum Coordinators will remove the override tag.
 - b. If students who have completed the process move into the override qualification range by the end of Q3, their override will be granted.
 - c. If students who have completed the process move out of the override qualification range, CCs will communicate to students, parents/guardians and the counseling department that they are no longer eligible to override.

Override Process

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

1. If you have not been through the override process before and would like to have a meeting with the curriculum coordinator to discuss implications of an override or have questions about the courses, please contact the department coordinator for that subject directly to set up a meeting. **This meeting must be requested prior to March 9, 2022.**
2. If you have been through this process before and feel that you have a full understanding of the override process:
 1. Click on the link below for the specific department. You must complete a separate form for each department course.
 2. Complete the override form (available beginning February 18, 2022 at 2pm) agreeing to the conditions stated in the policy above. Once you complete, sign and submit this form, you will receive a confirmation email.
 3. You must submit the Google Form by **MARCH 9, 2022 at 2 pm.** **There are NO EXCEPTIONS to this deadline.**

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

Parental Override Policy Forms

Type	Coordinator
<u>Mathematics Override Form</u>	<u>Erin Bengiovanni</u>
<u>English Override Form</u>	<u>Janet Keirstead</u>
<u>Science Override Form</u>	<u>Erin Bengiovanni</u>
<u>Social Studies Override Form</u>	<u>Adam Ingano</u>
<u>World Languages Override Form</u>	<u>Stephanie Devlin</u>

Academic Planning Tools

The following links are resources to help students map out their four years at Westford Academy.

- [Graduation Requirements Worksheet](#)
- [Four-Year Academic Planning Worksheet](#)
- [GPA Calculation Worksheet](#)
- [Time Management Worksheet](#)
- [Courses that meet VPA Requirements](#)
- Suggested Course Sequences
 - Business
 - Computer Science
 - Economics
 - Elementary and Early Childhood Education
 - Engineering
 - Graphic Design
 - Journalism
 - Music
 - Musical Theater
 - Nursing/Health Sciences
 - Political Science/Pre-Law
 - Secondary Education

Business Course Composites

Business / DECA

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

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

Westford Academy's DECA club is for students (grades 9-12) who have an interest in the business field or want to better prepare themselves for college or career after high school. Our members compete in a program that uses interviews, tests, role plays, and written projects to evaluate their professional skills. WA DECA provides its members with a unique, comprehensive, and time-tested Training Program, which offers a library of online resources, Training Classes and one-on-one instruction are available and adaptable to the students' varied schedules, and practice presentation sessions with a judge all designed to ready the WA members for competition. Members have an opportunity to compete at three qualifying levels (Districts, States, and Internationals) as either individuals or in teams of 2 or 3.

500 - Marketing I CP (9-12) - 2.5 credits

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

501 - (Principles of) Management CP (9-12) - 2.5 credits

This semester course introduces basic functions and how businesses are owned, managed, and controlled. Topics include: organizational communications, fundamentals

of human resource management, and the basics of management decision making and effective leadership.

502 - Social Media Marketing CP (10 - 12) - 2.5 credits

Prerequisite: Marketing I

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

503 - Entrepreneurship H - Developing an Innovative Mind and Culture - (12) - 5 credits

Prerequisites: Marketing 1, Principles of Management, Accounting I

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

504 - Sports (& Entertainment) Marketing CP (11-12) - 2.5 credits

Prerequisite: Marketing I

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

505 - Accounting I CP - (9-12) - 2.5 credits

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

507 - Intro to Business & DECA Prep CP - (9-12) - 2.5 credits

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

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

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

509 - Consumer Behavior CP - (10-12) - 2.5 Credits

Prerequisites: Marketing I

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

512 - Personal Finances CP (10-12) - 2.5 credits

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

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

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

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

Earning Microsoft Certification acknowledges your expertise in working with Microsoft products and technologies. Upon completion of this course, Westford Academy students will be prepared for Certification Testing through the Microsoft Corporation in MS Word, MS Excel and MS PowerPoint and MS Outlook. Adding these skills and certificates to your credentials would be recognized by many universities and/or employers.

During this elective, students will learn to produce useful Office documents such as letters and reports. Students will learn to design complex spreadsheets using formulas, charts and graphs. Students will be required to produce PowerPoint presentations that include audio, animation and video components. Students will learn how to transmit their documents via email and how to publish them to the World Wide Web. At the end of this course, students may elect to take an exam (at minimal cost) which is accepted by many colleges for credit. Satisfies Technology requirement.

English Course Composites

English

The goals of the English Department are to teach students to speak and listen effectively, to read with comprehension, to write clearly and correctly, to engage in research, and to be open minded and reflective in their thinking.

001 - English 9 CP - 5 credits

Students will develop an understanding of the five literary genres: novel, short story, poetry, drama, and non-fiction. They will review and acquire 300 new vocabulary words. In addition, students will participate in formal and informal discussions and write compositions and essays that have been revised and edited for correctness and expression. Process writing will be stressed.

002 - English 10 CP - 5 credits

Students will extend and refine their understanding of the five literary genres: novel, short story, poetry, drama, and non-fiction. They will acquire 300 new vocabulary words as well as refine their understanding of grammar with a focus on usage. In addition, students will participate in formal and informal discussions, engage in research, and write compositions and essays that have been revised and edited for correctness and expression. Students will work on MCAS prep by learning test-taking strategies and by writing constructed responses.

003 - English 11 CP - 5 credits

A major emphasis of this course is the examination of American Literature. Novels, short stories, essays, poems, and plays that reveal aspects of the American experience will be studied. America as revealed in its myths, literary movements and history forms the basis of student inquiry. Grammar and usage will be addressed through writing. Students will acquire 300 new vocabulary words, participate in formal and informal discussions, and engage in research. The focus of student writing will be on analytical and persuasive essays that have been revised and edited for correctness and expression. In addition, students will prepare for the SAT test by working on literary models, the conventions of language, and test taking skills.

004 - English 12 CP - 5 credits

A major emphasis of this course is British and World Literature. Students will be exposed to Greek and Elizabethan drama, medieval as well as modern poetry, and literary models that span several centuries as well as several cultures. Students will generate, examine, and reflect upon personal values by responding to literature. In

addition, students will acquire 300 new vocabulary words, participate in formal and informal discussions, and engage in research. The focus of student writing will be on analytical and persuasive essays that have been revised and edited for correctness and expression. Students will also work on personal narratives and reflective essays that are suitable for college applications.

034 - English 9 CP - 5 credits

Students will develop an understanding of the five literary genres: novel, short story, poetry, drama, and non-fiction. They will review and acquire 300 new vocabulary words. In addition, students will participate in formal and informal discussions and write compositions and essays that have been revised and edited for correctness and expression. Process writing will be stressed.

Course 034 is primarily a skills-building course offered to students who have been identified and recommended by the English Department as benefitting from more individualized instructional practices. The course is paced so that students will be afforded more time to practice and master concepts, as well as become familiar with test-taking strategies and techniques.

035 - English 10 CP - 5 credits

Students will extend and refine their understanding of the five literary genres: novel, short story, poetry, drama, and non-fiction. They will acquire 300 new vocabulary words as well as refine their understanding of grammar with a focus on usage. In addition, students will participate in formal and informal discussions, engage in research, and write compositions and essays that have been revised and edited for correctness and expression. Students will work on MCAS prep by learning test-taking strategies and by writing constructed responses.

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

036 - English 11 CP - 5 credits

A major emphasis of this course is the examination of American Literature. Novels, short stories, essays, poems, and plays that reveal aspects of the American experience will be studied. America as revealed in its myths, literary movements and history forms the basis of student inquiry. Grammar and usage will be addressed through writing. Students will acquire 300 new vocabulary words, participate in formal and informal discussions, and engage in research. The focus of student writing will be on analytical and persuasive essays that have been revised and edited for correctness and

expression. In addition, students will prepare for the SAT test by working on literary models, the conventions of language, and test taking skills.

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

037 - English 12 CP - 5 credits

A major emphasis of this course is British and World Literature. Students will be exposed to Greek and Elizabethan drama, medieval as well as modern poetry, and literary models that span several centuries as well as several cultures. Students will generate, examine, and reflect upon personal values by responding to literature. In addition, students will acquire 300 new vocabulary words, participate in formal and informal discussions, and engage in research. The focus of student writing will be on analytical and persuasive essays that have been revised and edited for correctness and expression. Students will also work on personal narratives and reflective essays that are suitable for college applications.

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

English Honors / Advanced Placement Courses

To select honors, students must receive a recommendation from their English teacher, achieve at least a 93 average in eighth grade language arts, achieve a 90 average in a college preparatory class, or maintain an 85 average in the honors program. Teacher recommendations are based on the "Characteristics of a Successful Honors English student," which can be found on the English department webpage. In addition, those students who seek to move from the college preparatory class into the honors program may be asked to complete an assessment to demonstrate their inferential reading level to be consistent with others in the honors program. In order to enter the Advanced Placement class, a student must have participated in the honors program and have earned at least an 87 average. Students may not move from a college preparatory class into the Advanced Placement class.

038 - English 9 H - 5 credits

English 9 Honors parallels the freshman college preparatory curriculum in its concentration on genre study. The honors course is an accelerated class in which students will be expected to read and analyze extensively and critically, to write in a sophisticated manner and, in general, to establish high expectations for themselves. Students will review and acquire an understanding of grammar and usage, as well as develop an understanding of the five literary genres: novel, short story, poetry, drama,

and non-fiction. In addition the student will acquire 300 new vocabulary words, participate in formal and informal discussion, and write compositions and essays that have been revised and edited for correctness and expression. Process writing will be stressed.

039 - English 10 H - 5 credits

English 10 Honors parallels the sophomore college preparatory curriculum in its concentration and focus. The honors course is an accelerated class in which the student will be expected to read and analyze extensively and critically, to write in a sophisticated manner and, in general, to establish high expectations for themselves. Students will extend and refine their understanding of grammar with a focus on usage and their understanding of the five literary genres: novel, short story, poetry, drama, and non-fiction. In addition, students will acquire 300 new vocabulary words, participate in formal and informal discussions, engage in research and write compositions and essays that have been revised and edited for correctness and expression. The student will also work on MCAS prep by learning test-taking strategies and by writing constructed responses.

040 - English 11 H - 5 credits

English 11 Honors parallels the junior college preparatory curriculum in its concentration on American Literature. The in-depth scrutiny of the works of American writers as well as the emphasis on writing and thinking skills reflect the level of sophistication expected of students. In addition, students will acquire 300 new vocabulary words. Proficiency in rhetoric and composition, vocabulary, library research, and literary analysis is required.

041 - English 12 H - 5 credits

English 12 Honors, the final sequence of a traditional high school honors program, is a reading and writing intensive course. It parallels the senior college preparatory curriculum in its concentration on British and World Literature. The in-depth scrutiny of the works of British and World writers as well as the emphasis on writing and thinking skills reflect the level of sophistication expected of students. In addition, the student will acquire 300 new vocabulary words. Proficiency in rhetoric and composition, vocabulary, library research and literary analysis is required. Active class discussion and participation are expected. Students will also spend time on writing and revising the college application essay.

042 - English Literature & Composition AP - 5 credits

In an Advanced Placement course in English Literature and Composition students are involved in both the study and practice of writing and the study of literature. Students will learn to use the modes of discourse and to recognize the assumptions underlying

various rhetorical strategies. Through speaking, listening and reading, but chiefly through the experience of their own writing, students will become more aware of the resources of language: connotation, metaphor, irony, syntax, and tone. Assignments will focus on the critical analysis of literature and will include essays and discussion in exposition and argumentation. The desired goals are the effective use of language and the organization of ideas in a clear, coherent and persuasive way.

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

English Electives

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

044 - Journalism CP - 5 credits

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

045 - Journalism II H - 5 credits

Prerequisite: Journalism 1 and Instructor's approval.

050 - Creative Writing CP - 2.5 credits

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

051 - Creative Writing H - 2.5 credits

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

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

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

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

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

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

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

Health and Physical Education

Course Composites

Wellness

Westford Academy offers many exciting courses for all levels of students' interests and abilities. Students are offered courses such as Basics of Kinesiology, Kinesiology of Team Games, Kinesiology of Individual/Dual Games, Kinesiology of Fitness and Outdoor Pursuits, Kinesiology of Rhythmic Movement, Health Education, Child Development, Senior Health Seminar, Empowerment and Goal Setting, and Nutrition, Culinary Skills, and Consumer Education.

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

Exposure and engagement with the content in these courses each year is vital to a student's overall wellness, social and emotional well-being, and success as a life-long learner. Furthermore, Health and Physical Education are identified as an essential component of a student's well-rounded educational experience and provide the following benefits:

- Prevention against negative consequences of stress
- Positive association with attention, concentration, and on-task behavior
- Reduction of feelings of anxiousness
- Encourages lifetime healthy habits
- Positive relationship with academic achievement

All students are encouraged to round out their educational experience by enrolling in several Health and Wellness Department courses.

Health and Physical Education

Physical Education is a Massachusetts General Law, WPS School Committee Policy, and Westford Academy graduation requirement (four semesters). Grade 9 Health Education is a WPS School Committee Policy and Westford Academy graduation requirement.

Though not recommended, should a student choose to defer Physical Education in grade 9; beginning with the Class of 2025 is the only year deferment of PE can occur. Should a student defer PE in grade 9, enrollment in 5 PE credits in grade 10 is required. Basics of Kinesiology in Physical Education (requirement) is taken first, before moving onto another Physical Education course. *Additionally, after successful completion of a PE course, students are required to select a different PE course to pursue.*

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

Basics of Kinesiology in Physical Education is a requirement for Grade 9 students and those in Grade 10 who deferred Physical Education during Grade 9. Through this course and its activities, students will explore the Physical Education opportunities available to them at Westford Academy after Basics of Kinesiology. While enrolled, students will participate in a variety of activities, concepts, and skills present in each of the courses available during their Grade 10, 11, and 12 years.

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

Kinesiology of Team Games is open to students in Grades 10-12 who have successfully completed Basics of Kinesiology or Grade 10 students currently enrolled in Basics of Kinesiology. This course aims to develop individual/team skills, a basic understanding of rules and strategies; with a practical application during individual skill development and gameplay. Kinesiology of Team Games includes both traditional and non-traditional team games. Examples of activities may include but are not limited to Ultimate Frisbee, Team Handball, Floor Hockey, etc.

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

Kinesiology of Individual/Dual Games is open to students in Grades 10-12 who have successfully completed Basics of Kinesiology or Grade 10 students currently enrolled in Basics of Kinesiology. This course will have a central focus on games that can be conducted in a single or multi-player format. Examples of activities may include but are not limited to Disc Golf, Tennis, Table Tennis, etc. Students will develop the transferable skills necessary for successful participation in an individual or multiplayer environment. Additionally, activity-specific rules and strategies will be taught and applied throughout the course.

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

Kinesiology of Fitness and Outdoor Pursuits is open to students in Grades 10-12 who have successfully completed Basics of Kinesiology or Grade 10 students currently enrolled in Basics of Kinesiology. This course will have a central focus on fitness-related and outdoor activities. Students will be taught the content and skills necessary to lead a physically active lifestyle that benefits the life-long healthy development of the whole student. Examples of activities may include but are not limited to Fitness Walking, Wiffleball, Archery, etc.

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

Kinesiology of Rhythmic Movement is open to students in Grades 10-12 who have successfully completed Basics of Kinesiology or Grade 10 students currently enrolled in Basics of Kinesiology. Through this course and its activities, students will explore a variety of rhythmic movement patterns and skills. Through this exploration, students will develop an understanding of the importance and value of physical activity for health, enjoyment, challenge, and self-expression. Examples of activities may include but are not limited to Yoga, Pilates, Dance, etc.

887 - Health Education (9) - 2.5 credits

This course is driven towards the improvement of knowledge and the development of skills necessary to increase an individual's health literacy. The goal of this course is to promote a safe, nurturing, and engaging learning environment where students are encouraged to be compassionate and respectful of others and their ideas. Through various topics, students will practice setting goals, making healthy decisions, and developing habits that promote healthy living. Differentiated teaching strategies, as well as multiple assessment methods, will be used to evaluate student understanding. The course is required for all Grade 9 students and is a Westford Academy graduation requirement.

873 - Child Development CP (10 - 12) - 2.5 credits

This course is an elective designed to introduce students to the subject of child development and help them appreciate its relevance to their lives. The course will provide perspective on the importance of childhood, the influence of family on a child's development, the responsibilities of those who care for children, and the many challenges of teen parenthood. The course will begin with the students' perspectives of childhood and parenting and will then focus on development from conception through the school-aged child. The study of development will include not only physical maturation but also social and emotional as well. The course will be interesting for all but will be most useful to students who may be interested in pursuing a career in child-care, early childhood education, or a medical-related field. This course is offered to students in grades 10-12.

892 - Nutrition & Culinary/Con. Education CP (10-12) - 2.5 credits

This life-skills-focused program combines the science of personal nutrition, the vast skills related to culinary methods, and the importance of being an educated consumer. Students will develop a deeper understanding of essential nutrients, food labels, and the importance of dietary choices. Students will develop essential life-long skills through labs such as nutrition analysis, the basics of cooking, and the cost-effectiveness of home-prepared meals. Students will have the opportunity to practice culinary skills in a working kitchen. Career opportunities in the field will be explored. This course is offered to students in grades 10-12.

893 - Empowerment & Goal Setting CP (10-12) - 2.5 credits

What makes us feel EMPOWERED? How can this understanding help us be more resilient individuals and be more responsible, active participants in the global society? Answers to these questions will be explored through this semester's elective developed by the English and Health departments. Topics include Game Changers in History, the role of Gender in Society, Domestic Violence, Individual Health Needs, and Gender Equality/Equity. The course includes personal goal setting, confidence-building techniques, and daily self-reflection. This course is offered to students in grades 10-12.

889 - Senior Health Seminar (12) - 2.5 credits

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

History and Social Studies Course Composites

History and Social Studies Department

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

Criteria for Placement - Honors and Advanced Placement Course

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

Receive a recommendation from their History and Social Studies teacher and demonstrate the ability to read and critically analyze written material and...

... earn at least a 85 average in an honors level course or

... earn at least a 90 average in a college preparatory (CP) level course.

For World History II, students must achieve at least a 95 average in Grade 8 Social Studies.

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

Receive a recommendation from their History and Social Studies teacher and demonstrate the ability to read and critically analyze written material and...

...earn at least an 80 average in an Advanced Placement History and Social Studies course or

... earn at least a 90 average in an honors level History and Social Studies course or

... earn at least a 95 average in a college preparatory (CP) level History and Social Studies course and must follow the override process.

199 - World History II CP - 5 credits (9)

This freshman course will trace the major events, themes and patterns of change from the Enlightenment to the 20th century. This course will trace the major events, themes and patterns of change from the Enlightenment to the 20th century. Units of study will include the Napoleonic era that led to the Age of Revolution in Europe and America, the Industrial Revolution, European social and political change that gave rise to nation-states, imperialism and colonial resistance and the Great Wars, the Cold War & the contemporary world.

World History 199 is offered to students who have been identified and recommended by the Social Studies Department as benefitting from more individualized instructional practices. The course affords students time to practice and master concepts, as well as become familiar with test-taking strategies and techniques.

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

200 - World History II CP - 5 credits - (9)

This freshman course will trace the major events, themes and patterns of change from the Enlightenment to the 20th century. This course will trace the major events, themes and patterns of change from the Enlightenment to the 20th century. Units of study will include the Napoleonic era that led to the Age of Revolution in Europe and America, the Industrial Revolution, European social and political change that gave rise to nation-states, imperialism and colonial resistance and the Great Wars, the Cold War & the contemporary world.

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

201 - World History II Honors - 5 credits - (9)

Students selecting this course must - receive a recommendation from their sending Social Studies teacher and have achieved at least an A (95) average in Grade 8 Social Studies.

This freshman course is designed for enthusiastic history students who have demonstrated excellent achievement in Grade 8 Social Studies, who possess skills in reading complex informational texts, in research and writing and engaging in critical thinking. This freshman course will trace the major events, themes and patterns of change from the Enlightenment through the 20th century. Units of study will include the Napoleonic era that led to the Age of Revolution in Europe and America, the Industrial Revolution, European social and political change that gave rise to nation-states, imperialism and colonial resistance, the Great Wars, the Cold War and the contemporary world.

Students will engage in rigorous analysis of primary source documents and other resources to enhance a deeper understanding of these periods of history. Extensive daily reading and long-term assignments will challenge students to master their study of Modern World History.

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

Independent research, writing and projects will provide a format for critical and insightful written analysis. Thoughtful group discussions and productive team synergy are expectations of all students to enrich the course experience. Teacher recommendation required. See requisite requirements.

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

This course brings students through the origins of the American Republic, through its expansion and internal conflict, to its emergence as a powerful, finally becoming an industrialized nation and world power in the early 20th century. Students examine the historical and intellectual origins of the United States from the Revolutionary and Constitutional eras including the basic framework of American democracy and concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. This study includes America's westward expansion, the establishment of political parties, and economic and social change. Students will learn about the growth of sectional conflict and how it led to the Civil War. This course culminates in examining America's role in the early twentieth century through the events of the Industrial Revolution, Progressive Era and emergence as a world power.

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

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

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

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

This course brings students through the origins of the American Republic, through its expansion and internal conflict, to its emergence as a powerful, finally becoming an industrialized nation and world power in the early 20th century. Students examine the historical and intellectual origins of the United States from the Revolutionary and Constitutional eras including the basic framework of American democracy and concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. This study includes America's westward expansion, the establishment of political parties, and economic and social change. Students will learn about the growth of sectional conflict and how it led to the Civil War. This course culminates in examining America's role in the early twentieth century through the events of the Industrial Revolution, Progressive Era and emergence as a world power.

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

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

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

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

This course brings students through the origins of the American Republic, through its expansion and internal conflict, to its emergence as a powerful, finally becoming an

industrialized nation and world power in the early 20th century. Students examine the historical and intellectual origins of the United States from the Revolutionary and Constitutional eras including the basic framework of American democracy and concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. This study includes America's westward expansion, the establishment of political parties, and economic and social change. Students will learn about the growth of sectional conflict and how it led to the Civil War. This course culminates in examining America's role in the early twentieth century through the events of the Industrial Revolution, Progressive Era and emergence as a world power.

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

Independent research, writing and projects will provide a format for critical and insightful written analysis. Thoughtful group discussions and productive team synergy are expectations of all students to enrich the course experience. Teacher recommendation required. See requisite requirements.

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

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

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

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

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

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

This course is designed for students who are prepared for an advanced and intensive study of U.S. history. For the first quarter students will review information from the 10th grade USI course supplemented with additional reading and writing assignments to help them prepare for the AP exam in May. The remainder of the course covers American history from Reconstruction to the present. Using a combination of a discussion/seminar approach as well as active participation in presentations and debates, students will take an active role in the learning process including independent study. In preparation for the A.P. exam in May, students will have the opportunity to improve their writing and research skills and their ability to develop forceful arguments, using primary sources and interpretive articles. Students will gain experience in interpreting graphs, cartoons and charts and in evaluating written sources to develop the skills needed to prepare for the writing and multiple-choice questions on the AP examination. Students selecting this course are expected to take the Advanced Placement U.S. History exam in May. Teacher recommendation required. See requisite requirements.

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

The course is designed for students who are seeking a challenging approach to the study of American history and who possess skills in reading complex informational texts, in research and writing and engaging in critical thinking.

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

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

Independent research, writing and projects will provide a format for critical and insightful written analysis. Thoughtful group discussions and productive team synergy are expectations of all students to enrich the course experience. Teacher recommendation required. See requisite requirements.

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

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

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

Elective History and Social Studies Courses

Both full year and semester courses are **open to juniors and seniors**.

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

The Social Studies department offers **two levels of ECONOMICS courses**. These courses are leveled as a means of offering access to the study of economics to all

students. This is offered with the understanding that students may take only one economics course offered here.

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

This semester course is designed for those students interested in the behavioral sciences. The course covers topics in human behavior such as learning, memory, personality, perception, hypnosis, dreams and psychological disorders. The major objective of the course is to understand the basic concepts in these areas through experimentation and the exchange of ideas. This is not a prerequisite for Psychology AP. Students who select this course may not drop/add to AP Psychology or Honors Psychology.

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

This full year survey course offers students an in-depth study of human behavior, covering the five major content domains of psychology. We will place special emphasis on certain topics including personality, intelligence, dreaming/hypnosis, abnormal psychology and psychotherapy. Throughout this course, emphasis will be on relating and applying ideas and concepts to current events and social trends occurring in our local community and the world at large. This course will hope to provoke ideas on the degree of control we have over our own thoughts and behaviors and that of others. Scholarly articles, reflection essays and focused classroom discussion will be used to supplement the text. Students who select this course may not drop/add to AP Psychology. This is not a prerequisite to other psychology courses. Teacher recommendation required. See requisite requirements.

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

For those students seeking a more challenging alternative in the area of psychology, this full year course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological theories associated with each of the major subfields within psychology. Much emphasis is placed on learning and applying the research methods that psychologists use in their science and practice. Students are required to conduct an experiment of their own using an original hypothesis. The course is intended to provide the scope and academic challenge expected at the college level. Critical thinking, reading, writing, research and debate are stressed. Students may not select Psychology AP if they have already taken Honors or CP1 Psychology. Students selecting this course are expected to take the Advanced Placement Psychology exam in May. Teacher recommendation required. See requisite requirements. Summer work is required and students who do not complete their summer work will be unenrolled from the course.

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

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

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

This full year honors-level course is designed to appeal to that student who is interested in a comprehensive introduction to the study of both micro and macroeconomics. Students will be engaged in learning through textbook studies, current media and other economic data and through participation in simulations such as the Stock Market Game and a fiscal policy field trip.

The course begins with an introduction into an economic way of thinking that examines how broad social goals determine types of economic systems, how the concept of scarcity relates to how a society meets its needs and wants and the basics of supply and demand. Several economic models will be introduced along with other microeconomic topics to include; the impact of trade and specialization, the study of a variety of government interventions designed to address market failures and their subsequent intended and unintended consequences. Other topics may include forms of competition, and public and private goods. On the macroeconomic side, the basic units of evaluating an economy's performance will be studied to include gross domestic product (GDP), inflation, unemployment, national productivity and growth, monetary and fiscal policy and international trade.

Students may not select this course if they have previously taken Economics CP1.

Those students who desire to take an AP economics exam will find this course a good start; however, it is recommended that certain topics be more fully examined independently. Teacher recommendation required. See requisite requirements.

219 - Western Civilization Honors - 5 credits - (11-12)

This full year course will study Western Civilization from its roots in the Ancient Near East through the Middle Ages. Included are the major ideas, events and individuals that have shaped the Western world. Students will engage and explore primary historical documents, interpretive articles, philosophy, art, literature and economics to gain a

deeper appreciation for the human experience of this period and trace the rise of the West in history.

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

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

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

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

AP European History offers students a fast paced, content rich advanced course that investigates the political, economic, social, intellectual and cultural history of Europe from the Renaissance to the present. In addition to gaining factual knowledge, students will master key concepts, develop historical thinking skills, and examine textual documentation, visual sources and secondary sources. Students will develop analytical and interpretative writing skills and practice both short answer and document-based questions in preparation for the national AP European History exam. The instructional model includes lectures and discussions within a seminar format. Students taking this course should expect extensive and frequent reading and writing assignments, to take an active role in the learning process and be independent learners. Students selecting this course are expected to take the Advanced Placement European History exam in May. Teacher recommendation required. See requisite requirements.

***227- US Foreign Policy Beyond the Cold War CP - 5 credits (12)**

The purpose of the course is to expose students to the interaction of USA and the world through the study of White House foreign policy from the time of President H. W. Bush to the present day. Using Robert's Rules of Parliamentary Procedure students will

assume roles of point/counter point positions on various topics and reveal their knowledge and standing on the topics through a series of presentations/role play (graded on rubric) followed by small written quizzes on focus material.

*This course will not be offered during the 2022-2023 school year.

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

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

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

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

234 - "Criminal Minds" Collage - Forensics of American Crime CP - 5 credits - Open to Seniors only

This course is designed to provide seniors with a diverse and high-interest seminar series that focus on modern approaches to criminology. By the end of the third term, students will have completed three of five different seminars. This structure is designed to accommodate those seniors taking an internship.

This **Collage** series is comprised of the following seminars:

Forensic Psychology

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

Criminal Law

Designed like a mini Law School course, students in Criminal Law will journey through the philosophical underpinnings of our criminal justice system before learning to spot, charge, and raise defenses to various crimes. The crimes we will examine run from theft offenses from larceny to racketeering, and homicides from 1st degree to manslaughter. We will also determine what elements are required for a charge of an "attempted" crime, and what constitutes collective criminality, such as a conspiracy to commit a bank robbery.

American Conspiracies

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

Law Enforcement

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

instructor as well as numerous guest speakers from local, state, and federal law enforcement agencies.

World Terrorism

World Terrorism will study the historical forces that shaped terrorism in the world today. Numerous theories, events and individuals will be examined from a broad range of religious, ethnic and political groups to uncover the origins of terrorism. The influence of the media on terrorism globally will also be explored. This course will follow both a topical and geographic outline to better understand the evolution of the modern terrorist.

Mathematics & Computer Science

Course Composites

Mathematics Course Composites

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

Teacher recommendations for Honors and AP courses are based upon "Characteristics of a Successful Student" which can be found on the math website. Students should provide their own scientific calculator for every math course.

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

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

Prerequisite: Teacher recommendation.

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

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

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

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

These college preparatory courses are designed to provide an understanding of the concepts of Geometry following the Massachusetts State Standards. Topics to be explored include inductive and deductive reasoning, properties of triangles and special right triangles, polygons, circles, area, volume, and similarity. Students will learn to apply these concepts to numerous real-world models. 320 will include a substantial focus on the topics often covered on the 10th Grade MCAS Mathematics examination and is paced so that students are afforded more time to practice and master concepts. 321 is faster paced and explores each of the topics in greater depth with a focus on proofs. 322 is an Honors level course which will cover each of the topics at a faster pace and will include an emphasis on theory, trigonometry, probability, and complex reasoning through proofs. All Westford Academy students are required to take a Geometry course at Westford Academy as the courses are designed to prepare students for the MCAS exam and provide a solid foundation needed to succeed throughout the high school math curriculum.

Prerequisites: Teacher recommendation.

320 Geometry CP is recommended for students who successfully completed 305 Algebra 1 CP.

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

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

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

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

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

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

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

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

Prerequisite: Teacher recommendation.

325 Algebra II CP is recommended for students who successfully completed 320 Geometry CP.

330 Algebra II CP is recommended for students who earned at least an 85 in 320 Geometry CP.

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

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

333 Trig & Advanced Algebra CP - Full Year - 5 credits

This college preparatory course is designed to expand upon concepts learned in Algebra II. Topics include further study of functions, quadratics, exponentials, logarithms, probability, data analysis, and trigonometry. This course will prepare students for Intro to Calculus.

Prerequisite: Teacher recommendation.

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

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

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

Prerequisite: Teacher recommendation.

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

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

334 Advanced Quantitative Reasoning CP - Full Year - 5 credits

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

Prerequisite: Teacher recommendation.

This course is recommended for students who have successfully completed an Algebra II course.

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

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

Prerequisite: Teacher recommendation.

This course is recommended for students who have successfully completed an Algebra II course.

339 Statistics CP - Full Year - 5 credits

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

Prerequisite: Teacher recommendation.

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

348 AP Statistics - Full Year - 5 credits

This Advanced Placement course is designed to prepare students to succeed on the Advanced Placement Statistics examination. The course content is divided into four categories as follows: exploratory analysis of data which makes use of graphical and numerical techniques to study patterns and departure from patterns, collection of data according to well-developed plans in order to obtain valid information on a conjecture, use of probability to anticipate what the distribution of data should look like under a given model, and statistical inference which guides the selection of appropriate models. The TI-83+ calculator will be used regularly to explore relationships. Solid mathematical and writing skills, strong critical thinking and a demonstrated work ethic are essential for success. Students are required to complete summer work. Students selecting this course are expected to take the Advanced Placement Statistics exam in May.

Prerequisite: Teacher recommendation.

This course is open for students in grades 10-12 who are enrolled in or have successfully completed 332 Algebra II H, 335 Trig & Pre-Calculus CP, or 336 Trig & Pre-Calculus H. This course may be taken concurrently 332, 335, or 336. Students must be recommended by their current math teacher based on their work habits and ability to work at an accelerated pace.

341 Intro to Calculus CP - Full Year - 5 credits

This course is designed to prepare students with a solid foundation for college level calculus courses. Topics covered will include a thorough and rigorous review of prerequisite skills before application in analytical geometry, polynomial and rational functions as well as an introduction to differential calculus.

Prerequisite: Teacher recommendation.

This course is recommended for students who earned at least an 87 in 333 Trig & Advanced Algebra CP or successfully completed any Trigonometry & Pre-Calculus course.

343 Calculus Honors - Full Year - 5 credits

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

Prerequisite: Teacher recommendation.

This course is recommended for students who earned at least an 88 in 335 Trig & Pre-Calculus CP or a 70 in 336 Trig & Pre-Calculus H.

344 AP Calculus AB - Full Year - 5 credits

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

Prerequisite: Teacher recommendation.

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

345 AP Calculus BC - Full Year - 5 credits

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

Prerequisite: Teacher recommendation.

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

Computer Science Course Composites

350 Video Game Programming CP - Semester - 2.5 credits

In this introductory course, students will design and create their own simple video games. They will understand the elements and structure of a well-designed video game. They will also learn basic programming skills in the context of game development, incorporate graphics, sound and animation, and understand the role of artificial intelligence, intellectual property and ethics in game creation. No programming experience is required for this course. Offered based on enrollment and availability.

351 Exploring Computer Science Part A CP - Semester - 2.5 credits

The Exploring Computer Science (ECS) curriculum is designed as a course that will introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of ECS is to develop in students the computational practices of algorithm development, problem solving and programming within the context of relevant problems. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. In ECS Part A,

students will explore units of study in Human Computer Interaction, Problem Solving, and Web Design. No programming experience is required for this course.

352 Exploring Computer Science Part B CP - Semester - 2.5 credits

This course is a continuation of ECS Part A. In ECS Part B, students will apply their knowledge and deepen their understanding of computer science by studying an introduction to Programming using Scratch and Python, Computing and Data Analysis, and Robotics. The application and learning from this course will prepare students for studies in Java Programming Honors.

Prerequisite: Teacher recommendation.

Students are eligible for this course if they earned at least an 80 in 351 Exploring Computer Science Part A CP

358 Java Programming H - Semester - 2.5 credits

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

Prerequisite: Teacher recommendation.

Students are eligible for this course if they earned at least an 85 in 352 Exploring Computer Science Part B CP

362 AP Computer Science A - Full Year - 5 credits

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

Prerequisite: Teacher recommendation.

Students are eligible for this course if they earned at least an 85 in 358 Java Programming Honors

Science & Engineering Technology Course Composites

Science, Technology, & Engineering

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

To select honors, students must receive a recommendation from their Science teacher and meet the minimum grade requirement. In order to enter an Advanced Placement class, a student must be enrolled in an honors or AP course and have earned the required prerequisite average in that current honors or AP course. Students may not move from a college preparatory class into an Advanced Placement class.

- Life Science
- Chemistry
- Physics
- Engineering

Life Science

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

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

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

support in a more structured, hands-on learning environment. This course will prepare students to take the Massachusetts Comprehensive Assessment System (MCAS) in Biology.

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

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

The major concepts and principles of the biological sciences will be explored. The four major areas of concentration include the characteristics of organisms, the evolution of life, matter and energy relationships in ecosystems, and the principles of heredity. In addition, students will study protein synthesis, meiosis, mitosis, and human body systems. The many methods of inquiry, design processes, and participation in scientific investigations will be incorporated throughout the course content. Mathematical models and computer simulations will be used to analyze collected data. Students will be prepared to take the Massachusetts Comprehensive Assessment System (MCAS) test in Bioi logy near the end of this course.

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

Prerequisite: Teacher Recommendation. 95 overall average in 8th grade science.

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

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

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

This is a full year course for students with a strong interest in human anatomy and physiology to prepare for those anticipating study in the medical/health field. This full course will consist of an in-depth discussion from the molecular and cellular level to the

systemic level and processes. Topics will include the integumentary, skeletal, muscular, nervous, cardiovascular, and digestive systems. Course work includes projects, discussion, laboratory activities, and independent work; the laboratory work includes an anatomical dissection of a preserved organism.

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

Prerequisite: Successful completion of Biology and Chemistry

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

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

Prerequisite: Successful completion of Biology and Chemistry

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

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

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

Honors Marine Biology is designed for students with a strong interest in environmental sciences with a potential to major in environmental/ecosystem science in college. This course is an in-depth view of the biological and biochemical processes of the ocean. A focus will be placed on marine animals, ecosystems and management. This course will study marine life including invertebrates like jellies and lobsters as well as marine vertebrates like turtles and mammals. Marine Biology introduces students to the different marine environments and will emphasize the management of available

resources the ocean has to offer. Course work includes discussion, laboratory experiments, independent readings, and independent projects. Students are expected to complete independent work throughout the course.

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

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

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

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

Prerequisite: Successful completion of Biology and Chemistry

This semester course is designed to introduce students to a variety of laboratory techniques utilized by forensic scientists. Students will examine how evidence is collected and analyzed in support of prosecution in a criminal court of law. Areas of study include current biotechnological techniques used to examine a variety of types of evidence (prints, blood, DNA, documents). All students will participate in a crime scene simulation assessment, requiring the application of skills and knowledge from all areas of study.

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

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

The Advanced Placement Environmental Science course is a rigorous course that stresses the use of scientific investigations to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships of

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

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

Prerequisite: Successful completion of Biology and Chemistry

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

Chemistry

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

Prerequisite: Successful completion of Biology

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

420 - Chemistry - CP (10) - 5 credits

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

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

reactions and stoichiometry. Laboratory experimentation supports the inquiry approach.

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

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

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

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

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

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

Physics

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

Prerequisite: Successful completion of Biology and Chemistry.

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

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

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

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

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

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

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

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

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

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

courses (such statics, dynamics, etc.). Students selecting this course are required to complete summer work and are expected to take the Advanced Placement Physics C: Mechanics exam in May.

Engineering

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

This course introduces students to the world of technology and engineering. The course focuses on the methods and execution of problem solving, while engaging students at an exploratory level in science, technology and engineering. Students will learn and apply the engineering design process. Topics of study may include: Construction technology, structural materials, fluid systems, electrical systems, and Bernoulli's principle. Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate.

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

Prerequisite: Successful completion of Biology

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

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

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

Prerequisite: 85 in current Honors science or 90 in current CP science (excluding 406, 414, and 434).

Students selecting this honors course must complete additional requirements to what is stated above the CP course description. Grading will be based on the level of success in meeting specific criteria in a challenge. A Majority of the class grade is based on a student produced Engineering Notebook.

Students selecting this honors course must complete additional requirements above the CP1 level including additional projects during the semester. Grading will be based on the level of success in meeting specific criteria in a challenge. A Majority of the class grade is based on a student produced Engineering Notebook.

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

Prerequisite: 75 in CP Robotics I.

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

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

Prerequisite: 75 in Honors Robotics I or 90 in CP Robotics I.

Students selecting this honors course must complete additional requirements to what is stated above the CP1 course description. Grading will be based on the level of success in meeting specific criteria in a challenge. A Majority of the class grade is based on a student produced Engineering Notebook. As with all robotics classes the Engineering Notebook comprises a majority of the student grade.

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

Prerequisites: 75 in CP science AND concurrent with Physics

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

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

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

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

Student Support Services Course Composites

Student Support Services

Special Education services are determined through the Team process according to federal and state regulations. Eligible students receive the services specified in their Individual Educational Programs that enable them to receive a free and appropriate public education in the least restrictive environment. Each student's program is designed to ensure a successful transition to his/her individual post high school goal and to support the acquisition of skills necessary to become productive members of the larger community.

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

This course is for students who require individualized assistance and specialized English instruction. Course work has a greater focus on functional English skills (email, functional text comprehension, resume writing and interviewing skills). Course work also incorporates traditional English topics (i.e. reading comprehension, recognizing literary elements, vocabulary development, grammar, and writing effective sentences, paragraphs and essays). Since grades 9-12 are combined in this small setting, the literary selections that the class reads rotate each year.

901 - Study Skills - (9-10) - 5 credits

Instructional Support provides direct instruction in the individual goals and objectives listed in each student's IEP. Instruction occurs in small groups and/or individually to support completion of general education class assignments. Special Education teachers monitor students' progress in general education classes and provide assistance and re-teaching as needed. Students learn organizational skills and study skills in this class to help them successfully access the general education curriculum. Assessment data is used to determine the need for remedial instruction and support students as they take the MCAS tests required for high school graduation.

903 - Academic Support - (11-12) - 2.5 credits

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

2.5 x per cycle - Credits: 2.5

905 - Academic Support - (11-12) - 5 credits

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

5 x per cycle - Credits: 5

913 - Science (L.S.) - 5 credits

Science covers such areas as General Science, Life Science, basic Biology and Human Anatomy. It streamlines content vocabulary, comprehension materials and communication skills throughout the course. Students will use a variety of visuals, videos, science experiments, manipulative and hands-on materials, as well as paper application skills.

914 - Concepts of Intermediate Algebra I - 5 Credits

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

915 - Concepts of Intermediate Geometry - 5 Credits

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

917 - Intro to Community & Independent Living - 5 credits

Intro to Community & Independent Living focuses on the introduction to topics surrounding job skills, activities of daily living and community awareness. The Pre-vocational content will include but is not limited to; introduction to kitchen safety and vocabulary surrounding recipes, meal planning, grocery shopping, and cooking. Skills

surrounding self-identification, hygiene, interpersonal relations and community awareness, with concentration on the school community as a whole, will be included within the curriculum. Other possible areas addressed are personal finances, resume writing, job skills and other topics that are important for independent living after high school.

916 - Community and Independent Living - (PG)

Community & Independent Living focuses on skills needed in order to live and work towards a successful, independent life. Students in this program will learn skills that include, but not limited to, Independent Living (Activities of Daily Living), Job Skills, Community Awareness and Social Emotional training. Job Skills will include; how to dress for a job, interview skills, practical application of jobs, phone skills and skills surrounding rules and maintaining placement in the work environment. They will be working towards independence within the Kitchen; including but not limited to; planning recipes/meals, grocery lists/shopping and meal preparation. Skills will be built upon from the ones learned in Intro to Community/Independent Living. This also includes basic household maintenance and personal hygiene. Community Awareness will include; navigating directions, community signs and community helpers. Information will be given on identification of and access to post-secondary services.

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

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

919 - Concepts of History II - 5 Credits

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

920 - Concepts of History III - 5 Credits

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

931 - Functional Math - 5 credits

Functional Math teaches students functional mathematical skills and concepts that can be applied to real world situations. This will include calculation skills, money skills, operations, time, calendars, time management, measurement, basic fractions and other functional concepts. The course will teach students to apply topics covered in the classroom that can be applied across the curriculum and generalize skills in different settings. Concepts will be introduced and taught using a variety of flashcards, manipulative materials, and hands on materials, as well as paper application skills.

952 - Concepts of English I - 5 credits

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

953 - Concepts of English II - 5 credits

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

954 - Concepts of English III - 5 credits

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

955 - Concepts of English IV - 5 credits

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

957 - Concepts of Algebra 2 - 5 credits

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

958 - Concepts of SAT Review/Quantitative Reasoning - 5 credits

This course is for students who have an Individualized Education Program, and require specialized math instruction in a special education setting with a modified pace and curriculum. This math course provides an activity-based approach that develops mathematical skills and financial literacy while utilizing technology to solve problems. A

conceptual mathematics course designed to address topics in mathematics appearing in the world around us, through inquiry-based, hands-on activities and discussion. This course will incorporate some math review during the first quarter to assist students in preparing for the SAT, ACT, ASVAB and other college placement exams. Following, emphasis will be on conceptual understanding and on how mathematics is applied in the real, everyday world. Students will be expected to demonstrate conceptual and applied understanding of mathematical topics through class discussion, assessments and course projects. This course meets one year of the student's mathematics graduation requirement.

959 - Life Skills History 1 - 5 credits

This course focuses on current events and students making connections between current events and their lives. This focus will increase geography skills, creating timelines by organizing information, reading comprehension, writing, and other social-studies-based skills in order to build on basic skills needed for future courses. This course focuses on the demonstration of civic knowledge, skills, and dispositions. It is designed in accordance with the Massachusetts Curriculum Frameworks and Standards for History and Social Science Practice.

960 - Life Skills History 2 - 5 credits

This course emphasizes the major events in the history of the United States beginning with the discovery of America and the American Revolution and ending with Reconstruction. Focus is on geography skills, creating timelines, reading comprehension, writing, and other social-studies-based skills. It is designed in accordance with the Massachusetts Curriculum Frameworks to provide students with a fundamental knowledge of the American ideologies of freedom and the pursuit of happiness. Additional focus on understanding before and after, and understanding how historical events affect the world in the present day, and analysis of primary and secondary sources.

961 - Life Skills History 3 - 5 credits

Units of study will span events and legislation since the end of World War I to the present day with a focus on the World Wars, the Great Depression and America since 1945 including the events of the Cold War. Focus is on generalizing geography skills, creating timelines, reading comprehension, writing, and other social-studies-based skills across all units and topics. Additional focus is on the ability to explain conclusions using valid reasoning and evidence to respond to questions.

5015 & 5025 Academic Tutorial - 2.5 and 5 credits

Students will learn executive functioning strategies through the development of organizational skills, self-advocacy skills, and study skills to help them successfully

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

Visual and Performing Arts Course Composites

- Visual Arts
- Theater Arts
- Music:
 - Music Performance Ensembles
 - Applied Music

Visual Performing Arts Course Sequence Chart

Visual Arts Classes

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

551 Image Editing CP - (9-12) - 2.5 credits

Students will learn the fundamentals of image manipulation and illustration using Adobe Photoshop and Adobe Illustrator Creative Cloud 2021 software. Students will learn the basic tools of both software packages in addition to creating paths, layering, masking, retouching, creating text effects, utilizing filters, performing color corrections and more. Satisfies Technology requirement.

552 Image Editing II CP - (9-12) - 2.5 credits

Prerequisite: 551 Image Editing I CP

This course will expand and embrace image manipulation using Adobe Photoshop Creative Cloud 2021 software. Students will learn beyond the basic tools to more advance techniques of image editing. Students will explore in depth of non-destructive editing/manipulation with layer mask, adjustment layers, retouching, text effects, and more. Students will also be required to shoot their own pictures.

556 Graphic Design I CP (10-12) - 2.5 credits

Prerequisite: 551 Imaging Editing I CP

Graphic Design 1 will provide students with an introduction to the exciting field of graphic design. Students will use and develop their knowledge of the elements and principles of design. Students will also use the Adobe Photoshop and Adobe Illustrator Creative Cloud 2021 software programs to utilize the "design process" developed by professional designers. This course will emphasize design and its important role in the commercial world of visual marketing.

559 Graphic Design II H - (11-12) - 5 credits

Prerequisite: 556 Graphic Design I CP and Teacher Recommendation

Graphic Design II Honors will build on the skills acquired in Graphic Design I as well as incorporate advanced techniques in image editing, illustrating and desktop publishing. The project-based assignments will focus on the commercial aspect of graphic design including mock-client presentations. Students will utilize the design process and Adobe Photoshop and Adobe Illustrator Creative Cloud 2021 software. Class critiques will enable students to analyze what good design encompasses and evaluate their own as well as other student's work.

562 Intro to Movie Making CP - (9-12) - 2.5 credits

Students will acquire the knowledge needed to effectively prepare and deliver presentations using state-of-the-art technology. They will learn the basic techniques of video/digital editing using IMOVIE and ADOBE PREMIERE CC21 (nonlinear editing software). Projects include commercials, PSA (Public Service Announcement). Satisfies Technology requirement.

564 Movie Making I CP - (10-12) - 5 credits

Prerequisite: 562 Intro to Movie Making CP

This course will expand and embrace the basic Intro Movie Making and will take students to an intermediate level in using Adobe Premiere CC21 as well as introduce them to new video software applications: Adobe After Effects. The use of video digital cameras as well as extensive story boarding with projects to be used throughout the school and community will be an integral part of this course.

565 Movie Making II H - (11-12) - 5 credits

Prerequisite: 564 Movie Making I CP and teacher recommendation

This course will expand and embrace the Movie Making I course at an accelerated pace, and includes digital nonlinear video editing using Adobe Premiere CC21 Adobe After Effects CC21, and Audition CC21. The use of the latest Codecs will be employed. Students will use digital video and still cameras in preparing their projects.

566 Movie Making III H - (11-12) - 5 credits

Prerequisite: 565 Movie Making II H

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

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

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

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

Prerequisite: 3D Animation and Modeling

This course will expand and embrace the basic techniques of modeling and animation and will continue to focus on skill development in 3D modeling and rendering techniques using lighting, staging, and special effects for digital output. The course emphasizes the production of three-dimensional (3D) animation as final digital outputting using modeling, rendering, and animation software (Blender).

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

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

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

art, students who wish to pursue advanced study within the arts must complete this course.

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

Prerequisite: Foundations of Art

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

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

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

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

704 Advanced Placement Studio Art - (11-12) - 5 credits

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

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

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

705 Drawing - (9-12) - 2.5 credits

Prerequisite: 700 Foundations of Art

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

706 Painting - (9-12) - 2.5 credits

Prerequisite: 700 Foundations of Art

Painting is a one-semester course designed to provide students with a strong introduction into a variety of painting materials, methods and techniques. Emphasis will be placed on learning and using the elements and principles of design as they relate to both drawing and painting. Introduction to aesthetics, critical analysis and art history will also be included.

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

Prerequisite: 706 Painting I

Students will continue the study of color, creativity, and the aesthetic values covered in Painting I. In-depth assignments with an emphasis on expressive possibilities will be explored. Personal style will be encouraged as students respond to assignments in the categories of representational, abstract, and no-objective painting.

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

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

The AP Studio - Photography curriculum is based on guidelines provided by the College Board. Students enrolled in this course should be self-motivated since they are

required to explore a single topic in depth ("Sustained Investigation") over the course of the year. Additionally, students will be given class assignments addressing a broad range of topics. At the end of the course, students are required to submit a portfolio (Advanced Placement exam) to the College Board. Students must be committed to working at home as well as independently in class. Working digitally is encouraged but traditional darkroom materials and processes is also an option.

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

709 Studio Art CP (10-12) - 5 credits

Prerequisite: 700 Foundations of Art

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

*This course was formerly called Visual Art II.

713 Photography I - (9-12) - 2.5 credits

Prerequisite: 700 Foundations of Art

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

Photography I is an introductory course that allows students to explore conceptual as well as practical aspects of traditional (non-digital) photography. Students will be introduced to the fundamentals of black and white photographic processes and basic darkroom techniques. Students will learn how to use a 35mm camera, develop film and print a photograph. The use of filters as well as other ways of manipulating photographic images during the printing process will be covered. The elements and principles of design are incorporated in not only the creation of photographs but also in the analysis of both student and professional work.

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

Prerequisite: 713 Photography I

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

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

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

Prerequisite: 700 Foundations of Art or 713 Photography I

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

Students will be introduced to the digital camera and the fundamentals of editing photographs using Adobe Photoshop Creative Cloud 2020. Students will digitize film shot in Photography I, as well as shoot new images using a DSLR digital camera. Emphasis is placed on using this medium as a form of personal expression as well as considering its practical applications. In a hands-on approach to learning, students will utilize scanning, image editing tools and techniques, collage-based projects and digital printing. Students will expand upon photographic skills previously learned and become familiar with the correlation between traditional darkroom processes and their digital counterparts. This course satisfies the Technology requirement.

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

Prerequisite: Foundations of Art

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

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

Prerequisite: Ceramics I

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

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

In this discussion driven course, students will be introduced to contemporary drama and comedy through in-class reading and script analysis. With an emphasis on understanding the building blocks of theater, we will explore the origins of the art form and learn how ancient traditions still inform our practice today. Formal assessments include: monologue performance; scene construction; costume design; directing exercises; and playwriting. With a recognition of the audience as theater's most vital element, students will learn to appreciate the value of giving and receiving feedback.

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

Prerequisite: At least two semesters of prior Theater coursework and/or Departmental Approval. An Interview/Audition process will determine the Artistic Team including actors, designers and technicians.

The objective of this workshop course is to explore, research, design and construct Westford Academy Theater Arts' Submission to the Massachusetts Educational Theater Guild's Festival.

721 Public Speaking CP - (12) - 2.5 credits

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

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

Prerequisite: Elements of Theater

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

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

Prerequisite: Departmental Approval required

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

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

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

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

Prerequisite: 711 Elements of Theater

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

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

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

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

Prerequisite: Acting I or Departmental Approval

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

Music

Music Performance Ensembles

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

Concert Percussion is a sub-section for all percussion students in grade nine and ten. Concert percussion focuses on the musical needs and technical demands exclusive to the percussion family. Students taking Concert Percussion will join their woodwind/brass counterparts during dress rehearsals, public performances, and all band related function. See Course 752 for further course description.

746 Symphonic Percussion H - (11-12) - 5 credits

Symphonic Percussion is a subsection for all percussion students in grade eleven and twelve. Symphonic percussion focuses on advanced musical and technical demands exclusive to the percussion family. Students taking Symphonic Percussion will join their woodwind/brass counterparts during dress rehearsals, public performances, and all band related function. See Course 753 for further course description.

747 Symphonic Band (10-12) 5 credits

This select ensemble is for advanced wind instrumentalists. The ensemble will perform a wide range of advanced works from the modern concert band repertoire in a wide range of styles. Advanced technical, ensemble and musicianship skills will be emphasized. Admission to the ensemble is by audition and evening rehearsals and performances are required.

Grade 10 students may apply to enroll in Symphonic Band with director recommendation. No honors credit will be awarded to grade 10 students in Symphonic Band.

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

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

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

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

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

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

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

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

This wind ensemble is the primary performing band of the Westford Academy. Students are expected to have some previous experience on their instrument. The ensemble will perform a wide range of works from the modern concert band repertoire in a wide range of styles. Basic technical, ensemble and musicianship skills will be emphasized. Evening rehearsals and performances required.

753 Symphonic Band H - (11-12) - 5 credits

This select ensemble is for advanced wind instrumentalists. The ensemble will perform a wide range of advanced works from the modern concert band repertoire in a wide range of styles. Advanced technical, ensemble and musicianship skills will be emphasized. Admission to the ensemble is by audition and evening rehearsals and performances are required.

Grade 10 students may apply to enroll in Symphonic Band with director recommendation. No honors credit will be awarded to grade 10 students in Symphonic Band.

754 Chamber Orchestra - (9-12) - 5 credits

This is the orchestra for freshmen at Westford Academy. Students are expected to have some previous experience on their instrument. The ensemble will perform a wide range of works from the orchestra literature in a wide range of styles. Basic technical, ensemble and musicianship skills will be emphasized. Evening rehearsals and performances required.

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

This ensemble is the primary ensemble for sophomores and juniors of Westford Academy. Students are expected to have participated in Chamber Orchestra during their freshman year. Intermediate technical, ensemble and musicianship skills will be emphasized. The ensemble will perform a wide range of works from the orchestra literature in a wide range of styles. Evening rehearsals and performances required.

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

This ensemble is the primary ensemble for sophomores and juniors of Westford Academy. Students are expected to have participated in Chamber Orchestra during their freshman year. Intermediate technical, ensemble and musicianship skills will be emphasized. The ensemble will perform a wide range of works from the orchestra literature in a wide range of styles. Evening rehearsals and performances required.

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

Prerequisite: Teacher recommendation

This advanced ensemble is for seniors and select sophomores and juniors by permission of the instructor. The ensemble will perform a wide range of advanced works from the orchestral repertoire in a wide range of styles. Advanced technical, ensemble and musicianship skills will be emphasized. Admission to the ensemble is by audition and evening rehearsals and performances are required.

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

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

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

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

Applied Music

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

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

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

This introductory course is designed for beginners and inexperienced guitar players who are interested in studying guitar. Students will learn to tune, develop a basic repertoire of chords and learn proper fundamental techniques in a variety of playing styles. Emphasis will be placed on elementary music theory for guitar and reading notes, chords and tab notation. Students will record their pieces and perform for their classmates.

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

Prerequisite: 90% or higher in Guitar I and Music Teacher Approval

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

foundation of musical literacy in standard notation is an expectation at this level. Regular performances in front of live audiences is a required expectation of this course.

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

Prerequisite: 90% or higher in Guitar II and Music Teacher Approval

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

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

This course offers hands-on introduction to the Musical Process through basic piano skills and is designed for beginners and inexperienced piano players. Students will learn basic posture and hand positions as well as proper fingerings and playing techniques in a variety of musical styles. Emphasis will be placed on elementary music theory for guitar and reading notes. Students will record their pieces and perform for their classmates. This course is designed as an introduction to the fundamental elements of music for the beginner as well as a prerequisite to Music Theory AP. Satisfies Technology requirement.

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

Prerequisite: 90% or higher in Piano Lab I and Music Teacher Approval

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

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

Prerequisite: 90% or higher in Piano Lab II CP and Music Teacher Approval

Students enrolled in Piano Lab III Honors will show a serious interest in advancing their understanding of the Musical Process and in study of performance on piano at an accelerated pace. They will continue to develop skills acquired in Piano Lab I and Piano Lab II, but at a much higher level of difficulty. Repertoire will be chosen by both the instructor and the student to reflect challenge on more in-depth techniques. Regular performance experiences in front of live audiences will be planned and executed by the student, and are required. Students will analyze the work of others as well as their own performances as an important step in the artistic process. Musical literacy must be at an advanced level to be considered for this course and are a focus of continuing development.

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

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

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

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

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

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

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

they are enrolled in or have completed this course. This course is not a prerequisite to AP Music Theory.

90% or better in Piano Lab I or WA music ensemble, or 4 years of private piano, or permission from the instructor required.

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

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

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

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

Prerequisites: Electronic Music I or Teacher Recommendation, basic instrument proficiency or basic music theory fluency.

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

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

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

Prerequisites: Electronic Music II, basic instrument proficiency and basic music theory fluency.

This course will expand on the intermediate knowledge of Electronic Music II. Students in Electronic Music III will use a Digital Audio Workstation to create and expansive portfolio or original music. Collaborations, cross-platform/cross-curricular project work, and professional production/marketing practices will be expected. Regular work will be

required outside of the school day. Students will be required to enlist instrumentalists, vocalists, technicians, and visual artists to publicize, produce, and promote their work.

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

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

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

*This course will not run during the 2022-2023 school year.

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

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

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

Prerequisite: 90% or higher in Ukulele I and Music Teacher Approval

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

foundation of musical literacy in standard notation is an expectation at this level. Regular performances in front of live audiences is a required expectation of this course.

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

Prerequisites: 90% or higher in Ukulele II and Music Teacher Approval

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

800 Music Fundamentals (9-12) - 2.5 credits

The goal of the Music Fundamentals course is to provide REACH and Life Skills students with opportunities to explore and develop the creative process through music in a supported environment. Students will collaborate to investigate various traditional and world music styles, will explore introductory electronic music software, and will apply the elements of musical performance in a concert setting.

World Language Course Composites

World Language

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

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

French

101 French I CP - 5 credits

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

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. Please indicate an alternate language choice should your first choice not be offered or available.

This course is designed to introduce students to the language and cultures of the French-speaking world. Through role-plays, small group work, and exposure to authentic texts, students will begin to develop their communication skills in French. They will initiate and maintain basic conversations about a variety of topics, including family, school life, favorite activities, and food preferences. Students will learn how to describe the world around them. There is a strong emphasis on vocabulary acquisition and

patterns of language structures at this level. French will be used as much as possible during classroom instruction.

102 French II CP - 5 credits

This course is designed for students who have completed Grade 8 French or French I CP at Westford Academy. Students will be exposed to a variety of authentic texts and multimedia sources as they continue to develop their communication skills in French. Students will describe, glean information, and express their opinions verbally and in writing on a variety of topics including home life, household responsibilities, foods, daily routines, healthy living, and city life. Students will continue to increase their vocabulary base and utilize verb tense to convey time frame. French will be used as much as possible during classroom instruction.

103 French II H - 5 credits

To enroll in this course, students must earn a grade of 92 or above in Grade 8 French or a grade of 94 in 101 French 1CP. Teacher recommendation is required.

This course is designed for students who have successfully completed Grade 8 French or French I CP at Westford Academy. Through interpretation of a variety of literary excerpts, authentic texts, and multimedia sources, students will continue to develop their communication skills in French. Students will describe, glean information, and express their opinions verbally and in writing on a variety of topics including home life, household responsibilities and chores, foods, daily routines, healthy living, and city life. Students will continue to increase their vocabulary base and utilize verb tense to convey time frame as they improve their level of grammatical accuracy. Class will be conducted primarily in French.

104 French III CP - 5 credits

This intermediate course is designed for students who have completed French II CP. Students will strive to strengthen their communication skills. They will gather and convey information from a variety of authentic sources as they practice speaking with greater confidence and ease in everyday situations. Students will study a variety of topics including the environment, careers, technology, and transportation. Students will continue to enrich their vocabulary base and expand their knowledge of verb tense to convey time frame. Class will be conducted primarily in French.

105 French III H - 5 credits

To enroll in this course, students must maintain a Grade of 85 or above in French II Honors or a 95 in French II CP and have a teacher recommendation.

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

106 French IV CP - 5 credits

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

This intermediate course is designed for students who have completed French III CP. Students increase their proficiency in the language with a primary emphasis on speaking and listening comprehension. Authentic and adapted stories, novels, and films provide the basis for in-class conversations. Students will engage in simulations designed to increase their vocabulary and comfort level in practical situations relating to healthy living, art, and natural resources. Class will be conducted primarily in French.

107 French IV H - 5 credits

To enroll in this course, students must maintain a Grade of 85 or above in French III Honors. Teacher recommendation is required.

This intermediate course is designed for students who have completed French III Honors. Students increase their proficiency in the language through a comprehensive grammar review and readings designed to significantly increase their active and passive vocabulary base. Literary selections, notably *le Petit Prince*, *l'Homme qui plantait des arbres*, and *l'Etranger* provide the basis for discussion and composition assignments. Class will be conducted exclusively in French. Students taking French IV Honors are encouraged to continue their study of French in AP French Language and Culture.

108 French Language and Culture AP - 5 Credits

To enroll in this course, students must have successfully completed French IV Honors. Teacher recommendation is required.

This AP course is structured around six specific themes to promote the exploration of the French language in context as well as to develop a deeper understanding of French and francophone cultures. Students will refine their proficiency skills in the interpersonal, interpretive, and presentational modes of communication. Summer reading and essays are required.

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

109 French V CP - 5 Credits

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

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

Mandarin

110 Mandarin I CP - 5 Credits

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

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. Please indicate an alternate language choice should your first choice not be offered or available.

This course is designed to introduce students to the language, culture, and history of China. Through simple conversation and short writing tasks, students will begin to ask and answer questions about their families, likes and dislikes, food preferences, and

school. Students will learn to read and write simplified characters as well as have the opportunity to study calligraphy. Learning will be supplemented by documentaries and field trips. Mandarin will be used as much as possible during classroom instruction.

112 Mandarin II CP - 5 Credits

Students with existing Mandarin language skills who score 85 or higher on a cumulative Mandarin I exam may enroll directly in Mandarin II. Teacher recommendation is required.

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

112a Mandarin II H - 5 Credits

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

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

113 Mandarin III CP - 5 Credits

Depending on enrollment requests, this course may be offered concurrently with other upper level Mandarin courses. Alternating or differentiated course content will be offered, if needed.

Students in Mandarin III CP strengthen their ability to communicate in Mandarin. They will expand their conversational skills with regards to opinions and thoughts. Students will learn more extensive vocabulary and complex grammatical structures. Students will

read and write longer pieces, learn to initiate and maintain small group discussions, and analyze Chinese writing and movies. Class will be conducted primarily in Mandarin.

114 Mandarin III H - 5 Credits

To enroll in this course, students should maintain a grade of 85 or above in Mandarin II Honors. Teacher recommendation is required. Depending on enrollment requests, this course may be offered concurrently with other upper level Mandarin courses.

Alternating or differentiated course content will be offered, if needed.

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

115 Mandarin IV CP - 5 Credits

Depending on enrollment requests, this course may be offered concurrently with other upper level Mandarin courses. Alternating course content will be offered, if needed.

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

116 Mandarin IV H - 5 Credits

To enroll in this course, students should maintain a grade of 85 or above in Mandarin III Honors. Teacher recommendation is required. Depending on enrollment requests, this course may be offered concurrently with other upper level Mandarin courses.

Alternating course content will be offered, if needed.

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

Latin

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

120 - Latin I CP - 5 credits

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

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. Please indicate an alternate language choice should your first choice not be offered or available.

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

121 Latin II CP - 5 credits

Students should choose Latin II CP if they achieve a grade below 92 in middle school Latin or achieve a grade below 85 in Latin I CP at Westford Academy.

Students continue to develop their reading comprehension skills and increase their knowledge of grammar and vocabulary through reading longer passages of Latin prose centered in the provinces of Egypt and Britain. This course progresses ONLY to Latin III CP.

122 Latin II H - 5 credits

Students should choose Latin II Honors if they achieve a grade of 92 or above in grade 8 Latin or 85 or above in Latin 1 CP at Westford Academy. Teacher recommendation is required.

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

123 Latin III CP - 5 credits

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

Students continue to develop their reading comprehension skills and increase their knowledge of grammar and vocabulary through reading longer passages of Latin prose centered in the province of Britain and the city of Rome. This course progresses ONLY to Latin IV CP.

124 Latin III H - 5 credits

Students should choose Latin III Honors if they achieve a grade of 85 or above in Latin II Honors. Teacher recommendation is required.

Students complete their study of the major grammatical structures and continue to develop their reading comprehension skills and expand their vocabulary knowledge by reading longer passages of Latin prose. In the latter part of the course, students begin to read adapted and heavily annotated texts from ancient authors of both poetry and prose. This course progresses to Latin IV CP or Latin IV Honors.

125 Latin IV CP - 5 credits

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

Students begin the transition from adapted Latin texts to heavily annotated ancient texts. There is a significant review of the major grammatical structures of the language. This course progresses ONLY to Latin V CP.

126 Latin IV H - 5 credits

Students should choose Latin IV Honors if they achieve a grade above 80 in Latin III Honors. Teacher recommendation is required.

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

128 Latin V CP - 5 credits

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

Students continue the transition from adapted Latin texts to heavily annotated ancient texts. There is a significant review of the major grammatical structures of the language. Other topics to be studied may include Roman entertainment and mythology.

158 Latin V Honors - 5 credits

Students should choose Latin V Honors if they have completed Latin IV Honors. Teacher recommendation is required.

Latin 5 Honors is a theme-based literature course focused on Roman values such as auctoritas , pietas , and moderatio . Students will read unadapted excerpts from a variety of ancient authors including Vergil, Horace, and Ovid. The understanding of texts will be assessed in a variety of ways including English composition and summaries, in-class discussions, reading comprehension questions, and translation. Students will be encouraged to make connections between Roman values and modern society. Students must be highly self-motivated and willing to do vocabulary and grammar review independently.

German

The main objective of each German course is to get the student communicating in the language. To this end, we stress the use of the language in class and offer many cultural activities, including a student exchange with a school in Germany.

130 German I CP - 5 credits

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

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. Please indicate an alternate language choice should your first choice not be offered or available.

This course is designed to introduce students to the language, cultures, and peoples of Germany, Austria, and Switzerland. Through role-plays, small group work, and the interpretation of authentic texts, students will begin to develop their communication skills in German. They will initiate and maintain basic conversations about a variety of topics, including family, school life, free time activities, and current events. Students will learn how to describe the world around them. There is a strong emphasis on vocabulary acquisition and patterns of language at this level. German will be used as much as possible during classroom instruction.

132 German II CP - 5 credits

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

This course covers topics similar to those of the first year course (see above) but at a higher level and with more in-depth approaches, as well as content (vocabulary, grammar, etc.) introduced in the Mosaik Level 2 book. Though proper usage of the language is expected, grammar is embedded in the assignments. Emphasis is on communicating through TPRS (Total Proficiency through Reading and Storytelling) and short stories. Topics covered include healthy living, travel, and the German School System.

133 German II H - 5 credits

Students should choose German II Honors if they received a grade of 92 or above in grade 8 German or German I CP at Westford Academy. Teacher recommendation is required.

This course covers topics similar to those of the first year course (see above) but at a higher level and with more in-depth approaches, as well as content (vocabulary, grammar, etc) introduced in the Mosaik Level 2 book. Students must be able to do more independent learning, learn vocabulary and grammar at an accelerated pace, move along faster doing "honors" work, and be interested in the workings of the language. Topics covered include healthy living, travel, and the German School System.

134 German III CP - 5 credits

Students should choose German III CP if they have completed German II CP and want to continue in German, or have below an 85 in German II Honors.

Students in German III CP begin to "decorate" their language. Vocabulary explodes, grammar begins to make more sense, and students begin to transfer all skills to some original work. Grammar, vocabulary, and themes are taken from our textbook, Mosaik 2, as well as from short stories, books from Germany, the internet, and TPRS work. Students participate in role-plays, conduct their own research, explore the German-speaking world, and continue to improve their speaking and writing skills.

135 German III H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in German II Honors or a 95 in German II CP and have a teacher recommendation.

Students in German III Honors begin to "decorate" their language. Vocabulary explodes, grammar begins to make more sense, and students begin to transfer all skills to some original work. Grammar, vocabulary, and themes are taken from our textbook, Mosaik 2, as well as from short stories, books from Germany, the internet, and TPRS work. Students participate in role-plays, conduct their own research, explore the German-speaking world, and continue to improve their speaking and writing skills. Students choosing German III Honors should be curious about language in general, motivated to learn independently, and strive for accuracy in their work.

136 German IV CP - 5 credits

Students should choose German IV CP if they have completed German III CP and want to continue in German or have below an 85 in German III Honors.

NOTE: This course may be offered concurrently with German V CP. Alternating course content will be offered, if needed.

At the German IV CP level, speaking becomes more fluid, students begin to discuss and argue about issues, and their writing improves. Selected structures are covered

through the texts and other authentic materials. Language is improved and vocabulary expanded through cultural lessons, units dealing with German film, geography and culture.

137 German IV H - 5 credits

Students should choose German IV Honors if they have an 85 or above in German III Honors. Teacher recommendation is required.

At the German IV level speaking becomes much more fluid, students begin to discuss and argue about issues, and their writing has their own voice. Selected grammatical structures are covered through the texts, *Mosaik 2* and *Denk Mal!*. We read short stories, both humorous ones from Ursula Wölfel's *29 Verrückte Geschichten* as well as selections from the anthology *Lebendige Literatur*. Poetry is introduced. Some authors read include Novak, Borchert, Grass, Bichsel, Brecht, even Goethe! Very often we read about those troublemakers *Max und Moritz* by Wilhelm Busch. We continue exploring contemporary topics affecting the German-speaking world today through authentic materials via the internet, and we try to stay up-to-date with their most current cultural trends, political events, and societal issues.

138 AP German Language and Culture - 5 credits

Students should choose this class if they have successfully completed German IV Honors. Teacher recommendation is required.

In German Language AP speaking is fluid and comfortable. Writing skills have improved tremendously, and students discuss, argue, and joke constantly. Specific intricacies of grammar are readdressed or presented in preparation for the AP exam. The anthologies *Lebendige Literatur* and *Der Weg Zum Lesen* are used, we explore classic as well as contemporary music, and poetry is analyzed which introduce new authors and revisit old favorites. We continue to stay informed on the most recent news out of Berlin, Vienna, and Bern via authentic resources on the internet. Our biggest accomplishment involves reading (and sometimes acting out) a full play by Swiss playwright Friedrich Dürrenmatt, *Der Besuch der alten Dame*.

Students selecting this course are expected to take the Advanced Placement German Language and Culture exam in May.

139 - German V CP - 5 credits

German V CP is a continuation of level IV, with topics ranging from film, to fairy tales, to Cold-War Berlin. Each student is exposed to authentic texts and cultural practices to give the student a greater understanding of the German speaking world.

153 German V H - 5 credits

German V Honors is for students who have successfully completed German IV Honors but do not wish to take AP German Language and Culture, or students who have demonstrated maturity and growth within German IV CP. Students may enroll in this course if they have earned a grade of 80 or above in German IV Honors or a grade of 90 or above in German IV CP.

Depending on enrollment requests, this course may be offered concurrently with German IV CP and/or German V CP. Teacher recommendation is required.

Topics to be studied may include film, fairy tales, and Cold-War Berlin, as well as contemporary topics in German culture. Students will be exposed to authentic texts and materials to deepen their understanding of the German-speaking world. Students will work closely with the teacher to create a personalized and meaningful experience throughout the year.

Spanish

141 Spanish II CP - 5 credits

This course is intended for students who need additional reinforcement in the foundational elements of learning Spanish and would benefit from a slower paced instruction. Teacher recommendation is required. Please note that successful completion of this course does not qualify students to continue on to Spanish 3CP. Students who choose to continue the following year would continue with Spanish 2CP (143).

This course will help students develop their ability to communicate basic needs in the target language using fundamental vocabulary. Students will review concepts learned in Spanish I and apply them to various thematic topics. Students will expand their knowledge of the geography and culture of the Spanish-speaking world. Class activities include role-playing and small cultural projects.

142 Spanish I CP - 5 credits

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

NOTE: Depending on enrollment requests and faculty availability, some first year language courses may not be offered. Please indicate an alternate language choice should your first choice not be offered or available.

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

143a Spanish II CP (Grade 9) - 5 credits

This course is intended for 9th grade students who studied Spanish in middle school. Students should choose this course if they achieve a grade below 92 in 8th Grade Spanish.

Students will continue to develop proficiency in the three modes of communication: interpersonal, interpretive, and presentational. In structured and culturally contextualized situations, students will use the language practically and creatively to describe, gather and clarify information, and express opinions. Students will converse and write about topics related to their personal experiences. Students will continue to expand their vocabulary base and increase their knowledge of verb conjugation and time frame. Class will be conducted primarily in Spanish. Students progress towards the Novice high level of proficiency.

143 Spanish II CP (Grades 10-12) - 5 credits

This course is intended for students who completed Spanish I CP at Westford Academy.

Students will continue to develop proficiency in the three modes of communication: interpersonal, interpretive, and presentational. In structured and culturally contextualized situations, students will use the language practically and creatively to describe, gather and clarify information, and express opinions. Students will converse and write about topics related to their personal experiences. Students will continue to expand their vocabulary base and increase their knowledge of verb conjugation and time frame. Class will be conducted primarily in Spanish. Students progress towards the Novice high level of proficiency.

144 Spanish II H - 5 credits

To enroll in this course, students must earn a Grade of 92 or above in 8th grade Spanish or a grade of 94 in 142 Spanish I CP. Teacher recommendation is required.

Students will continue to develop proficiency in the three modes of communication: interpersonal, interpretive, and presentational. In structured and culturally contextualized situations, students will use the language practically and creatively to describe, gather and clarify information, and express opinions. Students will converse and write about topics related to their personal experiences. Students will continue to expand their vocabulary base and increase their knowledge of verb conjugation and time frame. Both the teacher and students are expected to speak only in Spanish. Students transition from the Novice high towards the Intermediate low level of proficiency.

145 Spanish III CP - 5 credits

Students should choose Spanish III CP if they achieve below an 85 in Spanish II Honors or a passing grade in 143 Spanish II CP.

Spanish III CP students broaden their skills in communicating effectively with an emphasis on speaking and listening. Vocabulary building, a review of essential grammatical structures, and an introduction of additional tenses, are major elements of the curriculum. This course also incorporates authentic language through music, video, and short Spanish texts. Students work toward speaking with greater confidence and ease in practical, everyday situations through prepared and extemporaneous dialogues, informal oral and written reports, and skits about real-life situations. The class is conducted primarily in Spanish. Students work towards the Intermediate low proficiency level.

146 Spanish III H - 5 credits

To enroll in this course, students must maintain a grade of 85 or above in Spanish II Honors or a 95 in Spanish II CP and have a teacher recommendation.

Building on skills that were introduced in Spanish 2 Honors, this course will challenge students to expand their understanding of language and culture and the precision with which they are able to speak and write about the past, present, and future. A variety of engaging themes -- including the use of technology, travel, health and well-being, and the environment -- will expand students' vocabulary and push them to improve their interpretive, interpersonal, and presentational skills. Students should expect to interact with authentic resources of all types, and to be assessed regularly on all four skills (reading, writing, listening, and speaking). Only Spanish will be used by both the teacher and students. Students will work towards achieving a proficiency level of Intermediate low.

147 Spanish IV CP - 5 credits

Students should choose Spanish IV CP if they achieve a grade below 85 in Spanish III Honors or a passing grade in Spanish III CP.

Students will continue to build proficiency in the three modes of communication: interpersonal, interpretive, and presentational. The use of short pieces of authentic literature, articles, music, audio and video programs help build cultural knowledge of the Spanish-speaking world. Group work, pair work, whole class discussions and direct instruction are implemented to support all students in developing communicative proficiency. In order to perform tasks in Spanish, students review grammar structures and learn new ones. This class is conducted exclusively in Spanish. Students will progress from the Intermediate low towards the Intermediate mid level of proficiency.

148 Spanish IV H - 5 credits

Students should choose Spanish IV Honors if they achieve a grade of 85 in Spanish III Honors and have the recommendation of the teacher.

Students will continue to build proficiency in the three modes of communication: interpersonal, interpretive, and presentational while they review verb tenses, modes and grammatical structures learned in previous years and learn several new structures. Students will continue to explore topics from the Hispanic world, with a more in-depth study of the history and culture of several regions. Discussion themes include family and community, the natural world, immigration, human rights, the media, and current events. Listening comprehension is improved through the use of authentic audio materials such as songs, short films and news videos. Students will be exposed to authentic literature and on-line articles related to topics discussed in class. Students will write essays as well as emails, and become familiar with the types of exercises they will be required to complete on the AP language exam. Students will be required to participate actively and spontaneously in classroom discussion in order to improve their speaking ability. Students will work towards achieving a proficiency level of Intermediate mid and make progress towards the Intermediate high level. This class will be conducted exclusively in Spanish. Students are encouraged to progress to either Spanish V Honors or Spanish V AP Spanish Language and Culture.

149 AP Spanish Language and Culture - 5 credits

Students should choose Spanish V AP if they achieve a grade of 85 in Spanish IV Honors. Teacher recommendation is required.

In AP Spanish Language and Culture, students continue to work on reading, writing, listening, and speaking. They read plays, short stories, as well as excerpts from novels.

Students are required to speak only in Spanish and are asked to participate in a variety of oral and written exercises to increase fluency, spontaneous speech and ease of writing in preparation for the AP exam. Current media such as Spanish language newspapers, magazines, films, radio programs, and videos are used to increase reading and writing skills, as well as cultural knowledge. Grammar and vocabulary are not explicitly taught. Summer work is required.

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

150 Spanish Contemporary Film and Literature CP - 5 credits

Students who wish to enroll in this course must successfully complete Spanish IV CP or Spanish 4H.

NOTE: Depending on enrollment requests, this course may be offered concurrently with Spanish Contemporary Film and Literature Honors.

This course is designed for students who have completed Spanish IV at any level. The core content of the class will be conversation-based. Current and historical events in the Spanish-speaking world will be examined through film, music, literature and other media. Thematically relevant vocabulary and grammar units will be studied, as needed, to supplement conversation and stimulate independent and abstract thought in Spanish.

151 Spanish Contemporary Film and Literature H - 5 credits

Students may enroll in this course if they have earned a grade of 80 or above in Spanish IV Honors or a grade of 90 or above in Spanish IV CP.

NOTE: Depending on enrollment requests, this course may be offered concurrently with Spanish Contemporary Film and Literature CP.

The core content of the class will be conversation-based. Current and historical events in the Spanish-speaking world will be examined through film, music, literature and other media. Thematically relevant vocabulary and grammar units will be studied, as needed, to supplement conversation and stimulate independent and abstract thought in Spanish. Students taking the class at the honors level will be given longer written, reading, and oral assessments and will be evaluated more rigorously with regards to grammar usage, listening skills, and oral participation.

FAQ

2022-2023

Q: How does my child log into the PowerSchool portal?

A: Your child goes to: <https://westford.powerschool.com/public> and uses their WPS credentials to log in (what they use to log into their chromebook)

Q: When can my student log into PowerSchool and choose classes?

A: February 19th- March 4th (closes at 2pm)

Q: How can my student move up a level in a course?

A: Please follow our **PARENTAL OVERRIDE POLICY & PROCESS**.

Q: If my child is filling out an override form, what do they do in PowerSchool?

A: Your child should mark what was recommended for them **EVEN** if they plan on overriding. The counselor will go into PowerSchool after the portal has closed and make changes based on overrides.

Q: If my child submits their requests the day the portal opens, will they have a better chance of getting the electives they requested?

A: No, the master schedule isn't created until all the requests are inputted so as long as you submit in the window, your chances are equal to get a certain course.

Q: When will parent(s)/guardian(s) have access to PowerSchool?

A: This spring! Parent(s)/guardian(s) don't need access in order for their child to submit their requests. More information on Parent/guardian access will be coming out this spring.

Q: When is the 8th grade curriculum night that will review scheduling and the academic curriculum for incoming students?

A: Wednesday, February 16th at 6:30pm. This event will be virtual. More information to follow.

Q: Who does my child go to if they have questions about their recommendations?

A: Students should be connecting with their teachers if they have questions regarding their recommendations.

Q: Who does my child go to if they have questions about scheduling?

A: Students can connect with their school counselor for scheduling questions. **All current 8th grade counselors should reach out to their middle school counselor with questions.**

Q: What can we see in PowerSchool?

A: For this school year, students will only be able to see if schedules for the 22-23 school year (mid to late June). Nothing else will be in PowerSchool. We will be using iPass for grades, attendance etc for the remainder of this school year.

Q: Does PowerSchool have an app that students can use next year to see their daily bell schedule, etc?

A: Yes! More information will be provided this spring.