



**WATERTOWN HIGH SCHOOL
PROGRAM OF STUDIES
2023-2024**

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The Watertown Public Schools' policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy-related condition. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy-related condition, their complaint should be registered with the Title IX compliance officer.

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Guidance Department

Central Phone Number	617-926-7736
Lead Guidance Counselor	Ms. Adrienne Eaton, ext. 36605
Guidance Counselor	Ms. Amber Edwards, ext. 36604
Guidance Counselor	Ms. Lindsay Orpen, ext. 36602
Guidance Counselor	Ms. Kim Osborne, ext. 36606
Guidance Counselor	Mr. Fabian Rivera, ext. 36603
Guidance Secretary	Ms. Linda Tracy, ext. 36601

Watertown High School Mission

The mission of Watertown High School is to produce lifelong learners through examination of human achievements, development of essential skills, and promotion of civic responsibility and ethics. We are committed to a rigorous curriculum designed to foster students' growth as creative and independent thinkers. We will provide a safe and nurturing environment in which students and faculty have the opportunity to realize their full potential.

Core Values

- R** We **RESPECT** each other and we respect ourselves
- E** We are **EMPOWERED** to grow and pursue our dreams
- A** We **ACHIEVE** as students and as well-rounded individuals
- C** We aspire to **CREATE** something new from our knowledge and experiences
- H** We **HONOR** our rights and responsibilities as members of this community

School-Wide Learning Expectations

- **Communication:** Communicate effectively (orally and in writing) utilizing multiple technologies and media
- **Creativity:** Solve problems creatively utilizing brainstorming, prototyping and considering nontraditional methods
- **Critical Thinking:** Effectively gather, evaluate, analyze, and synthesize information to develop wonderings and create and test hypotheses
- **Collaboration:** Work in collaboration within teams or groups to develop solutions based on multiple inputs of skills, experiences and knowledge bases. Exercise flexibility, make compromises, and share responsibility in the development of solutions

General Information

Graduation Requirements:

All students must earn 134 credits.

All students must demonstrate the following competencies:

- **English/Writing/Speaking** skills demonstrated by successful completion of four years of English courses
- **Self-Assessment & Establishing Goals** demonstrated by completion of specific activities for

- grades 9-12 as part of the developmental guidance program
- **Problem Solving and Respect/Concern** for others demonstrated by completion of community service for a minimum of thirty-six hours
- **Computer Literacy** demonstrated (at a minimum) by competency in word processing, database, and spreadsheet applications within the context of academic courses

Students are required to successfully complete the following courses in the indicated disciplines:

- English: 4 full year courses or equivalent
- Social Studies: 3 full year courses including 2 years of U.S. History and 1 year of world history, or equivalent
- Math: 4 full year courses or equivalent
- Science: 3 full year courses or equivalent
- Fine and Performing Arts/Career and Technical Education: 1 full year course or 2 semester courses from either department
- Wellness: 1 semester course per year; required courses: Personal Fitness, Health, Project Adventure, and 1 Wellness elective course
- World Languages: 3 full year courses strongly recommended

In addition, all students must pass the Massachusetts Comprehensive Assessment System (MCAS) in Science, Mathematics, and English Language Arts with a passing score on each.

Accreditation Statement

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

Minimum Credit Requirement

Grade 9 and 10 students will be scheduled for 42 credits and all other students must carry at least 36 credits per year. *Students who have a support class or teacher aide position will not also be eligible for a study.* Once a course has been successfully completed, with the exception of Band, Chorus, String Orchestra, Studio Art, Journalism, or Physical Education, the course may not be repeated for credit.

It is the responsibility of each student to know if they are carrying enough credits for graduation. School staff members monitor student graduation requirements; however, each student is asked and expected to track their individual program. All courses are offered subject to enrollment and staffing availability.

Parental Appeal Procedure for Course Selection

In the event that a student or their parent/guardian does not agree with a teacher's recommendation for course/level for the next academic year, the following procedure is in place:

1. The student and parent/guardian write a note to the teacher requesting a conversation about the recommendation and/or higher/lower placement. The note should include work and home phone numbers.
2. The teacher speaks with the student and calls the parent/guardian. If the placement decision is not resolved, the teacher advises the student to contact the curriculum coordinator.
3. The curriculum coordinator, student, and parent/guardian converse. If no resolution is reached, the student and parent/guardian are advised to contact the high school principal.
4. The principal responds in writing to the student and parent/guardian (approval/disapproval/conditions) and a copy of the letter is sent to the school counselor, teacher, and curriculum coordinator. The school counselor will act as a mediator while the process moves along. The same process will apply to students moving from grade 8 to grade 9.

Choosing Courses for College Admissions

It is important to consider how course selections throughout high school can impact a student's future plans. Students exploring four-year colleges and universities should review school-specific requirements and admissions policies. At Watertown High School, we strongly recommend that students planning to attend a four-year college or university take the following courses while at Watertown High School:

- English: 4 years
- World Language: 3 years, preferably 4
- Mathematics: 4 years
- Science: 3 years, preferably 4
- Social Studies: 3 years, preferably 4

Two-year community and junior colleges have both career and transfer programs. Career programs prepare students for entrance into semi-professional or technical fields after two years of study. Students in transfer programs are prepared to enter their junior year at a four-year college. Entrance into these programs may be more flexible than requirements at four-year schools. Some career programs are quite competitive, however, and require advanced skills and proficiencies. An Associate's Degree is awarded after successful completion of either type of program.

Massachusetts State Universities

According to the Massachusetts Department of Higher Education, in order for a student to be eligible for acceptance into the Massachusetts State University system as a freshman, all students must:

- Take 17 college preparatory high school courses
- Earn at least a 3.0 grade point average in college preparatory courses **or** meet an SAT/ACT score requirement based on their GPA (please note that some schools and/or specific programs may have different requirements)
- Take the SAT or ACT test
 - Please note: many colleges and universities are currently testing optional. Students should confer with their school counselor and consult specific college admissions websites for the most up-to-date information.

Required SAT or ACT Scores for Freshman Applicants to UMass Undergraduate Campuses

Weighted Average GPA	Combined SAT Score (Reading and Math)	ACT Score
2.51-2.99	1030	20
2.41-2.50	1070	21
2.31-2.3	1110	22
2.21-2.3	1140	23

2.11-2.2	1180	24
2.0-2.1	1220	25

Required SAT or ACT Scores for Freshman Applicants to State Universities

Weighted Average GPA	Combined SAT Score (Reading and Math)	ACT Score
2.51-2.99	990	19
2.41-2.5	1030	20
2.31-2.4	1070	21
2.21-2.3	1100	22
2.11-2.2	1140	23
2.0-2.1	1180	24

The academic course requirements for Massachusetts State Universities are:

- English - 4 courses
- Mathematics - 4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework, including mathematics during the final year of high school. Students must take and pass Algebra II to be considered for Massachusetts public universities.)
- Sciences - 3 courses (from Natural Science and/or Physical Science and/or
- Technology/Engineering) including 3 courses with laboratory work.
- Social Sciences - 2 courses (including 1 course in US History)
- World Languages - 2 courses (in a single language)
- Electives - 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

These are minimum requirements for admission, and eligibility does not guarantee admission.

Academic Information – Requirements and Eligibility Credits Required for Promotion and Graduation

Grade 9: Class of 2027

134 credits are required for graduation.

Each grade 9 student must earn thirty (30) credits to include successful completion of grade 9 English or equivalent, before being promoted to Grade 10 and assigned to a grade 10 homeroom.

Grade 10: Class of 2026

134 credits are required for graduation.

Each grade 10 student must have earned a minimum of sixty (60) credits, to include successful completion of Grade 10 English or equivalent, before being promoted to grade 11 and assigned to a grade 11 homeroom.

Grade 11: Class of 2025

134 credits are required for graduation.

Each grade 11 student must have earned a minimum of ninety-four (94) credits to include successful completion of Grade 11 English or equivalent before being promoted to grade 12 and assigned to a grade 12 homeroom.

Grade 12: Class of 2024

134 credits are required for graduation.

Each grade 12 student must have earned 134 credits to include successful completion of required subjects in order to participate in the graduation or be awarded a diploma from Watertown High School.

Decile Standing

Grade point average (GPA) at Watertown High School is a weighted average which includes Advanced Placement, Honors, and Level 1 courses in all subject areas. Pass/fail courses, summer school courses, courses taken at institutions other than Watertown High School are not included in the GPA. Virtual High School courses (VHS) are included in GPA using levels L1, Honors, and Advanced Placement.

Decile standing is computed at the end of grade 11 and after the third term of senior year. The cumulative, weighted GPA is calculated using term grades from each of the four quarters. WHS gives students a standard 4.0-based GPA. There will not be any conversion of grades from schools other than Watertown High School in the calculation of decile standing. In order to be calculated and reported, students must have attended WHS a minimum of five quarters and have accumulated a minimum of twenty term grades to be eligible for decile standing status. Decile 1 is the highest decile.

The principal selects the class valedictorian and salutatorian after the final GPA is calculated following the close of grades for the third term of the student's grade 12 year.

Weighted Grading Scale

Grade	AP GPA Points	Honors GPA Points	Level 1 GPA Points
A+	5.3	4.8	4.3
A	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B-	3.7	3.2	2.7
C+	3.3	2.8	2.3

C	3.0	2.5	2.0
C-	2.7	2.2	1.7
D+	2.3	1.8	1.3
D	2.0	1.5	1.0
D-	1.7	1.2	.07
F	0	0	0

Progress Report

A student receives a mid-term progress report at the midpoint of each marking period. An academic standard of Honorable, Satisfactory, Needs to Improve or Unsatisfactory and an attendance report are indicated on this report.

Report Card – Marking

Four times each year a student receives a report card that indicates in letter grades his/her official standing in the courses he/she is taking.

- A+/A/A-: Exceeds Standards
- B+/B/B-: Meets Standards
- C+/C/C-: Meets Minimum Competencies
- D+/D/D-: Unsatisfactory, Low pass
- F: Failing
- INC: Incomplete
- P: Passing
- S: Satisfactory
- U: Unsatisfactory, Low pass
- W: Withdrew (student withdrew from course)
- Z: Student is new to class

In addition, comments are given by each subject teacher to aid in understanding the letter grade.

Report Card Error

Report card errors should be reported to the teacher involved. A grade correction form may be obtained in the Guidance Office and, when signed by the appropriate teacher and the principal, a grade correction can be made immediately.

Academic Recognition:

High Honor Roll

The student must carry a minimum of 30 credits in subjects producing letter grades, A, B, C, D or S, and receive no grade below an A-, except in one subject, which may be a B+, B or B-.

Honor Roll

The student must carry a minimum of 30 credits in subjects producing letter grades, A, B, C, D or S, and receive no grade below B-.

The Honor Roll is announced at the end of each term for those students who have demonstrated high scholastic performance.

Plagiarism

Plagiarism is defined as the act of presenting someone else's words and/or ideas as your own, even if done unintentionally. Any student who quotes directly from any source or makes use of an idea from any source and does not credit the author of that source, who copies part or all of the work of another student, or who allows part or all of his/her work to be copied by another student, will be considered to have plagiarized. Information taken from the Internet or other electronic media without crediting the source is also a form of plagiarism. Students must credit all sources that provide useful information and enclose any word or words directly taken from a source within quotation marks. Failure to do so is a dishonorable act; academic theft in an academic institution is a serious matter and, as such, has serious consequences. A student found guilty of plagiarism may receive a grade of zero on the project, may have his course level lowered, and may also forfeit membership in the National Honor and/or Cum Laude Society. Other consequences, such as a letter of reprimand in the student's file, exclusion from consideration for academic honors, or notations on college recommendations may also follow from an incidence of plagiarism.

Students and faculty should follow guidelines consistent with those of the Modern Language Association (MLA) (such as the MLA Guide to Documentation), our single school-wide standard. These guidelines are available from classroom teachers and departments, the school library, as well as on the Watertown High School Library's web page (<http://www.watertown.k12.ma.us/whs/library/lib/citations.html>).

In addition to the above paragraphs, in the World Language classrooms, plagiarism is also defined by:

- Using online translating services (such as Google translator)
- Peer editing
 - Appropriate peer editing is helping a peer by pointing out errors (i.e., underlining/circling incorrect tenses, incorrect agreement, incorrect vocabulary, etc.)
 - Peer editing becomes plagiarism when peers point out errors *and* make corrections. This is plagiarism because once the errors are corrected, it is no longer the student's own work.

Level Placements

Advanced Placement (AP) Level Courses

Advanced Placement courses will be significantly more demanding than Honors classes. Students and parents should consider an Advanced Placement class as a college course with the volume of work, depth of ideas, and pace of discussion and assignments equal to what students will find in college or university courses. Students who take Advanced Placement courses must accept the challenge of very demanding work all year, and are required to take the AP exam in May as the appropriate conclusion to their efforts. Due to the amount of work required outside of class in these college-level courses, students are strongly encouraged to take no more than three AP courses in a single academic year.

Although each department will have criteria and standards unique to the discipline area, all departments at a minimum, will use the following common criteria:

- Teacher/coordinator recommendation
- B or better in Honors level courses
- Standardized test scores
- Student motivation to accomplish college level work

Honors Level Courses

Honors level courses are designed to provide intensive instruction to students who have demonstrated a strong level of achievement and interest in studying a subject in depth and pursuing individual projects. Common eligibility criteria for honors course participation in all departments include:

- Teacher/coordinator recommendation
- B or higher in comparable level courses; A- or higher to move from Level 1 to Honors
- Standardized test scores
- Strong student motivation

To maintain participation eligibility for a future honors course, students must obtain a grade of B or higher in the subject area. If a student's grade level drops below a B- during the year, an individual conference with student, parents, and teacher may be scheduled to reconsider placement.

Independent Study

Independent Study is an option for students within each subject area based on the availability and interest of a teacher to voluntarily assume this additional assignment. The student and teacher must complete the independent study application to determine the work to be done and the times they will meet. The curriculum coordinator reviews all applications and makes recommendations to the principal. The principal determines the number of credits to be earned as well as the course level.

Virtual High School

Online courses are offered for credit through Virtual High School, Inc. Students in grade 10, 11, and 12 who are in good academic standing are eligible to take electives and AP courses for 1 or 2 semesters. Unlike traditional classes, VHS courses are conducted entirely online. Readings, assignments and tests are accessed through a web browser, and classwork will be performed at school and at home.

This innovative approach to teaching and learning requires self-motivation and discipline on the part of the student, and teacher recommendations to this effect are required when applying to take a VHS course. For more information and a list of VHS courses offered through Watertown High School, please consult: <http://www.govhs.org>. Applications may be obtained from and must be returned to, the Guidance office.

Student Classroom/Lab Assistant Program

Students may choose to volunteer their services in various activities around the school rather than attend study periods. They will receive 1.5 academic credits for each period they volunteer in a semester. The credits earned in this manner are not included as part of the 36 credits per year that students must earn at Watertown High School. To enroll in this program, students must speak to their school counselors. This program may not be available in all curriculum areas. Aide courses are graded as pass/fail.

Community Service

The Community Service Program combines educational experiences beyond the classroom with valuable contributions to social agencies and schools. The placements of students include work in hospitals, mental clinics, workshops, and recreation for the developmentally delayed, nursery schools, elementary and junior high schools, nursing homes, and special education and library work in Watertown as well as neighboring communities. In these placements, students may be assigned to individuals, groups, or hospital wards. Each student must complete 36 hours of community service to graduate. Community service hours must be approved by the Community Service Coordinator and require forms submitted.

Guidance Program

Mission Statement:

The Watertown High School counselors develop and deliver counseling programs and services that provide all students with the requisite knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains.

Goal 1: Academic/Technical Achievement:

In order to improve student achievement and promote a commitment to lifelong learning for all students, school counselors will provide programs, classroom-based interventions, and group and/or individual counseling that:

1. Focus on the development of attitudes, knowledge, and skills necessary for success in higher education, the workplace, and other post-secondary options.
2. Use district/school data to design and deliver counseling programs and services.
3. Services are informed by participation in school improvement teams and the development of school improvement plans.

Goal 2: Workplace Readiness/Career Planning:

To promote in all students a sense of purpose and an understanding of their unique interests, strengths and limitations, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that:

1. Assist students in making well-informed postsecondary decisions and plans.
2. Focus on integrating academic, technical, and employability skill development.

Goal 3: Personal and Social Development:

To promote the positive personal and social development of all students within a safe learning environment, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that allow students to:

1. Feel supported and safe at school.
2. Develop interpersonal skills for positive social interactions.
3. Understand their personal strengths and challenges.

Goal 4: Partnerships:

To strengthen and expand home-school-community partnerships so that student learning is supported and improved, school counselors will:

1. Facilitate and initiate communication with parents and the community at large.
2. Provide parent education and information opportunities.
3. Act as student advocates and collaborate with teachers, parents, and administrators to improve student achievement.

The Watertown High School Guidance Department addresses these goals through a variety of direct and indirect services. The activities listed below are generally delivered in small group settings (guidance classes or advisory) and are provided to students each year. In addition, counselors are responsible for the on-going monitoring of student progress through progress reports, report cards, attendance records, discipline records, and teacher feedback. Counselors are available to students and parents/guardians for individual meetings about academic, social/emotional, and career/college issues throughout the year.

**Based upon the Massachusetts Model for Comprehensive School Counseling Programs*

	Goal #1 (Academic/ Technical Achievement)	Goal #2 (Workplace Readiness/ Career Planning)	Goal #3 (Personal & Social Development)	Goal #4 (Partnerships)
9 th Grade Guidance Classes	x		x	

10 th Grade Guidance Classes	x	x		
11 th Grade Guidance Classes	x	x		
12 th Grade Guidance Classes	x	x		
Individual Senior Meetings	x	x	x	
Individual Junior Meetings	x	x	x	
Senior Future Planning Night	x	x		x
College & Career Fair (All grades)	x	x		x
Financial Aid Night (11 th & 12 th)		x		x
SAT Administration (11 th & 12 th)		x		
PSAT Administration (10 th & 11 th)		x		
AP Administration (10 th -12 th)		x		
Career Chats (All grades)	x	x	x	x

	Goal #1 (Academic/ Technical Achievement)	Goal #2 (Workplace Readiness/ Career Planning)	Goal #3 (Personal & Social Development)	Goal # 4 (Partnerships)
Mock Interviews (all grades)	x	x	x	x
Application Workshops (12 th)		x		
College Representative Chats (11 th & 12 th)	x	x		x
College Visits (11 th & 12 th)	x	x		x

	Goal #1 (Academic/ Technical Achievement)	Goal #2 (Workplace Readiness/ Career Planning)	Goal #3 (Personal & Social Development)	Goal # 4 (Partnerships)
Guidance Night: An Evening of Workshops for Students & Families (All grades)	x	x	x	x

Rotary Student Speaker Program (12 th)		X	X	X
RYLA and HOBY (Youth Leadership programs; 10 th)	X		X	X
WCF Internship Program (All grades)	X		X	X
Scholarship Opportunities (11 th & 12 th)				X
SCOIR (10 th -12 th)	X	X	X	
Simply Seniors (newsletter)	X	X	X	X

Library Media Services

Library media skills are taught to students in grades 9 through 12 during subject specific classes. Lessons developed by the Department of Libraries and Instructional Technology are designed to ensure that learners advance in their ability to recognize the need for information and the ability to successfully locate, analyze, and use that information. The library program at Watertown High School teaches students information literacy in a program that is designed to also promote intellectual growth and critical thinking. Information literacy objectives are addressed each year of high school. Skills are developed in the freshman year and an advanced level of competency is achieved by the end of the senior year. Through the use of library media materials, a student acquires and strengthens skills in reading, observing, listening and communicating ideas.

The library facility as a resource center, stimulates and encourages intellectual activity with a focus on reference and research skills both within the library and online. To this end, first priority is given to teaching the methods and processes of research to groups, with individual assistance given during students' free time. Students are encouraged to come to the library media center at the beginning of their study periods and before and after school to work on school related assignments or select reading material. With the addition of the Fab Lab, there are even more resources and chances for students to think critically, utilize their creativity, communicate and collaborate.

Digital Literacy

Digital Literacy Skills are taught in conjunction with the general curriculum in WHS classrooms. The Digital Learning Coach supports teachers and students at WHS to differentiate and personalize learning, using modern resources, tools and devices in the classrooms. Strand 1 of the Massachusetts Digital Literacy and Computer Science Frameworks, Computing and Society, Safety and Security, Ethics and Laws, Interpersonal and Societal Impact are part of the WHS advisory curriculum, and build on digital literacy skills begun throughout Watertown Public Schools K-8.

Course Offerings

We do our best to ensure that students are able to take the courses that they have requested during the course selection process. If a student believes that there may be a schedule conflict, or that they may not be able to fit in all of the courses that they hope to take, students should meet with their Guidance Counselor as early as possible, to discuss options and plan their course requests. A final decision to offer any course at Watertown High School is based on student enrollment and budgetary considerations.

Advisory

HA009 Grade 9 Advisory:

All freshmen are enrolled in the advisory program as part of their transition to high school. Students meet with the same advisor and student grouping once per cycle throughout the school year. The Freshman Advisory Program is centered on understanding the core value REACH (Respect, Empower, Achieve, Create, and Honor). Students explore these terms through team-building and other activities that enable them to develop personal definitions. Also, students learn about the expectations of the high school and how to set positive academic and personal goals. In addition, students review earlier concepts of bullying and bystander behaviors.

Full Year: 1 credit

HA010 Grade 10 Advisory

The Sophomore Advisory is a continuation of the grade 9 program and is for all grade 10 students; students continue with the same student group, peer leaders and Advisor from their grade 9 year. While grade 10 students understand the routine and expectations of the high school, they continue to explore the foundation concepts of REACH especially as a way to reach out into the school and wider communities. Throughout the year students engage in problem-solving activities intended to promote cooperation, communication, and reflection. In addition, the course provides students with further review of issues of bullying and safety. Advisory groups plan and carry out a community service project in the spring.

Full Year: 1 credit

HA011 Grade 11 Advisory

Grade 11 advisory is a course for all grade 11 students to help them plan for their last year, as well as to start thinking about options after graduation. Grade 12 can be overwhelming for students trying to meet all of the necessary deadlines and requirements. Grade 11 advisory is designed to explain some of these requirements and allow students to plan and complete as much as possible, so that grade 12 will be less stressful. The curriculum is geared to have grade 11 students investigate what they could be preparing in order to be ready for life after high school.

Full Year: 1 credit

English Language Arts

The mission of the Watertown High School English Language Arts Department is to motivate students to develop an appreciation for human experience through exposure to literature of all kinds; to encourage them to think independently and analytically; to aid them in strengthening their skills of self-expression, both written and oral; and to assist them in building an understanding of the history and structure of the English language.

All WHS students are required to pass four years of English:

- 9th grade students enroll in an unlevleed English class
- 10th grade students have college preparatory and honors options
- 11th and 12th grade students have college preparatory, honors and AP options

All courses and their respective requirements are described below. In addition to the four-year requirement, the ELA Department offers two elective courses: Exploring ELA Practices (10), Journalism and Community Media (9, 10, 11, and 12).

Programs are developed around a core curriculum that leads the student through a gradual progression of study in literature and language. Over the four years, students will develop their analytical and critical thinking skills, improve their writing clarity and organization in all genres, explore their creative expression, and effectively collaborate and communicate with teachers and peers.

Admission to Honors/AP English Classes

In Grades 10-12, students are advised to seek the council of teachers, guidance counselors, and family members before deciding to express interest in honors or AP-level courses. Choice of level involves:

- Aptitude as well as achievement (classwork, grades, testing data)
- Teacher recommendation (assessing motivation, work ethic, commitment, citizenship, and interest in English)

Students must meet the following requirements (below). Exceptions will be granted on a case-by-case basis and must be approved by the English Coordinator. Those asking for an exception might be asked to provide additional evidence of their capabilities and readiness for the course and/or take part in an interview with the English Coordinator. If the English Coordinator denies the request and the student wishes to appeal, the principal will make the final determination.

Students in Level-One Course Seeking Admission to Honors

- Grade A- or better in current level-one course*
- Strong recommendation of current English teacher

Students Currently in an Honors Class Seeking to Continue in Honors

- Grade of B or better in current honors English class*
- Strong recommendation of their honor's English teacher

Students Currently in an Honors Class Seeking to Enroll in AP

- Grade of A- or better in current English honors class*
- Strong recommendation of current honors English teacher

Students Currently in an AP English Class Seeking to Enroll in Next AP Class

- Grade of B or better in current AP English class*
- Strong recommendation of current AP English teacher

**Grades will be calculated based on the average of the first two terms as well as performance on the midyear exam as applicable. Students whose grades qualify them for consideration after the first two terms need to maintain the required average through the fourth term for final approval of enrollment.*

Summer Reading

Many English courses have a required summer reading component. Summer reading is evaluated in all grades and at all levels during the first term of school in September. Beginning in June, students may get the summer reading assignment from their teachers or they can find the list on the Watertown High School website. Honors and AP students who do not have the summer assignment prepared fully on the first day their English class meets may be moved to level-one classes at the discretion of the teacher and English Coordinator.

Grade 9 English Courses

H1030 English 9 Introduction to Literature and Academic Writing, Level 1

This course is designed to introduce incoming freshmen to the rigor and expectations of high school English Language Arts. Students will build their academic skill-set through reading and thinking critically, writing for both analysis and creative expression, and effectively communicating and collaborating with peers and teachers through discussion and presentations.

Full Year: 6 credits

H1580 Transitional English (Grades 9-12)

Designed for the student who is ready to leave the ESL program but not yet ready for total immersion into the mainstream English curriculum, Transitional English will be offered to all qualified Watertown High School students. This course emphasizes skill development in writing, reading, and speaking English. The recommendation for Transitional English is made through the WHS ESL Department.

Full Year: 6 credits

Grade 10 English Courses

H1210 English 10, Level 1

This course explores themes of cultural beliefs, cultural identity, and coming-of-age. Writing assignments will be focused on literary analysis and students will use this genre of writing to demonstrate an ability to analyze what they have read, use supporting evidence, and organize effectively for an appropriate audience. Through whole-class, book club, and independent reading, students will read a variety of diverse texts and are expected to participate in collaborative academic discussions and presentations, as well as a short research assignment.

Full Year: 6 credits

H1200 Honors English 10

This course is designed for students who have excelled in 9th grade Introduction to Literature and Academic Writing; themes, some texts, and assignments might be in common with the Level 1 course, but students should be prepared for and be able to keep up with a dramatic increase in difficulty, workload, and pace compared to Level 1 courses. In reading, a deeper level of analysis and discussion will be expected; in writing, students must be able to express their ideas in clear, organized, and lengthy pieces of writing in all genres. Through whole-class, book club, and independent reading, students will read a variety of diverse texts and are expected to participate in collaborative academic discussions and presentations. A research project is required.

Full Year: 6 credits

H1580 Transitional English (Grades 9-12)

Designed for the student who is ready to leave the ESL program but not yet ready for total immersion into the mainstream English curriculum, Transitional English will be offered to all qualified Watertown High School students. This course emphasizes skill development in writing, reading, and speaking English. The recommendation for Transitional English is made through the WHS ESL Department.

Full Year: 6 credits

Grade 11 English Courses

H1310 English 11

This course, designed to provide students with an in-depth analysis of literature and language, focuses on the question of what it means to be a North American. The class approaches this question through a range of readings, including poetry, memoirs, plays, novels, and a variety of non-fiction works. Through whole-class, book club, and independent reading, students will read a variety of diverse texts and will be expected to participate in collaborative academic discussions and presentations. A research paper and memoir are required.

Full Year: 6 credits

H1300 Honors English 11

(Prerequisite: see above)

This course is designed for highly motivated students who exhibit an interest in the analysis of literature and language and can keep up with a greater workload and accelerated pace. Thematic units will explore a historical survey of American literature, focusing on works from a variety of American authors and examining the question: What does the American Experience look like and how does this experience in all its iterations manifest itself in literature? Through whole-class, independent reading, and/or book clubs, students will read a variety of diverse texts and are expected to participate in collaborative academic discussions and presentations. A research paper and summer reading are required.

Full Year: 6 credits

H1400 AP Literature and Composition

(Prerequisite: see above)

Advanced Placement English is a strenuous course of study designed to give self-motivated students a college experience in the areas of literature and composition prior to their graduation from high school. The course is demanding in the amount and variety of assigned reading. In addition, students will be expected to meet the challenges of a writing program that emphasizes close literary analysis. As a culminating assessment for the course, students conduct research of primary and secondary source materials in support of an original, student-generated argument. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can increase likelihood of receiving merit-based financial aid. Summer reading and assignments are required.

Full Year: 6 credits

H1580 Transitional English (Grades 9-12)

Designed for the student who is ready to leave the ESL program but not yet ready for total immersion into the mainstream English curriculum, Transitional English will be offered to all qualified Watertown High School students. This course emphasizes skill development in writing, reading, and speaking English. The recommendation for Transitional English is made through the WHS ESL Department.

Full Year: 6 credits

Grade 12 English Courses (all students select one yearlong course)

H1665 English 12: Literature and Film

In this course, students will read texts across a variety of genres and analyze them in comparison to their film version. Students will be introduced to various film terms and techniques, identify them in the films viewed in class, write analytical papers, explore screenwriting, and take part in a director study. Students will also write a Grade 12 Thesis Paper that incorporates secondary sources and follows MLA citation guidelines based on a book and film pairing of their choice.

Full Year: 6 credits

H1560 Honors Humanities

(Prerequisite: see above)

The honors Humanities course offers students an opportunity to consider various forms of artistic expression and analyze them critically. Students will examine film, literature, visual arts and philosophy, among other mediums, and explore the many ways artists convey meaning. Students will read a variety of diverse texts and be expected to participate in collaborative and academic discussions. Summer reading and a Grade 12 thesis paper are required.

Full Year: 6 credits

H1330 AP Language and Composition

(Prerequisite: see admission section above)

This course is designed to challenge students' critical thinking and writing skills. Its ultimate goals are to develop good habits of mind and cultivate a disciplined and mature writing style. Students engage in a variety of formal writing tasks, exploring multiple forms and genres in writing, with a strong emphasis on

non-fiction. The course progresses from an introduction to rhetoric and essays of analysis and argument to a study of synthesis in the third quarter. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can increase likelihood of receiving merit-based financial aid. A Grade 12 thesis paper is required for graduation.

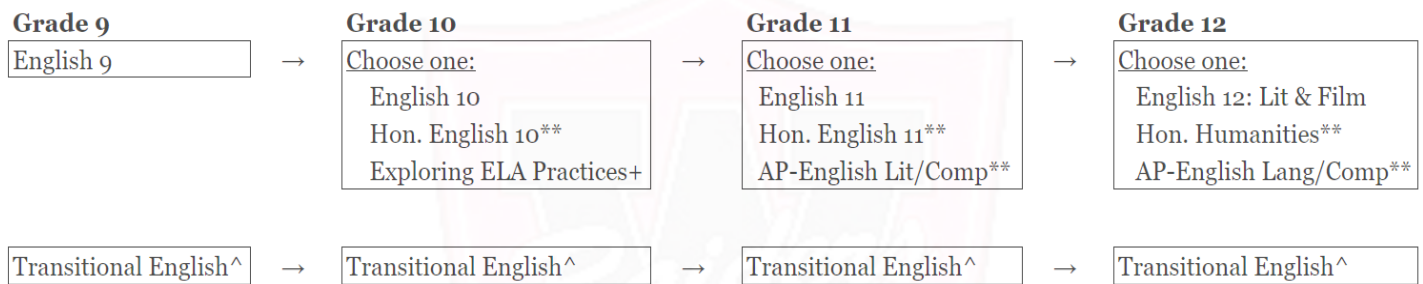
Full Year: 6 credits

H1580 Transitional English (Grades 9-12)

Designed for the student who is ready to leave the ESL program but not yet ready for total immersion into the mainstream English curriculum, Transitional English will be offered to all qualified Watertown High School students. This course emphasizes skill development in writing, reading, and speaking English." The recommendation for Transitional English is made through the WHS ESL Department.

Full Year: 6 credits

English Language Arts Sequence Chart*



*This chart represents the typical course sequences taken by students in English Language Arts, but students' individual paths may differ based on grades, teacher recommendation, or prior coursework.

**Enrollment in the honors/AP sections requires teacher's approval and a grade requirement. See guidelines above.

+Enrollment in Exploring ELA Practices will be required if recommended by a teacher

^Transitional English is limited to English Language Learners only. To register, students must have the recommendation of the ESL instructor and consult with the classroom teacher.

English Department Elective Offerings

H3615 Exploring ELA Practices

This course is designed to help students strengthen their reading, writing, and thinking skills in English, specifically as these skills relate to the ELA MCAS test. The MCAS test includes readings on many different topics and in many different forms (poetry, prose, fiction, non-fiction, plays, etc.). For this reason, students will read, discuss, and write about a variety of works. Enrollment in the course is determined by need based on student performance data.

Full Year: 3 credits

H1590 Journalism and Community Media L1 (9, 10, 11, 12)

This open course supports students to study, create, and publish journalism for the Watertown High School Raider Times website and print editions. Students will serve as reporters, editors, web and page designers, photographers, and artists. This course requires no prior experience but does include work outside of school.

Semester Course: 3 credits

Independent Study

Students who work on the *Word Painter* publication and who would like to receive academic credit for their work should see the advisor of the publication and apply via the Guidance Office for Independent Study credit.

Fine, Applied, and Performing Arts (Music, Drama, Visual Arts)

As arts educators, it is our mission to guide and inspire every student to be active participants in the arts. We do this through the use of a creative and sequenced curriculum that builds skills, provides opportunities for critical and creative thinking, nurtures the human spirit and celebrates our cultural diversity.

The arts are an integral part of the human experience and, therefore, an essential component in the education of all people. They have equal value with all other intellectual and creative pursuits and enable us to critique, celebrate and preserve our diverse cultural heritage. Students of the arts actively participate in and experience their learning, using all of their senses while discovering and developing their own unique intelligences and learning styles.

A course with an (*) denotes a performance requirement.

Music Program

H7592 World Percussion Ensemble*

World Percussion Ensemble inspires students to explore percussion music and drumming from around the world. From the Samba heritage of Brazil to the traditional rhythms of West Africa and Latin America, students in the World Percussion Ensemble have the opportunity to learn about the instruments and techniques of a variety of musical cultures. Students will gain an increased understanding of the percussion techniques of many cultures, including their own. Students will participate in performances and community events. World Percussion Ensemble is open to all WHS students.

Semester Course: 3 credits

H7610 Chorus*

Students enrolled in Chorus develop strong vocal technique, ensemble skills, music reading skills and performance etiquette. Students will sing a variety of choral repertoire including songs from different

cultures and songs in different languages. Choral students will have the opportunity to perform in parts and will be required to participate in performances including: concerts, school assemblies and community events. Chorus is open to all WHS students.

Full Year: 6 credits

H7622 Honors Chorus*

Students with two years of participation in Chorus are eligible to enroll in honors Level Chorus. In the honors section, students will focus on advanced singing techniques. Students will be required to be section leaders and peer mentors. Participation in MMEA Eastern District Festival or MICCA Festival auditions is strongly encouraged. Participation in all extracurricular performances will be required. Students will be responsible for the research and writing of program notes.

Full Year: 6 credits

H7510 Concert Band*

Band is an instrumental ensemble of students who perform music from a variety of different cultures and styles (rock, classical, contemporary and jazz). During the academic year, Band performs at athletic events, parades, festivals and concerts. Through rehearsal and performance, students develop instrumental music skills to include: technique, sight reading and ensemble skills. Band is designed to progressively develop musicianship through learning in a supportive community of students. Band is open to all WHS students.

Full Year: 6 credits

H7522 Honors Concert Band*

Students with two years of participation in Band are eligible to enroll in honors Level Concert Band. In the honors section, students will focus on advanced instrumental techniques. Students will be required to be section leaders and peer mentors. Participation in MMEA Eastern District Festival or MICCA Festival auditions is strongly encouraged. Participation in all extracurricular performances will be required. Students will be responsible for the research and writing of program notes.

Full Year: 6 credits

H7550 Orchestra*

Orchestra is an instrumental music ensemble made up of players of: violin, viola, cello and acoustic bass. Students in orchestra will participate in playing music from varying genres and styles. Orchestra students will be guided in elements of traditional music literacy as well as improvisation and non-traditional musicianship. Students in Orchestra will perform at school events, concerts and community functions. Orchestra is designed to progressively develop musicianship in a supportive community of students. Orchestra is open to all WHS students.

Full Year: 6 credits

H7862 Honors Orchestra*

Students with two years of participation in Orchestra are eligible to enroll in honors Level Orchestra. In the honors section, students will focus on advanced instrumental techniques. Students will be required to be section leaders and peer mentors. Participation in MMEA Eastern District Festival or MICCA Festival auditions is strongly encouraged. Participation in all extracurricular performances will be required. Students will be responsible for the research and writing of program notes.

Full Year: 6 credits

H7590 Percussion Ensemble*

Percussion Ensemble is an instrumental music class made up of players of standard percussion (snare drum, bass drum, cymbals) as well as mallet percussion (xylophone, marimba). Percussion Ensemble students will be guided in elements of standard repertoire, performance technique, music literacy and nontraditional musicianship. Students in the Percussion Ensemble will also participate with the Band. School based performances and community events will inspire skill building and community. Percussion Ensemble is open to all WHS students.

Full Year: 6 credits

H7591 Honors Percussion Ensemble*

Students with two years of participation in Percussion Ensemble are eligible to enroll in honors Level Percussion Ensemble. In the honors section, students will focus on mastering the 40 Rudiments of standard percussion technique. Students will be required to be section leaders and peer mentors. Mentorship of WMS Drumline will be required as will be participation in all extracurricular performances. Auditions for MMEA Eastern District Festival are strongly encouraged. Students will be responsible for the research and writing of program notes.

Full Year: 6 credits

H7875 Modern Music Ensemble

Modern Music Ensemble students will learn and perform modern music from a variety of different styles including rock, and contemporary music. Students will use guitars, bass, drums, keyboards, and other instruments. Students will have opportunities to sing. The ensemble will spend time during the course focusing on playing songs, learning songs, chord progressions, and improvisation. Students will develop their instrumental music skills to include ensemble skills, song structure, counting, achieving proper dynamic balance, harmonizing, and stage presence. Modern Music Ensemble is designed to progressively develop musicianship through learning in a supportive community of students.

Semester Course: 3 credits

H7813 Music Technology and Production I

Music Technology and Production I will enable students to develop musical skills by using digital music technology to create and perform original music. The course will focus on the creation of music using modern digital platforms. Recording, editing, mixing, compressing and looping music will be learned as well as developing skill in the creation of beats and tracks for music creation including Hip Hop and Rock and Pop. The course also explores musical structure, ear-training and analysis of musical composition. No previous experience is required.

Semester Course: 3 credits

H7833 Music Technology and Production II

(Prerequisite: Successful completion of Music Technology and Production I) This course is a continuation of Music Technology and Production I with an emphasis on writing and arranging original compositions. Students will be guided in creating their own musical portfolio and encouraged to collaborate with other student musicians. Students will further develop composition skills using the keyboard/MIDI workstations. Students will explore the history of music technology and how it is used currently.

Semester Course: 3 credits

H7843 Guitar Workshop I

Students will explore beginning to intermediate guitar playing. This course is for students who want to learn how to play the guitar and students who have already begun playing the guitar. Students will learn both fingerstyle and flat-picking styles. Styles of guitar playing will include the blues, folk, rock and classical. Students will be expected to provide their own guitars and will practice and play during class on a daily basis.

Semester Course: 3 credits

H7853 Guitar Workshop II

(Prerequisite: Successful completion of Guitar Workshop I or permission of instructor) This course is designed for the intermediate to advanced guitarist and for students who have taken Guitar Workshop I. In this class students will become comfortable playing movable chords over the entire neck. Students will learn to play single notes using alternate picking and will begin to learn how to improvise using major and minor scales. We will explore the process of songwriting that will begin in small groups and will conclude by recording songs in GarageBand. Students will be expected to have their own guitar for home practice and will practice and play during class on a daily basis.

Semester Course: 3 credits

H7870 Collaborative Music Ensemble

Collaborative Music Ensemble offers Grade 10, Grade 11, and Grade 12 students an opportunity to be peer mentors in a music setting. The class will offer a variety of music activities in an inclusion setting. The class will incorporate singing, playing instruments, listening to music and creating music together. This is an opportunity for students to learn and grow together while working on communication skills, leadership skills, and social skills, all while participating in active music making. This class will also focus on improvised music making experiences and sharing the joy of participating in making music.

Semester Course: 3 credits

Visual Arts Program

Note: Once successfully completed, a course, with the exception of the Studio Art Classes, may not be repeated for credit.

H7013 Foundations of Visual Art

This is an introductory drawing and painting class designed to provide students with a strong foundation in two-dimensional art. The elements and principles of design will be explored through hands-on activities involving media such as pencil, colored pencil, pen and ink, watercolor and tempera paint. Art history and art criticism will be emphasized along with the creation of original works of art.

Semester Course: 3 credits

H7010 Language and Methods of Art

Language and Methods is an introduction to visual arts and English immersion designed for EL students. Basic visual art processes such as drawing, painting & collage are covered while taking on the challenge of language acquisition. Through guided exercises, students will work on developing their pronunciation, fluency, and confidence in speaking English. This course can be taken in place of or in addition to Foundations of Art as a prerequisite for other visual art classes.

Semester Course: 3 credits

H7113 Art I - 3D – Beginning Three-Dimensional Design

(Prerequisite: Successful completion of Foundations of Visual Art or Language and Methods of Art)

This is a ceramics and sculpture class where students will continue to develop their ability to understand, appreciate, criticize, and produce 3D artwork. They will learn about sculptors, art styles, and cultures from the prehistoric era to contemporary times. Using a variety of materials, students will build on basic skills in the production of sculpture, such as foundational hand-building methods in clay (pinch, slab, and coil), glaze and slip application, firing procedures, as well as alternative material sculpture processes. The bulk of the work produced in this class will be in the form of visual/studio products.

Semester Course: 3 credits

H7005 Drawing I

(Prerequisite: Successful completion of Foundations of Visual Art or Language and Methods of Art)

Drawing is designed to be a continued exploration of drawing techniques and concepts. It is intended to develop expression and discipline in drawing with pencil, pen and ink, pastel, colored pencil and paint. Drawing studio time is emphasized, but the class also includes lectures, demos, exercises, critiques. Students will create a variety of drawings such as still life, abstract, surreal, landscape, and more while using and experimenting with a variety of media.

Semester Course: 3 credits

H7007 Painting I

(Suggested Prerequisite: Successful completion of Foundations of Visual Art or Language and Methods of Art)

This is an introductory painting class designed to provide students with a strong foundation in the art of painting. Media used in this course includes India ink, watercolor and acrylic paint. Topics include the use of composition, color, texture, form and value through still life, landscape, portrait, figure and master reproductions. Observing a variety of art movements throughout world history, class critiques and the creation of original works of art will help students develop their own unique style of visual expression within the painting medium.

Semester Course: 3 credits

H7123 Art II - 3D – Advanced Three-Dimensional Design

(Prerequisite: Successful completion of Foundations of Visual Art or Language and Methods, as well as Art I-3D)

Students will build upon concepts and techniques covered in Art I - 3D through experiences with advanced materials and processes. Emphasis will be placed on individual development using a variety of 3D materials, such as Paris craft, foam core, and wood. Class critique as well as the study of Art History will be an important part of this course.

Semester Course: 3 credits

H7325 Honors Studio Art

(Prerequisite: Successful completion of Foundations of Visual Art or Language and Methods, as well as two additional visual art classes and teacher recommendation)

Honors Studio Art is a high-level course offered to students who wish to develop their technical artistic skills while creating a solid body of original artwork. Emphasis is on art-making as an ongoing process that involves the student in informed and critical decision-making regarding materials and concepts. Students will develop a dynamic portfolio that can be used for enhancing the college application process, and may be submitted for scholarship considerations during Grade 12.

Full Year: 6 credits

H7330 AP Studio Art

(Prerequisite: Successful completion of Foundations of Visual Art or Language and Methods, as well as two additional visual art classes and teacher recommendation)

AP Studio Art has been developed to accommodate students who have expressed an interest in completing either the AP Drawing Portfolio Exam, 2-D Design Portfolio Exam or 3-D Design Portfolio Exam. Through studio practice, application of design concepts, and informed decision making, students will assemble a body of artwork (Sustained Investigation) that demonstrates a high level of quality and growth over time of content, technique, and process. Students may submit their Sustained Investigation to the College Board for scoring and possible college credit. Students will be challenged to develop their own personal work, and develop mastery of concept, composition, and execution of their individual ideas and themes.

Full Year: 6 credits

H7243 Photography - Digital Media I

This is an introductory course that addresses both analog and digital photography processes. Students will edit and collage digital photographs with Adobe Photoshop, shoot and process analog film and produce B&W prints in the Darkroom. The study of visual composition and art history will also be explored as we take on a variety of photographic challenges.

Semester Course: 3 credits

H7253 Photography - Digital Media II

(Prerequisite: successful completion of Photography-Digital Media I or permission from the instructor) Photography - Digital Media II will build upon the technical and artistic concepts covered in Photography - Digital Media I. Emphasis will be placed on the development of a unique analog and digital portfolio that reflects the student's range of technique and personal style.

Semester Course: 3 credits

H7043 Graphic Design

Create exciting and impactful forms of visual communication. Graphic Design exposes students to the interaction of text and image as it relates to the fundamentals of graphic communication. Students will use industry standard Adobe software to create original illustrations, logo designs, album cover art and much more. As part of this, students may elect to pursue a certification in Adobe Premiere. Composition and art history will be considered as it relates to the creation of original works of art.

Semester Course: 3 credits

H7033 Graphics II/Web Design

(Prerequisite: Any Level I visual arts foundation course, or permission from the instructor)

This course is an introduction to the art of web design. Using industry standard software to generate graphics, animation, and video, students will be challenged to create web pages that are interactive, functional and aesthetic. Students will be responsible for demonstrating their understanding of HTML, and Macromedia Dreamweaver when producing web pages. For the second half of the course, multimedia elements will be introduced and applied to class projects. Students will create storyboards, film, edit, and produce digital videos over the Internet. Students will also explore the art of animation while creating interactive environments for their web projects. More information can be found at whs.watertown.k12.ma.us

Semester Course: 3 credits

Drama Program

Note: Once successfully completed, a course may not be repeated for credit.

H7710 Foundations of Drama

This course is open to enthusiastic students of all levels of skill and experience. Throughout this course, students will experience a variety of approaches to drama and theater. Improvisation, exploring movement, text and vocal work will help students examine the human condition through the world of performance on the stage.

Semester Course: 3 credits

H7702 Acting I

(Prerequisite: Successful completion of Foundations of Drama)

Open to students of all experience levels, this course introduces acting techniques and styles from across theatrical literature and provides opportunities for performance and training. Areas of study include Greek tragedy, Shakespeare, and audition coaching. Throughout the semester, students will perform through monologue and scene study, applying training learned to different genres of dramatic text.

Semester Course: 3 credits

H7712 Acting II - One Semester

(Prerequisite: Successful completion of Acting I)

This course introduces acting techniques and styles from across theatrical literature and provides opportunities for performance and training. Areas of study include Greek tragedy, Shakespeare, audition coaching, and acting styles such as Stanislavsky's, the Method, Meisner, and improv. Throughout the semester, students will perform through monologue and scene study, applying different methods to different genres of dramatic text.

Semester Course: 3 credits

H7704 Technical Theatre - One Semester

(Prerequisite: Successful completion of Foundations of Drama)

This class provides students with a hands-on explorative experience in aspects of the theater not related to performing on stage. Students will focus on set design and building, prop making, painting and basic stage management skills. Students will have the opportunity to help create the set/props for the high school fall play and spring musical as well as for the Middle School musical.

Semester Course: 3 credits

H7706 Theatre for Social Change - One Semester

(Prerequisite: Successful completion of Foundations of Drama)

Theater for Social Change explores the social and political roles that theater has played in history. Students will learn about various social movements by exploring the theater created in response to those movements. Students will explore how political theater continues to evolve and activate audiences today. Throughout this course students will have the opportunity to examine the social issues that affect the community and world around us.

Semester Course: 3 credits

H7708 Playwriting

(Prerequisite: Successful completion of Foundations of Drama)

Throughout this class, students will explore the elements of dramatic writing for the stage. We will focus on questions related to creating a script for the stage, what is your voice and vision as a writer? What is the story inside your head that needs to be written? We will spend time reading and responding to the work of all class members. Writing activities will be generated through prompts, theater exercises and observing dramatic structure. By the end of the semester, students will have created a ten-minute play.

Semester Course: 3 credits

H7709 Directing

(Prerequisite: Successful completion of Foundations of Drama).

Throughout this course, students will explore the essential tasks of taking a piece of text from script to stage. Students will participate in a variety of activities, including scene study and review of scene performances that will be responded to and reviewed by each other. Students will use this time to work towards a greater understanding of audience perspective. Through group observation and critique, students will complete in-class assignments as well as a final project at the end of the course.

Semester Course: 3 credits

H7765 Musical Theater Workshop *

Students in Musical Theater Workshop will explore the history of Broadway and Off-Broadway Musicals through song. This is a great choice for students who enjoy singing, basic dancing, and acting. Students will develop good vocal technique and learn how to “act the song” in a supportive and fun learning environment. Students will learn basic theatrical dance movements that help support acting and singing during a song. Students will have the opportunity to showcase their work in a touring musical performance at the end of the term. Previous experience with musicals, singing, or dancing is not required!

Semester Course: 3 credits

H7770 Dance and Choreography Workshop *

Students in Dance and Choreography will be guided in the acquisition of basic to intermediate dancing techniques to include: Tap, Jazz, Hip-Hop, and Modern and the elements for creating dance and choreography sequences. The history of theatrical dance will be discussed as well as the importance of dance in the cultural history of the students. Culturally relevant traditions will be discussed and opportunities for students to explore their own dance culture will be facilitated. Basic elements of stage choreography will be studied and a final project will incorporate semester learning.

Semester Course: 3 credits

World Languages

The World Languages Department course offerings have been developed to encourage our students to become lifelong learners in today's global society. Along with developing proficiency in a language of the world, students will acquire knowledge of the contributions of diverse cultures while broadening their awareness of themselves and their world.

An extensive program in world languages is open to all students. Recent research indicates that English vocabulary, reading skills, self-concept, cultural enrichment, creativity, communication skills, collaborative and social skills, emotional skills, critical thinking and cognitive skills are significantly improved by the study of world languages.

Although there is no world language requirement for graduation, most colleges give preference to students with extensive preparation in world languages from their secondary school and have world language requirements. For all students, whether or not college-bound, some knowledge of world languages is helpful for work and careers. It is highly recommended that two to four years of a high school world language be taken to prepare for the world language requirements at colleges and to achieve language proficiency.

Based on current Massachusetts and national standards (ACTFL), classes are conducted in the target language for at least 90% of class time. This includes teacher-talk and student-talk time. Also, based on current MA and national standards, the general world language curriculum is focused on developing proficiency in the four skills of language (listening, speaking, reading, writing) as well as in the three modes of communication (interpersonal, presentational, interpretive). In addition to language skills, the curriculum is focused on the promotion of cultural awareness. The World Languages Department encourages international travel and attempts periodically to organize trips to countries where the languages taught are spoken.

Seal of Biliteracy

In conjunction with the ESL Department, the World Languages Department offers the Seal of Biliteracy to all Grade 11 and Grade 12 students. The Seal of Biliteracy is a nationally and state recognized honor which will be awarded to students who prove their bilingualism. Bilingualism is a critical 21st century skill that recipients can highlight in college and job applications. Students taking a World Language course as well as students who speak a language other than English at home can qualify.

To qualify for the Seal of Biliteracy, students must demonstrate their proficiency in English by achieving a 240/472 on the MCAS ELA Assessment or an overall score of a 4.2 and 3.9 composite literacy score on the ACCESS test for English Learners. Students must also achieve an "intermediate-high" proficiency level in speaking, listening, reading, and writing in a second language. Students must apply via the World Languages department and take the designated assessment prior to graduation to determine their proficiency.

Watertown High School will maintain a record of all students achieving the Seal of Biliteracy. Students' names will be reported to the Department of Elementary and Secondary Education (DESE) annually.

World Languages Honors and Advanced Placement Criteria

Honors and Advanced Placement courses are designed to provide a more rigorous curriculum and increased research to students who have demonstrated a high level of achievement in studying world languages in depth. Eligibility criteria for honors/Advanced Placement course participation in a world language includes:

- Teacher recommendation based on oral proficiency and motivation for study at an accelerated level.
- To move from a non-honors course to an honors or advanced placement course, a student must obtain a grade of A- or higher*

- To maintain eligibility to participate in honors courses, a student must maintain a grade of B or higher. If a student drops below a B during the course of the year, an individual conference may be scheduled to reconsider placement.
- To move from an honors course to an advanced placement course, a student must obtain a grade of B or higher. If a student drops below a B during the course of the year, an individual conference may be scheduled to reconsider placement.
- A writing sample and oral interview (administered and collected in school) will take place as needed.

Grades will be calculated based on the average of the first two terms as well as performance on midyear exam if applicable. Students whose grades qualify them for consideration after the first two terms need to maintain the required average through the fourth term for final approval of enrollment. **Students who do not receive a recommendation by the criteria listed above may set up an appointment with their teacher and/or the World Languages Coordinator to appeal the decision.*

Course Levels and Learning Goals:

Level 1: Students begin this course with the assumption of no previous language learning. Students in a level 1 course develop their proficiency through comprehensible input from the teacher and authentic resources. This course focuses the most on being able to understand, being able to be understood, and understanding the concept of describing to talk about something that is unfamiliar. Students begin to develop all four language skills: listening, speaking, reading, and writing. Although there is particular focus on speaking and listening, students also learn how to read and write in the language. Reading and writing skills focus more on letter and sound development and less on comprehension. There is less focus on grammar and accuracy.

Full Year: 6 credits

Level 2: (Prerequisite: Successful completion of level 1 language course or middle school language course)

Students in level 2 language courses continue to develop their proficiency through comprehensible input from the teacher and authentic resources. This course continues to develop students' proficiency in listening, speaking, reading, and writing with a focus on speaking and listening. Reading and writing skills continue to focus on letter and sound development with the addition of comprehension. Students begin developing their ability to speak in sentences and begin to develop sentences with language. There is more of an emphasis placed on accuracy and grammar, but comprehensibility is the main goal.

Full Year: 6 credits

Level 3: (Prerequisite: successful completion of Level 2)

Level 3 language courses continue to develop students' proficiency through comprehensible input from the teacher and through authentic resources, which includes videos and readings. This course continues to develop students' proficiency in listening, speaking, reading, and writing, with an emphasis on speaking and listening and an added focus on writing. Students are expected to speak and write in sentences, create with language in order to maintain the target language throughout class, and develop their ability to connect their sentences for more in depth thought. Students also begin to develop their understanding of the language system by examining relevant grammatical structures to help improve their comprehensibility in more than one tense.

Full Year: 6 credits

Level 3 Honors: (Prerequisites: see honors criteria, successful completion of Level 2)

Level 3 language courses continue to develop students' proficiency through comprehensible input from the teacher and through authentic resources, which includes videos and readings. The course continues to develop students' proficiency in listening, speaking, reading, and writing, with an emphasis on speaking and listening and an added focus on writing and reading. Students are expected to speak and write in sentences, create with language in order to maintain the target language throughout class, and connect their sentences for more in depth thought. Students begin to develop their ability to string sentences together to be able to speak and write in paragraphs of in depth thought. Students also begin to develop their understanding of the language system by examining some relevant grammatical structures to help improve their comprehensibility in more than one tense.

Full Year: 6 credits

Level 4: (Prerequisite: successful completion of level 3)

These courses continue to develop students' proficiency through comprehensible input from the teacher and through authentic resources, which includes videos and readings. The course continues to develop students' proficiency in listening, speaking, reading, and writing. These four skills are developed evenly. Students are expected to speak and write in strings of sentences and to create with language in order to maintain the target language throughout class. Students are developing their ability to speak in paragraphs of in depth thought. Students have an understanding of the language system through relevant grammatical structures, which help improve their comprehensibility in all tenses. Students begin to analyze work and are able to respond to complex ideas giving their own opinions.

Full Year: 6 credits

Level 5: (Prerequisite: successful completion of Level 4)

Level 5 courses continue to develop students' proficiency through comprehensible input from the teacher and through authentic resources, which includes videos and readings. The course continues to develop students' proficiency in listening, speaking, reading, and writing. These four skills are developed evenly. Students are expected to speak and write at the paragraph level and provide in depth thought on a variety of topics. They are also expected to be able to easily create with language in order to maintain the target language throughout class. Students have an understanding of the language system through relevant grammatical structures, which help improve their comprehensibility in all tenses. Students analyze work and are able to respond to complex ideas giving their own opinions.

Full Year: 6 credits

Level 5 Honors: (Prerequisite: see honors criteria above, successful completion of level 4)

Level 5 honor courses continue to develop students' proficiency through comprehensible input from the teacher and through authentic resources, which includes videos and readings at an accelerated pace. This course continues to develop students' proficiency in listening, speaking, reading, and writing. These four skills are developed evenly. Students are expected to speak and write at the paragraph level and provide in depth thought on a variety of topics. They are also expected to be able to easily create with language in order to maintain the target language throughout class. Students have an understanding of the language system through relevant grammatical structures which help improve their comprehensibility in all tenses. Students analyze work and are able to respond to complex ideas giving their own opinions.

Full Year: 6 credits

Independent Study Level 3: (Prerequisite: proficiency interview with language teacher; Only offered in Armenian)

This course is designed for students who are at least intermediate-high students of Armenian. This course is to help improve students' ability to synthesize readings, listening texts as well as produce oral and written language. This course is designed by the students. However, the general course outline will be as follows: each quarter, students will find, read and listen to authentic texts in Armenian. Students will then be tasked to summarize, analyze, provide their opinions, persuade, and/or critique the reading/listening through written and oral reports. Each quarter will have a minimum of 2 projects.

Full Year: 6 credits

Independent Study Level 4: (Prerequisite: proficiency interview with language teacher and successful completion of Armenian Independent Study Level 3)

This course is a continuation of Armenian Independent Study Level 3. This course is for students who are at least intermediate-high students of Armenian. Students continue to improve their ability to synthesize readings, listening texts as well as produce oral and written language. This course is designed by the students. However, the general course outline will be as follows: each quarter, students will find, read and listen to authentic Armenian texts in Armenian. Students will then be tasked to summarize, analyze, provide their opinions, persuade, and/or critique the reading/listening through written and oral reports. Each quarter will have a minimum of 2 projects.

Full Year: 6 credits

Advanced Placement Level 5: (Prerequisite: see honors/AP criteria; Successful completion of Level 4)

This Advanced Placement (AP) course is a strenuous course designed to give students a college experience in advanced language study. Students continue to develop their proficiency in listening, speaking, reading, and writing. These four skills are developed evenly. Students are expected to discuss, debate, give opinions, understand and retell, persuade, and create with language on a variety of topics and world issues. Students have an understanding of the language system through relevant grammatical structures, which help improve their comprehensibility in all tenses. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can increase likelihood of receiving merit-based financial aid. Summer work is required.

Full Year: 6 credits

Language Offerings:

Arabic:

- Arabic I (H2700), Arabic II (H2750), Arabic III (H2765), Honors Arabic III (H27700), Arabic IV (H2275), Arabic V (H2779), Honors Arabic V (H2778)

Armenian:

- Armenian I (H2780), Armenian II (H2790), Armenian III- Independent Study (H2860), Armenian IV - Independent Study (H2870)

Italian:

- Italian I (H2200), Italian II (H2250), Italian III (H2300), Honors Italian III (H2310), Italian IV (H2350), Honors Italian IV (H2340), AP Italian (H2390)

Spanish:

- Spanish I (H2400), Spanish II (H2450), Spanish III (H2500), Honors Spanish III (H2510), Spanish IV (H2540), Honors Spanish IV (H2550), AP Spanish (H2590)

Spanish for Heritage Speakers (see below)

Spanish for Heritage Speakers:

H2595 Spanish for Heritage Speakers I

(Prerequisite: Intermediate-low heritage speakers of Spanish)

This course is designed as a course to teach Spanish for native or near-native Spanish speaking students. This course will develop students' proficiency through the four skills of language-learning (reading, writing, listening, and speaking) as well as through the three modes of communication (interpersonal, presentational, and interpretive). Students will increase their capacity to present with formal language, interpret complex and authentic texts, and refine their capacity by focusing on grammatical concepts in context.

Full Year: 6 credits

H2597 Spanish for Heritage Speakers II

(Prerequisite: Spanish for Heritage Speakers I or permission from the Languages Coordinator)

This course is designed as a second course to continue teaching Spanish for native or near-native Spanish speaking students. This course will develop students' proficiency through the four skills of language-learning (reading, writing, listening, and speaking) as well as through the three modes of communication (interpersonal, presentational, and interpretive). Students will increase their capacity to present with formal language, interpret complex and authentic texts, and refine their capacity by focusing on grammatical concepts in context.

Full Year: 6 credits

World Languages Sequence Chart*=-^+

	Grade 9**	Grade 10**	Grade 11**	Grade 12**
Arabic	Arabic I →	Arabic II →	Arabic III →	Arabic IV
	Arabic II →	Arabic III →	Arabic IV →	Arabic V
Armenia	Armenian I →	Armenian II →	Armenian III →	Armenian IV
Italian	Italian I →	Italian II →	Italian III →	Italian IV
	Italian II →	Italian III →	Italian IV →	AP Italian
Spanish	Spanish I →	Spanish II →	Spanish III →	Spanish IV
	Spanish II →	Spanish III →	Spanish IV →	AP Spanish
Heritage Spanish	Heritage Spanish I →	Heritage Spanish II →	Spanish AP	

*This chart represents the typical course sequences taken by students in world languages, but students' individual path may differ based on grades, teacher recommendation, or prior coursework

**Some students start a language after grade 9. In these cases, the above grade levels would be replaced with the headings "First Year of Study, Second Year of Study" etc.

= Although advised to continue with the same language throughout a high school career, students are able to change languages.

^To change from a non-honors course to an honors course, a student must have a grade of A- or higher in the preceding year of the language.

+Students who wish to change languages prior to Level 4 must meet with the World Languages Coordinator

English as a Supplemental Language Program

The English as a Supplemental Language (ESL) Program is for English Learners (ELs) whose first language is other than English. ESL classes develop proficiency in speaking, listening, reading and writing in social and academic settings.

ESL English Courses

These courses may be used to meet the English Language Arts graduation requirement. The length of time and the periods per day in ESL depend upon the English language proficiency level of the individual student.

H2970, H2971, H2972 Level 1 ESL

These courses are provided to students who have little to no English language proficiency. The goal of these courses is to provide students with basic proficiency in listening, speaking, reading and writing.
Full Year: 6 credits

H2970 (Adv.), H2971 (Adv.), H2972 (Adv.) Advanced Level 1 ESL

These courses are provided for students who have minimal English proficiency. It is taught in conjunction with Level 1 ESL for students who have not gained enough proficiency in the language to advance to the next level.

Full Year: 6 credits

H2930 Level 1 ELL English Foundations

This course is provided to students who are working to gain literacy skills in English. The goal of this course is to provide students with basic proficiency in listening, speaking, reading and writing.

Full Year: 6 credits

H2910/H2911 Level 2 ESL

These courses are provided for students with a beginning level of English proficiency. These courses expand upon skills learned in Level 1 ESL and focus on academic listening, speaking, reading and writing a cohesive paragraph.

Full Year: 6 credits

H2910 (Adv.), H2911 (Adv.) Advanced Level 2 ESL

These courses are provided for students with a beginning level of English proficiency. They are taught in conjunction with Level 2 ESL for students who have not gained enough proficiency in the language to advance to the next level.

Full Year: 6 credits

H2980 Level 3 Literacy Strategies

This course is provided for students with an intermediate level of English proficiency. The course focuses on strengthening literacy skills and provides a range of assessment taking strategies and formulating written and verbal responses.

Full Year: 6 credits

H2900 Level 3 ESL

This course is provided for students with an intermediate level of English proficiency. The course focuses on academic skills to prepare students for mainstream content courses. Students learn to write essays and read and analyze academic texts.

Full Year: 6 credits

H2901 Advanced Level 3 ESL

This course is provided for students with an intermediate level of English proficiency who have completed H2900 Intermediate ESL. Students will continue to refine their skills in reading literary works, writing essays, and presenting their ideas orally.

Full Year: 6 credits

H2890 Level 4 ESL

This course is provided for students with an advanced level of English proficiency. The course focuses on the skills necessary for students to transition to mainstream academic courses. Students learn to read classic novels, analyze academic texts and write essays.

Full Year: 6 credits

H2293 and H2994 Academic Support for Multilingual Learners I:

This course is provided for ESL students who need additional support with executive functioning skills, managing multiple assignments, learning digital literacy skills, and goal setting.

Full Year: 6 credits

H2880 Academic Support for Multilingual Learners II

This course is provided for Grade 11 and Grade 12 students with an advanced level of English proficiency. The course is taken in conjunction with the mainstream Grade 12 English course. During the first semester, students are provided with strategies and skills to complete projects. Academic skills for mainstream courses and college prep are emphasized in the second semester.

Full Year: 6 credits

ESL History and Social Studies

These courses may be used to meet the History and Social Studies graduation requirement.

H2945 ESL Level 1 Intro to Social Studies

This course is for students who are level 1 and 2 in English language proficiency. The course covers map skills and beginning-level social science vocabulary along with essential concepts of U.S. history.

Full Year: 6 credits

H2947 ESL U.S. History I for Levels 1 & 2

This course is for students who are level 1 and 2 in English language proficiency. It is part of a two-year U.S. history sequence. The course focuses on the philosophy of democratic governments and the development of the American governmental system. The course addresses the application of the principles of the Founding Documents to events in U.S. history from industrialization in the 1800s through the Civil War and Westward Expansion. Students concentrate on developing skills such as reading primary sources, interpreting visual information and essay writing.

Full Year: 6 credits

H2920 ESL U.S. History I for Levels 2 & 3

This course is for students who are level 2 and 3 in English language proficiency. It is part of a two-year U.S. history sequence. The course focuses on the philosophy of democratic governments and the development of the American governmental system. The course addresses the application of the principles of the Founding Documents to events in U.S. history from industrialization in the 1800s through the Civil War and Westward Expansion. Students concentrate on developing skills such as reading primary sources, interpreting visual information and essay writing.

Full Year: 6 credits

H2930 ESL U.S. History II

This course is for students with English proficiency at the intermediate level or higher. The course addresses the application of the principles of American government through various national and global events from World War I to modern times. Connections are made between important movements in American history and key global concepts. The course emphasizes social history in addition to political and governmental concepts. Selected readings and anthologies are included in the course.

Full Year: 6 credits

ESL Mathematics

H2960 Sheltered Math

The course emphasizes foundational mathematical concepts and skills. A principal focus of the course is the preparation of students for entry into Algebra I or Transitional Algebra.

Full Year: 6 credits

H2290 Transitional Math

The course emphasizes foundational mathematical concepts and skills. It will focus on important concepts in Algebra and show how they can be applied to solve a wide variety of types of problems in daily life and in careers.

Full Year: 6 credits

H2991 Transitional Algebra

This is a full-year introductory algebra course for students who require extended work on topics such as operations using fractions, decimals and integers, order of operations, geometry, probability and statistics. Algebra topics include algebraic properties, solving and graphing linear equations, solving linear inequalities, exponent properties, systems of equations, and quadratic functions.

Full Year: 6 credits

ESL Science

H4115 Level 1 ESL Science

This course is for students who are level 1 and 2 in English language proficiency. The course will introduce and/or review foundational scientific concepts, vocabulary, and skills. A principal focus of the course is the preparation of students for entry into Foundations of Biology.

Full Year: 6 credits

H4140 Foundations of Biology

(Prerequisite: Placement from ESL teacher and Science Curriculum Coordinator.)

This course serves as the introductory high school science course for English Learners who anticipate needing two years of biology before mastery. It is the first part of a two-year sequence designed to provide students with an overview of the living world. Major emphasis is given to cells, genetics, ecology and possibly anatomy and physiology. Projects are conducted to supplement each topic.

Full Year: 6 credits

H4220 Transitional Biology

(Prerequisite: Successful completion of Foundations of Biology or placement from ESL teacher and Science Curriculum Coordinator.)

This course is the second part of a two-year sequence designed to provide English Learners with an overview of the living world. Major emphasis is given to cells, genetics, evolution and ecology. Project and laboratory work are conducted to supplement each topic.

Full Year: 6 credits

Social Studies

Our history and social science courses are designed to support students in developing both a robust understanding of civic responsibility and their roles as well-informed and engaged members of society. Through the study of diverse materials and perspectives, our courses encourage independent inquiry, foster higher-order thinking skills, and promote more-sophisticated reading, writing, and speaking skills. Our classes embed a variety of learning methodologies and assessments to challenge our students while providing the necessary supports for their success.

Criteria for Admission to Social Studies Honors and Advanced Placement Courses:

1. To be automatically considered eligible for an honors-level course, students must have earned a minimum grade of B for the year from their previous honors-level course or a minimum grade of A- for the year from their previous non-honors course, must have the recommendation of their current Social Studies teacher, and must adhere to any other department or course prerequisites. Students admitted to any honors level class are expected to possess good reading, writing, and collaborative skills, and a willingness to go beyond the basic requirements of the US History curriculum.

2. For AP courses:
 - a. To be automatically considered eligible for admission to an AP course students must have earned a minimum grade of B for the year from their previous AP-level course or a minimum grade of A- for the year from their previous honors-level course, must have the recommendation of their current Social Studies teacher, and must adhere to any other department or course requirements.
 - b. Prospective AP students may be required to submit a writing sample as directed by the Social Studies Department. This writing sample will be submitted as part of the course selection process and must be completed prior to the end of that process.
3. Exceptions to this policy will be made on a case-by-case basis by the department coordinator in conjunction with a student's current Social Studies teacher.

H5030 United States History I

This grade 9 course reviews the philosophy of democratic government and explores the development of the modern American governmental system (1215-1893). Students are brought through European exploration and colonialism through Westward Expansion, the Civil War, and Reconstruction periods to the dawn of the 20th century. Students will also have the choice of continuing their middle school Civics Action Project or adopting another project to fulfill the state's high school project requirement. This class will also focus on developing students' reading, writing, collaborative, and historical thinking skills and providing individual support to assist students in becoming better historians and more effective communicators.

Full Year: 6 credits

H5020 Honors United States History I

(Prerequisite: See criteria for admission)

This grade 9 course reviews the philosophy of democratic government and explores the development of the modern American governmental system (1215-1893). Students are brought through European exploration and colonialism through Westward Expansion, the Civil War, and Reconstruction periods to the dawn of the 20th century. Students will also have the choice of continuing their middle school Civics Action Project or adopting other projects to fulfill the state's high school project requirement.

Full Year: 6 credits

H5110 United States History II

US History II studies the application of the principles of American government to different groups of people through various world and national movements and events, from the beginning of a global American presence to modern times (1893 to the present). Students follow major events and movements in American history that support and link those events to important world happenings. This class will also focus on developing students' reading, writing, organizational and historical thinking skills and providing individual support to assist students in becoming better historians and more effective communicators.

Full Year: 6 credits

H5100 Honors United States History II

(Prerequisite: See criteria for admission)

Honors US History II studies the application of the principles of American government to different groups of people through various world and national movements and events, from the beginning of a global American presence to modern times (1893 to the present). Students follow major events and movements in American history that support and link those events to important world happenings.

Full Year: 6 credits

H5300 AP U.S. History

(Prerequisite: See criteria for admission)

The Advanced Placement Program in United States History is designed to prepare students for college by presenting curriculum and academic challenges that are equivalent to those of an introductory college course. AP US History provides students with the structured writing, analytical skills, and factual knowledge necessary to deal critically with the key issues and movements in United States history. They

will weigh both evidence and researched interpretations as presented in historical scholarship to develop strong thesis-based essays. Only those students who are highly motivated and have demonstrated very strong reading and writing skills will be considered. Students who take this course must accept the challenge of very demanding work all year. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can increase likelihood of receiving merit-based financial aid.

Full Year: 6 credits

H5430 World History

This course will focus on the interrelationship of European history with the development of Africa, Asia and the Americas. Indigenous cultures will be addressed. Particular emphasis will be given to political, cultural and social trends that define the modern world (post French Revolution). Each student is expected to engage in critical thinking, expository writing and oral presentations as well as to complete periodic reports and projects. Attention will be given to current worldwide issues using periodicals, media materials and student-based research utilizing computer technology. This class will also focus on developing students' reading, writing, collaboration, and historical thinking skills and providing individual support to assist students in becoming better historians and more effective communicators.

Full Year: 6 credits

H5410 Honors World History

(Prerequisite: See criteria for admission)

The honors program in World History is designed for those highly motivated students who wish to pursue an intensive intermediate college level course. The historical focus of the course will be from the late Middle Ages (European Renaissance) to present day and the curriculum will provide a basis for independent projects, term reports and primary source analysis. Particular attention will be directed to interactions among the people of Asia, Africa, Europe and the Americas, and the cultural diffusion that resulted. Emphasis will be placed on critical thinking, analysis and interpretation of significant historical events, essay writing and in-depth research skills.

Full Year: 6 credits

H5180 AP European History

(Prerequisite: See criteria for admission)

The Advanced Placement Program in European History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues in European history since the ecclesiastical wars of the Middle Ages. This program will prepare students for intermediate and advanced college courses by presenting challenges to them that are equivalent to those of full year introductory college courses. Students will learn to assess historical data with emphasis on major documents and scholarly analyses of European history. Only those students who are highly motivated and have demonstrated strong reading and writing skills will be considered. Students who take this course must accept the challenge of very demanding work all year, and are required to take the AP exam in May as the appropriate conclusion to their efforts.

Full Year: 6 credits

H5463 Contemporary World (Grades 11, 12)

This semester course will engage students substantively in contemporary world issues. Possible areas of inquiry include, but are not limited to, political, environmental, and social trends that are of current interest. Inquiry will be primarily based on current newspapers, periodicals, and various other written and electronic sources. Students are expected to be willing to engage in oral presentations, expository writing, and critical thinking. Throughout the course, students will choose an area of interest (e.g., health, human rights, environment, education, child issues) and study the work of non-governmental organizations (NGOs) engaged in the issue, eventually using this study to produce a final project which may be service related. Students will have the additional option of participating in the school's Model UN club, participating in regional conferences, and providing assistance to members who are underclassmen. This course will not fulfill the graduation requirement for Social Studies unless paired with another Social Studies semester elective.

Semester Course: 3 credits

H5900 Military History (Grades 11, 12)

Students in this course will examine the role of the military and conflict in both the historical and modern world. Students will research and analyze the strategic, technological, cultural, economic, and political influence of warfare and the role of technology in military history. Students will be required to demonstrate an understanding of basic military historiography and the difference between strategic and tactical military planning. The course will also present primary and secondary source information for analysis and students will be required to research and write about appropriate historical topics as well as critique various forms of popular history. This course will not fulfill the graduation requirement for Social Studies unless paired with another Social Studies semester elective.

Semester Course: 3 credits

H5902 The Holocaust and World Genocides (Grades 11, 12)

This semester course will look at the history of the Holocaust during World War II and will also look at examples of genocides in other parts of the world in both historical and contemporary examples. The use of primary and secondary sources such as monographs, novels, music, photographs, news reports, and scholarly papers will anchor students' studies. Through these sources, students will learn the processes involved in creating a climate conducive to "ethnic cleansing", mass killings, and other atrocities of violence against their fellow humans by looking at the psychological and moral climates created by the perpetrators. This course will not fulfill the graduation requirement for Social Studies unless paired with another Social Studies semester elective

Semester Course: 3 credits

H5540 Psychology

(Open to Grade 11 and Grade 12 students. Grade 12 given first preference)

Psychology is designed to introduce the college-bound Grade 12 students to the social and behavioral sciences. The course will focus on such traditional areas of behavioral inquiry as learning, conflict and frustration, personality theory, child development, and abnormal behavior. The course will require outside reading, experiments both in and out of the classroom, and an in-depth research project. This class will also focus on developing students' organizational and social science thinking skills and on providing individual support to assist students in becoming better writers and more effective communicators.

Full Year: 6 credits

H5600 Honors Psychology

(Open to Grade 11 and Grade 12 students. Grade 12 given first preference. Prerequisite: See criteria for admission)

The honors program in psychology will examine and evaluate the major topics and theories of behavior. Students will study the basics of psychological research, the interaction of physical, psychological and social factors in the human life cycle, and the competing theories of the behavioral sciences. Emphasis will be placed on active learning, original research, observation both in and out of the classroom and problem solving.

Full Year: 6 credits

H5500 AP Psychology

(Open to Grade 11 and Grade 12 students. Grade 12 given first preference. Prerequisite: See criteria for admission)

The Advanced Placement Program in Psychology is designed to provide students with the analytical skills and knowledge necessary to deal critically with issues in psychology. This program will prepare students for intermediate and advanced college courses by presenting challenges to them that are equivalent to those of full year, introductory college courses. Students will learn to assess competing theories of behavior, applications of psychological research, and the spectrum of human behavior. Only those students who are highly motivated and have demonstrated very strong reading and writing skills will be considered. Students who take this course must accept the challenge of very demanding work all year and are required to take the AP exam in May as the appropriate conclusion to their efforts.

Full Year: 6 credits

H5800 Honors American Legal System

(Open to Grade 11 and Grade 12 students. Grade 12 given first preference.)

This year-long course will give students a basic understanding of the American legal system. Units will include: Introduction to Law, Criminal Law and Juvenile Justice, Tort Law and Civil Liberties and Civil Rights. Each student will pursue individual research on projects that require extensive writing, oral presentation and community interaction. This course is designed for students who are especially interested in the field of law and law enforcement. In addition to class discussions and group projects, the course will include guest speakers, mock trials, field trips, and debates. Excellent attendance is expected in this course due to guest speakers and in-class projects.

Full Year: 6 credits

H5730 Civics

Open to Grade 11 and Grade 12 students. Grade 12 given first preference.

This course is designed to introduce a variety of civic topics through limited research and class discussion to students who will be turning 18 years old. Students will learn how laws and political decisions are made and how these decisions affect their lives. Some areas of study include: citizenship, political science, government, democratic beliefs, elections, and community organizations. Each student will have the opportunity to interact with a number of out-of-school events, such as Massachusetts Student Government Day and the Close-Up Washington Program. Students will participate in numerous group projects of personal interest in areas of politics, sociology and current events. This class will also focus on developing students' organizational and social science thinking skills and on providing individual support to assist students in becoming better writers and more effective communicators.

Full Year: 6 credits

Social Studies Sequence Chart^{*,^}

Grade 9	Grade 10	Grade 11	Grade 11 & 12
US History I Hon. US History I	US History II Hon. US History II AP US History	Choose one or more: World History Hon. World History AP European	Choose one or more: World History Hon. World History Psychology [^] Hon. Psychology [^] AP Psychology [^] Contemporary World Civics Hon. American Legal Military History Holocaust & World Genocide

^{*}This chart represents the typical course sequences taken by students in social studies, but students' individual paths may differ based on grades, teacher recommendation, or prior coursework.

[^]These courses are available to grade 11 students on space-available basis

Mathematics

The Watertown High School Math Department strives to bring every student to their mathematical potential by providing a rigorous and comprehensive curriculum complemented by teacher support and technology. Students are offered multiple paths for four years of mathematics, all designed for mathematical success in post-high school programs. Support is available in many forms, including a Math Lab open all periods, as well as access to teachers both before and after school.

Students who study mathematics will exhibit critical and analytical thinking skills in all mathematics courses. Students will regularly collaborate with peers in their investigative pursuits. Technology will be used to help students solve problems and to strengthen their understanding. Students who plan on going to college should consider taking a mathematics course each year. Honors level courses are designed to provide intensive instruction to students who have demonstrated an outstanding level of achievement and interest in studying mathematics in depth and pursuing individual projects. Recommended background for individual courses is stated in the course descriptions. Refer to the math sequence chart for a graphic view of the courses that may be best for you.

Calculators:

Calculators are required for all courses and are the responsibility of the student to purchase. For courses at a level of Algebra I and below, students will need the TI-30XS Multiview calculator. For courses beyond Algebra II, students will need one of the Texas Instruments graphing calculators, either the TI-83+ or one of the TI-84 versions.

Transitional Math for English Learners

H2960 Sheltered Math

The course emphasizes foundational mathematical concepts and skills. A principal focus of the course is the preparation of students for entry into Algebra I or Transitional Algebra

Full Year: 6 credits

H2290 Transitional Math

The course emphasizes foundational mathematical concepts and skills. It will focus on important concepts in Algebra and show how they can be applied to solve a wide variety of types of problems in daily life and in careers.

Full Year: 6 credits

H2991 Transitional Algebra

This is a full-year introductory algebra course for students who require extended work on topics such as operations using fractions, decimals and integers, order of operations, geometry, probability and statistics. Algebra topics include algebraic properties, solving and graphing linear equations, solving linear inequalities, exponent properties, systems of equations, and quadratic functions.

Full Year: 6 credits

Algebra & Geometry

H3220 Geometry

(Recommended background: completion of Grade 8 Math)

This course in plane geometry is the first half of a two-year program. The course focuses on the key topics that provide a strong foundation in the essentials of geometry. Algebraic concepts will be reviewed and reinforced including algebraic applications as they apply to the real world.

Full Year: 6 credits

H3210 Geometry

(Recommended background: completion of Grade 8 Algebra or H3110 Algebra I)

This is a standard course in plane geometry that prepares students for college entrance exams. Four dimensions of understanding are emphasized: skill in drawing, visualizing, and following algorithms; understanding of properties, mathematical relationships and proofs; using geometric ideas in real situations, and representing geometric concepts with coordinates, networks or other diagrams.

Full Year: 6 credits

H3200 Honors Geometry

(Recommended background: completion of Grade 8 Algebra with a strong level of understanding)

This is an accelerated course in plane geometry. Principles of logical reasoning are introduced early. Students develop their deductive reasoning skills throughout the course. Algebraic concepts and skills are interwoven with the geometry. Considerable motivation to do outside study is required.

Full Year: 6 credits

H3070 Algebra I

(Recommended background: completion of H3220 Geometry)

This is the second half of a two-year program. It will focus on important concepts in Algebra and show how they can be applied to solve a wide variety of types of problems in daily life and in careers.

Full Year: 6 credits

H3110 Algebra I

(Recommended background: completion of Grade 8 Math or H3220 Geometry)

This course in Algebra integrates geometry, probability and statistics together with algebra. Pure and applied mathematics are also integrated throughout the course. Topics include the study of real numbers, rational and irrational, the solution of linear and quadratic equations, graphing and equations for lines.

Full Year: 6 credits

Algebra II

H3315 Algebra II A

(Recommended background: completion of both Geometry and Algebra I)

Delving deeper into the work from Algebra I (H3070), students will begin work on Algebra II, including the study of polynomial functions and their different algebraic forms, equations and inequalities, graphing and systems, division as it relates to rational functions, and factoring (through trinomials).

Full Year: 6 credits

H3317 Algebra II B

(Students taking this class have completed H3315 Algebra IIA)

Continuing from Algebra II A, students will move into the transformations of polynomials, explore complex numbers, solve radical and exponential equations, and study the foundations of trigonometry and statistics.

Full Year: 6 credits

H3310 Algebra II

(Recommended background: completion of H3210 Geometry)

This is a standard course in Algebra II. Problem solving is introduced early and is integrated throughout the course. Applications of algebra are presented in interesting and varied word problems. Reasoning skills such as analyzing information, making conjectures and giving convincing arguments are developed throughout the course.

Full Year: 6 credits

H3300 Honors Algebra II

(Recommended background: completion of H3300 Geometry with a strong level of understanding)

This is an accelerated course in algebra. It moves quickly to topics students have probably not seen before in Algebra I. The course emphasizes the roles of algebra and trigonometry as a foundation for calculus.

Full Year: 6 credits

Advanced Courses (Beyond Algebra II)

H3410 Precalculus

(Recommended background: completion of Algebra II with a strong level of understanding)

This is a course to prepare college-bound students for a first course in Calculus. Topics in this course build on the foundation established in Algebra II, including circular functions and trigonometry, advanced algebra, analytical geometry, matrices and polar coordinates.

Full Year: 6 credits

H3400 Honors Precalculus

(Recommended background: completion of either H3300 Honors Algebra II or H3310 Algebra II with a strong level of understanding)

This is a course to prepare college-bound students for a first course in Calculus at the high school level. Students will be asked to complete a summer packet based on Algebra II for this course. Topics in this course include: Function analysis (polynomial, exponential and logarithmic), Trigonometry, Conic sections, Vectors, Polar coordinates and Limits.

Full Year: 6 credits

Statistics

H3450 Topics in Statistics

This introductory course is designed for grade 12 students. Topics studied include descriptive statistics, correlation and linear regression, experimental design, normal distributions, probability and inferential statistics including confidence intervals and significance tests. Graphing calculators will be used extensively, and students should note that the course will be word-problem intensive.

Full Year: 6 credits

H3460 Honors Statistics

(Recommended background: completion of Algebra II, confidence in both reading comprehension and writing)

This course is designed for those students who are interested in taking an advanced course in statistics that is not as rigorous as the Advanced Placement course. Topics studied will be those found in a traditional college statistics course with a heavy emphasis on computer and graphing calculator applications. Areas of study include descriptive statistics, data collection and analysis experimental design, linear regression (including residual plots and logarithmic transformations), probability and extensive discussion of inferential statistics using the normal, t, chi-square and F distributions. Students are expected to purchase a TI-83+ or TI-84+ graphing calculator.

Full Year: 6 credits

H3600 AP Statistics

(Recommended background: students most often have completed Algebra II honors or Precalculus honors and come with strong skills in both reading comprehension and writing)

This is an advanced course in mathematics. It is recommended for students who are thinking about careers in business, the sciences or social sciences. Substantial technical writing is involved as well as abstract reasoning and problem solving with a high degree of independence. The topics studied will be those in a traditional college statistics course with heavy emphasis on computer and graphing calculator applications. The topics include descriptive statistics, data collection and analysis, experimental design, probability, linear regression, and an extensive discussion of inferential statistics using the normal, t, and chi-square distributions. Students are required to take the AP Exam in May and are required to purchase a TI83+ or TI-84+ calculator.

Full Year: 6 credits

Calculus

H3520 Honors Calculus

(Recommended background: completion of Precalculus)

This is an advanced course in mathematics for those students who are planning careers in mathematics, the sciences, engineering, business or other college majors which require calculus. Students are required to purchase a TI-83+ or TI-84+ calculator.

Full Year: 6 credits

H3500 AP Calculus AB

(Recommended background: completion of H3400 or H3410 Precalculus with a strong level of understanding)

This is an advanced course in mathematics for those students who are planning careers in mathematics, the sciences, engineering, or other college majors which require calculus. AB covers roughly one semester of college calculus. Students who take this course must accept the challenge of very demanding work all year, and are required to take the AP exam in May as the appropriate conclusion to their efforts. Students are required to purchase a TI-83+ or TI-84+ calculator.

Full Year: 6 credits

H3530 AP Calculus BC

(Recommended background: completion of H3400 or H3410 Precalculus with a strong level of understanding)

This is an advanced course in mathematics for those students who are planning careers in mathematics, the sciences, engineering, or other college majors which require calculus. BC covers roughly a semester and a half of college calculus. Students who take this course must accept the challenge of very demanding work all year, and are required to take the AP exam in May as the appropriate conclusion to their efforts. Students are required to purchase a TI-83+ or TI-84+ calculator.

Full Year: 6 credits

Electives

H3620 Exploring Mathematical Practices

(Enrollment in the course is limited to grade 10 students)

This course is for students who are at risk of not reaching proficiency on the Math MCAS test.

Full Year: 3 credits

H3630 Topics in Algebra

This course is a review and enrichment of topics that will be helpful after leaving high school. Topics include linear, quadratic and exponential functions, Geometric applications, function/ polynomial operations and many more high school mathematical topics. Sometime will be spent in the first quarter reviewing SAT questions and strategies for the October and November tests. Throughout the year students will work on problem solving skills and be given many open-ended question options. It is the goal at the end of this course that participants will be independent, creative problem solvers ready to face any math course in the future.

Full Year: 6 credits

H3713 Introduction to Computer Programming I: Games and Cryptography

(Recommended background: completion of Geometry or prior programming experience)

This is a hands-on introductory class. There are some class discussions and lectures on the bigger ideas in programming, and students spend the vast majority of class time coding. Each month, students program their own versions of classic video games, including Mario, Pong, and Space Invaders. The final project is for students to create and then code their own game. The class will include a unit on cryptography. The class uses a visual programming language called 'Snap!' and is based on a course taught at UC Berkeley.

Semester Course: 3 credits

H3714 Introduction to Computer Programming II: Python

(Recommended background: successful completion of Introduction to Computer Programming I, or permission of instructor based upon prior programming experience)

This is a hands-on class using the Python programming language. The programming concepts learned in Introduction to Computer Programming I: Games and Cryptography are applied to Python, a high-level programming language. Topics will include variables, data types, conditionals, lists functions, loops, input and output, dictionaries, methods and inheritance.

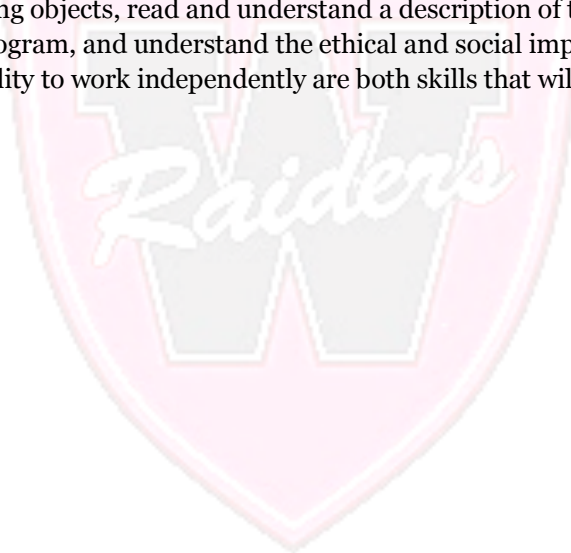
Semester Course: 3 credits

H3700 AP Computer Science A

(Recommended background: either H3713 or H3714. Students with no prior computer programming experience are welcome to take the class, and should speak with the instructor)

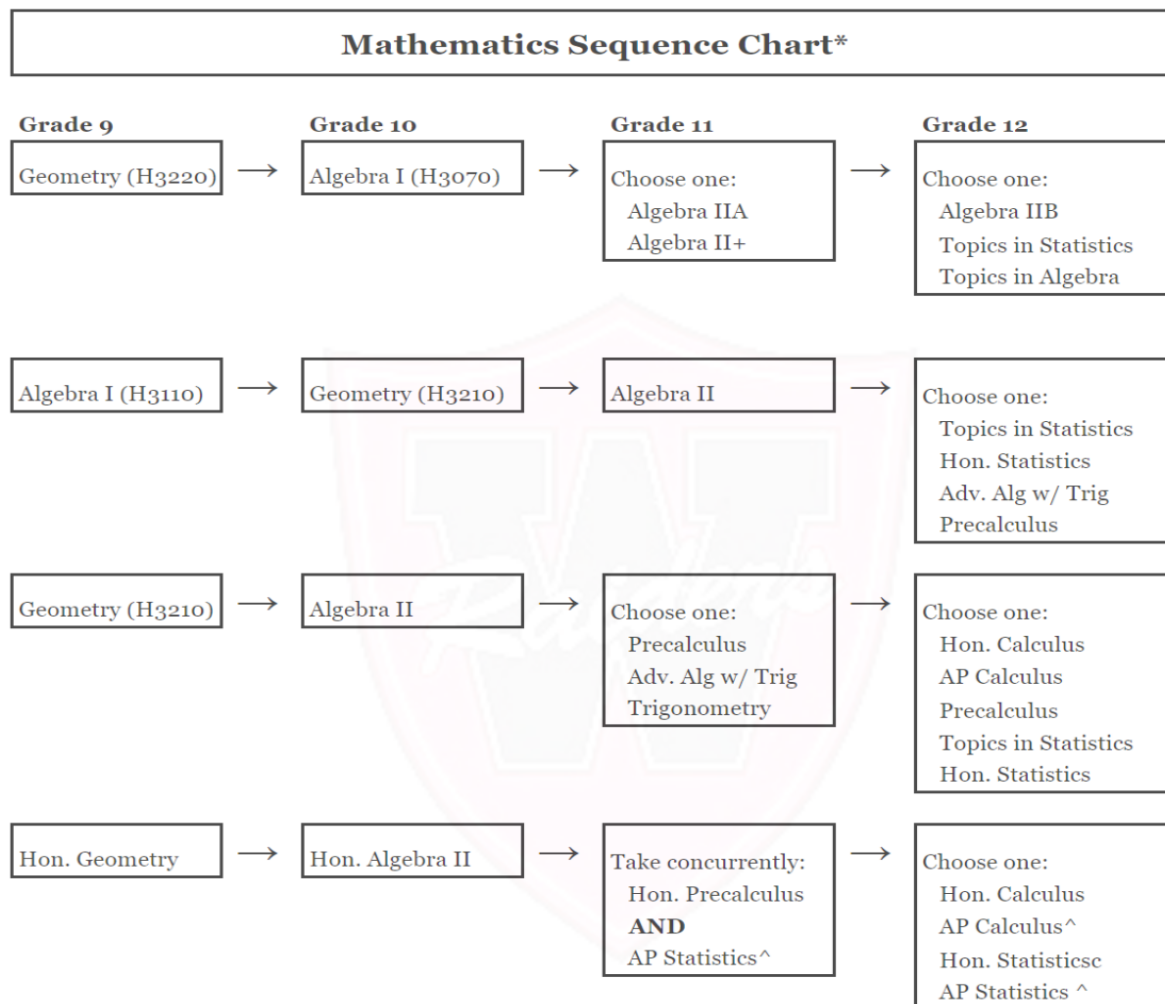
AP Computer Science A covers material similar to most collegiate Intro to Computer Science programs. Students are required to take the AP exam in May. By the end of the course, students should be able to design, implement, and analyze solutions to problems, use and implement commonly used algorithms, use standard data structures, develop and select appropriate algorithms and data structures to solve new problems, write solutions fluently in an object-oriented paradigm, and write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset. As a result, students will also be able to read and understand programs consisting of several classes and interacting objects, read and understand a description of the design and development process leading to such a program, and understand the ethical and social implications of computer use. Problem solving and the ability to work independently are both skills that will be called on regularly.

Full Year: 6 credits



Mathematics Sequence Chart

The following chart represents four possible courses for the 9th grade year and the likely courses that will follow from grades 10-12. Note that beginning high school in one of the rows below does not guarantee students will finish in the same row for Grade 12. Our top priority is to place students in the best possible course for them from one year to the next based on their assessed performance and level of understanding.



**This chart represents the typical course dequences taken by students, but student's individual paths may differ based on grades, teacher recommendation, and prior coursework.*

^Enrollment in AP sections dependent on prerequisites met

**Introduction to Computer Programming I & II and AP Computer Science are electives and are meant to be taken in conjunction with other math courses, once you have completed Geometry.*

The H3620 Exploring Mathematical Practices course is taken as a second math class during grade 10. It does not replace any course in the sequence of required classes.

Once Algebra II has been successfully completed, many possibilities follow. What comes next depends on what your interests are and your post-high school plans. Your teacher can help you think about your options.

We recommend, if possible, taking a course in Statistics before graduation. Statistics is occasionally taken as a second course along with precalculus

Career and Technical Education

Our Career and Technical Education programs give students meaningful and challenging educational experiences to gain the knowledge, skills, competencies, and self-esteem to be successful in today's fast-changing society. Students participate in authentic, challenging projects that involve collaboration, technology, creativity, critical thinking, high-level communication, and other career-specific skills.

WHS offers two ways to experience Career and Technical Education:

- 1.) Vocational/Technical dedicated pathways (also referred to as Chapter 74 Programs) OR
- 2.) Electives in a traditional high school schedule

Vocational/Technical Dedicated Pathways: (open to grade 10 students)

- Engineering Technology
- Medical Assisting
- Digital Media Communications

Entrance into a Vocational/Technical Pathway is a three-year commitment that will provide the student with an endorsement on their high school transcript. Each program will run with a limited number of seats. Students begin a Vocational/Technical Pathway in grade 10 with specified coursework in each of the last three years of high school that results in a reduction of the number of elective slots in their schedule. Massachusetts four-year state colleges and universities waive the two-year foreign language entrance requirement for Vocational/Technical students.

Vocational/Technical (Chapter 74) Programs

Chapter 74-approved vocational technical education programs are programs that meet the definition of vocational technical education contained in Massachusetts General Law Chapter 74. Districts apply for program approval to DESE's Office for College, Career, and Technical Education (OCCTE) pursuant to Chapter 74 and the Vocational Technical Education regulations. Note that all Chapter 74-approved vocational technical education programs meet the Perkins Act definition of career and technical education. Chapter 74 programs are considered by the department to be high quality college and career pathways.

Any grade 9 student who is interested in this three-year program commitment that begins in grade 10 should complete an application (available in the guidance office) that must include a parent or guardian signature. The Vocational/Technical Pathway course load will be the equivalent of 2 full-year courses in grade 10 and 3 full-year courses in both grade 11 and 12.

The per class year capacity of these programs is listed below:

- Engineering Technology – 20 students
- Medical Assisting – 15 students
- Digital Media Communications – 15 students

Admissions Policy and Frameworks

In the event that more grade 10 students apply than are able to be accommodated in a given program, students will be selected randomly using a lottery system and a waitlist will be created. If there is space in another program, students will be offered the option to enroll there.

The curriculum for the V/T Engineering Technology program is aligned with the Massachusetts Department of Elementary and Secondary Education Vocational Technical Education Framework for Engineering Technology in the Manufacturing, Engineering and Technology Services Occupational Cluster.

The curriculum for the V/T Medical Assisting program is aligned with the Massachusetts Department of Elementary and Secondary Education Vocational Technical Education Framework for Medical Assisting in the Health Services Occupational Cluster.

The curriculum for the V/T Digital Media Communications program is aligned with the Massachusetts Department of Elementary and Secondary Education Vocational Technical Education Framework for Radio and Television Broadcasting in the Arts and Communication Services Occupational Cluster.

Comparison of Traditional High School Schedule vs. Pathway Schedule

Below is a side-by-side comparison of the course options for a traditional student vs. a student in a Vocational/Technical Pathway for Grade 10, Grade 11 and Grade 12:

<i>Traditional</i>			<i>Vocational Pathway</i>		
<u>Course</u>	<u>FY/Sem</u>	<u>Credits</u>	<u>Course</u>	<u>FY/Sem</u>	<u>Credits</u>
Grade 10			Grade 10		
ELA	FY	6	ELA	FY	6
Math	FY	6	Math	FY	6
Social Studies	FY	6	Social Studies	FY	6
Science	FY	6	Science	FY	6
<i>Traditional</i> (Grade 10 cont.)			<i>Vocational Pathway</i> (Grade 10 cont.)		
<u>Course</u>	<u>FY/Sem</u>	<u>Credits</u>	<u>Course</u>	<u>FY/Sem</u>	<u>Credits</u>
World Language	FY	6	Wellness	Sem	3
Wellness	Sem	3	Elective	Sem	3
Elective	Sem	3	Vocational Year I	FY X 2	12
Elective	FY/2 Sem	6			
<u>Course</u>	<u>FY/Sem</u>	<u>Credits</u>	<u>Course</u>	<u>FY/Sem</u>	<u>Credits</u>
Grade 11			Grade 11		
ELA	FY	6	ELA	FY	6
Math	FY	6	Math	FY	6
Social Studies	FY	6	Social Studies	FY	6
Science	FY	6	Wellness	Sem	3
World Language	FY	6	Elective	Sem	3
Wellness	Sem	3	Vocational Year II	FY X 3	18
Elective	Sem	3			

Elective	FY/2 Sem	6			
Grade 12			Grade 12		
ELA	FY	6	ELA	FY	6
Math	FY	6	Math	FY	6
World Language	FY	6	Wellness	Sem	3
Wellness	Sem	3	Elective	Sem	3
Elective	Sem	3	Elective	FY/2 Sem	6
Elective	FY/2 Sem	6	Vocational Year III	FY X 3	18
Elective	FY/2 Sem	6			
Elective	FY/2 Sem	6			

Engineering Technology (Grades 10-12)

The curriculum for this three-year Chapter 74 CTE program of study is in partnership with Project Lead the Way (PLTW), a nationwide, non-profit organization dedicated to providing students with transformative classroom experiences. Each PLTW Engineering course engages students in interdisciplinary activities like working with a client to design a home, programming electronic devices or robotic arms, or exploring algae as a biofuel source. These activities not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Potential Careers:

- CNC Machinist
- Quality Control Technician
- Manufacturing Technician
- Field Service Technician
- Customer Service Technician
- Engineering Technician
- Test Technician
- R&D Technician
- Electronic Assembler
- Mechanical Assembler
- Engineer (4-Yr College)

The descriptions of each course in these three programs can be found in the electives section of this document.

Engineering Technology I (Grade 10 Students Only):

This consists of two Project Lead the Way (PLTW) units of study: Introduction to Engineering Design (IED) and Principles of Engineering (POE). The descriptions of these courses can be found in Career and Technical Education Engineering Electives.

Equivalent of 2 Full Year Courses: 12 credits

Engineering Technology II (Pathway Grade 11 Students Only):

This course consists of three Project Lead the Way (PLTW) units of study: Digital Electronics (DE), Civil Engineering and Architecture (CEA) and Computer Integrated Manufacturing (CIM). The course description for DE is located in the CTE electives and the description for CEA and CIM can be found below.

Equivalent of 3 Full Year Courses: 18 credits

Engineering Technology III:

This course consists of two Project Lead the Way (PLTW) units of study and 2 one-semester WHS courses: Engineering Design and Development (EDD), Environmental Sustainability (ES), Introduction to Robotics, and Entrepreneurship/Business. The descriptions for EDD, ES, and Introduction to Robotics can be found in Career and Technical Education Engineering.

Equivalent of 2 Full Year and 2 Semester Courses: 18 credits

Medical Assisting (Grades 10-12)

The curriculum for this program is aligned with the Massachusetts DESE V/T Framework for Medical Assisting in the Health Services Occupational Cluster. The activities not only build knowledge and skills in medical assisting, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Potential Careers:

- EMT / Paramedic
- Medical Billing
- Medical Coder
- Medical Lab Technician
- Nurse Practitioner
- Occupational Therapist
- Pharmacy Technician
- Phlebotomist
- Physical Therapist
- Physician Assistant
- Registered Nurse
- Respiratory Therapist
- Surgical Technician
- Pharmacist
- Licensed Practical Nurse

Medical Assisting, I (Grade 10 students only):

This course consists of two units of study: Intro to Medical Assisting, and Foundations of the Healthcare Industry I and II.

Equivalent of 2 Full Year Courses: 12 credits

Medical Assisting II (Pathway grade 11 students only):

This course consists of three units of study: Medical Assisting Methods, Medical Office Procedures and Terminology, and Clinical Patient Care.

Equivalent of 3 Full Year Courses: 18 credits

Medical Assisting III (Pathway grade 12 only):

This course consists of two full-year units of study and two semester units of study: TBD
Equivalent of 2 Full Year and 2 Semester Courses: 18 credits

Digital Media Communication (Grades 10-12)

This program will use the cohort model with up to 15 students per year. The curriculum for this program is aligned with the Massachusetts DESE V/T for Radio & Television Broadcasting Framework in the Arts and Communication Services Occupational Cluster. The activities not only build knowledge and skills in digital media communication, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Potential Careers:

- Production Director
- Producer
- Video Editor
- News Reporter
- News Anchor
- News Director
- Camera Operator
- Control Engineer
- Technical Director
- Sales and Marketing
- Broadcasting Management

Digital Media Communication I (Grade 10 only):

This consists of four one-semester units of study:

- H6963 Digital Video Making
- H6983 Intro to Radio Broadcasting
- H6893 Studio Television Broadcasting
- H6884 Radio/Television News Broadcasting

Equivalent of 2 Full Year Courses: 12 credits

Digital Media Communication II (not yet available Pathway grade 11 only):

This course consists of three units of study: TBD

Equivalent of 3 Full Year Courses: 18 credits

Digital Media Communication III (not yet available Pathway grade 12 only):

This course consists of 2 full-year units of study: TBD and 2 one-semester WHS courses: Entrepreneurship/Business and TBD.

Equivalent of 2 Full Year and 2 Semester Courses: 18 credits

Elective Programs:

Elective Programs offered:

- Marketing/ Finance (Business)
- Biotechnology
- Culinary Arts
- Construction Technology
- Design and Visual Communication
- Radio and Television Broadcasting
- Engineering
- Medical Assisting

Marketing/Finance (Business):

Students taking Marketing and Finance electives will learn how to manage money, time, and resources by setting and achieving goals through time management and available resources. Students will learn career options and requirements needed for employment and academic success in business programs. They will also select and apply technology tools for making personal and business decisions and achieving personal and organizational goals. Students will apply critical-thinking skills to function in multiple roles as economically literate citizens, consumers, employees, managers, business owners, and directors of their own economic future. Certifications Offered: EverFi Financial Literacy.

Courses:

H6352 Accounting I: Proprietorship

Students will learn accounting practice for a service business organized as a proprietorship, including but not limited to: changes that affect the Accounting Equation, analyzing transactions into debit and credit parts, journalizing transactions, posting to a ledger, cash control systems, worksheets and adjusting entries for a service business, financial statements for a proprietorship, recording closing entries, and preparing a post-closing trial balance for a service business.

Semester Course: 3 credits

H6354 Accounting II: Merchandising Corporation

(Prerequisite: Successful completion of Accounting I: Proprietorship)

Students will learn accounting practice for a merchandising business organized as a corporation, including: accounting for purchases and cash payments, accounting for sales and cash receipts, accounting for transactions using a general journal, preparing payroll records, accounting for payroll and payroll taxes, accounting for uncollectible accounts receivable, preparing adjusting entries and a trial balance, financial statements and closing entries for a corporation, analysis of financial statements.

Semester Course: 3 credits

H6356 Accounting III: Adjustments and Valuation

(Prerequisite: Successful completion of Accounting II: Merchandising Corporation)

Students will learn adjustments and valuation for a merchandising corporation, including: acquiring capital for growth and development, accounting for plant assets, depreciation, and intangible assets, accounting for inventory, accounting for accruals, deferrals, and reversing entries, end-of-fiscal period work for a corporation, accounting for partnerships, recording international and internet sales

Semester Course: 3 credits

H6373 Personal Finance/Economics

Personal Finance is a comprehensive, financial literacy course designed to assist students in developing core knowledge and skills needed for successful life planning and management. Students will be introduced to a range of financial alternatives and explore basic decisions and strategies necessary to become informed employees, consumers, and citizens. Various topics covered will include planning your career, saving and investing, spending, credit, insurance, and taxes among others. This course utilizes the National Endowment for Financial Education (NEFE) program as well as other emerging financial literacy programs. Students complete a variety of worksheets and projects.

Semester Course: 3 credits

H6395 Entrepreneurship/Business

(Priority given to students in 3rd year of a vocational pathway, elective students as space allows)
Students in this course will learn how to start, manage, and market a business, financial concepts and applications in business, and legal/ethical/social responsibilities in business. Students will complete an independent project related to their vocational pathway.

Semester Course: 3 credits

Biotechnology:

This program introduces students to topics related to careers in biotechnology - using technology based on biology - which harnesses cellular and biomolecular processes to develop technologies and products that help improve our lives and the health of our planet.

Culinary Arts:

This program focuses on the core concepts of the Massachusetts Comprehensive Health/Family and Consumer Sciences Curriculum Frameworks: Health Literacy/ Healthy Self-Management Skills/ Health Promotion. In Culinary Arts I: Chefs, students will learn how to make healthy, informed food choices using Choose My Plate. Culinary Arts II: Culinary Essentials enables students to explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques).
Certifications offered: ServSafe.

H6503 Culinary Arts I: Chefs

(Limited to students in Grade 10, 11, and 12)

In this course students will first earn certification in ServSafe for Food handlers and then the basics of food preparation, with nutrition as the underlying theme. Topics include knife skills, a Culinary Code of Conduct, nutrition, cooking methods, planning meals, kitchen equipment and smallware, chemical leaveners and quick breads, cookies, pastry, batters, yeast, eggs, soups, sauces, icing/decorating, doughs, pizza, and more.

Semester Course: 3 credits

H6513 Culinary Arts II: Culinary Essentials

(Limited to students in Grade 10, 11, and 12; Prerequisite: satisfactory completion of H6503 Culinary Arts I: Chefs)

This course offers an introduction and overview of opportunities in the hospitality and food services industry. Students will examine the historical importance of food production/processing and relate it to current industry trends, product development, and marketing/sales. Preparation of more complex and varied food products will provide opportunities for skill mastery and address the nutritional aspects of different cuisines. They will learn techniques of proper food preparation and the basics of large-scale foodservice equipment.

Semester Course: 3 credits

Construction Technology:

This program area reflects the goals and standards of the Technology portion of the Massachusetts Science and Technology/Engineering Curriculum Frameworks. Through authentic applications, the Construction Technology program prepares students for college and/or further advanced training in technical fields. Courses in this area require the use of mathematics and science concepts as applied in real situations. These courses also stress the use of the design process and the application of problem-solving skills in the context of each area's real-life situations.

H6223 Construction Technology I

This introductory level course will provide instruction for the proper use of hand tools, portable power tools and stationary woodworking machines. This class will focus on the importance of planning, design and woodshop safety. All students will gain understanding of the Milling Process which transforms raw material into industry standard finish stock. The woodworking industry has undergone many changes, and the students will obtain the training that is necessary for employment in this challenging industry.

Semester Course: 3 credits

H6250 Construction Technology II

(Prerequisite: Successful completion of Construction Technology I)

This course is designed as a continuation of the Construction Technology I course. This advanced level woodworking course will engage all students with industry standard woodworking skills and the achievement of a marketable skill. Emphasis is focused on the safe and productive use of hand, power and stationary tools. Students will fabricate two mandatory projects followed by student selected project(s). Individual student achievement is paramount in this project-based curriculum.

Full Year: 6 credits

Design and Visual Communications:

Through authentic applications these programs prepare students for college and/or further advanced training in technical fields. Courses stress use of the design process and the application of problem-solving skills in the context of each area's real-life situations. Courses include Graphic Design and Graphics II/Web Design. These courses overlap with courses offered in our Fine, Applied, and Performing Arts department.

Certifications Offered: Adobe Photoshop, Adobe Illustrator, Adobe Premier Pro

See the course descriptions for the following in the Fine, Applied, and Performing Arts section of this document:

- H7043 Graphic Design
- H7033 Graphics II/Web Design
- H7243 Photography- Digital Media I
- H7253 Photography- Digital Media II

Radio and Television Broadcasting:

Television: Learn about mass communications and about film and video production including editing and shooting videos in the state-of-the-art TV studio.

Radio: Learn about the importance of writing and language choice to paint the “word picture” into storytelling, and advance stories and opinions, without the benefit of pictures. Students will also be introduced to the basics of radio broadcast equipment, editing, and show preparation. Certifications Offered: Adobe Premier.

H6358 The Game of Life: The Art of Communication

This course will prepare students for life by growing as communicators. The skills developed in this course will serve students' futures whether bound for college, career or service. Students will be encouraged to take communications risks in a safe environment so they may venture beyond their comfort zone in pursuit of skills in presentations, small group, interpersonal, interviewing, resume building, networking, and more. Students will gain the confidence to feel equally empowered to speak to or with groups small and large either with prepared or off-the-cuff (extemporaneous) remarks.

Semester Course: 3 credits

H6963 Digital Video Making

Are you passionate about making videos? Are you the member of your friend group that always has their phone or camera in their hand? Have a story to tell? Are you looking to be the next YouTube or social media star? Have you started experimenting with editing via iMovie or Final Cut Pro? In this course, students will learn to tell their stories through video. Students learn how to use professional camera equipment to set up and record interviews, stand ups, B-roll, and more. Students will then learn how to edit their footage using Adobe Premiere. Their final projects will be shown online and broadcast on WCA-TV. We will also examine pre-production, production, and post-production techniques through a mixture of screenings, discussion, and hands-on exercises.

Semester Course: 3 credits

H6893 Studio Television Broadcasting

(Prerequisite: Satisfactory completion of H6963 Digital Video Making)

Students with a desire to pursue the Digital Media & Communications field will be responsible for developing and broadcasting a studio television series for airing on WCA-TV and streaming platforms. Students in this course work collaboratively on producing either a round-table talk style show, a game/quiz show, or more, producing multiple shows per semester, presenting entertainment for the world from the perspective of WHS students. Students will control all aspects of the show series from concept, to creation, from selecting topics for debates, to writing puzzles, and booking guests/contestants. Students can take on the roles of on-air talent, producer, director, or technical and administrative duties.

Semester Course: 3 credits

H6884 Radio/Television News Broadcasting

(Prerequisite: Satisfactory completion of H6963 Digital Video Making)

Ever dream about being a sportscaster? How about a news anchorman/woman? Here is your chance to turn your dream into a reality. The course will examine the range of ways in which TV news is made and produced. Classes will be held in our state-of-the-art TV studio. Students will have hands-on experience using the equipment, writing news programs, editing, and producing a TV news show once a month for the whole school and town to see! In this project-based class, you will build upon skills you learned in Documentary Production helping tell the stories of the WHS community as a producer, reporter and anchor on the "Raider News" team.

Semester Course: 3 credits

H6983 Radio Broadcasting

Do you enjoy talking about sports? News? Music? Entertainment? In the era before television, radio served as the major source for information and entertainment. Now, in the modern world of Digital Media & Communications, radio continues to serve as a popular source to engage listeners as they travel from place to place, or while they work on a daily basis. Students will learn about the importance of writing and language choice to paint the "word picture" in their storytelling, and advance stories and opinions, without the benefit of pictures. They will also be introduced to the basics of radio broadcast equipment, editing, and show preparation. Student teams will be responsible for conceptualizing, developing, and creating a radio program to be broadcast on WCAC-Radio and posted to the web as a podcast series.

Semester Course: 3 credits

H6985 Advanced Radio/Television Broadcast/Production/Management Capstone

(Prerequisite: Student proposal and advanced instructor approval required- grade 11 and 12 students only)

Students looking to expand their experience in Radio and/or Television can propose a student driven and independently directed pursuit within the digital media program. Students will gain valuable "on the job" work experience managing a multifaceted long term broadcast project, taking responsibility for creating

programming that is of the highest quality, substantial in nature, and compelling to viewers of WCA-TV. Students will receive helpful feedback from your instructor that will help you grow as a journalist. Students will also have the opportunity to focus on exploring the management and development of the WHS on WCA-TV brand. Students have the option to choose a technical focus and may elect to pursue a certification in Adobe Premiere. Students completing this curriculum will be well-equipped with a portfolio of skills and finished projects to pursue digital media and communications at a two-year or four-year college or university.

Semester only (3 credits) OR Full Year (6 credits), maximum 6 credits.

Medical Assisting:

Through authentic applications these programs prepare students for college and/or further advanced training in health fields. Courses stress use of patient-care skills in the context of medical office real-life situations.

Certifications Offered: CPR/AED, Phlebotomy, Medical Assisting

Courses:

H6775 Introduction to Medical Assisting

Students will learn about the 13 human body systems, career paths for Medical Assistants, how to perform point-of-care tests (i.e., finger sticks, vital signs, assessment of patients etc.), and infection control/safety.

Full Year: 6 credits

H6780 Foundations of the Healthcare Industry I

Students will learn about how to communicate clearly to patients and health care professionals, barriers to communication and how to overcome them, policies and practices in a healthcare office, HIPAA privacy laws, and cultural/social/ethnic diversity. Students will organize and run staff vital signs clinics. Topics are continued in Foundations II.

Semester Course: 3 credits

H6782 Foundations of the Healthcare Industry II

This course is a continuation of Foundations I and includes standards of professional conduct.

Semester Course: 3 credits

H6776 Medical Assisting Methods

(Prerequisites: Successful completion of Intro to Medical Asst and Foundations of Med Asst I & II)

Students will learn infection control procedures, perform medical/surgical asepsis, how to assist with minor surgical procedures, emergency/triage procedures, and medical specialty procedures.

Full Year: 6 credits

H6777 Medical Office Procedures and Terminology

(Prerequisites: Successful completion of Intro to Medical Asst and Foundations of Med Asst I & II)

Students will learn how to document patient encounters in the Electronic Health Record (EHR), tenets of insurance including Medicare and Medicaid, administrative skills, and scope of practice.

Full Year: 6 credits

H6778 Clinical Patient Care

(Prerequisites: Successful completion of Intro to Medical Asst, Foundations of Med Asst I & II)

Students will practice all clinical skills for various medical settings.

Full Year: 6 credits

Engineering/Engineering Technology:

This program area reflects the goals and standards of the Engineering Technology portion of the Massachusetts Science and Technology/Engineering Curriculum Frameworks and the Massachusetts Vocational Technical Education Frameworks. Courses in this area require the use of mathematics and science concepts as applied in real situations. These courses also stress the use of the design process and the application of problem-solving skills in the context of each area's real-life situations.

Engineering is more than just another high school engineering program. It is about applying science, technology, engineering and math through a project-based, hands-on approach to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, and not on getting the “right” answer. Students learn how to apply STEAM knowledge, skills and habits of mind to make the world a better place through innovation. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering™ program provides opportunities to develop highly transferable skills in critical thinking, collaboration and problem-solving, which are relevant for any coursework or career.

Students completing a full year Project Lead the Way (PLTW) course with an end-of-course assessment (IED, POE, ES, CEA, CIM, or DE) are eligible to receive college credit (in some cases it must be purchased) for scoring a 6 or above on the End-of-Course (EoC) assessment combined with a grade of B or above in the course.

H6400 Introduction to Engineering Design (IED) - (L1-weighted course)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. This course is one of two possible prerequisites to specialized engineering courses. Through this course's practical real-world connections, students will see how science, mathematics, and engineering are part of their everyday life, how society and the environment is impacted by the engineered world, and why it is important for every citizen to be technologically and scientifically literate. NOTE: Students may purchase college credit for this course with an eligible score on the End of Course exam.

Full Year: 6 credits

H6401 Principles of Engineering (POE) - (L1-weighted course)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research and design while learning strategies for design process documentation, collaboration and presentation. Through this course's practical real-world connections, students will see how science, mathematics, and engineering are part of their everyday life, how society and the environment are impacted by the engineered world, and why it is important for every citizen to be technologically and scientifically literate. NOTE: Students may purchase college credit for this course with an eligible score on the End of Course exam.

Full Year: 6 credits

H6402 Digital Electronics (DE) – (Honors-weighted course)

(Prerequisite: Successful completion of H6400 or H6401)

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits and programmable logic devices. NOTE: Students may purchase college credit for this course with an eligible score on the End of Course exam.

Full Year: 6 credits

H6423 Civil Engineering and Architecture (CEA) – (Honors-weighted course)

(Prerequisite: Successful completion of H6400 AND either of H6401 OR H6402)

In Civil Engineering and Architecture, students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. NOTE: Students may purchase college credit for this course with an eligible score on the End of Course exam.

Full Year: 6 credits

H6422 Computer Integrated Manufacturing (CIM) – (Honors-weighted course)

(Prerequisite: Successful completion of H6400 AND either of H6401 OR H6402)

In Computer Integrated Manufacturing, students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Additionally, students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems. NOTE: Students may purchase college credit for this course with an eligible score on the End of Course exam.

Full Year: 6 credits

H6435 Environmental Sustainability (ES) - (Honors-weighted course) - Counts as a lab Science course.

(Prerequisite: Successful completion of H6400 and Instructor Recommendation)

In Environmental Sustainability, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions. NOTE: Students may purchase college credit for this course with an eligible score on the End of Course exam.

Full Year: 6 credits

H6405 Engineering Design and Development (EDD) - (AP-weighted course)

(Prerequisite: Successful completion of H6400 AND either of H6401 OR H6402)

EDD is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process. NOTE: Students may purchase college credit for this course with an eligible score on the End of Course exam.

Full Year: 6 credits

H6411 Introduction to Robotics - (L1-weighted course)

Students will learn about the basics of the Python programming language, I/O, and mechatronic system design by designing and constructing robots to solve a variety of challenge problems. Students will develop an understanding of the abilities and limitations of robotic systems as well as various coding strategies.

Semester Course: 3 credits

Career and Technical Education Sequence Charts

	Grade 9	→	Grade 10	→	Grade 11 & 12
Digital Media Communication	H6963 Digital Video Making H6983 Radio Broadcasting H6884 Television News Production H6893 Studio & Television Broadcasting H6358 The Art of Communication	→	H6963 Digital Video Making H6983 Radio Broadcasting H6884 Television News Production H6893 Studio & Television Broadcasting H6358 The Art of Communication	→	H6963 Digital Video Making H6983 Radio Broadcasting H6884 Television News Production H6893 Studio & Television Broadcasting H6358 The Art of Communication H6985 Advanced Radio/Television Broadcast/Production/ Management Capstone
Culinary Arts	H6503 Culinary Arts I	→	H6503 Culinary Arts I H6513 Culinary Arts II	→	H6503 Culinary Arts I H6513 Culinary Arts II H6520 Culinary Arts III
Cabinetmaking/ Carpentry	H6223 Construction Technology I	→	H6223 Construction Technology I H6250 Construction Technology II	→	H6223 Construction Technology I H6250 Construction Technology II H6251 Construction Technology Capstone
Engineering Technology	H6400 Intro to Engineering Design H6401 Principals of Engineering H6411 Intro to Robotics	→	H6400 Intro to Engineering Design H6401 Principals of Engineering H6402 Digital Electronics H6411 Intro to Robotics	→	H6400 Intro to Engineering Design H6401 Principals of Engineering H6402 Digital Electronics H6423 Civil Engineering and Architecture H622 Computer Integrated Manufacturing H6435 Environmental Sustainability H6405 Engineering Design and Development H6411 Intro to Robotics
Design and Visual Communication: Graphics	H7043 Graphic Design	→	H7043 Graphic Design H7033 Graphics II/Web Design	→	H7043 Graphic Design H7033 Graphics II/Web Design
Design and Visual Communication: Photography/Digital Media	H7243 Photography-Digital Media I	→	H7243 Photography-Digital Media I H7253 Photography-Digital Media II	→	
Medical Assisting		→	H6775 Intro to Medical Assisting H6780 Foundations of the Healthcare Industry I H6782 Foundations of the Healthcare Industry II	→	H6776 Medical Assisting Methods H6777 Medical Office Procedures and Terminology H6778 Clinical Patient Care
Business		→	H6352 Accounting I H6354 Accounting II H6373 Personal Finance/Economics	→	H6352 Accounting I H6354 Accounting II H6356 Accounting III H6373 Personal Finance/Economics
Biotechnology		→		→	H4180 Intro to Medical Science H4230 Intro to Anatomy & Physiology

Wellness

The wellness curriculum offers students a variety of opportunities to enhance their understanding of social-emotional, physical, and mental health. Courses are designed to address the Massachusetts Comprehensive Physical Education and Health Curriculum Frameworks, as well as national standards. The wellness program seeks to enhance physical and health literacy by promoting the development of skills and knowledge necessary to make healthy choices and be physically active throughout life. Students exhibit the school's core values of communication, collaboration, critical thinking, and creativity by exhibiting personal and social responsibility and working with others through teamwork and problem solving.

Required Courses:

H8597 Personal Fitness and Wellness

This course will explore what it means to be physically fit through the application of both health and skill-related components of fitness. The course will provide students with the opportunity to research fitness trends through the decades and examine how the trends impact fitness as it is known today. Students will learn a variety of exercise training methods and how different types of exercise can impact and improve health and performance. Students participating in this class will have the opportunity to get CPR/first aid certified.

Semester Course: 3 credits

H8543 Health and Wellness

Students enrolled in the Wellness course will develop the skills necessary to achieve a healthy lifestyle. Students will gain an understanding of the relationship between physical, mental, emotional, and social health. Students will also identify the potential short and long-term effects to a person's lifestyle when unhealthy decisions are made. Wellness will build on skills and concepts taught in previous health classes in order to expand students' knowledge and ensure student readiness to make independent, educated, health-related decisions. Topics include: decision making, goal setting, relationships and social health, mental and emotional health, consumer health, nutrition, substance abuse and prevention, body systems, and sexual health. Students will also learn about physical fitness, and practice various types of physical activity each week throughout the semester.

Semester Course: 3 credits

H8563 Project Adventure

Project Adventure is a student-centered course that focuses on team building, cooperation, communication skills, problem solving, critical thinking, and leadership development. The course will involve tasks and activities that challenge students both physically and mentally.

Semester Course: 3 credits

Elective Courses:

H8598 Net/Wall and Team Sports

This course will introduce students to a variety of mini-unit activities. These activities will teach students how to apply knowledge of concepts, principles, strategies and tactics related to movement and performance. Students will learn, practice and utilize the necessary skills and techniques to effectively perform these activities during game situations. Emphasis will also be placed on knowledge of the rules as well as in game participation and strategies for successful outcomes. Activities may include, but are not limited to, tennis, badminton, volleyball, floor hockey, speed ball/handball, lacrosse, and/or basketball.

Semester Course: 3 credits

H8599 Individual Lifetime Activities

This course will introduce students to a variety of multi-unit activities. These activities will teach students the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Students will learn the basic rules, strategies, skills, and outcomes required to effectively perform these activities. In addition, students will gain an appreciation of developing essential life skills such as cooperation, team-building, and communication. Students participating in this class will also participate in a CPR/first aid certification opportunity. Activities may include, but are not limited to, golf, archery, bocce, and/or lawn games.

Semester Course: 3 credits

Science

In keeping with the need for increased scientific literacy, the Science Department currently offers a variety of courses in physical science, biology, chemistry, and physics. In addition to the grade 9 and 10 programs a number of popular elective science courses are offered for grades 11 and 12 including biology, chemistry, anatomy and physiology, physics, earth science and environmental science. It is our goal that students develop an appreciation of the natural world while better understanding the world in which they live. All science courses have laboratory exercises, readings, writing assignments and projects as well as individual and group work. Students are challenged to produce work of high quality and draw upon their creativity while working in a safe and collaborative manner. Students will be asked to think critically about various scientific phenomena and communicate their thoughts, understanding and research in numerous ways. Students should select courses that will best satisfy their individual needs and interests while giving consideration to appropriate course level and career plans. Prerequisites have been indicated to assist students in course selection as several courses are offered in a sequence and in many courses, there are significant mathematical requirements. All WHS students are required to pass three years of science in order to graduate.

Courses:

H4040 Conceptual Physics (Grade 9)

(Prerequisites: Successful completion of Grade 8 Science; placement by middle school science and math teachers.)

This course is a hands-on physics course in traditional mechanics, electricity and magnetism that covers topics on the MA science MCAS exam in which students receive significant math support. Successful students participate in daily activities including do-nows and laboratory work. Students are expected to take the MCAS physics exam.

Full Year: 6 credits

H4010 Introduction to Physics (Grade 9)

(Prerequisites: Successful completion of Grade 8 Science; placement by middle school science and math teachers.)

This is a hands-on physics course in traditional mechanics, electricity and magnetism that covers topics on the MA science MCAS exam. Successful students do homework regularly and participate in daily activities including problem solving sessions and laboratory work. Students are expected to take the MCAS physics exam.

Full Year: 6 credits

H4000 Introduction to Honors Physics

(Prerequisites: Final grade of A- or higher in 8th grade science and recommendation of science and math teacher. Students currently at WHS need a B or higher in both their math and science classes.)

This is a hands-on physics course in traditional mechanics, electricity and magnetism that covers topics on the MA science MCAS exam. This course is mathematically driven coupled with significant laboratory work where students need to be self-motivated and active participants in their education, both inside and outside the classroom. Students are expected to take the MCAS physics exam.

Full Year: 6 credits

H4005 Physics with Algebra (Grade 9)

(Prerequisites: Final grade of B+ or higher in 8th grade science and recommendation of science and math teachers.)

This is a hands-on physics course in traditional mechanics, electricity and magnetism that covers topics on the MA science MCAS exam. This course requires a strong application of math (algebra I and trigonometry) including recording data and applying theories and concepts to the laboratory setting. Successful students work to stay current with the course, advocate for themselves both inside and outside the classroom, and may be eligible for an honors science class the following year. Students are expected to take the MCAS physics exam.

Full Year: 6 credits

H4601 AP Physics 1 (Grades 10, 11 and 12)

(Prerequisites: B or higher in honors Algebra II or A- or higher in Level 1 Algebra II or math teacher approval; B or higher in honors Introduction to Physics or A- or higher in Physics with Algebra or Introduction to Physics or physics teacher approval. Co-requisite: Minimum of honors Precalculus or math teacher approval.)

This course provides a systematic introduction to Newtonian mechanics and is equivalent to a first-semester college course in algebra-based physics. In addition to developing conceptual understanding, this course also includes a significant amount of time devoted to problem-solving and to laboratory investigations. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can increase likelihood of receiving merit-based financial aid.

Full Year: 6 credits

H4603 AP Physics C Mechanics (Grades 11 and 12)

(Prerequisites: B or higher in precalculus, B+ or higher in previous year's science course, or Science Curriculum Coordinator approval. Co-requisite: Calculus.)

Physics C Mechanics is a college level course that covers classical mechanics. The Physics C Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. These topics are covered in great depth with analytical and mathematical sophistication, including calculus applications. Mechanics is taught for the full year and encompasses kinematics, Newton's laws of motion, work, energy, power, systems of particles, linear momentum, circular motion and rotation, oscillations, and gravitation. This course is suitable for students planning to specialize in physical science or in engineering at the collegiate level. At the conclusion of this course, students will be required to take the AP Physics C mechanics exam. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can increase likelihood of receiving merit-based financial aid. Earning a 3 or higher on the AP Mechanics exam may earn a student 3-4 college credits.

Full Year: 6 credits

H4602 AP Physics C Mechanics and Electricity and Magnetism (Grades 11 and 12)

(Prerequisite: B or higher in precalculus, B+ or higher in previous year's science course. Co-requisite: AP Calculus)

Physics C Mechanics and Electricity and Magnetism is a college level course that covers mechanics, classical electricity and magnetism. The Physics C Mechanics and Electricity and Magnetism course is equivalent to two semesters of calculus-based, college-level physics courses. This course is at a considerably faster pace than AP Physics C Mechanics only. The topics are covered in great depth with analytical and mathematical sophistication, including calculus applications. Mechanics is taught in the first semester and encompasses kinematics, Newton's laws of motion, work, energy, power, systems of particles, linear momentum, circular motion and rotation, oscillations, and gravitation. Electricity and magnetism are taught in the second semester and include electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Laboratory experience is an integral part of this course. This course is suitable for students planning to specialize in physical science or in engineering at the collegiate level. At the conclusion of this course, students will be required to take both the AP Physics C mechanics exam and the AP Physics C electricity and magnetism exam. Earning a 3 or higher on the AP Mechanic and AP Electricity and Magnetism exams may earn a student 3-8 college credits.

Full Year: 6 credits

H4412 Physics Applications

(Prerequisites: Successful completion of two of the three traditional lab-based science courses (physics, chemistry, and biology; B or higher in Algebra II.)

Physics is the study of forces and the motion of objects in the physical world, electricity and energy that lights that world, and 'Strange' flavors of quarks. So many of our everyday encounters, such as driving a car, playing a sport, creating music both physically and digitally, make physics one of the most relevant sciences. The theories, laws, and principles of physics can explain and predict the behavior of macroscopic and microscopic objects, but often this science discipline is viewed as inaccessible to students. Frequently, physics is improperly viewed as a set of equations and variables, or that it is a class meant to be treated like another math class. This couldn't be further from the truth! While physics does use math to model the physical world, math is a tool and not the end in physics. In Physics Applications, we employ an approach to teaching physics through the Modeling Method. This is a very hands-on, project-based, and student-centered course to model different relevant areas in physics today. Instead of relying solely on lectures and textbooks, this will put students in the driver's seat of their learning. Expectations include exploring scenarios that represent actual events in the physical world, designing experiments to test certain conditions or outcomes, developing predictive or explanatory models that can be applied to the physics world, understanding through experience the laws of physics, and examining cutting edge theories that tough into the realm of quantum mechanics, string theory, and relativity.

Full Year: 6 credits

H4115 Level 1 ESL Science

This is a course for students with little to no English proficiency. The course emphasizes foundational scientific concepts, vocabulary, and skills. A principal focus of the course is the preparation of students for entry into Foundations of Biology.

Full Year: 6 credits

H4140 Foundations of Biology

(Prerequisite: Placement from ESL teacher and Science Curriculum Coordinator.)

This course serves as the introductory high school science course for English Learners (ELs) who anticipate needing two years of biology before mastery. It is the first part of a two-year sequence designed to provide students with an overview of the living world. Major emphasis is given to cells, genetics, ecology and possibly anatomy and physiology. Projects are conducted to supplement each topic.

Full Year: 6 credits

H4220 Transitional Biology

(Prerequisite: Successful completion of Foundations of Biology or placement from ESL teacher and Science Curriculum Coordinator.)

This course is the second part of a two-year sequence designed to provide English Learners (ELs) with an overview of the living world. Major emphasis is given to cells, genetics, evolution and ecology. Project and laboratory work are conducted to supplement each topic.

Full Year: 6 credits

H4210 Biology

(Prerequisite: Successful completion of a grade 9 science course.)

This lab course is intended for progressing science students and is designed to engage and interest students in the living world around them. Topics of this course include cellular biology, genetics, evolution, ecology and anatomy and physiology. This course is taught through a variety of engaging activities such as labs and lab reports, dissections, group projects, term projects and readings.

Full Year: 6 credits

H4200 Honors Biology (Grades 11 and 12)

(Prerequisites: Successful completion of honors Chemistry or successful completion of Chemistry I AND chemistry teacher permission.)

Honors Biology is designed for capable, self-motivated students interested in a challenging, stimulating course about living organisms. The course explores genetics, cytology, ecology, biochemistry and human biology. Students will complete lab investigations, lab reports, group projects, dissections and readings on current science research and discoveries. This course will have students well prepared for success in AP Biology.

Full Year: 6 credits

H4510 AP Biology (Grades 11 and 12)

(Prerequisites: (1) successful completion of honors chemistry or AP chemistry or (2) successful completion of level 1 chemistry AND chemistry teacher permission.)

AP Biology is a college level course that prepares students for the College Board AP Biology Exam. This course focuses on the 4 Big Ideas of the AP Biology Curriculum: 1) The process of evolution drives the diversity and unity of life. 2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. 3) Living systems store, retrieve, transmit, and respond to information essential to life processes. 4) Biological systems interact, and these systems and their interactions possess complex properties. Moreover, the course utilizes 8 formal lab experiences in which students are expected to ask their own questions and design experiments to answer these questions. The lab experiences are collaborative in nature and students are expected to share their findings with the rest of the class. This curriculum is designed to challenge students to not simply memorize biology facts, but to draw connections between all fields of biology and develop a deep understanding of biological principles. As a college level course, students are expected to be responsible for their participation in the course, both in and out of class. In addition, there is a large summer assignment due prior to the start of the school year. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can

increase likelihood of receiving merit-based financial aid.

Full Year: 6 credits

H4320 Applied Chemistry

(Prerequisites: Successful completion of physics or biology.)

This course is designed to be a hands-on science course for students who have successfully completed physics or biology. Topics will focus on common chemicals and related practical applications. Each topic will be explored through class activities, group and individual projects and labs. Students are expected to solve simple algebraic problems independently.

Full Year: 6 credits

H4310 Chemistry

(Prerequisites: Successful completion of Grade 9 physics and/or biology and enrollment in or completion of Algebra II. Current year to date math average of a C+ or above.)

This course is a general survey of topics related to the descriptive, mathematical and theoretical aspects of materials. Topics include scientific measurement and problem solving, atomic theory and structure, the quantitative aspects of reactions, the various types of chemical reactions, and acid-base theories. Laboratory work and mathematical applications are an integral part of the course.

Full Year: 6 credits

H4300 Honors Chemistry

(Prerequisites: Co-enrollment in honors Algebra II or honors Geometry + Algebra I or Precalculus or Math Teacher Recommendation. Successful completion of honors Physics or Science Teacher Recommendation)

honors Chemistry is an intensive study of the theoretical and practical aspects of chemistry. Topics include measurements, atomic structure, quantum theory, periodic properties, chemical reactions and equations, solutions, gasses, and acids and bases. Laboratory and collaborative work are an integral part of the course.

Full Year: 6 credits

H4450 AP Chemistry

(Prerequisites: Successful completion of honors Chemistry or Chemistry I and math through Algebra II or Precalculus. Co-enrollment in Precalculus, Statistics, or Calculus.)

AP Chemistry is designed as a first-year college inorganic chemistry course. The course provides a review of and builds upon many of the topics in honors Chemistry and Chemistry I. Students perform frequent laboratory activities and a high level of mathematics. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can increase likelihood of receiving merit-based financial aid.

Full Year: 6 credits

H4230 Introduction to Anatomy and Physiology (Grades 11 and 12)

(Prerequisite: Successful completion of biology with a grade of B or above.)

Anatomy and Physiology is a college preparatory course open to Grade 11 and Grade 12 students who have successfully completed one year of biology and may be interested in a career in science or health-related fields. The systematic structure and functions of the human body are studied. Concepts are supported by lab activities focused in particular on medical practices. One such lab is the fetal pig dissection that acts as a capstone to the half-year course. Individual projects are stressed, which allow students to explore different disorders, treatments and current/future research in the scientific community. This course is paired with Introduction to Medical Sciences (4180). Students must register for both. This course cannot be taken by students who have already taken Anatomy and Physiology (4240).

Semester Course: 3 credits

H4240 Anatomy and Physiology (Grades 11 and 12)

(Prerequisite: Successful completion of Biology)

Anatomy and Physiology is a college preparatory course open to Grade 11 and Grade 12 students who have successfully completed one year of biology and may be interested in a career in science or health-related fields. The systematic structure and functions of the human body are studied. Concepts are supported by extensive lab activities. Individual and class projects are stressed. This course cannot be taken by students who have already taken Introduction to Anatomy and Physiology (4230) and Introduction to Medical Sciences (4180).

Full Year: 6 credits

H4180 Introduction to Medical Sciences (Grades 11 and 12)

(Prerequisites: Successful completion of biology with a grade of B- or above or successful completion of honors or AP Biology. No more than five tardies and/or absences per term to student's current first period classes.)

This course is a science elective developed by Harvard Medical School to introduce high school students to various medical techniques, procedures, and career opportunities. Curriculum for this course is rich in science content embedded in naturalistic simulations that allow learners to engage with material directly through inquiry-based learning practices. Throughout the course, students will explore the respiratory, cardiovascular, nervous, endocrine, and reproductive system. The course will include an experience-based program which includes weekly one-hour trips to Mt. Auburn Hospital and PROEMS in Cambridge in which they need to provide their own transportation; therefore, students must commit to being at the field trip site by 7:30 A.M. one day a week. This course is paired with Introduction to Anatomy and Physiology (4230). Students must register for both. This course cannot be taken by students who have already taken Anatomy and Physiology (H4240).

Semester Course: 3 credits

H4260 Honors Genetics & Biotechnology

(Prerequisite: Successful completion of honors Biology or Biology)

This course focuses on current developments and applications in the field of genetics from a human perspective. Topics include molecular and cellular biology, DNA, gene function, genetic engineering, evolution, inheritance patterns, chromosomes, chromosomal behavior and abnormalities, genetic disorders, microbial genetics, biotechnology, and genetics of cancer. Associated lab work includes short- and long-term experiments and problems that are designed to reinforce the concepts learned in class. Lab activities may include Mendelian inheritance experiments and problems, DNA analysis, PCR, pedigree analysis, blood work, fingerprinting, human trait studies, statistics, electrophoresis, recombinant DNA, along with various case studies.

Semester Course: 3 credits

H4701 AP Environmental Science (Grade 12)

(Prerequisites: B or above in honors Chemistry and honors Biology or A- or above in Level 1 Chemistry and Level 1 Biology. Students must have completed both a Biology class and a Chemistry class prior to enrolling in AP Environmental Science (APES)).

AP Environmental Science is designed for driven, ecologically minded students who are interested in a challenging, college level curriculum. This laboratory course focuses on the biosphere, which includes the interrelationships of both living and nonliving components of the natural world. Students will analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. All enrolled students will be required to take the AP exam, which can increase chances of college acceptance, can allow students to earn college credit, and can increase likelihood of receiving merit-based financial aid.

Full Year: 6 credits

H4785 Earth Science (Grade 12)

(Prerequisite: Successful completion of algebra.)

This science elective serves as an introduction to earth science. Students will perform experiments and data collection in order to analyze certain aspects of the world around us. Topics to be studied include weathering, erosion, and glaciers; plate tectonics, earthquakes, and volcanoes; rocks and minerals; atmosphere, weather, and climate; ocean and freshwater systems; and space and astronomy.

Full Year: 6 credits

H9483 Physics (Grade 9)

(Prerequisite: Special Education Team Recommendation.)

The Language Based Physics course is intended for grade 9 students and will prepare them for the MCAS Science & Technology/Engineering Physics Exam. It is a lab-based course that will include the following topics: measurement, motion, forces, energy, momentum, waves, sound, light, electricity, magnetism, electromagnetism, matter, heat, and the atom including nuclear reactions and radioactive decay. The lab element of this class will include frequent laboratory experiments, hands-on activities and teacher-led demonstrations. Students will be expected to work individually and cooperatively to investigate the course topics through practical applications. Students will develop and expand their conceptual understanding of physics in conjunction with their problem solving and mathematical skills.

Full Year: 6 credits

H9484 Biology (Grade 10)

(Prerequisite: Special Education Team Recommendation.)

The Language Based Biology course is intended for students who have successfully completed the Language Based Physics class. It is a lab-based course that will include the following topics: cellular biology, genetics, evolution, ecology, and anatomy and physiology. The lab element of this class will include frequent laboratory experiments, hands-on activities, and teacher-led demonstrations. Students will be expected to work individually and cooperatively to investigate the course topics through practical applications.

Full Year: 6 credits

H9482 Chemistry (Grade 11)

(Prerequisite: Special Education Team Recommendation.)

The Language Based Chemistry course is intended for students who have successfully completed the Language Based Biology class. It is a lab-based course that will cover topics from chemistry, physical science, and math including a focus on common chemicals and related practical applications. Students will be expected to solve simple algebraic problems independently. The lab element of this class will include frequent laboratory experiments, hands-on activities, and teacher-led demonstrations. Students will be expected to work individually and cooperatively to investigate the course topics through practical applications.

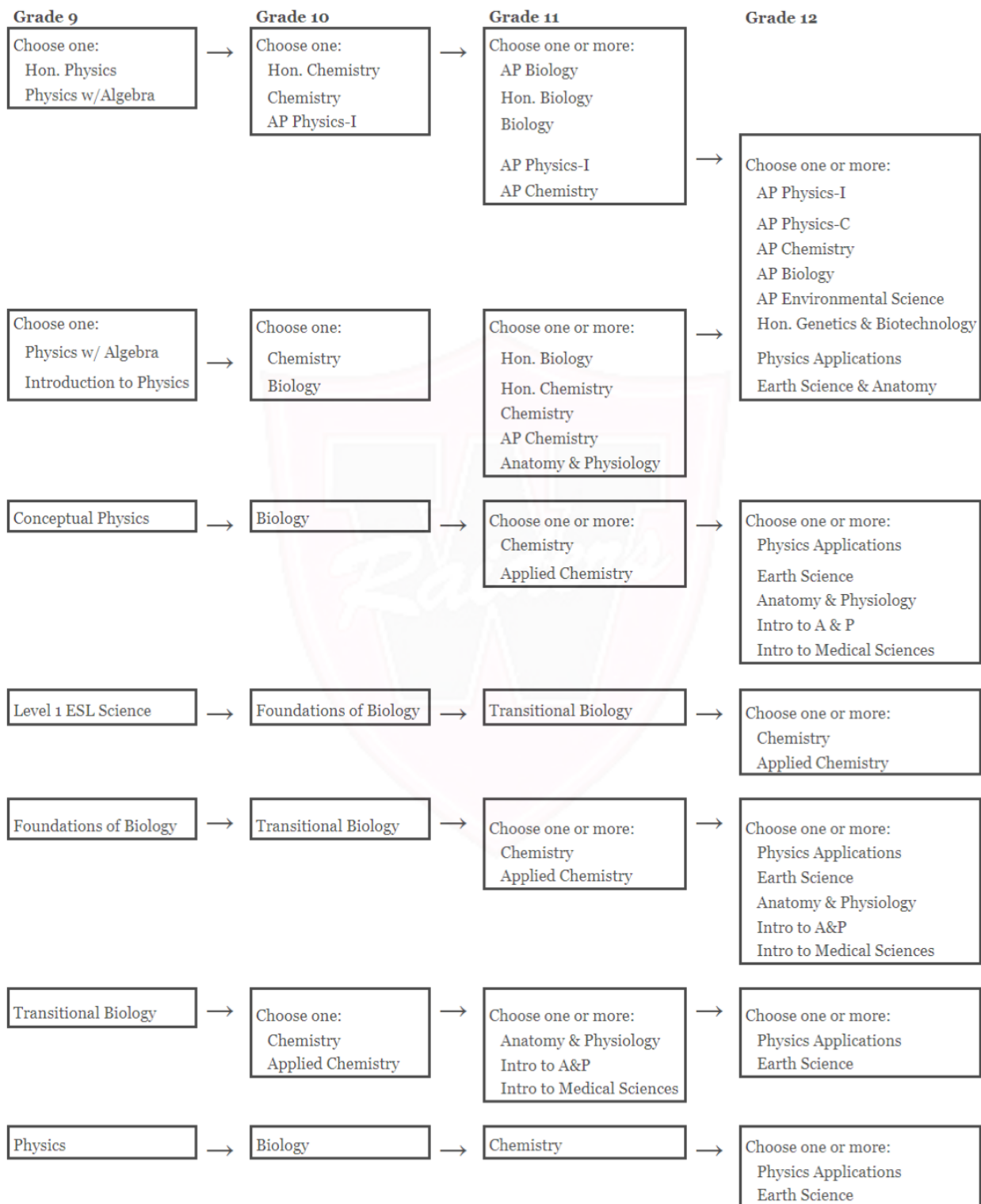
Full Year: 6 credits

H4015 Exploring Scientific Practices

This course provides a review of fundamental skills and concepts required to pass the MCAS examination in science, which is a graduation requirement.

Semester Course: 3 credits

Science Sequence Chart*



**This chart represents the typical course sequences taken by students in science, but students' individual paths may differ based on grades, teacher recommendation, or prior coursework*

Special Education and Student Support Services

The Watertown High School Special Education and Student Services Department's goal is to enable all students to access the general education curriculum in the least restrictive environment. Watertown High School offers a variety of programs to support students. In the general education and special education classrooms, educators work to develop and improve students' learning and innovation skills in conjunction with the core curriculum. The 4Cs - critical thinking, communication, collaboration, and creativity are considered essential 21st-century skills for students to compete and thrive in work and life after high school and thus are included in both general education and special education classes.

Eligibility and selection of the appropriate program for each student are determined through the Special Education Team (TEAM) process. For students deemed eligible and on an Individual Education Program (I.E.P.), instruction is individualized and considers each student's unique learning style. Students who receive special education services work closely with their liaisons to ensure that their individual education program complies with standards-based instruction and the curriculum frameworks.

The programs offered within the Special Education Program vary with the needs of the students and are subject to change based on the needs of our students. Our current programs include:

- Academic Support Program
- Inclusion
- Resource Support
- Language Based Instruction
- Integrated Services Program (ISP)
- Learning Support Program (LSP)
- Connections Program
- Learning Experiences Adult Program (LEAP) Related Services

Academic Support

The Academic Support course assists students with assignments, homework, projects, test preparation, organization, as well as other essential academic skills for success.

H9703 Academic Support (Sem 1)

H9713 Academic Support (Sem 2)

Semester Course: 3 Credits

Inclusion

Inclusion services are provided in the general education setting and monitored by each student's special education liaison. The IEP Team determines the level of inclusion support based on the individual student's needs. An instructional assistant or special education teacher may facilitate instructional support in general education classes. Collaboration between general education teachers, special education teachers, guidance counselors, administration, therapists, etc. is an important aspect of the inclusion services at WHS.

Resource Support

Resource Support classes offer daily support by a special education teacher and, at times, an instructional assistant to students who have an IEP in all academic areas.

(Prerequisite: Special Education Team Recommendation)

H9653 Resource Support (Sem 1)

H9663 Resource Support (Sem 2)

Semester Course: 3 credits

Language Based Instruction

Language Based Instruction offers classes, using general education curricula that are specifically designed to meet the individual learning styles of students who have demonstrated the need for additional reinforcement in the areas of expressive and comprehensive language skills. These classes provide small group instructional support. Language Based classes are offered in English, History, Mathematics and Science.

Language Based Program*

English	Mathematics	History	Science
English 9 (H9411) English 10 (H9412) English 11 (H9413) English 12 (H9414)	Algebra I (H9470) Geometry (H9471) Algebra IIA (H9472) Algebra IIB (H9473)	US History I (H9461) US History II (H9462) Contemporary World (H9463) **	Physics (H9482) Biology (H9484) Chemistry (H9482)

**Language Based Program offerings are full year in length, each worth six credits*

Prerequisite: Special Education Team Recommendation

*** Grade 12 students participate in general curriculum options*

Integrated Services Program (ISP)

The Integrated Services Program (ISP) is designed to service students with emotional disabilities and/or behavioral challenges who have difficulty participating in general education classes with support and accommodations. ISP provides small, structured academic environments that include a behavior management system and emotional support. Students are offered access to clinical staff and respite space as needed. Students can receive content area classes (English, Mathematics, History, or Science) in the ISP program; however, students also have access to general education classes. Recommendations for participation in the general education setting may be made based on student academic, behavioral, and social performance, level of academic understanding, and student readiness. Length of placement in ISP is a Team driven decision and must be approved through a signed Individualized Education Program (IEP) or signed Amendment permitting a least restrictive placement. Additionally, collaboration with the student, general education teachers, special education teachers, guidance counselors, administration, parents, therapists, etc. is an essential part of ISP.

Integrated Services Program*

English	Mathematics	History	Science
English 9 (H9411) English 10 (H9412) English 11 (H9413) English 12 (H9414)	Algebra I (H9470) Geometry (H9471) Algebra IIA (H9472)	US History I (H9461) US History II (H9462)	Biology I (H9582) Biology II (H9583)

Integrated Services Program offerings are full year in length, each worth six credits.

Prerequisite: Special Education Team Recommendation

Learning Support Program

The Learning Support Program (LSP) serves students with significant cognitive, health, or developmental deficits. LSP provides structured academic and social settings where students build functional communication, life, academic, and vocational skills. Students may receive content area (English, Mathematics, History, Science, or Vocational) instruction in a substantially separate classroom in small groups; however, students also have access to general education classes. Participation in the general education setting is based on student readiness, which includes academic, behavioral, and social functioning. Learning Support staff target life skills such as study skills, independence, self-advocacy, goal setting and transitions to postsecondary life via curriculum, activities, and projects. Students generalize their skills within WHS and Watertown community via class projects, school, community service, and field trips.

Learning Support Program*

English

English 9 (H9411)
English 10 (H9412)
English 11 (H9413)
English 12 (H9414)

Mathematics

Math 9 (H9234)
Math 10 (H9235)
Math 11 (H9236)
Math 12 (H9237)

History

History 9 (H9224)
History 10 (H9235)
History 11 (H9226)

Science

Science 9 (H9251)
Biology I (H9256)
Biology II (H9257)

Learning Support Program offerings are full year in length, each worth six credits.

Prerequisite for Learning Support Program Courses: Recommendation from Special Education Team. Recommendations may be made to schedule students in courses that deviate from this chart based on student performance and level of understanding.

Other Courses:

- H9243 Vocational Resource
- H8503 Applied Health

Connections Program

The Connections Program is for students identified with a neurodevelopmental disability and who demonstrate the need for direct teaching in, but not limited to, a small group environment. The Connections Program provides small group structured academic and social environments which incorporate principles of Applied Behavioral Analysis (ABA) along with emotional and social support. Students may receive content area (English, Mathematics, History, Science, or Social Pragmatics) instruction in a substantially separate classroom in a small group and/or individual setting. Recommendations for participation in the general education setting may be made based on student academic, behavioral, and social performance, level of academic understanding, and student readiness. Additionally, staff implements activities and collect data daily regarding individual student progress based on their Individualized Education Program (IEP) goals.

Connections Program Classes*

English

English 9 (H9411)
English 10 (H9412)
English 11 (H9413)
English 12 (H9414)

Mathematics

Math 9 (H9234)
Math 10 (H9235)
Math 11 (H9236)
Math 12 (H9237)

History

History 9 (H9224)
History 10 (H9235)

Science

Science 9 (H9251)
Science 10 (H9592)
Science 11 (H9596)
Science 12 (H9594)

Connections Program offerings are full year in length, each worth six credits.

Learning Experiences Adult Program (LEAP) H9562

Developmental Learning Program Ages 18 – 22 years

(Prerequisite: Special Education Team Recommendation)

The Learning Experiences Adult Program, LEAP, is designed to support students with disabilities who are 18-22. Students who attend LEAP may have substantial or multiple disabilities, including; autism spectrum disorder, communication, intellectual impairment, and physical, sensory, or health disabilities. The program is for students who have completed four years of high school and have not received a diploma. They may or may not be eligible to receive a high school diploma in the future. LEAP uses an individualized approach to determine the transition related skills a student requires. Schedules are developed to strengthen students' functional life skills.

Students in LEAP work to build skills related to personal finances, personal hygiene/self-care, household and self-management, social and leisure skills, community involvement, health/safety practices, lifelong learning, and career development. The program combines classroom-based activities with community-based experiences to help students meet their goals and prepare them for the transition to adult life.

Related Services

- Counseling
- Occupational Therapy
- Physical Therapy
- Reading Services
- Speech Therapy
- Home/Hospital/Tutorial Instructional Support

Counseling

(Prerequisite: Special Education IEP/504/SST Recommendation)

School counseling provides structured, goal-oriented counseling in response to the identified needs of a student or group of students to assist them in accessing their academic classes. When the identified needs of students are related to concerns outside of the school, counselors will help families by referring them to community-based specialists or agencies in the community. School-based counseling is not insight-oriented therapy; its focus is to help students function more effectively during the school day in academic, social, and behavioral areas.

Occupational Therapy

(Prerequisite: Special Education IEP/504 Recommendation)

Occupational Therapy seeks to restore a student's independence in activities of daily living, utilizing assessments and specialized activities. Techniques include upper extremity exercises, homemaking and personal care training, and prosthetic training.

Physical Therapy

(Prerequisite: Special Education IEP/504 Recommendation)

Physical Therapy is directed toward the optimal restoration of a student's functional ability to allow access to the curriculum in an educational setting. Treatment techniques include evaluation, muscle strength and range of motion testing, specific exercises and modalities, ambulation and prosthetic training, assistive devices, and student and family education and support.

Reading Services

(Prerequisite: Special Education IEP Recommendation)

Reading Services are a component of the Special Education Program that focus on the individual decoding and comprehension needs of students who have a diagnosed reading disability with related IEP reading goals.

Speech Therapy

(Prerequisite: Special Education IEP/504 Recommendation)

Speech Therapy is a component of the Special Education Program that focuses on the development of appropriate expressive, receptive and pragmatic language skills in an educational setting.

Home/Hospital/Tutorial Instructional Support

Students confined to home or hospital due to medical reasons are entitled to tutorial support should they be absent for more than fourteen days. A physician's statement of confinement is required

