

# *PROGRAM OF STUDIES 2024-2025*



## **p** **MISSION STATEMENT**

**The Westfield Public School District, in partnership with families and the community, educates all students to reach their highest potential as productive, well-rounded and engaged citizens who value individual differences and embrace diversity.**

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## WESTFIELD HIGH SCHOOL CONTACTS

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<b>Special Education</b>	Ms. Alex Linden	789-4500 x 4497
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## INTRODUCTION

Westfield High School offers a comprehensive program of academics to meet each student's needs, interests, and abilities. This Program of Studies has been developed to help students and parents understand the scheduling process as well as the specifics of each course and curricular program so that they may make educated decisions about which course would be best suited to meet their academic goals. Our staff of counselors and teachers work in collaboration with students and families to ensure that the students are on the right path to prepare them for post-graduation success.

As you explore the Program of Studies, you will note that each curricular area contains a recommended course of study along with descriptions and prerequisites for each particular course. When selecting courses, it is important to take note of this information to select courses that match the student's goals and aspirations while also ensuring that they have completed the prerequisite requirements for enrollment. All of our courses meet or exceed the standards of the New Jersey Department of Education and students, having completed the required courses and number of credits, will meet the graduation requirements of both Westfield High School and the State of New Jersey.

Prior to meeting with your counselor in the spring, it is important to familiarize yourself with the Program of Studies and carefully consider your options when selecting courses for the upcoming school year. With thoughtful consideration, we hope you select the courses best suited to your interests and abilities which will increase your likelihood for a successful academic year. Please know that administration, counselors, teachers and staff are dedicated to your success and are available to answer any questions you may have about courses or the scheduling process. I hope that all students make the most of their educational experience at Westfield High School and that their thoughtful participation in the scheduling process promotes success in their future endeavors.

*Mary Asfendis*  
Principal

## WESTFIELD HIGH SCHOOL PHILOSOPHY AND OBJECTIVES

### Philosophy

Westfield High School (WHS) defines itself as a community of thoughtful learners: educators and students working together to seek connections, ask questions, and develop essential skills. Recognizing our mission to prepare young people for commitment to responsible leadership and citizenship, we seek to respect the unique skills, learning styles, and cultural backgrounds of all members of the school community.

We seek to emphasize valuable approaches to learning: cooperation, respectful critique, meaningful academic rigor, hands-on experience, and serious reflection and self-assessment. While educating students is the school's first mission, we are also committed to encouraging the professional growth and intellectual stimulation of educators and support staff. We stress, too, that all members of the school community should have structured opportunities to share in decision-making and problem solving processes.

Students at Westfield High School should enjoy daily opportunities to read, write, and analyze; to think critically and creatively; to understand and use various technologies; to define and solve complex problems; to struggle with challenging questions within and across disciplines; to develop curiosity about and enthusiasm for the aesthetic and the practical; and to interact socially and collegially. With the adults in the school community as mentors and guides, young people should also come to recognize ethical contexts in which decisions and choices must be made.

We are committed to the vision that learning should take place in a comfortable, safe environment that provides a challenging curriculum, appropriate materials, flexible scheduling, and a code of conduct that promotes respect for self and others. Both the curriculum and extra-curricular activities must welcome and nurture students of varying backgrounds, academic abilities, and vocational aspirations. In addition, curriculum in each discipline and extracurricular activity should honor diversity of race, class, gender, ethnicity, sexual orientation, age, and physical ability and appearance. All students should be able to learn and grow in an environment that protects, challenges, and nurtures each as a worthy individual. When a student leaves Westfield High School, he or she should possess the skills and attitudes that lead to a productive and satisfying life.

### Goal and Objectives

The following broadly articulated list represents our commitment in action to this philosophy:

- To provide each student with essential learning skills, including skills necessary to communicate through reading, writing, speaking, and technology; to understand mathematical models and their applications; to engage in the scientific process in order to understand the natural world; to learn and practice new languages.
- To foster in each student understanding of and sensitivity toward the world in which we live, including its histories, its arts and crafts, various languages and cultures, interactions between living and non-living things and environment, and the social and ethical responsibilities of human behavior.
- To develop and nurture in each student a sense of self-worth; of the importance of physical, social, and mental health; and of the challenge to explore, define, and commit to personal values.
  - To introduce and maintain an articulated instructional program for students and staff that integrates current technology within and across disciplines.
- To provide all members of the school community – educators and support staff as well as students – with challenging and relevant opportunities to develop intellectually, professionally, and personally.

## COURSE SELECTION PROCESS

### Course Request Timeline

January →

- Program of Studies will be made available on the WHS Counseling website
- School counselors will travel to the intermediate schools for large group informational meetings with 8th graders

February →

- \*VIRTUAL\* Course selection night for families of Gr 9-11 will be held on February 1, 2024
- In-person 8th Grade Parent/Guardian night will be held on February 8, 2024 at WHS
- Recommendations are entered into Genesis by the student's current teachers and will be viewable on February 20, 2024 at 3pm
  - \*Recommendations are subject to change based on the student's performance through the capture of MP3 grades.
  - \*Any concerns regarding recommendations should be addressed with the teacher first.
  - \*Courses that require recommendations are Advanced, Honors, AP (except Comp. Sci.), Calculus; selecting these courses without a teacher recommendation is considered an override
  - \*English 2010, Hi's Eye, and The Morning Show also require a recommendation but may not be overridden into
  - \*All other recommendations outside of the courses listed above are for guidance only
- School counselors will be scheduled to meet with current 9th-11th graders to finalize course requests from February 26 - March 22, 2024

March/April →

- School counselors will travel to the intermediate schools to individually meet with the current 8th graders to finalize course requests
- **Course requests must be finalized in Genesis by March 27, 2024**
  - **IMPORTANT NOTE: If you request an advanced/honors/AP (except Comp. Sci.)/Calculus course that was NOT recommended by one of your teachers (override), you will be required to remain in that course through the end of Q1 2024-2025 (see schedule change chart on next page)**
- Course requests will be available in Genesis for parent/guardian review
- Course request approval form must be submitted in Genesis Parent Portal by April 12, 2024

August 28th, 2024 →

- Schedules are available to view in Genesis

*Students receiving special education services follow this process in collaboration with their case managers on the Child Study Team.*

### IMPORTANT REMINDERS ABOUT OVERRIDING:

**\*If you select Advanced, Honors, AP (except Comp. Sci.) and/or Calculus without a teacher recommendation, this is considered an override**  
**\*You will be required to remain in that course through the end of Q1 2024-2025 (see schedule change chart on next page)**

### **Schedule Change Requests**

The Westfield High School master schedule will be built based on students' course requests submitted by March 27, 2024. Students are expected to honor their commitments to attend and satisfactorily complete the courses requested by this date. After March 27, 2024, changes will only be considered according to the guidelines listed below and are subject to availability:

- Correction of a scheduling error
- Addition of a required course
- Addition of course/credits required for June 2025 graduation
- Adjustment for summer school completion

***It is important to note that any request for a teacher change will not be honored.***

Any requests that do not meet the above guidelines may be considered on a space-available basis within the following timeframes and must fit into student's existing schedule:

<b>ADDING ELECTIVES*</b>	
SEMESTER 1 & FULL-YEAR ELECTIVES	8/28-8/30; 9/12-9/18
SEMESTER 2 ELECTIVES	8/28-8/30; 9/12-2/7

<b>DROPPING ELECTIVES* (non-overrides ONLY)</b>	
SEMESTER 1 ELECTIVES	8/28-8/30; 9/12-11/13
SEMESTER 2 ELECTIVES	8/28-8/30; 9/12-4/9
FULL-YEAR ELECTIVES	8/28-8/30; 9/12-12/19

<b>MOVING DOWN A LEVEL &amp; DROPPING ELECTIVES (overrides)</b>	
<b><u>NON-OVERRIDES</u></b> MAY REQUEST TO CHANGE A LEVEL	10/11 (requests will be taken starting on this date for changes to begin 10/15)-12/19
<b><u>OVERRIDES</u></b> MAY REQUEST TO CHANGE A LEVEL OR DROP ELECTIVE	11/5 (requests will be taken starting on this date for changes to begin 11/12) -12/19

\*Definition of elective: Any course outside of your graduation requirements in Phys. Ed/Health, Math, ELA, Social Studies, Science, and World Language. This means that until you have fulfilled the graduation requirements in each of these areas, you may not drop/withdraw from these courses. You also may not add a course that requires a recommendation, unless you have already been recommended for the course.

***Schedule change requests must be submitted via the Google Form (which will open and close for each schedule change window and is ONLY available for students to submit via their Westfield Public Schools google account) posted on the WHS Counseling website by 3pm on the last date of the schedule change window.***

**Important notes about adding & dropping courses:**

\*The minimum credit requirements is 30 for freshmen, sophomores, and juniors. The minimum credit requirements for seniors is 27.5 provided that they are on track to meet the graduation requirement of 120 credits. In addition to the minimum credit requirements, course drops may affect athletic eligibility requirements. Please see the section on Athletic Eligibility for more information.

\*Courses dropped after the timeframes above will result in a Withdrawal Failing (WF) or a Withdrawal Passing (WP) on the student's report card and transcript and will be calculated in the student's GPA (WF as an F; WP will have no impact) through the beginning of 4th marking period.

\*Parent/guardian, teacher, counselor, and department supervisor permission is required to drop/withdraw from academic workshops and Blog Writing.

\*If a transcript for a Senior has already been sent to a college or university such that the dropped course appeared on the official transcript as a course in progress OR that a Senior has already self-reported a dropped course to a college or university, it will be necessary for the college or university to be informed of the dropped course. The integrity of official transcripts mandates such action. The student is responsible for informing the college or university of this change in scholastic record.

**Important notes about changing levels:**

\*If a student chooses to move to a lower level of a course at any time, the existing grade will be transferred to the new course and the weighting will not be adjusted.

\*Students wishing to move to a lower level course must have demonstrated a significant effort to succeed through completion of homework assignments, class participation and contact with the teacher for extra help.

\*Any course change requests must be supported by the teacher, department supervisor and counselor.

\*Students who are clearly misplaced in a class as determined by department personnel may be transferred to a more appropriate class after the third week of school. Students wishing to move to a higher level course must have clearly demonstrated the ability to handle the more rigorous coursework. Any such requests must be supported by the teacher, department supervisor, and the counselor.

## PROGRAM OPTIONS

In addition to our college preparatory course offerings, WHS also offers a variety of other program options. Descriptions for those other program offerings are as follows:

### **Advanced Placement Program**

Advanced standing in college via awarding of credit and/or placement is possible by taking Advanced Placement (AP) courses and performing successfully on the AP examinations distributed and scored by The College Board. Grades in AP courses are weighted as they are in honors courses.

AP courses are college level courses, with a higher level of expectation than Honors and college preparatory courses. Upon completion of these courses, students should plan to take the appropriate AP Exam. A score of 3 on a scale of 1-5 **may** result in placement and/or credit at the college level. Some colleges may require a minimum score of 4 to be eligible for college credit. Some colleges do not grant credit for any AP courses regardless of the score achieved.

Students are responsible for the examination fee for the AP Exam. If there is a financial hardship, please advise the student's school counselor.

AP courses offered by Westfield High School include:

AP Language and Composition	AP Physics - C
AP Literature and Composition	AP European History
AP Calculus AB	AP Psychology
AP Calculus BC	AP United States History
AP Computer Science	AP US Government and Politics
AP Statistics	AP French Language
AP Biology	AP Latin Vergil
AP Chemistry	AP Spanish Language
AP Physics I	AP Italian Language
AP Environmental Science	

### **English as a Second Language (ELL)**

This support program is designed for students whose native language is not English. These students will be tested and when recommended will receive instruction and support in an ESL class. There are four levels of ESL instruction: Beginner, Intermediate, Advanced, and Transition (Advanced II). All instruction is delivered by a teacher certified in ESL.

### **Home Instruction**

Home Instruction is designed for students who are absent from school for a prolonged period of time. Please refer to the Student Handbook for more information on Home Instruction.

### **Honors Program**

Honors courses are designed to challenge highly motivated and academically skilled students. These courses often include an in-depth study of particular subjects accompanied by rigorous demands upon students in terms of study skills, homework, and independent projects. Instructional strategies for honors courses simulate the approaches utilized in the most competitive colleges and universities.

Honors level courses are granted additional weight in the Weighted Grade Point Average. Placement in Honors level courses is based in part on previous grades earned in the subject area (including prerequisite courses) and teacher recommendation. Parental input also plays a role in the placement of students into the Honors Program.

Students should maintain an "A" or "B" in an honors course. The record of students earning a "C" or below will be reviewed immediately at the end of the marking period by the classroom teacher, department

supervisor and the school counselor. If it is determined that the student is unable or unwilling to meet the rigorous standards of the course, he or she may be rescheduled.

### **Project '79**

Project '79 is a college-preparatory program designed to work alongside a diverse community of students that thrive in an environment which:

- prioritizes relational learning with teachers and peers
- maximizes class time to enhance learning
- encourages students to take ownership of their academic progress

Project '79 combines a strong academic program, with an equally strong humanistic approach, in a setting where learning strengths can be identified and empowered. As students are supported to explore those strengths, they work to better understand themselves as learners and as people, which provides opportunities to reach their fullest potential.

Recommendations for Project '79 come from counselors, teachers, parents, administrators, as well as students themselves; enrollment is entirely voluntary.

### **Special Services**

Special Services is a support program mandated by federal and state statutes. The IEP process provides for the enrollment of students in Special Services courses and/or programs. Specific information regarding course selection for students with IEPs can be found in the Special Education section.

### **Summer School**

In order to be eligible for summer school for remediation, the student must meet the following conditions:

- Cannot have lost credit due to unexcused absences
- Continued to attend class regularly throughout the duration of the course
- Completed any cumulative assessments required of the course (final exam, JRP, Senior Project, etc.)
- Can enroll in no more than 2 courses for remediation during one summer
- Received the recommendation from the teacher, assistant principal and curriculum supervisor that the student's progress is at a sufficient level (minimum 50% final grade) where remediation is appropriate.

Summer school courses for original credit are only approved by the principal in extenuating circumstances. Students needing a course for original credit will re-enroll in the course in the following school year.

### **Vocational/Technical Programs**

Union County Vocational Technical High School provides Westfield High School students with the opportunity to explore a variety of career programs on a part-time basis. Students can take classes part-time at Union County Career & Technical Institute for four periods a day. Transportation is provided to and from Union County Career & Technical Institute from WHS. More information is available through the counseling department. Additional information can be found on the Union County Career and Technical Institute website at [www.ucvts.tec.nj.us](http://www.ucvts.tec.nj.us).

Students may apply in the winter for participation in these programs for the following September. Final selection is determined by the Vocational Center staff who use the following information in making the selection:

1. Transcript information
2. Record of previous school attendance or absenteeism

3. Interview results where applicable
4. Teacher or counselor recommendations

### **Programs**

Allied Health  
Automotive Technology  
Child Development  
Commercial Art  
Cosmetology\*  
Criminal Justice  
Culinary Arts & Hospitality  
Digital Multimedia Design  
Electrical Technology  
Graphic Design  
Green Construction Technology  
Interactive Media & Game Design  
Supply Chain Management

### **Special Education Programs**

Automotive Technology Fundamentals  
Commercial Art  
Business Administration  
Graphic Design  
Masonry  
Welding Technology  
Restaurant & Food Services (Baking, Culinary Arts, Supermarket Technology)

\*Require three years for certification

### **Independent Study Program**

In keeping with the New Jersey state mandate on addressing the needs of students, Westfield High School wishes to serve all of its students both in regular curricular offerings and in alternative ways. Although our course offerings are rich in diversity, we acknowledge that students' interests and talents may sometimes lie outside what is available in the regular classroom. An Independent Study option will not replace an existing course offering.

The Westfield High School Independent Study program offers the student the opportunity to study with a mentor/teacher and to work in a self-directed fashion with an emphasis on self-discipline and self-directed learning.

Independent study opportunities will follow procedures established by the high school principal to include an identification process and selection criteria. Independent study programs will be graded, and upon completion, will be awarded credit under the appropriate academic discipline.

### **Dual Enrollment**

Westfield High School is proud to introduce a dual enrollment option for students seeking college credit. The WHS administration has created partnerships with University of Delaware and Kean University. Through this program and for a fee, students have the opportunity to enroll in courses with the purpose of exposure to college-level work and the potential of earning three (3) college credits per course. Courses are offered during the regular WHS school day and are taught by WHS teachers. The universities have approved the curriculum, textbooks, and teachers, and students must meet their particular criteria in order to receive college credit. Students enrolled in these classes are given the opportunity to register for college credit and will have a deadline in early October. The universities require the WHS teacher to have a master's degree, so

all courses are pending staffing. Courses that will be offered are as follows: Entrepreneurship (\$500 fee) and Holocaust & Genocide Studies (\$300 fee).

### **Option 2**

N.J.A.C.6A:8-5.1(a)1ii, commonly known as “Option 2” permits district boards of education to establish curricular activities or programs aimed at achieving the New Jersey Core Curriculum Content Standards for promotion and graduation purposes. Option 2 serves as an alternative to traditional high school courses. Option 2 programs will allow students to obtain credit for learning experiences outside of the traditional classroom environment. These experiences provide real-world connections not available in the school setting. Any course related to a state assessment cannot be taken in Option 2 until the appropriate state assessment has been passed. Health cannot be completed under the Option 2 program. In some instances, the credit and grade earned will be calculated into a student’s GPA and class rank. Check specific Option 2 programs for information about GPA and class rank. Once a course has been accepted and added to the transcript, it becomes a part of the permanent record and cannot be removed.

At Westfield High School, Option 2 is available for physical education (not Health, Driver Ed, or Project Adventure) exemptions are restricted as follows:

#### **To be eligible for a physical education exemption, students must:**

1. Be a member of WHS interscholastic team, a member of the WHS cheerleading squad, or marching band/color guard.
2. Be scheduled for a nine (9) period day with lunch as your only free period.
3. WHS swim team must have periods 1-8 scheduled with lunch as your only free period.
4. Be aware that eligibility extends during the current sports season only and **must be renewed for each season** of participation.
5. Be aware that during the period of eligibility, grades for physical education class will be determined by the interscholastic coach or band master. **Absences from practice/games are recorded as physical education class absences from Monday – Friday.**

Students should consult the Athletics and/or Physical Education pages of the Westfield High School website for deadlines and instructions regarding applying for Option 2.

## **STUDENT RESOURCES**

### **Resource Centers**

Westfield High School houses resource centers in the major academic areas of English and Mathematics. The Resource Centers provide students access to specific and select materials helpful in independent study and research as well as materials to supplement class assignments. Instructors are available in the resource centers to provide assistance throughout the school day. All students are urged to utilize the resource centers during unassigned periods in order to improve their skills and reinforce their knowledge in the various disciplines.

### **Library**

The Westfield High School Library Media Center provides services and materials to support the curriculum, to help broaden knowledge and to develop critical thinking skills for all members of the school community. With an emphasis on instruction, the library often sees upward of 800 students daily, either through on-demand class scheduling or unassigned students choosing to spend their free time utilizing library resources. With a physical collection of over 26,000 items, 64 networked devices, subscriptions to more than 47 databases, and the open campus model, students have access to vast resources. As an active participant in the state-wide interlibrary loan system, JerseyCat, the WHS Library Media Center extends its reach far beyond the physical walls. The library is open from 7:30 a.m. to 3:00 p.m.

## ATHLETIC ELIGIBILITY

### **New Jersey State Interscholastic Athletic Association Eligibility Standards**

Visit the NJSIAA website for this information: [njsiaa.org](http://njsiaa.org)

Write in Rules and Regulations in the toolbar; go to By-Laws, Article V, pages 32 – 40.

### **NCAA Information**

College bound athletes also need to be sure that they have the kind and number of courses required to meet NCAA eligibility requirements. Students should check with their counselors at the end of the sophomore year for NCAA information or go to [www.ncaalearninghouse.com](http://www.ncaalearninghouse.com) to see which of our courses are authorized core courses. In addition, the NCAA uses a sliding scale in regard to GPA and SAT/ACT scores.

### **Athletic Department Philosophy and Participation Expectation**

Visit the Westfield High School website, quick link to Athletics and all of the information regarding the department is available.

### **NEW JERSEY STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION MISSION STATEMENT**

The NJSIAA, a private, voluntary Association serves its student/athletes, member schools and related professional organizations by the administration of education-based interscholastic athletics, which support academic achievement, good citizenship and fair and equitable opportunities.

We believe that member schools, along with their leagues and conferences, share these convictions:

- A safe and healthy playing environment is essential to our mission
- Participation in interscholastic athletics enhances the educational experience of all students
- Interscholastic athletics is a privilege
- Excellence in both academics and athletics is pursued by all
- Interscholastic participation develops good citizenship and healthy life-styles, fosters involvement of a diverse population and promotes positive school/community relations
- Rules promote fair play and minimizes risks
- Cooperation among members advances their individual and collective well-being
- Training of administrators and coaches promotes the educational mission of the interscholastic experiences
- Properly trained officials/judges enhance interscholastic competition
- The NJSIAA is the recognized state authority on interscholastic athletic programs.

## GRADUATION REQUIREMENTS

The Superintendent shall establish administrative regulations and procedures for certifying that all students who graduate from Westfield Public Schools, or who are otherwise eligible for a State endorsed diploma, have met the minimum graduation requirements of the State of New Jersey.

### **Requirements for Graduation\***

\*May be altered by the New Jersey Department of Education

A student must meet each of the following requirements to be eligible for graduation:

1. Earn at least 120 credits in high school.
2. Successfully complete the minimum course requirements as defined by the Westfield Board of Education:
  - a. Four years (20 credits) of Language Arts Literacy – one year (5 credits) in each grade 9 through 12. English electives do not satisfy the requirement
  - b. Three years (15 credits) of Mathematics, including algebra I content, geometry content, and a third year of math that builds upon algebra I and geometry and prepares students for college and 21st century careers. Mathematics electives do not satisfy the requirement
  - c. Three years (15 credits) of Social Studies, including one year (5 credits) of World History and two years (10 credits) of United States History
  - d. Three years (15 credits) of Lab Science, including laboratory biology; chemistry, environmental science or physics; and an additional lab/inquiry-based science
  - e. One year of Physical Education and Health/Safety for each year of enrollment in a public high school in New Jersey
  - f. One year (5 credits) in the Visual and Performing Arts
  - g. One year (5 credits) of World Language
  - h. One semester (2.5 credits) of Financial Literacy
  - i. One year (5 credits) in 21<sup>st</sup> Century Life and Careers or Career-Technical Education.
3. Demonstrate the required proficiency on the New Jersey Department of Education Assessment or alternative assessments as per the New Jersey Department of Education. Specific information is available on the Westfield High School website.

### **Transfer Students**

Transfer students who enroll in Westfield High School may receive credit toward graduation for courses taken in properly accredited high schools outside the school district. However, they must meet the same local and state requirements for graduation as students who complete their entire high school program in the district. Additionally, only courses taken at Westfield High School will be used to calculate GPA.

### **Classified Students**

The graduation requirements for students with IEPs shall be determined by the Child Study Team. Successful completion of these requirements, in keeping with state and local requirements, will make the student eligible for graduation.

### **Early Graduation**

The Board of Education may grant a high school diploma to a pupil who has not completed the twelfth grade. Each request for early graduation will be considered individually by the Board, which will be guided by the recommendation of the Superintendent and the high school principal.

A pupil will be permitted early graduation from high school only if he or she has satisfied all requirements for graduation established by Board Policy No. 5460, including accumulation of the number of credits required by this Board for graduation, demonstration of pupil proficiencies, a satisfactory attendance record, and completion of the courses necessary for graduation.

A pupil permitted to graduate before the end of twelfth grade will be issued a Westfield High School diploma certifying that he or she has met all state and local requirements for graduation. The diploma will bear the date of its issuance. The pupil may be permitted to participate in the graduation ceremonies with his or her classmates without formal re-admission to the school district on application to and approval of the high school principal. Requests for early graduation must be made to the principal by January of the junior year.

## TRANSCRIPT, GRADING, & GRADE POINT AVERAGE

\*Please note that only courses taken at Westfield High School will appear on the Westfield High School transcript

### Reporting Student Achievement to Colleges

The Board of Education acknowledges the importance of reporting relative academic standing of pupils to provide colleges with a fair and accurate representation of our pupil applicants.

Grade Point Average (GPA) distribution charts will display intervals of grade point averages, the number and percent of students in each interval, the mean Evidenced Based Reading and Writing and Math SAT scores for each interval, and the mean ACT composite score for each interval. The charts will be computed for all-subject weighted and all-subject grade point averages. Distribution charts are located on the School Profile, sent to colleges, and are also on the WHS website.

Specific class rank will not appear on any documents sent by WHS to college admission offices.

### Grading

<u>Grade</u>	<u>Equivalent</u>
A	90-100
B+	86-89
B	80-85
C+	76-79
C	70-75
D	65-69
F	64 and below

The final grade shall be calculated by:

- Doubling each marking period grade
- Adding the doubled grades to the midterm exam and final exam grades
- Dividing the total by ten

\*\*\*In senior final-exam exemption cases, the final grade shall be calculated by:

- Doubling each marking period grade
- Adding the doubled grades to the midterm exam grade
- Dividing the total by nine

### Dual GPA System

A GPA is calculated two (2) ways for each student at Westfield High School.

- (1) An All Subject GPA in which every subject is granted equal weight with every other subject
- (2) An All Subject Weighted GPA in which Honors and Advanced Placement subjects are granted additional weight in the academic GPA.

### All Subject GPA

Grade Weights for all subjects:

A	= 4.0 points
B+	= 3.5 points
B	= 3.0 points
C+	= 2.5 points
C	= 2.0 points
D	= 1.0 points
F	= no points

### **All Subject Weighted GPA**

Subjects designated Honors or Advanced Placement will receive additional weight in the All Subject Weighted GPA according to the following scale:

A	= 4.5 points
B+	= 4.0 points
B	= 3.5 points
C+	= 3.0 points
C	= 2.5 points
D	= 1.5 points
F	= no points

Independent study is included in a student's GPA.

### **Grade Point Average (GPA)**

Calculation of the GPA is determined by multiplying the grade weight by the credit value of the course. Total credits divided into total quality points equal GPA.

### **Frequency of Cumulative GPA Calculation**

1. Cumulative GPAs are calculated at the end of every grade level. In addition, cumulative GPAs are calculated at the midyear point of sophomore, junior, and senior years.
2. Only courses completed at Westfield High School will be computed in GPAs.
3. GPAs are cumulative from the beginning of grade 9 through the completion of grade 12.  
*Note:* Transcripts for college applications reflect cumulative GPAs for grades 9 – 11. Both GPAs are reported on the transcript.

### **New Students to WHS**

Students new to WHS may receive credit toward graduation for courses taken in properly accredited high schools outside the school district. However, only courses taken at WHS will be used to calculate the student's GPA. The GPA of a new student is based on the following criteria:

1. GPA is calculated beginning with the semester of the student's entrance into WHS.
2. GPA is cumulative from the semester of the student's entrance into WHS through the completion of grade 12.

### **Honor Roll Requirements**

WHS recognizes student achievement every marking period at two levels: Honor Roll and Distinguished Honor Roll. Determination of inclusion on the Honor Roll is determined by the All-Subject GPA and will be based on the following criteria:

*Distinguished Honor Roll:* GPA must be between 3.75 and 4.0 with no grade lower than a B.  
*Honor Roll:* GPA must be between 3.5 and 3.74 with no grade lower than a B.

### **National Honor Society**

Students who have been in the Westfield school system for at least three semesters will be considered for membership in the National Honor Society in the spring of their junior and senior years. A student must have a 3.75 or higher cumulative GPA on the academic weighted scale. Please see the handbook for more information on the specific criteria for acceptance into the National Honor Society.

## COLLEGE & CAREER PREPARATION

### Postsecondary Options

Westfield High School is committed to supporting all of our students in postsecondary planning. School counselors are available to guide students through this process and are also here to celebrate the pathways of all of our students. Following is a sampling of options available for students to pursue after high school:

- 4-year college
- 2-year college
- Work
- Apprenticeship
- Trade school
- Military
- Gap year

### Planning for College Education

Each college has its own admissions requirements regarding high school courses. Beyond specific course requirements, most colleges emphasize the following important factors in making a decision on applications for admissions:

1. Four year scholastic record
2. Strong academic program composed mainly of subjects in the fields of English, mathematics, world languages, science, and social studies
3. Scores made on the College Entrance Examination Board tests (SAT Reasoning, ACT, and SAT Subject tests)
4. Teacher/Counselor Recommendations
5. Essays and interview when required
6. Extracurricular record

### Suggested Programs of Study

The following is a chart of suggested patterns of college preparatory study and can be used to help in developing your four year plan of courses. The content areas outlined are those in which colleges are looking for specific preparation. Colleges considered to be most competitive generally look for students to take several Advanced Placement courses. Since students will have ample opportunity for other course work, they are encouraged to select from the wide array of offerings in the fine art, business, industrial arts, contemporary living, and performing art departments. These courses will provide a well-rounded background for possible career and vocational interests.

	NUMBER OF YEARS RECOMMENDED			
	Less Competitive Colleges	Competitive Colleges	Highly and Very Competitive Colleges	Most Competitive Colleges
ENGLISH	4	4	4	4
SOCIAL STUDIES	3	3	3-5	3-5
COLLEGE- PREP MATH*	3-4	3-4	4-5	4-5
LAB SCIENCE	3	3	3-4	4-5
WORLD LANGUAGE	1-2	2-4	3-4	4-5

\*Algebra I, Geometry, Algebra II, etc., are considered college prep math courses.

**Consult individual college websites for specific information about admission requirements.**

## COLLEGE ADMISSION TESTING INFORMATION

CONSULT YOUR COUNSELOR FOR SPECIFIC INFORMATION ABOUT THESE TESTS

### **PSAT**

This exam is offered in October for Juniors and it is recommended that all juniors take the test. This is a preliminary SAT test designed to acclimate students to the SAT. It is used by the National Merit Scholarship Corporation in order to identify highly qualified juniors for recognition. Sophomores have the option of taking this exam in April but are not eligible to be recognized as National Merit Scholars.

Parents and students will receive registration materials via email. Students should consult with their school counselors for more information.

### **SAT I**

The **SAT I** is a three hour and 50 minute test divided into four sections including Evidenced-based Reading and Writing and Math. The score range is from 200-800 for each section. Students should consult their school counselor to determine the number of times the test to take the test. Students should consult [www.collegeboard.org](http://www.collegeboard.org) for registration information.

### **ACT**

The **ACT** is a three hour and 35 minute test and is divided into four sections including Math, English, Science, and Reading. The score range is 1-36 in each section. Students should consult their school counselor to determine the number of times to take the test. Students should consult [www.act.org](http://www.act.org) for registration information.

**IMPORTANT NOTE:** If you are planning to take either the ACT or a College Board exam (SAT, PSAT/NMSQT, Pre-AP & AP) and are ***requesting testing accommodations***, please reach out to your school counselor to start the process. Meeting with your counselor is required along with a form that your parent or guardian needs to sign before the accommodations are sent for processing. Requesting accommodations can take up to 12 weeks to be processed and a decision will be made by either College Board or ACT.

## 21<sup>st</sup> CENTURY LIFE AND CAREERS OR CAREER-TECHNICAL EDUCATION

The New Jersey State Department of Education requirements for graduation include 5 credits in 21<sup>st</sup> Century Life and Careers or Career-Technical Education. All courses listed will count toward meeting the requirement.

### BUSINESS EDUCATION

The study of business and its many facets is a lifelong process, and the Business Courses are only the first step in this process. Students become aware of the business world around them and how it affects not only their professional, but also their personal lives. The courses seek to reach all students who are interested in gaining the knowledge and skills that can be developed for future success in the business world. The scope of the subjects studied is broad so that students can develop a general knowledge of business on a national as well as global level. The areas covered include business principles, business administration and organization, with an emphasis on managerial skills. Computer skills are taught and utilized as students develop research projects and complete other tasks requiring knowledge of several kinds of software.

**Grade 9, 10,  
11 & 12**

**Course: 9161 – Accounting**

Prerequisites: None

Description:

Full Year  
5.00 Credits

This course introduces students to the process of identifying, measuring, recording and communicating economic information about a business organization. It is designed to provide an in-depth understanding of accounting concepts and procedures that will enable them to complete accounting applications. This course includes topics such as the accounting cycle, cash transactions, inventory control, depreciable assets, accounting for small businesses and uncollectible accounts. Students also develop an understanding of the financial activities of service and merchandising businesses. This course includes the investigation of corporate accounting scandals and ethics. This course is recommended for all students who are interested in learning the “language of business” and are interested in an accounting or business administration major.

**Grade 9, 10,  
11 & 12**

**Course: 9278 – Business Principles & Management**

Prerequisites: None

Description:

Half Year  
2.50 Credits

This course is designed to give students a basic understanding of the fundamentals of business and will prepare students for post-secondary studies and careers in the area of business. Students will gain an understanding of the structure of American business and will be exposed to several of the foundations of business including management, production, human relations, marketing and finance. Students also will be introduced to business law, including studying the structure and pitfalls of contracts.

**Grade 9, 10,  
11 & 12**

**Course: 9279 – Introduction to Marketing**

Prerequisites: None

Description:

Half Year  
2.50 Credits

This course offers a basic understanding of the fundamental marketing principles and their impact on business and society, while also providing a foundation for those majoring in marketing or business. Students gain insight into the economic role of marketing and its effect on buying behavior. Students develop an understanding of the processes involved in marketing, from the creation to the consumption of products and services. Areas covered include market planning, branding, promotion and selling, pricing, marketing-information management, distribution, and product/service management. Students learn to apply marketing functions and consider their impact on business operations.

**Grade 11 & 12** Course: 9001 – **Entrepreneurship- Dual Enrollment (\$500 fee)**  
**Half Year** Prerequisites: Successful completion of one Business Education courses OR Personal  
**2.50 Credits** Financial Literacy OR Economics & Personal Finance  
Description:  
 Entrepreneurship is a dual-enrollment business course offered in partnership with the University of Delaware. Entrepreneurship provides a hands-on approach to learn the entrepreneurial skills of idea generation, creative problem-solving, leadership, evidence-based decision-making, resilience, teamwork, and persuasive communication. Through immersive learning opportunities, students will work through the evidence-based entrepreneurship process by pursuing a novel idea for a new business or social venture. By the end of the course, students will showcase their ability to handle university-level coursework and gain tools for internships and future employment by acquiring direct experience in innovation and value creation. Entrepreneurship is available at the discounted tuition rate of \$500 with additional scholarships available based on income eligibility (see counselor for more details on scholarships). After successful completion of the course, students will earn 3 credits and can request an official transcript through the registrar’s office.  
 \*To be recommended for this course, students must meet the following criteria:  
 1. A GPA of 3.0 or higher.

### **COMPUTER TECHNOLOGY AND APPLICATIONS**

**Grade 9, 10, 11 & 12** **Course: 9291 – Computer Science I**  
**Half Year** Prerequisites: Algebra I  
**2.50 Credits** Description:  
 This course provides students with a first experience in formal programming. Students write code in a structured environment and design user interfaces that are both creative and functional. There is exposure to a wide variety of applications in the fields of mathematics, probability and statistics, education, business and industry.  
 This course is recommended for students with solid Algebra I skills and an interest in computer science.

**Grade 10, 11 & 12** **Course: 9292 – Computer Science II: Advanced Placement**  
**Full Year** Prerequisites: Algebra II and Computer Science I (9291)  
**5.00 Credits** Description:  
 This is a college-level course in the programming language Java, which is widely accepted in both the academic and professional arenas. Topics include Java syntax, variable types, arrays, classes, objects, recursion, and the Java API. Students will spend at least 20 hours in class working on programming projects and case studies to practice these skills.  
 This course is recommended for students who desire to study Computer Science in depth and at an accelerated pace and who will take the Advanced Placement Computer Science Examination.

**Grade 11 & 12** **Course: 9293 – Computer Science III: Honors**  
**Half Year** Prerequisites: Computer Science II (9292)\*  
**2.50 Credits** Description:  
 In this course, students extend their knowledge of the Java programming language. The curriculum mirrors that of a second course in introductory computer science at the college level, involving data structures and efficiency.  
 \*To be recommended for this course, students must meet the following criteria:  
 1. Desire and ability to study computer science in depth and at an accelerated pace.  
 2. Superior test scores and marking period grades.

<p><b>Grade 10, 11 &amp; 12</b></p> <p>Half Year 2.50 Credits</p>	<p><b>Course: 9295 – Computer Graphic Design I</b>  <u>Prerequisites:</u> Foundations of Art          Description:          This course is designed to provide students with the basic knowledge and skills of visual technology and its relationship with the fine and commercial arts, and will build on the Art I/Foundations of Art course. The course will cover the elements and principles of design with production in traditional and computer-generated media.          This course is recommended for students who may want to explore commercial art as a career.</p>
<p><b>Grade 10, 11 &amp; 12</b></p> <p>Half Year 2.50 Credits</p>	<p><b>Course: 9296 – Computer Graphic Design II</b>  <u>Prerequisites:</u> Graphic Design I          Description:          This course is designed to provide students with advanced knowledge and skills of visual technology and its relationship with the fine and commercial arts. It will build on the Graphic Design course in the visual arts. The course will cover the principles and elements of design with advanced production in traditional and computer-generated media. The students will work individually and as part of a team, using an integrated suite of professional design programs. It is an educational opportunity to develop hand skills and encourage individual growth and stimulate imaginative and innovative thinking about creative solutions to design problems.          This course is recommended for students who may want to continue exploring, at an in-depth level, commercial art as a career.</p>

#### **CAREER AND TECHNICAL EDUCATION**

Our STEM-related practical arts offerings offer students the chance to develop 21<sup>st</sup>-century skills in areas of engineering, design, makerspace, and CAD. These courses go beyond skill development and into Design Thinking, which encourages students to build upon what they know to learn even more through student-centered inquiry. An extensive woodworking and architecture program is offered to serve the individual needs of our students through all four years at Westfield High School. This includes full-year courses in Woods and Architecture, providing students with hands-on courses in design and building.

<p><b>Grades 9, 10 11 &amp; 12</b></p> <p>Half Year 2.50 Credits</p>	<p><b>Course: 9482 – Home Technology</b>  <u>Prerequisites:</u> None          Home Technology is for students who want to understand the science and technology behind modern residential homes. If you have ever wondered how electricity works, how you stay warm in the winter and cool in the summer, or how water gets to your sink, then Home Technology will answer your questions. Students will learn about the fundamental principles of building science and how electrical, plumbing, and HVAC systems make today’s home comfortable. Home Technology has a substantial hands-on component where students will be designing and building models of the systems important to any home. In Home Technology students will also learn practical skills everyone should know to take care of where they live.</p>
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<p><b>Grade 9, 10, 11 &amp; 12</b></p> <p>Half Year 2.50 Credits</p>	<p><b>Course: 1872 – Robo Lab</b>  <u>Prerequisites:</u> None</p> <p>Robo Lab is where students dive into the ever-expanding world of robotics and automation. Robo Lab is a dynamic, hands-on course where students engage in projects that allow them to build, program, and control small robots. No coding knowledge or experience is needed in Robo Lab. As students embark on these projects, they'll navigate the fun and creative side of the engineering design process, starting with a problem or challenge that needs a modern, inventive solution. Robo Lab isn't just about learning; it's about inventing, problem-solving, and having a blast with the technology that is shaping our future.</p>
<p><b>Grades 9, 10 11 &amp; 12</b></p> <p>Half Year 2.50 Credits</p>	<p><b>Course: 9465 – Woods I</b>  <u>Prerequisites:</u> None</p> <p>Students discover and develop talents and skills in woodworking while building useful individual projects. Students are given individualized and group instruction in the proper, safe, and skillful use of both hand and machine tools. Students design, plan, construct, and finish projects made of wood.</p> <p>This course is recommended for students interested in developing introductory woodworking skills.</p>
<p><b>Grades 10, 11 &amp; 12</b> <b>Grades 9, 10</b></p> <p>Full Year 5.00 Credits</p>	<p><b>Course: 9470 – Woods II</b>  <u>Prerequisites:</u> Woods I (9460)</p> <p>Students increase their knowledge of woodworking techniques, enabling them to become more skilled woodworkers. Woods II offers a more in-depth study of the woodworking tools, machines and processes introduced in Woods I. Projects of a more challenging nature will be undertaken on an individual basis. This course is recommended for students wishing to further develop their woodworking skills.</p>
<p><b>Grade 11 &amp; 12</b></p> <p>Full Year 5.00 Credits or Half Year 2.50 Credits</p>	<p><b>Course: 9495/9497 – Woods Independent Study</b>  <u>Prerequisites:</u> Woods I (9460) and Woods II (9470)</p> <p>This course provides an opportunity for woodworking students to advance their skills or study areas of special interest as they design and construct individual projects. Students at this level work independently during a Woods I or Woods II class where they will be able to consult with the instructor of that class. Projects of a more demanding nature will be explored at this time. This course is recommended for students seeking to further enhance their woodworking skills.</p>
<p><b>Grade 9, 10, 11 &amp; 12</b></p> <p>Full Year 5.00 Credits</p>	<p><b>Course: 9480 – Introduction to Architecture</b>  <u>Prerequisites:</u> None</p> <p>This course helps students to explore the world of architectural design. Students will develop their skills to think up, design, and “sell” unique and enticing spaces. It serves as a foundational course designed to introduce students to methods of solving architectural problems. Students will engage in active problem-solving and learn how to create unique and innovative spaces to meet specific client needs. This course can be taken on its own or can precede Architectural Design II. This course is intended to expose students to real-world projects and expectations, which in the process will build their perseverance, design development, and collaboration &amp; communication skills.</p>

**Grade 10,  
11 & 12**

Full Year  
5.00 Credits

**Course: 9481 – Architecture II**

Prerequisites: Intro to Architecture

Architectural Design II is a full-year practical arts course open to sophomores, juniors and seniors who have taken Introduction to Architecture and wish to further expand their knowledge of architectural design. Students will enhance their techniques by way of larger and more complex, commercial projects. This course is intended to expose students to real-world projects and expectations, which in the process will continue to build their perseverance, design development, and collaboration & communication skills. Instruction is highly personalized for each student, with a collaborative classroom environment.

**Grades 9, 10  
11 & 12**

Half Year  
2.50 Credits

**Course: 1852 – Makerspace**

Prerequisites: None

Students in this semester-long course will gather to experiment, problem-solve, build, deconstruct and create. The course places students in a room filled with possibilities and ideas, and students have the chance to deepen their ingenuity in any number of ways. They will gain an understanding of the Design Process, and will put it to work using various tools, from 3D printers and 3D pens to mini-computers, green screens and household items. This course is designed to help all students with resilience, synthesizing, experimenting, thoughtful construction, communication and design. It also supports those who are considering our engineering and design classes in future years.

**Grades 9, 10  
11 & 12**

Half Year  
2.50 Credits

**Course: 1862 – Computer-Aided Design (CAD)**

Prerequisites: None

Students in this semester-long course will learn how to draw digitally in two and three dimensions. Students will apply their skills to create digital versions of actual or imagined products. CAD is the crucial middle step between idea development and physical prototype. A CAD course in Westfield High School offers students an opportunity to learn the foundational skills necessary for designing useful products. The course gives students of all grade and skill levels the chance to translate their creative ideas into concrete plans.

**Grade 10,  
11 & 12**

Full Year  
5.00 Credits

**Course: 1850 – Engineering and Design**

Prerequisite: None

Students in this year-long course will develop engineering habits of mind as they discover engineering's role in shaping and improving the world. The course begins with an introductory unit detailing engineering principles and norms. The remainder of the course is divided into explorations and design challenges, which require students to work in teams to solve problems that meet user needs. In this group work, they will gain experience in civil engineering, mechanical engineering and electrical engineering.

Each learning unit requires students to apply science and math, collect and analyze data, develop an engineering notebook, and use outside research to discover different careers in engineering. This course is for the creative and motivated student who would like to learn more about engineering.

**CONSUMER EDUCATION**

Family and Consumer Science classes provide students with the basic framework to become independent and productive citizens and reach their full potential in the modern world. The purpose is to provide courses that promote and encourage positive attitudes related to issues of healthy lifestyles, independent thinking, decision-making, career opportunities, wise consumer choices, technical skills and the development of positive personal, family, and parenting values and practices. Television Production is a

practical art that teaches students communication skills through hands-on experience using state-of-the-art video production and editing equipment.

**Grade 9, 10 11 & 12**      **Course: 1838 – Television Production I**  
Prerequisites: None

Half Year  
2.50 Credits

Television Production I (TV I) is an elective course designed to provide interested students with a semester of practical and laboratory experience in all aspects of TV production. Students write, produce, and edit various projects that may air on Westfield’s cable channel. The course provides valuable communication skills, builds career awareness, and allows for creative input in writing and production. Students learn the operation of video and audio equipment, videotape editing, scriptwriting, and various production roles. Students are expected to demonstrate a high level of responsible behavior due to the cooperative nature of the class and the equipment they will be using. This course is recommended for students who want to learn the basics of video production.

**Grade 9, 10 11 & 12**      **Course: 1848 – Television Production II**  
Prerequisites: Television Production I

Half Year  
2.50 Credits

Television Production II (TVII) is an elective course for students who have demonstrated both responsibility and a strong interest in television production. Students are advised and assisted by the teacher toward developing a deeper understanding of production roles, equipment, skills, as well as a more sophisticated application of this knowledge than is demonstrated in Television Production I. During the course of the semester, students film and edit various individual projects and produce a TV show. In this class, students learn different production roles for in-studio broadcasts. Students will also create and maintain a blog based on the show they produce. This course is recommended for students who want to continue the study of television production with emphasis on studio broadcast and have earned a B or higher in Television Production I.

**Course: 1868 – Television Production III: The Morning Show**

Prerequisites: Television Production I

**Grade 10, 11 & 12**

Full Year  
5.00 Credits

Television Production III (TV III) is an elective course for students who have successfully completed Television Production I and II with at least a B+ average. The course provides advanced Television Production opportunities, primarily in the production of Westfield High School’s live daily morning show. Students who take this course will learn advanced skills in various production roles learned in TV I and TV II and will serve as both the crew and hosts for the daily show. Students will also shoot and edit packages to be used as roll-ins during the show to highlight various events and activities happening in the Westfield High School community. Students who take this course are expected to demonstrate a high level of dedication, commitment and maturity, and are expected to work in a team setting to ensure a professional quality show on a daily basis. This course can be taken more than once, and students who have excelled in it and are taking it again will likely be offered leadership roles in the show. \*To be recommended for this course, students must meet the following criteria:

1. A B+ or higher in TV I and II.

**Grade 9, 10, 11 & 12**      **Course: 9368 – Food Science**  
Prerequisites: None

Description:

This course brings together the art of cooking with the science of nutrition in a class called Food Science. Food Science re-envisioned the “Modern Foods” course by creating a unique blend of hands-on work in the kitchen and a conceptual

Half Year  
2.50 Credits

understanding of what happens with our food. Food Science is developed to teach students about the modern kitchen, food preparation, and food safety while integrating the scientific principles that underpin what food consists of, its role in our bodies, and the chemistry involved in flavor development. If you are looking for a course that will teach you not only how to make food taste good, but why it tastes good, then Food Science is an excellent choice for you!

**Grade 9, 10,  
11 & 12**  
Half Year  
2.50 Credits

**Course: 9348 – Modern Foods \*PENDING STAFFING\***  
Prerequisites: None

This course emphasizes kitchen and food safety, basic food preparation skills and the importance of good nutrition through discussion, demonstration and preparation of contemporary food favorites. Hands-on activities familiarize students with kitchen management skills and food preparation methods and techniques. This course is designed to enable students to work with each other in selecting food preparation activities. Vital aspects of resource management as well as consumer marketing skills highlight this course.

This course is recommended for any student interested in learning basic culinary skills.

**Grade 10,  
11 & 12**  
Half Year  
2.50 Credits

**Course: 9358 – Advanced Foods/Gourmet Cooking \*PENDING STAFFING\***  
Prerequisites: Modern Foods (9348)

Advanced Foods/Gourmet Cooking offers the student opportunities to prepare regional American foods as well as dishes from around the world. Cultural food habits and traditions are discussed along with preparation techniques. Students are encouraged to exercise creative talents and gain appreciation for fine foods from many countries. The aesthetic qualities of food presentation are also emphasized.

This course is recommended for students with an interest in advancing their culinary skills.

**Grade 9, 10,  
11 & 12**  
Half Year  
2.50 Credits

**Course: 9378 – Child Growth and Development \*PENDING STAFFING\***  
Prerequisites: None

This course offers each student the opportunity to understand and study the social, intellectual, physical, and emotional growth and development of the child from birth to adolescence. Positive parenting skills, relationships with family members, and the economics of child-rearing are a few of the issues discussed.

### **ACADEMIC LAB**

**Grade 9, 10  
11 & 12**  
Full year  
No credit

**Course: 9860 – Academic Lab**  
Prerequisites: Recommendation from Child Study Team, 504 Committee or I&RS Committee  
Description:

A support program available as a non-credit course. This class provides the student with structure and support with general education subjects.

## ENGLISH

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop students' facility with language arts through reading, writing, speaking, listening, and viewing. These experiences incorporate critical thinking, problem solving, writing process, personal and creative expression, cooperative learning, research and utilization of technology. Emphasis is placed on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifelong learners and as thoughtful and compassionate citizens of the global community. As such, language skills are taught within the context of authentic reading, writing, speaking, listening, and viewing experiences in order to emphasize the value of verbal and written communication in an increasingly digital world.

The flow chart following the course descriptions reflects the most typical sequence of course selections. Students and parents should refer to these guidelines and to the specific course descriptions. In addition, students should know that honors and Advanced Placement necessitate greater levels of independence, initiative, and commitment in addressing the following areas: critical thinking, multi-tasking, and analytical writing.

### **Four years of English are required for graduation. Students must take:**

9th – English I (2011/2010) or Humanities (2416)

10th – English II (2021/2020) or English II Honors (2023)

11th – English III (2031/2030), English III Honors (2033), American Studies (2431), or American Studies Honors (2432)

12th – Students may select 1-2 courses: English IV (2041/2040), The Global Citizen (2441), English IV Advanced Placement Language and Composition (2144), English IV Advanced Placement Literature and Composition (2146)

<b>Grade 9</b>	<b>Course: 2011 – English I – Forging Identity Through Language and Literature</b>
	<u>Prerequisites:</u> None
	Description:
Full Year 5.00 Credits	English I examines how individuals, communities, and cultures form and maintain distinctive identities in an increasingly globalized world. The literature study explores the ways in which written and oral language reflect the essential aspects of the human condition while also examining the diversity of people and cultures. An emphasis on the writing process complements the study of literature to develop skills in expository prose, personal, narrative, and research-based writing forms. This course is recommended for most ninth grade students who can read and write material appropriate for this grade level.
<b>Grade 9</b>	<b>Course: 2010 – English I – Forging Identity Through Language and Literature</b>
	<u>Prerequisites:</u> None
	Description:
Full Year 5.00 Credits	English I (2010) is a skill-intensive approach to the English I (2011) curriculum (see above description) which aims to improve reading comprehension, writing development, vocabulary acquisition and study skills. This course is designed to reinforce language arts skills, and prepare students for placement in English II (2021) in the subsequent school year.  *Placement in this course is by teacher recommendation and is based on students' demonstrated academic performance.

<b>Grade 9</b>	<p><b>Course: 2416 – Humanities: Finding and Maintaining an Identity in the Global World</b></p> <p><u>Prerequisites:</u> None</p> <p>Description:</p>
Full Year 10.00 Credits	<p>The Humanities curriculum fulfills the requirements of the ninth grade social studies and English courses. The class is team-taught in a two-period block by an English and a social studies teacher. Students explore the experience of the individual in a variety of historical, social, political and cultural contexts through the lens of world history, literature and the arts. Emphasis is placed on developing the ability to apply, analyze, and synthesize history and literature. This course requires students to use concrete pieces of information to argue larger points, ask profound questions, develop counter-claims, make significant connections, and work in groups to create a product or presentation. Throughout the year students participate in collegial discussions focused on stimulating a thoughtful well-reasoned exchange of ideas. Alternate views are examined as students respond thoughtfully to diverse perspectives on history, literature and the arts. Humanities is recommended for students who are interested in studying the arts in addition to literature and world history. It is also recommended for students who enjoy actively collaborating with others and finding creative solutions to complex issues.</p> <p>This course is required for 9<sup>th</sup> grade students not electing Exploring Global Studies (4010) or Global Perspectives (4011) and English (2011).</p>
<b>Grade 10</b>	<p><b>Course: 2021 – English II – Perspectives in British Commonwealth Language and Literature</b></p> <p><u>Prerequisites:</u> Successful completion of English I (2011/2010) or Humanities (2416)</p> <p>Description:</p>
Full Year 5.00 Credits	<p>English II explores the power of language and the commonality of human experience through a comparative study of written and oral expression. The texts studied in this course draw heavily from the literature of the former and existing nations of the British Commonwealth. An emphasis on the writing process complements the study of literature to develop skills in expository, personal, narrative, and research-based writing. This course is recommended for most tenth grade students who can read and write material appropriate for the grade level.</p>
<b>Grade 10</b>	<p><b>Course: 2020 – English II – Perspectives in British Commonwealth Language and Literature</b></p> <p><u>Prerequisites:</u> Successful completion of English I (2011/2010) or Humanities (2416)</p> <p>Description:</p>
Full Year 5.00 Credits	<p>English II (2020) is a skill-intensive approach to the existing English II (2021) curriculum (see above description), which aims to improve reading comprehension, writing development, vocabulary acquisition and study skills. This course is designed to reinforce language arts skills, and prepare students for placement in English III (2031) in the subsequent school year.</p> <p>*Placement in this course is by teacher recommendation and is based on students' demonstrated academic performance.</p>
<b>Grade 10</b>	<p><b>Course: 2023 – English II Honors – Perspectives in British Commonwealth Language and Literature*</b></p> <p><u>Prerequisites:</u> Successful completion of English I (2011) or Humanities (2416)</p> <p>Description:</p>

Full Year 5.00 Credits	<p>English II Honors parallels the regular English II curriculum (see above description). This course is recommended for students who are intrinsically committed to learning; and demonstrate a propensity for analyzing complex literary works, and refining written and spoken expression through a variety of modalities.</p> <p>*To be recommended for this course, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. A or B+ average in the previous course.</li> <li>2. The ability to read more extensively; study and discuss literature in greater depth; compose more comprehensive and varied compositions; and work independently on both long and short term assignments.</li> </ol>
<b>Grade 11</b>	<p><b>Course: 2031 – English III – Exploring American Voices in Language and Literature</b></p> <p><u>Prerequisites:</u> Successful completion of English II (2020/2021) or English II Honors (2023)</p> <p>Description:</p>
Full Year 5.00 Credits	<p>English III is the required junior English course. Emphasizing either the chronological sweep of American literature or a thematic development of important issues and ideas, English III offers students the opportunity to express themselves as independent thinkers within the context of their lives. Through the juxtaposition of student voices with that of selected authors, the course emphasizes the value and power of individuality and honors the diversity of race, class, gender, ethnicity, religion, experience and ideology characteristic of American literature.</p> <p>This course is recommended for most eleventh grade students who read and write material appropriate to the grade level.</p>
<b>Grade 11</b>	<p><b>Course: 2030 – English III – Exploring American Voices in Language and Literature</b></p> <p><u>Prerequisites:</u> Successful completion of English II (2020/2021)</p> <p>Description:</p>
Full Year 5.00 Credits	<p>English III (2030) is a skill-intensive approach to the existing English III curriculum (see above description), which aims to improve reading comprehension, writing development, vocabulary acquisition and study skills. This course is designed to reinforce language arts skills, and prepare students for placement in English IV (2041) in the subsequent school year.</p> <p>*Placement in this course is by teacher recommendation, and is based on students' demonstrated academic performance.</p>
<b>Grade 11</b>	<p><b>Course: 2431 – American Studies</b></p> <p><u>Prerequisites:</u> Successful Completion of English II (2020/2021) and U.S. I/Defining the Identity of the United States (4121/4120)</p> <p>Description:</p>
Full Year 10.00 Credits	<p>The American Studies curriculum fulfills the requirements of the eleventh grade social studies and English courses. The class is team- taught in a two-period block by an English and a social studies teacher. In the American Studies course, students are provided the opportunity to examine the American conversation through the lens of history, literature and the arts. Students will examine who is a part of the conversation, what they are saying, and how it has shaped the direction of this country over time. Emphasis is placed on refining the ability to apply, synthesize and analyze history and literature. This course requires students to use concrete pieces of information to argue larger points, ask profound questions, develop counter-claims, make significant connections, and work in groups to create a product or presentation. Throughout the</p>

year students participate in collegial discussions focused on stimulating a well-reasoned exchange of ideas. Alternate views are examined as students respond thoughtfully to diverse perspectives on history, literature and the arts. American Studies is recommended for students who are interested in studying the arts in addition to American History and literature. It is also recommended for students who enjoy actively collaborating with others and finding creative solutions to complex issues. American Studies replaces the required courses English III and U.S. II/Issues in 20<sup>th</sup> Century History.

**Grade 11**

**Course: 2432 – American Studies Honors\***

Prerequisites: Successful Completion of English II (2020/2021) and U.S. I/Defining the Identity of the United States (4121/4120)

Description:

Full Year  
10.00 Credits

The American Studies Honors curriculum parallels the American Studies course (see above description). This course is recommended for students who demonstrate mature motivation, a genuine commitment to learning, and an appreciation for the subtleties of an author’s craft.

\*To be recommended for this course, students must meet the following criteria:

1. A or B+ average in the previous Social Studies course (4121/4120) course and English course (2020/2021).
2. Relative to the course expectations for American Studies, students must be able to achieve the following: read more extensively; study and discuss literature in greater depth; write more comprehensive, critical and varied compositions; complete more independent reading and analysis; experiment with more sophisticated elements of style and voice; and demonstrate a more profound understanding of the relationship between historical context and the literature of a given period.
3. American Studies honors offers students the opportunity to take advantage of the unique interdisciplinary learning experience. College preparatory and honors American Studies will be offered concurrently with students learning and working together in the same classroom. Those students working at the honors level will be expected to extend their work with deeper analysis and take a more active leadership role in class discussions and debates. All established requirements and guidelines for the honors program, outlined in Westfield High School’s program of studies apply to American Studies honors.

**Grade 11**

**Course: 2033 – English III Honors – Exploring American Voices through Language and Literature\***

Prerequisites: Successful completion of English II (2021) or English II Honors (2023)

Description:

Full Year  
5.00 Credits

The English III Honors curriculum parallels the English III course of studies (see above description). This course is recommended for students who demonstrate mature motivation, a genuine commitment to learning, and an appreciation for the subtleties of an author’s craft.

\*To be recommended for this course, students must meet the following criteria:

1. A or B+ average in the previous course.
2. Relative to the course expectations for English III, students must be able to achieve the following: read more extensively; study and discuss literature in greater depth; write more comprehensive, critical and varied compositions; complete more independent reading and analysis; experiment with more

sophisticated elements of style and voice; and demonstrate a more profound understanding of the relationship between historical context and the literature of a given period.

<b>Grade 12</b>	<b>Course: 2041 – English IV – Experiencing Cultural Diversity through Language and Literature</b> <u>Prerequisites:</u> Successful completion of English III (2031/2030), English III Honors (2033), American Studies (2431), or American Studies Honors (2432) Description: English IV: Experiencing Cultural Diversity through Language and Literature is the final offering in a sequence of courses emphasizing human communication in many forms and voices. The course highlights important origins, significant authors and movements of the human experience in world literature from diverse cultures, including European, African, and Asian influences. Through a continued emphasis on the conventional aspects of style and language, the course develops and refines skills in expository, personal and research-based writing while also further developing students' presentation and oral communication skills. This course is recommended for most twelfth grade students who read and write material appropriate to the grade level.
Full Year 5.00 Credits	
<b>Grade 12</b>	<b>Course: 2040 – English IV – Experiencing Cultural Diversity through Language and Literature*</b> <u>Prerequisites:</u> Successful completion of English III (2031/2030), English III Honors (2033), American Studies (2431), or American Studies Honors (2432) Description: English IV (2040) is a skill-intensive approach to the existing English IV curriculum (see description above). This course places an increased emphasis on the acquisition and development of language arts skills. Students acquire strategies to improve their reading comprehension, writing development, vocabulary acquisition and study skills. *Placement in this course is by teacher recommendation, and is based on students' demonstrated academic performance.
Full Year 5.00 Credits	
<b>Grade 12</b>	<b>Course: 2441 – The Global Citizen</b> <u>Prerequisites:</u> Successful completion of English III (2031/2030) or English III Honors (2033); U.S. History II (4131), AP US (4164), American Studies (2431), or American Studies Honors (2432) Description: The Global Citizen fulfills the requirement of twelfth grade English as well as a Social Studies elective. The course is team- taught in a two-period block by an English and Social Studies teacher. The Global Citizen fosters students' global consciousness which illuminate the literary, historical, cultural, political, moral, religious and philosophical ideas that influence society. Students will analyze experiences and philosophies through history and character/literature studies, and examine topics such as globalization, individual authenticity, dehumanization, cultural perspectives on the purpose of life, and the navigation of major lifestyle changes. Emphasis is placed on extrapolating future trends, the rise of different countries, interactions with foreign cultures, and the interactivity of globalized market economies with their more isolated counterparts. This course is recommended for students who are interested in studying historical influences on culture through literature, film, music, architecture, changing demography, philosophy, law, as well as the study of literature and history in an integrated, interdisciplinary, project-based class.
Full Year 10.00 Credits	

**Grade 12**                      **Course: 2144 – English IV Advanced Placement Language and Composition\***  
Prerequisites: Successful completion of English III (2031), English III Honors (2033),  
or American Studies (2431) of American Studies Honors (2432)

Description:  
Full Year                      English Advanced Placement Language and Composition demands rigorous academic  
5.00 Credits                      standards, sophisticated analytical and critical thinking, and well-articulated written  
and oral expression. Implicit in the AP program is the expectation of maturity for  
independent scholarship and intelligent interaction in a seminar setting. The primary  
goal of AP Language and Composition is increased awareness of the relationship  
among language, meaning, and purpose. As in the college course for which this AP  
course is a substitute, its purpose is to enable students to read complex texts from a  
variety of periods, disciplines and rhetorical contexts with understanding, and to write  
prose of sufficient richness and complexity in order to effectively communicate with  
mature writers. Through their reading and writing, students are aware of the  
interactions amongst a writer’s purpose, audience expectations and subjects as well as  
the manner in which conventions and resources contribute to effective writing. Upon  
completion of this course students should plan to take the Advanced Placement Exam.

\*To be recommended for this course, students must meet the following criteria:

1. An A or B+ in the previous English course.
2. Ability to read and write at a college level; study and discuss language in greater depth; write more comprehensive, critical and varied compositions; complete more independent reading and analysis; and to experiment with more sophisticated elements of style and voice.
3. Completion of summer reading and writing assignments.

**Grade 12**                      **Course: 2146 – English IV Advanced Placement Literature and Composition\***  
Prerequisites: Successful completion of English III (2031), English III Honors (2033),  
American Studies (2431), or American Studies Honors (2432)

Description:  
Full Year                      English Advanced Placement Literature and Composition demands rigorous academic  
5.00 Credits                      standards, sophisticated analytical and critical thinking, and articulation written and oral  
expression. Implicit in the AP program is the expectation of maturity for independent  
scholarship and intelligent interaction in a seminar setting. The course engages students  
in the careful and critical analysis of imaginative literature. Through the close reading  
of classic and contemporary texts, students deepen their understanding of the ways  
writers use language to provide both meaning and pleasure for their readers. As they  
read, students consider a work’s structure, style and themes as well as elements such as  
figurative language, imagery, symbolism and tone. The course requires the study and  
practice of writing with sensitivity and discrimination, and develops the ability to write  
in various forms. Upon completion of this course students should plan to take the  
Advanced Placement Exam.

\*To be recommended for this course, students must meet the following criteria:

1. An A or B+ in the previous English course.
2. Ability to read and write at a college level; study and discuss language in greater depth; write more comprehensive, critical and varied compositions; complete more independent reading and analysis; and experiment with more sophisticated elements of style and voice.
3. Completion of summer reading and writing assignments.

## ENGLISH ELECTIVES

**PLEASE NOTE:** These courses are offered for elective credit; they do not satisfy English credit requirements for graduation.

**Grade 9 & 10 Course: 2979 – Blog Writing**

Prerequisites: None

Description:

Half Year  
2.50 Credits

*Blog Writing* is an English elective class designed to strengthen students' reading and writing skills through teacher recommendation and student interest. As an elective, this class uses a skill-intensive approach to support reading, writing, speaking, and listening. In a small-class, workshop environment, students acquire strategies to improve their reading skills, writing skills and standardized test-taking approaches. Students deepen their expository-, persuasive- and narrative-writing skills, while reading and analyzing shorter and longer works of nonfiction. Students engage with technology through the publishing of blogs, and also develop their speaking and listening skills through in-class readings. Blog writing is an established form of written communication used by everyone from journalists and authors to educators and students. Blog writing appeals to students' affection for social media, while its template is broad enough to allow for all types of writing.

**Grade 11 & 12 Course: 2980 – Blog Writing**

Prerequisites: None

Description:

Half Year  
2.50 Credits

*Blog Writing* is an English elective class designed to strengthen students' reading and writing skills through teacher recommendation and student interest. As an elective, this class uses a skill-intensive approach to support reading, writing, speaking, and listening. In a small-class, workshop environment, students acquire strategies to improve their reading skills, writing skills and standardized test-taking approaches. Students deepen their expository-, persuasive- and narrative-writing skills, while reading and analyzing shorter and longer works of nonfiction. Students engage with technology through the publishing of blogs, and also develop their speaking and listening skills through in-class readings. Blog writing is an established form of written communication used by everyone from journalists and authors to educators and students. Blog writing appeals to students' affection for social media, while its template is broad enough to allow for all types of writing.

**Grade 11 & 12 Course: 2338 – The Writer's Craft**

Prerequisites: None

Description:

Half Year  
2.50 Credits

This semester elective is designed to enhance the opportunities for student writers to develop their powers of observation, their voice and their craft through a more intensive, directed course than is provided in required English courses. This supplemental elective will afford students more opportunities to undertake in greater depth a broad range of writing experiences including memoir, poetry, drama, short story, children's literature and nonfiction. In addition, it will provide an ideal learning environment for students to perceive themselves as a community of mutually supportive, self-motivated writers.

This course is recommended for students who are serious writers and want to develop the skills and habits of lifelong writers.

<b>Grade 10</b>	<p><b>Course: 2228 – Journalism I</b>  <u>Prerequisites:</u> None  <u>Description:</u>  This semester elective is designed to provide opportunities for serious student writers to develop the knowledge and skills associated with the principles of journalism. The purpose of the course is threefold: to develop the skills needed to write in a variety of journalistic styles, including news, opinion, feature and sports; to acquire a vocabulary and a perspective for analyzing news sources including print, broadcast and online; and to provide students with the preparation needed to become staff members of the advanced journalism program. Students learn to communicate meaningfully and precisely about the events and issues that interest and involve them, and they learn to write accurately, concisely and with appropriate organization under the pressure of deadlines. Participation in the journalistic process also teaches students to be objective about criticizing their own work and the efforts of others. This course is recommended for students who are interested in the field of journalism, enjoy writing in a variety of modes, and are able to meet deadlines.</p>
Half Year 2.50 Credits	
<b>Grade 11</b>	<p><b>Course: 2231 – Journalism II*</b>  <u>Prerequisites:</u> Successful completion of Journalism I (2228)  <u>Description:</u>  This full- year elective is designed to provide a training workshop for students to become reporters and editors who will produce Westfield High School’s news media. The course serves as both a writing workshop for students to produce stories relevant and interesting to the audience, as well as to train students in the production and publication process used by the student staff in the Print Journalism course. A mature understanding of free press opportunities and responsibilities is obtained through the regular process of assigning, developing, producing and critiquing journalism. The process of journalistic writing and news production allows students to function in a workshop environment where collaboration, cooperation and constructive criticism are essential skills. Classroom units in the course are designed to strengthen and deepen reporting skills developed in the introductory course through regular class work and special projects. This course is recommended for students who possess a strong sense of commitment, ability and pride in pursuing journalistic excellence.</p> <p style="padding-left: 40px;">*To be recommended for this course, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. An A or B+ average in Journalism I</li> </ol>
Full Year 5.00 Credits	
<b>Grade 12</b>	<p><b>Course: 2241 – Journalism III*</b>  <u>Prerequisites:</u> Successful completion in Journalism II (2231)  <u>Description:</u>  This full- year elective is designed to provide a workshop for students to serve as reporters and editors who produce Westfield High School’s newspaper. By exposing students to the rigors of regular deadlines during the school year, a strong sense of ability and pride in pursuing journalistic excellence is fostered and maintained. The course serves as both a writing workshop for students to produce stories relevant and interesting to the audience, as well as for students to participate in the production and publication process. The class runs on a weekly schedule as an organic workshop environment that emulates a professional newsroom. Class work and assignments are designed to strengthen and deepen reporting skills developed in the introductory courses through the writing of weekly articles, in-depth features and production of special issues.</p> <p style="padding-left: 40px;">*To be recommended for this course, students must demonstrate the following criteria:</p>
Full Year 5.00 Credits	

1. An A or B+ average in Journalism II.
2. A demonstrated interest in becoming a serious student writer or editor, and an interest in a career in journalism.

**Grade 12**

**Course: 2242 – Magazine Journalism\***

Prerequisites: Successful completion in Journalism II (2231)

Full Year  
5.00 Credits

Description:

This full- year elective is designed to provide a workshop for students to serve as reporters, editors, and photographers who produce the Westfield High School student magazine and its accompanying website. The journalism skills emphasized in this course correspond to those expected from a 21<sup>st</sup>-Century journalist: the versatility of producing stories in various print and multimedia formats; an ability to write longform stories as well as the more traditional, shorter pieces; comfort in web-based journalism, from slide-show stories to photo essays to social-media pieces; and an emphasis on in-person interviews to ensure that all these stories are grounded in strong reporting. The class follows a quarterly schedule within an environment that emulates a professional newsroom. This magazine program is designed to complement the school’s newspaper, *Hi’s Eye*, and to provide student-journalists with another option for publication.

\*To be recommended for this course, students must demonstrate the following criteria:

1. An A or B+ average in Journalism II.
2. A demonstrated interest in becoming a serious student writer, editor, or photographer, and an interest in a career in journalism.

**Grade 12**

**Course: 2245 – Sports Journalism**

Prerequisites: Successful completion of Journalism II (2231)

Full Year  
5.00 Credits

Description:

This full-year elective is designed to provide a workshop for students to serve as reporters, editors, videographers, podcasters, social media managers and photographers who produce online content specific to and centered around our Westfield Blue Devils athletic programs. The journalism skills emphasized in this course correspond to those expected from a 21<sup>st</sup>-Century journalist: the versatility of producing stories in multiple formats; an ability to write long form stories as well as the more traditional, shorter pieces; comfort in web-based journalism, from slide-show stories to photo essays to social-media pieces; and an emphasis on in-person interviews and live-game reports to ensure that all these stories are grounded in strong reporting. This self-sustaining and independent program exposes students to the rigors of regular deadlines (sometimes daily) during the school year and fosters a strong sense of pride in their abilities as journalists who engage with sports through in-depth reporting, creativity and modern presentation through the website and corresponding social media accounts. This sports program is designed to complement the school’s newspaper, *Hi’s Eye*, and to provide student-journalists with another option for publication in a rapid online format that is focused on sports with some opportunities to contribute to the print version of the newspaper as well.

\*To be recommended for this course, students must demonstrate the following criteria:

1. An A or B+ average in Journalism II.
2. A demonstrated interest in becoming a serious student writer, editor, or photographer, and an interest in a career in journalism.

**Grade 11 & 12 Course: 2490 – Women’s Studies**

Prerequisites: None

Description:

Half Year  
2.50 Credits

Women’s Studies is a semester elective course for eleventh and twelfth graders. This humanities-based elective is taught by either an English or Social Studies teacher. The course introduces students to the field of women’s studies using an interdisciplinary approach. This course challenges students to evaluate the social, economic, political, and spiritual experience of women in American culture, from the 20<sup>th</sup> century to today. Through historical artifacts, students investigate the fight for women’s rights, covering topics ranging from suffrage to equal pay. Students explore modern issues, drawing from personal experience, and their studies of literature and the arts. Students also examine the extent to which gender inequality still exists, how the experience of men and women may be shaped by gender perceptions, and how pop culture influences perceptions of feminism. Students are encouraged to engage with these issues by asking questions and sharing their own perspectives. Although this course is titled “Women’s Studies,” all students who are curious about gender and equality, are encouraged to enroll.

## ENGLISH DEPARTMENT

Below are the **typical** English course selections in each grade. **Students may move between levels based on their performance.** Please contact your son/daughter’s English teacher if you have questions.

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Required Courses</b>	English I (2010) (2011)  Humanities (2416)	English II (2020) (2021)  English II Honors (2022)	English III (2030) (2031)  American Studies (2431) American Studies Honors (2432)  English III Honors (2032)	English IV (2040) (2041)  The Global Citizen (2441)  English AP Language and Composition (2144)  English AP Literature and Composition (2146)
<b>Electives</b>	Blog Writing (2979)	Blog Writing (2979)  Journalism I (2228)	Blog Writing (2980)  Journalism II (2231)  Writer’s Craft (2338)  Women’s Studies (2490)	Blog Writing (2980)  Journalism III (2241)  Magazine Journalism (2242)  Sports Journalism (2245)  Writer’s Craft (2338)  Women’s Studies (2490)

## ENGLISH AS A SECOND LANGUAGE

This state-mandated program provides support and instruction for Limited English Proficient (LEP) students. Placement in ESL courses and exit from the ESL program are both based on multiple criteria which include results on the WIDA MODEL assessment, ACCESS for ELLs, standardized tests, reading level, teacher recommendation and classroom performance. There are four levels of ESL instruction for English Language Learners (ELLs): Beginner, Intermediate, Advanced, and Transition (Advanced II). In addition to these courses, Study Skills for ELLs is an elective course assigned to learners with low English language proficiency who require further support in acquiring the English language, adapting to new community/school culture, and integrating to American society. All instruction is conducted by a certified ESL teacher.

**Grade 9, 10,  
11 & 12**  
Full Year  
5.00 Credits

**Course: 8910 – English as a Second Language - Beginner**

Description:

Placement determined by multiple criteria stated above.

**Grade 9, 10,  
11 & 12**  
Full Year  
5.00 Credits

**Course: 8920 – English as a Second Language – Intermediate**

Description:

Placement determined by multiple criteria stated above.

**Grade 9, 10,  
11 & 12**  
Full Year  
5.00 Credits

**Course: 8930 – English as a Second Language - Advanced**

Description:

Placement determined by multiple criteria stated above.

**Grade 9, 10,  
11 & 12**  
Full Year  
5.00 Credits

**Course: 8940 – English as a Second Language – Transition (Advanced II)**

Description:

Placement determined by multiple criteria stated above.

**Grade 9, 10,  
11 & 12**  
Full Year  
5.00 Credits

**Course: 8905 – Study Skills for English Language Learners**

Description:

Placement determined by multiple criteria stated above.

## VISUAL AND PERFORMING ARTS

The Visual and Performing Arts Department consists of Art, Music and Drama. The primary purpose of the Visual and Performing Arts Department is to provide a continuous program of education that makes an important contribution toward developing cultural and aesthetic values of all students. Courses are designed to meet the diverse needs of all learners. From the student who simply enjoys playing, singing, creating, or acting, to the student who will go on to major in the arts, there is a suitable course available for every student.

The ultimate aim of the Westfield Visual and Performing Arts Program is to cultivate artistic development by maximizing students' ability. Each student is given the opportunity to understand and appreciate the arts as an essential ingredient toward specific educational objectives, while also developing as well-rounded individuals.

No specific course taken in the Visual and Performing Arts Department is required for graduation; however, any course taken in the department will count toward satisfying the Visual and Performing Arts requirement.

### ART

Art education provides an opportunity for students to increase their awareness and perception of their visual environment through the production and appreciation of art. Students participating in the program will be exposed to a variety of media and techniques. The Fine Arts strand is a sequential program from Foundations of Art through Advanced Portfolio Development and Art History. One of the goals of the art program is to prepare students to utilize the vocabulary of the elements and principles of art to express themselves in response to their work and the work of others.

The Fine Arts strand is a sequential program covering four years of high school; in order to complete the sequence, students must enroll in Art I/Foundations of Art in the 9<sup>th</sup> grade year.

**Grade 9, 10,  
11 & 12**

Full Year  
5.00 Credits

**Course: 1011 – Art I/Foundations of Art**

Prerequisites: None

Description:

Foundations of Art is a full year, introductory, visual arts course that develops a basic foundation for the visual arts. This course is a prerequisite for Drawing and Graphic Design. Students develop an appreciation of the production of a variety of art through media exploration. While developing their own production pieces, students are introduced to aesthetics, art criticism and art history. Students learn to identify and utilize the basic elements of art in historical works, contemporary pieces and in their own work. They begin to develop a personal understanding of organizing space through the introduction of the principles of design.

The goal of Foundations of Art is to advance an artistically informed student's capability of developing, analyzing, appreciating and creating visual works of art. This is the first course for students who are interested in pursuing a sequential art education in high school.

**Grade 10,  
11 & 12**

Full Year  
5.00 Credits

**Course: 1021 – Art II/Drawing**

Prerequisites: Art I/Foundations of Art or with teacher recommendation in the event of a student transfer.

Description:

This course provides students with a comprehensive exposure to drawing. Through rigorous exercises, students are immersed in the mindset of the draftsman. The focus of this course is observational drawing and learning the challenging skill of true seeing as well as draftsmanship; to see, rather than symbolize. Linear contour drawings, line quality, the illusion of form, sighting/perspective, spatial judgments, proportions, portraiture, and organizing space with the use of a viewfinder will all be practiced. The

only way to learn to draw accurately is to get vast amounts of drawing experience. Students internalize vocabulary and practice observational drawing until it becomes second nature. Repetition of good drawing habits is emphasized.

This course enables students to make informed critical and aesthetic judgments, create works of art, and understand the historical and cultural influences of drawing. This is the second course for students who are interested in pursuing a sequential art education in high school.

**Grade 11 & 12 Course: 1031 – Art III/Composition and Artist’s Practices in 2-D**

Prerequisites: II. Drawing

Description:

Full Year  
5.00 Credits

This course provides students with advanced knowledge and skills in fine arts. It builds on the draftsmanship skills learned in Drawing. Composition is developed through the use of the principles of design in both concrete and abstract applications. The course includes an in-depth study of historical armatures, which students then incorporate into original works of art. Students are exposed to and use techniques and practices of professional artists in developing their portfolios. Traditional techniques of painting are introduced and developed in the course.

This course enables students to make informed critical and aesthetic judgments, create works of art and understand the historical and cultural influences of two-dimensional works. This is the third course for students who are interested in pursuing a sequential art education in high school.

**Grade 12 Course: 1041 – Art IV/Advanced Portfolio Development and Art History**

Prerequisites: III. Composition and Artist’s Practices in 2-D

Description:

Full Year  
5.00 Credits

Advanced Portfolio Development and Art History is designed to provide students with advanced knowledge and skills as well as a historical context for the creation of a personal body of work. The course builds on the Composition and Artist's Practices in 2-D course. Emphasis is on personal style development for presentation, both for in-class critiques and portfolio. The history of art is investigated and a mid-term and final will be administered.

This course takes the students through centuries of art as they continue to develop and refine the skills needed to create and appreciate fine art and 21st Century career skills. This course enables students to make informed critical and aesthetic judgments, create works of art, and understand the historic and cultural influences of art. It is the fourth course for students who are interested in pursuing a sequential art education in high school.

**Grade 9, 10, 11 & 12 Course: 1161 – Crafts Exploration**

Prerequisites: None

Description:

Full Year  
5.00 Credits

Crafts Exploration provides a broad perspective into crafts from a variety of world cultures to contemporary times. The course covers the elements and principles of design (organization) through the examination and production of crafts in a more extensive variety of media. Contemporary crafts and traditional crafts, including but not limited to, fiber, textiles, paper and jewelry, are expanded upon in this course. The course enables students to make informed critical and aesthetic judgments, create art and understand the historical and cultural influences of crafts. All students demonstrate appropriate grade-level proficiency in an extended variety of materials and media.

This course is recommended for students in all grades wishing to explore craft techniques from various cultures.

**Grade 9, 10, 11 & 12 Course: 1168 – World Crafts Sampler**

Prerequisites: None

Description:

Half Year  
2.50 Credits

World Crafts Sampler provides a glimpse into the crafts from world cultures to contemporary times. It is an abbreviated experience in the crafts domain. The course

covers the elements and principles of design (organization) through the examination and production of crafts in a limited variety of media. Contemporary crafts and traditional crafts, including, but not limited to, fiber, textiles, and paper are included in the course. The course enables students to make informed critical and aesthetic judgments, create art and understand the historical and cultural influences of crafts. All students demonstrate appropriate grade-level proficiency in a limited variety of materials and media.

This course is recommended for students in all grades wishing to explore basic craft techniques.

**Grade 9, 10,  
11 & 12**

**Course: 1178 – Ceramics**

Prerequisites: None

Description:

Half Year  
2.50 Credits

This course is designed to introduce students to clay as a medium for artistic expression. The studio experience will teach students the main techniques of beginner hand-building, glazing and firing skills. Students will participate in the studio production of finished ceramic pieces. Time management, studio maintenance and safety awareness will be included.

The course will enable students to make informed critical and aesthetic judgments, create art, and understand the historical and cultural influences of ceramics. It is recommended for students in all grades wishing to create objects from clay while learning about the historical and cultural influences of ceramics.

**Grade 9, 10, 11  
& 12**

**Course: 1179 – Ceramics 2**

Prerequisites: Ceramics

Description:

Half Year  
2.50 Credits

This course is designed to continue exposing students to clay as a medium of artistic expression. The studio experience will take the student from beginner to intermediate level in hand-building, wheel throwing, glazing and firing skills. Students will participate in the studio production of finished ceramic pieces. Time management, studio maintenance and safety awareness will be included.

The course will enable students to make informed critical and aesthetic judgments, create art and understand the historical and cultural influences of ceramics. It is recommended for students in all grades wishing to create objects from clay while learning about the historical and cultural influences of ceramics.

## MUSIC

Music education is primarily the education of human feeling through the development of a responsiveness to the aesthetic qualities of sound. Students participating in the music program will be able to demonstrate knowledge of music in a historical context as well as an understanding of the structural elements of music. Students participating in musical ensembles (e.g. bands, orchestras, or choirs) will also demonstrate an understanding of these skills through the medium of performance.

**Grade 9, 10,  
11 & 12**

**Course: 1362 - Percussion Band**

Prerequisites: For incoming ninth grade students, enrollment will be based upon the successful demonstration of basic percussion skills acquired in elementary and middle school band class. Examples of required skills are snare drum rudiments, timpani tuning and technique, basic mallet technique and reading ability. In addition, a recommendation from the intermediate school band director is necessary in order to audition for this ensemble. For current ninth-twelfth grade students there will be open auditions or placement made by the recommendation of the high school band director.

Description:

Full Year  
5.00 Credits

The Percussion Studies class is for all high school percussionists not enrolled in the Wind Ensemble. Percussion students audition for band placement but are enrolled in this class instead, which performs concerts as a percussion ensemble as well as percussion sections of either Concert Band or Symphonic Band. This class addresses the specific needs of these students both musically as well as those situations unique to the modern percussionist from instrument to instrument. Students are assessed in the areas of: staff note reading/recognition; ear training; posture/set-up; rhythmic

accuracy; technique; phrasing; dynamics; articulation/sticking; class progress/attitude; and preparedness. These assessments may take place during a rehearsal or in the company of the teacher. Students in the Percussion Band class will perform a wide range of musical works, written especially for percussion ensemble, while at the same time working on the music from the band to which each student is assigned.

**Grade 9, 10,  
11 & 12**

**Course: 1360 – Concert Band: (Brass) and (Woodwind)**

Prerequisites: Enrollment in Concert Band will be based upon the ability to read and perform at an intermediate level on their instrument, and a recommendation from the intermediate school band director.

Description:

Full Year  
5.00 Credits

Concert Band is a full year course designed primarily to provide intermediate ninth grade students with a foundation in all aspects of reading, playing and understanding music. It builds upon the knowledge and technical skills acquired by the student up to the ninth grade. It enables students to make informed critical and aesthetic judgments, build self-assessment skills, and understand the historical and cultural influences of music. Prior instrumental music experience is required. Ninth grade band students are expected to have reached a proficiency level on their instruments conducive to playing intermediate level music. The course will continue developing technical skills applicable to their respective instruments. The goal of Concert Band is to develop an artistically informed student, knowledgeable of musical terminology, symbols, history, and to help him/her become technically competent on his/her instrument, self-assessing his/her own progress and performance.

**Grade 9, 10,  
11 & 12**

**Course: 1361 – Symphonic Band: (Brass) and (Woodwind)**

Prerequisites: Enrollment in Symphonic Band will be based upon the ability to read and perform at an intermediate level on their instrument, and a recommendation from the high school band director.

Description:

Full Year  
5.00 Credits

Symphonic Band is a sequential continuation of Concert Band. It is designed primarily to provide tenth through twelfth grade students with all aspects of reading, playing and understanding music at a level higher than Concert Band. It builds upon the knowledge and technical skills acquired by the student through the Concert Band experience. Prior instrumental music experience is required. Students are assessed in the spring to determine proper placement in the high school band program. Symphonic Band students are expected to have reached a proficiency level on their instruments conducive to playing intermediate to advanced level music. The course will continue developing technical skills applicable to their respective instruments. The course enables students to make informed critical and aesthetic judgments, build self-assessment skills, and understand the historical and cultural influences of music. The goal of Symphonic Band is to continue developing the artistically informed student, knowledgeable in musical terminology, symbols, history, and to further develop technical skills on his/her instrument, self-assessing his/her own progress and performance.

**Grade 9, 10,  
11 & 12**

**Course: 1363 – Wind Ensemble (Advanced Level)**

Prerequisites: Enrollment in Wind Ensemble will be based upon the ability to read and perform at an advanced level on their instrument, and an open audition with the high school band director.

Description:

Full Year  
5.00 Credits

Wind Ensemble is a full-year course designed primarily to provide advanced students (grades 10-12) with an opportunity to perform technically and musically challenging repertoire, and to develop their musical knowledge and artistry at the highest level. It builds upon the knowledge and technical skills acquired in previous instrumental ensembles. Prior instrumental music experience is required. Students are assessed to determine proper placement in the high school band program. Wind Ensemble students are expected to have reached an advanced-proficiency level on their instruments. The majority of the repertoire selected for this ensemble is advanced high school literature

as well as college-level literature. The Wind Ensemble, although designed as a performance-oriented class, provides the students with an in-depth study of music literature coupled with rehearsal technique leading to performance. This group will participate in concerts and adjudicated activities suitable for high school musicians.

**Grade 10,  
11 & 12**

**Course: 1364 – Concert Choir/Wind Ensemble Combination**

Prerequisites: Teacher recommendation based upon auditions for both choir and wind ensemble.

Description:

Full Year  
5.00 Credits

Students wishing to take concert choir and wind ensemble simultaneously must enroll in course 1364. Students must be recommended by both vocal and instrumental music instructors to take this combination course. The classes meet simultaneously and alternate two and three days per week, as needed.

**Grade 9, 10,  
11 & 12**

**Course: 1416 – String Orchestra**

Prerequisites: Enrollment in String Orchestra will be based upon the ability to read and perform at an intermediate level on their instrument, and a recommendation from the intermediate or high school orchestra director.

Description:

Full Year  
5.00 Credits

The Symphony Orchestra is a full-year course that provides students with a systematic and progressive instrumental education. While public performance is the main objective of the course, the students also increase their technical proficiency and theoretical and historical knowledge of music. Symphony Orchestra performs several times a year in public concerts.

The goals of Symphony Orchestra are to develop an artistically developed student who is knowledgeable of music terminology and symbols and is technically competent on his/her instrument.

This course is recommended for intermediate -level string players who want to develop their musical skills and knowledge.

**Grade 9, 10,  
11 & 12**

**Course: 1417 – Chamber Orchestra**

Prerequisites: All students must audition, and all incoming ninth grade students must also receive a recommendation from their intermediate school orchestra director.

Description:

Full Year  
5.00 Credits

Chamber Orchestra is a select ensemble for advanced string musicians. The curriculum is designed to give advanced string players the opportunity to study and perform masterworks from the Baroque, Classical, Romantic and Modern periods of music. The students concentrate on systematically increasing their proficiency in musical interpretation, theory, and history. Chamber Orchestra performs several times a year in public concerts. The goals of Chamber Orchestra are to artistically develop a student who is knowledgeable of music terminology and symbols and is technically competent on his/her instrument.

This course is recommended for highly advanced string players.

**Grade 9, 10,  
11 & 12**

**Course: 1560 – Mixed Chorus (Soprano/Alto)**

**1561 – Mixed Chorus (Tenor/Baritone/Bass)**

Prerequisites: None

Description:

Full Year  
5.00 Credits

Mixed Chorus is a full-year course that affords students educational opportunities for performance and the development of aesthetic sensitivity. This choral experience for mixed voices seeks to develop positive and enthusiastic attitudes toward participation in performance, and knowledge of a variety of choral repertoire. Choral and vocal techniques, sight singing, and appropriate choral literature are emphasized. Students also explore the various periods in music history and learn structural components of music. Requirements include participation in holiday and spring concerts.

This course is recommended for students who enjoy singing and wish to improve their choral skills.

**Grade 10,  
11 & 12**

**Course: 1564 – Treble Chorus**

Prerequisites: To enroll in Treble Chorus, a student must be recommended by the instructor based upon an audition to determine voice range, quality, intonation, and blend.

Description:

Full Year  
5.00 Credits

Treble Chorus is a full-year course for the highly motivated and musically talented student whose advancement within Mixed Chorus allows them to progress to more challenging skills. Students must show continuous evidence of utilizing independent study and practice to meet the objectives of this course. Instruction is based on performance literature designed specifically for treble voices. Requirements include participation in holiday and spring concerts.

**Grade 10,  
11 & 12**

**Course: 1644 – Concert Choir**

Prerequisites: Mixed Chorus or equivalent, to enroll in Concert Choir a student must be recommended by the instructor based upon an audition to determine voice, range, quality, intonation, and tonal memory.

Description:

Full Year  
4.00 Credits

Concert Choir is a full-year advanced course for the highly motivated and musically talented student. Students must show continuous evidence of utilizing independent study and practice to meet the objectives of this course. Instruction is based on performance literature, requiring public performances both in and out of school. This course is recommended for students with advanced choral skills and mature tone quality.

**Grade 10, 11  
& 12**

**Course: 1684 – Chorale/Choraleers**

Prerequisites: Simultaneous enrollment in Concert Choir, (1644) or Concert Choir/Wind Ensemble (1364). A student must be recommended by the instructor based upon an audition to determine voice range, quality, intonation, and tonal memory.

Description:

Full Year  
5.00 Credits

Chorale is a full-year course that focuses on the development of musical concepts that are necessary to perform chorale works at an advanced level. The emphasis is on classical chamber literature from the Renaissance to the Contemporary. Members of the ensemble study music under the direction of a choral director who maintains a balance between advanced choral techniques and appropriate literature for the chamber choir. Instruction is based on performance literature, and the course requires public performances both in and out of school.

Choraleers is a full-year course that focuses on the development of musical concepts, which are necessary to perform vocal jazz and show music at an advanced level. Instruction is based on performance literature, and the course requires public performances both in and out of school.

This course is recommended for students who exhibit superior vocal skills which include extensive independence in a cappella singing, strong sight reading, and blend.

**Grade 9, 10,  
11 & 12**

**Course: 1369 – Marching Band or Color Guard**

Prerequisites: None

Description:

First Semester  
1.50 Credits

Participation in the Marching Band is an option for all students. Marching Band members will perform at competitions, all football games, and at several community events including the Memorial Day Parade and the Halloween Parade. Frequent rehearsals, including some held on weekends, are necessary to prepare for competitive marching events.

Color Guard members perform with the Marching Band. It is open to all students interested in dance, flag, and/or rifle drill techniques.

Attendance at Marching Band camp held in mid/late August is required for the course.

Marching Band is recommended for students who have demonstrated a foundation in basic instrumental technique and musical knowledge and who have a desire to perform at football games, parades, and competitions. Color Guard is recommended for students interested in learning dance, flag, and/or drill techniques and participating at football games, parades, and competitions with the Marching Band.

**Grade 9, 10,  
11 & 12**

**Course: 1761 – Writing and Arranging I Music Theory**

Prerequisites: None

Description:

Full Year  
5.00 Credits

Writing and Arranging I is a full-year music theory course that introduces students to an appreciation and application of the basic skills of musical analysis, dictation, notation, and composition. Additionally, students learn music history and musical forms.

The goal of Writing and Arranging I is to develop an artistically developed student who is capable of creating, notating, analyzing, and producing musical compositions.

This course is recommended for students who want to learn the rudiments of music theory and build a foundation of knowledge on harmony, form and composition. The ability to read music is required.

**Grade 10,  
11 & 12**

**Course: 1763 – Writing and Arranging II Music Theory**

Prerequisites: Writing and Arranging I

Description:

Full Year  
5.00 Credits

Writing and Arranging II is a full year music theory course that follows the foundational work of Writing and Arranging I. Students will advance in the study of harmony, musical analysis, four part writing, form, dictation, notation, and composition. Additionally, students learn music history and orchestration techniques.

The goal of Writing and Arranging II is to develop an artistically developed student who is capable of creating, notating, analyzing, and producing musical compositions.

This course is recommended for the serious music student who has completed or has met the requirements for Writing and Arranging I.

**DRAMA**

The art of communication among individuals and groups of people is of vital importance. The various drama opportunities available to all students help them develop the communications process of perceiving, listening, thinking, and speaking. The Drama strand is a sequential program from Drama I to Drama III B. The classes focus on participation in theater exercises designed to make the students aware of physical and emotional demands of creating theater. Scene study, oral interpretation, and theater history are also major topics covered in each course. Working individually, in pairs, and in groups, students create performance pieces incorporating all the techniques used in class study.

**Grade 9, 10,  
11 & 12**

**Course: 1218 – Introduction to Theater**

Prerequisites: None

Description:

Semester  
2.50 Credits

This course introduces students to the theatrical experience. The focus of the course is on participatory exercises, games, improvisations, movement, and vocal work so that students become aware of their physical, emotional, and vocal expressions. By becoming cognizant of their personal forms of expression and ways to channel and focus these through scripted work, students learn to create a character with organic and dynamic expression. Students will become familiar with the stage geography and terms associated with any theatrical production. Students will also enhance their appreciation of viewing theatrical productions by becoming aware of all the necessary steps in mounting a play. The acting process used in creating self-expression through character is the ultimate goal of Introduction to Theatre.

This course is recommended for any students at any grade level whether anticipating further studies in theater or just interested in an introductory experience to theater.

<p><b>Grade 10, 11 &amp; 12</b></p> <p>Full Year 5.00 Credits</p>	<p><b>Course: 1221 – Theater Workshop</b>  <u>Prerequisites:</u> Introduction to Theater  <u>Description:</u>  Theatre Workshop is a full-year course designed to focus the student on the relationship between self and the script. While developing their acting technique from the page to the stage, students will explore past experiences and life situations as a means of analyzing ways they can express action and reaction. They will work with the power and simplicity of vulnerability and spontaneity. Students will further their acting technique with advanced study in scenes and monologues. They will also learn the actor's approach to script analysis for beats, given circumstance, actions, objectives, tactics, motivation, obstacles, moments, transactional analysis, and advanced characterization. Students will further develop their stage voice and character voices. Students will be expected to participate in performance pieces for competitions and/or seminar production.  This course is recommended for any student who has completed Introduction to Theatre and is interested in further developing acting/performance skills.</p>
<p><b>Grade 11 &amp; 12</b></p> <p>Half Year 2.50 Credits</p>	<p><b>Course: 1238 – Advanced Theater Technique</b>  <u>Prerequisites:</u> Theater Workshop  <u>Description:</u>  Students will study theater history, stages, and styles of acting from the Restoration through Chekhov. Acting techniques appropriate to performing Commedia dell'arte, Restoration, French Neoclassical, Delsarte, and Chekhov will be studied. Techniques will be applied to performance pieces from classic texts ranging from the English and French Restoration period and culminating with late nineteenth century realism. Students will continue working on scenes and monologues in preparation for college or professional auditions. Students will work on developing accents. This course is recommended for students who have completed Introduction to Theatre and Theatre Workshop and are interested in learning the process of connecting the actor to the script.</p>
<p><b>Grade 11 &amp; 12</b></p> <p>Half Year 2.50 Credits</p>	<p><b>Course: 1248 – Advanced Theater Production</b>  <u>Prerequisites:</u> Theater Workshop  <u>Description:</u>  Advanced Theatre Production is an extension of the personal work of Theater Workshop, focusing on experiencing a deeper, more fully realized connection between the personal expression of the actor and the character demands of the script. Students will study modern acting techniques from Stanislavski to Grotowski. The techniques of popular contemporary theorists including Stanislavski, Adler, Bolevlavski, Meisner, Strasberg, and Grotowski will be applied to modern drama and comedy as well as experimental and Theater of the Absurd. Emphasis will be placed on scene and monologue work building towards a deeper emotional connection with the text. Students will continue advanced characterization and accents. This course is recommended for students who have completed Introduction to Theatre and Theatre Workshop. Advanced Theater Technique is not required in order to take this course. Students who want to further develop their acting skills are encouraged to take Advanced Theater Production. Performance in student-generated theater pieces are the goal of this advanced acting class.  Scheduling Note: Each semester of Advanced Theater Technique (1238) and Advanced Theater Production (1248) is independent. Either course may be selected without the other.</p>
<p><b>Grade 9, 10, 11 &amp; 12</b></p> <p>Full Year 5.00 Credits</p>	<p><b>Course: 9294 – Stagecraft</b>  <u>Prerequisites:</u> None  <u>Description:</u>  Stagecraft will introduce students, both novice and experienced, to a practical approach to the technical and production aspects of theater. Students will learn the skills needed to construct scenery, hang and focus lighting instruments, and</p>

implement a sound system for vocal reinforcement. Additionally, students will be introduced to the theatrical design concept and will draft their own designs for scenery and/or lighting of a theatrical production, construct original scale set models for actual plays, and create individual design projects for costumes, make-up, props and publicity. In conjunction with the Drama Department, students will take an active role in each of the major productions at WHS. This course may satisfy the Visual and Performing Arts OR 21st Century Life and Careers requirement for graduation.

## HEALTH

In the health program, students in the ninth through twelfth grades will be provided an opportunity to develop a greater understanding and appreciation of the complexity of life and the responsibility for maintaining good basic health practices. The comprehensive Health Education Program includes health, family living, and drug education topics including the effects of emotions on the human body, ways to cope with stress, and body systems. Also covered are the types and causes of sexually transmitted infections/diseases, including HIV/AIDS. Students are encouraged to make the responsible decision to choose abstinence to help prevent the spread of these diseases. Students will continue to learn the uses, abuses, and effects on the body of tobacco, alcohol, and other drugs. A unit on cardio-pulmonary resuscitation and the use of an AED is provided for senior students. Please note there are no Physical Education exemptions granted during the marking period a student is assigned to Health.

The New Jersey State Department of Education requires one year of Health/Physical Education for each year of enrollment.

**Grade 9**                      **Course: 0419 – Health/Family Living/Drug Education**

Prerequisites: None

Description:

1 Marking  
Period  
1.00 Credit

The ninth grade health curriculum provides the students with necessary information and life skills to take charge of their health. An emphasis is on health promotion, prevention, and acquiring the life skills necessary to evaluate health information for the purpose of advocating for their own health. Students are encouraged to make healthy decisions by reflecting on their own personal and family values with respect to the gender, culture, ethnic, racial and religious differences.

This course is designed to introduce the concept of wellness and the importance of taking personal responsibility for maintaining a healthy lifestyle. The leading causes of injury and death in our country today are related to one's lifestyle. Since adolescence is a time in which many new and important lifestyle decisions are made, the course focuses on communication skills and effectively using decision making models. Students will practice using such models in class by applying them to real-life situations. They are encouraged to utilize these tools in their lives when making lifestyle choices while taking into account their personal and family values and goals. This course encourages the life skills necessary to improve the six components of health/wellness, decision-making, and coping strategies relating to grief. Students have the opportunity to explore the topics of mental health, suicide prevention, human sexuality, and alcohol education.

**Grade 10**                      **Course: 0429 – Health/Family Living/Drug Education**

Prerequisites: None

Description:

1 Marking  
Period  
1.00 Credit

Health 10 is designed to expand upon the foundation of information gained by students in ninth grade. It affords students the opportunity to utilize the information and decision making skills necessary to achieve personal wellness.

In this course, students are provided an in-depth look at how alcohol abuse and addiction affects people throughout their lives. The skills and strategies in this course enable students to improve relationships. Skills such as morals and values clarification are tools that are emphasized in this course. A recurring theme throughout the curriculum is personal responsibility for one's actions. Several themes discussed include balance, choices, values, and outcomes. Students explore these themes as they apply to the various topics covered throughout the curriculum including human sexuality dealing with the areas of abstinence, contraception/birth control, relationships, teen pregnancy and pregnancy.

**Grade 11**

**Course: 0439 – Health/Family Living/Drug Education**

Prerequisites: None

Description:

1 Marking  
Period  
1.00 Credit

The curriculum is focused on interpersonal relationships in high school, college, in the workplace, and beyond. Students will learn about healthy vs. unhealthy relationships, dating violence and breakup violence, sexual harassment, and sexual assault. They will be given opportunities to explore their personal values and how they affect their relationships with others. Students will be provided with information on the laws pertaining to the various topics as well as their rights and resources for help on both local and national levels. When applicable, the role that drugs and alcohol play in these situations will be highlighted.

**Grade 12**

**Course: 0449 – Health/Family Living/ Drug Education**

Prerequisites: None

Description:

1 Marking  
Period  
1.00 Credit

This course is designed to expand upon the content covered in prior health courses. The focus is to prepare students for life beyond high school, when they will be more independent and responsible for their personal health and wellness. Students will learn a great deal about CPR, the use of an AED, and how to recognize and care for several first aid emergencies including heart attacks, strokes, seizures, and more. They will have hands-on practice with these skills. Another focus of the course is preparing students for living away at college. Students will learn about various aspects of college life such as making healthy choices in regard to the use of drugs and alcohol, and maintaining their physical, mental, social, and sexual health into adulthood.

## INDEPENDENT STUDY

Westfield High School offers an Independent Study Program to address the needs of those students who wish to make up a specified course of study in the curriculum for credit or to those students who demonstrate exceptional ability and talent in special areas. In all cases, Independent Study offers the student the opportunity to study with a mentor/teacher, emphasizing self-discipline and self-directed learning.

**Grade 9, 10,  
11 & 12**

Credits to be  
determined

### **Course: Independent Study**

Description:

In order to provide students of exceptional ability and talent with special programs and services, Independent Study opportunities will be implemented as part of any curriculum or course of study approved by the Board of Education. Independent Study opportunities will follow procedures established by the high school principal that include an identification process and selection criteria. Independent Study Programs will be graded, and upon completion, awarded credit under the appropriate curricula or course of study.

### **Procedures**

The following are the procedures for establishing an [Independent Study](#):

1. A student who desires admission to the Independent Study Program will initiate the process by contact and discussion with an instructor who agrees to serve as mentor. **The student must submit [the application for Independent Study](#) by October 1st for a Fall semester project, November 1st for a full-year project, and by February 1st for a Spring project.**
2. The student will discuss the independent study with their parents/guardian and their school counselor to ensure support of the project.
3. The student and mentor will work cooperatively to develop a written proposal that will describe the nature of the study to be undertaken.
3. The Independent Study proposal shall be submitted by the student via this Google form and will be forwarded to the Department Supervisor who may approve it, or return it unapproved with written recommendations. If the Independent Study proposal is approved by the Department Supervisor, it will be forwarded to the Principal for final approval. If the Independent Study proposal is returned with recommendations, the student may revise the proposal and resubmit it.
6. Student progress will be monitored and reported via the Interim Progress reports. The student will receive a grade and regular academic quality points upon completion of the Independent Study program. In addition the mentor may write a narrative to issue a final grade.
7. Students must schedule, in conjunction with their mentor, a culminating presentation of their independent study to the administrative team including Principal, Assistant Principal, Department Supervisor, and Director of Counseling at least two weeks in advance.

## **Types of Independent Study**

### **I. Remedial**

To address the needs of those students who wish to make up a specified course in the curriculum for credit that has not been previously earned, Westfield High School offers an Independent Study/Remedial Program to students who are unable to complete a program because of scheduling problems or the inability to attend summer school.

The Independent Study/Remedial Program awards academic credit to those students who complete the program of studies under the direction of a properly certificated staff member. In consultation with the counseling department and parent(s)/guardian(s), the principal will determine which students qualify for the Independent Study/Remedial Program and set an appropriate timeline for the stipulated program of studies to be completed.

### **II. Extension**

To address the needs of those students who wish to study a given program for which a curriculum does not currently exist or a program that goes beyond the highest level of courses currently offered at Westfield High School, Extension Independent Study is an option. The Extension Independent Study Program awards academic credit to those students who complete an advanced program of studies in an existing curricular area. That program may include, but need not be limited to, enrollment in a course offered by an approved institution of higher learning.

### **III. Creative**

In keeping with the State mandate on addressing the needs of the Gifted and Talented, Westfield High School wishes to serve all of its students both in regular curricular offerings and in alternative ways. Although our course offerings are rich in their diversity, we acknowledge that students' interests and talents may sometimes lie outside what is available in the regular classroom. Students will earn academic credit for work in the Creative Independent Study Program.

The Creative Independent Study Program will allow students to work with faculty members in fields in which faculty often have specialized training or degrees. Student benefits will be many, including development of skills in working on projects (assignments) in a self-directed fashion, reading and/or studying at the college level, working closely with individual faculty members at an advanced level, and learning how to design a course of study (i.e. proposal of study) and successfully complete it.

## MATHEMATICS

The mission of the Mathematics Department is to build competence and confidence in mathematics, both conceptually and procedurally, in preparation for a society increasingly dominated by quantitative methods, data, and technology. We strive to foster the development of students' ability to solve unique and complex problems independently and collaboratively, apply skills and knowledge to generate meaningful solutions, and communicate results clearly in a variety of forms. We set high expectations for all students, while respecting and accommodating their diverse individual needs.

Although three years of mathematics are required for graduation, to ensure readiness for college and 21<sup>st</sup> century careers, WHS students are encouraged to take mathematics all four years. A strong foundation in mathematics will be invaluable for those entering the workforce after high school, while college-bound seniors will benefit from the additional preparation for college courses. Scientific and graphing calculators are used on a regular basis in mathematics classes. Although these calculators are available for use in the classroom, students may wish to purchase their own for use in school and at home. Teachers will provide information regarding appropriate models.

The flow chart following the course descriptions shows typical course sequences. Students and parents should refer to these guidelines and to the specific course descriptions. Placement in certain science courses requires a teacher recommendation. These courses are indicated by an asterisk (\*) attached to the course name in the course description section.

Three years of mathematics – Algebra, Geometry, and a third year of math that builds upon these two (2) courses - are required for graduation.

### **Grade 9**

#### **Course: 6017 – Algebra I**

Prerequisites: None

Description:

Full Year  
5.00 Credits

Topics include operations with real numbers, linear and quadratic equations, functions, polynomials, radicals, and rational expressions. The real-life value of algebra as a problem-solving tool is a major theme stressed in this course.

This course is required for students who have not successfully completed a formal Algebra I course or the equivalent at the intermediate level.

### **Grade 9 & 10**

#### **Course: 6121 – Geometry**

Prerequisites: Algebra I

Description:

Full Year  
5.00 Credits

This course is intended as a survey of Euclidean geometry concepts and the elements of logic. As with all geometry courses, there is a focus on precise use of language and careful application of the deductive process. There is limited emphasis on formal proofs and more embedded review of previously-taught concepts as students learn about the characteristics of shapes in two- and three-dimensional space and are introduced to basic geometric constructions. Scientific calculators are used regularly.

This course is intended for students who require a slower pace and a more methodical, hands-on approach to learning mathematics.

### **Grade 9 & 10**

#### **Course: 6127 – Geometry Advanced\***

Prerequisites: Algebra I

Description:

Full Year  
5.00 Credits

The focus of this course is the development of the concepts of Euclidean geometry in two- and three-dimensions. Emphasis is placed on application of geometric properties and relationships, formal two-column proofs, and an introduction to constructions. Review of algebraic concepts is incorporated through problem solving and applications. Scientific calculators are used regularly.

\*To be recommended for this course, students must meet the following criteria:

1. Solid foundation in mathematics, as evidenced by a "B+" average in Algebra I
2. Strong scores on the Algebra I Midterm Exam and Geometry Aptitude Test.

This course is intended for students with a solid background in mathematics.

<b>Grade 9</b>	<p><b>Course: 6123 – Geometry Honors*</b>  <u>Prerequisites:</u> Algebra I  Description:  Full Year  5.00 Credits</p> <p>This is a rigorous, fast-paced course. Mastery of Algebra I skills and concepts is required. The course is designed to develop students’ understanding of a mathematical system and capacity for logical and spatial reasoning. Strong emphasis is placed on two-and three-dimensional concepts of Euclidean geometry, formal two-column proofs, transformations, constructions, introductory trigonometry, and real-world applications. Scientific calculators are used regularly.</p> <p>*To be recommended for this course, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. “A” average in Algebra I.</li> <li>2. Superior scores on the Algebra I Midterm Exam and Geometry Aptitude Test.</li> <li>3. Demonstrated high level of attention, motivation, class participation, and interest in the study of mathematics.</li> </ol> <p>This course is recommended for students with a strong math background and excellent Algebra I skills.</p>
<b>Grade 10, 11 &amp; 12</b>	<p><b>Course: 6020 – Algebra II</b>  <u>Prerequisites:</u> Geometry (6121)  Description:  Full Year  5.00 Credits</p> <p>The goal of this course is to broaden students’ mathematical experience and strengthen their fundamental algebra skills through embedded review while introducing new concepts. Topics include linear, quadratic, polynomial, exponential and logarithmic functions, complex numbers, trigonometry, and statistical reasoning. Graphing calculators from the TI-83/84 family are used extensively.</p> <p>This course is intended for students who require a slower pace, more review, and a methodical approach to learning mathematics.</p>
<b>Grade 10 &amp; 11</b>	<p><b>Course: 6021 – Algebra II Advanced*</b>  <u>Prerequisites:</u> Geometry Advanced (6127) or Geometry (6121)  Description:  Full Year  5.00 Credits</p> <p>The goal of this course is to build on and extend students’ prior knowledge of Algebra I and Geometry in preparation for Precalculus Advanced. The course extensively covers linear, quadratic, polynomial, exponential, logarithmic and rational functions, complex numbers, trigonometry, and statistical reasoning. Throughout the course, emphasis is placed on graphing, applications and problem solving. Graphing calculators from the TI-83/84 family are used extensively.</p> <p>*To be recommended for this course, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. Strong scores in mathematics, as evidenced by a “B+” average in Geometry Advanced (6127) or a high “A” average in Geometry (6121).</li> </ol>
<b>Grade 10</b>	<p><b>Course: 6023 – Algebra II Honors*</b>  <u>Prerequisites:</u> Geometry Honors (6123) or Geometry Advanced (6127)  Description:  Full Year  5.00 Credits</p> <p>This rigorous, fast-paced course stresses analytical thought, problem-solving, and critical thinking through real-world applications. Mastery of Algebra I and Geometry skills and concepts is required. The course extensively covers linear, quadratic, polynomial, exponential, logarithmic and rational functions, trigonometry, probability and statistical reasoning, sequences and series. Graphing calculators from the TI-83/84 family are used extensively.</p> <p>*To be recommended for this course, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. Desire and ability to study mathematics in depth and at an accelerated pace.</li> <li>2. Strong test scores and marking period grades as evidenced by a “B+” average in Geometry Honors (6123) or an “A” average in Geometry Advanced (6127).</li> </ol> <p>This course is intended for the most capable students who have exhibited the capacity to work independently and integrate new concepts with those learned previously.</p>

<b>Grade 11 &amp; 12</b>	<p><b>Course: 6441 – Precalculus</b>  <u>Prerequisites:</u> Algebra II (6020)  Description:  Full Year  5.00 Credits  This course will prepare students for college-level mathematics by reviewing, reinforcing and extending previously-learned skills. Topics include trigonometric and rational functions, exponential and logarithmic models, and conics. Graphing calculators from the TI-83/84 family are used extensively.  This course is intended for students who require a slower pace, more review, and a methodical approach to learning mathematics.</p>
<b>Grade 11 &amp; 12</b>	<p><b>Course: 6231 – Precalculus Advanced*</b>  <u>Prerequisites:</u> Algebra II Advanced (6021) or Algebra II (6020)  Description:  Full Year  5.00 Credits  This course is designed for students with a solid understanding of the concepts covered in Algebra I, Geometry and Algebra II. Using an analytical and graphical approach to functions and applications, the course provides rigorous preparation for Advanced Placement Calculus. Topics include analytic trigonometry, vectors, systems of equations, matrices and probability. Graphing calculators from the TI-83/84 family are used extensively.  *To be recommended for this course, students must meet the following criteria:  1. A solid foundation in mathematics, as evidenced by a “B+” average in Algebra II Advanced (6021) or an “A” average in Algebra II (6020).</p>
<b>Grade 11</b>	<p><b>Course: 6233 – Precalculus Honors*</b>  <u>Prerequisites:</u> Algebra II Honors (6023) or Algebra II Advanced (6021)  Description:  Full Year  5.00 Credits  This is a rigorous, fast-paced course. Mastery of Algebra I, Geometry and Algebra II skills and concepts is required. In addition to covering topics typically studied in Precalculus, the course focuses on the underpinnings of calculus to provide students with the depth of knowledge needed for success in Advanced Placement Calculus BC. Topics include conics, advanced trigonometry, polar and parametric equations, vectors, matrices, probability, sequences and series, limit theory, continuity, and techniques of differentiation. Graphing calculators from the TI-83/84 family are used extensively.  *To be recommended for this course, students must meet the following criteria:  1. Desire and ability to study mathematics in depth and at an accelerated pace.  2. Superior test scores and marking period grades as evidenced by a “B+” average in Algebra II Honors (6023) or an “A” average in Algebra II Advanced (6021).  This course is intended for the most capable students who plan to take Advanced Placement Calculus BC.</p>
<b>Grade 12</b>	<p><b>Course: 6341 – Calculus*</b>  <u>Prerequisites:</u> Precalculus (6441)  Description:  Full Year  5.00 Credits  This course is designed for students who would like to continue their study of advanced mathematics but do not elect the rigors of Advanced Placement Calculus AB. Course content includes concepts of limits, derivatives, definite and indefinite integrals, and applications of derivatives and integrals. Review of previously-covered topics is embedded as needed. Graphing calculators from the TI-83/84 family are used extensively.  This course is intended for students who require a slower pace, more review, and a methodical approach to learning mathematics.  *Placement in this course is by teacher recommendation.</p>
<b>Grade 12</b>	<p><b>Course: 6344 – Calculus AB – Advanced Placement*</b>  <u>Prerequisites:</u> Precalculus Advanced (6231) <i>Not open to students who have successfully completed Calculus (6441).</i></p>

Description:  
 Full Year This course provides an in-depth investigation of calculus through a curriculum aligned  
 5.00 Credits with the Advanced Placement program. Mastery of concepts covered in prior  
 mathematics courses is required. Topics include functions and limits, derivatives,  
 differential equations, definite and indefinite integrals, and applications. Graphing  
 calculators from the TI-83/84 family are used regularly.  
 This course is intended for students with a solid foundation in mathematics who plan to  
 take the Advanced Placement Calculus AB exam.  
 \*To be recommended for this course, students must meet the following criteria:

1. Desire and ability to study mathematics in depth and at an accelerated pace.
2. Strong test scores and marking period grades.

**Grade 12 Course: 6347 – Calculus BC – Advanced Placement\***  
Prerequisites: Precalculus Honors (6233) *Not open to students who have successfully  
 completed Calculus AB (6344).*

Description:  
 Full Year The content of this course parallels a first-year college course in calculus and prepares  
 5.00 Credits students for further work in advanced mathematics. Topics include functions and limits,  
 derivatives, differential equations, integrals, polar and parametric functions, polynomial  
 approximations and series, and applications. TI-89 graphing calculator is used regularly.  
 This course is intended for students with a demonstrated high level of proficiency in  
 previous mathematics courses who plan to take the Advanced Placement Calculus BC  
 Exam.  
 \*To be recommended for this course, students must meet the following criteria:

1. Desire and ability to study mathematics in depth and at an accelerated pace.
2. Superior test scores and marking period grades.

**Grade 12 Course: 6590 – Seminar in College Mathematics\***  
Prerequisites: Advanced Placement Calculus BC (6347) or Advanced Placement  
 Calculus AB (6344)

Description:  
 Full Year This is a capstone course intended for students who have successfully completed  
 5.00 Credits Advanced Placement Calculus in their junior year. The content of the course will expose  
 students to advanced fields of mathematics that are beyond scope of the typical high  
 school mathematics curriculum. Topics include elementary linear algebra and vector  
 geometry, mathematical reasoning and formal proof, modular arithmetic, and an  
 introduction to cryptology.  
 \*To be recommended for this course, students must meet the following criteria:

1. Desire and ability to study mathematics in depth and at an accelerated pace.
2. Superior test scores and marking period grades.

This course is intended for students with a strong background in mathematics and who  
 may be interested in further study of mathematics or engineering at the university level.

**Grade 11 & 12 Course: 6239 – Statistics – Advanced Placement\***  
Prerequisites: Precalculus Honors (6233), Precalculus Advanced (6231), or Algebra II  
 Honors (6023)

Description:  
 Full Year The study of statistics involves learning from data and understanding the role that  
 5.00 Credits variability plays in drawing conclusions. In addition to mastering the computational  
 aspects of descriptive and inferential statistics, students must also develop a conceptual  
 understanding of the data analysis process. Written analysis and justification of results  
 is a significant component of the course.  
 This course is an elective for juniors and seniors who have a strong background in  
 mathematics and plan to take the Advanced Placement Statistics Exam.  
 \*To be recommended for this course, students must meet the following criteria:

1. Desire and ability to study statistics in depth and at an accelerated pace.
2. Superior test scores and marking period grades in prior mathematics course.

<b>Grade 12</b>	<p><b>Course: 6342 – Discrete Mathematics</b>  <u>Prerequisites:</u> Algebra II  Description:  Half Year  2.50 Credits  This course introduces students to the study of graph theory, fair division, social choice, game theory, and the geometry of symmetry, similarity and tessellation. Real-life situations, such as finding the best route to connect a series of cities, creating a conflict-free schedule for a set of tasks, and determining how many members a state may send to the House of Representatives, are explored.  This course, along with Probability &amp; Statistics (6343), is recommended as an alternate choice for seniors who do not elect a Precalculus, Calculus or AP Statistics course.</p>
<b>Grade 12</b>	<p><b>Course: 6343 – Probability &amp; Statistics</b>  <u>Prerequisites:</u> Algebra II  Description:  Half Year  2.50 Credits  In this course, students learn basic concepts and applications of probability, as well as methods for analyzing, making inferences and drawing conclusions from data. They formulate and answer questions, select and use appropriate statistical methods, develop and evaluate predictions, and judge the validity of arguments based on data.  This course, along with Discrete Mathematics (6342), is recommended as an alternate choice for seniors who do not elect a Precalculus, Calculus or AP Statistics course.</p>
<b>Grade 12</b>	<p><b>Course: 6560 – Math of Personal Finance</b>  <u>Prerequisites:</u> None  Description:  Full Year  5.00 Credits  The goal of this course is to provide students with the life skills to cope with the rapid changes of today's personal finance landscape. There is a focus on responsible money management and financial planning through real-world scenarios, group research, and the use of technological tools. Since the topics of this class apply to life after high school, this course can benefit all seniors, regardless of career path.</p>
<b>Grade 9, 10, 11 &amp; 12</b>	<p><b>Course: 6621 – Algebra I Workshop</b>  <b>Course: 6622 – Geometry Workshop</b>  <b>Course: 6623 – Algebra II Workshop</b>  Description:  Full Year  5.00 Credits  These workshops are designed to provide extra support for students taking Algebra I, Geometry or Algebra II. The small-group setting of the classes enables students to receive targeted instruction on key skills and concepts of each course. Placement in the workshops is based on performance in the current math class and teacher recommendation.</p>
<b>Grade 10</b>	<p><b>Course: 6124 – Geometry (Summer Academy)</b>  <u>Prerequisites:</u> Ninth grade students enrolled in Algebra I, earning a B+ or higher in each of the first three marking periods and earning B or higher on the Algebra I midterm exam.  Description:  Summer  Session  5.00 Credits  This course is intended as a survey of Euclidean geometry concepts and the elements of logic. As with all geometry courses, there is a focus on precise use of language and careful application of the deductive process. There is limited emphasis on formal proofs and more embedded review of previously-taught concepts as students learn about the characteristics of shapes in two-and three-dimensional space and are introduced to basic geometric constructions. Scientific calculators are used regularly.  This course is intended for students who are interested in accelerating their math program during the summer between ninth and tenth grade. <b>Approval from the department supervisor is required.</b></p>

## MATHEMATICS DEPARTMENT

Below are the **typical** mathematics course selections in each grade. **Students may move between levels based on their performance.** Please contact your mathematics teacher if you have questions.

8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Algebra I – Grade 8	Geometry Honors (6123)  Geometry Advanced (6127)  Geometry (6121)	Algebra II Honors (6023)  Algebra II Advanced (6021)  Algebra II (6020)	Precalculus Honors (6233)  Precalculus Advanced (6231)  Precalculus (6441)	AP Calculus BC (6347)  AP Calculus AB (6344)  Calculus (6341)
Math 8	Algebra I (6017)	Geometry Advanced (6127)  Geometry (6121)	Algebra II Advanced (6021)  Algebra II (6020)	Precalculus Adv (6231)  Precalculus (6441)
<b>ELECTIVES</b>			AP Statistics (6239)	Seminar In College Mathematics (6590)  AP Statistics (6239)  Discrete Mathematics (6342)  Probability & Statistics (6343)  Math of Personal Finance (6560)

## PERSONAL FINANCIAL LITERACY

All students are required to have 2.5 credits in personal financial literacy. The goal of this requirement is to ensure that all students demonstrate an understanding of the economy and develop the necessary skills to effectively manage their personal finances. The Personal Financial Literacy Core Content Standard (9.2) includes the application of knowledge, skills and ethical values when making consumer and financial decisions. Course 4688: Fundamental Principles of Economics and Personal Finance also meets the personal financial literacy graduation requirement.

**Grade 10,  
11 & 12**

**Course: 9999 – Personal Financial Literacy**

Prerequisites: None

Description:

Half Year  
2.50 Credits

The focus of this course is to introduce students to the fundamental principles and practices associated with personal finance. Students will demonstrate an understanding of the economy, income and taxes, banking, and investing. Students will also recognize the purpose and consequences of credit and debt. Students will develop knowledge and skills of personal finance that enable them to make responsible financial decisions. This course will meet the graduation requirement for financial, economic, business, and entrepreneurial literacy.

## PHYSICAL EDUCATION

The goal of Physical Education is to develop an active, healthy student capable of using traditional motor skills that offer opportunities for individual and group success. Students engage in activities that are mentally stimulating, physically satisfying and socially sound. This interdisciplinary approach in Physical Education focuses on team building and inclusion of group and individual challenges that develop effective decision making for the enhancement of physical skills and self-esteem.

The Physical Education course of study (9-12) builds on the foundation of skills developed in the elementary and middle school physical education programs. Principles and elements of fitness, individual and team motor skills and cooperative team challenges are emphasized in class. Health and skill related concepts of fitness are taught, and career and vocational options related to Physical Education are explored.

The New Jersey State Department of Education requires one year of Health/Physical Education for each year of enrollment.

Students planning to participate on the high school swimming team are required to inform their counselor during the course selection process in order to provide time for this in their schedule.

### **Grade 9**

3.00 Credits  
Three  
Marking  
Periods

#### **Course: Physical Education 9**

Students in grade 9 of Physical Education have a prescribed core program. In the fall semester, all ninth grade students are required to participate in Project Adventure. This unit is designed to develop problem solving and critical thinking skills to promote cooperation and teamwork. The program includes ground based initiatives and low challenge activities. **Ninth graders are not eligible for a physical education exemption in the fall semester.** The spring semester consists of large-group activities that develop gross motor skills and a fitness foundation. This course is required for all ninth grade students.

### **Grade 10**

3.00 Credits  
Three  
Marking  
Periods

#### **Course: Physical Education 10**

Students in grade 10 of Physical Education focus on the continuing development of gross motor skills and Driver Education. The fall semester consists of team-oriented, large group activities that promote the development of gross motor skills and fitness concepts. All tenth grade students are required to participate in a marking period Driver Education class in the spring semester. This comprehensive Driver Education program allows students to learn basic driving rules and to practice positive decision-making skills necessary to reduce crash involvement, and it provides a foundation for safe behaviors through the knowledge and practice of basic skills that promote safe and responsible driving. **Tenth grade students are not eligible for a physical education exemption from the Driver Education course.** This course is required for all tenth grade students.

### **Grade 11**

3.00 Credits  
Three  
Marking  
Periods

#### **Course: Physical Education 11**

Students in grade 11 participate in a prescribed program with activities that promote the development of refined motor skills and a mastery of gross motor skills. Major emphasis is placed on the strategies of sport, building lifetime fitness skills, and Project Adventure II. Project Adventure II is an experiential education course that builds on the foundation of the ninth grade Project Adventure course. It is designed to offer opportunities for students to work together to develop problem solving and critical thinking skills, to promote cooperation and teamwork. The program includes ground-based initiatives, low challenge activities and high challenge activities. We aim to promote adventure and experiential education as a catalyst for positive learning and lasting growth. This course is required for all eleventh grade students.

<b>Grade 12</b> 3.00 Credits Three Marking Periods	<b>Course: Physical Education 12</b> Students in grade 12 participate in a prescribed program with activities that promote the development of refined motor skills and a mastery of gross motor skill. Major emphasis is placed on the strategies of sport and building lifetime fitness skills through the design of individual fitness programs. Examples of activities offered are: Fitness, Deck Hockey, Pickleball, Badminton, and Volleyball. This course is required for all twelfth grade students.
<b>Grade 9, 10, 11 &amp; 12</b> 3.00 Credits	<b>Course: Adaptive Physical Education</b> This course is designed to meet the special needs of students whose I.E.P. requires Adaptive Physical Education.

### **Medical Excuse Program**

Students who are medically excused from Physical Education class by their physician and cannot have their physical activities modified, will be given written assignments to complete in an alternative setting in order to earn credit for the course. Successful completion of the assignments will result in a grade, course credit, and advancement to the next grade level as per the high school grading policy and graduation requirements.

## **PROJECT '79**

Project '79 is a college-preparatory program designed to work alongside a diverse community of students that thrive in an environment which:

- prioritizes relational learning with teachers and peers
- maximizes class time to enhance learning
- encourages students to take ownership of their academic progress

Project '79 combines a strong academic program, with an equally strong humanistic approach, in a setting where learning strengths can be identified and empowered. As students are supported to explore those strengths, they work to better understand themselves as learners and as people, which provides opportunities to reach their fullest potential.

Recommendations for Project '79 come from counselors, teachers, parents, administrators, as well as students themselves; enrollment is entirely voluntary.

### **Project '79 Core Values:**

Five core values drive the academic environment and instructional methods of Project '79:

**Student Growth:** Project '79 challenges students to become better, independent, thinkers, more aware of their impact on the community, and the role they can play in the growth of others.

**Small Class Sizes:** All students progress differently and a one-size-fits-all approach does not work for all. Small class sizes are essential to executing the core belief that each student should reach their academic potential while honoring different rates of developmental growth.

**Student - Centered Classrooms:** Strong rapport between teachers and students allow for more authentic student centered classrooms. The delivery of college preparatory instruction is tailored to authentically engage students in the academic process.

**Student Empowerment:** Project '79 provides students opportunities to question, advocate, and speak on behalf of themselves and this program. We believe that by giving students real opportunities to practice interpersonal skills with adults, they will be better prepared to navigate the choices they make in their lives past high school.

**Social Emotional Learning:** Project '79 has been committed to the social emotional development of our students since our founding in 1979. Emphasis is targeted to three core competencies: self awareness, self management, and responsible decision making.

### **Enrollment/Admission Process:**

Students are recommended to Project '79 by teachers, school counselors, administrators, or parents. A formal recommendation is initiated by sending an email to the Project '79 Coordinator and School Counselor. Then, discussions between school stakeholders and family will begin to determine fit and acceptance into the program. Once it is decided that a student should move into Project '79, a student schedule will be updated according to the open enrollment schedule.

Beginning in the 2023-2024 school year, Project '79 will hold two enrollment periods where students will be able to join Project '79.

**Project '79 Enrollment Periods**

Consideration Period	Start Date
February - April	First Day of School (September)
September - January	First day of semester 2 (February)

The following courses may be offered within Project '79:

<b><u>Project '79 Course Number</u></b>		<b><u>Course Description Reference Number</u></b>
5216	English 1	(2011)
5226	English 2	(2021)
5236	English 3	(2031)
5246	English 4	(2041)
5416	Global Perspectives	(4011)
5428	U.S. I/ Defining the Identity of the United States	(4121)
5438	U.S. II/Issues in 20 <sup>th</sup> Century History	(4131)
5448	Constitutional Law	(4238)
5449	Introduction to Law	(4228)
5450	Sociology	(4468)
5451	Comparative Religions	(4568)
5626	Geometry	(6121)
5636	Algebra II	(6020)
5643	Precalculus	(6441)
5716	Earth Science I	(7211)
5746	Chemistry I	(7131)
5726	Biology I	(7011)
5756	Environmental Science	(7361)

## SCIENCES

The science program seeks to develop an appreciation of nature's complexity, an understanding of scientific principles, enthusiasm for inquiry, experimentation, and the role of science in contemporary civilization. All science courses offered at Westfield High School provide a strong foundation to prepare students for college entry-level science course work, fulfill NJ state science requirements for high school graduation and meet the NJ Student Learning Standards that reflect the Next Generation Science Standards.

The Science Department offers a sequence of courses at the conceptual, college preparatory, honors and AP levels. The majority of Westfield High School students take a science course each year, and some elect to take two sciences concurrently during one or more of their high school years. The proper course level is essential to student success and appreciation of science. Because success in certain science courses may require specific mathematical ability, some consideration should also be given to a student's mathematical ability when considering appropriate courses. Students and parents should familiarize themselves with the flow chart of common science course sequences, the specific course requirements, and course descriptions as outlined in this section. Careful consideration of the individual student's interests and goals, course recommendations from science teachers, as well as advice from parents and counselors will facilitate appropriate course selections.

The flow chart at the end of this section reflects the most usual sequence of course selections, but is meant as primary advice only. School counselors and the department supervisor can provide specific details.

**Honors level courses** are designed at a higher level of rigor and pace. Honors level courses require advanced skills in reading, writing and oral language, a high level of motivation, strong organizational skills, the ability to manage multiple assignments simultaneously, an ability to work effectively in both independent and group settings, and the willingness to devote the extra time and effort required to meet the demands of the honors level course. Students are challenged to think critically and abstractly, demonstrating abilities in complex analysis and problem-solving skills.

**Advanced Placement (AP) level** courses follow an externally defined national curriculum, which presents college-level work to high school students. Advanced Placement (AP) courses are appropriate for the most academically capable and highly motivated students. They are challenging, stimulating and more demanding in terms of the depth of the curricular program and the amount of time and independent effort invested daily by the student. Students are expected to take the Advanced Placement Exam upon completion of a course. Any student considering an AP course should understand the requirements of the AP courses. Students are encouraged to meet with AP course teachers in advance of scheduling if there are questions about AP requirements, rigor, and expectations.

New Jersey Graduation requirements specify three years and a minimum of 15 credits in science. The science courses must be in the following areas, with each course being a minimum of 5 credits:

- A laboratory biology/life science course;
- A laboratory/inquiry-based science course in earth science, chemistry, physics, or environmental science;
- An additional laboratory/inquiry-based science

Placement in certain science courses requires a teacher recommendation. These courses are indicated by an asterisk (\*) attached to the course name in the course description section.

Teacher recommendation can be based on the following criteria:

- Performance in prior academic courses
- Demonstrated knowledge and implementation of related skills
- Prior or concurrent enrollment in supporting academic courses
- Student motivation and interest in the sciences
- Diagnostic assessments

## EARTH SCIENCE

**Grades:** **Course: 7211 – Earth Science**

**9 – 12**

Prerequisites: None

Description:

Full Year  
6.00 Credits

Earth Science is an introductory college preparatory laboratory science course designed to provide students with an understanding of Earth Systems. Topics studied include areas of meteorology, geology, astronomy, climatology, and oceanography. Laboratory experiments demonstrate the experimental foundations of the subject matter, clarify and reinforce content, teach laboratory techniques and safety. Science skills previously developed in the intermediate school are strengthened. These skills focus on the ability to develop understanding through collecting and evaluating information, questioning, modeling, planning investigations, analyzing data, constructing explanations, and engaging in argumentation. Earth Science places an additional focus on developing organizational and critical thinking skills. Earth Science is most appropriate for ninth or tenth grade students.

Students enrolling in Earth Science in 9<sup>th</sup> grade are encouraged to complete a course progression that includes a Biology (7010/7011) course in 10<sup>th</sup> grade, a Chemistry (7130/7131/7133) course in 11<sup>th</sup> grade, and a Physics (7441/7445) course in 12<sup>th</sup> grade. Additional science courses may be taken concurrently, but should not interfere with the completion of this progression.

## BIOLOGY

**Grades:** **Course: 7010 – General Biology**

**10 – 12**

Prerequisites: Earth Science

Description:

Full Year  
6.00 Credits

General Biology is an introductory college preparatory laboratory course that is taught with emphasis on major biological concepts rather than on a more abstract molecular-based approach. The course includes an overview of ecological principles, cellular biology, human body systems, genetics and evolution. Students are challenged to make qualitative and quantitative observations, analyze data and draw conclusions. The results of the experiments are related to the concepts discussed in class. Laboratory experiments demonstrate the experimental foundations of the subject matter, clarify and reinforce content, and teach laboratory techniques and safety. Skills required to analyze and summarize data are reinforced in this course.

**Grades:** **Course: 7011 – Biology I\***

**9 – 12**

Prerequisites: None

Description:

Full Year  
6.00 Credits

Biology I is an introductory college preparatory laboratory course. Biology I covers topics such as evolution, genetics, biochemistry, cell biology, molecular biology, and ecology. Biology I is taught from a molecular approach, requiring quick mastery of new material and terms, spatial reasoning and visualization skills. Students are challenged to make qualitative and quantitative observations, analyze data, draw conclusions and work independently. Laboratory experiments demonstrate the experimental foundations of the subject matter, reinforce content, and teach laboratory techniques and safety. Science skills developed in the intermediate school that enhance student ability to develop understanding through collecting and evaluating information, questioning, modeling, planning investigations, analyzing data, constructing explanations, and engaging in argumentation are strengthened in this course.

Students enrolling in Biology I in 9<sup>th</sup> grade are encouraged to complete a course progression that includes a Chemistry (7131/7133) course in 10<sup>th</sup> grade, a Physics (7441/7445) course in 11<sup>th</sup> grade, and an Environmental Science (7361/7371) course in 12<sup>th</sup> grade. Additional science courses may be taken concurrently, but should not interfere with the completion of this progression.

\*Recommendations for this course are based on the following criteria:

1. Superior test scores and marking period grades, as evidenced by an A average in 8<sup>th</sup> grade science.
2. The ability to work independently with strong self-study skills.
3. Strong critical thinking, reading comprehension, and vocabulary skills.

**Grades:** **Course: 7064 – Biology II – Advanced Placement (AP)\***  
**10 – 12** Prerequisites: Biology I (7011) and an introductory course in Chemistry (7131 or 7133)  
 Description:  
 Full Year This college-level laboratory course is designed for students demonstrating a strong proficiency  
 6.00 Credits and interest in biology. Biology II - AP is the equivalent of a two-semester college introductory  
 biology course. It is designed for the future biology major, or a major in related fields. Biology  
 II - AP is an intensive, fast-paced introduction to biological topics, with strong emphasis on the  
 molecular basis of biology. Students who succeed in the course are able to comprehend and  
 visualize complicated concepts and apply those concepts to new situations. Students should  
 have excellent reading, writing and critical thinking skills. Biology II - AP follows the  
 externally defined national curriculum with laboratory investigations prescribed by the College  
 Board. Upon completion of this course, students are expected to take the Advanced Placement  
 Exam in Biology. Animal dissection is a culminating project in marking period four.  
 \*Recommendations for this course are based on the following criteria:

1. Superior test scores and marking period grades, as evidenced by an A average in  
 Biology I and Chemistry Honors.
2. High student motivation with a strong interest in Biology and/or a potential career  
 interest in the life sciences.
3. Appropriate strength in math skills and the ability to study science in depth and at an  
 accelerated pace.
4. Excellent critical reading skills with strong comprehension and application ability.

### CHEMISTRY

**Grades:** **Course: 7130 – Chemistry Concepts**  
**10 – 12** Prerequisites: An introductory course in Biology (7010 or 7011)  
 Description:  
 Full Year Chemistry Concepts is an introductory college preparatory laboratory course that presents the  
 6.00 Credits major chemical concepts of Chemistry I, but is not as dependent on the depth of mathematical  
 calculations. Students become familiar with the vocabulary of chemistry and understand the  
 basic concepts of atomic and molecular structure, physical properties related to chemical  
 structure, and the fundamentals of chemical reactions. Laboratory experiments are used  
 throughout the course to demonstrate the experimental foundations of the subject matter, to  
 reinforce content, and to teach laboratory techniques and safety. Chemistry Concepts provides  
 a practical understanding of chemistry and of the applications of chemistry in everyday  
 experiences.

**Grades:** **Course: 7131 – Chemistry I\***  
**9 – 12** Prerequisites: An introductory course in Biology (7010 or 7011)  
 Description:  
 Full Year Chemistry I is an introductory college preparatory laboratory course in inorganic chemistry.  
 6.00 Credits The course explores atomic and molecular structure to understand various physical and  
 chemical properties of matter. Students will build upon chemical concepts from earlier  
 courses. Students will become proficient at calculations involving unit conversions and simple  
 algebraic equations. Chemistry, like geometry, requires spatial reasoning and visualization  
 skills. Laboratory experiments are used throughout the year to demonstrate the experimental  
 foundations of the subject matter, to reinforce content learned through lecture, discussion and  
 readings, and to teach laboratory techniques and safety.  
 \*Recommendations for this course are based on the following criteria:

1. Superior test scores and marking period grades, as evidenced by a B or better average  
 in Biology I, and a B+ or better average in Algebra I.
2. An ability to think abstractly, work independently, and have strong reading  
 comprehension and application ability.

**Grades:** **Course: 7133 – Chemistry I – Honors\***  
**9 – 12** Prerequisites: Biology I (7011)  
 Description:  
 Full Year Chemistry I Honors is a challenging introductory college preparatory inorganic chemistry  
 6.00 Credits laboratory course taught at a fast pace. The course explores atomic and molecular structure as

the basis for understanding various physical and chemical properties of matter. Chemical demonstrations and laboratory work help to deepen a student's understanding of chemical principles and to expose students to common experimental techniques. This course encourages students to use inductive reasoning to formulate scientific principles based on experimental evidence. Compared to Chemistry I, similar course content is presented at a faster pace with more complexity and depth. In addition, more extensive, multi-step calculations are required. Stronger math, visualization and spatial reasoning skills, similar to those found in Geometry Advanced or Geometry Honors, are crucial in Chemistry Honors.

\*Recommendations for this course are based on the following criteria:

1. Superior test scores and marking period grades, as evidenced by an A average in Biology I.
2. Concurrent enrollment in Algebra II Honors, Algebra II Advanced, and were highly successful in Geometry Honors, Geometry Advanced or Algebra II courses.
3. High student motivation and a potential career interest in the physical sciences.
4. Demonstration of both the appropriate strength in math skills and the ability to study science in depth and at an accelerated pace.

**Grades:** **Course: 7154 – Chemistry II – Advanced Placement (AP)\***

**10 – 12**

Prerequisites: An introductory course in Chemistry (7131 or 7133) and Pre/Co-Requisite Physics (7441 or 7445)

Description:

Full Year  
6.00 Credits

Chemistry II - AP is a college-level laboratory course designed to be the equivalent of a first year two-semester inorganic chemistry course. The course is an intensive, fast paced, comprehensive course that requires complex, multi-step calculations and deep conceptual understandings. Chemistry II - AP is aligned with the AP Chemistry framework as defined by the College Board. The content of the course is organized into six "big ideas" which are atomic structure, periodicity, transformations, kinetics, thermodynamics, and equilibrium. Strong spatial reasoning and visualization skills along with advanced inquiry and reasoning skills are used for science practices such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. These science practices enable students to investigate evidence to develop and refine testable explanations and predictions of natural phenomena. Students are expected to take the Advanced Placement Exam upon course completion.

\*Recommendations for this course are based on the following criteria:

1. Superior test scores and marking period grades, as evidenced by an A average in Chemistry Honors or AP Physics I.
2. High student motivation and a potential career interest in Chemistry.
3. Demonstration of both the appropriate strength in math skills and the ability to study science in depth and at an accelerated pace.

## PHYSICS

**Grades:** **Course: 7441 – Physics I**

**10 – 12**

Prerequisites: An introductory course in Chemistry (7130, 7131, or 7133)

Description:

Full Year  
6.00 Credits

Physics I is an introductory college preparatory laboratory course focusing on One and Two Dimensional Kinematics, Dynamics, Circular Motion and Gravity, Work and Energy, Momentum, Electric Fields and Forces, DC Circuits, Magnetism, Waves, Sounds, Light, and Optics. Through these topics, students will learn to connect classroom studies to real life physical phenomena by creating their own experiments to collect data, as well as using experiments to discover new mathematical relationships and concepts. Physics facilitates problem solving and critical thinking while connecting math to the real world. Success in Physics I requires a strong work ethic, determination, resilience, visualization skills, and good problem solving skills.

Students who are successful in Physics I typically exhibit the following characteristics:

1. Success in Chemistry I and Algebra based mathematics courses.
2. Strong student motivation and an interest in science.

3. Strong spatial reasoning and visualization skills, problem solving skills, and the ability to break complex problems into smaller components.

**Grades:**  
**10 – 12**

**Course: 7445 – AP Physics 1\***

Prerequisites: An introductory course in Chemistry (7131 or 7133)

Not open to students who have successfully completed an introductory Physics course (7441)

Description:

Full Year  
6.00 Credits

AP Physics 1 is a challenging introductory college-level laboratory course aligned with the AP Physics 1 framework as defined by the College Board. The objective of the course is to develop an understanding of Physics that will also prepare students for the AP Physics 1 Exam. Unit topics as defined by the College Board for AP Physics 1 include Kinematics, Dynamics, Circular Motion & Gravitation, Energy, Momentum, Simple Harmonic Motion, and Torque & Rotational Motion. Additional topics in Physics including Electric Force, Electric Circuits, Magnetism, and Optics that are not required by the College Board in AP Physics 1 may also be introduced. The initial skill set of students in this course is expected to be at a higher level due to the increase in course rigor. Students will plan and carry out their own investigations to test physical phenomena, as well as using experiments to discover new math and concepts. Through physics, students will become better problem solvers, critical thinkers, and learn to connect math and concepts to describe the real world. This course is recommended for students who intend to take Physics II-AP-C, Chemistry II-AP or IDEA Honors and whose career interests include any of the physical sciences, engineering, or related fields.

\*Recommendations for this course are based on the following criteria:

1. Superior test scores and marking period grades, as evidenced by an A average in Chemistry Honors, Algebra II Honors and concurrent enrollment or successful completion of Pre-Calculus Honors.
2. High student motivation and a potential career interest in the physical sciences.
3. Demonstration of both the appropriate strength in math skills and the ability to study science in depth and at an accelerated pace.
4. Strong spatial reasoning and visualization skills, excellent problem solving skills, a quick uptake of new material, and the ability to work effectively in both independent and group settings.

**Grades:**  
**11 – 12**

**Course: 7446 – Physics II AP-C Advanced Placement (AP)\***

Prerequisites: AP Physics 1 (7445) and concurrent enrollment in or successful completion of AP Calculus BC or AP Calculus AB

Description:

Full Year  
6.00 Credits

Physics II AP-C is a college-level laboratory course designed to be the equivalent of a first year (one-semester) university calculus based physics course. Major content emphasis focuses on the topics of Newtonian Mechanics and Electromagnetism. Students will expand upon skills and knowledge they have accumulated from the introductory physics course. The College Board Physics AP-C Advanced Placement Exam consists of two separate parts: Mechanics and Electromagnetism. This course provides primary preparation for the Mechanics part of the AP Exam, which students are expected to take upon completion of the course.

\*Recommendations for this course are based on meet the following criteria:

1. Superior test scores and marking period grades, as evidenced by a B+ or better average in AP Physics 1 and/or other AP/Honors level sciences.
2. High student motivation and a potential career interest in the physical sciences, engineering, or related fields.
3. Demonstration of both the appropriate strength in math skills, spatial reasoning & visualization, and the ability to study science in depth and at an accelerated pace.

## INTERDISCIPLINARY SCIENCES

- Grades:** **Course: 7361 – Environmental Science**  
**10 – 12**  
Prerequisites: An introductory course in biology and chemistry  
Description:  
Full Year Environmental science is an introductory college preparatory laboratory course that requires  
6.00 Credits students to participate in mandatory fieldwork. The course requires students to integrate content from biology, chemistry, earth science as well as social studies. Topics covered include ecology, dendrology, ocean circulation, estuary science, local geology, agronomy, hydrology, succession, energy, climate, emerging diseases, land use, and water/air quality. Students must analyze data, design experiments, draw conclusions, and work independently as well as in groups. Laboratory experiments demonstrate the experimental foundation of the content matter, reinforce lab skills and safety practices. Students often elect to add Environmental Science as a valuable second science course while completing the standard course progression.
- Grades:** **Course: 7450 – Forensic Science**  
**10 – 12**  
Prerequisites: An introductory course in biology and chemistry  
Description:  
Full Year Forensic Science is an inquiry-based introductory college preparatory laboratory course  
6.00 Credits designed to investigate how the different disciplines of the sciences are applied to legal issues. It is a multidisciplinary science, drawing primarily from biology and chemistry but also integrates physics, geology, psychology, mathematics, and social science while incorporating current and historic legal investigations. Forensic Science uses existing case studies and examines how evidence was/is collected and analyzed in high profile court cases after natural and/or terrorist events. Class topics will be further examined during hands-on laboratory activities as students apply forensic investigation techniques such as dusting to find fingerprints, and/or analyzing skeletal remains, hair, fibers, and DNA.
- Grades:** **Course: 7451 – Exercise & Sports Science**  
**10 – 12**  
Prerequisites: An introductory course in biology and chemistry  
Description:  
Full Year This course is an inquiry-based college preparatory laboratory course that integrates biology,  
6.00 Credits chemistry and physics concepts that relate to human movement, athletic performance, and health. Anatomical concepts are applied to the skeletal and muscular systems to study how movement is produced by the body. The fundamental principles of physics are used to analyze body movements and the interaction of the body with the ground and other objects. Interdisciplinary concepts include nutrition and the biochemistry of human metabolism for the purpose of obtaining and utilizing energy to power movement. The physiology of the cardiovascular, respiratory, excretory, and endocrine systems are discussed to understand the limits of human performance, and how those limits can be raised. Course concepts are applied to careers in medicine, nursing, physical and occupational therapy, personal training, athletics, physical education, athletic training and coaching. Such fields are based in the fundamental understanding of how the body moves, how it responds and adapts to regular physical activity, and how human health is positively affected by an active lifestyle. Case studies and current events are used to highlight the relevance of course content, and to introduce ethical discussions. Students in biology, chemistry, and/or physics courses should consider this option as an additional science study relevant to their everyday lives.
- Grades:** **Course: 7371 – AP Environmental Science\***  
**10 – 12**  
Prerequisites: Biology I (7011) and an introductory course in Chemistry (7131 or 7133)  
Not open to students who have successfully completed the Environmental Science course (7361)  
Description:  
Full Year This college-level laboratory course is designed for self-motivated students demonstrating a  
6.00 Credits strong proficiency and interest in environmental science, As an equivalent of a semester college introductory environmental course it is designed for the student interested in an Environmental Science major, or a major in related fields. AP Environmental Science is an intensive, fast-paced introduction to a broad range of integrated sciences that form the basis of

past and current environmental issues, topics, problems and solutions. Students should have excellent reading comprehension, writing, and critical thinking skills. AP Environmental Science follows the curriculum and the laboratory investigations prescribed by the College Board. Upon completion of this course in May, students are expected to take the Advanced Placement exam in Environmental Science.

\*Recommendations for this course are based on the following criteria:

1. Superior test scores and marking period grades, as evidenced by a B+ average or better in Biology I and Chemistry I.
2. High student motivation and a potential career interest in the environmental sciences.
3. Demonstration of appropriate math skills and the ability to study science in depth and at an accelerated pace.
4. Demonstration of the appropriate math skills and the ability to study science in depth and at an accelerated pace.

## SCIENCE DEPARTMENT

Below are **typical** science course sequences across grade levels. These are examples only; please see your counselor for specific questions regarding possible course progressions.

All students are recommended to choose a course progression that includes at least one course in each of the core science areas: Earth/Environmental Science; Biology; Chemistry; and Physics. Students may elect to take multiple science courses in any given year provided necessary prerequisites and teacher recommendations are in place.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Additional Course (most likely in 11 <sup>th</sup> / 12 <sup>th</sup> grades)
Earth Science (7211)	General Biology (7010)	Chemistry Concepts (7130)	Environmental Science (7361)	Exercise & Sports Science (7451) Forensic Science (7450)
Earth Science (7211)	Biology I (7011)	Chemistry I (7131)	Physics I (7441)	Environmental Science (7361) Exercise & Sports Science (7451) Forensic Science (7450) Organic Chemistry (7138/7148)
Earth Science (7211)	Biology I (7011)	Chemistry I - Honors (7133)	AP Physics 1 (7445)	AP Environmental Science (7371) Biology II - AP (7064) Chemistry II - AP (7154) Exercise & Sports Science (7451) Forensic Science (7450) Organic Chemistry (7138/7148)
Biology I (7011)	Chemistry I (7131)	Physics I (7441)	Environmental Science (7361) or AP Environmental Science (7371)	Exercise & Sports Science (7451) Forensic Science (7450) Organic Chemistry (7138/7148)
Biology I (7011)	Chemistry I - Honors (7133)	AP Physics 1 (7445) and AP Environmental Science (7371)	Biology II - AP (7064) and/or Chemistry II - AP (7154) and/or Physics II - AP-C (7444)	Environmental Science (7361) Exercise & Sports Science (7451) Forensic Science (7450)

## SOCIAL STUDIES

The Social Studies Program provides students with opportunities to acquire knowledge about human societies and relationships. The Social Studies program aims to help students become active citizens who think critically and make informed choices about global, national, local and personal issues in an increasingly diverse and interdependent world.

Students are increasingly required to adapt to changes in their social, political, and economic environments. To provide a body of knowledge to help them successfully meet these challenges, a core curriculum consisting of study in world history/cultures, and two years of United States history is required.

In addition to the required three-year core program, the Social Studies Department presents a range of electives in history, political science, economics, and the behavioral sciences. Each of these electives is designed to provide students with the opportunity to pursue further knowledge and skills in more specialized social studies fields and/or to provide students with the opportunity to study social studies subjects at the college level. The recommended grade level for each elective is included with the course description. The flow chart following the course descriptions reflects the course sequence. Students and parents should refer to these guidelines and to the specific course description.

All students must complete the core program of three years of required social studies courses for graduation. The core program consists of Global Perspectives (4011), or Exploring Global Studies (4010), or Humanities (2416) that must be taken in the freshman year. The second and third years of the core program are U.S. I/Defining the Identity of the United States or U.S. I Honors and U.S. II/Issues in 20<sup>th</sup> Century History or AP U.S. History or American Studies.

U.S. I/ Defining the Identity of the United States is a **required** course in tenth grade.

U.S. II/Issues in 20<sup>th</sup> Century History is a **required** course in the eleventh grade.

### Advanced Study in Social Studies

Placement in honors and Advanced Placement level courses is based in part on previous grades earned in social studies courses (including prerequisite courses) and teacher recommendation. These courses are indicated by an asterisk (\*) attached to the course name in the course description section.

#### **Grade 9 Course: 4011 – Global Perspectives**

**Prerequisites:** None

**Description:**

Full Year  
5.00 Credits  
This offering satisfies the requirement of one year study of world history and world cultures at the high school level. The course examines the political, diplomatic, economic, ideological, and social history of the modern world through essential questions, research, and generating conclusions. The course also focuses on the study of the interrelationships of individuals, societies, and cultures to help students understand the issues, concerns, and problems confronting people in our world today. The concept of Global Citizenship is emphasized as students explore ways of taking informed action to promote positive change. Critical analysis, historical thinking, and literacy skills are incorporated throughout all course units. This course is required for 9<sup>th</sup> grade students not electing Exploring Global Studies (4010) or Humanities (2416).

#### **Grade 9 Course: 2416 – Humanities: Finding and Maintaining an Identity in the Global World**

**Prerequisites:** None

**Description:**

Full Year  
10.00  
Credits  
The Humanities curriculum fulfills the requirements of the ninth grade social studies and English courses. The class is team-taught in a two-period block by an English and a social studies teacher. Students explore the experience of the individual in a variety of historical, social, political and cultural contexts through the lens of world history, literature and the arts. Students are challenged to extend their thinking past restating facts, dates and plot lines. Emphasis is placed on developing the ability to apply, analyze, and synthesize history and literature. This

course requires students to use concrete pieces of information to argue larger points, ask profound questions, develop counter-claims, make significant connections, and work in groups to create a product or presentation. Throughout the year students participate in collegial discussions focused on stimulating a thoughtful, well-reasoned exchange of ideas. Alternate views are examined as students respond thoughtfully to diverse perspectives on history, literature and the arts. Humanities is recommended for students who are interested in studying the arts in addition to literature and world history. It is also recommended for students who enjoy actively collaborating with others and finding creative solutions to complex issues.

This course is required for 9<sup>th</sup> grade students not electing Exploring Global Studies (4010) or Global Perspectives (4011) and English (2011).

**Grade 9 Course: 4010 – Exploring Global Studies**

Prerequisites: None

Description:

Full Year  
5.00 Credits This offering satisfies the requirement of one year study of world history and world cultures at the high school level. The course examines history, geography, and culture in the modern world while reinforcing social studies skills development. The Common Core skills of reading, writing, speaking, listening, and language for 9<sup>th</sup> grade are emphasized and developed throughout all course units. Furthermore, students explore how world history has shaped the issues and challenges confronting people in our world today through essential questions, research, and generating conclusions. Students consider the meaning of Global Citizenship and explore ways of taking informed action to promote positive change. This course is required for ninth grade students not electing Global Perspectives (4011) or Humanities (2416) and who have a need for additional instructional support to assist their academic growth in the skills necessary for success in social studies.

**Grade 10 Course: 4121 – U.S. History I/Defining the Identity of the United States**

Prerequisites: None

Description:

Full Year  
5.00 Credits This required course satisfies the first year of the state mandated U.S. history requirement. This course is organized around the theme of identity. Students engage in an in-depth analysis of United States history encompassing the early national period through the mid-20<sup>th</sup> century (1780s-mid 1940s). Students are challenged to consider how the nation developed its identity and continues to redefine itself over time, both domestically and in the international arena. There is an emphasis on direct student engagement in the learning process and it is the intention of the course to help students refine their individual thinking process and develop the participation skills for active involvement in their nation and the world.

**Grade 10 Course: 4123 – Honors U.S. History I/Defining the Identity of the United States\***

Prerequisites: Successful completion of the previous year's social studies course

Description:

Full Year  
5.00 Credits **This honors level course satisfies the first year of the state mandated U.S. history requirement.** U.S. History I is organized around the theme of identity. Students engage in an in-depth analysis of United States history encompassing the early national period through the mid-20<sup>th</sup> century. Using this approach, students are challenged to consider how the nation developed its identity and continues to redefine itself over time, both domestically and in the international arena. Numerous primary and secondary sources of reference are utilized with an emphasis on direct student engagement in the learning process. Primary readings will anchor class discussions with the expectation that students will have completed outside research on the historic theme/time period under study. This course is designed for students who have demonstrated exceptional analytical reading and writing skills. This course is recommended for eligible students who demonstrate an interest in furthering their study of United States history and are motivated to scholarship at an advanced level. It is the intention of this course to employ extended research projects and outside reading assignments to help students refine their individual thinking processes, develop the participation skills for active involvement in their nation and the world, and extend skills needed for more advanced study in the discipline of history.

\*To be recommended for Honors U.S. History I, students must meet the following criteria:

1. A/B+ average in current social studies course.
2. Demonstrated exceptional analytical reading and writing skills.
3. Demonstrated interest in furthering their study of United States history and motivation for scholarship at an advanced level.

**Grade 11**      **Course: 4131 – U.S. II/Issues in 20<sup>th</sup> Century History**  
**Prerequisites:** Students must have completed U.S. History I (4121) or U.S. History I Honors (4120)  
**Description:**  
 Full Year      This course satisfies the second year of the state mandated United States history requirement. It  
 5.00 Credits      is designed to analyze contemporary issues with a historical perspective. This course is  
 organized around the themes of continuity, change, and controversy. Students evaluate modern  
 and contemporary issues through the lens of these overarching themes and are challenged to  
 think conceptually about the American past and to focus on historical change over time.  
 Throughout the year five (5) units are explored: Social/Cultural Issues, Political Issues,  
 Economic Issues, International Issues, and Human Rights Issues. The continuing development  
 and use of critical thought processes, and the refinement of writing skills are integral parts of this  
 course. Students will refine their critical thinking, writing, and oral presentation skills.

**Grade 11**      **Course: 2431 – American Studies**  
**Prerequisites:** Successful completion of English II (2020/2021) and U.S. I/Defining the Identity  
 of the United States (4121/4120)  
**Description:**  
 Full Year      The American Studies curriculum fulfills the requirements of the eleventh grade social studies  
 10.00      and English courses. The class is team-taught in a two-period block by an English and a social  
 Credits      studies teacher. In the American Studies course, students are provided the opportunity to  
 examine the American conversation through the lens of history, literature and the arts. Students  
 will examine who is a part of the conversation, what they are saying, and how it has shaped the  
 direction of this country over time. Emphasis is placed on refining the ability to apply,  
 synthesize and analyze history and literature. This course requires students to use concrete  
 pieces of information to argue larger points, ask profound questions, develop counter-claims,  
 make significant connections, and work in groups to create a product or presentation.  
 Throughout the year students participate in collegial discussions focused on stimulating a  
 thoughtful well-reasoned exchange of ideas. Alternate views are examined as students respond  
 thoughtfully to diverse perspectives on history, literature and the arts. American Studies is  
 recommended for students who are interested in studying the arts in addition to American  
 History and literature. It is also recommended for students who enjoy actively collaborating  
 with others and finding creative solutions to complex issues.  
 American Studies replaces the required courses English III and U.S. II/Issues in 20<sup>th</sup> Century  
 History.

**Grade 11**      **Course: 2432 – American Studies Honors\***  
**Prerequisites:** Successful Completion of English II (2020/2021) and U.S. I/Defining the Identity  
 of the United States (4121/4120)  
**Description:**  
 Full Year      The American Studies Honors curriculum parallels the American Studies course (see above  
 10.00      description). This course is recommended for students who demonstrate mature motivation, a  
 Credits      genuine commitment to learning, and an appreciation for the subtleties of an author’s craft.  
 \*To be recommended for this course, students must meet the following criteria:  

1. A or B+ average in the previous Social Studies course (4121/42120) course and English  
 course (2020/2021).
2. Relative to the course expectations for American Studies, students must be able to  
 achieve following: read more extensively; study and discuss literature in greater depth;  
 write more comprehensive, critical and varied compositions; complete more  
 independent reading and analysis; experiment with more sophisticated elements of style  
 and voice; and demonstrate a more profound understanding of the relationship between  
 historical context and the literature of a given period.

3. American Studies honors offers students the opportunity to take advantage of the unique interdisciplinary learning experience. College preparatory and honors American Studies will be offered concurrently with students learning and working together in the same classroom. Those students working at the honors level will be expected to extend their work with deeper analysis and take a more active leadership role in class discussions and debates. All established requirements and guidelines for the honors program, outlined in Westfield High School's program of studies, apply to American Studies honors.

**Grade 11**

**Course: 4164 – Advanced Placement United States History\***

Prerequisites: Successful completion of the previous year's social studies course

Description:

Full Year  
5.00 Credits

This course is recommended for students that have maintained an A/B+ average in their current social studies class. AP U.S. History satisfies the second year of the state-mandated United States history requirement and offers a college level experience to students who have demonstrated highly developed analytical reading and writing skills. Advanced Placement United States History prepares students for the College Board Advanced Placement examination. Students enrolled in this course experience academic challenges equivalent to those of introductory college courses. This course requires intensive critical reading and writing in addition to independent research and a high level of academic study. Students assess historical materials – their relevance to given problems, their reliability and their importance – and weigh the evidence and interpretations presented in historical scholarship. This course integrates political, social, economic, cultural, diplomatic, and intellectual history in order to convey the experiences of particular groups within the broader perspective of the American past. Students learn to connect events and issues from history to the concerns of the present. As students study this long-term process they are challenged to think conceptually about the American past and to focus on historical change over time. Students evaluate past events through the subject matter of United States history as well as through major interpretive questions that derive from the study of selected themes. Upon completion of this course, students should plan to take the Advanced Placement exam.

\*To be recommended for Advanced Placement United States History, students must meet the following criteria:

1. An A/B+ average in their current social studies class.
2. Demonstrated interest in furthering their study of United States history and motivation to the subject at the college level.
3. Completion of summer reading and writing assignments.

**Grade 12**

**Course: 2441 – The Global Citizen**

Prerequisites: Successful Completion of English III, U.S. History II or AP U.S., or American Studies

Description:

Full Year  
10.00  
Credits

The Global Citizen fulfills the requirement of twelfth grade English as well as a Social Studies elective. The course is team-taught in a two-period block by an English and Social Studies teacher. The Global Citizen fosters students' global consciousness which illuminates the literary, historical, cultural, political, moral, religious and philosophical ideas that influence society. Students analyze experiences and philosophies through history and character/literature studies and examine topics such as globalization, individual authenticity, dehumanization, cultural perspectives on the purpose of life, and the navigation of major lifestyle changes. Emphasis is placed on extrapolating future trends, the rise of different countries, interactions with foreign cultures, and the interactivity of globalized market economies with their more isolated counterparts. This course is recommended for students who are interested in studying historical influences on culture through literature, film, music, architecture, changing demography, philosophy, law, as well as the study of literature and history in an integrated, interdisciplinary project-based class.

<b>Grade 9, 10, 11, &amp; 12</b>	<p><b>Course: 4668 – Anthropology</b>  <u>Prerequisites:</u> None  Description:  Half Year  2.50 Credits</p> <p>Anthropology explores all aspects of human behavior including marriage and family, the meaning and origin of gender, the importance and function of religion, and the origins of human personality. Anthropologists study how our environment (physical, social, cultural) and evolution have shaped us into the people we are, and explores mankind largely by comparing cultures and cultural practices. This exploration challenges our assumptions about what is “normal” and encourages us to question the origins of our behaviors.</p>
<b>Grade 9, 10, 11, &amp; 12</b>	<p><b>Course: 4248 – Mock Trial</b>  <u>Prerequisites:</u> None  Description:  Half Year  2.50 Credits</p> <p>Mock Trial is a semester elective course. During Mock Trial, students are given an overview of the civil court system and learn the parts of a civil trial from start to finish by following a mock trial problem used by the New Jersey State Bar Association. Students culminate the semester by presenting a mock trial in its entirety. Students also submit a complete written trial brief in connection with the final mock trial. The trial brief contains the same standard parts found in any trial brief: preliminary statement, statement of facts and procedural history, legal argument, and conclusion. Students also reflect on the outcome of the trial and engage in a mock appellate process, identifying and explaining mistakes of law that could serve as grounds for appeal.</p>
<b>Grade 10, 11&amp;12</b>	<p><b>Course: 4901 – Holocaust &amp; Genocide Studies - Dual Enrollment (\$300 fee)</b>  <u>Prerequisites:</u> None  Description:  Half Year  2.50 Credits</p> <p>Holocaust and Genocide Studies is a half year academic elective. Rooted in research, deep consideration of primary and secondary sources, and historical thinking skills, this course challenges students to draw historical connections to understand contemporary complex issues. An analysis and evaluation of the ways in which our local and national communities have responded to prejudice and discrimination helps students evaluate the connections between past and present. The course culminates in an informed action experience designed to, in the words of Dr. Martin Luther King Jr., seek ways in which citizens can work to “<i>bend the arc of the universe</i>” towards justice.</p> <p>The course begins by examining a framework of thoughts, ideas and actions, that evolve from individuals and institutions, and culminates in genocide. Students apply this framework to studying the Armenian Genocide, which provides the historical context for an in depth analysis of the Holocaust. This includes a study of the history of anti-Semitism, Jewish life before the Holocaust, Hitler's rise to power, Jews in Germany and Europe as well as targeted groups including LGBTQ+ people. In addition, World War II, Poland and the death camps, the Final Solution, resistance and rescue, the U.S.' response, liberation, and the Nuremberg Trials are studied. Students have the opportunity to explore modern examples of genocide by learning about the Rwandan Genocide as well as other genocides in the modern world. <u>This course is best suited for students that are interested in considering the deep complexities of these issues, recognizes the seriousness of the topics, understands that material utilized in this course may be graphic and disturbing in nature, and is designed to satisfy Kean University's dual credit expectations.</u></p>
<b>Grade 9, 10, 11 &amp; 12</b>	<p><b>Course: 4568 – Comparative Religions</b>  <u>Prerequisites:</u> None  Description:  Half Year  2.50 Credits</p> <p>This academic elective provides for inquiry into the moral and spiritual values of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. Students will combine readings with class discussion to gain familiarity with these major religions. The focus of the course is on understanding the philosophical basis of the world's traditions. This course is</p>

appropriate for students who are interested in learning about the diverse peoples and cultures of the world and understanding other ways of life.

<b>Grade 11 &amp; 12</b>	<b>Course: 4672 – Power, Privilege and Imbalance in American Society</b>
	<u>Prerequisites:</u> None
	Description:
Half Year 2.50 Credits	This academic elective examines historical and contemporary issues pertaining to racial and ethnic minorities. The overarching theme of perspective and inclusion provides and anchor to examine issues surrounding race and ethnicity in the United States. Critically deconstructing the role of politics, geography, social perceptions, and economics will provide students the opportunity to examine our shared history from various perspectives. Throughout the semester, students examine the historical contexts that created modern inequalities. Unit topics give voice to groups who have suffered from systemic oppression, and develop theoretical and practical ways for students to deconstruct the power structures that create inequalities. Starting from an examination of white supremacy and its historical context, the African American experience is examined. Subsequently, case studies, including Native American, Hispanic American, and Asian American are explored to illuminate students’ understanding of the minority experience within the scope of American history.
<b>Grade 10, 11 &amp; 12</b>	<b>Course: 4688 – Fundamental Principles of Economics and Personal Finance*</b>
	<u>Prerequisites:</u> None
	Description:
Half Year 2.50 Credits	In this academic elective course, students will study the basic economic problems facing nations; principles of capitalism, economic growth, classical and modern theories in economics; monetary and fiscal policies, labor and business policies; and international trade. Current economic events will be analyzed daily in relation to these areas of study. In addition, this course introduces students to the fundamental principles that are essential to understanding the economic forces and practices that impact our daily lives. In teaching fundamental principles and practices of economic theory, students are introduced to the world of personal finance. Having this knowledge prepares them to make logical judgments and responsible decisions regarding their financial future and enables them to become effective local and global citizens. *This course fulfills the state mandate for one semester of financial literacy.
<b>Grade 9, 10, 11 &amp; 12</b>	<b>Course: 4228 – Introduction to Law</b>
	<u>Prerequisites:</u> None
	Description:
Half Year 2.50 Credits	Introduction to Law is an academic elective that provides a broad-based background in various areas of the law and is designed to provide the student with a basic knowledge of areas of law in daily living. Topics include a review of our court system; civil and criminal law--including problems specifically relating to juveniles; contract law; tort law; and student rights and responsibilities.
<b>Grade 10, 11 &amp; 12</b>	<b>Course: 9565 – Ancient &amp; Medieval Traditions</b>
	<u>Prerequisites:</u> None
	Description:
Full Year 5.00 Credits	In this academic elective course, students will study the origins, development, and achievements of Greek, Roman and other civilizations throughout the world from ancient times through the Middle Ages. Students will also acquire an appreciation of the unique contributions and legacy left by these cultures and the influence these cultures had and continue to have on the development of the historical and literary culture of the modern world.

<b>Grade 11 &amp; 12</b>	<p><b>Course: 2490 – Women’s Studies</b>  <u>Prerequisites:</u> None  Description:  Half Year  2.50 Credits</p>	<p>Women’s Studies is a semester elective course for eleventh and twelfth graders. This humanities based elective is taught by either an English or Social Studies teacher. The course introduces students to the field of women’s studies using an interdisciplinary approach. This course challenges students to evaluate the social, economic, political, and spiritual experience of women in American culture, from the 20<sup>th</sup> century to today. Through historical artifacts, students investigate the fight for women’s rights, covering topics ranging from suffrage to equal pay. Students explore modern issues drawing from personal experience and their studies of literature and the arts. Students also examine the extent to which gender inequality still exists, how the experiences of men and women may be shaped by gender perceptions, and how pop culture influences perceptions of feminism. Students are encouraged to engage with these issues by asking questions and sharing their own perspectives. Although this course is titled “Women’s Studies,” all students who are curious about gender and equality, are encouraged to enroll</p>
<b>Grade 11 &amp; 12</b>	<p><b>Course: 4367 – Psychology Through Film and Literature</b>  <u>Prerequisites:</u> None  Description:  Half Year  2.50 Credits</p>	<p>This academic elective course is an introduction to the field of psychology as well as an opportunity to explore its relationship to the arts through the application of psychological principles to literature, film, pop culture, and other elements of modern society. In this course, students will be introduced to several major topics in the field of psychology and will apply psychological theory to the various texts, materials and case studies examined.</p>
<b>Grade 10, 11 &amp; 12</b>	<p><b>Course: 4468 – Sociology</b>  <u>Prerequisites:</u> None  Description:  Half Year  2.50 Credits</p>	<p>In this academic elective, students will attempt to understand human relationships and the many facets of human interaction. From cross-cultural comparisons to socializing the individual in society, students will examine human behavior across the spectrum. The course will examine race, social class, deviance, and human development as students gain a better understanding of their community, both locally and globally.</p>
<b>Grade 10, 11 &amp; 12</b>	<p><b>Course: 4064 – Advanced Placement European History*</b>  <u>Prerequisites:</u> Successful completion of the previous year’s social studies course  Description:  Full Year  5.00 Credits</p>	<p>This elective course is commensurate to an introductory college-level course on European history. Students will develop a comprehensive understanding of European history between 1500 and the present through the review, analysis, evaluation and discussion of a variety of materials. The course requires intensive critical reading and writing at the college level in addition to independent research and a high level of academic scholarship in preparation for the rigorous College Board examination in the spring. Upon completion of this course students should plan to take the Advanced Placement Exam.</p> <p>*To be recommended for Advanced Placement European History, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. An A average in the previous college prep social studies course or B+ in the previous honors/AP social studies course.</li> <li>2. Demonstrated interest in furthering their study of European history and motivation to study the subject at the college level.</li> </ol>
<b>Grade 11 &amp; 12</b>	<p><b>Course: 4250 – Advanced Placement U.S. Government and Politics*</b>  <u>Prerequisites:</u> Successful completion of the previous year’s social studies course  Description:  Full Year  5.00 Credits</p>	<p>This elective AP course in U.S. Government and Politics is designed to be equivalent to an introductory college-level course in United States government and politics. It gives students a critical perspective on government and politics in the United States through the study of general concepts used to interpret United States politics and the analysis of specific case studies. It will</p>

provide the student with a familiarity of the various institutions, groups, beliefs, and ideas that comprise the American political landscape. Students enrolled in this course will participate in an Internship for five weeks at the end of the course. They will place themselves in the community and work for approximately 4-5 hours a week in lieu of regularly scheduled class time. Students unable to participate in the Internship have the option to write a 15-20 page seminar paper on a current topic in Political Science. Upon completion of this course students should plan to take the Advanced Placement Exam.

\*To be recommended for Advanced Placement U.S. Government and Politics, students must meet the following criteria:

1. An A in the previous college prep social studies course or B+ in the previous honors/AP social studies course.
2. Demonstrated interest in furthering their study of United States government and politics and are motivated to study the subject at a college level.

**Grade 11  
& 12**

**Course: 4364 – Advanced Placement Psychology\***

Prerequisites: Successful completion of the previous year's social studies course

Description:

Full Year  
5.00 Credits

This elective AP course introduces students to the systematic and scientific study of the behavioral and mental processes of humans and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of psychology's major subfields. They will also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions. Course topics are methods; history; biological bases of behavior, sensation, and perception; states of consciousness, learning, cognition, emotion, and motivation; developmental psychology; abnormal psychology; treatment of psychological disorders; social disorders; social psychology; personality; and testing. The course is suggested for those who enjoyed and excelled in Biology I and for those who generally enjoy science. Upon completion of this course students should plan to take the Advanced Placement Exam.

\*To be recommended for Advanced Placement psychology, students must meet the following criteria:

1. An A/B+ average in the previous college prep social studies course or B in the previous honors/AP social studies course.
2. Proven ability to learn independently, to regularly read textual materials for understanding and to write essays at an introductory college level, independent learning and motivation to learn about psychology at a college level.

## SOCIAL STUDIES DEPARTMENT

Listed below are the core courses required at each grade level as well as the elective courses available at each grade level.

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Required Core Courses:</b>	Global Perspectives (4011) Or Exploring Global Studies (4010) Or Humanities (2416)	U.S. I/Defining the Identity of the United States (4121) Or Honors U.S. I/Defining the Identity of the United States (4123)	U.S. II/Issues in 20 <sup>th</sup> Century History (4131) Or AP U.S. History (4164) Or American Studies (2431)* American Studies Honors (2432)	None <b>IF</b> 3 credit years of social studies requirement has been met.
<b>Electives:</b>	Anthropology (4668) Comparative Religions (4568) Introduction to Law (4228) Mock Trial (4248)	Anthropology (4668) Comparative Religions (4568) Mock Trial (4248) Economic Principles and Practices (4688) Holocaust & Genocide Studies (4901) Introduction to Law (4228) Ancient Medieval Traditions (9565) AP European History (4064) Sociology (4468)	Anthropology (4668) Comparative Religions (4568) Mock Trial (4248) Power, Privileges and Imbalance In American Society (4672) Economic Principles and Practices (4688) Introduction to Law (4228) Holocaust & Genocide Studies (4901) Ancient Medieval Traditions (9565) AP European History (4064) Sociology (4468) Women's Studies (2490) Psychology Through Film and Literature (4368) AP United States Government and Politics (4250) AP Psychology (4364)	Anthropology (4668) Comparative Religions (4568) Mock Trial (4248) Power, Privilege and Imbalance In American Society (4672) Economic Principles and Practices (4688) Introduction to Law (4228) Holocaust & Genocide Studies (4901) Ancient Medieval Traditions (9565) AP European History (4064) Sociology (4468) Women's Studies (2490) Psychology Through Film and Literature (4368) The Global Citizen (2441) AP United States Government and Politics (4250) AP Psychology (4364)

**\*U.S. I/ Defining the Identity of the United States (4121) is a prerequisite for entry into this class.**

## SPECIAL EDUCATION

Westfield High School strives to educate students in the least restrictive environment. The Special Services department provides a full spectrum of program options for students with special needs. This extensive continuum of services and programs enables each student's learning needs to be met according to their Individualized Education Program.

*All placement options are determined at the student's Annual Review or IEP meeting. At the Annual Review/IEP meeting, course selections will be discussed and selected on an individual basis.*

**Grade 9, 10  
11 & 12**

**Course: All Special Education Programs**  
Description:

- |   |  |
|---|--|
| Full Year<br>5.00 or 6.00<br>Credits<br>each subject<br>area  | 1. In-Class Support – In-Class Support occurs in general education classes where students with identified learning needs are instructed by general and special education teachers. This collaborative learning model maximizes the educational experiences of all students and enhances the learning environment.  |
| Full Year<br>5.00 Credits<br>each subject<br>area or<br>Semester 2.50<br>Credits each<br>subject area | 2. Replacement Instruction – Students who need a more supportive and individualized approach to instruction may receive modified, parallel courses in a resource center setting. Courses are designed to meet State Standards, State graduation requirements, and Westfield High School curriculum requirements. The use of accommodations, modifications, small group instruction, and a multi-modal approach to learning enhances the instruction. |
| Full Year<br>5.00 Credits<br>each subject<br>area   | 3. Specialized Resource Center Programs – There are two Specialized Resource Center programs at the high school: the Emotional Regulation Impairment (ERI) Program and the Language Learning Disabled (LLD) Program. These programs are designed for students requiring a more structured and supportive learning environment. Students are recommended for either ERI or LLD by the Child Study Team.   |

## WORLD LANGUAGES

The Department of World Languages offers sequential study in French, Italian, Latin, Mandarin and Spanish to prepare students to explore and discover rich vibrant cultures. These languages are indispensable for communication with European, Hispanic, Latino, Mexican, and Central American peoples; the Francophone populations of Canada, Africa, the Near and Far East, and the Caribbean, and Mandarin-speaking populations of Asia. Proficiency in these languages enables students to appreciate another culture, either modern or ancient. Moreover, the study of a world language prepares students for careers in a variety of fields. Since our world is increasingly connected economically, politically and culturally, the ability to communicate in a world language and to understand people from other cultures is crucial. The study of a world language provides students with the essential skills and knowledge for verbal expression and for understanding the cultural and literary achievements of another culture. In the modern language classroom, oral communication is continually emphasized beginning in the first level. Although reading is introduced at the first level, students are introduced to serious literature at the third level. At the advanced levels, students are expected to use the world language to acquire knowledge of history, civilization, culture, and literature as they refine their writing skills.

With the exception of Exploratory Spanish and Mandarin, students who choose to begin the study of a world language in grade nine will be able to complete a full four-year sequence of study in that world language.

Please note that a language level is not specific to a grade level. For example, level-one courses may include students from different grade levels who are beginning language study or are beginning the study of a second or third world language. Students at any grade level may choose to study two or more world languages. A significant advantage of world language course offerings is that students may complete multiple levels of two or more languages before graduation.

The Department of World Languages recommends that students pursue a **minimum** of three years of study of one world language; however, completion of a 4<sup>th</sup> or 5<sup>th</sup> year of the language is highly recommended. The flow chart following the course descriptions reflects the most usual sequence of course selection. Students and parents should refer to these guidelines and the specific course description. Placement in certain courses requires a teacher recommendation. These courses are indicated by an asterisk (\*) attached to the course name in the course description section.

The New Jersey State Department of Education requirements for graduation: One year, 5 credits.  
Any of the departmental course offerings will satisfy the World Languages requirement.

### FRENCH

**Grade 9, 10,  
11 & 12**

**Course: 3011 – French I**

Prerequisites: None

Description:

Full Year  
5.00 Credits

This introductory course presents the four basic language skills of understanding, speaking, reading, and writing. Speaking proficiency is encouraged and developed from the beginning of language study.

This course is recommended for any student interested in learning the French language and culture.

**Grade 9, 10,  
11 & 12**

**Course: 3021 – French II**

Prerequisites: French I (3011)

Description:

Full Year  
5.00 Credits

French II continues to build upon and further develop the four basic language acquisition skills for communication in French at a low novice level.

This course is recommended for most students who have successfully completed French I and are interested in developing an ability to communicate in French at a most basic level with a native speaker on topics previously studied.

**Grade 9, 10,  
11 & 12**

**Course: 3023 – French II Honors\***

Prerequisites: French I (3011)

Description:

Full Year  
5.00 Credits

French II Honors is an ability grouped course which is accelerated and enriched. French is used exclusively. French II Honors continues to build upon and further develop the four basic language acquisition skills for communication in French at a mid-novice level.

This Honors course is recommended for students who have successfully completed French I and are interested in a fast-paced in-depth study of French to develop an ability to speak, read and write in French at a level comprehensible to a native speaker on topics previously studied.

\*To be recommended for French II Honors, students must meet the following criteria:

1. A or B+ average in French I.
2. Superior oral expression and aural comprehension.
3. Facility in writing and comprehending French

**Grade 10,  
11 & 12**

**Course: 3031 – French III**

Prerequisites: French II (3021) or French II Honors (3023)

Description:

Full Year  
5.00 Credits

French III continues to build upon and further develop the four basic language acquisition skills for expression in French at a mid-novice level.

This course is recommended for most students who have successfully completed French II and are interested in developing an ability to speak, read and write in French comprehensible to a native speaker on topics previously studied.

**Grade 10,  
11 & 12**

**Course: 3033 – French III Honors\***

Prerequisites: French II (3021) or French II Honors (3023)

Description:

Full Year  
5.00 Credits

French III Honors is an ability grouped course which is accelerated and enriched. This honors course is recommended for students who have successfully completed French II Honors and are interested in a fast-paced and challenging course to develop the ability to speak, read and write in French at a sophisticated and comprehensible level to a native speaker on topics previously studied.

\*To be recommended for French III Honors, students must meet the following criteria:

1. A or B+ average in French II Honors.
2. Superior oral expression and aural comprehension.
3. Facility in writing and comprehending French.

**Grade 11 & 12**

**Course: 3041 – French IV**

Prerequisites: French III (3031) or French III Honors (3033)

Description:

Full Year  
5.00 Credits

French IV continues to build upon and further develop the four basic language acquisition skills for communication in French at a mid-novice level.

This advanced course is recommended for most students who have successfully completed French III and are interested in developing an ability to speak, read and write in French comprehensible to a native speaker on topics previously studied.

**Grade 11 & 12**

**Course: 3043 – French IV Honors\***

Prerequisites: French III (3031) or French III Honors (3033)

Description:

Full Year  
5.00 Credits

French IV Honors is an ability grouped course which has a vigorous pace and an extensive scope. French is used exclusively. This honors course is recommended for those students who have successfully completed French III Honors and are interested in a fast-paced and challenging course to develop the ability to speak, read and write in French at a sophisticated and comprehensible level to a native speaker on topics previously studied.

\*To be recommended for French IV Honors, students must meet the following criteria:

1. A or B+ average in French III Honors.
2. Superior oral expression and aural comprehension.
3. Facility in writing and comprehending French.

**Grade 12**

**Course: 3051 – French V\***  
Prerequisites: French IV (3041) or French IV Honors (3043)  
Description:  
Full Year  
5.00 Credits

French V is an advanced level course in which French is used exclusively to further refine the four basic language acquisition skills for communication in French at a mid-novice level. The course emphasizes the study of contemporary French film and literature.

This advanced course is recommended for most students who have successfully completed French IV or French IV Honors and are interested in developing an ability to speak, read and write in French comprehensible to a native speaker on topics previously studied.

\*To be recommended for French V, students must meet the following criteria:

1. Desire and ability to study French at an advanced level.
2. Superior grades (A or B+) in prior course.

**Grade 12**

**Course: 3054 – French V - Advanced Placement Language\***  
Prerequisites: French IV (3041) or French IV Honors (3043)  
Description:  
Full Year  
5.00 Credits

This college level advanced course is an ability grouped course which has a vigorous pace and an extensive scope. Students will pursue the formal study of literary texts, cultural contexts and language structures designed to establish advanced proficiency in the four language skills: reading, writing, listening and speaking. Upon completion of this course students should plan to take the Advanced Placement Exam.

\*To be recommended for French V Advanced Placement, students must meet the following criteria:

1. A or B+ average in French IV or French IV Honors.
2. Superior oral expression and aural comprehension.
3. Facility in writing and comprehending French.
4. Completion of summer reading and writing assignments.

## ITALIAN

**Grade 9, 10,  
11 & 12**

**Course: 3211 – Italian I**  
Prerequisites: None  
Description:  
Full Year  
5.00 Credits

This course presents the four basic language skills of understanding, speaking, reading, and writing. Students are introduced to Italian culture by learning the customs, geography, music, celebrated persons and cuisine of Italian culture. This course is recommended for any student interested in learning the Italian language and culture.

**Grade 10,  
11 & 12**

**Course: 3221 – Italian II**  
Prerequisites: Italian I (3211)  
Description:

Full Year 5.00 Credits	<p>Italian II continues to build upon and further develop the four basic language acquisition skills for expression in Italian at a low-novice level.</p> <p>This course is recommended for most students who have successfully completed Italian I and are interested in developing an ability to speak Italian at a most basic level with a native speaker on topics previously studied.</p>
<b>Grade 11 &amp; 12</b>	<p><b>Course: 3231 – Italian III</b></p> <p><u>Prerequisites:</u> Italian II (3221)</p> <p>Description:</p>
Full Year 5.00 Credits	<p>Italian III continues to build upon and further develop the four basic language acquisition skills for expression in Italian at a mid-novice level. Italian is used exclusively.</p> <p>This course is recommended for most students who have successfully completed Italian II and are interested in developing an ability to speak, read and write in Italian comprehensible to a native speaker on topics previously studied.</p>
<b>Grade 11 &amp; 12</b>	<p><b>Course: 3232 – Italian III Honors*</b></p> <p><u>Prerequisites:</u> Italian II (3221)</p> <p>Description:</p>
Full Year 5.00 Credits	<p>Italian III Honors is an ability grouped course which is accelerated and enriched. This honors course is recommended for students who have successfully completed Italian II and are interested in a fast-paced and challenging course to develop the ability to speak, read and write in Italian at a sophisticated and comprehensible level to a native speaker on topics previously studied. Italian is used exclusively.</p> <p>*To be recommended for this course, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. A or B+ average in Italian II</li> </ol>
<b>Grade 12</b>	<p><b>Course: 3241 – Italian IV</b></p> <p><u>Prerequisites:</u> Italian III (3231) or Italian III Honors (3232)</p> <p>Description:</p>
Full Year 5.00 Credits	<p>Italian IV is an advanced level course in which students continue to build upon and further develop the four basic language acquisition skills for communication in Italian at a mid-novice level. Italian is used exclusively.</p> <p>This advanced course is recommended for most students who have successfully completed Italian III or Italian III Honors and are interested in developing an ability to speak, read and write in Italian comprehensible to a native speaker on topics previously studied.</p>
<b>Grade 12</b>	<p><b>Course: 3243 – Italian IV – Advanced Placement Italian Language and Culture*</b></p> <p><u>Prerequisites:</u> Italian III (3231) or Italian III Honors (3232)</p> <p>Description:</p>
Full Year 5.00 Credits	<p>This college-level, advanced course stresses all modes of communication while encouraging students to explore culture through thematic units. Students pursue the formal study of literary texts, cultural contexts and language structures designed to establish advanced proficiency in the four language skills: reading, writing, listening and speaking. Upon completion of this course, students should plan to take the Advanced Placement Exam.</p> <p>*To be recommended for this course, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. A or B+ average in Italian III or Italian III Honors.</li> <li>2. Superior oral expression and aural comprehension.</li> <li>3. Facility in writing and comprehending</li> </ol>

## LATIN

### Grade 9, 10, 11 & 12

#### **Course: 3311 – Latin I**

Prerequisites: None

Description:

Full Year  
5.00 Credits

This introductory course presents the basic skills of vocabulary building, grammatical forms and syntax. The fundamentals of grammar such as declensions of nouns and adjectives, conjugations of verb tenses and case uses are studied. Students are also introduced to a variety of cultural topics like Roman history, classical mythology and Latin's influence on English and other modern languages. This course is recommended for any student interested in learning the Latin language and Roman culture.

### Grade 10, 11 & 12

#### **Course: 3321 – Latin II**

Prerequisites: Latin I (3311)

Description:

Full Year  
5.00 Credits

Latin II continues to build upon and further develop vocabulary acquisition and principles of Latin language structures. The vocabulary and grammar concepts taught in Latin I are presupposed. Students study grammatical topics like participles, infinitives and subjunctive verb forms while at the same time continuing to build vocabulary and skills in reading and translating. Cultural topics are studied as well, offering students the chance to learn more mythology, history, and examples of Latin in current use.

This course is recommended for most students who have successfully completed Latin I and are interested in reading authentic literature in Latin and in developing written and translation skills in Latin.

### Grade 11 & 12

#### **Course: 3331 – Latin III**

Prerequisites: Latin II (3321)

Description:

Full Year  
5.00 Credits

Latin III is an upper-level language course in which students continue the development of Latin vocabulary mastery, word derivation, and syntax as they focus on reading authentic ancient texts from the Roman world. Students will expand their cultural understanding of classical society, particularly in matters pertaining to history and Roman politics.

This course is recommended for students who have successfully completed Latin II and would like to further explore authentic literature in Latin and develop written translation skills in Latin.

### Grade 11 & 12

#### **Course: 3333 – Latin III Honors\***

Prerequisites: Latin II (3321)

Description:

Full Year  
5.00 Credits

Latin III Honors is an ability-grouped course which is accelerated and enriched. Students continue the development of Latin vocabulary mastery, word derivation, and syntax as they focus on reading authentic ancient texts from the Roman world. Students will expand their cultural understanding of classical society, particularly in matters pertaining to history and Roman politics.

This course is recommended for students who have successfully completed Latin II and would like to further explore authentic literature in Latin and develop written and translation skills in Latin, but who also want to cultivate the ability to write in Latin. The course emphasizes production of Latin and quick, accurate reading of Latin.

\*To be recommended for this course, students must meet the following criteria:

1. An A or B+ in Latin II

**Grade 12**                    **Course: 3341 – Latin IV**  
Prerequisites: Latin III (3331) or Latin III Honors (3333)  
 Description:  
 Full Year                    This advanced level literature course concentrates on selections from both Vergil's  
 5.00 Credits                Aeneid and Caesar's Commentaries on the Gallic Wars. The nature of epic poetry  
    and of military narrative is a central focus of this course. Parts of those ancient  
    works are read in English in addition to Latin so students can grasp the larger themes  
    present in the works. This is primarily a literature course with additional readings on  
    mythology and ancient history. There are also individual and group projects  
    allowing students to pursue topics of interest that are connected with Latin, with the  
    Classical world, and with the study of language in general.

**Grade 12**                    **Course: 3344 – Latin IV – Advanced Placement\***  
Prerequisites: Latin III ( 3331) or Latin III Honors ( 3333)  
 Description:  
 Full Year                    This college-level literature course concentrates on Vergil's Aeneid and Caesar's  
 5.00 Credits                Commentaries on the Gallic Wars. The nature of epic poetry and of military  
    narrative is a central focus of this course. Students critically discuss and analyze the  
    required selections of both books as required by the current Advanced Placement  
    reading list. Students focus on sight-reading, translation, grammar, scansion and  
    poetic devices. Parts of those ancient works are read in English in addition to Latin  
    so students can grasp the larger themes present in the works. This is primarily a  
    literature course with additional readings on mythology and ancient history. There  
    are also individual and group projects allowing students to pursue topics of interest  
    that are connected with Latin, with the Classical world, and with the study of  
    language in general.  
    This course is recommended for most students who have successfully completed  
    Latin III or Latin III Honors and are interested in a fast-paced and challenging course  
    to develop the ability to read and analyze Latin literature as required by the  
    Advanced Placement Latin reading list. Upon completion of this course, students are  
    prepared to take the Latin Advanced Placement Exam.

\*To be recommended for this course, students must meet the following criteria:

1. A in Latin III or an A or B+ in Latin III Honors

## MANDARIN

**Grade 9, 10, 11, & 12**                    **Course: 3511 – Mandarin I**  
Prerequisites: None  
 Description:  
 Full Year                    This introductory-level course is intended for students who are looking to expand  
 5.00 Credits                cultural and linguistic competence through the study of a non-European language.  
    Mandarin I engages students in activities that promote fundamental communication  
    skills through a thematic approach that incorporates typical informal settings and  
    aspects of daily life. Emphasis is placed on developing interpretive listening and  
    interpersonal speaking skills. Students in this course gain an important cultural  
    perspective as they compare and contrast aspects of the Eastern Chinese culture with  
    those of their own culture.

**Grades 10, 11, & 12**                    **Course: 3512 – Mandarin II**  
Prerequisites: Mandarin I (3511)  
 Description:  
 Full Year 5.00                Mandarin II continues to build upon and further develop the four basic language  
 Credits                        acquisition skills for communication in Mandarin at a low novice level. This course  
    is recommended for most students who have successfully completed Mandarin I and  
    are interested in developing an ability to communicate in Mandarin at a most basic  
    level with a native speaker on topics previously studied.

**Grade 11 & 12**      **Course: 3513 – Mandarin III**  
Prerequisites: Mandarin II (3512)  
 Description:  
 Full Year      Mandarin III builds upon and further develops the four basic language acquisition  
 5.00 Credits      skills for communication in Mandarin at the high novice level. Mandarin III is the  
                          third course in the sequence of Chinese courses directed to the continued  
                          development of the skills of listening, speaking, reading, and writing. Students  
                          continue to grow in their knowledge of the Chinese language and culture by  
                          describing daily routines and interacting with Chinese speakers. Students are able to  
                          participate in conversation about daily life of teenagers inside and outside of the  
                          school day. In addition, students are able to discuss issues related to health and the  
                          environment. Furthermore, the students are introduced to a focused transition from  
                          using Pinyin to understanding and reading characters. The understanding and  
                          appreciation of the Chinese people and their culture form an integral part of the  
                          learning experience thereby fostering the world language standards of  
                          communication, culture, connections, comparisons and communities.

**Grade 11 & 12**      **Course: 3514 – Mandarin IV**  
Prerequisites: Mandarin III (3513)  
 Description:  
 Full Year      Mandarin IV will build upon and further develop the four basic language acquisition  
 5.00 Credits      skills for communication from intermediate-low to intermediate-medium levels.  
                          Mandarin IV is the fourth course in the sequence of Chinese courses at WHS. In this  
                          course, students will be expected to write/type all assignments using Chinese  
                          simplified characters. This is an advanced and rigorous course for students who have  
                          successfully completed the previous three years of Mandarin or the equivalence in  
                          skills and knowledge. Students will explore, compare, and describe units with more  
                          complex sentence structures that build upon their existing understanding.

## SPANISH

**Grade 9, 10,  
11 & 12**      **Course: 3411 – Spanish I**  
Prerequisites: None  
 Description:  
 Full Year      This introductory course presents the four basic language skills of understanding,  
 5.00 Credits      speaking, reading, and writing. Speaking proficiency is encouraged and developed  
                          from the beginning of language study.  
                          This course is recommended for any student interested in learning the Spanish  
                          language and culture.

**Grade 9, 10,  
11 & 12**      **Course: 3421 – Spanish II**  
Prerequisites: Spanish I (3411)  
 Description:  
 Full Year      Spanish II continues to build upon and further develop the four basic language  
 5.00 Credits      acquisition skills for expression in Spanish at a low-novice level.  
                          This course is recommended for most students who have successfully completed  
                          Spanish I and are interested in developing an ability to speak Spanish at a most basic  
                          level with a native speaker on topics previously studied.

<p><b>Grade 9, 10, 11 &amp; 12</b></p> <p>Full Year 5.00 Credits</p>	<p><b>Course: 3423 – Spanish II Honors*</b>  <u>Prerequisites:</u> Spanish I (3411)  Description:  This course is an ability grouped course that is accelerated and enriched. Spanish is spoken exclusively. Spanish II Honors continues to build upon and further develop the four basic language acquisition skills for expression in Spanish at a mid-novice level.  This honors course is recommended for students who have successfully completed Spanish I and are interested in a fast-paced, in-depth study of Spanish to develop an ability to speak, read and write in Spanish at a level comprehensible to a native speaker on topics previously studied.  *To be recommended for this course, students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. A or B+ average in Spanish I.</li> <li>2. Superior oral expression and aural comprehension.</li> <li>3. Facility in writing and comprehending Spanish.</li> </ol>
<p><b>Grade 10, 11 &amp; 12</b></p> <p>Full Year 5.00 Credits</p>	<p><b>Course: 3431 – Spanish III</b>  <u>Prerequisites:</u> Spanish II (3421) or Spanish II Honors (3423)  Description:  Spanish III continues to build upon and further develop the four basic language acquisition skills for expression in Spanish at a mid-novice level. The course emphasizes the expansion of vocabulary, the refinement of grammatical structures and indicative and subjunctive verb tense usage, and an introduction to the history and civilization of Spain and Latin America.  This course is recommended for most students who have successfully completed Spanish II and are interested in developing an ability to speak, read and write in Spanish comprehensible to a native speaker on topics previously studied.</p>
<p><b>Grade 10, 11 &amp; 12</b></p> <p>Full Year 5.00 Credits</p>	<p><b>Course: 3433 – Spanish III – Honors*</b>  <u>Prerequisites:</u> Spanish II (3421) or Spanish II Honors (3423)  Description:  This course is an ability grouped course that is accelerated and enriched. Spanish is spoken exclusively. Spanish III Honors continues to build upon and provide intensive training in the four basic language acquisition skills for clear, concise and refined expression in Spanish at a mid-novice level. Topics relate to the literature, its themes, and literary elements.  This honors course is recommended for students who have successfully completed Spanish II Honors and are interested in a fast-paced in-depth study of Spanish to develop an ability to speak, read and write in Spanish at a sophisticated and comprehensible level to a native speaker on topics previously studied.  *To be recommended for this course, Students must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. A or B+ average in Spanish II or Spanish II Honors.</li> <li>2. Superior oral expression and aural comprehension.</li> <li>3. Facility in writing and comprehending Spanish.</li> </ol>
<p><b>Grade 11 &amp; 12</b></p> <p>Full Year 5.00 Credits</p>	<p><b>Course: 3441 – Spanish IV</b>  <u>Prerequisites:</u> Spanish III (3431) or Spanish III Honors (3433)  Description:  Spanish IV is an advanced level course that continues to build upon and further develop the four basic language acquisition skills for communication in Spanish at an intermediate-advanced level. Authentic stories and readings presented in multiple forms of media are discussed in an immersion setting where the target language is used exclusively. The course emphasizes building on grammar concepts through contextual experiences addressing all language modes. The content, used as a vehicle for instruction, includes the history and civilization of Spain, as well as its prose and drama; all presented through a cultural perspective.</p>

This advanced course is recommended for most students who have successfully completed Spanish III and are interested in developing a native-like ability to speak, read and write in Spanish.

<b>Grade 11&amp; 12</b>	<b>Course: 3455 – Spanish IV – Advanced Placement Spanish Language and Culture*</b>
Full Year 5.00 Credits	<u>Prerequisites:</u> Spanish III (3431) or Spanish III Honors (3433) Description: This college-level, advanced course stresses the various modes of communication while encouraging students to explore culture in thematic units. Students pursue the formal study of literary texts, cultural contexts and language structures designed to establish advanced proficiency in the four language skills: reading, writing, listening and speaking. Upon completion of this course, students should plan to take the Advanced Placement Exam. *To be recommended for this course, students must meet the following criteria: <ol style="list-style-type: none"><li>1. A or B+ average in Spanish III or Spanish III Honors</li><li>2. Superior oral expression and aural comprehension</li><li>3. Facility in writing and comprehending</li></ol>
<b>Grade 12</b>	<b>Course: 3451 – Spanish V</b>
Full Year 5.00 Credits	<u>Prerequisites:</u> Spanish IV(3441) or Spanish IV AP (3455) Description: Spanish V continues to build upon and further develop the four basic language acquisition skills for communication in Spanish at a mid-novice level. The understanding, speaking, reading and writing experiences are designed to promote effective communication in the Spanish language. The students read and comprehend themes in both factual and interpretive texts in Spanish. This advanced course is recommended for most students who have successfully completed Spanish IV and are interested in developing an ability to speak, read and write in Spanish comprehensible to a native speaker on topics previously studied.
<b>Grade 12</b>	<b>Course: 3456 – Spanish V – Honors*</b>
Full Year 5.00 Credits	<u>Prerequisites:</u> Spanish IV – Advanced Placement Spanish Language and Culture (3455) Description: Spanish V Honors is an advanced-level course that surveys the history, culture, and perspectives of the Spanish-speaking world. The central focus of the course is to further develop the language and analysis skills refined in previous Spanish courses through the study of Spanish and Latin American history, politics, art, music, film and literature. Cultural and historical perspectives are considered in the study of current events. Spanish is used exclusively. Spanish V Honors has a vigorous pace and an extensive scope. It is recommended for students who have met the prerequisites and are interested in a fast-paced and challenging course to further develop Spanish reading, writing, speaking, and listening skills. *To be recommended for this course, students must meet the following criteria: <ol style="list-style-type: none"><li>1. A or B+ average in Spanish IV, Advanced Placement Spanish Language and Culture.</li><li>2. Superior oral expression and aural comprehension.</li><li>3. Facility in writing and comprehending.</li></ol>
<b>Grade 11 &amp; 12</b>	<b>Course: 3468 – Spanish Conversation*</b>
Half Year 2.50 Credits	<u>Prerequisites:</u> Spanish III (3431) or Spanish III Honors (3433) Description: Spanish Conversation emphasizes the listening and speaking skills through the study of various Spanish speaking countries and their customs and practices. Spanish is spoken exclusively. Topics include but are not limited to cuisine, idols, family, society, sports, art, theater, gender roles, communications and commerce.

This course is recommended for students who have successfully completed a level III Spanish course and are interested in developing their Spanish speaking skills.

\*Students must be recommended by their teacher to enroll in this course.

**Grade 11 & 12**

**Course: 3478 – Spanish for Travelers\***

Prerequisites: Spanish III (3431) or Spanish III Honors (3433)

Description:

Half Year  
2.50 Credits

Spanish for Travelers emphasizes the study of the various Spanish speaking countries of the world. Students are prepared to plan a trip and travel to a Spanish speaking country. Spanish is spoken exclusively in this course.

This course is recommended for students who have successfully completed a level III Spanish course and are interested in developing their Spanish speaking skills and knowledge of Spanish-speaking countries for travel abroad as a tourist.

\*Students must be recommended by their teacher to enroll in this course.

**Grade 9, 10,  
11 & 12**

**Course: 3416 – Exploratory Spanish I**

Prerequisites: Recommendation of World Language teacher, the Supervisor of World Languages, **and** the Child Study Team (when applicable)

Description:

Full Year  
5.00 Credits

This entry-level course presents the four basic language skills of understanding, speaking, reading and writing at a most elementary level. Understanding is a focus and is developed from the beginning of language study. Speaking and understanding Spanish is stressed with the learning of simple and practical vocabulary.

This basic course is for those students who have the need for support in their first language with their communication and written skills and are interested in learning some Spanish language and culture.

**Grade 9, 10,  
11 & 12**

**Course: 3426 – Exploratory Spanish II**

Prerequisites: Exploratory Spanish I (3416), recommendation of Spanish teacher, the Supervisor of World Languages, **and** the Child Study Team (when applicable)

Description:

Full Year  
5.00 Credits

This sequential course continues to present and develop the four basic language skills of understanding, speaking, reading and writing at a most elementary level. Understanding Spanish continues to be a focus. Speaking Spanish is stressed with the learning of simple and practical vocabulary.

This basic course is for those students who have the need for support in their first language with their communication and written skills and are interested in learning some Spanish language and culture. It is not intended as preparation for Spanish II.

## WORLD LANGUAGES DEPARTMENT COURSE SELECTION FLOW CHART

Below are the typical course sequences of study in a world language.

French I (3011)	French II (3021) French II Honors (3023)	French III (3031) French III Honors (3033)	French IV (3041) French IV Honors (3043)	French V (3051) French V AP (3054)
Italian I (3211)	Italian II (3221)	Italian III (3231) Italian III Honors (3232)	Italian IV (3241) Italian IV AP – Language and Culture (3243)	
Latin I (3311)	Latin II (3321)	Latin III (3331) Latin III Honors (3333)	Latin IV (3341) Latin IV AP (3344)	
Mandarin I (3511)	Mandarin II (3512)	Mandarin III (3513)	Mandarin IV (3514)	
Spanish I (3411)	Spanish II (3421) Spanish II Honors (3423)	Spanish III (3431) Spanish III Honors (3433)	Spanish IV (3441) Spanish AP – Language and Culture (3455) Spanish Conversation (3468) Spanish for Travelers (3478)	Spanish V (3451) Spanish V Honors (3456) Spanish Conversation (3468) Spanish for Travelers (3478) Spanish AP- Language and Culture (3455)
Exploratory Spanish I (3416)	Exploratory Spanish II (3426)			

## ELECTIVES FOR 2024-2025

**Full Year 5.0 credits**

**Half Year 2.5 credits**

<b>Course</b>	<b>Grade</b>	<b>Course</b>	<b>Grade</b>
■ Foundations of Art (I)	9-12	■ World Crafts Sampler	9-12
■ Drawing (II)	10-12	■ Ceramics	9-12
■ Composition in 2D (III)	11-12	■ Ceramics 2	9-12
■ Advanced Portfolio (IV)	12	■ Drama 1- Introduction to Theatre	9-12
■ Crafts Exploration	9-12	■ Drama 3A – Adv. Theater Technique	11-12
■ Percussion Band	9-12	■ Drama 3B – Adv. Theater Production	11-12
■ Concert Band	9-12	■ Marching Band/Color Guard (1.5 cr)	9-12
■ String Orchestra	9-12		
■ Chamber Orchestra	9-12	◆◆◆ Business Principles & Mgmt.	9-12
■ Wind Ensemble	9-12	◆◆◆ Entrepreneurship	11-12
■ Concert Choir/Wind Ens.	10-12	◆◆◆ Intro to Marketing	9-12
■ Writing and Arranging 1	9-12	◆◆◆ Computer Aided Design CAD	9-12
■ Writing and Arranging 2	10-12	◆◆◆ Modern Foods	9-12
■ Mixed Chorus	9-12	◆◆◆ Advanced Foods	10-12
■ Treble Chorus	10-12	◆◆◆ Makerspace	9-12
■ Concert Choir (4 cr.)	10-12	◆◆◆ Woods 1	9-12
■ Chorale/Choraleers	11-12	◆◆◆ Child Growth & Development	9-12
■ Drama 2 – Theater Workshop	10-12	◆◆◆ TV 1	9-12
		◆◆◆ TV 2	9-12
◆◆◆ Accounting	9-12	◆◆◆ Computer Sci. I	9-12
◆◆◆ Engineering and Design	10-12	◆◆◆ Computer Sci. III - Honors	11-12
◆◆◆ Woods 2	10-12	◆◆◆ Computer Graphic Design I	11-12
◆◆◆ Union County Vo-Tech	10-12	◆◆◆ Computer Graphic Design II	11-12
◆◆◆ Computer Science II AP	10-12	◆◆◆ Journalism 1	10-12
◆◆◆ Journalism 2	11-12		
◆◆◆ Journalism 3	12	Discrete Math	12
◆◆◆ Magazine Journalism	12	Probability & Statistics	12
◆◆◆ Sports Journalism	12	Spanish Conversation	11-12
◆◆◆ TV 3	10-12	Spanish for Travelers	11-12
◆◆◆/■ Stagecraft	9-12	The Writer’s Craft	11-12
◆◆◆ Intro to Architecture	9-12	Anthropology	9-12
◆◆◆ Architecture II	10-12	Blog Writing	9-12
AP Statistics	11-12	Comparative Religions	9-12
AP European History	10-12	Economic Principles & Practices	10-12
AP Psychology	11-12	Power, Priv. & Imbalance in Amer.	11-12
AP US Gov. & Politics	11-12	Psychology Through Film & Literature	11-12
Biology 2 AP (6 cr.)	11-12	Sociology	10-12
Physics I AP (6 cr.)	10-12	Introduction to Law	9-12
Physic II AP-C (6 cr.)	11-12	Mock Trial	9-12
Chemistry 2 AP (6 cr.)	10-12	Women’s Studies	11-12
Environmental Science (6 cr.)	10-12	Holocaust & Gender Studies	10-12
Forensic Science (6 cr.)	10-12	Intro to Architecture	9-12
Exercise and Sports Science (6 cr.)	10-12		
Ancient and Medieval Traditions	10-12		

### STATE GRADUATION REQUIREMENTS

5 credits Visual and Performing Arts  
 5 credits 21<sup>st</sup> Century & Careers (Career Education & Consumer, Family & Life Skills or Vocational-Technical Education)  
 ◆◆◆ Can be applied toward meeting the 21<sup>st</sup> Life & Careers or Career-Technical Education requirements for graduation  
 ■ Can be applied toward meeting the Visual & Performing Arts requirements for graduation  
 ◆◆◆ ■ Can be applied toward meeting the 21<sup>st</sup> Century Life & Careers OR Visual & Performing Arts requirements for graduation