2019-2020

Weston Public Schools
Weston, Massachusetts

Program of Studies
Grades 9-12

Dr. Marguerite Connolly
Superintendent

Dr. Kimo Carter
Assistant Superintendent for Teaching & Learning

Anthony Parker
Principal

Guidance
Marla Schay, Dept. Head 6-12
Gretchen Gugliotta
Samson Luu
Chris Shanahan
Maryann Shea
Every course and activity at Weston High School is open to students regardless of race, gender, gender identity, color, religion, sexual orientation, ethnicity/national origin, age or disability.
Weston High School

Core Values

Engagement
Integrity
Resilience
Responsibility

Weston High School is a community of adults and students who engage in school and beyond, act with integrity, practice resilience, and behave responsibly.

We are **Engaged** when
  - We pursue excellence in all our academic, athletic, and artistic passions
  - We make meaningful connections with others and balance common goals ahead of individual gain
  - We think creatively and critically
  - We embrace curiosity
  - We are open to the opinions and advice of others
  - We communicate effectively

We have **Integrity** when
  - We act with good intent and are straightforward in our interactions with others
  - We practice honesty and academic integrity in all our work
  - We embrace diversity, upholding the dignity of those who learn, think, live, and look different from us
  - We treat others, their property, ourselves and our school, with respect
  - We are honest about our own strengths and weaknesses
  - We consider the impact of our actions on our community, our country, other nations, and our planet

We practice **Resilience** when
  - We set goals and persist in working toward them
  - We problem-solve
  - We understand that mistakes are part of learning and that failure can lead to strength
  - We dare to step outside our comfort zone
  - We learn new skills and challenge ourselves

We are **Responsible** when
  - We are patient with others and willing to forgive
  - We own our choices and their consequences
  - We contribute more than we receive
  - We are mindful of others’ needs and the benefits of compromise
Principal’s Message to  
Weston High School Students

Weston High School offers many challenging and unique programs to meet your needs. This Program of Studies outlines the courses required for graduation as well as the many course offerings available to you. Please read the descriptions and prerequisites for each course carefully. In choosing your program, work closely with your school counselor, parent(s)/guardian(s) and teachers. In addition to the graduation requirements, remember that you are required to enroll in 990 hours of instruction and this means having a schedule with 33.5 credits. Please note that the Program of Studies includes the credits for each course. Your school counselor will have more information on how to design your schedule in terms of courses and alternatives in meeting this Time and Learning requirement.

In addition to the course selections, our school offers a wide range of co-curricular activities including competitive team sports, performing arts groups, student government and many special interest clubs. I encourage you to participate in these important activities, as they will provide you with different perspectives, challenges, and opportunities to meet other students.

Please remember that the scheduling process does not always produce the desired end result. You may encounter situations where courses are cancelled due to low enrollments, budgetary constraints, or conflicts developed during the scheduling process that requires you to make other choices. Please be assured that we will do our best to develop a schedule to honor your requests and one that has the fewest number of conflicts possible. Our plan is to have the scheduling process completed, including all necessary adjustments, before you leave for the summer so that you will know what to expect in the fall.

Finally, I believe that our school curriculum is well developed and the course offerings will meet your needs. The credit for this work goes directly to the teachers and department heads who maintain high standards in current programs and who forge ahead with the development of new courses.

Sincerely,

[Signature]

Anthony Parker  
Principal
Selecting a Program

We suggest that each family, working closely with their child and their child’s school counselor, develop a tentative four-year program that will meet the graduation requirements, challenge the student, and accommodate his/her interests. This program should be reviewed each January prior to preliminary course registration for the following year, in order to determine if it is still appropriate.

Beginning with the 9th grade, progress toward graduation depends upon the accumulation of credits. Students’ programs are reviewed to make certain that each student will have adequate credits to progress with his/her class. Meeting requirements is the responsibility of each student and his/her parent(s)/guardian(s). Students should know their credit total to date and be certain that they have sufficient credits for graduation.

A student may request to graduate early if he/she has met the graduation requirements. A request for early graduation must be made in writing to the Principal.

Graduation Requirements

Weston High School provides the opportunity for each student to develop those physical, mental, and emotional capacities required for fulfillment both as an individual and as a responsible member of diverse groups. The requirements for a student to receive a Weston High School diploma are determined by the Weston School Committee and outlined in Policy IKF.

In order to receive a high school diploma from Weston High School a student must earn at least 120 credits and satisfy any state requirements (passing the MCAS in English, mathematics and science). A total of 98 credits must be selected from the central curriculum defined below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>15 (must include 10 credits in World History and 5 credits in U.S. History)</td>
</tr>
<tr>
<td>Science</td>
<td>15 (must include 5 credits in Biology and 5 credits in either Chemistry or Physics)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20 (must complete through Algebra II)</td>
</tr>
<tr>
<td>Arts</td>
<td>6 (must complete in Visual and/or Performing Arts)</td>
</tr>
<tr>
<td>World Language</td>
<td>10 (must include 10 credits in one language)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>8</td>
</tr>
<tr>
<td>Health</td>
<td>3 (1 credit each in grades 9, 10 and 11)</td>
</tr>
<tr>
<td>Speech</td>
<td>1</td>
</tr>
</tbody>
</table>

In addition to the requirements listed above, all grade 10 students will be scheduled into Career Seminar, all grade 11 students will be scheduled into Guidance Seminar 11 and all grade 12 students will be scheduled into Senior Transitions. The Principal may waive a central curriculum requirement for students with special or unusual circumstances.

Curriculum Levels

Advanced Placement courses are offered in English, World History, United States History, European History, Psychology, Music Theory, Statistics, Calculus AB, Calculus BC, Physics, Biology, Chemistry, French, Spanish, Latin, and Computer Science. These programs prepare students to take the College Entrance Examination Board Advanced Placement Tests in their respective fields.

Courses designated as Honors are appropriate for students with strong academic qualifications. Students are recommended for Honors courses by departments on the basis of ability and performance. Courses are college preparatory unless otherwise indicated.
**Teacher Course Recommendations and Course Overrides**

In courses that are leveled, a student must receive a recommendation from her/his teacher for placement in an Honors or AP course. A student who is not recommended for an Honors or AP course may request an override of the teacher recommendation by completing the override process using the appropriate form (found on the guidance website, under course selection). The override form must be fully completed and submitted to the relevant department head by the third Friday in March for the override request to be considered during the spring scheduling process. At that date department heads will make placements into all available spaces in courses and create a waiting list for any requests that cannot be met. Override requests that come in after the deadline will be placed in courses if space is still available but otherwise will be placed at the bottom of any waitlist. Any student requesting an override into a course that requires summer work **must complete that summer work, but doing this work and/or completing the form, whether by the deadline or later, does not guarantee placement in the higher-level course.** Override requests will not be accepted after the first day of the school year. Students will be placed in no more than two overridden courses, without the approval of the Principal.

**Scheduling Process Instructions for Students**

Students should read the academic regulations and the course descriptions carefully and should consult with their parent(s)/guardian(s), teachers, and counselors in completing the pre-registration form. Dates are set aside in March for members of each class to meet with their counselors to review and complete their course selection forms.

The Education Reform Act of 1994 mandates that students be enrolled in 990 hours of structured learning time. Thus, all students must be scheduled for an equivalent of 33.5 credits per year. Courses and course options other than those described in this Program of Studies may count for credit if approved by the Principal.

The information gained through pre-registration is used to determine a master schedule based on pupil requests. Courses receiving insufficient requests will not be offered. A master schedule of courses, teachers, and time blocks will be generated to meet the requests of the greatest number of students possible. Every effort will be made by school counselors to correct student conflicts after consultation with students. Students will receive their list of courses before the end of the school year. Occasionally courses with limited sections receive more requests than seats available, and not all students will be able to take the course. In a situation where a course is over-enrolled, students will be placed in the course based on four factors: 1) student’s priorities; 2) the year of graduation, with priority given to those students graduating soonest; 3) teacher recommendations; and 4) grades earned in that subject area during the previous year.

**Summer Scheduling:** Students who, after receiving and reviewing their list of courses in June, believe that there is an issue that should be remedied before the start of school, should complete a Summer Scheduling Request form. This form will be available at the guidance website and information will be made available through announcements and postings on the guidance home page with respect to deadlines and instructions.

**Course Changes**

Students are encouraged to take a challenging program, but also to be realistic about their commitments in and out of school. Grades should not suffer as a result of a more advanced academic program. When a student is considering changing a course selection, he/she should first confer with parent(s)/guardian(s), teacher, department head and school counselor. Request for changes will be accommodated on a space available basis. Exceptions to these procedures may be made at the discretion of the Principal.

The following guidelines should be considered:

1. **Dropping a full-year course altogether has the following implications:**
   a. From the start of school through the end of the second 8-day rotation results in no record of that course.
   b. After the end of the second 8-day rotation through the end of the first semester results in a “Withdrawal” on the transcript.
   c. After the end of the first semester results in a final grade of “F” on the transcript.
2. **Changing the level of a full-year course to a different level has the following implications:**
   a. From the start of school through the end of the first term results in no record of the old course on the transcript.
   b. After the first term results in a “ Withdrawal” on the transcript.
   c. Students/parent(s)/guardian(s) should discuss with the applicable department head how previously earned grades affect the grade in the new course.
3. Dropping a semester course altogether has the following implications:
   a. From the start of the semester through the end of the second 8-day rotation in the semester results in no record of that course.
   b. After the end of the second 8-day rotation in the first quarter of the course through the end of the first quarter of the course results in a “Withdrawal” on the transcript.
   c. After the end of the first quarter of the course results in a final grade of “F” on the transcript.

Obtaining Credits Outside of WHS

Weston High School supports the exploration of off-campus educational programs, including online courses, college and university extension programs, global learning experiences, and other opportunities to learn outside the traditional classroom. At the same time we also believe that a Weston High School diploma should be awarded primarily on the basis of courses taught by Weston High School faculty and assessed according to Weston High School standards. In order to maintain the proper balance between these two priorities, the following principles will inform all practices relating to non-WHS credit opportunities.

1. A Weston High School diploma will be based primarily on WHS credits earned while enrolled at Weston High School; therefore, WHS reserves the right to limit the number of external credits that will be applied to a student’s transcript.
2. Students may not directly substitute off-site or online experiences for courses offered at WHS. This includes substituting Honors or Advanced Placement level classes for courses offered at the College Preparatory level.
3. Credits earned from off-site and online coursework may not replace the minimum 33.5 credits taken at Weston High School, should be within the 40-credits for regularly scheduled courses and must be completed within the school year. Exceptions to this policy may be made at the discretion of the Principal.
4. Courses taken off-site or online will be recorded as transfer credits on student transcripts and are not included in a student’s GPA.
5. In order to obtain approved credit for online or external courses, students will:
   a. Discuss the appropriateness and implications of taking a course outside WHS with a school counselor.
   b. Determine the course/program to be pursued and assemble all required materials (course description/syllabus, provider information, etc.).
   c. Complete the “Credit Request Form for Non-WHS Courses,” including all required signatures.
   d. Provide proof of enrollment (registration and payment), for the approved course(s) to Guidance, prior to making any schedule/transcript changes.
   e. Successfully complete the course by the agreed-upon end-date. If the course is not successfully completed, a failing grade will be recorded.
   f. Provide an official grade transcript to the Guidance Office within two weeks of course completion.

Credit Recovery Policy:

Students who fail a required course must regain those lost credits in one of the following ways:

1. Repeating the course in the next school year
2. Taking an approved online course that represents the required curriculum for the WHS course
3. Taking an approved summer school class that represents the required curriculum for the WHS course

Students who wish to regain credit over the summer (via options 2 or 3 above) must complete all required work and obtain a final grade for the course indicating that the credit has been earned prior to the first day of school in the fall. An official transcript is required. If this has not occurred prior to that first day of school, the student will be placed in the failed course to repeat it instead. Credit recovery is only approved for one required course in a given discipline.
Uniform Grade Range and Scale

These grade ranges are reflected on report cards for term, semester, and final grades.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.5 and above</td>
<td>A</td>
<td>72.5 up to 76.49</td>
<td>C</td>
</tr>
<tr>
<td>89.5 up to 92.49</td>
<td>A-</td>
<td>69.5 up to 72.49</td>
<td>C-</td>
</tr>
<tr>
<td>86.5 up to 89.49</td>
<td>B+</td>
<td>66.5 up to 69.49</td>
<td>D+</td>
</tr>
<tr>
<td>82.5 up to 86.49</td>
<td>B</td>
<td>62.5 up to 66.49</td>
<td>D</td>
</tr>
<tr>
<td>79.5 up to 82.49</td>
<td>B-</td>
<td>59.5 up to 62.49</td>
<td>D-</td>
</tr>
<tr>
<td>76.5 up to 79.49</td>
<td>C+</td>
<td>59.49 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Reporting Progress

Report cards are posted four times during the school year. Grades are reported for the first term; second term and first semester; third term; and fourth term, second semester and year.

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Grading Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A to A-</td>
</tr>
<tr>
<td>Good</td>
<td>B+ to B-</td>
</tr>
<tr>
<td>Fair</td>
<td>C+ to C-</td>
</tr>
<tr>
<td>Poor</td>
<td>D+ to D-</td>
</tr>
<tr>
<td>Failing</td>
<td>F</td>
</tr>
</tbody>
</table>

Grading Code

<table>
<thead>
<tr>
<th>Grading Code</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>M</td>
<td>Medical Excuse</td>
</tr>
<tr>
<td>N</td>
<td>No Grade Due to Excessive Absences</td>
</tr>
</tbody>
</table>

Plus and minus signs may be used to indicate levels of achievement within the range of letter grades A through D. D- is considered the minimum passing grade.

Poor school attendance often results in poor academic performance and may well cause difficulty in the future. School attendance (absence) is routinely reported on transcripts sent to colleges. In addition, many employers request school attendance records long after high school graduation.

Parents are now able to track student progress through the Infinite Campus Portal. Reporting student progress is an ongoing process and should occur at any time through e-mail, written correspondence, parent conferences or telephone calls. However, mid-term progress reports will be sent to all students with a course average in the D range or lower.

Parent(s)/Guardian(s) should contact teachers at any time if they have questions about their son’s/daughter’s progress. The use of e-mail has typically been the easiest method of communication. In addition to contacting teachers, the student’s school counselor is a good source for information about program, overall performance, and help in coordinating a group conference.

Exchange Students

Students who are away for a term or any extended period to participate in a student exchange program or otherwise study outside of the district may receive credit towards graduation when: 1) study plans are approved by the school administration in advance; and 2) the institution where the study occurred submits a record of the student’s work. In these instances, the principal and the student’s school counselor will evaluate the work and assign credit for it according to standards prevailing in Weston High School.
Grade Point Average

Weston High School calculates GPAs on a 4.0 scale. **Beginning with the Class of 2023, only an overall unweighted GPA will be calculated and reported.** The unweighted GPA includes all courses taken at Weston High School with letter grades without any additional weight for Honors or AP. **Up through the Class of 2022, both an overall unweighted GPA and a weighted GPA will be calculated and reported.** The weighted GPA includes only subjects worth 2.5 or 5.0 credits (with the exception of AP Music Theory) and is calculated according to the table below.

<table>
<thead>
<tr>
<th></th>
<th>AP</th>
<th>HON</th>
<th>CP</th>
<th>AP</th>
<th>HON</th>
<th>CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
<td>4.7</td>
<td>4.0</td>
<td>C</td>
<td>3.0</td>
<td>2.7</td>
</tr>
<tr>
<td>A-</td>
<td>4.7</td>
<td>4.4</td>
<td>3.7</td>
<td>C-</td>
<td>2.7</td>
<td>2.4</td>
</tr>
<tr>
<td>B+</td>
<td>4.3</td>
<td>4.0</td>
<td>3.3</td>
<td>D+</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
<td>3.7</td>
<td>3.0</td>
<td>D</td>
<td>2.0</td>
<td>1.7</td>
</tr>
<tr>
<td>B-</td>
<td>3.7</td>
<td>3.4</td>
<td>2.7</td>
<td>D-</td>
<td>1.7</td>
<td>1.4</td>
</tr>
<tr>
<td>C+</td>
<td>3.3</td>
<td>3.0</td>
<td>2.3</td>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Students attending Weston High for at least four semesters have their GPAs computed five times:

- a 4-semester GPA determined at the end of sophomore year;
- a 5-semester GPA determined at the mid-point of junior year, averaging in the first semester;
- a 6-semester GPA determined at the end of junior year;
- a 7-semester GPA determined at the mid-point of senior year, averaging in the first semester; and
- a final GPA upon graduation.

**GOAL Program**

The High School GOAL (Getting Organized for Academics and Life) program provides special education services to students with intensive special needs and intellectual disabilities. Training and education is offered to students in functional academics life skill areas such as employment, community awareness, social skills and strategies, use of public transportation, meal preparation, household budgeting, and activities of daily living. The focus of this education is to prepare students for independent living.

**June Academy**

June Academy is a robust educational experience at the end of the school year that facilitates “learning for learning’s sake,” sparking students to be curious, learn new things, and ignite their own creativity. Students engage in work outside of the standard curriculum in areas of special interest. During the school year, students pick from over 60 courses in a range of disciplines. June Academy courses are graded on a pass/fail basis. Attendance is not optional for June Academy and factors significantly into a passing grade.
COURSE DESCRIPTIONS

PLEASE NOTE: There is always the possibility that courses listed in the Program of Studies may not run due to low enrollment or budget constraints.

BUSINESS DEPARTMENT

Grades 9-12
Principles of Business
Accounting: Small Business
Accounting: Corporation
Computerized Accounting (full year)
Marketing
Entrepreneurship
Intro to Economics

Course 380CS1  PRINCIPLES OF BUSINESS  Semester  2 Credits
This one semester course will give students a comprehensive look at the business world while gaining practical knowledge as they examine topics such as business organization, investing, business management, marketing, taxes, banking and business ethics. Students will be introduced to the American economic system as well as other major political/economic systems, as well as a limited number of microeconomic topics.

Course 381CS1  ACCOUNTING: SMALL BUSINESS  Semester  2.5 Credits
Course 381CS2  ACCOUNTING: CORPORATION  Semester  2.5 Credits
Course 381CY  COMPUTERIZED ACCOUNTING  Full Year  5 Credits
These courses are designed to introduce students to the principles and concepts of accounting and finance. Students will learn how to read journalizing and posting procedures, and the preparation of financial statements will be covered. Students will be guided from understanding understand, and prepare financial statements such as a balance sheet and profit and loss statement. Business ethics and related business careers will also be discussed along with practical information relating to accounting and business practices in the global community. The material covered is practical and appropriate for all students regardless of their professional goals. However, those students planning a career in business are highly encouraged to take a full year of accounting. During the first semester students will work through the accounting cycle and end-of-year procedures for a service business organized as a proprietorship. Analysis of business transactions, concepts to manual applications to computer applications. Partnerships, corporations and tax accounting will be emphasized during the second semester.

Course 382CS  MARKETING  Semester  2 Credits
This course will introduce the students to the world of marketing and how businesses and consumers benefit from it. Students will learn the history of marketing and how it has formed the backbone of businesses today. The concepts and functions of different types of marketing will be introduced and explored. Throughout the course students will investigate how diverse industries operate in order to connect a product or a service to its user.

Course 383CS  ENTREPRENEURSHIP  First Semester  2 Credits
Prerequisites: Successful completion of Principles of Business (380CS), Marketing (382CS), or Introduction to Economics (292CS), or consent of the teacher and Department Head.

This course provides students with the techniques and tools needed to plan, launch and operate their own business. Students learn about the major business functions (management, production, marketing, and finance) and how successful entrepreneurs use all of these to create and operate their business. It also focuses on the role of the entrepreneur in our economy and our community. Students will be exposed to the major aspects of business management and entrepreneurship. Other areas of focus include role of the entrepreneur in our economy and our community, business management, and the various social and economic factors to consider when starting a business. The course is
designed to provide a solid foundation for students contemplating majoring in Business in the future. Throughout the course, students are challenged to utilize and enhance their problem-solving, decision-making, presentation, communication and teamwork skills.

**Course 292CS**  
**INTRODUCTION TO ECONOMICS**  
**Semester**  
**2.5 Credits**  
This course will provide students with an introduction to the study of microeconomics, macroeconomics, and personal finance. Students will examine the basis of economic thought in an effort to understand the mechanisms by which modern society seeks to meet its material needs in a world of scarce resources. Particular emphasis will be placed on market economics and the United States economy. Real-world case studies, in-class discussions, frequent writing, and current events will be emphasized.

Students are encouraged to participate in DECA – a business education organization that promotes the growth of students both personally and in the development of business competencies.
ENGLISH

The English courses in grades 9-12 are designed to increase each student's skills in the use of written and oral language. They are also designed to encourage open and clear communication and foster reading for comprehension, information, and enjoyment. Each course requires homework and student participation in class discussions. In addition, the program is constructed to give students the opportunity to succeed in a wide variety of learning experiences including writing poetry, delivering speeches, reading literature, and viewing films.

All English courses involve the teaching of the correct use of the English language. Grammar study is conducted with student writing as a primary resource for instruction. Specific exercises are also used to highlight a particular problem or mistake in usage.

The English program offers courses at the College Preparatory (CP), Honors and AP levels. Our program is designed to ensure that all students are placed in classes in which they can grow and excel, and thus at all levels students learn core skills coupled with opportunities to stretch their understanding and abilities.

All students are required to take English each year. Students enrolling in semester-based English electives to fulfill their English requirement must enroll in one each semester. Students should confer with their school counselors, English teachers, and/or the English Department Head to determine appropriate course selections where there are options.

Grade 9
   English 9

Grade 10
   English 10 and Speech
   English 10 Honors and Speech
   Grade 10: Speech

Grades 11-12
   (11th grade students are strongly encouraged to take an American Literature Course)
      Full Year (select one)
         American Literature
         American Literature Honors

      OR
         First Semester (select one)
            Modern Literature I
            World Literature I
            Non-Fiction I
            Creative Writing I: Prose & Creative Non-Fiction
            Dramatic Literature I: Shakespeare and His World
            The Literature of Sport

      Second Semester (select one)
         Modern Literature II
         World Literature II
         Non-Fiction II
         Creative Writing II: Poetry
         Dramatic Literature II: The Modern Theater
         The Literature of Sport

Grade 12
   Advanced Placement English Literature

Grades 9-12
   (English Electives, do NOT fulfill English departmental credit requirements)
      Journalism I
      Journalism II
English Department Progression of Courses

**6th Grade**
- Grade 6 English (5x per week)
- Reading/Writing Connections (3x per week)

**7th Grade**
- Grade 7 English

**8th Grade**
- Grade 8 English

**9th Grade**
- English 9
- English 10 CP
- \&
- Grades 11/12 Semester Courses***
- Speech

**10th Grade**
- English 10 Honors*
- OR
- American Literature Honors**
- OR
- American Literature CP
- OR
- Grades 11/12 Semester Courses***

**11th Grade**
- AP English Literature**

**12th Grade**
- American Literature Honors**
- OR
- AP English Literature**

**Electives (do not fulfill required English credits, available Gr. 9-12)**
- Journalism 1 (students new to Journalism Program)
- Journalism 2 (students who continue after Journalism)

*(required)*

*Placement in this course requires successful completion of a placement assessment and teacher recommendation. Override requests will be considered on a space-available basis.*

**Placement in this course requires teacher recommendation. Override requests will be considered on a space-available basis.**

**Students take one course each semester from the chart below, but are not required to take the sequential courses (i.e. can take Non-fiction I and Creative Writing II: Poetry).**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Literature I</td>
<td>Modern Literature II</td>
</tr>
<tr>
<td>World Literature I</td>
<td>World Literature II</td>
</tr>
<tr>
<td>Non-Fiction I</td>
<td>Non-Fiction II</td>
</tr>
<tr>
<td>Creative Writing I</td>
<td>Creative Writing II</td>
</tr>
<tr>
<td>Dramatic Literature I: Shakespeare and His World</td>
<td>Dramatic Literature II: The Modern Theater</td>
</tr>
<tr>
<td>The Literature of Sport</td>
<td>The Literature of Sport</td>
</tr>
</tbody>
</table>
Course 110CY  
**ENGLISH 9**  
**Full Year**  
5 Credits

In English 9 students develop their literary analysis skills in reading assignments, writing assignments, and class activities. This year’s focus is on journeys of self-discovery. Major texts may include *The Odyssey*, *American Born Chinese*, *Romeo and Juliet*, *The Absolutely True Diary of a Part-Time Indian*, and *The Catcher in the Rye*. These works will be supplemented with choice reading, poetry, and non-fiction. In their writing and speaking, students learn to express clear ideas about a variety of topics, including those tied to the readings. Formal papers will cover a range of forms, including narrative and analytical, and will involve a multi-stage process, including brainstorming, outlining, drafting, and revising.

English Nine establishes the groundwork for all subsequent high school literature and writing courses through its focus on reading, writing, discussion, vocabulary, and grammar skills.

Course 120CY  
**ENGLISH 10**  
**Full Year**  
5 Credits

English 10 is a full-year course in writing and literature, focusing on international titles and authors. The selected works fit into the essential course question of how identity is formed. Core texts include *Macbeth*, *Things Fall Apart*, and *The Things They Carried*. Writing increasingly sophisticated essays is a major focus of the course, as students move beyond the five-paragraph structure. Students also hone their speaking and listening skills through active engagement in class discussions, presentations and projects. Poetry, grammar, and vocabulary study round out the coursework in English 10. A goal of the course is for students to become more independent.

Course 120HY  
**ENGLISH 10 HONORS**  
**Full Year**  
5 Credits

English 10 Honors is designed for students who have the ability to think abstractly and independently, a voracious appetite for literature, and a passion for writing. The selected works fit into the essential course question of how identity is formed. The titles and authors are predominantly international and, in addition to the core 10th grade texts mentioned above, include classic works such as *A Tale of Two Cities* and/or *Brave New World*.

English 10 Honors students work at a fast pace, reading approximately two to three books per term and completing major assessments on each. The assessments demand increasingly abstract analysis. Honors students are expected to be independent and accomplished in their analytical and writing skills before they enroll in this course. They will not only be active participants in class discussion, but they should be well-practiced in generating their own questions to propel the discussion. Poetry, grammar and vocabulary study round out the coursework in English 10 Honors.

Selection to enroll in this course is based on the current English teacher’s recommendation and a standardized writing sample.

Course 128CS  
**SPEECH**  
**Semester**  
1 Credit

Speech is a course required for graduation and is open to students in grades 10-12. It is strongly recommended that students take Speech during their tenth grade year, and the course is designed with the tenth-grader in mind. Students in speech develop skills in vocalization, physical delivery, and audience engagement throughout the semester. By acting as an audience for and providing feedback on one another’s speeches, students also learn the importance of active listening. Students move through a range of different types of speeches, culminating in a speech to inspire at the end of the course.

Course 130CY  
**AMERICAN LITERATURE**  
**Full Year**  
5 Credits

Students electing American Literature read and respond to a wide variety of literary material produced by important American authors such as Sherman Alexie, F. Scott Fitzgerald, Nathaniel Hawthorne, Zora Neale Hurston, Henry David Thoreau, and a number of 19th and 20th-century poets, playwrights, and essayists.

Preparation for class discussion is essential for success, and students are expected to complete nightly reading assignments. Papers, including personal, creative, and analytical writing, are assigned approximately every other week, but a few major writing assignments may take longer to complete.

Course 130HY  
**AMERICAN LITERATURE HONORS**  
**Full Year**  
5 Credits

Honors American Literature is designed for students whose appetite for literature and writing is insatiable. Students who select Honors American Literature read and respond to a wide variety of
literary material produced by important American authors. In addition to the works read in the CP course, Honors students will also read additional works by those authors, along with works by Ralph Waldo Emerson, Mark Twain, and E.L. Doctorow. Most readings will be supplemented by literary criticism.

Honors students complete assessments that demand abstract analysis of and synthesis between texts. Analytical writing assignments are a major part of the course as well as work on personal and creative essays. Preparation for class discussion is essential for success, and students are expected to complete an average of 30-40 pages of reading a night.

Selection to enroll in this course will be based on the current English teacher’s recommendation.

**Course 141CS**  
**CREATIVE WRITING I:**  
**PROSE & CREATIVE NON-FICTION**  
First Semester  
2.5 Credits

Assignments in this course develop creative writing through active, critical reading. Students will read and analyze models of various creative writing forms and will then create their own versions of those forms. Students will also read one another’s writing to provide constructive feedback for improvement. Types of writing to be explored include flash fiction, the short story, and creative non-fiction. The final goals for the course include each student producing a writing portfolio made up of a variety of polished creative pieces and selecting pieces to submit for publication to a variety of outlets.

**Course 142CS1**  
**MODERN LITERATURE I**  
First Semester  
2.5 Credits

This course will focus on literature published from the late 20th and early 21st centuries using the framework of social institutions (e.g. economics, education, family, government, and religion) as our primary lens. Major ideas addressed will include, confronting mortality, race relations, religious expression, gender equity, alienation, isolation, and other existential crises, all on personal and societal levels. Writing assignments will include analytical essays, persuasive essays, as well as personal and creative writing.

**Course 143CS1**  
**NON-FICTION LITERATURE I**  
First Semester  
2.5 Credits

Students in this course read and respond to historical and contemporary nonfiction writing. While focusing on nonfiction as a genre, students improve their own skills in clear expression. During this first semester course, students read essays and memoirs from various sources, including *The Other Wes Moore* by Wes Moore and *The Glass Castle* by Jeannette Walls. Assignments respond directly to the reading, requiring students to compare their own experiences and experiment with the genre. Additionally, students work on the elements of the personal essay, general expository writing, and online publishing. Students develop their authorial voices by practicing the fundamentals of managing punctuation, diction and syntax. Students will experiment with the development of voice by reading and publishing blogs on topics of their choice.

**Course 144CS1**  
**WORLD LITERATURE I**  
First Semester  
2.5 Credits

World Literature I introduces students to writings of varied cultures across multiple continents. As they read and respond to texts, students will consider the impact of cultural and historical contexts on literature, both in terms of content and narrative form. The class also explores connections between the texts through a thematic focus on encounters and exchanges. Genres read include novels, short stories, poetry, and nonfiction. Major texts may include Yann Martel's *The Life of Pi*, and Marjane Satrapi's *Persepolis*. Students also choose some shorter works for the class to read and respond to texts through analysis and personal reflection.

**Course 142CS2**  
**MODERN LITERATURE II**  
Second Semester  
2.5 Credits

This course continues Modern Literature I’s exploration of works from the late 20th and early 21st centuries, but shifts the lens to the notion of personal identity. Major questions addressed will include the following: How much control do I have over what creates and shapes my identity? What aspects of my identity come from an internal source, that which may be called a “soul” or a personality? What aspects come from external forces such as family and my society? How do my actions shape the one identities of others? Am I defined by only one aspect of my identity, or a collection of aspects? Writing assignments will include analytical essays and essays, along with personal and creative writing.
<table>
<thead>
<tr>
<th>Course 143CS2</th>
<th>NON-FICTION LITERATURE II</th>
<th>Second Semester</th>
<th>2.5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students in this course read and respond to historical and contemporary nonfiction writing. While focusing on nonfiction as a genre, students improve their own skills in clear expression.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During this second semester course, students continue to experiment with the development of voice by reading and publishing blogs on topics of their choice. Students will have some choice among works that include <em>Friday Night Lights</em> by H.G. Bissenger, <em>A Walk in the Woods</em> by Bill Bryson. Students will also read excerpts from <em>Short Takes</em>, edited by Judith Kitchen, as an introduction to creative nonfiction. Assignments respond directly to the reading, requiring students to conduct their own study of a journey or a place and experiment with the genre. Students will continue to practice and develop the fundamentals of managing punctuation, diction and syntax relative to individual authorial intent. Students will continue to experiment with the development of voice by reading and publishing a class blog.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 144CS2</th>
<th>WORLD LITERATURE II</th>
<th>Second Semester</th>
<th>2.5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World Literature II introduces students to writings of varied cultures across multiple continents. As students read and respond to texts, they will consider the impact of cultural and historical contexts on literature, both in terms of content and narrative form. The class also explores connections between the texts through a thematic focus on encounters and exchanges. Genres read include the novel, short stories, poetry, and nonfiction. Core texts may include Seamus Heaney's translation of <em>Beowulf</em> and volumes 1 and 2 of Art Spiegelman's <em>Maus</em>. Students will select their other major text from several options. Students respond to text through oral and written analysis, personal reflections, and emulation of genre.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 145CS</th>
<th>CREATIVE WRITING II: POETRY</th>
<th>Second Semester</th>
<th>2.5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This course is for students who are engaged by reading and writing poetry and are interested in studying all aspects of poetry every day in class. Students will lead discussions on poems and analyze a range of poems from early centuries to the present day and from many different cultures. Students will write journal entries and analytical essays and will also create their own poetry. Students will study various poetic forms like the sonnet, villanelle, sestina, etc., along with poetic terminology, culminating in a final assessment of their ability to identify and apply the terms to a range of poetry.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 146CS1</th>
<th>DRAMATIC LITERATURE I: Shakespeare and His World</th>
<th>First Semester</th>
<th>2.5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will read a range of William Shakespeare’s plays, including histories, comedies, and tragedies. Students will also have the opportunity to read other playwrights and writers of the Shakespearean era through choice reading units. Overall, the class will explore how Shakespeare and his contemporaries reflected the social and political upheavals of their period as well as the development of dramatic literature at that time.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 146CS2</th>
<th>DRAMATIC LITERATURE II: The Modern Theater</th>
<th>Second Semester</th>
<th>2.5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will encounter a wide range of 20th and 21st century dramatic literature through whole-class and choice reading of playwrights such as Tony Kushner, Arthur Miller, Lynn Nottage, Suzan-Lori Parks, Paula Vogel, and August Wilson, among others. The class will apply various lenses to examine these texts -- including class, race, gender, and sexuality -- to clarify the ways in which drama acts as a response to the social conditions of its day.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 147CS1</th>
<th>THE LITERATURE OF SPORT: An Examination of American Culture</th>
<th>Semester</th>
<th>2.5 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By selecting texts drawn from a narrow genre of literature -- that with its focus on sports -- this course will seek to examine key aspects of American society. Students will undertake an analysis of the mythology of sports in America and through the lenses of history, gender and race, will build an understanding of the profound role athletics have had and continue to have on American culture. Students will engage with a range of core texts (fiction/non-fiction/memoir) supplemented by newspapers, magazines, video and film and will undertake regular written assignments. Possible texts include: <em>The Natural; In These Girls, Hope is a Muscle; Ballers of America: Race and Sport in America</em>, among others. Students will also develop and complete a culminating thesis paper, focused on how</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
examining a particular sport or sports through a specific lens helps in understanding American culture and values.

Course 149AY

ADVANCED PLACEMENT ENGLISH LITERATURE Full Year 5 Credits

A.P. English Literature is a course intended for seniors of outstanding ability and achievement in English. Prerequisites: demonstrated ability to write a polished literary analysis essay independently; ability to read with critical comprehension at an accelerated pace; and willingness to engage actively in class discussions.

The course focuses on close study of complex literature, including Hamlet, The Sound and the Fury, Beloved, and Pride and Prejudice. Many class meetings will include the study of poetry. Students write primarily about the literature, with some training in writing independently under time pressure. Students will work independently to lead poetry discussions and to read at least one contemporary novel on their own.

Selection to enroll in this course will be based on the current English teacher’s recommendation.

To earn AP credit for this course, students are required to take the AP English Literature exam.

Course 191CY

JOURNALISM I Full Year 4 Credits

Course 192CY

JOURNALISM II Full Year 5 Credits

(English Electives)

These courses do NOT fulfill departmental credit requirements.

Students new to the WHS journalism program should enroll in Journalism I, Course 191CY. Students in this 4-credit course will learn the basics of journalistic research, writing, and reporting and will develop the skills needed to create stories for the school newspaper, both in print and online.

Students choosing to take Journalism for additional years and willing to take on leadership roles in the course should enroll in Journalism II, Course 192CY. Students in this 5-credit course have primary responsibility for producing the school newspaper, planning future issues, and taking on long-term projects to improve the program.

All students in this blended course will learn organizational, time-management, team-work, and self-critiquing skills. Students in the Journalism courses will serve as the principal writers and publishers of both print and on-line version of Wildcat Tracks.
HISTORY/SOCIAL STUDIES

The History/Social Studies curriculum goals are to help students acquire the knowledge, judgment, and skills to participate intelligently and responsibly in civic life, and to continue to learn independently. Essential skills of reading and writing expository materials, using library resources and technology, reading maps, interpreting documents and data, preparing research for presentation, and participating in discussions are taught and reinforced in all courses, grades 9-12.

Note: AP courses have a required summer reading or activity component. An assessment of the students’ understanding of the summer reading is conducted at the start of the school year.

Grade 9
- World History, Medieval to Early Modern
- Honors World History, Medieval to Early Modern

Grade 10
- Modern World History College Prep
- Modern World History Honors (Embedded/Earned)
- AP World History

Grade 11
- United States History, Civil War—Present
- AP United States History

Grades 9-12
Electives (Offered as noted)
- Introduction to Economics (Semester, open to grades 9-12)
- Action Civics College Prep (semester, open to grades 10-12)
- Asian American Studies (Semester, open to grades 10-12)
- Contemporary World Issues (Semester, open to grades 10-12)
- Power, Justice and the American Political System Honors (Semester, open to grades 10-12)
- Race, Class, and Gender (Semester, open to grades 10-12)
- AP Psychology (Full year, open to grades 11-12)
- AP Modern European History (Full year, open to grades 11-12)
- Dual Enrollment Economic Ideas and Issues Honors (Semester, open to grades 11-12)
History/Social Studies Course Sequence

6th Grade
- Social Studies

7th Grade
- History of Ancient Civilizations
- United States History I
- World History: Medieval – Early Modern
- Modern World History CP/H (Embedded)

8th Grade
- World History AP
- US History CP

9th Grade
- AP World History
- AP Modern European History
- AP Psychology
- Dual Enrollment Economic Ideas and Issues (Fall Semester)

10th Grade
- Action Civics (CP, semester)
- Power, Justice & the American Political System (H, semester)
- Race, Class, & Gender (semester)
- Asian American Studies (semester)
- Contemporary World Issues (semester)

11th Grade
- US History: Civil War – Present CP
- AP US History
- AP United States History

12th Grade
- HS Electives
- (See Electives)
Course 210CY  GRADE 9: WORLD HISTORY  
MEDIEVAL TO EARLY MODERN  
Full Year  5 Credits
Beginning around 500 CE, students will examine world civilizations into the modern period. Course content and themes will focus on the major changes that shaped the modern world. Grade 9 World History seeks to build the skills needed for students to become effective historians, such as understanding geography, reading charts, graphs and tables, recognizing and understanding viewpoints, comparing and contrasting information, writing essays, and making presentations. Students will practice these skills as they examine the development of modern politics, economics, culture, social life, science and technology, as well as the roles played by individuals, groups, and ideas in that development.

Course 210HY  GRADE 9: HONORS WORLD HISTORY  
MEDIEVAL TO EARLY MODERN  
Full Year  5 Credits
This course will cover the same time period as Grade 9 World History, but will demand a significantly larger commitment on the part of students to historical reading, and research. The course will make frequent use of literary and philosophical primary sources, and students who wish to take this course should expect to be asked to do a significant amount of analytical writing.

Course 220CY  GRADE 10: MODERN WORLD HISTORY COLLEGE PREP  
Full Year  5 Credits
This course will emphasize 19th and 20th century world history. Beginning with the philosophical roots of the economic and political revolutions of the late 18th century, students will examine the ideas and interactions that shaped the modern world through the 19th and 20th centuries and into today. Among the academic skills to be refined will be document based question response writing, research, assessment of evidence, recognizing point of view, debating, and making formal presentations. Students who complete this class will be prepared for US History or AP US History in grade 11.

Course 220HY  GRADE 10: MODERN WORLD HISTORY HONORS  
(Embedded/Earned)  
Full Year  5 Credits
This course will emphasize 19th and 20th century world history. Beginning with the philosophical roots of the economic and political revolutions of the late 18th century, students will examine the ideas and interactions that shaped the modern world through the 19th and 20th centuries and into today. Among the academic skills to be refined will be document based question response writing, research, assessment of evidence, recognizing point of view, debating, and making formal presentations. Students seeking honors credit will complete a required fiction or non-fiction book reading beyond the textbook each term (for example, All Quiet on the Western Front for term 3). In lieu of the standard 10th grade research paper, students seeking honors credit will prepare and submit an entry to an authentic external audience for consideration, such as the JFK Library and Museum’s Profile in Courage or the United States Institute of Peace essay contests or The Concord Review. While clear guidance and defined opportunities for assistance will be provided, students earning honors credit will be asked to demonstrate ownership of their own learning. Students who complete this class will be prepared for US History or AP US History in grade 11.

Course 222AY  GRADE 10: ADVANCED PLACEMENT WORLD HISTORY  
Full Year  5 Credits
Advanced Placement World History is based on a global perspective of the world and human interactions from before the first millennium to the present day. Five key themes that outline the course are: interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students will refine analytical skills and historical thinking skills such as constructing and evaluating arguments, analyzing primary and secondary sources, assessing continuity and change over time and over different world regions, and understanding diversity of interpretations through analysis of context, point of view, and frame of reference. The course will prepare students to take the Advanced Placement World History exam.

Admission to this course is by record and departmental recommendation.
Course 230CY  
UNITED STATES HISTORY  
CIVIL WAR – PRESENT  
Full Year  
5 Credits  
This course will focus on major developments in American history from the Civil War to the present. Selective emphasis will be placed on topics such as the powers of the President, Congress, and the Supreme Court, the impact of the Industrial Revolution, the causes of the Great Depression, the social and economic impact of the New Deal, the struggle for civil rights since Reconstruction, post-World War II foreign policy including the Cold War, Vietnam War, and Gulf War, and the United States in the 21st century.

Course 230AY  
ADVANCED PLACEMENT UNITED STATES HISTORY  
Full Year  
5 Credits  
This course presents a chronological approach to United States History, beginning with the pre-Columbian Period and ending in the present day. Students read historical material analytically and critically, weigh historical evidence and interpretations, and arrive at conclusions on the basis of informed judgment. Students will use primary and secondary sources, interpret maps and other graphical materials, and further develop research skills.

Admission to this course is by record and departmental recommendation.

Course 240AY  
AP MODERN EUROPEAN HISTORY  
Full Year  
5 Credits  
The course examines major events and trends in European History from the Renaissance to the present, and aims to go beyond exposure to factual narrative to develop: (a) an understanding of some of the principal themes that reflect Europe’s social, intellectual, and political modernization; (b) an awareness of Europe’s changing position in the world; and (c) an ability to analyze historical evidence. Students will learn to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. This is an interdisciplinary course; students will consider art history, philosophy, and economic topics through the study of Europe’s past and present.

NOTE: This course is open as an elective to grade 11 and 12 students.

Course 292CS  
INTRODUCTION TO ECONOMICS  
Semester  
2.5 Credits  
This course will provide students with an introduction to the study of microeconomics, macroeconomics, and personal finance. Students will examine the basis of economic thought in an effort to understand the mechanisms by which modern society seeks to meet its material needs in a world of scarce resources. Particular emphasis will be placed on market economics and the United States economy. Real-world case studies, in-class discussions, frequent writing, and current events will be emphasized.

NOTE: This course is open as an elective to grade 9, 10, 11, and 12 students.

Course 243CS  
CONTEMPORARY WORLD ISSUES  
Semester  
2.5 Credits  
What topics affecting our nation and world today draw your interest? Students in this course will explore current issues in-depth, guided by student input when determining units of study. Examples of student-requested units recently taught in this class include the Brexit, ISIS, Black Lives Matter, global inequality, the role of the UN, and climate change. Materials for this class will be drawn from quality current news sources as well as Brown University’s Choices Program. The class format includes substantial discussion, an in-class debate for each unit, and a scenario-based open response as an end-of-unit assessment. Students will consider multiple viewpoints on all issues, and will have the opportunity to take action on issues of concern.

NOTE: This course is open as an elective to grade 10, 11, and 12 students.

Course 244CS  
RACE, CLASS, and GENDER  
Semester  
2.5 Credits  
This elective will examine ideas of race, class, gender, and other notions of difference: What do we do with a difference? How do they influence our perceptions of and actions toward others? These concepts and questions of bias, discrimination, privilege, and choice will be considered by examining what happens in a society when people are identified and assigned a social value based on differences, real, constructed, or perceived. Students begin this examination by looking at the realities & fictions of race, class, and gender: What are they, and how are they understood by our society at large? How do they relate to power? What can we do to address issues of race, class, and gender in our personal
interactions and in the world at large? These ideas will be examined through readings, films discussion, and reflection.

NOTE: This course is open as an elective to grade 10, 11, and 12 students.

Course 293CS  ASIAN AMERICAN STUDIES  Semester  2.5 Credits
How have Asian Americans been perceived in American culture? This course will examine the Asian-American story, past and present, in the United States. Although Asians have been immigrating to the United States for almost 200 years, Asian-Americans often have had a small, overlooked presence in the study of history. We will explore issues of identity and citizenship within the Asian-American culture/community, including immigration from East Asian, Southeast Asian, and South Asian nations. Students in Weston High’s Asian Student Union will work with the history faculty to develop questions that might be explored through this course. This class is open to any student, of Asian or non-Asian backgrounds, who want to have a deeper, more nuanced understanding of issues of race relations, immigration, labor, gender stereotypes and media portrayal related to the experiences of Asians in the United States.

NOTE: This course is open as an elective to grade 10, 11, and 12 students.

Course 245AY  ADVANCED PLACEMENT PSYCHOLOGY  Full Year  5 Credits
How do people achieve success? What is intelligence? Which is more important: nature or nurture? Does our body affect our emotions, and do our emotions affect our health? These are some of the fascinating questions that will be addressed in this course. Join your peers in investigating research methodology, the biological foundations of behavior, sensation and perception, states of consciousness, learning theory, memory, thought and language, developmental psychology, motivation and emotion, personality theory, assessment and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. This course prepares students for the AP Psychology exam using the scientific study of human behavior using the major subfields within psychology.

NOTE: This course is open as an elective to grade 11 and 12 students.

Course 294H5  POWER, JUSTICE AND THE AMERICAN POLITICAL SYSTEM HONORS  Semester  2.5 Credits
This academically rigorous course will examine the impact political institutions have on American society today and explore the historical development of politics in this country by focusing on the office of the Presidency, the Supreme Court, and Congress. Each branch of government will be examined in depth as students learn how interest groups, political action committees, the electoral system, campaign finance, and the media influence political decision-making. The democratic principles of equal rights and justice will play a central role in class discussions while the essential questions will focus on how to reform government in order to bring about greater equality, justice, and prosperity for the American people. Through speakers, projects, readings and class discussions, students will grapple with these questions and topics while gaining a better understanding of the workings of our political system.

NOTE: This course is open as an elective to grade 10, 11, and 12 students.
Course 295CS  ACTION CIVICS COLLEGE PREP  Semester  2.5 Credits
This course offers students a unique opportunity to become more engaged with their surrounding communities. Service-learning, the core element in Action Civics, is designed to engage students on issues relating to the environment, education, health care, poverty, literacy, immigration, hunger, affordable housing, and others. This course offers students the chance to link theory and practice through structured engaged learning and research activities in collaboration with local communities, and thus gain further understanding and appreciation of the discipline, while achieving an enhanced sense of civic responsibility. Through service-learning, students gain hands-on problem-solving skills, develop an aptitude for critical thinking, and become active citizens in our democratic society. Students in this course will engage with a service-learning location over the course of the semester. Two group service-learning trips will take place, one per quarter, to further develop community-oriented skills and enhance the classroom dynamic.

NOTE: This course is open as an elective to grade 10, 11, and 12 students.

Course 246H51  DUAL ENROLLMENT ECONOMIC IDEAS AND ISSUES HONORS  Semester  2.5 Credits
Students will undertake an in-depth study economic theory and applications. In microeconomics, students will analyze why people make choices, the market coordination that occurs due to individual choices, market issues that arise due to individual choice, and the potential need for government involvement in the economy. With this foundation in place, the students will examine macroeconomics, in which they will consider the potential options the government may use to intervene in the market. Finally, the students will partake in a global study in which they learn the potential positives and negatives of free trade. This is a college course offered on-site at Weston High School through a university partnership. All students taking the one semester class will receive a grade at the honors weight for the course on their Weston High School transcript. Additionally, students may opt to pay a fee of $336 for three Syracuse University credits, with financial aid available to students who receive free or reduced lunch. Typically, colleges will accept the Syracuse credits with a grade for transfer credit.
MATHEMATICS

The courses in mathematics emphasize the pattern, structure, and unifying ideas of the discipline. Since we have witnessed tremendous growth in uses of mathematics during the past thirty years, it is virtually impossible to predict all our future mathematical needs. The mathematics program provides opportunities for students to achieve the mathematical, statistical, and computer literacy that will be required by tomorrow's society. In particular, the program focuses on development of concepts and skills in the nine mathematics standards of the Weston Public Schools:

- Problem Solving
- Number
- Computation
- Measurement
- Geometry
- Statistics
- Probability
- Functions/Algebra
- General Uses/Connections

The following guidelines are used by the Department regarding summer school courses for credit, and the placement of students in academic year courses.

1. The mathematics department recommends that students take alternate mathematics courses (summer school, on-line, or after-school mathematics courses) only if they have done poorly in the corresponding academic year course or desire such a course for enrichment. When encountering specific mathematics courses for the first time, students should not substitute such alternate courses for regular academic year courses in their mathematics programs. In general only academic year courses provide the time and group interaction necessary to develop an appropriate understanding of the concepts involved. Students will generally not be permitted to skip courses by taking alternate courses and students who take alternate courses prior to the academic year course should do so with the understanding that they will encounter some repetition of material in their academic year course. For further information about this policy, contact the department chair.

2. During late January, teachers recommend to their students courses that they should enroll in for the next year. Those recommendations are based on observed student interest, aptitude, and performance. If a student or a student and his parent(s)/guardian(s) question a teacher's recommendation, the teacher should be contacted immediately. The school's override procedure must be completed before students may enroll in courses other than those recommended by their teachers.

3. The Department recommends that all students complete at least four years of a basic college preparatory mathematics program including Algebra II. Juniors are advised to take the Mathematics SAT Subject exam in June and seniors are advised to take the exam in December or January. Students should consult their school counselor and their current mathematics teacher for advice in selecting between the two Mathematics SAT exams.

Both Macintosh and PCs are available to students and staff. All students are instructed in the use of computers and calculators as mathematical tools. Students are required to become proficient in the use of graphing calculators in courses beginning with Algebra II, and most courses include the use of spreadsheets and as mathematical problem solving tools. The Department sponsors a High School Mathematics Team and sometimes a Computer Science Team that compete in league competitions both locally and regionally throughout the academic year. Students with strong mathematical or computer science abilities are encouraged to participate.

Grade 9
- Geometry
- Geometry, Honors

Grade 10
- Algebra II (with or without Topics)
- Algebra II, Honors
- Intermediate Algebra

Grade 11
- Algebra II (with or without Topics)
- Applied Discrete Mathematics Concepts
- Precalculus, Part One
- Precalculus, Honors
Grade 12
- Applied Discrete Mathematics Concepts
- Applied Discrete Mathematics Concepts-Continued
- Statistics
- Mathematical Modeling Honors
- Precalculus, Part One
- Introduction to Calculus and Statistics
- Introduction to Calculus
- AB or BC Calculus

Grades 9-12
- AP Statistics
- Computer Science: Concepts and Applications
- Computer Science: Introduction to Programming with Honors Option
- Computer Science: Language Lab
- AP Computer Science
- Data Structures and Algorithm
- Honors Java Programming
- Principles of Business
- Accounting: Small Business
- Accounting: Corporation
- Computerized Accounting (full year)
- Marketing
- Entrepreneurship
Note: Topics courses are taken concurrently with the standard level math course.
Course 310HY  GEOMETRY, HONORS  Full Year  5 Credits  
**Prerequisites:** Recommendation of current math teacher.  
A formal Euclidean geometry curriculum is taught that includes coordinate, synthetic, and solid geometry. Students will use the Geometer's Sketchpad to investigate geometric conjectures. Only students with high motivation, exceptional ability and demonstrated mathematical achievement should enroll in this course.

Course 310CY  GEOMETRY  Full Year  5 Credits  
This college-preparatory course in Euclidean Geometry develops a solid background in geometric skills and ideas and also places a significant emphasis on mathematical thinking. There is a special stress on processes such as finding patterns, investigating, making conjectures, developing appropriate habits of mind, explaining one’s results, making connections, argument, and proof. This approach is based on the premise that the best way to prepare students to solve problems that don’t yet exist is to help them develop the ways of thinking that are characteristic of mathematics and science. The approach stresses depth rather than breadth, often presenting long problems that extend throughout an entire class period or even more than one class period.

Course 320CY  INTERMEDIATE ALGEBRA  Full Year  5 Credits  
**Prerequisites:** Successful completion of Geometry (Course 310CY) or concurrent repeat of Geometry for sophomores.  
This course is designed for students wishing to strengthen their algebraic skills prior to enrolling in Algebra II. The course will reinforce the use of algebraic notation to describe mathematical patterns; build algebraic fluency and intuition; work on mastery in solving first and second degree equations and inequalities; study functions, functional notation, and the use of linear functions as mathematical models; review basic properties and uses of exponents; explore the solution of linear systems; and study the analytic geometry of the line. Many of the skills required for mastery of the mathematics section of the MCAS exam will be dealt with during the course. Students will make use of graphing calculators and spreadsheets to develop their skills and understanding of the concepts described above.

Course 321HY  ALGEBRA II, HONORS  Full Year  5 Credits  
**Prerequisites:** Recommendation of current math teacher.  
This course builds upon previous work in Algebra I and Geometry by pursuing algebraic ideas in greater depth and breadth. Topics and subtopics include abstract algebra; polynomial, exponential, logarithmic, and other functions; the theory of functions, including function representations, inverses, composition, domain and range; matrices; number theory; counting, probability, and combinatorics; and an introduction to statistics including regression, where graphing calculators are used extensively. There is a balance between mathematical theory and its application to many endeavors, particularly mathematical modeling and cryptography. In all these contexts, students are expected to develop and demonstrate skills and concepts at an honors level.

Course 321CY  ALGEBRA II  Full Year  5 Credits  
**Prerequisites:** Recommendation of current math teacher.  
This course builds upon previously studied topics from Algebra I and Geometry. It develops skills and emphasizes applications of those skills. Major topics include quadratic functions, transformations, and conics; exponential and logarithmic functions; mathematical modeling: matrices, systems of equations and linear programming; and number theory and cryptology. Use of a graphing calculator is an essential component of this course; students will need access to a TI-83 or equivalent calculator. Students will become more proficient in the application of technology to the study of mathematics. Applications of mathematics will be emphasized throughout the course.

Course 322CY  ALGEBRA II TOPICS  Full Year  2.5 Credits  
**Prerequisites:** Recommendation of teacher and concurrent enrollment in Algebra II (Course 331CY).  
This course is designed for students who have the interest and motivation to succeed in Algebra II
but who need additional time to master the material of that course. The Topics course offers students
an opportunity for additional instruction on topics currently being studied in Algebra II, helps
students diagnose background weaknesses, and offers help in remediating those weaknesses. The
course improves both algebraic and arithmetic skills needed for success in higher math courses. This
course meets 2.5 blocks per eight-day cycle.

Course 392CS  COMPUTER SCIENCE: CONCEPTS AND APPLICATIONS
Semester  2.5 Credits
This course is intended for students who want to broaden and deepen their knowledge about
computers. Topics will include the design and structure of databases, spreadsheets, the internal
workings of computers, and the history of the Internet, construction of web-pages, and
understanding how the Web and email work.

Course 393CS  COMPUTER SCIENCE: PROGRAMMING IN PYTHON
WITH HONORS OPTION  Semester  2.5 Credits
This course is intended for students who want an in-depth introduction to computer programming
and other aspects of computer science. The course will prepare students who want to go on to take
Advanced Placement Computer Science (APCS), as well as those who do not intend to take APCS
later on. Course topics include algorithms, procedures, functions, variables, predicates, data
structures, recursion, planning, and debugging.

Students may elect Honors credit for this course by completing more complex and demanding
programming assignments.

Course 394CS  COMPUTER SCIENCE: LANGUAGE LAB
Prerequisites: Successful completion of Honors Programming in Python (Course 393CY) or AP
Computer Science (Course 390AY) or permission of the instructor.
A self-paced lab course that provides students with a supervised environment for transferring their
substantial programming skills to a new and unfamiliar programming language; the course can be
used for any language of the student’s choosing, subject to approval by the instructor. A series of
problem sets provide a context for students to explore their chosen language, building his or her
familiarity, experience, and style. More advanced students are encouraged to learn more than one new
language.

Possible language choices; C, C++, C#, Objective C, Perl, Ruby, Prolog, Lisp, Scheme, SQL,
Javascript, PHP, Visual Basic, Smalltalk. Python and Java are not offered because they are covered
in 393CS and 390AY respectively.

Course 330HY  PRECALCULUS, HONORS  Full Year  5 Credits
Prerequisites: Recommendation of current math teacher.
Trigonometry and its applications, conic sections, polynomials, complex numbers and polar
coordinates, sequences and series, limits, fractals, and mathematical induction are some of the topics
studied. Students will use graphing calculators regularly in this course as well as a variety of computer
software. This course is a recommended prerequisite for any student considering enrollment in
Calculus AB (Course 340AY) or Calculus BC (Course 341AB).

Course 330CY  PRECALCULUS, PART ONE  Full Year  5 Credits
Prerequisites: Recommendation of current math teacher.
The content of this course contains trigonometry; polynomial functions; mathematical modeling;
complex numbers, polar coordinates, and fractals; and probability. Students will be expected to
become proficient in the application of technology to the study of mathematics. They will use
graphing calculators regularly throughout the course and also a variety of computer packages as
needed. Applications of mathematics will be emphasized throughout the course. Successful
completion of the course will prepare students for a college level discrete mathematics or pre-calculus
course. In combination with Precalculus, Part Two (Course 342CY) or with additional summer work,
students will be prepared for calculus.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>331CY</td>
<td>APPLIED DISCRETE MATHEMATICS CONCEPTS</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Completion of Algebra II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course offers students the opportunity to study the application of important mathematical concepts to real world issues and problems. Students will gain a solid understanding of fundamental mathematical ideas by developing mathematical models and applying technology while using these models for decision making. The topics studied might include mathematical models for the study of traffic and the spread of gossip or disease; the use of probability and inferential statistics to make predictions from limited data; applied game theory; applied graph theory; operations research/queue theory; mathematical systems for modeling situations ranging from urban geography to political decision making; risk analysis and numeracy. Students may elect to take the course before or after Course 330CY. <strong>First semester content is different in even and odd numbered years.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>343CS</td>
<td>APPLIED DISCRETE MATHEMATICS CONCEPTS- Continued</td>
<td>Semester</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Completion of Applied Discrete Mathematics (Course 343) or approval of the Department Head.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course permits students to join course 331CY for the first semester thus encountering the new material taught during the alternating first semester plan as described above for Course 331CY.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>342CY</td>
<td>INTRODUCTION TO CALCULUS AND STATISTICS</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Recommendation of current math teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>During the first semester this course completes students’ pre-calculus preparation through the study of sequences, series, and limits. Students will also study the calculus topics of derivatives and integrals at an introductory level. During the second semester students study the use of statistical inference. Successful completion of this course will provide a strong background for college level work in calculus, statistics, and mathematics related courses in engineering and science.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>342CS</td>
<td>INTRODUCTION TO CALCULUS</td>
<td>Semester</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Recommendation of current math teacher AND concurrent enrollment in AP Statistics (Course 344AY).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This fall semester course is identical to the first semester of course 342CY Pre-Calculus Part 2 With Statistics and is open only to students concurrently enrolled in course 344AY AP Statistics. This course completes students’ pre-calculus preparation through the study of sequences, series, and limits. Students will also study the calculus topics of derivatives and integrals at an introductory level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>344CS</td>
<td>STATISTICS</td>
<td>Second Semester</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Completion of Applied Discrete Mathematics Concepts- Continued (Course 343CS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is a course that will be offered during the second semester and allows students to study statistical inference. Students who take this course will join students in course 342CY for the statistics portion of the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>346HY</td>
<td>MATHEMATICAL MODELING, HONORS</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Completion of BC Calculus or recommendation of the mathematics department chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students with advanced mathematical knowledge are introduced to modeling real-world phenomena. Models from biology, social science, operations research, and everyday life are studied and various modeling techniques are explored. Students will spend a great deal of time wrestling with challenging real world problems and practice evaluating and revising their models. The course is project-oriented and focuses on applying the mathematical, programming, and statistical skills that students already know. Group work will be essential to this course and students will be submitting written work, rather than taking tests. In addition, students will explore mathematical topics that are new to them based on their interests. Some possible topics include graph theory, linear algebra, and programming using Netlogo, game theory, complex systems, and Markov chains. Depending on the topic, various levels of independent learning will be required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The College Entrance Examination Board offers Advanced Placement Examinations in statistics (one), computer science (one), and calculus (two). Students can prepare for the statistics examination by enrolling in Course 344AY, the computer science examination by enrolling in Course 390AY, the Calculus AB examination by enrolling in Course 340AY, and the Calculus BC examination by enrolling in Course 341AY. In particular, Calculus BC is more extensive and intensive and will qualify the student for advanced placement in college which is one semester beyond that granted for Calculus AB.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 340AY</td>
<td>CALCULUS AB</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Recommendation of current math teacher and successful completion of Precalculus Honors (Course 330HY) or A in Precalculus, Part One (Course 330CY) plus additional summer work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students in this course will study properties of elementary functions and concepts of calculus (limits, derivatives, integrals and applications). This course will prepare students to take the Advanced Placement Calculus AB examination in May.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 341AY</td>
<td>CALCULUS BC</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Excellent record in honors mathematics courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The topics studied in this course range from elementary calculus concepts to infinite series. This course prepares students to take the Advanced Placement Calculus BC examination in May.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 390AY</td>
<td>AP COMPUTER SCIENCE</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Teacher recommendation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The emphasis of this course is on the logical thinking and understanding of computers necessary to solve problems by writing computer programs. The course studies programming methodology, algorithms, and data structures. Students will learn the subset of Java identified by the College Entrance Examination Board. The course includes the syllabus suggested for preparation for the Advanced Placement Computer Science examination. Students need have no prior knowledge of Java. Students with no programming background should expect to spend significant amounts of time working with computers during the first quarter or should take Computer Science: Introduction to Programming (Course 393CS) prior to enrolling in this course. Work may be done using school computers or on the student's home computer. Successful completion of this course prepares students for the Advanced Placement Computer Science examination in May. Interested and motivated students have the opportunity to go further and study Java classes and algorithms traditionally covered in a second semester college course by selecting the imbedded course 391AY Advanced Placement Computer Science with Data Structures and Algorithms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 390CY</td>
<td>DATA STRUCTURES AND ALGORITHM (embedded in course 390AY)</td>
<td><strong>Prerequisites:</strong> Recommendation of AP Computer Science teacher and concurrent enrollment in AP Computer Science (Course 390AY).</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This course is taken within the AP Computer Science course. Students enrolled in Data Structures complete an additional 7 programming labs throughout the school year (1 in first quarter, 2 in each subsequent quarter) involving at least 5 of the following data structures: linked lists, hash tables, stacks, queues, trees, heaps, and graphs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 390HY</td>
<td>HONORS JAVA PROGRAMMING</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The emphasis of this course is on the logical thinking and understanding of computers necessary to solve problems by writing computer programs. The course introduces Object Oriented Programming in Java and studies topics from programming methodology, algorithms, and data structures. Students will learn a subset of Java. Students need have no prior knowledge of Java. Students with no programming background should expect to spend significant amounts of time working with computers during the first quarter or should take Computer Science: Introduction to Programming (Course 393CS) prior to enrolling in this course. Work may be done using school computers or on the student's home computer. Note: Students are encouraged to initially enroll in 390AY, Advanced Placement Computer Science and to transfer to this course by mid-November only if that course proves too challenging. This course meets in the same class and with the same teacher as 390AY, but assignments are individualized for each student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course 345AY  ADVANCED PLACEMENT STATISTICS  Full Year  5 Credits
Prerequisites: Recommendation of current math teacher and B- or better in Honors Pre-Calculus or Honors Algebra II. Interested students who wish to take this course concurrently with Precalculus, Part One should discuss that option with the Mathematics Department Head.

This course covers the statistics syllabus prepared by the College Board and contains the material of a college level statistics course. Major topics include descriptive statistics; data collection, sampling, and surveys; probability; and statistical inference including confidence intervals and tests of significance. Students will use graphing calculators with statistical capabilities as well as selected computer statistics software. This is a course for students interested in pursuing areas of study requiring statistical analysis of experiments and who have high motivation and demonstrated mathematical achievement. Other students interested in statistics should enroll in Precalculus, Part Two, with Statistics (Course 342CY) where a unit on statistical inference is taught.

BUSINESS  Student are encouraged to participate in DECA, a business education program that promotes the growth of students both personally and in the development of business competencies.

Course 380CS1  PRINCIPLES OF BUSINESS  Semester  2 Credits
This one semester course will give students a comprehensive look at the business world while gaining practical knowledge as they examine topics such as business organization, investing, business management, marketing, taxes, banking and business ethics. Students will be introduced to the American economic system as well as other major political/economic systems, as well as a limited number of microeconomic topics.

Course 381CS1  ACCOUNTING: SMALL BUSINESS  Semester  2.5 Credits
Course 381CS2  ACCOUNTING: CORPORATION  Semester  2.5 Credits
Course 381CY  COMPUTERIZED ACCOUNTING  Full Year  5 Credits
These courses are designed to introduce students to the principles and concepts of accounting and finance. Students will learn how to read journalizing and posting procedures, and the preparation of financial statements will be covered. Students will be guided from understanding understand, and prepare financial statements such as a balance sheet and profit and loss statement. Business ethics and related business careers will also be discussed along with practical information relating to accounting and business practices in the global community. The material covered is practical and appropriate for all students regardless of their professional goals. However, those students planning a career in business are highly encouraged to take a full year of accounting. During the first semester students will work through the accounting cycle and end-of-year procedures for a service business organized as a proprietorship. Analysis of business transactions, concepts to manual applications to computer applications. Partnerships, corporations and tax accounting will be emphasized during the second semester.

Course 382CS  MARKETING  Semester  2 Credits
This course will introduce the students to the world of marketing and how businesses and consumers benefit from it. Students will learn the history of marketing and how it has formed the backbone of businesses today. The concepts and functions of different types of marketing will be introduced and explored. Throughout the course students will investigate how diverse industries operate in order to connect a product or a service to its user.

Course 383CS  ENTREPRENEURSHIP  First Semester  2 Credits
Prerequisites: Successful completion of Principles of Business (380CS), Marketing (382CS), or Introduction to Economics (292CS), or consent of the teacher and Department Head.

This course provides students with the techniques and tools needed to plan, launch and operate their own business. Students learn about the major business functions (management, production, marketing, and finance) and how successful entrepreneurs use all of these to create and operate their business. It also focuses on the role of the entrepreneur in our economy and our community. Students will be exposed to the major aspects of business management and entrepreneurship. Other areas of focus include role of the entrepreneur in our economy and our community, business management, and the various social and economic factors to consider when starting a business. The course is designed to provide a solid foundation for students contemplating majoring in Business in the future. Throughout the course, students are challenged to utilize and enhance their problem-solving, decision-making, presentation, communication and teamwork skills.
MULTIDISCIPLINARY COURSES

Grade 9
Digital Literacy Seminar

Grade 10
Career Exploration Seminar

Grade 11
Guidance Seminar 11

Grade 12
Senior Transitions

Grades 9-12
Experiential Learning in the Workplace (Grades 11 or 12)
Global Experience
Independent Study
College Course

Grades 10-12
Technology Integration Support Level I
Technology Integration Support Level II

Course 810CS DIGITAL LITERACY SEMINAR First Semester .5 Credit
The Digital Literacy Seminar is designed to provide a blended learning model for use as a 21st Century Teaching exemplar. Its foundational standards inform, instruct and support all students for success in the globalized world. Two components will be the focus: Fake News and Digital Citizenship.

Course 820CS CAREER EXPLORATION SEMINAR First Semester .5 Credit
This course offers sophomores the opportunity to explore their strengths, weaknesses, abilities, and interests in relation to possible career and college choices. Exploration will include interest inventories, self-exploration assignments, occupational research, exploration of labor market trends, speakers, and job shadowing opportunities.

Course 830CQ GUIDANCE SEMINAR 11 Second Semester .5 Credit
This course is aimed at helping students achieve their post-high school goals. This pass/fail course is designed to assist all juniors with their planning for postsecondary education and other opportunities. The course meets once per rotation. Students will break down all aspects of the post-graduate planning process into more manageable steps. Students will develop an activity list, practice interviewing, research colleges, continue to explore possible career interests, and develop a timeline to manage all the testing and application deadlines. There is time built in for individual meetings with student’s school counselor.

Course 841CS SENIOR TRANSITIONS Second Semester 1 Credit
Students experience many changes as they transition from Weston High School to the world beyond, whether to college, gap experiences, work or other postsecondary plans. The Senior Transitions course deals with some of them, not only preparing students for the Senior Internship at the end of the year, but also for issues such as time management, financial literacy, technology (digital footprint), and the world of work. Students begin this career exploration and planning course in January. The course meets two blocks per cycle and culminates with a full time, three-week internship that provides closure to students’ academic experience at Weston High School. The course curriculum challenges students to explore their personal skills and career interests. Assignments will also address resume writing, interviewing skills, ethics, and workplace behavior. Students will be exposed to a variety of careers through guest speakers and personal research as they prepare for the internship in a career of their choice. The internship gives students the opportunity to acquire in-depth knowledge about a specific occupation and will assist them when making decisions about college majors and career plans.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>890CS</td>
<td>INDEPENDENT STUDY</td>
<td>Semester</td>
<td>.5</td>
</tr>
<tr>
<td>890CY</td>
<td>INDEPENDENT STUDY</td>
<td>Full Year</td>
<td>1</td>
</tr>
</tbody>
</table>

Non-departmental credit is awarded for independent studies completed under the supervision of a member of the faculty. The purpose of these studies is to allow students to engage in work outside of the standard curriculum in an area of special interest. Students must first submit a written application for this work to the Independent Study Committee within the first two weeks of the target semester. Independent studies may include creative or academic projects, working as a teaching assistant or academic research. The committee will review applications and approve, deny, or suggest modifications based on the educational merit of the proposal and the availability of faculty. Independent studies may be a year or semester long in duration. For successful completion of this work, students must arrange a presentation to the committee at the end of the final semester of their work, as well as keep a time log and submit an evaluation by their advisor. **Note that Independent Study credits may not replace course credits.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>897CS</td>
<td>GLOBAL EXPERIENCE</td>
<td>Semester</td>
<td>1</td>
</tr>
</tbody>
</table>

There are several international travel programs that support Weston High School’s effort to build global awareness as an essential 21st century skill for our students. This multidisciplinary course documents the academic work done by students who participate in these curricular-oriented international travel programs, such as Prague Spring. Students work with the teacher/advisor to learn about the history, issues and cultures (as appropriate to the purpose of the trip) in preparation of travel and prepare a synthesis upon return. The course is graded pass/fail. **Note that Global Experience credits may not replace course credits.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>892CS</td>
<td>EXPERIENTIAL LEARNING IN THE WORKPLACE</td>
<td>Second Semester</td>
<td>2.5</td>
</tr>
</tbody>
</table>

This program is designed for juniors or seniors who wish to explore career paths in a structured program to develop specific workplace skills as part of their school experience. Employment in an approved job for at least 15 hours per week is required for the semester in which credit is to be earned. Students will meet with the Internship Coordinator on a regular basis throughout the semester. Each student's supervisor will evaluate him or her using the Worked-Based Learning Plan, an evaluation and goal-setting tool developed by the Department of Education for students in work experience. The goal of this evaluation is to further develop each student's work-based skills. The Internship Coordinator will review the supervisor’s evaluation with the student. **Note that this course is not designed to provide credits for students holding part-time jobs.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>894CS</td>
<td>COLLEGE COURSE</td>
<td>Semester</td>
<td>5</td>
</tr>
</tbody>
</table>

Weston High School credit is awarded for college course(s) completed *with prior approval*, following the procedure outlined in the section “Obtaining Credits Outside of WHS.” In some cases, departmental credit may be earned. The credits should be within the 40-credits for regularly scheduled courses and must be completed within the school year. Courses will only be approved if the course is not offered at Weston High School. Credit is granted upon receipt of an official transcript from the approved institution.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>895CS</td>
<td>TECHNOLOGY INTEGRATION SUPPORT LEVEL I</td>
<td>First Semester</td>
<td>2</td>
</tr>
<tr>
<td>896CS</td>
<td>TECHNOLOGY INTEGRATION SUPPORT LEVEL II</td>
<td>Second Semester</td>
<td>2</td>
</tr>
</tbody>
</table>

**Prerequisites:** (This is not a programming course.) Students should have a working knowledge of Windows and Mac OS, and mobile device OS as well as confidence in problem solving personal technology needs. Students must have interest in learning a wide range of technology skills and tools at a deeper level. Open to students in grades 10-12.

This course is designed for students with demonstrated technology strengths who want to further develop their skills to provide a “Weston Technology Support Team” to be available to coach and support students and faculty on a wide range of technology needs. The course will cover software resources, online resources, application and presentation software, as well as diagnostic skills for hardware and network troubleshooting. Students will have both course based projects and tests as well as in-the-field support for students and faculty. **Students wanting to take this course have a preliminary interview with the Technology Integration Specialist and approval to sign-up.**
SCIENCE AND TECHNOLOGY

The science and technology program is designed to educate scientifically literate students who will understand the scientific method and the tentative nature of scientific truth. They will learn some of the major concepts, laws, and theories of the various sciences. The majority of students follow the sequence: Introductory Physics, Biology, Chemistry, electives or AP electives. For students who are ready for greater rigor, the department offers honors courses each year. Students who excel in any science class will be invited to take an honors course the following year. Eighth grade students are recommended for either Introductory Physics or Honors Physics in the ninth grade based on four factors: 1) science grades earned in the 8th grade; 2) results of AMC-8 math testing; 3) results of a test of abstract reasoning administered in the spring (GALT test); and 4) specific recommendation from the 8th grade teacher based on the student’s performance in class throughout the year.

Grade 9
- CP Physics
- Honors Physics

Grade 10
- CP Biology
- Honors Biology

Grade 11
- Conceptual Chemistry
- CP Chemistry
- Honors Chemistry
- Electives (Must be taken concurrently with the Chemistry course, except for the Engineering electives – two semesters of Engineering may be taken in the place of Chemistry)

Grades 11-12
- Advanced Placement Biology
- Advanced Placement Chemistry
- Advanced Placement Physics
- Introduction to DNA Science & Biotechnology
- Environmental Science
- Engineering (Intro) – semester 1
- Engineering (Problem Based) – semester 2
- Human Anatomy and Physiology
Science Course Offerings, Grades 6 - 12

No prerequisites. Open only to 11th & 12th grade students

Must have taken Biology & Chemistry (or chemistry concurrently). Open only to 11th & 12th grade students

Must have taken Biology. Open only to 11th & 12th grade students

Must have taken Biology & Chemistry (or chemistry concurrently). Open only to 11th & 12th grade students
Course 410CY  
**CP PHYSICS**  
Full Year 5 Credits  
This course is designed to introduce physics concepts to 9th grade students as well as to prepare them for upper level science courses. Consistent with the philosophy that an early exposure to fundamental principles of physics gives students a basis for more successfully assimilating the concepts of subsequent courses, this program includes the following major topics of physics: Motion and Forces; Energy and Momentum; Waves and Electromagnetism.

These topic areas will be addressed by focusing on real world applications and inquiry activities such as, but not limited to, projectile motion, engineering design, and communications. This course also contains a creative and inquiry-based problem-solving component to help understand and explore the curriculum further.

Course 410HY  
**HONORS PHYSICS**  
Full Year 5 Credits  
This is an introductory physics course that uses algebra and basic trigonometry. The students are expected to have demonstrated high achievement and interest in both math and science. Students in this course are expected to be highly motivated and independent and must be able to solve algebraic equations easily. Selection to enroll in the course will be based on grades earned in previous and current science courses, placement assessment scores, and teacher recommendation. Concurrent enrollment in honors geometry is highly recommended although not required.

Due to the advances in science during the past 40 years, physics is now considered by most scientists to be the most fundamental of the sciences and is the basis for understanding the more abstract concepts introduced in biology and chemistry. Placing physics first in the Department’s Honors course sequence helps students get ready for the more abstract science concepts studied in biology and chemistry.

The curriculum will include three major units of study: mechanics; wave motion and sound; and electricity. The primary goals of the course will be to capture the interest of students through the use of laboratory explorations and demonstrations; reading assignments, interactive lectures, and discussions. This course also contains a rigorous and creative problem-solving component to help understand and explore the curriculum further.

Course 420HY  
**HONORS BIOLOGY**  
Full Year 5 Credits  
This biology course for sophomores is rigorous and fast paced. It is necessary that students have demonstrated high achievement with respect to science, and be able to function independently to a high degree. Selection to enroll in this course will be based on the student’s ninth grade teacher’s recommendation.

Since one’s future depends on understanding human biology and how we interact with the rest of the world, this course establishes the relationship between human activities and the rest of the biosphere. It does so through extensive readings, lab investigations and journal style lab reports, class discussions projects, and an Independent Research Project. Computers are used to record and analyze data, and simulate ecological, physiological and genetic problem situations.

There are three major units of study:
- **The Biosphere**: This ecological unit studies populations, communities, ecosystems and the relationships between the biotic and abiotic world. It also analyzes the flow of matter and energy in the web of life, with emphasis on the carbon compounds reactive in cell respiration and photosynthesis.

- **Emergent properties in the Biosphere**: Biological concepts are studied using a molecular approach. Topics include biochemistry, cell structure and function. Cell processes include photosynthesis, cellular respiration, DNA replication, protein synthesis and cell division. Organs and organ systems are studied along with the molecular process.

- **Diversity and Adaptation in the Biosphere**: Diversity results from reproduction and the transfer of genes through generations. Topics include meiosis, genetic mutation, classical and modern genetics.

Studies of continuity through evolution include the concepts of adaptation, natural selection, origin of species and forces of evolutionary change.
Course 420CY  CP BIOLOGY  Full Year  5 Credits

This tenth grade course is designed to teach the essential concepts of biology. It will emphasize connections within biological systems and between the systems and their environment. An underlying theme of the course will be that science is a process through which scientific questions are answered. The role of science in society will also be highlighted. Course activities will be taught assuming that students have completed Course 405.

Learning will occur using an activity-centered, cooperative learning approach. In-class and at-home projects will supplement the major themes of the course. Laboratory investigations will allow students to explore topics being discussed with analysis of results a major emphasis. Students will have the opportunity to actively engage in discussions and design their own experiments to answer various biological questions. Computers will be used for data collection, graphical analysis, and simulations.

Major units of study include:
- The Molecules of Life: This unit will emphasize a molecular approach to understanding the structure and function of living organisms. Topics covered include biochemistry, enzymes and cells.
- DNA and Heredity: This unit focuses on DNA structure and function with an emphasis on how the information stored in DNA is passed on from parent to offspring. Topics covered include DNA structure, replication, protein synthesis and genetics.
- Diversity and Adaptation: This unit will allow students to apply their knowledge of genetics to develop an understanding of Darwin’s theory of evolution. Topics covered will include adaptations, natural selection, and diversity.
- Design Challenge: Students will take part in a long-term design challenge this year in biology. They will have the opportunity to apply their knowledge to solving a biological problem. Students will work together in groups, engage in meaningful discussions with their peers, design an experiment and critically analyze data.

Course 430HY  HONORS CHEMISTRY  Full Year  5 Credits

Prerequisites: B or better in Honors Biology, Honors Physics, and Algebra II or teacher recommendations; concurrent enrollment in Honors Pre-calculus I desirable.

Honors Chemistry covers the same content as CP Chemistry (Course 430CY) with a similar focus on independent learning, mathematical modeling, and complex problem solving. This course is designed to address the material using more complex analytical reasoning.

At the Honors level, questions and experiments are presented in more diverse and apparently ambiguous contexts, with little common scaffolding. In understanding these situations, students address the content at a higher level of abstraction. Students apply significantly longer sequences of quantitative analysis, often involving a number of implicit questions, which the student must independently uncover and develop, prior to completion of a task. Qualitative reasoning requires more careful attention to detail, and the independent creation of more extensive frameworks of inference and deduction.

Course 430CY  CP CHEMISTRY  Full Year  5 Credits

Prerequisites: Biology and Algebra II

This chemistry course is designed to prepare students for college programs in medicine, liberal arts science or engineering. Students should feel comfortable with algebra and have good problem solving skills. The course uses laboratory experience, computer activities, printed and audiovisual materials, and teacher demonstrations as sources of data on which to present the theoretical foundations of chemistry. The major areas of study in this course include: matter and its micro- and macro-qualities; energy and its transfer and conversion; atoms, atomic structure, and the Periodic Table; chemical reaction types, analysis, stoichiometry.

Course 431CY  CONCEPTUAL CHEMISTRY  Full Year  5 Credits

Prerequisites: Biology and Algebra II (or concurrent enrollment).

Conceptual Chemistry is a course designed for students who have an interest in chemistry but who
need additional support in developing quantitative skills. The chemistry concepts in the course are presented in five major topic areas: water quality; nuclear chemistry; acid-base chemistry; electrochemistry; and organic chemistry. A major emphasis of the course is the understanding of the role of chemistry in the technology of the present time. The laboratory experience is an important part of the course. Laboratory work provides an important source of data to support the conceptual content of the course and also gives students an insight to how chemistry relates to daily living.

Students must be recommended for this course by their biology teacher and must have consent of the department head.

Course 440AY ADVANCED PLACEMENT BIOLOGY Full Year 5 Credits

Prerequisites: B or better in Biology 420HY or 420CY; B or better in Chemistry 430HY or 430CY; teacher recommendations; and consent of the Department Head.

This is an intensive, college-level course for highly motivated students with strong analytical skills who will be encouraged to take the Advanced Placement Biology Examination at the end of the school year. Consequently, the course curriculum closely follows the guidelines outlined by the College Board. Topics covered are organized according to the Big Ideas of the AP Biology curriculum:

- The process of evolution drives the diversity and unity of life
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic systems
- Heritable information provides for continuity in life
- Biological systems interact, and these systems and their interactions possess complex properties

The expectation is that students can articulate their understanding and apply concepts independently. There is a secondary research component to each unit in which specific topics are investigated by teams and presented to the class. Students are expected to be successful on difficult tests, journal-style lab reports, and application to current research. Learning occurs through extensive reading, inquiry based laboratories, and problem solving activities.

To earn AP credit for this course, students are required to take the relevant AP exam.

Course 441AY ADVANCED PLACEMENT CHEMISTRY Full Year 5 Credits

Prerequisites: Recommendation from chemistry teachers and consent of Department Head.

Advanced Placement Chemistry covers the content of a rigorous university level General Chemistry course. This content includes, but is not limited to, the curriculum required by ETS as preparation for the AP Chemistry Exam. The course is open to all students interested in the subject, but is structured to challenge and develop students intending a future in Chemistry or other pursuits which focus primarily on quantitative reasoning and the understanding of complex abstract relationships using mathematical models.

To earn AP credit for this course, students are required to take the relevant AP exam.

Course 444CY ENVIRONMENTAL SCIENCE Full Year 5 Credits

Prerequisites: Successful completion of Course 420HY or 420CY.

Environmental Science is a course that investigates the effects of the expanding human population on the Earth’s natural resources including the air, water, soil and other life forms on this planet. The concepts of sustainability, stewardship, and an application of sound science will provide the framework for studying topics including ecosystem structure and function; water use, pollution and prevention; toxicology and human health; and alternative energy design. The use of local resources and field studies are a major part of the environmental science experience. Daily classroom activities include lab investigations and written reports, videos, class discussions, and the use of computers and/or Vernier lab quests for simulations, data collection and graphical analysis.
Course 445CY  HUMAN ANATOMY AND PHYSIOLOGY  Full Year  5 Credits
Prerequisites: Course is open to seniors or juniors taking chemistry concurrently, but most have received a B or better in Biology.

This course will integrate biology, chemistry, physics, and health through the fundamental concepts of human anatomy and physiology. The structure and function of a variety of human body systems will be approached through a variety of lenses including disease, athletic performance and injury, chemical addiction and evolution. Experimental research will be a core feature of the course, as each student will be expected to design, carry out, and present several experiments relevant to the human body. Animal dissection will be a required part of the curriculum.

Course 443CY  INTRODUCTION TO DNA SCIENCE & BIOTECHNOLOGY  Full Year  5 Credits
Prerequisites: Course is open to all seniors, or juniors who are taking chemistry concurrently. Must have received a B or better in Biology and Chemistry.

This course is an introduction to important concepts in modern molecular biology (DNA and protein science) with an emphasis on real world applications in drug discovery and disease cure. Students learn about the biotechnology industry from both a scientific perspective and a business perspective. The focus will be on twelve major laboratory investigations that embody many of the fundamental techniques and concepts of modern molecular biology, from basic micropipetting to recombinant DNA technology and gene amplification by PCR. Students will examine their own genomes to study human genetic diversity. Students will create microarrays (“gene chips”) to study differential gene expression in cancer, specifically the effects of cigarette smoking in inducing or repressing certain genes. In another aspect of the course, students will establish virtual stock portfolios online and enter competitions with classmates, hear guest speakers from the biotech field about drug discovery and career paths, and make formal presentations explaining the science behind the products and disease targets of their selected companies.

Course 446CS1  INTRO TO ENGINEERING  First Semester  2.5 Credits
No Prerequisites. Open only to grades 11 & 12.

This course is designed to be an iterative project based exploration of the engineering design process. Topics of study will include, but are not limited to: civil engineering, electrical engineering and mechanical engineering. In this course, students are introduced to the impact of technology on their everyday lives and learn concepts of engineering design, tools, materials and machines, communication, construction, manufacturing, and transportation technologies. Components of the curriculum include, but are not limited to: lasers, renewable energies, electronics, sensing, casting, mechanics and computer aided design software. Students are expected to be able to work both independently and in collaborative groups.

Intro to Engineering and Project/Problem Based Engineering are scheduled in the same block in each semester so that students have the option to take both for a full year of engineering, fulfilling a lab science requirement.

Course 446CS2  PROJECT/PROBLEM BASED ENGINEERING  Second Semester  2.5 Credits
No Prerequisites. Open only to grades 11 & 12.

In this course, students will be presented with a specific challenge that requires an engineered solution. For example: Design and create an Unmanned Aerial Vehicle (UAV) to monitor large crop moisture levels and determine the amount of water needed to sustain growth. Students will work through the steps of the engineering design process to meet the challenge. Project/Problem Based work requires critical thinking, independent work, creativity, communication, research, and an understanding of the engineering design process. Inherent in this process is the need to re-design and to work through frustration. At the conclusion of the project, students will present their solutions to an authentic audience.

Intro to Engineering and Project/Problem Based Engineering are scheduled in the same block in each semester so that students have the option to take both for a full year of engineering, fulfilling a lab science requirement.
ADVANCED PLACEMENT PHYSICS

**Course 442AY**

**Prerequisites:** Physics and concurrent enrollment in Calculus; teacher recommendations and consent of the Department Head.

This course follows the syllabus approved by the College Board. It is expected that all students will take the corresponding AP Examinations at the end of the year. This course is intended for those students who have completed an introductory course in Physics, as well as demonstrate exceptional work ethics and problem-solving ability. This high-paced course encompasses both AP Physics C courses: Mechanics as well as Electricity and Magnetism; the students take two different AP Exams at the end of the course.

To earn AP credit for this course, students are required to take the relevant AP exam.
VISUAL AND PERFORMING ARTS

MUSIC

The Music Department provides opportunities for participation in vocal and instrumental groups, grades 9-12, and offers a course in music theory. The purpose of the music offerings is the cultivation of a lasting appreciation of music and the personal enrichment brought about through participation and study. Music students also have the opportunity to audition for the Senior Northeast District Music Festival, the All-State Festival, and the All-Eastern Music Festival.

Grades 9-12
- Concert Band
- Concert Orchestra
- Chorus
- Jazz Ensemble I/II
- Chamber Music

Grades 10-12
- Advanced Placement Music Theory
- Concert Choir
- Jazz Choir
- Wind Ensemble
- Chamber Orchestra

Course 770CY  CONCERT BAND  Full Year  4 Credits
The course will offer instruction in the development and refinement of intermediate/advanced performing and ensemble techniques. The concert band will be a major performing group for the school and community. Opportunities for public performances will be provided and attendance will be required. Rehearsals and performances outside of regular school hours will be required.

Course 772CY  WIND ENSEMBLE  Full Year  4 Credits
The course will offer instruction in the development and refinement of advanced performing and ensemble techniques. The Wind Ensemble will be a major performing group for the school and community. Opportunities for public performances will be provided and attendance will be required. Additional opportunities will be provided for full symphonic orchestra: strings, woodwinds, brass and percussion. This will require combining band and string students for instruction periodically. Admission to this group is by audition only and based on the instrumentation needs of the group. Rehearsals and performances outside of regular school hours will be required.

Course 771CY  JAZZ ENSEMBLE I  Full Year  1 Credit
Course 773CY  JAZZ ENSEMBLE II  Full Year  1 Credit
This course will offer instruction in the development and refinement of jazz performing and ensemble techniques. Emphasis will be on the study of standard jazz band literature. The jazz ensemble will be a major performing group for the school and community. Rehearsals and performances outside of regular school hours will be required. Admission to this group will be by audition only and based on the instrumentation needs of the group. Students in the jazz ensemble are also required to be enrolled in wind ensemble or concert band (orchestra for string bassists).

Course 774CY  CONCERT ORCHESTRA  Full Year  4 Credits
This course will offer instruction in the development and refinement of advanced performing and ensemble techniques. Emphasis will be on the study of standard orchestra literature. The string orchestra will be a major performing group for the school and community. Additional opportunities will be provided for full symphonic orchestra: strings, woodwinds, brass and percussion. This will require combining band and string students for instruction periodically. Rehearsals and performances outside of regular school hours will be required.

Course 776CY  CHAMBER MUSIC  Full Year  1 Credit
This class will focus on chamber music skills. This course will be divided into small chamber ensembles of 3-5 students made up of, brass or percussion instruments. Will
include string, quartets & quintets/brass small ensembles and jazz combos. Students will learn how to rehearse themselves in small groups while working with peers. Instruction will be on the basics of fine ensemble, intonation, phrasing and balance, rhythmic accuracy and group listening skills. Students in chamber music are also required to be enrolled in orchestra or band.

**Course 775CY  CHAMBER ORCHESTRA  Full Year  4 Credits**
The course will offer instruction in the development and refinement of advanced performing and ensemble techniques. The Chamber Orchestra will be a major performing group for the school and community. Opportunities for public performances will be provided and attendance will be required. Additional opportunities will be provided for full symphonic orchestra: strings, woodwinds, brass and percussion. This will require combining band and string students for instruction periodically. Admission to this group is by audition only and based on the instrumentation needs of the group. Rehearsals and performances outside of regular school hours will be required.

*Note: Class open to students in Grades 10-12.*

**Course 699AY  ADVANCED PLACEMENT MUSIC THEORY  Full Year  4 Credits**
**Prerequisite:** Recommendation of the Director of Music.

This college level course introduces the student to musicianship, theory, musical materials, and procedures. It integrates aspects of melody, harmony, texture, rhythm, form, and musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight singing, and keyboard harmony are an important part of the theory course. The student’s ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired at least moderate performance skills in voice or on an instrument.

The ultimate goal of an Advanced Placement Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.

**Course 780CY  CHORUS  Full Year  4 Credits**
Chorus is open to all boys and girls in the High School. The chorus performs a wide variety of music including classical, ethnic, show, popular, and contemporary works. Students work on strengthening vocal techniques and harmony. The chorus performs at the annual Winter Concert, Spring “Pops,” and at various community functions throughout the year. Rehearsals and performances outside of regular school hours will be required.

**Course 782CY  JAZZ CHOIR  Full Year  1 Credit**
This course is for students presently in Concert Choir and interested in the study and performance of vocal Jazz. This will start with the study and understanding of jazz and its harmonic structures from the time of Louis Armstrong, Billie Holiday and Ella Fitzgerald. Students will study vocal improvisation known as scatting. Further study and performance will include Swing, Be-bop, “free-voice” (instrument imitation) as well as the study of today’s jazz styles as performed by the “New York Voices” and “Manhattan Transfer.”

**Course 781CY  CONCERT CHOIR  Full Year  4 Credits**
Admission to this select vocal group is by audition only. The Concert Choir performs works ranging from early madrigals to classical and vocal jazz. Students work on advanced and contemporary harmony and vocal techniques. The Concert Choir will perform at the annual winter and “Pops” Concerts as well as events outside of school. Rehearsals and performances outside of regular school hours will be required.
**THEATER**

Courses in theater arts are designed to be equally relevant to all students whether or not they participate in the school's after-school drama program. Through study in theater arts, students gain increased self-confidence, greater clarity of speaking, and improved interpersonal skills. Classroom approaches to performance skills and technical work are designed to be appropriate for the novice as well as the experienced performer or technician.

**Grades 9-12**
- **Technical Theater Arts**
  - Exploring Acting: Improv, Sketch Comedy, and Scene Work
  - Developing Character: Scenes, Monologues and Short Plays
  - Directing and Playwriting: Creative Dynamics in the Theater

**Course 750CS**  
**TECHNICAL THEATER ARTS**  
**Semester Course**  
2 Credits
No Prerequisites.

Students in this course will study the theory and practice of technical theater, with concentrations in set design, lighting design, costume design, scene construction, rigging and stage management. In addition, students will study major movements in theatrical design and become familiar with stage technology and materials. Project work in the course will include design models as well as hands-on work in the scene shop and stage area.

**Course 751CS**  
**EXPLORING ACTING:**  
**Semester Course**  
2 Credits
No Prerequisites.

Students will engage in a range of acting activities to develop the skills of improvisation, communication, collaboration, and authenticity. The units of study will develop the performance skills of spontaneity, listening, and creating with a group as well as an understanding of the working and aesthetics of theater. Students will also learn the techniques of safe voice production for the stage, character physicalization, and the building blocks of comedy improvisation.

*Note:* Successful completion of this course will fulfill the public speaking requirement generally fulfilled by taking Speech in sophomore year.

**Course 752CS**  
**DEVELOPING CHARACTER:**  
**Semester Course**  
2 Credits
Prerequisites: MS Scene Study, Exploring Acting

Students will enhance their ability to make strong and specific choices in characterization through scripted scene work and other performances. They will also learn to interpret the dramatic structure, build strength and variety in their vocal work, and expand their repertoire of physical choices. Students will also have the opportunity to learn audition techniques and etiquette.

*Note:* Successful completion of this course will fulfill the public speaking requirement generally fulfilled by taking Speech in sophomore year.

**Course 753CS**  
**DIRECTING & PLAYWRITING:**  
**Semester Course**  
2 Credits
Prerequisites: Developing Character or permission of the instructor.

Students will direct and/or create challenging material (both professionally scripted and original) with a goal of developing fully staged productions. Students will learn techniques of staging and blocking, advanced script analysis, and structural and thematic development in original drama. The members of the class will collaborate as actors, playwrights and directors; each student will have opportunities to take on any and all of those roles.
VISUAL ARTS

Skills, experience, and confidence in the visual arts are essential for our students’ future success, both personally and professionally. Our courses in drawing, painting, photography, graphic design, ceramic sculpture, and video production and animation, train individuals to utilize their own creative resources, often not stimulated within more traditional academic coursework. The Visual Arts Program has been designed to help students discover creative inspiration, visualize the world around them with skill and personal reflection, and through dedicated study, introspection, and risk-taking, realize a unique, satisfying joy and new-found confidence. A recent article outlines how more and more medical schools are requiring art classes for their medical students because of the benefits of improved observation, critical thinking, and empathy. (https://www.artsy.net/article/artsy-editorial-med-schools-requiring-art-classes)

While the WHS art courses are rigorous and challenging, most students find them relaxing and a welcome stress reliever during their demanding school day. This corresponds with a recent study from Germany which indicated significant improvement in psychological resilience, or one’s ability to handle stress. The researchers also noticed improved effective interaction between certain regions of the default mode network, or DMN, “associated with cognitive processes such as memory, introspection, and self-monitoring.” (https://news.artnet.com/art-world/creating-art-improves-brain-function-57197)

Practice in the Visual Arts leads to a confidence in one’s artistic ability, empowering individuals to utilize their artistic experience throughout their lives, reducing stress, increasing resilience, and discovering joy.

The Weston High Art Department is comprised of experienced artist/teachers, each dedicated to improving their courses and developing their own personal work.

“Vision, Uncertainty, and Knowledge of Materials are inevitabilities that all artists must acknowledge and learn from: vision is always ahead of execution, knowledge of materials is your contact with reality, and uncertainty is a virtue.”
David Bayles and Ted Orland, Art and Fear.

Grades 9-12
Art I
Art II- Full Year
Art II- Fall Semester
Art III/IV- Full Year
Clay Studio
Clay Studio II
Clay Studio III
Film: The New Literacy
Graphic Design I
Graphic Design II
Graphic Design III: Portfolio
Photography I: Darkroom to Digital
Photography II
Photography III
Printmaking
TV Studio
Video Production I
Video Production II
Video Production III
Course 700CS  
ART I  
Second Semester  
2 Credits  
The idea that artists are “born” and not taught is one of the great misconceptions of our culture. While some great artists may exhibit unique abilities early in life, anyone can learn and develop the fundamental skills of drawing and painting. Art I explores a carefully designed progressive series of skills that help students learn to see, starting with drawing and culminating in painting techniques. Art I provides an excellent foundation for all other art courses offered at Weston High School.

Course 701CY  
ART II  
Full Year  
4 Credits  
Prerequisite: Art I or permission of the instructor  
Art II builds on the skills developed in Art I by providing the opportunity for students to expand their drawing and painting experience with observation and creative mixed media experimentation. Students hone their observational skills through drawing and painting during the Fall semester and then transition into experimental mixed media processes which will help realize and develop their unique creative instincts and interests. By starting with observational skills, students will develop the confidence to push their creativity, be open to new experiences, and embark on their own artistic journey.

Course 701CS  
ART II  
First Semester  
2 Credits  
Prerequisite: Art I or permission of the instructor  
In order to make advanced art classes more accessible to more students, we offer a fall semester option for the current year-long Art II course. This will allow those students who desire open blocks in the spring semester to continue to hone their drawing and observations skills in the fall. The ability to draw is an extremely useful skill for any future academic or professional pursuit. This course is an embedded option of the Art II year-long option.

Course 702CY  
ART III/IV A.P. STUDIO ART  
Full Year  
4 Credits  
Prerequisite: Art II  
Art III/IV features a dynamic and motivated group of art students looking to create art that is meaningful to them. During the year, students will collect, experiment, and play with materials that will inform their creative process and portfolio. Group critiques, field trips, inspiration boxes and discussions will strengthen students’ thinking and portfolio development. This course will help all students produce a portfolio that reflects their artistic strengths and personality. Many past graduates have used their portfolios as part of their college applications for admission to art and non-art degree programs. Most students take Art III during their junior year and Art IV during their senior year. A.P. Studio Art is typically a 2-year commitment, allowing students time to develop a portfolio that shows breadth and depth to be submitted for consideration of AP credit.

Course 720CS  
CLAY STUDIO I  
Semester  
2 Credits  
This course is designed to engage students in the dynamic medium of clay. The course begins with a survey of experimental hand building techniques and finishes with an intense introduction to the potter’s wheel. In addition to forming clay, students explore surface decoration and glazing techniques. There is no prerequisite for this course, however, Art Lab and/or Art I can provide substantial preliminary design and creative experiences.

Course 721CS  
CLAY STUDIO II  
Semester  
2 Credits  
Prerequisite: Clay Studio I.  
Clay Studio II builds upon skills introduced in Clay Studio I and is designed to help students refine their abilities and pursue ceramics as a functional and expressive medium. The curriculum will focus on additional training on the potter's wheel, higher-level ceramic sculpture experience, investigative glaze exploration, and more creative independence.

Course 722CS  
CLAY STUDIO III  
Semester  
2 Credits  
Prerequisite: Clay Studio II.  
In this course, students will work with greater independence on ceramic projects. Students may choose to concentrate on wheel thrown work, sculptural work, and/or glazes and surface decoration. Historical research and self-discovery will be emphasized. A variety of glaze firing techniques can be explored during the semester.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>730CS</td>
<td>PHOTOGRAPHY I: DARKROOM TO DIGITAL</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Through this course, students will understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the foundations of fine art photography by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>having the opportunity to explore digital</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>photography as well as some traditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>darkroom photography. Students will learn how</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to see photographically, as well as edit their</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>images on Adobe Photoshop. By the end of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>course, students will be facile in both</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>traditional and digital photography.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 731CS</th>
<th>PHOTOGRAPHY II</th>
<th>Semester</th>
<th>2 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Photo I.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Photography 2 builds upon the central elements of Photography 1. Students will continue to develop technical knowledge and skill, digitally and chemically. Creativity and self-expression will be at the heart of the course. Emphasis will be on visual communication as well as social concerns through photography. Students will experience medium format camera photography, studio lighting techniques, alternative processes and digital manipulation.

<table>
<thead>
<tr>
<th>Course 732CS</th>
<th>PHOTOGRAPHY III</th>
<th>Semester</th>
<th>2 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Photo II.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is an advanced course for students who want to explore all aspects of photography in greater depth. The experience will culminate in a portfolio that emphasizes personal expression and demonstrates an understanding of traditional and contemporary approaches to the medium. It is strongly recommended that students should have their own DSLR (Digital SLR) for this class.

<table>
<thead>
<tr>
<th>Course 713CS</th>
<th>TELEVISION STUDIO</th>
<th>Semester</th>
<th>2 Credits</th>
</tr>
</thead>
</table>

This course teaches students the importance of collaboration by creating a “live” television studio experience. Students have the opportunity to assume the various production roles found in a television studio including writer, producer, interviewer, director, floor manager, camera operator, sound technician, talent, video journalist, and teleprompter. Students will leave the course with a working knowledge of video and audio engineering. This course will also examine the impact of television on world history, and discuss the future of television in regard to the digital age, the Internet, and the power of websites such as YouTube.

<table>
<thead>
<tr>
<th>Course 710CS</th>
<th>VIDEO PRODUCTION I</th>
<th>Semester</th>
<th>2 Credits</th>
</tr>
</thead>
</table>

Video capture and editing has become a new form of literacy. We create, view, and learn from videos every single day through our smartphones and computers. This course will provide students with more than the basics of video capture and editing using HD cameras and professional-level editing software. Animation, an art form that has grown tremendously in popularity in contemporary society with its many commercial applications, will also be integrated into the Video 1 experience. With greater frequency, classroom teachers are requiring students to utilize video for their classes. This course will provide students with all the tools they need to be successful.

<table>
<thead>
<tr>
<th>Course 711CS</th>
<th>VIDEO PRODUCTION II</th>
<th>Semester</th>
<th>2 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Video Production I.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course will take the basics of video production taught in Video Production I by concentrating on advanced special effects techniques, critical shot selection, and effective sound editing. Students will have the opportunity to work on community video and interdisciplinary projects.

<table>
<thead>
<tr>
<th>Course 712CS</th>
<th>VIDEO PRODUCTION III</th>
<th>Semester</th>
<th>2 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Video II.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course will allow students who have been introduced to basic and intermediate techniques in Video I and Video II to pursue creating imaging ideas at a higher level, and often students collaborate to create a feature-length production. Emphasis will be on self-expression, technical quality, and mastering the media as a tool for communication.
Course 740CS  GRAPHIC DESIGN I: COMMUNICATION BY DESIGN  Semester  2 Credits
Through practical experiences, students will become familiar with a variety of tools and techniques used in the fields of graphic design, advertising, and illustration. Expand your proficiency in all aspects of the design process, including creative brainstorming, conceptualization, critical thinking, collaboration, and presentation. From posters to package design, students will create some work by hand but predominantly in digital form with Adobe Creative Suite.

Course 741CS  GRAPHIC DESIGN II  Semester  2 Credits
**Prerequisite:** Graphic Design I.
This course expands on the ideas and concepts introduced in Graphic Design I. Many students find that a single semester is not enough to fully appreciate Graphic Design. Students will explore more advanced ideas and techniques with an emphasis on personal expression and portfolio development.

Course 742CS  GRAPHIC DESIGN III: PORTFOLIO  Semester  2 Credits
**Prerequisite:** Graphic Design II.
This course exists for students interested in pursuing graphic design as a career or just want to refine their skills. The instructor will guide students through the process of investigating a challenging problem and work through multiple iterations until a final solution is created. The journey will be documented and accompany the final campaign. The student will be required to complete 3-5 major projects in a semester.

Course 743CS  PRINTMAKING  Semester  2 Credits
This course is inspired by the success of the June Academy silkscreen experience. Students will be introduced to the history of printmaking, how it is relevant to our everyday experiences, and explore 3 printmaking techniques: intaglio, silkscreen, and woodblock. Priority will be given to Juniors and Seniors.

Course 714CS  FILM: THE NEW LITERACY  Semester  2 Credits
This new course offering traces the evolution of film from its invention, through the Golden Age of Cinema, to its emergence as the new form of global communication. Students will be exposed to classic films by directors like Frank Capra and Alfred Hitchcock and examine the influences of film's past on the work of today's most popular directors and films. No longer controlled by only skilled technicians and Hollywood moguls, time-based media is accessible to all and is rapidly becoming a requisite skill for communication in the 21st century.
WELLNESS EDUCATION

The programs of the Wellness Education Department foster habits of mind and body that lead to cognitive, social-emotional, and physiological strength and the ability to make healthy decisions for lifetime wellness. The courses offered provide students with academic experiences that develop the skills and knowledge necessary to be healthy throughout adolescence and beyond. This is accomplished through participation in three distinct areas of Wellness Education:

- Health Education
- Family & Consumer Sciences
- Physical Education

Through the comprehensive Wellness Education program students gain a fundamental understanding of the key concepts and practices of healthy growth and development, nutrition, food safety, emotional and mental health, social health, disease prevention, community and public health, substance abuse prevention, human sexuality, violence and dating abuse prevention, motor skill acquisition and application, physical fitness, and positive personal and social interaction.

HEALTH EDUCATION

Growing attention on students’ social and emotional health and learning, as well as the desire to increase protective factors and reduce risk factors to student health during adolescence demonstrates the need to provide comprehensive Health Education throughout the high school years. The courses of the Health Education curriculum address critical issues for adolescence. In addition to providing the development of a strong cognitive knowledge base of these issues, students also participate in training as interventionists to assist them in identifying and appropriately responding to health-related issues for themselves and their peers.

Grade 9
Freshman Health: Foundations for Personal Wellness

Grade 10
Sophomore Health: Social-Emotional Development in Adolescence

Grade 11
Junior Health: Self-Identity & Society

FAMILY CONSUMER SCIENCE

Family and Consumer Sciences make interdisciplinary connections that combine students’ academic learning with authentic experiential activities that engage students with immediate real-world outcomes in the kitchen. Skills fostered in the kitchen – critical and creative thinking, time management, self-monitoring, multi-tasking and team building – boost executive skills, while the examination of current food choices and the impact of those choices empower students to make optimal nutritional and wellness choices throughout their life.

Grades 9-12
Creative Cooking
Regional U.S. Cuisine (only offered in academic years ending in an odd number)
International Cuisine (only offered in academic years ending in an even number)
Cooking for Fitness
The growing scientific understanding of the connection between physical fitness and the cognitive, emotional and social health of the individual, as well as the economic cost to our society, makes regular participation in a fitness- and skill development-based Physical Education curriculum throughout a student's entire academic career more critical than ever. Every course in the Physical Education curriculum is designed to develop and challenge each student in the cognitive, psychomotor and affective domains. Within each course students are expected to cultivate positive relationships, communicate honestly and respectfully, work cooperatively and collaboratively, value and express creativity, and challenge themselves to reach high expectations and goals. Each course provides students with an opportunity to grow as individuals in a physically challenging environment. The curriculum is designed to help students develop positive self-esteem about their physical skills and an appreciation of the lifelong implications of participation in physical activity with regards to the creation of a healthy lifestyle.

All courses in the Grades 9-12 program are instructionally- and developmentally-based. Students in Grade 9 Physical Education will follow a required curriculum of units that introduce students to a variety of wellness topics and activities appropriate to the changing interests and developing skills and abilities of young adults. This course meets two times per 8-day academic cycle meets for the entire year.

Students in grades 10-12 will have an opportunity to rank order their preferences of units of study from among four different offerings each semester. All students will continue to be expected to participate fully in all skill-development activities, as well as to develop a knowledge base of rules, strategies, and fitness benefits of each activity. Students are encouraged to experience a broad range of activities throughout their high school Physical Education course of study, and to push themselves and their comfort levels to expand the range of physical activities in which they engage. These courses meet four times per 8-day cycle for one semester. Students in Grade 10-12 are required to complete one semester-long course per year.

Grade 9 – all classes are Freshmen only
Wellness Development

Grades 10-12* – all classes may include students in grades 10-12
   Lifelong Activities
   Competitive Team Activities
   Recreational Activities
   Personal Fitness Planning

*Students in grades 10, 11 and 12 are required to complete one semester of Physical Education per year.
Wellness Education Department - Progression of Secondary Courses

**Weston Middle School**

**PHYSICAL EDUCATION**

Gr 6 PE: Skill & Social Development

Gr 7 PE: Fitness & Skill Application

Gr 8 PE: Playing for Wellness

PE 9: Wellness Development

**HEALTH EDUCATION**

Gr 6 HE: Understanding Social-Emotional Health

Gr 7 HE: Understanding Human Development

FR HE: Foundations for Personal Wellness

SO HE: Social-Emotional Development in Adolescence

JR HE: Self-Identity & Society

**FAMILY & CONSUMER SCIENCES**

FCS courses are offered only at the High School level. Each FCS Cooking class may be taken as a general elective one time, during any semester in the student’s four year high school career.

**Weston High School**

**Competitive Team Activities**

**Recreational Activities**

**Lifetime Wellness Activities**

PE 10, 11, 12 Student Choice Program

One course required each year; assignment based upon student selection & availability

**Personal Fitness Development**

**Regional U.S. Cuisine**

**Creative Cooking**

**Cooking for Fitness**

**International Cuisine**

Massachusetts General Laws – Chapter 71, Section 3. Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students.

Massachusetts General Laws – Chapter 71, Section 1. Instruction in health education shall include, but shall not be limited to: consumer health, ecology, community health, body structure and function, safety, nutrition, fitness and body dynamics, dental health, emotional development, safe and healthy relationships with a focus on preventing sexual and domestic violence and training in the administration of first aid, including cardiopulmonary resuscitation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>911CQ</td>
<td>FRESHMAN HEALTH A: FOUNDATIONS FOR PERSONAL WELLNESS</td>
<td></td>
<td>2 Terms</td>
</tr>
<tr>
<td>912CQ</td>
<td>FRESHMAN HEALTH B: FOUNDATIONS FOR PERSONAL WELLNESS</td>
<td></td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td>Freshman Health provides students with a deeper understanding of age appropriate health issues and equips them to better deal with the social and emotional adjustments of high school. Topics covered include communication skills and healthy relationship building; risk assessment; alcohol, tobacco, marijuana and other drug prevention (including binge drinking and vaping); stress and anger management; depression; suicide prevention; personal values development; and human sexuality &amp; sexual health. This course meets two times per 8-day academic cycle in alternating terms (either Terms 1 &amp; 3 or Terms 2 &amp; 4).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>921CS</td>
<td>SOPHOMORE HEALTH: SOCIAL-EMOTIONAL DEVELOPMENT IN ADOLESCENCE</td>
<td>Semester</td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td>Sophomore Health builds upon the information covered in previous Health Education courses, with an emphasis upon a developmentally appropriate examination of health issues relevant to high school sophomores. Students will build their knowledge base and skills for addressing issues of dating abuse and healthy relationships; stress management and Mindfulness Practice; healthy sleep habits; and understanding the neuroscience of substance use, misuse and dependence. This course meets two times per 8-day academic cycle during either the Fall or Spring semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>931CS</td>
<td>JUNIOR HEALTH: SELF-IDENTITY &amp; SOCIETY</td>
<td>Semester</td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td>This course continues to build upon the health and wellness concepts of previous courses, while helping each student to focus on understanding and facilitating her/his developing sense of self-identity, values, and role(s) in society. Students explore the areas of psychological and moral development, character education and decision making, racial identity and racism in society, and adolescent mental health and substance abuse prevention. This course meets two times per 8-day academic cycle during the Fall semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>990CS</td>
<td>CREATIVE COOKING*</td>
<td>Semester</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>Students will gain kitchen confidence by exploring both classic and au courant cooking techniques and trends while practicing kitchen and food safety necessary to prep and cook basic nutritious meals with and without written recipes. The course covers a wide variety of cuisines, emphasizing foods served at breakfast, lunch, dinner and snack, with a brief introduction to pastry arts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>991CS</td>
<td>REGIONAL U.S. CUISINE</td>
<td>Semester</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>EATING FROM THE MELTING POT, SEA TO SHINING SEA*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is offered only in academic years ending in an odd number.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will study America’s rich culinary heritage from New England to the Hawaiian Islands. Students will prep and cook regional specialties while developing a deeper understanding of the historical, geographical, and cultural factors that influenced the foods enjoyed in each region.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>992CS</td>
<td>INTERNATIONAL CUISINE</td>
<td>Semester</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>AROUND THE WORLD IN 40 DAYS, ONE DISH AT A TIME*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is offered only in academic years ending in an even number.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will develop a deeper understanding of other cultures and a broader appreciation of ethnic cuisines while preparing a large repertoire of typical recipes from culinary regions around the globe. Historical, geographical and cultural factors that influenced the traditional foods grown and eaten in each region will be discussed in addition to how economic change and rapid globalization has shifted the traditional diet and cuisines of developing nations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>993CS</td>
<td>COOKING FOR FITNESS</td>
<td>Semester</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>FOR A LIFETIME OF WELLNESS AND GOOD EATING*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will prepare a variety of delicious wholesome foods using healthy ingredients and creative cooking techniques while learning about the benefits and pitfalls of popular diets, fast food choices and nutrient rich foods to reach their personal fitness goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Courses 990CS, 991CS, 992CS, and 993CS may each be only elected once during a student's 4 years of high school.
Course 910CY  GRADE 9 PHYSICAL EDUCATION
WELLNESS DEVELOPMENT
Full Year  2 Credits
This is a required course for all 9th graders and serves as the cornerstone of the high school Physical Education program. This course will assist students in gaining the knowledge and skills necessary to understand their personal physical fitness levels and needs, as well as developing essential cognitive, social-emotional and physical skills and habits. Through a variety of movement experiences, students will continue to develop their understanding of the principles of physical fitness as young adults assuming ever-more responsibility for their personal wellness. Topics will include target heart rate, skill-related fitness, health-related fitness, anaerobic exercise, and aerobic exercise. The major areas of study of this course include: Collaborative Initiatives and Games; Strength Training for Personal Fitness and Disease Prevention; Water Safety and Aquatic Skills; Fitness Games & Assessment; CPR and AED training; and the Wellness Launch Program, which will expose students to the variety of courses offered in grades 10-12. This course meets two times per 8-day academic cycle for the entire year, and classes consist of Freshmen only.

Course 950CS  GRADES 10, 11 & 12 PHYSICAL EDUCATION
LIFELONG ACTIVITIES
Fall & Spring Semester  2 Credits
This course is designed for students who would like to explore physical activities in which they can engage for their entire adult life. The focus includes the learning of knowledge and skills associated primarily with individual fitness and lifetime activities. The flexible structure of this course allows students to bring in outside ideas for games and activities as well as the structured curriculum.

Units of instruction may include (but are not limited to) Golf, Fitness Walking, Personal Fitness & Exercise Program Design, Yoga, Mindfulness & Stress Reduction, Disc Golf.

Course 951CS  GRADES 10, 11 & 12 PHYSICAL EDUCATION
COMPETITIVE TEAM ACTIVITIES
Fall & Spring Semester  2 Credits
This course is designed for the highly skilled and motivated Physical Education student utilizing the Teaching Games for Understanding and Sports Education models. Students will utilize and further develop the knowledge, skills, and strategies they have learned during their K-9 Physical Education experience. Instructional activities will foster growth to the advanced and mastery levels of performance within each unit of instruction. Highly competitive games will be utilized both as culminating activities and for student assessment. A great deal of emphasis is placed upon demonstrating good sportsmanship and character qualities, becoming a knowledgeable spectator, practicing appropriate behaviors for co-ed and diverse-learner physical activities, using good judgement, and contributions as a teammate to team and class success.

Units of instruction may include (but are not limited to): Flag Football, Soccer, Flag Rugby, Floor Hockey, Tchoukball, Basketball, Softball, Volleyball and Team Handball. This course meets four times per 8-day academic cycle for one semester, and classes may consist of students from grades 10-12.

Course 952CS  GRADES 10, 11 & 12 PHYSICAL EDUCATION
RECREATIONAL ACTIVITIES
Fall & Spring Semester  2 Credits
Students in this course will be taught the necessary skills, strategies and rules to successfully participate in a variety of physical activities utilizing the Teaching Games for Understanding and Sports Education models. This course is structured for those students who enjoy participation in individual, team and group activities, but with an emphasis on recreational participation rather than a high level of competition. A great deal of emphasis is placed upon demonstrating good sportsmanship and character qualities, becoming a knowledgeable spectator, practicing appropriate behaviors for co-ed and diverse-learner physical activities, using good judgement, and contributions as a teammate to team and class success.

Units of instruction may include (but are not limited to): Tennis, Pickleball, Badminton, Basketball, Volleyball, Bocce, Ultimate Frisbee, Recreational Swimming & Water Polo (based on student interest). This course meets four times per 8-day academic cycle for one semester, and classes may consist of students from grades 10-12.
Course 953CS     GRADES 10, 11 & 12 PHYSICAL EDUCATION
PERSONAL FITNESS PLANNING     Fall & Spring Semester     2 Credits

Students will complete a comprehensive analysis of their own personal fitness levels, followed by research on various modalities used for personal fitness planning. Students will learn how to design and carry out their own personal fitness program based on sound principles of training and exercise, and pursued through a variety of fitness activities. Students will participate in both individual and group fitness activities.

Units of instruction will include body-weight strength training; free-weight and machine-based strength training; fitness games; functional training including working on balance, reaction time, acceleration, agility and deceleration. Instruction will include effective use of hand weights, resistance bands, medicine balls, stability balls, other progressive resistance modes, and cardiovascular equipment and activity to attain or enhance one’s level of fitness. This course meets four times per 8-day academic cycle for one semester, and classes may consist of students from grades 10-12.
WORLD LANGUAGES

Oral language courses in Weston follow the proficiency model of language instruction reflected in the Massachusetts State Curriculum Frameworks and the National Standards for Education. That is, students are presented with both grammar and vocabulary in context and are encouraged to express themselves in the target language independent of a text as soon as possible. Awareness of cultural differences and similarities is also essential to a complete language education. Interdisciplinary themes allow students to use the language they acquire to learn about their world in general. They also demonstrate a more authentic use for the language as a means of communicating important information.

Teachers use multi-sensory methods such as computers, video, music, drama, food and games to make the material both meaningful and interesting for the students. Each level of instruction focuses attention on listening, speaking, reading and writing.

While Latin does not require the same instructional shift from a more traditional methodology to the proficiency model as do French, Mandarin, and Spanish, curricular objectives for Latin have been modified to make study of the language more relevant to students. Projects, games and historical lessons complement working with grammar and vocabulary, which is presented in context and in an age-appropriate manner. In addition, students learn to recognize parts of speech and vocabulary derivatives which enhance their understanding of their native language. Study skills are an essential part of the curriculum as well. Advanced levels continue to address the classics written in Latin.

Students who have attained a reasonable level of mastery in a second language are encouraged to include a third language in their choice of courses in addition to maintaining their second language.

A minimum three-year high school world language course sequence is recommended for students seeking admission to competitive colleges. Many juniors and seniors use foreign language as one of the two College Board SAT Subject Tests frequently requested for college admissions. Our curriculum does not focus directly on standardized tests other than the Advanced Placement Exams. However, students who have completed the Spanish Intermediate Honors, French Intermediate Honors or Latin IV have been introduced to the full continuum of grammatical concepts and ample vocabulary. In most cases, this prepares students with the skills necessary for success on the SAT Subject Tests. Colleges express no preference among languages.

Seal of Biliteracy
Weston High School graduating students may be eligible to receive a Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of students who have studied and attained a designated level of proficiency in two or more languages (including English) by high school graduation. The criteria are 1) a rating of Intermediate-High or above on the ACTFL Assessment of Performance toward Proficiency in Languages, and 2) a score of Proficient or above on the high school ELA MCAS. Students fluent in a language not taken at school may qualify based on an alternate assessment and should contact the Director of World Languages. We encourage all students to continue their study of language throughout high school as multiple years of study will provide the opportunity to earn this award.

Grades 9-12 Latin sequence
Latin I
Latin II
Latin III
Latin IV Honors
Advance Placement Latin

Grades 9-12 French and Spanish (in order of proficiency)
French/Spanish Novice I
French/Spanish Novice II
French/Spanish Intermediate I
French/Spanish Intermediate II
French/Spanish Intermediate Honors
French/Spanish Advanced Placement Language and Culture
Advanced Placement Spanish Literature & Culture/Honors Hispanic Literature and Culture

Grades 9-12 Mandarin
Novice Mandarin
Intermediate I Mandarin
Intermediate II Mandarin
Intermediate Honors Mandarin
Advanced Placement Chinese Language and Culture
Languages offered: *French, Latin, Mandarin, Spanish*

WPS students study Spanish grades 1 – 5, then choose to either remain with Spanish or switch into one of the other options for a three year commitment to that language (grades 6, 7 & 8)

High school students who are so inclined are encouraged to take on a second World Language and would generally merge into this continuum at the Novice level with exceptions based on prior knowledge/experience.
Course 610CY  FRENCH NOVICE I  Full Year  5 Credits
This course is intended to introduce students to basic concepts of language study, to familiarize them with the cultures in which the language is used and to begin the process of building a foundation in vocabulary and grammar which will allow them to communicate in the target language. Traditional teacher-centered instruction is supplemented with student projects, use of the language laboratory for both drill and listening comprehension exercises, and reading selections. Units of study include telling time, describing themselves and their friends and families, ordering in a restaurant, asking for and giving information with regard to weather, daily schedules and activities.

Students will master the simple present tense; however, as the need arises other tenses may be introduced for comprehension only. Even at this early stage of language acquisition, students are encouraged to use the language independently to express themselves. Since reading and oral comprehension are receptive skills which generally precede productive skills, expectations for student performance in these areas are more extensive than they are for writing or speaking.

Course 611CY  FRENCH NOVICE II  Full Year  5 Credits
Prerequisites: Recommendation of current teacher. A grade of C+ or better in Novice I is recommended for this course.

Students in Novice II expand their work with the language and culture by learning to express personal preferences and to describe daily activities using reflexive verbs, object pronouns and many common idiomatic expressions. They also continue their study of the simple past tense, in order to give personal information and to describe occurrences in the past. Although vocabulary and grammar begun in Novice I are reviewed, there is an increase in both the pacing and amount of the material to be mastered. Reading and listening selections are carefully constructed to reinforce the material presented. Written and oral assignments are designed to allow creative, contextualized use of the language by each individual.

High school novice students with previous experience in second language studies are encouraged to begin their work in a new language at this level. Novice French is conducted mostly in the target language with English reserved only for complex explanations of grammatical structures.

Course 620CY  SPANISH NOVICE I  Full Year  5 Credits
This course is designed to introduce students to basic concepts of language study and is intended for students with no prior coursework in a language. Some of the units of study are: review of the parts of speech and their universal role in sentence structure, a reflection on tense and its importance and relevance to effective communication, an introduction to other grammar fundamentals such as proper verb conjugation, direct and indirect objects and their pronouns, noun gender and agreement, and so on. Since many of the issues to be covered are somewhat universal, some classroom instruction will be in English as we use it to compare to Spanish. This course will be an appropriate lead-in class to Novice II Spanish although not a pre-requisite.

Course 621CY  SPANISH NOVICE II  Full Year  5 Credits
As a beginner course, Spanish Novice II is open to students who have never studied the language before, as well as those who have had some study yet would benefit from review of the early concepts; as such this course is designed to meet a wide range of needs. Students learn to express personal preferences, to describe daily activities, to give personal information, and gain appropriate proficiency across multiple domains (e.g. travel, shopping, pastimes, etc.).

Focus is given to development of the first 500 words of vocabulary, present and simple past tenses, object pronouns, and idiomatic expressions. Reading and listening selections are carefully constructed to reinforce the material presented. Written and oral assignments are designed to allow creative, contextualized use of the target language by each individual.
FRENCH/SPANISH INTERMEDIATE I  
Course 612CY  FRENCH INTERMEDIATE I  
Course 622CY  SPANISH INTERMEDIATE I  
Prerequisites: Recommendation of current teacher. A grade of C+ or better in Novice II French/Novice Spanish is recommended for this course.

At this level students begin to converse in semi-structured situations and to use the language they have learned to express more sophisticated thoughts. Lessons require such higher level thinking skills as expressing opinion, analyzing, predicting, and comparing and contrasting information.

Students learn to express concrete thoughts and to relate stories using both forms of the past tense. They also discuss future occurrences using both the near future and the future tenses. Assignments include topics designed to reflect the situations mentioned above as well as creative writing projects.

Students should be able to listen to three-to-five-minute selections in the target language and to demonstrate basic comprehension of the material. Reading selections will include selected short stories, poems, authentic newspaper articles and instructional text material. The published text material is also supplemented with movies, videos, use of the language lab and bimonthly cultural readers specifically designed for this age group.

FRENCH/SPANISH INTERMEDIATE II  
Course 613CY  FRENCH INTERMEDIATE II  
Course 623CY  SPANISH INTERMEDIATE II  
Prerequisites: Recommendation of current teacher. A grade of C+ or better in Intermediate I is recommended for this course.

At this level methodology shifts from teacher directed learning to more independent, student centered learning. Students take on the responsibility for note taking and vocabulary building. Additionally, students should be able to recognize patterns in material that may have been missed from previous years or simply forgotten. It then falls to those students to seek help in acquiring the missing information.

In general, students at this level are approaching mastery of all basic grammar principles. They are able to recognize the significance and function of pronouns, basic tenses, common idiomatic expressions and all forms of agreement. The course is designed to help students expand the flexibility of their language skills. Language use becomes more natural. Students are able to provide spontaneous answers to a variety of situations and can sustain conversations in the target language.

Class work is supplemented by authentic listening activities, feature length movies, videos, and written works from the target culture. Selections are more complex and longer in length than in Intermediate I. Students read short novels adapted for non-native speakers as well as short stories and poems. Listening activities are now closer to 10 minutes in length. In addition, comprehension requires a greater degree of acuity as expression of content tends to be subtler than in previous years. However, comprehension questions continue to focus predominately on “what happened.” Students are expected to manipulate the language both orally and in writing in order to express higher order thinking skills.

FRENCH/SPANISH INTERMEDIATE HONORS  
Course 614HY  FRENCH INTERMEDIATE HONORS  
Course 624HY  SPANISH INTERMEDIATE HONORS  
Prerequisites: Recommendation of current teacher. A grade of B– or better in Intermediate II is recommended for this course.

At this level of instruction students should be comfortable working entirely in the target language. Class discussion or written assignments focus to a greater extent on nuances of the language. Novels and films are examined for character development, style, social context, underlying messages and thematic content in addition to plot. Reading and listening activities are selected to challenge students’ linguistic ability as well as to prompt further discussion of history, the arts, and contemporary social issues in the areas of the world where the target language is spoken.
ADVANCED PLACEMENT FRENCH/SPANISH

Course 615AY
ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Course 626AY
ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Prerequisites: Recommendation of current teacher. A grade of B or better in Intermediate Honors is recommended for this course.

At this level of proficiency students' language level is both comfortable and flexible. While not yet perfect in accuracy, the sophistication of their speech is noticeably greater. Extensive written and independent oral production is expected. Similarly, reading selections are longer and are taken from both classical literature and contemporary sources in the target culture. Authentic contemporary audio production and videos also supplement the written material in the course. The thematic aspect of the course continues the shift begun in Honors from functional, everyday language to academic discussion of literature, social issues, history, etc. Students are further encouraged to explore topics from other disciplines using the target language as a method of communication.

To earn AP credit for this course, students are required to take the AP exam. It is possible to take this course as Honors French V without taking the AP exam.

Course 625AY
ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE

Prerequisite: B- or better in an Honors level Spanish or permission of the department

This course explores the Spanish language and cultures through an analysis of literary texts of both Spain and Latin America. The objectives of this course will help students improve reading comprehension, verbal language skills, and writing proficiency. Students will understand, discuss, and analyze important works of literature within their historical, sociocultural, political, aesthetic, and geographical contexts. In addition, students will learn techniques of literary analysis, as well as literary theory and criticism. Through literary analysis, presentations and class discussions, students will further develop their critical thinking skills. Students may take this course prior to or following enrollment in Advanced Placement Spanish Language.

To earn AP credit for this course, students are required to take the AP exam.

Course 625HY
HONORS HISPANIC LITERATURE AND CULTURE

Prerequisite: Open to students who have completed Intermediate Honors or Advanced Placement Spanish Language and Culture.

Students in this course will read literature from a variety of authors representative of different genres and diverse literary traditions of Spanish speaking countries. Students will be expected to engage in class discussions, write essays, and present their understanding of the literature in Spanish. In addition, students will investigate the influences, cultural frameworks, and historical context necessary to appreciate the complexity of the works being read. Students may take this course prior to or following enrollment in Advanced Placement Spanish Language and Culture.

LATIN

Course 630CY
LATIN I

The first year of Latin will introduce all beginning Latin grammar and vocabulary. Students will develop more complex grammatical concepts needed to read, write, and comprehend modified Latin stories and passages via the guidance of the Oxford Latin Course. The course will continue to focus on Roman cultural topics, including religion and the stories of the Iliad, Odyssey, and Aeneid. Emphasis will be placed on gaining mastery of the concepts of case and the ability to translate and comprehend with ease. Traditional classroom instruction will be supplemented by projects and websites for grammar review.

Course 631CY
LATIN II

Prerequisites: Recommendation of current teacher. A grade of C+ or better in Latin I is recommended for this course.

Latin II features a review of Latin I grammar in addition to more advanced grammatical structures such as participles, deponents, and the passive voice. The text used is the Oxford Latin Course. By
the end of the year, students will have mastered all noun case uses and all verb tenses. The development of reading comprehension, as well as literal translation, is encouraged in order to prepare students to read authentic Latin works the following year. The course also seeks to develop an understanding of the transition period between the Roman Republic and Empire.

Course 632CY  
LATIN III  
Full Year  
5 Credits  
Prerequisites: Recommendation of current teacher. A grade of C+ or better in Latin II is recommended for this course.

Latin III includes a review of Latin II grammar and encourages mastery of all remaining grammar constructions, including subjunctives, gerunds, and all uses of the ablative case. While still using Oxford Latin Course Part III, students study the original Odes of the Roman poet Horace and learn to scan Latin poetry. Literal translation and reading comprehension is stressed. At this level the main focus is on reading original works of Latin authors.

Course 634HY  
LATIN IV HONORS  
Full Year  
5 Credits  
Prerequisites: Recommendation of current teacher. A grade of B– or better in Latin III is recommended for this course.

Latin IV Honors is a course intended for students of outstanding ability and achievement in languages. After thoroughly reviewing the language structure and completing the Oxford Latin Course series, students read a variety of selections from Roman authors, including Horace, Cicero and Ovid. The focus is on reading longer selections from original works and understanding their grammatical elements.

Course 635AY  
ADVANCED PLACEMENT LATIN  
Full Year  
5 Credits  
Prerequisites: A grade of B or better in Latin IV Honors and/or permission of the Department.

At this level of proficiency, students’ language level is both comfortable and flexible. Students read selections from Vergil’s Aeneid, Caesar’s De Bello Gallico, and Caesar’s De Bello Civili in their original forms. Students study the works’ grammatical and stylistic elements, historical and political contexts, and practice literary analysis extensively. The skills that are tested are literal translation, complex grammatical structures, and reading comprehension.

To earn AP credit for this course, students are required to take the AP exam. It is possible to take this course as Latin V Honors without taking the AP exam.

CHINESE
Course 640CY  
NOVICE MANDARIN  
Full Year  
5 Credits  
This course is designed to reflect the proficiency-based orientation of all our oral language offerings. Although English is commonly used for complex directions or for grammatical explanations not immediately obvious to young students, the goal is to provide students with as much of an immersive environment as is practical, given the complexity of the language. Producing and responding to simple instructions, expressing wants, exchanging greetings and personal information, plus vocabulary themes of professions, sports and leisure activities, clothing, food, and common household and classroom objects comprise some of the linguistic goals of year 1 study. Cultural information about China, a familiarity with the written language, and an understanding of both similarities and differences between Chinese language and culture and that of the United States are also critical components of our curricular design.

Students will learn the Pin-yin system, as well as sufficient characters to express simple statements or questions. Songs, traditional poetry, and folk stories adapted for beginning language learners serve as both a vehicle for developing additional linguistic skills and as an introduction to important components of Chinese culture and history. Independent projects, group projects and work in our digital language lab encourage students to use the language they are studying for creative self-expression.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>641CY</td>
<td>INTERMEDIATE I MANDARIN</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td>642CY</td>
<td>INTERMEDIATE II MANDARIN</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Intermediate I Mandarin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Successful completion of grades 7 and 8 Mandarin or departmental permission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>For Intermediate II Mandarin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Successful completion of Intermediate I Mandarin or departmental permission.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course will be a hybrid in-class and on-line experience mixing the second and third year levels. Students will be exposed to direct instruction for two to three periods per 8-day rotation, which will be supplemented by an on-line learning component that is appropriate for their level for the remaining two to three periods. When appropriate and at the teacher's discretion, both cohorts of students will meet together in class or in the Language Lab.

It is expected that all students will be able to decode Pinyin, write simple sentences using traditional Chinese characters, introduce themselves, describe daily life, express preferences, wants, needs, and have a basic knowledge of Chinese geography and traditions. Specific oral/written output and aural reading input skills will continue to gain momentum such that instructional materials include not only non-native sources but authentic ones as well.

Intermediate II Mandarin students will demonstrate proficiency with Pinyin which allows them to move toward an almost exclusive use of Chinese characters for their written expressions and reading comprehension. These students are approaching mastery of the basic grammar principles. Students will employ both the in-class and on-line platforms to expand the flexibility of their language skills to more easily and effectively create language and communicate in an authentic context.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>643HY</td>
<td>INTERMEDIATE HONORS MANDARIN</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Recommendations of current teacher. A grade of B-or better in Intermediate II Mandarin is recommended for this course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At this level of instruction, students are now more comfortable working and learning entirely in the target language. Whereas earlier Mandarin courses focus on building up rudimentary skill sets (e.g. knowledge of characters, varied vocabulary banks, decoding of Pinyin, mastery of sentence structure concepts somewhat novel to western language speakers), Intermediate Honors Mandarin builds upon these skills by providing students with opportunities to put this knowledge into practice, inside the classroom in a more “immersion” context, and outside, with the understanding that students will seek out authentic interactions with native speakers and/or materials.

Students at this level will continue to complement their language skills by incorporating cultural knowledge. Chinese culture, so rich, varied, and distinct from western culture, is an effective lens through which Intermediate Honors students gain a deeper understanding of the language and a wider perception of our global community.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>645AY</td>
<td>ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE</td>
<td>Full Year</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Recommendation of current teacher. A grade of B or better in Intermediate Honors is recommended for this course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At this level of proficiency students’ language level is both comfortable and flexible. While not yet perfect in accuracy, the sophistication of their speech is noticeably greater. Extensive written and independent oral production is expected. Similarly, reading selections are longer and are taken from both classical literature and contemporary sources in the target culture. Authentic contemporary audio production and videos also supplement the written material in the course. The thematic aspect of the course continues the shift begun in Honors from functional, everyday language to academic discussion of literature, social issues, history, etc. Students are further encouraged to explore topics from other disciplines using the target language as a method of communication.

To earn AP credit for this course, students are required to take the AP exam. It is possible to take this course as Honors Mandarin V without taking the AP exam.
KEY: AP = Advanced Placement
H = Honors
S = Semester
Y = Full Year
FS = First Semester
SS = Second Semester
+ = Schedule and credit by arrangement
* = Indicates that department and/or teacher recommendation is required
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Department/Course Title</th>
<th>Number of Credits</th>
<th>Semester/Full Year</th>
<th>Notes</th>
<th>AP</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>110CY</td>
<td>English 9</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120CY</td>
<td>English 10</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120HY</td>
<td>English 10 Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>128CS</td>
<td>Speech</td>
<td>1</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>130CY</td>
<td>American Literature</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>130HY</td>
<td>American Literature Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>141CS</td>
<td>Creative Writing: Prose &amp; Creative Non-Fiction</td>
<td>2.5</td>
<td>FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>142CS1</td>
<td>Modern Literature I</td>
<td>2.5</td>
<td>FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>142CS2</td>
<td>Modern Literature II</td>
<td>2.5</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>143CS1</td>
<td>Non-Fiction Literature I</td>
<td>2.5</td>
<td>FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>143CS2</td>
<td>Non-Fiction Literature II</td>
<td>2.5</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144CS1</td>
<td>World Literature I</td>
<td>2.5</td>
<td>FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>144CS2</td>
<td>World Literature II</td>
<td>2.5</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>145CS</td>
<td>Creative Writing II: Poetry</td>
<td>2.5</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>146CSI</td>
<td>Dramatic Literature I: Shakespeare and His World</td>
<td>2.5</td>
<td>FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>146CS2</td>
<td>Dramatic Literature II: The Modern Theater</td>
<td>2.5</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>147CS1</td>
<td>The Literature of Sport: An Examination of American Culture</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>149AY</td>
<td>Advanced Placement English Literature</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>191CY</td>
<td>Journalism I</td>
<td>4</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>192CY</td>
<td>Journalism II</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Department/Course Title</td>
<td>Number of Credits</td>
<td>Semester/Full Year</td>
<td>Notes</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>-------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>210CY</td>
<td>Grade 9: World History, Medieval to Early Modern</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>210HY</td>
<td>Grade 9: Honors World History, Medieval to Early Modern</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>220CY</td>
<td>Grade 10: Modern World History College Prep</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>220HY</td>
<td>Grade 10: Modern World History Honors (Embedded/Earned)</td>
<td>5</td>
<td>Y</td>
<td></td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>222AY</td>
<td>Grade 10: Advanced Placement World History</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>230CY</td>
<td>U.S. History, Civil War - Present</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>230AY</td>
<td>Advanced Placement U.S. History</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>240AY</td>
<td>Advanced Placement European History</td>
<td>5</td>
<td>Y</td>
<td></td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>241CY</td>
<td>United States Government</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>241HY</td>
<td>Honors US Government</td>
<td>5</td>
<td>Y</td>
<td></td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>243CS</td>
<td>Contemporary World Issues</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>244CS</td>
<td>Race, Class, and Gender</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>245AY</td>
<td>Advanced Placement Psychology</td>
<td>5</td>
<td>Y</td>
<td></td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>246HS1</td>
<td>Dual Enrollment Economic Ideas and Issues</td>
<td>2.5</td>
<td>FS</td>
<td></td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>292CS</td>
<td>Introduction to Economics</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>293CS</td>
<td>Asian America Studies</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>294HS</td>
<td>Power, Justice and the American Political System</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>295CS</td>
<td>Action Civics</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Department/Course Title</td>
<td>Number of Credits</td>
<td>Semester/Full Year</td>
<td>Notes</td>
<td>AP</td>
<td>H</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>-------</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>310CY</td>
<td>Geometry</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>310HY</td>
<td>Geometry, Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>320CY</td>
<td>Intermediate Algebra</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>321CY</td>
<td>Algebra II</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>321HY</td>
<td>Algebra II, Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>322CY</td>
<td>Algebra II Topics</td>
<td>2.5</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>330CY</td>
<td>Precalculus, Part One</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>330HY</td>
<td>Precalculus, Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>331CY</td>
<td>Applied Discrete Mathematics Concepts</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>340AY</td>
<td>Calculus AB</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>341AY</td>
<td>Calculus BC</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>342CY</td>
<td>Introduction to Calculus and Statistics</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>342CS</td>
<td>Introduction to Calculus</td>
<td>2.5</td>
<td>S</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>343CS</td>
<td>Applied Discrete Mathematics Concepts-Continued</td>
<td>2.5</td>
<td>S</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>344CS</td>
<td>Statistics</td>
<td>2.5</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>345AY</td>
<td>Advanced Placement Statistics</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>346HY</td>
<td>Mathematical Modeling Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>380CS</td>
<td>Principles of Business</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>381CS1</td>
<td>Accounting: Small Business</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>381CS2</td>
<td>Accounting: Corporation</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>381CY</td>
<td>Computerized Accounting</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>382CS</td>
<td>Marketing</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>383CS</td>
<td>Entrepreneurship</td>
<td>2</td>
<td>FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>390HY</td>
<td>Honors Java Programming</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>390AY</td>
<td>Advanced Placement Computer Science</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>390CY</td>
<td>Data Structures and Algorithm</td>
<td>1</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>392CS</td>
<td>Computer Science: Concepts and Applications</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>393CS</td>
<td>Computer Science: Programming in Python with Honors Option</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>394CS</td>
<td>Computer Science: Language Lab</td>
<td>2.5</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Department/Course Title</td>
<td>Number of Credits</td>
<td>Semester/Full Year</td>
<td>Notes</td>
<td>AP</td>
<td>H</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>-------</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>410CY</td>
<td>CP Physics</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410HY</td>
<td>Honors Physics</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>420CY</td>
<td>CP Biology</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>420HY</td>
<td>Honors Biology</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>430CY</td>
<td>CP Chemistry</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>430HY</td>
<td>Honors Chemistry</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>431CY</td>
<td>Conceptual Chemistry</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>440AY</td>
<td>Advanced Placement Biology</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>441AY</td>
<td>Advanced Placement Chemistry</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>442AY</td>
<td>Advanced Placement Physics</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>443CY</td>
<td>Introduction to DNA Science &amp; Biotechnology</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>444CY</td>
<td>Environmental Science</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>445CY</td>
<td>Human Anatomy and Physiology</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446CS1</td>
<td>Introduction to Engineering</td>
<td>2.5</td>
<td>FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>446CS2</td>
<td>Project/Problem Based Engineering</td>
<td>2.5</td>
<td>SS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Department/Course Title</td>
<td>Number of Credits</td>
<td>Semester/Full Year</td>
<td>Notes</td>
<td>AP H</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>700CS</td>
<td>Art I</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701CY</td>
<td>Art II</td>
<td>4</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701CS</td>
<td>Art II</td>
<td>2</td>
<td>FS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>702CY</td>
<td>Art III/IV A.P. Studio Art</td>
<td>4</td>
<td>Y</td>
<td>AP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>710CS</td>
<td>Video Production I</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>711CS</td>
<td>Video Production II</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>712CS</td>
<td>Video Production III</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>713CS</td>
<td>Television Studio</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>714CS</td>
<td>Film: The New Literacy</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>720CS</td>
<td>Clay Studio I</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>721CS</td>
<td>Clay Studio II</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>722CS</td>
<td>Clay Studio III</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>730CS</td>
<td>Photography I: Darkroom to Digital</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>731CS</td>
<td>Photography II</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>732CS</td>
<td>Photography III</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>740CS</td>
<td>Graphic Design I</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>741CS</td>
<td>Graphic Design II</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>742CS</td>
<td>Graphic Design III: Portfolio</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>743CS</td>
<td>Printmaking</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Units</td>
<td>Term</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>770CY</td>
<td>Concert Band</td>
<td>4</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>771CY</td>
<td>Jazz Ensemble I</td>
<td>1</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>772CY</td>
<td>Wind Ensemble</td>
<td>4</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>773CY</td>
<td>Jazz Ensemble II</td>
<td>1</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>774CY</td>
<td>Concert Orchestra</td>
<td>4</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>775CY</td>
<td>Chamber Orchestra</td>
<td>4</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>776CY</td>
<td>Chamber Music</td>
<td>1</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>780CY</td>
<td>Chorus</td>
<td>4</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>781CY</td>
<td>Concert Choir</td>
<td>4</td>
<td>Y</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>782CY</td>
<td>Jazz Choir</td>
<td>1</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>699AY</td>
<td>Advance Placement Music Theory</td>
<td>4</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
<td></td>
</tr>
</tbody>
</table>

### THEATER ARTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>750CS</td>
<td>Technical Theater Arts</td>
<td>2</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>751CS</td>
<td>Exploring Acting: Improv, Sketch Comedy, &amp; Scene Work</td>
<td>2</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>752CS</td>
<td>Developing Character: Scenes, Monologues &amp; Short Plays</td>
<td>2</td>
<td>S</td>
<td>*</td>
</tr>
<tr>
<td>753CS</td>
<td>Directing &amp; Playwrighting</td>
<td>2</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Department/Course Title</td>
<td>Number of Credits</td>
<td>Semester/Full Year</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>-------</td>
</tr>
<tr>
<td>810CS</td>
<td>Digital Literacy Seminar</td>
<td>0.5</td>
<td>FS</td>
<td></td>
</tr>
<tr>
<td>820CS</td>
<td>Career Exploration Seminar</td>
<td>0.5</td>
<td>FS</td>
<td></td>
</tr>
<tr>
<td>830CQ</td>
<td>Guidance Seminar 11</td>
<td>0.5</td>
<td>SS</td>
<td></td>
</tr>
<tr>
<td>841CS</td>
<td>Senior Transitions</td>
<td>1</td>
<td>SS</td>
<td></td>
</tr>
<tr>
<td>890CS/CY</td>
<td>Independent Study</td>
<td>0.5 to 1</td>
<td>S/Y</td>
<td>+</td>
</tr>
<tr>
<td>892CS</td>
<td>Experiential Learning in the Workplace</td>
<td>2.5</td>
<td>SS</td>
<td>+</td>
</tr>
<tr>
<td>894CS</td>
<td>College Course</td>
<td>5</td>
<td>S</td>
<td>+</td>
</tr>
<tr>
<td>895CS</td>
<td>Technology Integration Support Level I</td>
<td>2</td>
<td>FS</td>
<td>*</td>
</tr>
<tr>
<td>896CS</td>
<td>Technology Integration Support Level II</td>
<td>2</td>
<td>SS</td>
<td>*</td>
</tr>
<tr>
<td>897CS</td>
<td>Global Experience</td>
<td>1</td>
<td>S</td>
<td>+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Department/Course Title</th>
<th>Number of Credits</th>
<th>Semester/Full Year</th>
<th>Notes</th>
<th>AP H</th>
</tr>
</thead>
<tbody>
<tr>
<td>910CY</td>
<td>Gr. 9 Physical Education: Wellness Development</td>
<td>2</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>911CQ</td>
<td>Freshman Health A: Foundations for Personal Wellness</td>
<td>0.5</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>912CQ</td>
<td>Freshman Health B: Foundations for Personal Wellness</td>
<td>0.5</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>921CS</td>
<td>Sophomore Health: Social-Emotional Development in Adolescence</td>
<td>1</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>931CS</td>
<td>Junior Health: Self Identity &amp; Society</td>
<td>1</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>950CS</td>
<td>Gr. 10-12 Physical Education: Lifelong Activities</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>951CS</td>
<td>Gr. 10-12 Physical Education: Competitive Activities</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>952CS</td>
<td>Gr. 10-12 Physical Education: Recreational Activities</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>953CS</td>
<td>Gr. 10-12 Physical Education: Personal Fitness Planning</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>990CS</td>
<td>Creative Cooking</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>991CS</td>
<td>Regional U.S. Cuisine</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>992CS</td>
<td>International Cuisine</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>993CS</td>
<td>Cooking for Fitness</td>
<td>2</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>Department/Course Title</td>
<td>Number of Credits</td>
<td>Semester/Full Year</td>
<td>Notes</td>
<td>AP H</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>610CY</td>
<td>French Novice I</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>611CY</td>
<td>French Novice II</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>612CY</td>
<td>French Intermediate I</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>613CY</td>
<td>French Intermediate II</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>614HY</td>
<td>French Intermediate Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
</tr>
<tr>
<td>615AY</td>
<td>French Advanced Placement Language and Culture</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
</tr>
<tr>
<td>620CY</td>
<td>Spanish Novice I</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>621CY</td>
<td>Spanish Novice II</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>622CY</td>
<td>Spanish Intermediate I</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>623CY</td>
<td>Spanish Intermediate II</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>624HY</td>
<td>Spanish Intermediate Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
</tr>
<tr>
<td>625HY</td>
<td>Honors Hispanic Literature and Culture</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
</tr>
<tr>
<td>625AY</td>
<td>Spanish Advanced Placement Literature &amp; Culture</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
</tr>
<tr>
<td>626AY</td>
<td>Advanced Placement Spanish Language and Culture</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
</tr>
<tr>
<td>630CY</td>
<td>Latin I</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>631CY</td>
<td>Latin II</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>632CY</td>
<td>Latin III</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>634HY</td>
<td>Latin IV Honors</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
</tr>
<tr>
<td>635AY</td>
<td>Advanced Placement Latin</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
</tr>
<tr>
<td>640CY</td>
<td>Novice Mandarin</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>641CY</td>
<td>Intermediate I Mandarin</td>
<td>5</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>642CY</td>
<td>Intermediate II Mandarin</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>643HY</td>
<td>Intermediate Honors Mandarin</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>H</td>
</tr>
<tr>
<td>645AY</td>
<td>Advanced Placement Chinese Language and Culture</td>
<td>5</td>
<td>Y</td>
<td>*</td>
<td>AP</td>
</tr>
</tbody>
</table>