2022-2023

Weston Public Schools
Weston, Massachusetts

Program of Studies
Grades 9-12

Dr. Marguerite Connolly
Superintendent

Dr. Kimo Carter
Assistant Superintendent for
Teaching & Learning

Paul Peri
Principal

Guidance
Marla Schay, dept. head 6-12
Angelica carvajal
Gretchen Gugliotta
Chris Shanahan
Maryann Shea

TABLE OF CONTENTS
PROGRAM GUIDELINES

	Page(s)
WESTON HIGH SCHOOL	
ACADEMIC INFORMATION AND POLICIES	
Core Values	2
Principal's Message to Students	3
Selecting A Program of Study	4
Graduation Requirements	5
Curriculum Levels	5
Availability of Courses	6
Teacher Course Recommendations and Course Overrides	6
Scheduling Process	6
Course Changes During the School Year	7
Obtaining Credits Outside WHS	7
Credit Recovery	8
Promotion & New Student Placement	8
Uniform Grade Range & Scale	8
Reporting Progress	8
Students Studying Outside of WHS	9
Grade Point Average	9
June Academy	9
Frequently Asked Questions	10
COURSE DESCRIPTIONS	
Business	11
English	13
English Language Education	19
History/Social Studies	20
Mathematics	26
Multidisciplinary Courses	34
Science and Technology	36
Visual and Performing Arts	43
Wellness Education	50
World Languages	56
High School Offerings by Name, Course Number, and Credits	64

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

Welcome to Weston High School! Weston High School is excited to offer many challenging and unique programs to best meet your needs and to help you find your passion. This Program of Studies outlines the courses required for graduation as well as the many additional 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. We are here to guide and support you on this journey.

In addition to the course selections, Weston High School offers a wide range of co-curricular activities including competitive team sports, performing arts groups, student government and many special interest clubs. We encourage you to participate in these important activities, as they will provide you with different perspectives, challenges, and opportunities to meet other students. Please do all you can to get involved and get connected to WHS.

It is important to 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, we 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,

Paul Peri
Principal

Our goal at Weston High School is to work in partnership with students and families. Critical to this effort is communication and we hope that in addition to receiving information *from* the school, families will reach out to faculty and counselors to discuss a student's progress, raise concerns, or simply ask any questions they have.

Selecting a Program of Study

Weston offers a broad curriculum in a range of both academic and elective courses in a range of disciplines to provide students with skills and knowledge to succeed in life. The goal is to provide students with both a solid academic foundation in a college preparatory program and the ability to explore new topics or dive deeper into established interests. In addition to content knowledge, students will develop independence, increase perspective, become effective communicators, and learn to work collaboratively with others. 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.

We encourage students to challenge themselves with advanced coursework, but also to be cognizant of the demands of school and their other activities while still maintaining optimal physical and emotional health. As students mature academically, they may choose to add rigor to their program of study. Students are encouraged to make thoughtful decisions in selecting courses, to challenge themselves appropriately, to preserve and develop resilience when presented with growth opportunities, and to balance their academic responsibilities with their extra-curricular activities and life outside of school. Overloading the academic schedule can negatively impact a students' grades in all classes. We therefore suggest that each family, working closely with their students and their students' school counselors, develop a tentative four-year program that will meet the graduation requirements, challenge the student, and accommodate their 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.

Did you know?

- WHS Graduation Requirements may differ from some colleges' expectations or requirements for admission.

  For example, selective colleges generally look for at least three years of the same world language on a student's transcript.
- WHS recommends that students take courses in at least four different academic subjects each semester.

The courses required for graduation (below) satisfy the requirements for colleges in the Massachusetts State and University systems, as well as most other higher institutions. However, selective colleges often wish to see additional courses, including three years of the same world language (rather than two), as well as maintaining a broad program that includes honors and Advanced Placement (AP) courses. As such, we recommend that students take a course in at least four different academic disciplines, even if they begin to specialize in one subject area later in high school. Colleges expect to see five academic classes in every semester of high school. Students may choose to take a sixth academic class to either challenge themselves or to add a class in an area of interest. We do not advise students taking seven academics, as it adds a significant burden to homework (thus potentially impacting a student's emotional and physical health), and tends to limit other activities that colleges also want to see in a student's applicant profile.

When considering the number of courses to select, it's helpful to take into account the structure of the schedule:

- There are eight slots into which classes can be scheduled in each semester.
  - Academic courses "fill" a scheduling slot, meeting five times per 8-day rotation.
  - Electives and other courses such as Physical Education generally meet four times per rotation, with one block left open. Sometimes the resulting "drop block" will be filled with another class (such as Career or Guidance Seminar).
  - Directed Study Halls will be scheduled into all open blocks for freshmen and sophomores, and in open blocks for juniors that do not fall in the first or last blocks of the day.
- If students' schedules fill only seven of the eight available scheduling slots in a semester, they could have up to eight Directed Studies (20% of their schedule).
  - We recommend that students have no more than five Directed Studies in their schedule, which generally means scheduling at least 35.5 credits for the year.
- Counselors can assist students in determining the number of Directed Studies when meeting to discuss course selections.

A student may request to graduate early if graduation requirements have been met. A request for early graduation must be made in writing to the Principal.

Graduation Requirements

The requirements for a student to receive a Weston High School diploma are determined by the Weston School Committee and outlined in Policy IKF.

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 the class. Meeting requirements is the responsibility of each student and the parent(s)/guardian(s). Students should know their credit total to date and be certain that they have sufficient credits for graduation.

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:

Did you know?

- There are 8 "slots" into which courses are scheduled. If students' schedules utilize only 7 of the 8 scheduling slots in a semester, a significant amount their week could be in study halls.
- Students with fewer than 35.5 credits for the year are likely to have one semester with up to 8 open blocks.

English	20 Credits
History/Social Studies	15 Credits (must include 10 credits in World History and 5 credits in U.S. History)
Science	15 Credits (must include 5 credits in Biology and 5 credits in either Chemistry or Physics)
Mathematics	20 Credits (must complete through Algebra II)
Arts	6 Credits (must complete in Visual and/or Performing Arts)
World Language	10 Credits (must include 10 credits in one language)
Physical Education	8 Credits (2 credits each in grades 9, 10, 11 and 12)
Health	3 Credits (1 credit each in grades 9, 10 and 11)
Speech	1 Credit

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

Curriculum Levels

College Preparatory courses are standard at Weston High School and, if passed successfully, provide the foundation needed to pursue higher education, vocational training, military service or non-traditional paths. They allow students to develop a thorough understanding of the fundamentals of a subject, the skills needed to understand relevant material, and the ability to apply concepts. Material is presented at a deliberate pace in a variety of formats. Courses are college preparatory unless otherwise indicated.

Courses designated as *Honors* are appropriate for students with strong academic qualifications and require a great deal of independent initiative and outside preparation. The pace is accelerated. Student work requires thoughtful analysis and attention to detail leading to synthesis of new ideas and prior learning. Outside reading, problem solving, and study usually precede classroom discussion. Students are recommended for Honors courses by their current teachers on the basis of ability and performance. (If you have questions or concerns about course recommendations and overrides, please see the corresponding section later in this document for more details.)

Advanced Placement (AP) courses are rigorous and require a great deal of outside preparation. They follow a specific College Board-approved curriculum to prepare students to take the AP examinations in the respective field that are given in May. Some colleges consider scores from these AP tests for placement purposes and potential college credits. Students are not required to take the AP exam associated with the course. In most cases, students are recommended for AP courses by departments on the basis of ability and performance. AP courses are offered in English Literature, World History, United States History, European History, Psychology, Music Theory, Statistics, Calculus AB, Calculus BC, Physics, Biology, Chemistry, Chinese, French, Spanish, Latin, and Computer Science.

When choosing course levels and the number of courses to take, one thing to consider is the homework expectations for the course load: 2-3 hours per week for each College Prep or Honors course, with more for an AP course. As noted above, the nature, complexity and independence of homework assignments will be different for the course levels. See *Weston Public Schools Homework Guidelines* for additional information.

Availability of Courses

This *Program of Studies* contains a wide variety of courses at different levels. Staffing decisions are made in light of student course requests and available resources. Low enrollment or staffing constraints may result in the cancellation of courses and/or sections of courses. Occasionally courses with limited capacity 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. Students are assured of being able to enroll in required courses, although not necessarily at the honors or AP level, and earn sufficient credits for the year and credits toward graduation. Conflicts in a student's schedule may occur, and every effort will be made by school counselors to resolve student conflicts after consultation with students. Students are asked for alternative course requests that are consulted in the case of conflicts, course cancellations, or full sections.

Did you know?

- It is important to select alternates for electives and non-required academic courses so that counselors can resolve conflicts or find substitutes if classes are full.
- Providing counselors with your course priority can help ensure that you are enrolled in the courses most important to you.

Some courses are designed to complete graduation requirements or fulfill core subject requirements, but may also be selected as electives in addition to students' five core courses. When a student requests one of these courses as an elective course, the course is scheduled on a space-available basis.

Teacher Course Recommendations and Course Overrides

In courses that are offered at multiple levels, current teachers recommend students for placement in most Honors or AP courses. The recommendations are intended to place students in courses where they can thrive, and where the pace, expectations and standards are appropriate to their needs and abilities. A student who is not recommended for an Honors or AP course may request to take a course without a 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 last Friday in February 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

Students receive their course recommendations in early February. These recommendations and a realistic assessment of the student's abilities, work habits, full course load, and non-academic commitments should be considered seriously by both students and parents during the course selection process.

Students should read the academic regulations and the course descriptions in this *Program of Studies* carefully and consult with their parent(s)/guardian(s), teachers, and counselors in completing the pre-registration form. Dates are set aside in February for members of each grade to meet with their counselors to discuss their academic plan in high school and to review and complete their course selection form for the following year. It is important to include alternates for all courses beyond the standard academic ones to assist counselors when conflicts or other issues arise in scheduling. This includes alternates for academic and non-academic electives, as well as PE electives.

The Education Reform Act of 1994 mandates that students be enrolled in 990 hours of structured learning time. Students must choose courses generating a total of at least 33.5 credits in each year of high school to meet this requirement, but no more than 40 credits each year (a completely full schedule), regardless of whether graduation

requirements have been satisfied. Courses and course options other than those described in this Program of Studies may count for credit if approved by the Principal.

Did you know?

- Students are required to take a minimum of 33.5 credits in order to satisfy 990 hours of structured learning time.
- Seniors with an excess of credits required for graduation must still enroll in 33.5 credits.

Generally, students receive their list of courses before the end of the school year. 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. (If you have questions or concerns about course recommendations and overrides, please see the corresponding section above.)

Course Changes During the School Year

There may be times when, despite everyone's best efforts, a particular course placement may not meet the student's needs. In those circumstances a student may consider either dropping a course entirely, replacing a course, or changing a level. When a student is considering changing a course once the year has begun, the student should first confer with parent(s)/guardian(s), teacher, department head and school counselor. Requests 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

Students who fail a required course must regain those lost credits. If a student had a low failing grade (below 40%), the student must repeat the course at Weston High School. If the student engaged in the course and earned at least a 40%, credit may be recovered 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, or
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 the 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 over a student's high school career.

Promotion and New Student Placement

The credits required to advance to the next grade are as follows:

- A freshman must have earned a minimum of 30 credits to be considered a sophomore,
- A sophomore must have earned a minimum of 60 credits to be considered a junior, and
- A junior must have earned a minimum of 90 credits to be considered a senior.

A student who does not meet the requirements for promotion will be retained in the present grade. Any exceptions to the promotion policy will be made only after careful consideration, a plan for credit acquisition, and approval of the Principal.

A student transferring into Weston High School must provide the school an official transcript from the prior school and in-progress grades if mid-year. Upon examination of the student's course of study and level of academic attainment, Weston High School staff will place the student in the appropriate grade (based on the credits for promotion, above) and determine their eligibility for high school graduation. Course levels will be based on the student's academic record in consultation with the appropriate department heads.

Uniform Grade Range and Scale

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

92.5 and above	A	72.5 up to 76.49	C
89.5 up to 92.49	A-	69.5 up to 72.49	C-
86.5 up to 89.49	B+	66.5 up to 69.49	D+
82.5 up to 86.49	B	62.5 up to 66.49	D
79.5 up to 82.49	B-	59.5 up to 62.49	D-
76.5 up to 79.49	C+	59.49 and below	F

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.

Grading System		Grading Code	
Excellent	A to A-	P	Pass
Good	B+ to B-	I	Incomplete
Fair	C+ to C-	W	Withdrawn
Poor	D+ to D-	M	Medical Excuse
Failing	F	N	No Grade Due to Excessive Absences

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 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 student'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 the program, overall performance, and help in coordinating a group conference.

Students Studying Outside WHS

Generally, students who enroll in an academic program outside of Weston High School (such as "Ski School," Island School, Homeschooling, etc.) unenroll from WHS and re-enroll upon their return. A transcript is required from the program in order to receive transfer credits. With prior written permission from the Principal, students who are away for a term or any extended period to participate in a district-sponsored student exchange program or otherwise study outside of the district *may* receive credit towards graduation from Weston High School without unenrolling. In these instances, the relevant department head will evaluate the work and, in conjunction with the principal and school counselor, will 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 is calculated and reported. The unweighted GPA includes all courses with letter grades taken at Weston High School, without any additional weight for Honors or AP. Grades from courses outside Weston High School, including transfer credits, are not counted.

Students attending Weston High *for at least four semesters* have their official 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.

Weston High School does not rank students.

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. A failing grade will appear on the student's transcript.

Frequently Asked Questions

Will I get all the classes that I sign up for?
Sometimes the courses students request cannot be accommodated into their schedules. For example, courses listed in the Program of Studies may not run for a variety of reasons, desired courses may conflict with each other, or sections might be full. Include your course priorities on your course request form and provide alternate courses for electives, as counselors can use these to resolve conflicts in ways that get you the courses most important to you.

Isn't it better to enroll in Honors or AP classes now, since I can always move to the CP level later?
There are several problems with this strategy. First, you will not be able to change levels if CP sections are full. Second, if you are able to find an open section, it may require you to change other classes in your schedule, change teachers or drop electives in which you are already enrolled. You could end up needing to stay in the upper level course.

How do I decide what level of a course to take?
The best means of determining your course level next year is to gauge how you are doing *this* year.

- If you have effective reading and writing skills, but understand concepts better when teachers provide some structure to help in understanding, College Preparatory levels may be a good fit.
- If you like to learn independently, enjoy open-ended analysis, have strong communication and conceptual skills, are extremely motivated and can organize time well to manage a lot of homework, an Honors course can work for you.

It can be very helpful to speak to your current teacher.

What if I don't get a recommendation for an Honors or AP course I want to take?
You may request to take an advanced course without a teacher recommendation by completing the override process using the appropriate form. (The current form can be found on the guidance website, under course selection.) Completing the form within the deadline does not guarantee that you will get the course, as the numbers of available spots may not accommodate all the requests.

What looks better?...
Many students and parents ask questions that start this way. The most important thing to remember when you select courses is that your courses belong to **you**, and your goal should be to create a personally rewarding experience of learning – avoid basing your choices solely on what you think colleges want.

How many Honors and AP courses do colleges want to see?
Colleges want to see challenging coursework, yet it is not as simple as counting courses. They want to see a balanced and successful schedule.

From the college's point of view, isn't it better to get a C in Honors than be in a CP class?
There are consequences for shooting too high. **Taking** a course isn't the same as **succeeding** in a course. It is likely that you may do much better in the course level more appropriate for you. Colleges take into account the courses you take, the levels of the courses, and grades you earn - they want to see you challenge yourself AND do well.

I don't like a lot of free blocks. How do I know that I won't have lots of them in my schedule?
For classes to be scheduled into each of the eight "slots" that make up the schedule, select at least 35.5 credits for the year. Counselors can assist students in determining the number of Directed Studies when meeting to discuss course selections.

When will I get my schedule?
Course lists are generally available to students by the end of the school year. These include the courses that fit into your schedule, but not the exact blocks or teachers. Actual schedules are available through the Infinite Campus portal in mid-August.

What if I change my mind about taking a course after turning in my course request form?
Reach out to your counselor as soon as you are aware of wanting to make a change. The request may be able to happen before course lists are released. If you want to make a course change after you receive your course list, there is a process for requesting changes over the summer. (Instructions will be provided.)

Do I need to do summer work for my courses?
Most Advanced Placement (AP) courses have summer work that is assessed at the start of the school year. Assignments are available on the library website. If you have requested an override for an AP course but it is not on your course list in June, you should plan on completing the summer work ***in case*** you are able to get the course. Not completing the summer work may jeopardize your ability to be placed in the class.

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

Grades 9-12

Principles of Business
Accounting: Small Business
Accounting: Corporation
Computerized Accounting (full year)
Marketing
Entrepreneurship
Intro to Economics
Dual Enrollment Economic Ideas and Issues
Dual Enrollment Economics of Personal Finance

Course 380CS **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 to analyzing and preparing financial statements such as balance sheets and profit and loss statements. 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** **Semester** **2 Credits**

Prerequisites: Successful completion of Principles of Business (380CS), Marketing (382CS), or Introduction to Economics (292CS), or consent of the teacher.

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.

Course 246HS1 DUAL ENROLLMENT ECONOMIC IDEAS AND ISSUES

Semester 2.5 Credits

Students will undertake an in-depth study of 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 an honors level dual enrollment course offered on-site at Weston High School through a university partnership. Additionally, students may opt to pay a fee of $345 for three Syracuse University credits, and financial aid is available through Syracuse. Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

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

Course 247HS2 DUAL ENROLLMENT ECONOMICS OF PERSONAL FINANCE

Semester 2.5 Credits

Coverage of this institutional personal finance material will be framed within basic fundamentals of economic and financial analysis. This conceptual basis gives students a deeper understanding of the important issues of personal finance and characteristics of the institutional material as well as a framework for evaluating and applying to their own decisions new innovations or changes in financial products over time. Overall, the course provides a foundation for students to make informed and reasoned choices with regard to financial decisions over their professional and personal lives. This is an honors level dual enrollment course offered on-site at Weston High School through a university partnership. Additionally, students may opt to pay a fee of $345 for three Syracuse University credits, and financial aid is available through Syracuse. Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

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

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 creative and analytical structures, delivering formal and informal speeches, and reading a wide range of literature.

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 (H) 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 courses 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

Grades 11-12
(11th grade students are strongly encouraged to take an American Literature Course)

Full Year (select one)
American Literature
American Literature Honors
Speech (for students in the class of 2022 who have not yet fulfilled the Speech requirement)

OR

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

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

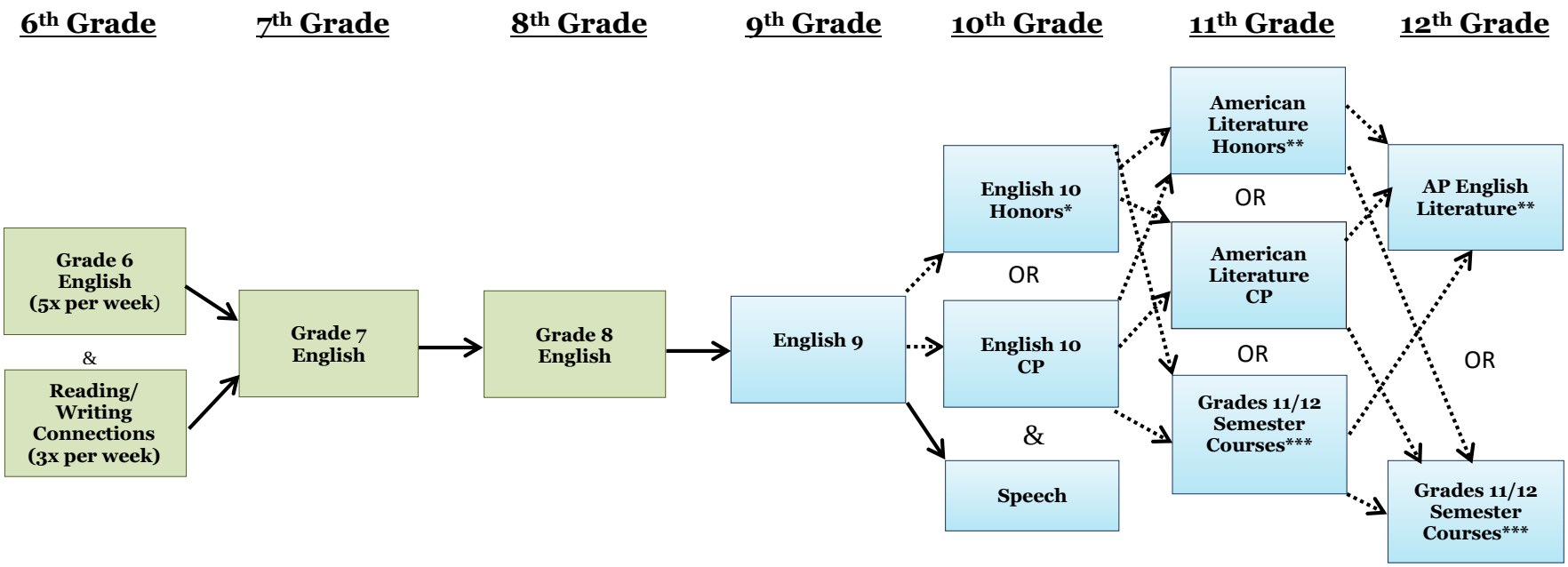
Grade 12

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



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)
⇢ (choice)

*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 1 and Creative Writing II).

Semester 1	Semester 2
Modern Literature I World Literature I Non-Fiction I Creative Writing I Dramatic Literature I: Shakespeare and His World The Literature of Sport	Modern Literature II World Literature II Non-Fiction II Creative Writing II Dramatic Literature II: The Modern Theater The Literature of Sport

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 *All American Boys*, *Romeo and Juliet*, and *The Absolutely True Diary of a Part-Time Indian,* among others. 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 9 establishes the groundwork for all subsequent high school literature and writing courses through its focus on reading, writing, and discussion.

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

English 10 is a full-year course in writing and literature, and the selected works explore the essential course question of how identity is formed. Core texts include *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. In addition to the core 10th grade texts mentioned above, students will read additional ones from a list that includes the classic and contemporary, such as *Frankenstein* and *Kirinyaga* respectively.

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.

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, Zora Neale Hurston, Henry David Thoreau, Ron Rash, Celeste Ng, 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 an average of 20-25 pages of reading per night. 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, Nathaniel Hawthorne, Zora Neale Hurston, Viet Than Nguyen, and E.L. Doctorow. Many 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** **First Semester** **2.5 Credits**

Creative writing skills in this course are developed 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. During the first semester of Creative Writing, students will focus on flash fiction and character development strategies. For creative non-fiction, they will produce a profile of a person they interview. Poetry reading and writing will be sprinkled throughout the semester. The final goals for the course include producing a writing portfolio made up of a variety of polished creative pieces and submitting at least one piece for publication.

Course 142CS1 **MODERN LITERATURE I:**
Society Deconstructed **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 a variety of works that may include *The Other Wes Moore* by Wes Moore and *A Walk in the Woods* by Bill Bryson. Students will be required to choose either *The Glass Castle* by Jeannette Walls or *Educated* by Tara Westover to read independently. 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 digital media. Students develop their authorial voices by engaging in a variety of projects including publishing a blog, conducting research for papers/projects, and responding to documentary films.

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

World Literature I introduces students to writing from 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 examine through analysis and personal reflection.

Course 146CS1 **DRAMATIC LITERATURE I:**
Shakespeare and His World **First Semester** **2.5 Credits**

Students will read a range of William Shakespeare's plays, including histories, comedies, tragedies, and romances. Students will also study Shakespeare's sonnets and sonnet poetic form to gain a broader understanding of Shakespeare's collective works. 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. The course will also explore how Shakespeare's works influence the modern theatrical world, their relevance to contemporary society, and why modern directors often stage innovative productions of classic works.

Course 142CS2 **MODERN LITERATURE II:**
Exploring the Self **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.

Course 143CS2 **NON-FICTION LITERATURE II** **Second 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 second semester course, students continue to experiment with the development of voice by reading and publishing blogs and/or a class website on a variety of potential topics. Students will explore excerpts from *Short Takes,* edited by Judith Kitchen and/or *Walking to Listen* by Andrew Forstheofel as an introduction to creative nonfiction. Students will be required to read *Friday Night Lights* by H.G. Bissinger and will choose either *Educated by Tara Westover* or *The Glass Castle* by Jeannette Walls to read independently. 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 with an eye on writing assignments they may discover in their Freshman year of college. Students will experiment with the development of voice by engaging in a variety of projects including publishing a blog, conducting research for papers/projects, and responding to documentary films.

Course 144CS2 **WORLD LITERATURE II** **Second Semester** **2.5 Credits**
World Literature II introduces students to writing from 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 *Beowulf* and volumes 1 and 2 of Art Spiegelman's *Maus*. 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.

Course 145CS **CREATIVE WRITING II** **Second Semester** **2.5 Credits**
This course shares the same goals as the first semester of Creative Writing of developing writing skills through active, critical reading. While students will build and explore some of the same creative writing skills, the course will cover different topics. For fiction writing, students will focus on plot and narrative perspective strategies. The creative non-fiction writing assignment will be an in-depth memoir. Students will study different poems, poets, and poetic genres, as well as produce their own. The ultimate goal is still to produce polished creative pieces and to submit at least one for publication.

Course 146CS2 **DRAMATIC LITERATURE II:**
The Modern Theater **Second Semester** **2.5 Credits**
Students will encounter a wide range of 20th and 21st century dramatic literature through whole-class and choice reading of playwrights such as Arthur Miller, Sarah Ruhl, Athol Fugard, Paula Vogel, Ntozake Shange, and August Wilson, among others. The class will apply various lenses to examine these texts – including the dynamics of race, class, gender, and identity -- to clarify the ways in which drama acts as a response to the social conditions of its day.

Course 147CS **THE LITERATURE OF SPORT:**
An Examination of American Culture **Semester** **2.5 Credits**
This course will seek to examine key aspects of American society through various types of writing all centered on sports. 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: WP Kinsella's *Shoeless Joe;* Madeleine Blais' *In these Girls, Hope is a Muscle*, Norman Mailer's *The Fight* among others. Students will also develop and complete a culminating thesis paper, focused on an area of their own particular interest.

Course 149AY **AP ENGLISH LITERATURE** **Full Year** **5 Credits**

AP 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.

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 online editions of Wildcat Tracks.

ENGLISH LANGUAGE EDUCATION

Course 171CY **ACADEMIC ENGLISH FOR EMERGENT BILINGUALS I** **Full Year** **10 Credits**

Academic English for Emergent Bilinguals I is taken concurrently with Academic English for Emergent Bilinguals II and, together, the 10 credits fulfill 1 year of both English and World Language requirements. It also helps students qualify for the Seal of Biliteracy. This course is designed for students with WIDA proficiency levels 1-3. Students will develop their academic language, communicative competence, and their ability to access grade-level curriculum. Research-based techniques shown to increase students' proficiency are utilized to teach content, vocabulary, grammatical structures, and syntax. Students are provided with challenging and diverse reading material to strengthen their oral comprehension, analytical skills, vocabulary development, and writing skills. Students may be enrolled in this course for consecutive years. New, robust curriculum is designed and implemented each year.

Course 172CY **ACADEMIC ENGLISH FOR EMERGENT BILINGUALS II** **Full Year** **5 Credits**

Academic English for Emergent Bilinguals II is designed for students with WIDA proficiency levels4-6. The course satisfies 1 year of the World Language graduation requirement. Academic English for Emergent Bilinguals II is designed for more proficient English learners to continue developing their speaking, listening, reading, and writing skills in conjunction with both state frameworks and WIDA language development standards. This course helps students qualify for the Seal of Biliteracy. Students will spend significant time on the writing process, including pre-writing work, preparing outlines, creating strong analytical thesis statements, and writing cohesive essays. Students may be enrolled in this course for consecutive years. New curriculum is designed and implemented each year.

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
Modern World History Honors (Embedded/Earned)
AP World History

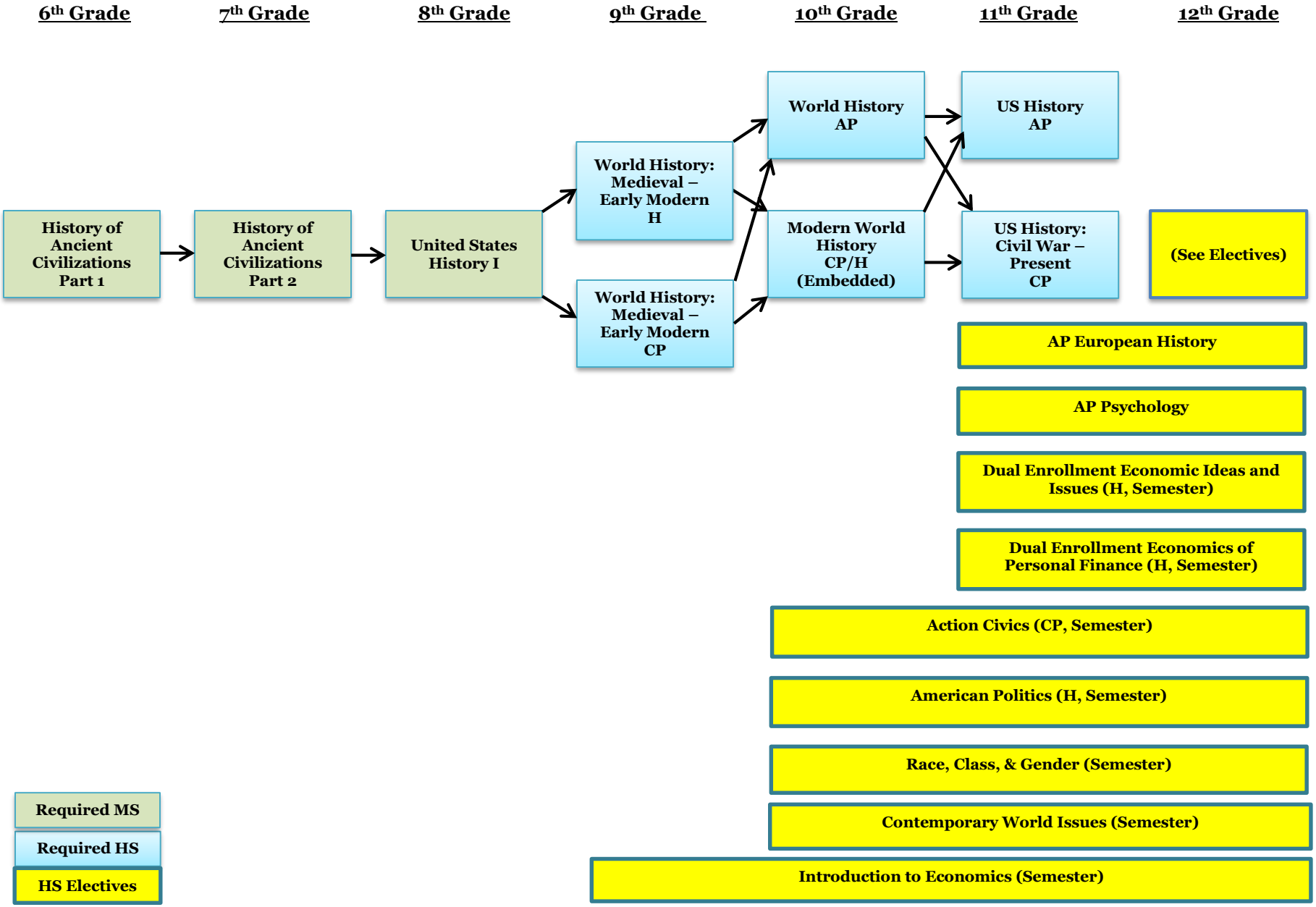
Grade 11

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 (Semester, open to grades 10-12)
Contemporary World Issues (Semester, open to grades 10-12)
American Politics 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 European History (Full year, open to grades 11-12)
Dual Enrollment Economic Ideas and Issues (Semester, open to grades 11-12)
Dual Enrollment Economics of Personal Finance (Semester, open to grades 11-12)

History/Social Studies Course Sequence



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, recognizing and understanding viewpoints, comparing and contrasting information. 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. Students will complete a global civics project as part of this course.

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** **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, *First They Killed My Father).* As part of the 10th grade research experience, students will prepare and write an honors research paper with enhanced requirements, including both length and sources, and possible submission to an authentic external audience for consideration. 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: AP 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 **AP 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 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 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, in-class debates, and end of unit written reflections. 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 245AY **AP 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.

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

Course 294HS **AMERICAN POLITICS 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** **Semester** **2.5 Credits**

This course offers students a unique opportunity to become more engaged with their issues affecting their surrounding communities. Each term, the class will choose an issue of focus to investigate, research, learn from experts about, and to engage in civic advocacy related to their issue of choice. Students will also have the opportunity to engage in service-learning via a field trip taken to a local site related to the class' issues of concern. 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. This course seeks to help students gain hands-on problem-solving skills, develop an aptitude for critical thinking, and become active citizens in our democratic society.

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

Course 246HS1 **DUAL ENROLLMENT ECONOMIC IDEAS AND ISSUES**
Semester **2.5 Credits**

Students will undertake an in-depth study of 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 an honors level dual enrollment course offered on-site at Weston High School through a university partnership. Additionally, students may opt to pay a fee of $345 for three Syracuse University credits, and financial aid is available through Syracuse. Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

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

Course 247HS2 DUAL ENROLLMENT ECONOMICS OF PERSONAL FINANCE

Semester 2.5 Credits

Coverage of this institutional personal finance material will be framed within basic fundamentals of economic and financial analysis. This conceptual basis gives students a deeper understanding of the important issues of personal finance and characteristics of the institutional material as well as a framework for evaluating and applying to their own decisions new innovations or changes in financial products over time. Overall, the course provides a foundation for students to make informed and reasoned choices with regard to financial decisions over their professional and personal lives. This is an honors level dual enrollment course offered on-site at Weston High School through a university partnership. Additionally, students may opt to pay a fee of $345 for three Syracuse University credits, and financial aid is available through Syracuse. Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

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

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, and 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 and/or 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. All students must complete at least four years of a basic college preparatory mathematics program including Algebra II. Students who choose to take a Mathematics SAT Subject exam generally do so in June of junior year or fall of senior year. Students should consult their school counselor and their current mathematics teacher for advice in selecting between the two Mathematics SAT exams.

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
Algebra II, Honors
Intermediate Algebra

Grade 11

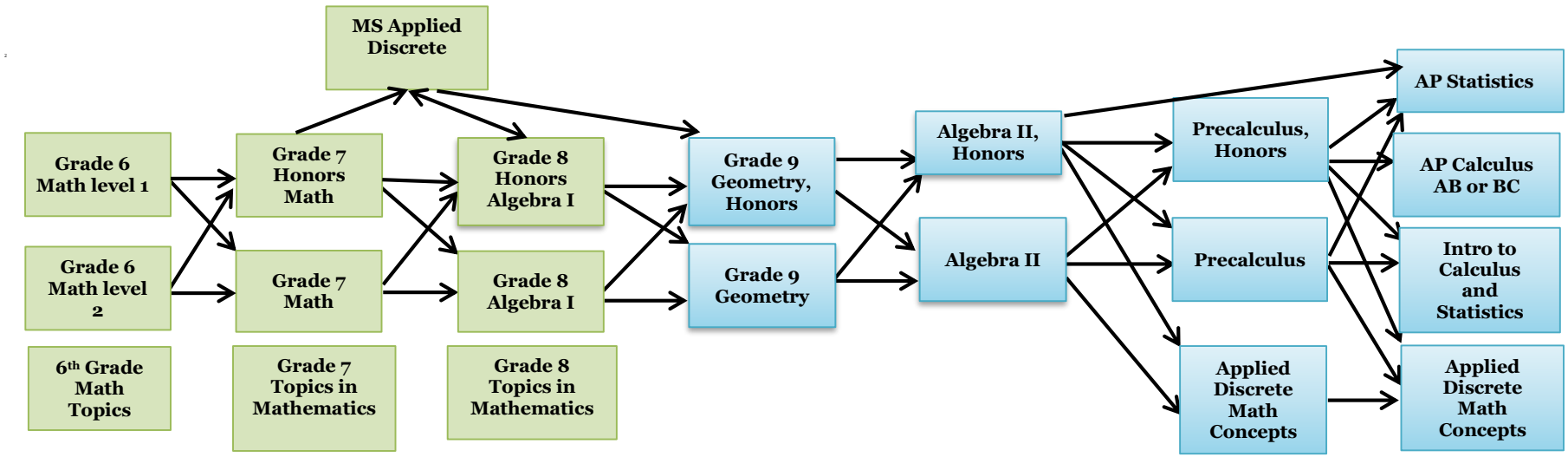
Algebra II
Applied Discrete Mathematics Concepts
Precalculus
Precalculus, Honors

Grade 12
Applied Discrete Mathematics Concepts
Statistics
Mathematical Modeling Honors
Precalculus
Introduction to Calculus and Statistics
Introduction to Calculus
AB or BC Calculus

Grades 9-12

Advanced Placement Statistics
Computer Science: Concepts and Applications
Computer Science: Introduction to Programming with Honors Option
Advanced Placement Computer Science
Advanced Projects in Java
Honors Java Programming
Principles of Business
Accounting: Small Business
Accounting: Corporation
Computerized Accounting (full year)
Marketing
Entrepreneurship

Math Course Sequence



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 321CY).

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 explores a broad range of computer science non-programming topics, including the internal workings of computers, the history and architecture of the Internet and World Wide Web, construction of web-pages, cybersecurity, databases, and the effects of computing on society. A student who successfully completes both 392CS and 393CS will be prepared for the AP Computer Science Principles exam by May.

Course 393CS **COMPUTER SCIENCE: PROGRAMMING IN PYTHON WITH HONORS OPTION** **Semester** **2.5 Credits**

This course provides students with an in-depth experience in computer programming using the popular language Python. Course topics include algorithms, abstraction, variables, data structures, recursion, planning, and debugging. A student who successfully completes both 392CS and 393CS will be prepared for the AP Computer Science Principles exam by May. Students who complete more complex and demanding programming projects will elect to take this course for Honors credit.

This course may be taken either before 390AY (Advanced Placement Computer Science A) as one path to meeting its prerequisite for previous programming experience, and may also be taken after AP Computer Science A for students who wish to learn Python and work on an in-depth long-term programming project.

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** **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 Intro to Calculus and Statistics (Course 342CY) or with additional summer work, students will be prepared for college calculus.

Course 350CY **APPLIED DISCRETE MATHEMATICS CONCEPTS A** **Full Year** **5 Credits**

Prerequisites: Completion of Algebra II.

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; the use of probability and inferential statistics to make predictions from limited data; applied game theory; operations research/queue theory; risk analysis and numeracy; modeling emergent behavior using the netlogo programming language. This course is offered in alternating years along with course 351CY.

Course 351CY **APPLIED DISCRETE MATHEMATICS CONCEPTS B** **Full Year** **5 Credits**
Prerequisites: Completion of Algebra II.

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; applied graph theory; mathematical systems for modeling situations ranging from urban geography to political decision making; risk analysis and numeracy; mathematics of elections including apportionment, ranked choice voting and gerrymandering. This course is offered in alternating years along with course 350CY.

Course 342CY **INTRODUCTION TO CALCULUS AND STATISTICS** **Full Year** **5 Credits**
Prerequisites: Recommendation of current math teacher.

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.

Course 342CS **INTRODUCTION TO CALCULUS** **Semester** **2.5 Credits**
Prerequisites: Recommendation of current math teacher AND concurrent enrollment in AP Statistics (Course 344AY).

This fall semester course is identical to the first semester of course 342CY Introduction to Calculus and 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.

Course 344CS **STATISTICS** **Second Semester** **2.5 Credits**
Prerequisites: Completion of Algebra II.
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.

Course 346HY **MATHEMATICAL MODELING, HONORS** **Full Year** **5 Credits**
Prerequisites: Completion of BC Calculus or recommendation of the mathematics department chair.

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.

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.

Course 340AY **CALCULUS AB** **Full Year** **5 Credits**
Prerequisites: Recommendation of current math teacher and successful completion of Precalculus Honors (Course 330HY) or A in Precalculus (Course 330CY) plus additional summer work.

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.

Course 341AY **CALCULUS BC** **Full Year** **5 Credits**

Prerequisites: Excellent record in honors mathematics courses.

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.

Course 390AY **AP COMPUTER SCIENCE** **Full Year** **5 Credits**

Prerequisites: Teacher recommendation.

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.

Course 390CY **ADVANCED PROJECTS IN JAVA** **Full Year** **1 Credit**

(embedded in course 390AY) Prerequisites: Recommendation of AP Computer Science teacher and concurrent enrollment in AP Computer Science (Course 390AY).

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.

Course 390HY **HONORS JAVA PROGRAMMING** **Full Year** **5 Credits**

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.

Course 345AY **AP 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 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 Introduction to

Calculus and 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 380CS **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 to analyzing and preparing financial statements such as balance sheets and profit and loss statements. 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** **Semester** **2 Credits**

Prerequisites: Successful completion of Principles of Business (380CS), Marketing (382CS), or Introduction to Economics (292CS), or consent of the teacher.

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

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 prepares students to use their personal technology in school and introduces them to the tools they will be using for research during their high school years. Topics include understanding the Acceptable Use Policy and searching and citing databases.

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 890CS **INDEPENDENT STUDY** **Semester** **.5 Credit**
Course 890CY **INDEPENDENT STUDY** **Full Year** **1 Credit**
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.*

Course 897CS **GLOBAL EXPERIENCE** **Semester** **1 Credits**
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.*

Course 892CS **EXPERIENTIAL LEARNING IN THE WORKPLACE** **Second Semester** **2.5 Credits**

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.*

Course 894CS **COLLEGE COURSE** **Semester** **5 Credits**

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, however no more than 5 credits may be applied to the 33.5 minimum credit requirement. 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.

Course 895CS **TECHNOLOGY INTEGRATION SUPPORT LEVEL I** **First Semester** **2 Credits**
Course 896CS **TECHNOLOGY INTEGRATION SUPPORT LEVEL II** **Second Semester** **2 Credits**

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: 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 recommended to take an honors course the following year. Eighth grade students are recommended for either College Preparatory Physics or Honors Physics in the ninth grade based on the following factors: 1) science grades earned in the 8th grade; 2) effort on challenge problems [offered in most labs starting in the 2nd quarter]; 3) results of a placement exam; and 4) the ability and desire to do independent work.

Grade 9

Physics
Honors Physics

Grade 10

Biology
Honors Biology

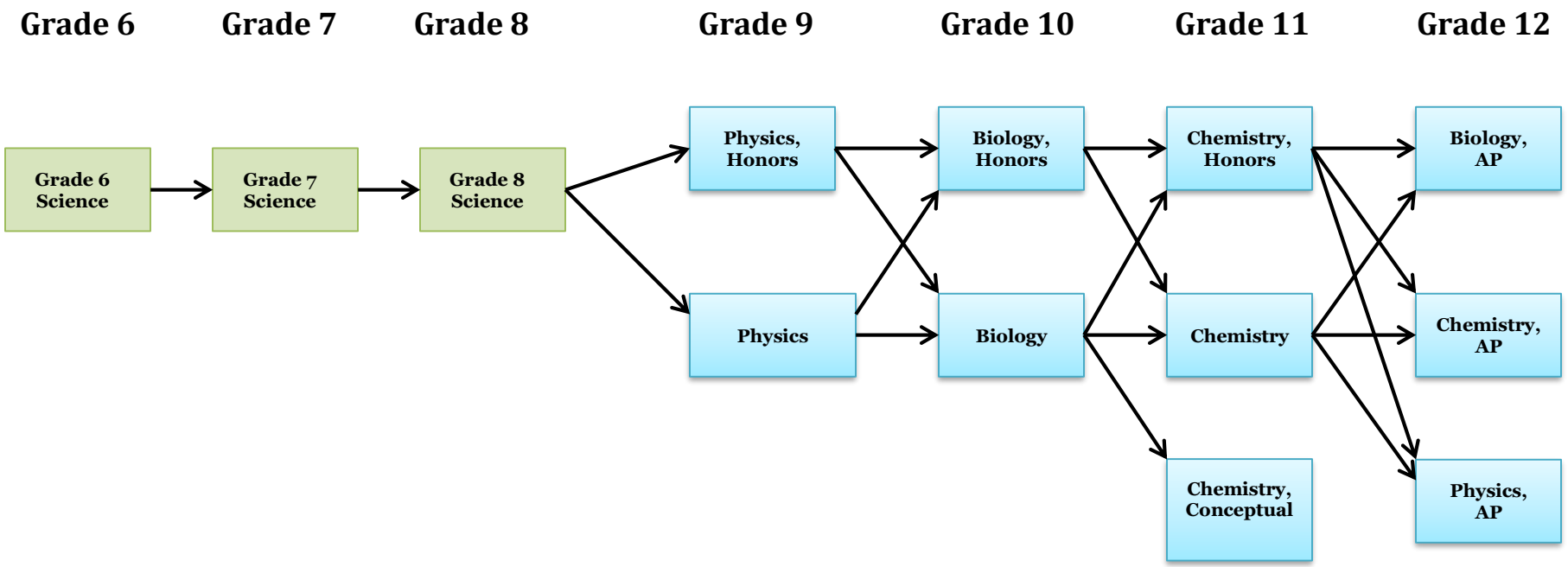
Grade 11

Conceptual Chemistry (Not running 2022-2023)
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
Introduction to Engineering
Advanced Engineering Honors
Forensics
Honors Forensics
Human Anatomy and Physiology

Science Course Offerings, Grades 6 - 12



May take either engineering course, or both in sequence. Adv. Engineering requires a teacher recommendation. Both are year-long courses open only to 11th & 12th grade students.

Intro to Engineering → Advanced Engineering (Honors)

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

Environmental Science

For these three courses, must have taken Biology & Chemistry (or Chemistry concurrently). Open only to 11th & 12th grade students.

Anatomy & Physiology

DNA/Biotechnology (Honors)

Forensics (CP & Honors)

Course 410CY **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 **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.

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 **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**
NOT RUNNING 2022-2023

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 **AP 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.

This course prepares students for the AP exam in May.

Course 441AY **AP 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.

This course prepares students for the AP exam in May.

Course 442AY **AP PHYSICS** **Full Year** **5 Credits**

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.

This course prepares students for the AP exam in May.

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 443HY **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 432CY **INTRODUCTION TO ENGINEERING** **Full Year** **5 Credits**

This year-long 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. This course fulfills a lab science requirement.

Course 446HY **ADVANCED ENGINEERING HONORS** **Full Year** **5 Credits**

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. This course fulfills the lab science requirement.

Course 447CY **FORENSICS** **Full Year** **5 Credits**

This course is an introduction to the basic methods and principles of forensic analysis. Through collaborative lab work, case studies, and current events, students will gain experience in the major investigative techniques used by forensic scientists involving the proper collection and analysis of evidence. This version of the course will proceed at a slower pace that Honors Forensics and will not cover topics in as much depth. The topics presented in Forensics may not be the same as that presented in Honors Forensics. Topics to be covered may include: crime scene investigation, evidence collection, fingerprinting, fibre and hair analysis, DNA analysis, forensic toxicology, analysis of blood smears and spatters, forensic entomology, ballistics, forensic aspects of arson and explosives, forensic anthropology, casts and impressions, handwriting and document analysis, and glass analysis.

Course 447HY **HONORS FORENSICS** **Full Year** **5 Credits**

This course is an introduction to the basic methods and principles of forensic analysis, and is designed for motivated, college bound students interested in the application of biological and chemical concepts to criminal investigations. Through collaborative lab work, case studies, and current events, students will gain experience in the major investigative techniques used by forensic scientists involving the proper collection and analysis of evidence. Topics to be covered may include: crime scene investigation, evidence collection, fingerprinting, fibre and hair analysis, DNA analysis, forensic toxicology, analysis of blood smears and spatters, forensic entomology, ballistics, forensic aspects of arson and explosives, forensic anthropology, casts and impressions, handwriting and document analysis, and glass analysis.

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 **AP 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**
Improvisation and Introduction to Character
No Prerequisites.

Students will engage in a range of acting activities to develop the skills of improvisation, communication, character development, and collaboration. The units of study include improvisation, monologue performance, and scene study, through which students will develop the performance skills of spontaneity, listening, and creating with an ensemble. 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**
Scenes, Monologues and Short Plays
Prerequisites: WMS Scene Study, Exploring Acting or permission of the instructor.

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**
Creative Dynamics in the Theater
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 nurturing student development through their courses.

"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
Video Production I
Video Production II
Video Production III

Course 700CS **ART I** **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, nurture, and enjoy 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 AP 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 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, including raku and crystalline glazes on porcelain.

Course 730CS **PHOTOGRAPHY I: DARKROOM TO DIGITAL** **Semester** **2 Credits**

Through this course, students will understand the foundations of fine art photography by having the opportunity to explore digital photography as well as some traditional darkroom photography. Students will learn how to see photographically, as well as edit their images on Adobe Photoshop.

Course 731CS **PHOTOGRAPHY II** **Semester** **2 Credits**

Prerequisite: Photo I.

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.

Course 732CS **PHOTOGRAPHY III** **Semester** **2 Credits**

Prerequisite: Photo II.

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 contemporary approaches to the medium. It is highly recommended that students should have their own DSLR (*Digital* SLR) for this class.

Course 710CS **VIDEO PRODUCTION I** **Semester** **2 Credits**

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.

Course 711CS **VIDEO PRODUCTION II** **Semester** **2 Credits**

Prerequisite: Video Production I.

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.

Course 712CS **VIDEO PRODUCTION III** **Semester** **2 Credits**

Prerequisite: Video II.

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, as 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 completing a portfolio of work in order to pursue graphic design as a career option or who desire to continue 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 and enthusiasm for the June Academy silkscreen and printmaking 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 course traces the evolution of the motion picture 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 past movies and film techniques on the work of today's most effective 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

PHYSICAL EDUCATION

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

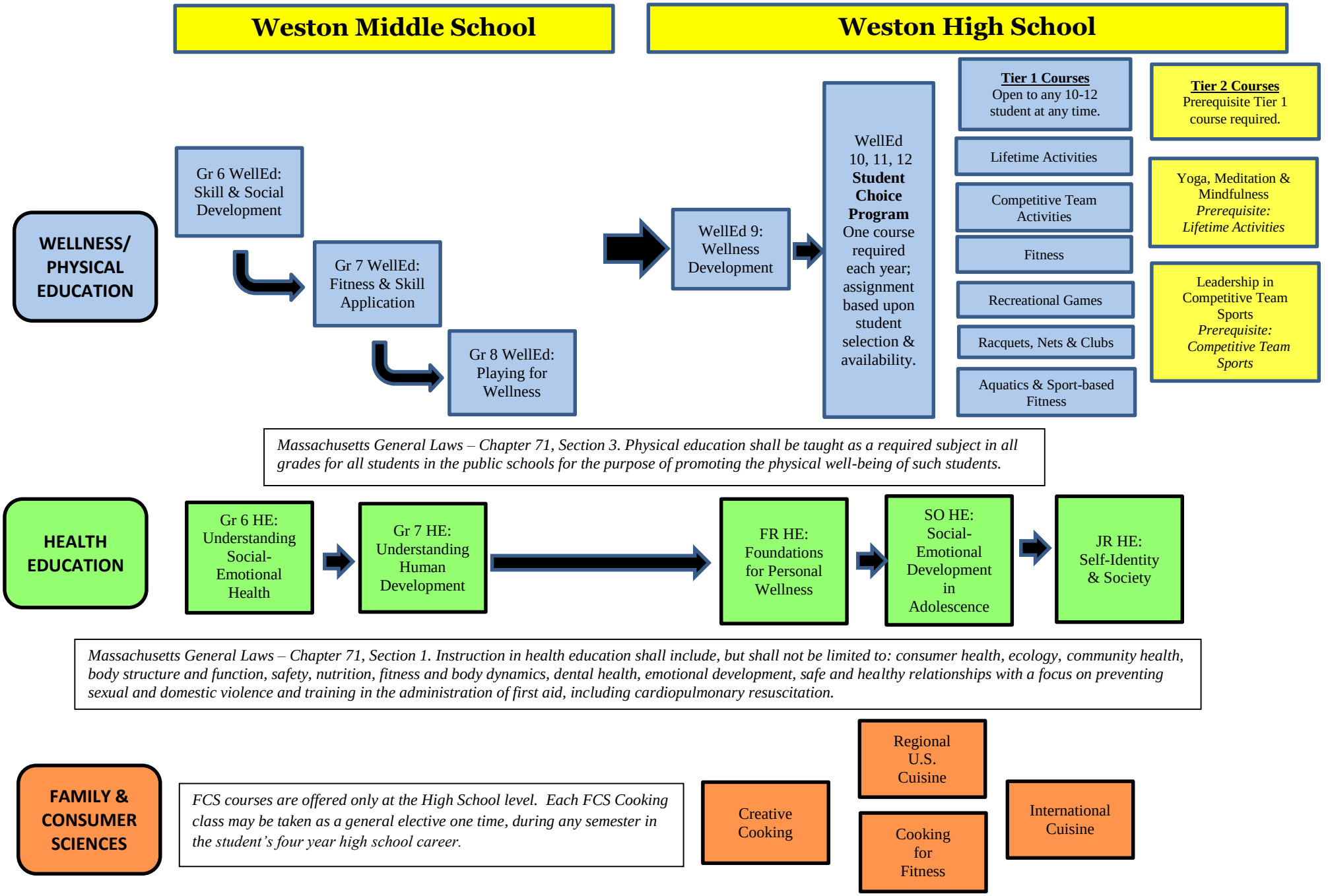
Wellness Development

Grades 10-12* – all classes may include students in grades 10-12

Lifelong Activities
Competitive Team Activities
Recreational Activities
Personal Fitness Planning
Racquets, Nets, and Clubs
Yoga, Meditation and Mindfulness
Aquatics and Sports-Based Fitness
Leadership in Competitive Team Activities

**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



Course 911CQ **FRESHMAN HEALTH A: FOUNDATIONS FOR PERSONAL WELLNESS**
Course 912CQ **FRESHMAN HEALTH B: FOUNDATIONS FOR PERSONAL WELLNESS**

2 Terms **1 Credit**

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 & sexual health. This course meets two times per 8-day academic cycle in alternating terms (either Terms 1 & 3 or Terms 2 & 4).

Course 921CS **SOPHOMORE HEALTH: SOCIAL-EMOTIONAL DEVELOPMENT IN ADOLESCENCE** **Semester** **1 Credit**

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.

Course 931CS **JUNIOR HEALTH: SELF-IDENTITY & SOCIETY**

Semester **1 Credit**

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.

Course 990CS **CREATIVE COOKING*** **Semester** **2 Credits**

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.

Course 991CS **REGIONAL U.S. CUISINE** **Semester** **2 Credits**
EATING FROM THE MELTING POT, SEA TO SHINING SEA*
(This course is offered only in academic years ending in an odd number.)

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.

Course 992CS **INTERNATIONAL CUISINE** **Semester** **2 Credits**
AROUND THE WORLD IN 40 DAYS, ONE DISH AT A TIME*
(This course is offered only in academic years ending in an even number.)

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.

Course 993CS **COOKING FOR FITNESS** **Semester** **2 Credits**
FOR A LIFETIME OF WELLNESS AND GOOD EATING*

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.

***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** **Full Year** **2 Credits**
WELLNESS DEVELOPMENT

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.

Course 954CS **GRADES 10, 11 & 12 PHYSICAL EDUCATION**
RACQUETS, NETS, AND CLUBS **Fall & Spring Semester** **2 Credits**

Classes are held outside and in the gymnasium. This is for the student who would like to learn and play sports and activities that are individually based. This class will dive deeper into the overlapping nuances of the rules, skills, and strategies of sports such as Pickleball, Tennis, Badminton, Volleyball, Spikeball, Kan Jam, Cornhole, Disc Golf, and Golf. Instructional activities will foster growth to the advanced and mastery levels of performance and strategy within each unit of instruction. Competitive games will be utilized both as culminating activities and for student assessment.

Course 955CS **GRADES 10, 11 & 12 PHYSICAL EDUCATION**
YOGA, MEDITATION AND MINDFULNESS **Fall & Spring Semester** **2 Credits**

Classes are held in the Black Box. This class is for the student who has completed lifelong activities and is interested in yoga, meditation and mindfulness. Students will learn beginner-level hatha yoga, which combines breathing techniques (Pranayama), postures (asanas), relaxation, and meditation. The main goals will be to learn and understand the benefits of these various aspects of hatha yoga and how they can be incorporated into a lifestyle promoting well-being, as well as application for stress management. Pre-requisite: Must have taken Lifelong Activities.

Course 956CS **GRADES 10, 11 & 12 PHYSICAL EDUCATION**
AQUATICS AND SPORTS-BASED FITNESS **Fall & Spring Semester** **2 Credits**

One quarter will be dedicated to aquatic games and fitness training and will be conducted in the pool. The other quarter will be focused on the development and practice of an activity-specific personal fitness plan and will be conducted in the weight room.

Course 957CS **GRADES 10, 11 & 12 PHYSICAL EDUCATION**
LEADERSHIP IN COMPETITIVE ACTIVITIES **Fall & Spring Semester** **2 Credits**

Prerequisite: Competitive Team Activities and prior approval from the Wellness Education Department.

This class takes place within the existing Competitive Team Activities classes. Students will be expected to foster a positive and engaged classroom climate. They will be given additional responsibilities and assessed on leadership and mentoring opportunities. Some of these responsibilities may include acting as coaches, captains, demonstrators and officials to dive deeper into the skill development, rules and strategy of sport. This class will meet primarily outdoors and in the gymnasium.

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 students may be eligible to receive a Seal of Biliteracy upon graduation. 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.

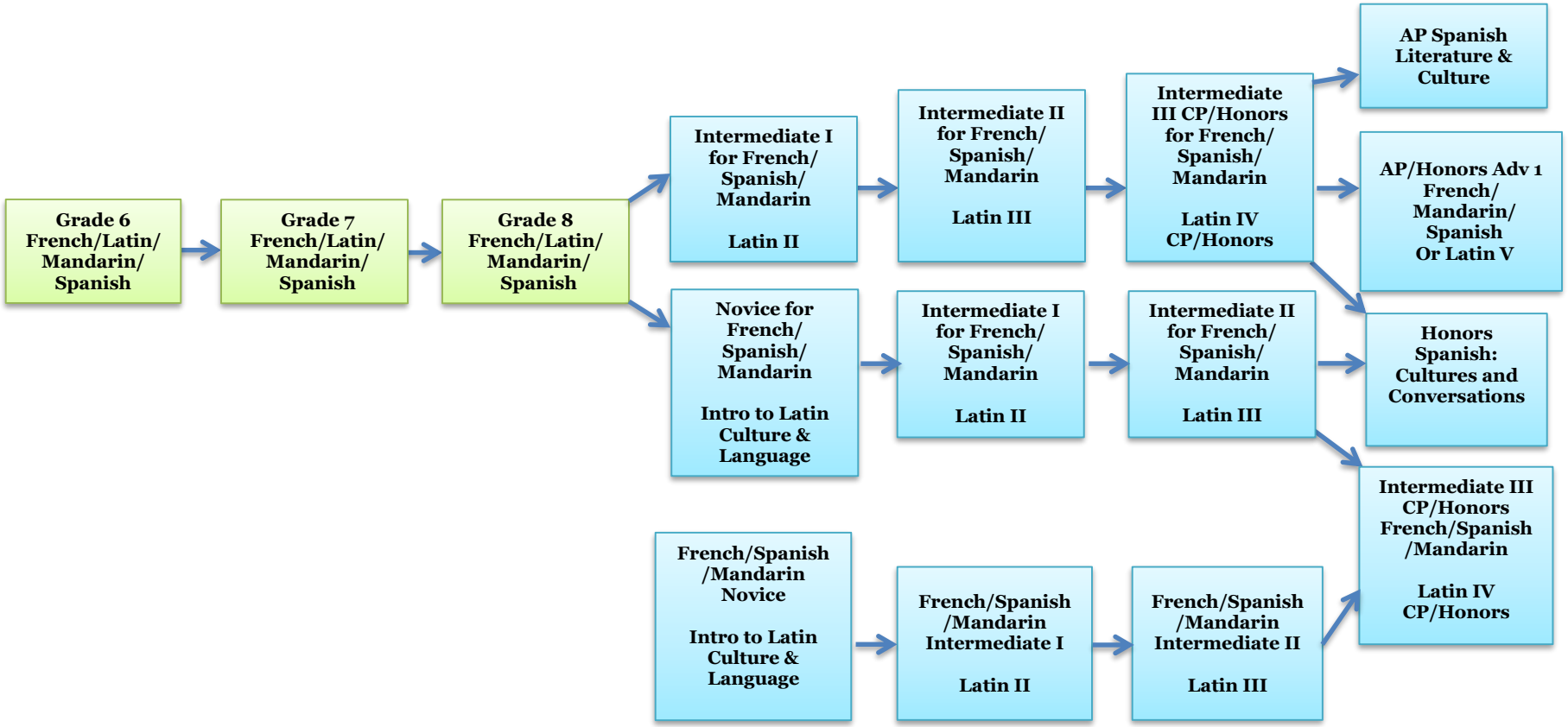
Grades 9-12 Latin sequence

Intro to Latin Culture and Language
Latin II
Latin III
Latin IV
Latin IV Honors
Advanced Placement Latin or Honors Latin V

Grades 9-12 French, Mandarin and Spanish (in order of proficiency)

French/Mandarin/Spanish Novice
French/Mandarin/Spanish Intermediate I
French/Mandarin/Spanish Intermediate II
French/Mandarin/Spanish Intermediate III
French/Mandarin/Spanish Intermediate III Honors/CP
Honors Spanish: Conversations and Cultures
Chinese/French/Spanish Advanced Placement Language and Culture
Advanced Placement Spanish Literature & Culture (Not running 2022-2023)

World Language Course Sequence



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

FRENCH/SPANISH

Course 610CY **FRENCH NOVICE** **Full Year** **5 Credits**
Course 620CY **SPANISH NOVICE** **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. 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. Written and oral assignments are designed to allow creative, contextualized use of the language by each individual.

Students will use 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.

The proficiency target of this course is Novice High on the ACTFL scale.

Course 612CY **FRENCH INTERMEDIATE I** **Full Year** **5 Credits**
Course 622CY **SPANISH INTERMEDIATE I** **Full Year** **5 Credits**

Prerequisites: Recommendation of current teacher. A grade of C+ or better in Novice 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 two-three 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.

The proficiency target of this course is Intermediate Low on the ACTFL scale.

Course 613CY **FRENCH INTERMEDIATE II** **Full Year** **5 Credits**
Course 623CY **SPANISH INTERMEDIATE II** **Full Year** **5 Credits**

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

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. Listening activities are now closer to five-seven 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.

The proficiency target of this course is Intermediate Mid on the ACTFL scale.

Course 614CY **FRENCH INTERMEDIATE III** **Full Year** **5 Credits**
Course 624CY **SPANISH INTERMEDIATE III** **Full Year** **5 Credits**

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. Stories 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. This course will run in conjunction with Intermediate 3 Honors. Students in this level will have different expectations and requirements on assessments and will also have a different proficiency target for the course as a whole.

The proficiency target of this course is Intermediate Low/Mid on the ACTFL scale.

Course 614HY **FRENCH INTERMEDIATE III HONORS** **Full Year** **5 Credits**
Course 624HY **SPANISH INTERMEDIATE III HONORS** **Full Year** **5 Credits**

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.

The proficiency target of this course is Intermediate Mid/High on the ACTFL scale.

Course 615AY **AP FRENCH LANGUAGE AND CULTURE** **Full Year** **5 Credits**
Course 626AY **AP SPANISH LANGUAGE AND CULTURE** **Full Year** **5 Credits**

Prerequisites: Recommendation of current teacher. A grade of B or better in Intermediate III 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.

It is possible to take this course as French Adv I Honors with modified homework and assessment expectations.

The proficiency target of this course is Intermediate High on the ACTFL scale.

Course 625AY **AP SPANISH LITERATURE AND CULTURE** **Full Year** **5 Credits**
NOT RUNNING 2022-2023

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, aesthetical, 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.

The proficiency target of this course is Intermediate High on the ACTFL scale.

Course 625HY **SPANISH CONVERSATONS AND CULTURES HONORS Full Year 5 Credits**
Prerequisite: Open to students who have completed Intermediate III Honors or Advanced Placement Spanish Language and Culture or by permission of the department.

Students in this course will explore Hispanic Culture through many different lenses. In class, students will examine the differences and similarities among Spanish-speaking countries through film, literature and current events. In addition, students will have the opportunity to practice their communication skills with field trips, guest speakers and opportunities for community service. While there will be some written work done in class, the focus will be on spoken communication and using the language in real-life contexts.

The proficiency target of this course is Intermediate Mid/High on the ACTFL scale.

LATIN

Course 637CY **INTRO TO LATIN CULTURE AND LANGUAGE Full Year 5 Credits**
Course 637CS1
Course 637CS2
This beginning Latin course will introduce students to Roman culture and the basics of Latin. The course can serve as a one-year study of Latin or it can be the foundation to continue with Latin II the following year.

During the first semester, students will enter into the world of the ancient Romans! Students will learn about the heroes, gods, and the universe through mythological stories that they will read in English and basic Latin. In the second semester, the course will have an increased focus on language while still exploring Roman culture. Throughout this course, students will strengthen their English vocabulary as they learn about the formation of English words through Latin roots. By the end of the second semester, students will be able to read short stories about Roman history and culture in Latin.

Students can take this course for one semester or for the full year. Students who enroll in both semesters will be prepared for Latin II the following year.

The proficiency target of this course is Novice High on the ACTFL scale.

Course 631CY **LATIN II Full Year 5 Credits**
Prerequisites: Recommendation of current teacher. A grade of C+ or better in Intro to Latin Culture and Language is recommended for this course.

Latin II features a review of material from the previous course 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.

The proficiency target of this course is Intermediate Low on the ACTFL scale.

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.

The proficiency target of this course is Intermediate Low/Mid on the ACTFL scale.

Course 634CY **LATIN IV** **Full Year** **5 Credits**

Prerequisites: Recommendation of current teacher. A grade of B– or better in Latin III 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. Stories 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. This course will run in conjunction with Intermediate 3 Honors. Students in this level will have different expectations and requirements on assessments and will also have a different proficiency target for the course as a whole.

The proficiency target of this course is Intermediate Low/Mid on the ACTFL scale.

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.

The proficiency target of this course is Intermediate Mid on the ACTFL scale.

Course 635AY **AP 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.

It is possible to take this course as Latin V Honors with modified homework and assessment expectations.

The proficiency target of this course is Intermediate Mid/High on the ACTFL scale.

CHINESE

Course 640CY **MANDARIN NOVICE** **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.

The proficiency target of this course is Novice Mid/High on the ACTFL scale.

Course 641CY **MANDARIN INTERMEDIATE I** **Full Year** **5 Credits**
Prerequisites: Successful completion of grades 7 and 8 Mandarin, Novice Mandarin or departmental permission.

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.

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.

The proficiency target of this course is Novice High on the ACTFL scale.

Course 642CY **MANDARIN INTERMEDIATE II** **Full Year** **5 Credits**
Prerequisites: Successful completion of Intermediate I Mandarin or departmental permission.

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.

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. 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.

The proficiency target of this course is Intermediate Low on the ACTFL scale.

Course 643CY **MANDARIN INTERMEDIATE III** **Full Year** **5 Credits**
Prerequisites: Recommendations of current teacher. A grade of B-or better in Intermediate II Mandarin 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. Stories 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. This course will run in conjunction with Intermediate 3 Honors. Students in this level will have different expectations and requirements on assessments and will also have a different proficiency target for the course as a whole.

The proficiency target of this course is Intermediate Low on the ACTFL scale.

Course 643HY **MANDARIN INTERMEDIATE III HONORS** **Full Year** **5 Credits**
Prerequisites: Recommendations of current teacher. A grade of B-or better in Intermediate II Mandarin is recommended for this course.

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.

The proficiency target of this course is Intermediate Low/Mid on the ACTFL scale.

Course 645AY AP CHINESE LANGUAGE AND CULTURE

Full Year 5 Credits

Prerequisites: Recommendation of current teacher. A grade of B or better in Intermediate III 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.

It is possible to take this course as Mandarin Adv 1 Honors with modified homework and assessment expectations.

The proficiency target of this course is Intermediate Mid on the ACTFL scale.

WESTON HIGH SCHOOL

COURSE OFFERINGS

2022-2023

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

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	APH
	BUSINESS				
246HS1	Dual Enrollment Economic Ideas and Issues	2.5	FS		H
247HS2	Dual Enrollment Economics of Personal Finance	2.5	SS		H
292CS	Introduction to Economics	2.5	S		
380CS	Principles of Business	2	S		
381CS1	Accounting: Small Business	2.5	S		
381CS2	Accounting: Corporation	2.5	S		
381CY	Computerized Accounting	5	Y		
382CS	Marketing	2	S		
383CS	Entrepreneurship	2	S		

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	APH
	ENGLISH				
110CY	English 9	5	Y		
120CY	English 10	5	Y		
120HY	English 10 Honors	5	Y	*	H
128CS	Speech	1	S		
130CY	American Literature	5	Y		
130HY	American Literature Honors	5	Y	*	H
141CS	Creative Writing I	2.5	FS		
142CS1	Modern Literature I: Society Deconstructed	2.5	FS		
142CS2	Modern Literature II: Exploring the Self	2.5	SS		
143CS1	Non-Fiction Literature I	2.5	FS		
143CS2	Non-Fiction Literature II	2.5	SS		
144CS1	World Literature I	2.5	FS		

144CS2	World Literature II	2.5	SS		
145CS	Creative Writing II	2.5	SS		
146CS1	Dramatic Literature I: Shakespeare and His World	2.5	FS		
146CS2	Dramatic Literature II: The Modern Theater	2.5	SS		
147CS	The Literature of Sport: An Examination of American Culture	2.5	S		
149AY	Advanced Placement English Literature	5	Y	*	AP
191CY	Journalism I	4	Y		
192CY	Journalism II	5	Y		

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	AP H
	ENGLISH LANGUAGE EDUCATION				
171CY	Academic English for Emergent Bilinguals I	5	Y		
172CY	Academic English for Emergent Bilinguals II	5	Y		

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	AP H
	HISTORY/SOCIAL STUDIES AND BUSINESS				
210CY	Grade 9: World History, Medieval to Early Modern	5	Y		
210HY	Grade 9: Honors World History, Medieval to Early Modern	5	Y	*	H
220CY	Grade 10: Modern World History	5	Y		
220HY	Grade 10: Modern World History Honors (Embedded/Earned)	5	Y		H
222AY	Grade 10: Advanced Placement World History	5	Y	*	AP
230CY	U.S. History, Civil War - Present	5	Y		
230AY	Advanced Placement U.S. History	5	Y	*	AP
240AY	Advanced Placement European History	5	Y		AP
243CS	Contemporary World Issues	2.5	S		

244CS	Race, Class, and Gender	2.5	S		
245AY	Advanced Placement Psychology	5	Y		AP
246HS1	Dual Enrollment Economic Ideas and Issues	2.5	FS		H
247HS2	Dual Enrollment Economics of Personal Finance	2.5	SS		H
292CS	Introduction to Economics	2.5	S		
294HS	American Politics	2.5	S		H
295CS	Action Civics	2.5	S		

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	AP H
	MATHEMATICS AND BUSINESS				
310CY	Geometry	5	Y		
310HY	Geometry, Honors	5	Y	*	H
320CY	Intermediate Algebra	5	Y	*	
321CY	Algebra II	5	Y	*	
321HY	Algebra II, Honors	5	Y	*	H
322CY	Algebra II Topics	2.5	Y	*	
330CY	Precalculus	5	Y	*	
330HY	Precalculus, Honors	5	Y	*	H
350CY	Applied Discrete Mathematics Concepts A	5	Y		
351CY	Applied Discrete Mathematics Concepts B	5	Y		
340AY	Calculus AB	5	Y	*	AP
341AY	Calculus BC	5	Y	*	AP
342CY	Introduction to Calculus and Statistics	5	Y	*	
342CS	Introduction to Calculus	2.5	S	*	

344CS	Statistics	2.5	SS		
345AY	Advanced Placement Statistics	5	Y	*	AP
346HY	Mathematical Modeling Honors	5	Y	*	H
380CS	Principles of Business	2	S		
381CS1	Accounting: Small Business	2.5	S		
381CS2	Accounting: Corporation	2.5	S		
381CY	Computerized Accounting	5	Y		
382CS	Marketing	2	S		
383CS	Entrepreneurship	2	S		
390HY	Honors Java Programming	5	Y		H
390AY	Advanced Placement Computer Science	5	Y	*	AP
390CY	Advanced Projects in Java	1	Y	*	
392CS	Computer Science: Concepts and Applications	2.5	S		
393CS	Computer Science: Programming in Python with Honors Option	2.5	S		
394CS	Computer Science: Language Lab	2.5	S		

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	AP H
	SCIENCE AND TECHNOLOGY				
410CY	Physics	5	Y		
410HY	Honors Physics	5	Y	*	H
420CY	Biology	5	Y		
420HY	Honors Biology	5	Y	*	H
430CY	Chemistry	5	Y		
430HY	Honors Chemistry	5	Y	*	H
431CY	Conceptual Chemistry **(Not Running in 2022-2023)**	5	Y		

432CY	Introduction to Engineering	5	Y		
440AY	Advanced Placement Biology	5	Y	*	AP
441AY	Advanced Placement Chemistry	5	Y	*	AP
442AY	Advanced Placement Physics	5	Y	*	AP
443HY	Introduction to DNA Science & Biotechnology	5	Y		H
444CY	Environmental Science	5	Y		
445CY	Human Anatomy and Physiology	5	Y		
446HY	Advanced Engineering Honors	5	Y		H
447CY	CP Forensics	5	Y		
447HY	Honors Forensics	5	Y		H

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	AP H
	VISUAL AND PERFORMING ARTS				
700CS	Art I	2	S		
701CY	Art II	4	Y		
701CS	Art II	2	FS		
702CY	Art III/IV A.P. Studio Art	4	Y		AP
710CS	Video Production I	2	S		
711CS	Video Production II	2	S		
712CS	Video Production III	2	S		
714CS	Film: The New Literacy	2	S		
720CS	Clay Studio I	2	S		
721CS	Clay Studio II	2	S		
722CS	Clay Studio III	2	S		
730CS	Photography I: Darkroom to Digital	2	S		
731CS	Photography II	2	S		

732CS	Photography III	2	S		
740CS	Graphic Design I	2	S		
741CS	Graphic Design II	2	S		
742CS	Graphic Design III: Portfolio	2	S		
743CS	Printmaking	2	S		
	MUSIC				
770CY	Concert Band	4	Y		
771CY	Jazz Ensemble I	1	Y	*	
772CY	Wind Ensemble	4	Y	*	
773CY	Jazz Ensemble II	1	Y	*	
774CY	Concert Orchestra	4	Y		
775CY	Chamber Orchestra	4	Y	*	
776CY	Chamber Music	1	Y		
780CY	Chorus	4	Y		
781CY	Concert Choir	4	Y	*	
782CY	Jazz Choir	1	Y		
699AY	Advance Placement Music Theory	4	Y	*	AP
	THEATER ARTS				
750CS	Technical Theater Arts	2	S		
751CS	Exploring Acting: Improv, Sketch Comedy, & Scene Work	2	S		
752CS	Developing Character: Scenes, Monologues & Short Plays	2	S	*	
753CS	Directing & Playwrighting	2	S		

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	APH
	MULTIDISCIPLINARY				
810CS	Digital Literacy Seminar	0.5	FS		

820CS	Career Exploration Seminar	0.5	FS		
830CQ	Guidance Seminar 11	0.5	SS		
890CS/CY	Independent Study	0.5 to 1	S/Y	+	
892CS	Experiential Learning in the Workplace	2.5	SS	+	
894CS	College Course	5	S	+	
895CS	Technology Integration Support Level I	2	FS	*	
896CS	Technology Integration Support Level II	2	SS	*	
897CS	Global Experience	1	S	+	

Course Number	Department/Course Title	Number of Credits	Semester/ Full/Year	Notes	APH
	WELLNESS/PHYSICAL EDUCATION				
910CY	Gr. 9 Physical Education: Wellness Development	2	Y		
911CQ	Freshman Health A: Foundations for Personal Wellness	0.5	S		
912CQ	Freshman Health B: Foundations for Personal Wellness	0.5	S		
921CS	Sophomore Health: Social-Emotional Development in Adolescence	1	S		
931CS	Junior Health: Self Identity & Society	1	S		
950CS	Gr. 10-12 Physical Education: Lifelong Activities	2	S		
951CS	Gr. 10-12 Physical Education: Competitive Activities	2	S		
952CS	Gr. 10-12 Physical Education: Recreational Activities	2	S		
953CS	Gr. 10-12 Physical Education: Personal Fitness Planning	2	S		
954CS	Gr. 10-12 Physical Education: Racquets, Nets, and Clubs	2	S		
955CS	Gr. 10-12 Physical Education: Yoga, Meditation and Mindfulness	2	S		
956CS	Gr. 10-12 Physical Education: Aquatics and Sports-Based Fitness	2	S		
957CS	Gr. 10-12 Physical Education: Leadership in Competitive Team Activities	2	S	*	
990CS	Creative Cooking	2	S		
991CS	Regional U.S. Cuisine	2	S		
992CS	International Cuisine	2	S		
993CS	Cooking for Fitness	2	S		

Course Number	Department/Course Title	Number of Credits	Semester/ Full Year	Notes	APH
	WORLD LANGUAGE				
610CY	French Novice	5	Y		
612CY	French Intermediate I	5	Y	*	
613CY	French Intermediate II	5	Y	*	
614CY	French Intermediate III	5	Y	*	
614HY	French Intermediate III Honors	5	Y	*	H
615AY	Advanced Placement French Language and Culture	5	Y	*	AP
620CY	Spanish Novice	5	Y		
622CY	Spanish Intermediate I	5	Y	*	
623CY	Spanish Intermediate II	5	Y	*	
624CY	Spanish Intermediate III	5	Y	*	
624HY	Spanish Intermediate III Honors	5	Y	*	H
625HY	Honors Spanish: Cultures and Conversations	5	Y	*	H
625AY	Advanced Placement Spanish Literature and Culture **(Not Running in 2022-2023)**	5	Y	*	AP
626AY	Advanced Placement Spanish Language and Culture	5	Y	*	AP
637CS/CY	Intro to Latin Culture and Language	5	S/Y		
631CY	Latin II	5	Y	*	
632CY	Latin III	5	Y	*	
634CY	Latin IV	5	Y	*	
634HY	Latin IV Honors	5	Y	*	H
635AY	Advanced Placement Latin	5	Y	*	AP
640CY	Mandarin Novice	5	Y		
641CY	Mandarin Intermediate I	5	Y		
642CY	Mandarin Intermediate II	5	Y	*	
643CY	Mandarin Intermediate III	5	Y	*	
643HY	Mandarin Intermediate III Honors	5	Y	*	H
645AY	Advanced Placement Chinese Language and Culture	5	Y	*	AP