

PROGRAM OF STUDIES 2017-2018



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Dear Weston Student:

The mission of the Weston School district is to provide each student with the opportunity to pursue personal excellence. Toward that end, Weston High School offers a rich and expansive program that requires you to plan and make decisions based on personal strengths, goals and interests.

The Program of Studies is designed to assist you and your parents with the decision-making process. Effective planning requires both long-term and short-range goals. Even though you select specific courses one year at a time, I encourage you to plan out course selections for future years. Please read the following information carefully as it describes the different requirements and program choices involved in developing your academic program.

Weston High School's curricula are purposefully designed to ensure that all students achieve each of the school's twenty-first century learning expectations. Our instructional philosophy is that students should be placed according to their individual needs. Over 75% of the courses are comprised of students from two to four different grade levels. This type of grouping assists students in their ability to work together with classmates of varying ages and maturity levels while strengthening their communication and collaboration skills in preparation for the world beyond high school.

Weston graduation requirements, your personal abilities and interests, and your future plans should serve as the basic guide in the selection of your courses. Before making your selections, I encourage you to carefully read the Program of Studies and consult with your school counselor, your teachers, and your parents. Please review the requirements of the various courses in order to determine how much time and effort you will need to satisfy those expectations. Taking six (6) courses from the core areas (English, History, Mathematics, Science, Physical Education and Health and World Languages) and one or two courses from the Arts/Technology areas (Visual and Performing Arts, Technology and Computer Education) generally provides a balanced but demanding program.

Credits in all disciplines are required for graduation. Our co-curricular program is designed to complement our academic program. Your involvement and time commitment to these programs should also be considered in the overall planning process. Weston offers a number of honors level courses. Honors course expectations are significantly greater than in the standard program. In fact, taking multiple honors level courses may require you to re-examine your after and "out of school" commitments in order to have the time to meet the demanding honors standards. In addition, it should be noted that AP courses adhere to the standards of the College Board's Advanced Placement curriculum and cannot be modified. Students are expected to do all work required in these courses.

I encourage you to take full advantage of the high quality educational opportunities available to you by designing a program of study that is personally challenging and requires you to stretch and grow.

*Lisa Deorio
Principal*

Weston High School Core Values, Beliefs and Learning Expectations

Weston High School is committed to providing a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem-solvers, effective communicators, and inspired learners prepared to thrive in the twenty-first century.

We believe that effective teachers:

- Create opportunities for intellectual risk-taking, collaboration, problem-solving, and application of classroom learning to real life situations;
- Implement strategies that promote ownership of learning to students;
- Design instruction to integrate a variety of innovative technological tools and resources to enhance learning;
- Demonstrate ongoing professional growth in order to increase the quality of instruction; and
- Collaborate with colleagues to share and discuss exemplary practices, interpret student performance data, and design assessments that promote twenty-first century skills.

We believe that successful students:

- Communicate in a meaningful way for a variety of purposes and audiences;
- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;
- Employ critical and creative thinking skills to solve problems; and
- Pose questions, examine possibilities, apply skills and collaborate to find solutions to authentic issues.

Our Social and Civic Expectations are to:

- Make positive choices related to physical and mental wellness; and
- Be informed, responsible citizens who contribute to the global community in a collaborative, inclusive and respectful manner.

ACADEMIC REGULATIONS

Requirements for Graduation

To meet the requirements for a diploma from Weston High School, a student must successfully complete the following minimums in grades 9 through 12.

AREA	CREDITS
English	4.0 credits*
Mathematics	3.0
Science	3.0
Social Studies including 1.0 US History & 0.5 American Government	3.0
Fine and Performing Arts	1.0
Physical Education	1.4
Health	0.6
Other	1.0 Technology
	7.0 Electives
Total Credits	24.0

* Every student must also successfully complete the Weston High School Writing Portfolio.

In addition to other graduation requirements, seniors must pass a minimum of three credits, including one credit in English during senior year to qualify for graduation.

Full Time Status

- Ninth and tenth grade students must be scheduled for a minimum of seven credits for the school year which must be graded A-F.
- Eleventh and twelfth grade students must be scheduled for a minimum of six credits for the school year which must be graded A-F.

Courses not included in the minimum requirement are: Community Service, Independent Study, Senior Internship, Jazz Band, Jazz Ensemble, Chamber Choir and Classroom Aide.

Minimum Credit Requirements

Grade placement for purposes of graduation planning, reporting rooms, social activities:

Grade 10	-	5 credits
Grade 11	-	11 credits
Grade 12	-	13.5 credits

Notwithstanding the foregoing, the minimum number of credits required for graduation is 24.

Course Selection/Registration

In the spring the student will receive the list of courses he/she is registering in for the following year. Courses with low enrollment or which are electives may not be offered or may be offered on an alternating-year schedule. The only course changes from those courses selected during pre-registration that will be given consideration are those changes

necessitated by the student's academic performance (i.e., failing a course, taking a course with department approval in summer school, necessary level changes, technical errors and elimination of requested course).

SCHEDULE CHANGES

Introduction

Scheduling is completed in the spring based upon student needs, student requests, department and counselor recommendations, and parent participation. The master schedule is constructed so that students are enrolled in the courses they must have with every effort made to schedule the electives they would like to have. The schedule also takes into account the staff and facilities that affect the schedule.

Guidelines

Every student should regard the schedule they receive as a "contract." The school has provided the courses, and the student has an obligation to attend those classes. Consequently, schedule changes will be permitted only under the specific circumstances described below.

Potential schedule changes will fit into one of the following categories:

- I. Required change:
 - a. Unanticipated failures
 - b. Successful completion of summer school courses
 - c. Technical errors
 - d. Recommended academic level change

- II. Requested drop:
 - a. Such requests are discouraged.
 - b. To be considered, requests to withdraw from a course must:
 - be for substantive academic reasons or hardship situation
 - not put a student below the annual minimum credit requirement
 - c. Requests will be shared with and reviewed by the counselor and teacher on a case-by-case basis, with final approval by the administration.
 - d. Written parent approval is required.
 - e. Please note that for each term there is a limited period of time during which a student can withdraw from a course with no record on the transcript. A withdrawal made after said deadlines have passed will be noted on the permanent transcript with a W, or WF is not passing the course at the time of drop. Refer to page 12 of this handbook for dates/deadlines.

- III. Requested add:
 - a. To be considered, requests to add a course must not adversely affect class size or balance.

- b. Requests will be shared with and reviewed by the counselor on a case-by-case basis, with a recommendation forwarded to the curriculum instructional leader, and final approval by the administration.
- IV. Requested change of level:
- a. Requests to advance up a level are highly unusual and will only be considered through teacher recommendation to administration.
 - b. Requests to move from honors/AP to a standard level course will be permitted within the first eight weeks of the semester. Requests made after that time will be deferred to the end of the first term, and students will be required to remain in the scheduled class until that time. In this case, the transcript will reflect both courses, with the first term letter grade being that earned in the honors/AP course.
 - To be considered, the student must meet with his/her counselor, obtain parent approval, and complete all required paperwork prior to the published deadlines.
- V. Requested change due to assigned teacher:
- a. **Such requests are highly unusual and are only considered under very extraordinary circumstances.**
 - b. To be considered, student/parent requests for specific teachers must be for documented, specific and legitimate educational purposes.
 - c. Compelling requests will be shared with and reviewed by the counselor on a case-by-case basis, then forwarded to the curriculum instructional leader, who will make a recommendation to administration based on his/her discussions, department perspective, and up-to-date class size information; the principal will make the final decision.

Process

All approved changes require the proper paperwork process.

1. The student will fill out a Course Change Request form and discuss the possibility and advisability of the proposed change with the counselor and the teacher of the course.
2. The parent's signature is required when a course is being dropped or if an academic level is being changed.
3. The teacher and curriculum instructional leader indicate their recommendations.
4. Class size figures are checked.
5. Administration reviews Course Change Request form and all recommendations to make final approval.
6. It is the student's responsibility to ensure that the Course Change Request form is complete with all necessary information and signatures prior to the posted deadlines. Administration reserves the right to deny any late or incomplete requests.
7. The student will continue to attend the currently scheduled class until notified by the counselor that the change has been approved and entered into PowerSchool.

Students who stop attending class are subject to the attendance policy and disciplinary consequences.

Summer School

A student who fails a course may make up the credit by attending an accredited summer school program. Approval to take a summer school class for credit must be obtained from the School Counseling Department and the appropriate Curriculum Instructional Leader before the close of school in the spring. The summer school must certify course credit at the end of the session and send the report to the Weston High School Registrar. Weston High School will honor the recommended credit awarded in the summer program.

Credit toward a Weston High School diploma is not awarded for summer enrichment credits nor is credit granted for individual tutoring outside an accredited summer school.

A student who wishes to enroll in a summer program for advancement or acceleration purposes (non-credit) must have completed two years at Weston High School and have secured written permission from the appropriate Curriculum Instructional Leader as well as the Director of Guidance and the Principal. Students may be asked to take the Weston course midterm and/or final exam to determine appropriateness of advancement.

A student who wishes to improve a grade may take an equivalent course in summer school. When a student retakes a course through summer school in order to improve a grade:

1. The course must meet for minimum of 60 clock hours.
2. Upon completion, the course title will appear twice on the transcript with the grades earned for each time the course was taken.
3. The properly weighted average of the two grades will be used in calculating the student's GPA.
4. No additional credit toward a Weston High School diploma can be earned for a retaken course.

Grading

Overall evaluation in a course is measured in a number of ways: class participation, homework, written work, performance assessments and subjective and objective testing at intervals during the course. Course grades are an average of quarter and exam grades. The percentages shown for exam grades are maximums.

	1st Quarter Grade	2nd Quarter Grade	Exam Grade	3rd Quarter Grade	4th Quarter Grade	Exam Grade
Year Course	20%	20%	10%	20%	20%	10%
	Quarter Grade	Quarter Grade	Exam Grade			
Sem. Course	40%	40%	20%			

Class Rank

By policy, class rank will not be reported. Individual weighted GPAs will be reported and the Weston High School Profile indicates high, low and mean average GPA.

Grade Point Value

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F,WF
4.34	4.0	3.67	3.34	3.0	2.67	2.34	2.0	1.67	1.34	1.0	0.67	0.0

Honors Weighting

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F,WF
5.0	4.67	4.34	4.0	3.67	3.34	3.0	2.67	2.34	2.0	1.67	1.34	0.0

Pass/Fail (P/F)

The P/F grade option is available to juniors and seniors only. A permission form to take a course P/F is available from the School Counseling Office and must be signed and approved by the student, the parent, the counselor, the teacher, the appropriate Curriculum Instructional Leader and the Administration, and filed at the School Counseling Office no later than the end of the fourth week of a semester course or the end of the first marking period of a full year course.

Under the P/F system, only a “P” is given credit. To be considered for honor roll designation a student enrolled in a P/F course must also carry a minimum of five (5) graded courses, not including P.E.

PASS/FAIL Application Procedure

1. Permission forms to take a course under the P/F option are available from the School Counseling Office.
2. The form must be filled out by the student and signed by the student, parent, counselor, teacher, the appropriate Curriculum Instructional Leader, and the Administration.
3. Completed P/F forms must be filed at the School Counseling Office no later than the end of the fourth week of a semester course or the end of the first marking period of a full year course.

Repeating a Course at Weston High School

A student may retake a course that he/she has failed and/or for which credit has been lost. A student may also retake a course if they wish to show an improved level of performance.

When a student retakes a course at Weston High School:

1. The course title will appear twice on the transcript along with the grades earned for each time the course was taken.
2. No additional credit toward a Weston High School diploma can be earned for a retaken course.

GRADE REVIEW PROCEDURES BY DEPARTMENTS

A student or parent with a concern regarding a specific grade (for major summative assessment or marking period) should proceed as follows within one week of date of publish:

1. The student meets with the teacher to share his/her concerns and to allow the teacher to explain how the grade was determined and what the student can do to improve the quality of his/her work.
2. If after the conference questions still remain, the student/parent may meet with the teacher and the Curriculum Instructional Leader.
3. If the student/parent is not satisfied with the result of meeting with the Curriculum Instructional Leader, an additional department member, selected by the CIL on the basis of experience with the course and/or particular assignment, will be asked to evaluate the work in question and assess the appropriateness of the grade.
4. Final decision regarding grades is the responsibility and domain of the assigned teacher.

Note: An administrator may be asked by any one of the participants to chair/be present at the curriculum instructional leader level meetings.

HONOR ROLLS

The following standards must be met to be considered for Honor Roll recognition at the end of any quarter. (Students must be fully scheduled).

Honor Roll

The student must have a weighted quarter GPA of 3.4 - 3.84,

The student cannot have any grade lower than a C+.

The student must have a minimum of 5 graded courses, not including P.E.

“Incompletes” eliminate a student from consideration for honors.

Principal’s Honor Roll

The student must have a weighted quarter GPA of 3.85 or higher,

The student cannot have any grade lower than a B-.

The student must have a minimum of 5 graded courses, not including P.E.

“Incompletes” eliminate a student from consideration for honors.

All grades are given equal credit weight when calculating the Quarter GPA.

Early Completion Procedure

Students who are in good standing, who have completed all credits required for graduation, and have bona fide plans requiring early completion may request permission to complete their program at the end of junior year or at the end of semester 1 of their senior year. Students selecting this option must complete the following steps:

3-Year Program:

Completion of the required Weston program in three years is reserved for the most highly motivated, focused, and goal-directed student. Long term planning is required to ensure all required courses and credits can be scheduled within the three-year plan. Special permission must be granted by the curriculum instructional leader to enroll in two English courses simultaneously. Students are required to meet minimum course enrollment expectations until completion of this high school program.

1. By October 1 of the sophomore year, the student and parent should submit an initial request and proposed plan to the counselor.
2. By January 1 of the sophomore year, a scheduling plan must be completed that ensures all required credits can be completed by the end of the third year. (Weston High School does not guarantee course availability). This must be approved by the counselor.
3. By May 1 of the sophomore year a finalized proposal including postgraduate plans and scheduling plan must be submitted by the student, and approved by the parent, counselor, and guidance director. This is to be forwarded to the principal for review.
4. The principal will respond to the proposal by June 1 of the sophomore year.
5. In October and January of the junior year the student and counselor verify that he or she remains on target to successfully complete all requirements at the end of that year.

3 ½-Year Program:

1. By October 1 of the junior year, a tentative proposal should be submitted to the counselor by student and parent. If three and a half year completion is deemed possible, the student will be asked to submit a final proposal by January 1 to be approved by the parent, counselor, and guidance director. The plan should include postgraduate plans and a scheduling plan.
2. The guidance director submits the approved plan to the principal. The principal will review and respond by the end of the first semester of the junior year.
3. In June of the junior year and October of the senior year, the counselor and student will verify that progress is on target.

Prerequisites

Because of the sequential nature of certain courses and the necessity for establishing a firm foundation prior to moving on to advanced work, certain courses offered have prerequisites. Courses with prerequisites are so noted in the course descriptions. All students must abide by this requirement when making course selections.

Interims & Report Cards

Students and parents can access student grades and attendance through the PowerSchool parent portal.

Weston High School Attendance Policy

Please refer to Board of Education Policy #5133a, b in the Student and Policy Handbooks.

COURSE SELECTION

The Process

For current 9th, 10th, and 11th grade students:

1. Trojan Time advisory. In early January, the process will be explained during a Trojan Time advisory, including all specific deadlines. Documentation given out during this advisory will also be emailed to students and parents.
2. Examine the Program of Studies. The Program of Studies and the Academic Pathways at a Glance slideshow will be available in early January on the front page of the WHS website. Read and discuss with your parents.
3. Discuss next year's courses with your teachers. Teachers will use class time before or after midterm exams to discuss your course options for the following year. Teachers will also be entering departmental recommendations for each student during the month of January.
4. Select courses in PowerSchool. In late January, make your preliminary 2016-17 course selection using the PowerSchool Student Portal. Discuss your course selections with your parents.
5. Meet with your counselor to review course selection. You will meet individually with your counselor during February to review and finalize your course selection. Your appointment time will be emailed to your westonps.org account in late January. If you disagree with a recommendation, speak to your counselor during this meeting about appealing the recommendation. Your counselor has the necessary form.
6. Submit appeals forms (if necessary). If you will appeal a recommendation, the form will be due in March.

Current 8th grade students will consult directly with Middle School staff and counselors in order to select courses for 9th grade.

Prerequisites and Admission Criteria

Certain courses are sequential in nature and have prerequisites. These courses are noted in the course description in this guide. Certain criteria must also be met for enrollment in Honors/AP and select academic courses, and these criteria are also listed in the booklet. STUDENTS MUST FOLLOW APPROPRIATE PROCEDURES AND TIMELINES.

If students and parents disagree with placement, they should contact the counselor and share their concerns. At that time, the student's performance will be reviewed and additional assessments may be necessary to determine if a change is warranted. If there is still a disagreement in placement, appeals should be made in writing to the principal.

Advanced Placement

It should be noted that Advanced Placement courses adhere to the standards of the College Board's Advanced Placement curriculum and cannot be modified. Students are expected to do all work required in these courses. The AP curriculum is offered in a specific course of study that prepares students for the AP exams in May and may result in college credit or advanced college standing. Students are expected to sit for the AP exam for any AP course in which they enroll.

Master Schedule

Based on the student's preliminary course selections, a master schedule will be developed. If a course is not offered or is over-enrolled, or if a conflict occurs due to classes meeting at the same time, or if a placement recommendation is changed, the student will conference with the counselor to make the necessary adjustments in his/her course selections. Other than these exceptions, the courses for which a student pre-registers will be his/her course of studies for the next school year, whenever possible. If there are concerns about a student's registered courses, the counselor should be contacted. Concerns brought forward during the summer will be addressed in as timely a manner as possible, as counselors do not work full-time during these weeks; we request your patience during this time.

ENGLISH/LANGUAGE ARTS

The mission of the English/Language Arts Department is to prepare students for a vital and rapidly changing future by developing critical communication skills through complex thinking, problem solving and collaboration. A multiplicity of eclectic experiences in reading and writing will provide students with opportunities to enhance their abilities and initiate their own growth. Courses in this department focus on the following Weston High School learning expectations:

- Communicate in a meaningful way for a variety of purposes and audiences;
- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;

The concepts explored in these classes through thoughtful reading, discussion and writing, promote depth of understanding, broadened perspective, and imaginative exploration, as well as connections to learning in other disciplines. Literature selected by the department to embrace these concepts, includes novels, short stories, essays, plays, poetry and non-fiction in all genres.

All sophomores will successfully complete a Sophomore Writing Portfolio. During this process, each student will review major writing in grades 9 and 10, make choices about what pieces best represent him/her as a writer, revise and edit the chosen pieces so they showcase the best writing, and write a letter presenting the student and his/her writing to the assessment team.

One of the following courses on each grade level will fulfill the English graduation requirement.

Course # 1112 - English 9

Full Year

Through close reading and analysis of novels, short stories, non-fiction, poetry and film, students will gain new and developed perspectives on the concepts presented in a text. These ideas are shared through writing and through classroom discussions. There is an emphasis on foundational skills, including organization of writing and support of ideas with evidence. Students will continue to build their grammar and vocabulary skills.

Course # 1110 - English 9 Honors

Full Year

While all Weston High School English/Language Arts courses are rigorous in addressing foundational competencies, some students may be able to meet the more complex demands of honors courses. Students in English 9 Honors delve deeply into analytical ideas in novels, short stories, non-fiction, poetry, and film. These analyses are communicated through highly participatory discussion, oral presentations, and extensive writing that requires serious analytical interpretation. Students are expected to read slightly longer nightly assignments than those assigned to students in standard classes and are expected to have some baseline degree of facility with more challenging texts that the standard classes

do not read. A summer reading assignment, with an accompanying in-class assessment upon the students' return to school, is required to prepare for this course.

Requirements for admission to this course:

- *Departmental recommendation*
- *Performance on in-class assessments*
- *A- or better in grade 8 English/Language Arts*

Course # 1122 - English 10

Full Year

This course builds on the work of English 9. The goal of English 10 is to further develop and strengthen the students' mastery of English language arts. Students will analyze novels, short stories, poems, and non-fiction as they refine their reading, writing, and critical thinking skills. These skills will also be strengthened by vocabulary and grammar exercises, practice with writing and analyzing writing for a variety of purposes, exposure to the qualities of productive self-revision, student-led discussion and brainstorming, and purposeful scholarly research. Regular graded writing assignments, mostly completed in class, give students frequent opportunities to improve their skills.

Course # 1120 - English 10 Honors

Full Year

This course builds on the work of English 9 Honors, and is designed for students who are particularly skillful and experienced in this subject. Practice with literary analysis—with texts of ever-increasing complexity and sophistication—is at the center of the course; students study a wide range of novels, plays, short stories, and poems, as well as one non-fiction work, and use these texts to hone their analytical skills. A focus on writing clarity and precision, particularly on the level of the sentence and the paragraph, is supplemented with an ancillary study of English grammar and usage—a unit that continues throughout the year. Regular graded writing assignments, mostly completed in class, give students frequent opportunities to improve their skills. Class discussion, in which regular and thoughtful participation is required of all students, frequently transitions into practice with written expression. Students are expected to read slightly longer nightly assignments than those assigned to students in standard classes and are expected to have some baseline degree of facility with more challenging texts. A summer reading assignment, with an accompanying in-class assessment upon the students' return to school, is required to prepare for this course.

Requirements for admission to this course:

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in English 9 Honors*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in English 9 Standard*

Course # 1138 - American Studies English 11**Full Year**

This course comprises the English portion of the American Studies Program in the junior year. Students that enroll in this course must also enroll in “American Studies: American Experience”

Paired with the corresponding history course, the American Studies program at Weston High offers an interdisciplinary approach to the study of American literature, culture, politics, art, and pop culture from Puritanism to the present day. Through readings of selected works of fiction and non-fiction—including short stories, novels, plays, poetry, and ancillary articles—students will find depicted the themes and characteristics that make up a dynamic and sometimes contradictory republic. Through collaborative efforts on a variety of activities, close-readings, and analyses, students will develop a comprehensive understanding of the evolution of our national identity through literature and culture. Students will be expected to take notes on each reading, viewing or class assignment, as well as make connections within and between units as they look to draw conclusions about our national identity.

Course # 1133 – American Literature English 11**Full Year**

This non-teamed American Literature course offers an interdisciplinary approach to the study of American literature, culture, politics, art, and pop culture from Puritanism to the present day. Through readings of selected works of fiction and non-fiction – including short stories, novels, plays, poetry, and ancillary articles – students will find depicted the themes and characteristics that make up a dynamic and sometimes contradictory republic. Through a variety of activities, close-readings, and analyses, students will develop a comprehensive understanding of the evolution of our national identity through literature and culture. Students will be expected to take notes on each reading, viewing or class assignment, as well as make connections within and between units as they look to draw conclusions about our national identity.

Course # 1153 – AP Language Honors**Full Year**

Advanced Placement Language and Composition engages students in the practice of examining a variety of texts for the purpose of writing rhetorical and argumentative analysis. This full year course uses the seminal works in American literature, fiction and non-fiction, to identify significant aspects of our national identity. Students will find depicted the themes and characteristics that make up a dynamic and sometimes contradictory republic. Using these readings, students will practice for the three aspects of AP exam while honing skills to develop as analytical readers and cogent writers. All enrolled students are expected to take the AP Language and Composition Examination in May, from which they may acquire college credit. A summer reading assignment, with a corollary written assessment, is required to prepare for the course.

Requirements for admission to this course:

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in English 10 Honors*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in English 10*

Course # 1194 - English 12**Full Year**

This course is designed around the study of the students' generational experiences, expectations and abilities in comparison to those of previous generations of Americans, specifically the Baby Boomers and Gen X. In tracking the themes inherent in this ambitious study, students will engage in the kinds of reading, reflecting, discussing and writing which they can expect to encounter on the college level. Different genres and voices will be featured throughout this course, including but not limited to novels, short stories, memoirs, film, graphic novels and non-fiction reading.

Course # 1165 - Honors Humanities**Full Year**

This twelfth grade Honors level course is an exploration of the development of Western culture through the examination of seminal texts and art from the ancient to present. In student-led discussion, the course evaluates archetypal figures and narratives presented in myths, epic poetry, and drama from various civilizations. Students demonstrate their understanding and mastery through graded writing and frequent collaborative creative projects. Summer reading with a written assignment is required to prepare for the course, and must be completed for entrance to the course in the fall.

Requirements for admission to this course:

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in AP Language*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in American Studies or American Literature*

Course # 1151 - AP Literature Honors**Full Year**

AP Literature demands exceptional rigor and this twelfth grade college level course is designed for our most skillful literature students. Students explore fiction, drama, and poetry while they continue to refine their reading and writing skills. The College Board's expectations are that students should "deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone." Students are expected to initiate and participate in sophisticated class discussions and to exhibit a willingness to complete independent research. Regular graded writing assignments, mostly completed in class, give students frequent opportunities to improve their skills. This course will prepare students to take the AP Literature and Composition Examination in May. Specific summer reading, with a corollary written assignment, is required to prepare for the course, and must be completed for entrance to the course in the fall.

Requirements for admission to this course:

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in AP Language*

Current Standard Students:

- *Receive departmental recommendation*

- *Maintain an A- or better in American Studies English or American Literature*

NOTE: Transfer students applying for any Honors or Advanced Placement course must present corollary criteria, provide a sample graded essay, and complete a proctored assessment. Admissions to Honors programs are reviewed and approved by the department.

ENGLISH ELECTIVES

Some English electives, indicated by (A) include significant integrated Arts experiences and foundational competencies and can be applied to the Arts requirement for graduation. Electives may not be used in lieu of the preceding courses to fulfill the English graduation requirement.

Course # 1148 – Introduction to Journalism

Semester

The focus of Journalism is to introduce students to learn how to tell a good story through a variety of mediums. To do this, students will learn the skills of interviewing, Journalistic writing, evaluating sources, and Journalism ethics. Students will practice a variety of writing styles including news, features, reviews, editorials, and sports-themed articles. Students will also learn basic photography and caption writing in addition to basic layout. Final written pieces will be published both in print and online in the school newspaper.

Course # 1150 – Journalism Workshop

Semester

Students who have completed Introduction to Journalism will learn to write on deadline. Final written pieces will be published both in print and online in the school newspaper.

- *Prerequisite: Introduction to Journalism*

Course # 1149 - Creative Writing

Semester

Creative Writing is a workshop style course designed for students who are interested in expressing their creativity through fiction, poetry and/or scriptwriting. The workshop requires student writing and participation in the discussion of the writing. There will be daily pre-writing and writing activities. Since this course is highly individualized, it may be repeated for credit.

Course # 1627 - Public Presentation

Semester

This elective course is for those who wish to become proficient public speakers and presenters. Doing so involves introducing students to the fundamentals of vocal anatomy as well as mastering common speaking skills such as enunciation, pacing, and breathing. Mirroring more traditional English/Language Arts classes, Public Presentation emphasizes shaping the material one presents in order to engage, inform, and persuade specific audiences. To do so, students learn more effective methodologies for identifying relevant and critical research information. Students will hone these skills through a variety of assignments incorporating different objectives and media.

Course # 1167 - Film Studies**Semester**

This course is designed to develop a critical stance in viewing the role of classic and contemporary American-oriented film. Selected films will be analyzed to examine industry standards, film techniques, bias and prejudices inherent or perpetuated, and the mythos film has created in America. The course involves extensive reading of film criticism as well as analytical and persuasive writing. (A)

Course # 2341 - Drama**Semester**

This is a practical foundation course for those who wish to become proficient in the use of theater skills. Exercises in diction, articulation, projection, interpretation, and movement are used to establish a baseline for the kind of training in which an actor engages. Students are coached through a series of performances: monologues, dialogues, and scenes. Activities also include improvisation, character study, and scene study. A modest amount of writing is required, and students will occasionally make a study of recorded professional performances of major dramatic works. (A)

Course # 2342 - Advanced Drama**Semester**

This course offers intensive individual and ensemble training in theatre performance. In addition to the further development of the above performance skills, students will explore directorial skills and casting rationales. Enrollment in this course may include, as part of a final exam, an evening performance for the public. Course may be repeated with permission of the instructor. (A)

- *Prerequisite: Drama*

Course # 1191 - Classroom Aide in English**Semester/Year**

The Classroom Aide program in the English Department offers the opportunity for selected upper level students to assume the responsibility of:

- Assisting teachers in instruction;
- Tutoring students;
- Organizing, collating, filing and/or storing materials.

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;
- Teacher recommendation based on excellence in classroom performance and demonstrated maturity;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

VISUAL AND PERFORMING ARTS

The mission of the Visual and Performing Arts program is to prepare students for lifelong appreciation and participation in arts experiences as well as for further study toward careers in the arts. Courses in this department focus on the following Weston High School learning expectations:

- Communicate in a meaningful way for a variety of purposes and audiences;
- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;
- Employ critical and creative thinking skills to solve problems; and
- Pose questions, examine possibilities, apply skills and collaborate to find solutions to authentic issues;
- Make positive choices related to physical and mental wellness.

Some theatre programs described within Visual and Performing Arts, indicated by (E), include significant learning expectations in Language Arts/English skills:

- Comprehension and analysis of text necessary for adult learning;
- Clear and effective communication through the written word.

Certain courses in Visual and Performing Arts, indicated with a (T), have a significant technology integration component, support the following learning expectations and can be used to meet the Technology graduation requirement.

- The ability to apply technological skills to effective communications and authentic problem solving;
- Independence, competence, and confidence as users of information and technology.

Many of these expectations are shared and/or reinforced by other disciplines as part of a comprehensive educational program and students are expected to demonstrate growth in, and mastery of, foundational competencies as they move through the sequence of courses. To accomplish its mission, the department offers an array of studio, practicum and aesthetic courses in contemporary communications arts, media, performance, and fine arts. All courses are open to grades nine through twelve unless noted otherwise. Other specific restrictions, prerequisites and criteria are noted.

THEATRE ARTS

Course # 2341 - Drama

Semester

This is a practical foundation course for those who wish to become proficient in the use of theater skills. Exercises in diction, articulation, projection, interpretation, and movement are used to establish a baseline for the kind of training in which an actor engages. Students are coached through a series of performances: monologues, dialogues, and scenes. Activities also include improvisation, character study, and scene study. A modest amount

of writing is required, and students will occasionally make a study of recorded professional performances of major dramatic works. (E)

Course # 2342 - Advanced Drama

Semester

This course offers intensive individual and ensemble training in theatre performance. In addition to the further development of the above performance skills, students will explore directorial skills and casting rationales. Enrollment in this course may include, as part of a final exam, an evening performance for the public. Course may be repeated with permission of the instructor. (E)

- *Prerequisite: Drama*

VISUAL ARTS

Course # 2809 - Creative Computer Applications

Semester

This course provides students with the learning tools to become proficient in basic computer programs such as Microsoft Word, Excel and PowerPoint through creative, authentic projects. Students learn methods of creating visually stimulating reports, spreadsheets and presentations that incorporate imagery, graphs, charts, and effective visual communications. Students will also learn efficient digital organization skills and cross-curricular presentation tools. No previous technology courses are required. (T)

Course # 2312 - Experimental Art and Design

Semester

This is a beginner, hands-on visual arts course that focuses on applying the elements of art and principles of design to a variety of media such as pen and ink, drawing, painting, and printmaking. No previous art courses are required.

Course # 2308 - Drawing

Full Year

This foundation course is designed for those students interested in improving their drawing skills in order to record an accurate visual statement and for all students considering a visual arts career. The emphasis is on techniques, utilizing a variety of media and subject matter, including pencil and pen and ink. Perspective drawings and drawings from observation are produced. This course is required for taking advanced drawing, painting and studio art.

Course #'s 2309 & 2335 - Advanced Drawing I & II

Full Year

More advanced mediums and color are explored through drawings making the use of ink, pastels, colored pencils, and paint. The emphasis is on individual expression and allows for in-depth studies. This course is highly recommended for students wishing to continue in all areas of the visual arts. The students develop a presentation portfolio for their work. Students may take additional semesters to further develop their portfolios and may take this while taking other art classes.

- *Prerequisite: Drawing*

Course # 2315 - Painting**Semester**

This is a foundation painting course geared to the individual's experience and abilities. Students will be taught basic techniques and will explore various media which may include acrylics, watercolors, oils and/or pastels. Students will complete a series of project units emphasizing the exploration of color, media processes, composition, and genre.

- *Prerequisite: Drawing*

Course # 2316 - Advanced Painting**Semester**

This in-depth painting experience will allow the student to select media and develop individualized projects. Students are encouraged to explore the painting medium(s) and processes on their own and are expected to create advanced level work. Discussions with the teacher, critiques and self-reflection are expected. With teacher permission, students may take additional semesters to develop portfolios.

- *Prerequisite: Painting*

Course # 2317 - Crafts**Semester**

This is an introductory level studio course that relates material to form and function. Students explore traditional and contemporary crafts through hands-on exploration of mediums such as fibers, metals, wire, glass and multimedia. All work is grounded in the Elements of Design and the Principles of Art. Lessons include studio work and class discussions/critiques in which students are required to participate. Evaluation is based on skill development through applications of concepts learned.

Course # 2318 - Advanced Crafts**Semester**

This course is a continuation and advancement of Crafts. Students are expected to be able to plan and work independently so as to meet project deadlines. With teacher permission, superior students may take additional semesters to develop their portfolios.

- *Prerequisite: Crafts*

Course # 2319 - Ceramics**Semester**

This class is an introduction to the medium of clay. The hand-building techniques of coil, slab and pinch as well as basic pottery wheel use are explored. The use of clay as a sculptural and functional medium is experienced. Large vessels, bas-relief, figurative pieces, and safe usable pottery are made. It is a prerequisite for sculpture and advanced ceramics/sculpture.

Course # 2327 - Advanced Ceramics**Semester**

The students learn advanced pottery and ceramic sculpture techniques. They will develop greater individual technical proficiency and creative expression in designing work that has communicative power. Ceramics as a fine craft is emphasized and works that are functional and non-functional will be explored.

- *Prerequisite: Ceramics*

Course # 2305 - Sculpture

Semester

Students will explore a variety of three-dimensional media including clay, paper, wire, plaster, and found materials. Students will explore how design impacts our environment as a consumer and designer. Both abstract and representational themes are included. Students will experiment with a variety of techniques such as additive, subtractive, assemblage, casting, modeling and bas-relief. The emphasis will be on creative expression and innovation. Students will learn about the work of professional sculptors and designers.

- *Prerequisite: Ceramics*

Course # 2306 - Advanced Sculpture

Semester

The students learn advanced pottery and ceramic sculpture techniques. They will develop greater individual technical proficiency and creative expression in designing work that has communicative power. The work of major artists will be used as a reference, and students will be expected to produce advanced level individualized works. The initial project is in clay and the students choose to concentrate on ceramics or explore a variety of three-dimensional media including paper, wire, plaster, and found materials.

- *Prerequisite: Sculpture*

Course # 2328 - Contemporary Media Design

Semester

This beginning level design course introduces students to computer based design skills and projects including but not limited to advertising design, interactive media design and contemporary fine art imagery. Emphasizing basic art elements and principles of design, students learn beginning design skills including layout, photo correction and manipulation, scanning, digital imaging, as well as ethical use of imagery. Students learn and use Adobe Photoshop, InDesign, Bridge, Acrobat and Illustrator on the Mac computer platform. (T)

Course # 2321 - Photography One

Semester

Students learn the fundamentals of camera handling and functions, development, printing, and presentation of quality photographs. Course will include both traditional and digital processes. Students will develop their own negatives and learn darkroom techniques; learn advanced digital retouching skills and manipulations using Photoshop and Bridge. Camera ownership is recommended but not required (conventional camera or digital SLR). Students are required to purchase their own film and digital media storage devices. (T)

- *Prerequisites: Contemporary Media Design*

Course # 2339 - Photography Two

Semester

Expanding upon the basic photographic tools and techniques introduced in Photography One, students in this course gain an understanding of file management, digital printing techniques, controlled lighting possibilities, and in-depth imaging software skills. Students will begin experimenting with several advanced techniques in both conventional and digital photography. Also students will investigate contemporary photographers through in class lectures and independent research. Students are required to purchase their own film and digital media storage devices. (T)

- *Prerequisite: Photography One*

Course # 2322 - Advanced Photography

Semester

This course leads students through an exploration of the use of the medium for personal expression. Landscape, architecture, portraiture, still life and specialized areas are covered. Students will explore the use of artificial lighting to create photographic illustrations in a controlled environment. Lighting techniques are demonstrated and applied in a series of photographic exercises with tabletop still life and portraiture. The course emphasizes the philosophical and technical relationship between the camera and the computer. Students are expected to mesh their personal vision with the multitude of techniques and genres. Students are required to purchase their own film and digital media storage devices. **(T)**

- *Prerequisite: Photography Two*

Course #'s 2800 & 2806 - Publication Design 2 Semesters (can take 1 or multiple)

This course is a continuation of CMD, introducing students to authentic print based publication design projects and marketing skills. Students will explore more complex applications and problem solving through contemporary media and design projects. Digital photography, successful layout design and effective visual communication will be emphasized at this level. Students utilize Adobe Photoshop, InDesign, Bridge, Acrobat, and Illustrator on the Mac computer platform. Projects will include yearbook, InLook creative writing publication and others. **(T)**

- *Prerequisite: Contemporary Media Design*

Course # 2329 – Advanced Contemporary Media Design

Semester

This course is a continuation of Contemporary Media Design, introducing students to more advanced software skills with a focus on interactive print and web-based projects. Students will develop the unique visual and verbal communication skills and design principles necessary to create and manage a valid and ethical web site. Students explore multimedia skills and projects applicable for web and digital presentations. Students learn and use Dreamweaver in addition to other Adobe Creative Suite software. **(T)**

- *Prerequisite: Contemporary Media Design*

Course # 2347 - Television Production

Semester

Using the TV studio, students of this hands-on course will learn to communicate to an audience using the popular three-camera style of filming common to live television broadcasts. Students will develop a critical eye for viewing television and will work cooperatively to create their own productions in the studio. Members of the TV Production course will write their own scripts, operate all equipment, and star in their own productions. Students will master all facets of television production. **(T)**

Course #2353 – Videography I

Semester

This course is designed to develop a critical eye for comprehending and developing contemporary media: film, video, and television. Students will develop proficiency in the creation of scripts, use of equipment, command of techniques, and fulfilling the various

roles involved in producing projects of quality. Students will be involved in both individual and cooperative projects. (T)

Course #2354 - Videography II

Semester

This course is a continuation of Videography I. Emphasis will continue on script writing, advanced techniques and advanced editing. Students will be involved in both individual and cooperative projects. (T)

- *Prerequisite: Successful completion of Videography I.*

Course # 2344 - Advanced Videography

Full Year

Students will develop mastery in the writing and production of high quality media projects and discernment in the aspects of production that create value. (T)

- *Open to grades 10-12*
- *Prerequisite: Consistently outstanding work in Videography I & II and teacher recommendation.*

Course # 1167 - Film Studies

Semester

This course is designed to develop a critical stance in viewing classic and contemporary film. Selected films will be analyzed to examine industry standards, film techniques, bias and prejudices inherent or perpetuated, and the mythos film has created in America. Requirements include extensive readings of film criticism, analytical and persuasive writing, and independent readings and viewings. (E)

Course #2348 – Studio Art

Full Year

This is an intensive course intended to help students independently explore and improve their art and build a portfolio for college. Students will explore a wide range of media, techniques and processes with frequent critiques and discussions. Students will build digital portfolios in class. This class is open to self-motivated juniors and seniors.

- *Prerequisite: Successful completion of Drawing*
- *Recommended prerequisite: completion of Advanced Drawing and Painting*

Course #2351 – AP Studio Art – Honors

Full Year

This is an intensive course intended to help students build a portfolio for college. Students will explore a wide range of media, techniques and processes with frequent critiques and discussions. Students will build digital portfolios in class. AP Portfolio submission may lead to college credit. This class is open to self-motivated seniors through an application process. Requirements for admission to this course:

- *Prerequisite: Successful completion of Drawing and Advanced Drawing or Studio Art*
- *Receive departmental recommendation*
- *B+ or better in at least one other art course*

MUSIC

The mission of the Music program is to provide experiences which develop skills in playing, singing, creating, and/or performing and which foster the understanding and appreciation of a broad range of musical styles and genres. The performance courses are specifically designed to develop the work ethic, technical skills and communicative power for a quality presentation. The various ensembles perform at festivals, concerts, recitals, and receptions. Some groups may tour or participate in exchange performances. Certain performances are mandatory, and are considered performance assessments for grading purposes. Courses in this department focus on the following Weston High School learning expectations:

- Communicate in a meaningful way for a variety of purposes and audiences;
- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;
- Employ critical and creative thinking skills to solve problems; and
- Pose questions, examine possibilities, apply skills and collaborate to find solutions to authentic issues.

Note: All music performance groups require specific concert dress for performances.

Course # 2401 - Concert Band

Full Year

This course is open to all wind and percussion students with prior band experience in grades 9-12. Students are encouraged to study their instruments through private instruction. Students will improve performance skills through rehearsals and mandatory public performances.

Course # 2411 - Symphonic Band

Full Year

This course is open to all wind and percussion students with prior band experience in grades 9-12. Students are encouraged to continue private study on their instruments. Students will master performance skills through rehearsals and mandatory public performances.

- Prerequisite: Proficiency on instrument, successful completion of Concert Band or audition and department recommendation.

Course # 2412 - Wind Ensemble - Honors

Full Year

This is an honors level performance course open to advanced wind and percussion students in grades 9-12 who are selected through an audition process, and who are interested in working on highly complex and challenging literature designed for wind ensemble. Additional performance expectations for students will be differentiated to allow students **personalized avenues to fulfill honors requirements for this course**. All students are assessed regularly on their performance of selected repertoire and their overall understanding of music reading, history and basic music theory skills necessary to support a high level of performance. Students from this ensemble may also audition for Chamber Singers, which meet concurrently. Students perform at a variety of venues.

- Prerequisite: Audition
- Requirements to receive honors credit are listed in the syllabus and include additional performance, concert attendance and individual project.

Course # 2415 - Jazz Band**Full Year (0.5 Credit)**

The purpose of this ensemble is the study and performance of Jazz literature. Membership is through audition held in the spring. Instrumentation is limited to trumpets, trombones, saxophones, flutes, guitar, bass, piano, and drums. Students will audition for placement in one of the two ensembles. The Weston High School Jazz Band meets Thursday nights. Students perform at a variety of venues.

This course meets outside of the school day and the attendance policy applies.

- Prerequisite: Audition

Course # 3415 - Jazz Ensemble**Full Year (0.5 Credit)**

The purpose of this ensemble is the study and performance of Jazz literature. Membership is through audition held in the spring. Instrumentation is limited to trumpets, trombones, saxophones, flutes, guitar, bass, piano, and drums. Students will audition for placement in one of the two ensembles. The Weston High School Jazz Ensemble, for more advanced players, meets on Wednesday nights. Students perform at a variety of venues.

This course meets outside of the school day and the attendance policy applies.

- Prerequisite: Audition

Course # 2413 - String Orchestra**Full Year**

This is a performance course open to all students who play an orchestral string instrument at a fundamental level of proficiency. There are no lessons offered during the school day, therefore it is strongly suggested that orchestra members study privately. The repertoire is for string orchestra and the ensemble performs a minimum of twice a year.

Course # 2414 - Symphonic Orchestra - Honors**Full Year**

This is an honors level performance course open to advanced string students in grades 9-12 who are selected through an audition process and who are interested in working on highly complex and challenging literature designed for string orchestra. Additional performance expectations for students will be differentiated to allow students **personalized avenues to fulfill honors requirements for this course.** All students are assessed regularly on their performance of selected repertoire and their overall understanding of music reading, history and basic music theory skills necessary to support a high level of performance. Students perform at a variety of venues.

- Prerequisite: Audition
- Requirements to receive honors credit are listed in the syllabus and include additional performance, concert attendance and individual project.

Course # 2427 - Concert Choir**Full Year**

This is a performance ensemble open to all students who enjoy singing in an ensemble and wish to improve their ability to sing and perform choral music. Literature and training is designed to give students the fundamentals of healthy vocal technique, to improve their aural skills, sight-singing ability, sense of ensemble, overall musicianship, and to develop their communicative power for audiences. This ensemble performs at mandatory concerts and other selected venues.

Course # 2437 - Chamber Singers- Honors**Full Year**

This is an honors level performance course open to advanced choral students in grades 10-12 who are selected through an audition process, and who are interested in working on highly complex and challenging literature designed for chamber choir. Additional performance expectations for students will be differentiated to allow students **personalized avenues to fulfill honors requirements for this course.** All students are assessed regularly on their performance of selected repertoire and their overall understanding of music reading, history and basic music theory skills necessary to support a high level of performance. Students from this ensemble may also audition for the Symphonic Orchestra or Wind Ensemble. Students perform at a variety of venues.

- Prerequisite: Audition
- Requirements to receive honors credit are listed in the syllabus and include additional performance, concert attendance and individual project.

Course # 2505 - Music Technology**Semester**

This non-performance course is designed to offer musical experiences beyond those of performing ensembles and to provide students with real-world applications of technologies used in the music industry. Students will sharpen their knowledge of musical elements, song form, composition, recording, editing, and producing music. Students will develop an understanding of audio production through the use of digital audio workstations, which includes keyboard controllers, recording with microphones, live sound, and navigating multiple music notation and sequencing software programs. **(T)**

Course # 2506 – Music Theory**Semester**

In this non-performance course students will explore the elements of music through ear-training, sight singing, musical texts, compositions and digital projects. Students will listen to and analyze recorded works to solidify their understanding of musical concepts. Notational skills and score analysis skills will be developed using electronic and handwritten means, recording software and on-line applications such as Moodle and Google Classroom. **(T)**

Course # 2391 - Classroom Aide in the Arts**Semester/Year**

The Classroom Aide program in the Arts offers the opportunity for selected upper level students to assume the responsibility of:

- Assisting teachers in instruction;
- Tutoring students;
- Organizing, collating, filing and/or storing materials.

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;
- Teacher recommendation based on excellence in classroom performance, demonstrated maturity and academic;
- Interview with prospective teacher;
- Recommendation by school counselor;

- Approval of Curriculum Instructional Leader.

Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

MATHEMATICS

The mission of the Mathematics program is to develop the ability, interests, and talents of every student while creating an understanding of mathematical concepts and problem solving, a proficiency in skills and techniques, and an appreciation of the elegance of mathematical reasoning, and a desire for further studying of mathematics. Courses in this department focus on the following Weston High School learning expectations:

- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;
- Employ critical and creative thinking skills to solve problems;
- Pose questions, examine possibilities, apply skills and collaborate to find solutions to authentic issues.

The Mathematics program consists of three core pathways and three elective courses. The core programs are designed to provide each student with four years of sequential instruction at a level appropriate to his/her ability. The elective courses provide all students with the opportunity to investigate special interests and meet special needs. To achieve this goal, the department program provides the following:

- Three core pathways of mathematics in algebra and geometry, employing different classroom approaches, but arranged to provide maximum flexibility of movement from one program to another.
- Advanced courses in pre-calculus (at two levels of rigor) and calculus (at three levels of rigor).
- Elective courses in statistics (at standard and AP level), trigonometry, and personal finance.
- Opportunity to study for advanced placement and college credit in calculus.
- Opportunity for students to work as classroom aides and resource center assistants.
- Instruction for all students in the use of handheld graphing calculators.

Program Sequence Grades 9-12

Placement in mathematics courses depends on performance and meeting prerequisites rather than only grade level. Movement between levels can and does occur. Eighth grade students successfully completing Geometry may be placed in Honors Algebra 2 or Standard Algebra 2. Eighth grade students successfully completing Algebra 1 may be

placed in Honors Geometry or Standard Geometry. Eighth grade students completing Pre-Algebra may be placed in Algebra 1 or Algebra 1a (when offered).

LEVEL 1	LEVEL 2	LEVEL 3
Algebra 1a	Algebra 1	Geometry - Honors
Algebra 1b	Geometry	Algebra 2 - Honors
Geometry	Algebra 2	Pre-Calculus - Honors
Algebra 2	Pre-Calculus or Electives (Grades 11-12): Trigonometry (semester) Probability & Statistics (sem. when offered) Personal Finance (sem.) Statistics AP Statistics-Honors	Calculus AP Calculus AB - Honors AP Calculus BC - Honors and/or Elective (Grade 12): AP Statistics-Honors

Criteria for Acceleration and Honors Courses

Below are the selection criteria for accelerated and honors placement for mathematics courses in grades 9-12.

General Policies

- Student performance is evaluated on an annual basis. Students may move between course levels at the beginning of any school year if they meet the necessary criteria.
- All students entering grade nine will be screened for placement into appropriate courses.
- Students must meet the prerequisites for EACH course in the sequence.
- Selection for the accelerated/honors courses will be reviewed and finalized at the completion of the current school year and course work (in June/July).
- The performance of students new to Weston will be evaluated individually based on their meeting WESTON CRITERIA and their prior experience. Supplementary testing may be necessary as determined by the Mathematics Curriculum Instructional Leader.
- The Mathematics Curriculum Instructional Leader will determine placement in all special situations.

Honors Courses Criteria

Students must have a strong desire and commitment to be intellectually and academically challenged at a level beyond that of standard courses. In order to be selected for admission into an honors level mathematics course, students must meet the established prerequisites and criteria (see individual course descriptions) for: Honors Geometry, Honors Algebra 2, Honors Pre-Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics.

Doubling in Mathematics Core Courses (Acceleration)

Students who wish to take both Geometry and Algebra 2 in the same year must meet the following requirements:

Standard Geometry & Standard Algebra 2	Departmental recommendation and B+ or better in Standard Algebra 1
Standard Geometry and Honors Algebra 2	Departmental recommendation and successful completion of Honors Algebra 2 prognosis assessment; A- or better in <i>8th grade</i> Algebra I
Honors Geometry and Honors Algebra 2	Departmental recommendation and successful completion of prognosis assessments for BOTH Honors Geometry and Honors Algebra 2; A- or better in <i>8th grade</i> Algebra 1

Course # 1305 - Algebra 1a (Grade 9) (when offered)

Full Year

Course # 1315 - Algebra 1b (Grade 10) (when offered)

Full Year

The Algebra 1a and Algebra 1b program is a two-year sequence in Algebra. The courses are designed for students whose needs dictate a gradual approach to the material with limited emphasis on axiomatic structure and continuous review of basic skills in mathematics. The classroom approach combines group lecture, small group work, and individualized tutoring. The goals of Algebra 1a and Algebra 1b are to provide students with algebra skills while maintaining or improving the students' computation skills. Emphasis is placed on the development of manipulative skills, algebraic concepts, and problem solving techniques. Topics covered include: simplifying expressions, solving linear, quadratic, and multi-variable equations and inequalities, linear functions, and systems of equations, simplifying polynomial expressions, factoring, and using models to solve application problems. The development of proper mathematical study skills is an additional and important goal of these courses.

Course # 1313 - Algebra 1

Full Year

Algebra 1 is a course in first year college preparatory Algebra. Emphasis is placed on the development of manipulative skills and on the use of variables in problem solving situations. Students are introduced to the techniques for solving and graphing linear, quadratic, exponential, and systems of equations, solving and graphing inequalities, and manipulating polynomial expressions. Emphasis is placed on translating from words to mathematical symbols. Since for many students this is their first course in high school mathematics, the development of proper mathematics study skills is an additional and important goal of the course.

Requirements for admission to this course:

- *Completion of 8-1 (Pre-Algebra) at WMS or departmental approval*

Course # 1323 - Geometry

Full Year

Geometry presents the theorems and assumptions of Euclidean plane geometry through the development of a deductive system, with an emphasis on logical reasoning and justification. The skills of Algebra 1 are reinforced by their application to geometric problems. The material of Algebra 2 is previewed in a discussion of trigonometry and

coordinate geometry at the end of the course. The goals of Geometry are to provide students with an understanding of the rules of plane geometry and an appreciation of the power of logical reasoning and justification.

Requirements for admission to this course:

- *Completion of Algebra I*

Course # 1321 - Geometry – Honors

Full Year

Honors Geometry presents the theorems and assumptions of Euclidean plane geometry through the development of a formal deductive system. The nature of formal proof is developed through the use of the two-column technique and the rules of formal logic. The skills of Algebra 1 are reinforced by their application to geometric problems. The material of Honors Algebra 2 is previewed in discussions of coordinate geometry and trigonometry. Students are expected to demonstrate individual initiative in investigating the course material and a high level of commitment to the study of mathematics. The goals of Honors Geometry are to provide students with an understanding of the rules of plane geometry and the nature of a deductive system and an appreciation of the power of mathematical proof, as well as engage students in high-level and real-world problem solving to prepare them for the rigors of higher mathematics.

Requirements for admission to this course:

- *Completion of Algebra I*

Honors Level Requirements:

- *Receive departmental recommendation*
- *Maintain a B+ or better in 8th grade Algebra I*
- *Prognosis test score of 30 or better*

Course # 1333 – Algebra 2

Full Year

Algebra 2 is a course in college preparatory intermediate algebra. While the emphasis of the course is on manipulative skills, considerable attention is given to mathematical structure and logic. The content of the course includes linear and quadratic equations and inequalities, systems of equations, polynomial and fractional expressions, exponents, radicals, complex numbers, probability, sequences, series, and data interpretations. Technology is integrated throughout the course. Mathematical modeling, problem solving and multiple representations are stressed. The goal of Algebra 2 is to provide students with a strong foundation in algebraic manipulative skills, while creating a solid conceptual framework for the study of higher mathematics.

Requirements for admission to this course:

- *Completion of Geometry (or concurrent enrollment)*

Course # 1331 - Algebra 2 – Honors

Full Year

The Honors Algebra 2 course examines the concepts and techniques of advanced algebra and discrete mathematics. The emphasis in the course's development is on the logic and structure of algebraic operations and manipulations and on the concept of a function.

Linear, quadratic, polynomial and rational functions are discussed with regard to their relationship to algebraic operations and manipulative skills. Included in the course are discussions of equations, inequalities, counting, probability, data interpretation, sequences and series, and matrices. Technology is integrated throughout the course. Students are expected to demonstrate individual initiative in investigating the course material and a high level of commitment to the study of mathematics. The goals of Honors Algebra 2 are the development of competent algebra technicians, thinkers, and problem solvers and to lay a strong foundation for the study of higher mathematics.

Requirements for admission to this course:

- *Completion of Geometry (or concurrent enrollment)*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in Geometry Honors*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in Geometry*

Course # 1337 - Pre-Calculus

Full Year

Standard Pre-Calculus is designed to prepare students for college level calculus offered at the high school level. The study of trigonometry includes right triangle and oblique triangle trigonometry, trigonometric and circular functions, graphing, identities, and equations. Emphasis is placed upon the applications of trigonometric concepts and techniques to physical situations. The study of functions includes polynomial, radical, rational, exponential and logarithmic functions. Additional topics may include conic sections, matrices, sequences, series, and parametric equations. The goals of functions are to analyze the properties and graphs of functions and to lay a strong foundation for further study in mathematics. Technology is an integral component of the course and helps to build a deeper understanding of the concepts of trigonometry and functions. In addition, technology allows the course to focus on exploration, problem solving, and multiple representations to build a deeper understanding of algebraic techniques.

Requirements for admission to this course:

- *Completion of Algebra 2*

Course # 1338 - Pre-Calculus – Honors

Full Year

Honors Pre-Calculus is designed to prepare students for a rigorous college level calculus course and/or Advanced Placement Calculus offered at the high school level. Students are expected to demonstrate individual initiative, independent study, and a high level of commitment to the study of mathematics. Trigonometric topics include right triangle and oblique triangle trigonometry, trigonometric and circular functions, graphing, identities, equations, vectors, and polar coordinates. The study of functions includes polynomial, radical, rational, exponential and logarithmic functions. Additional topics discussed are matrices, sequences, series, and parametric equations. Emphasis is placed upon the applications of trigonometric concepts and techniques to physical situations. Technology

is an integral component of the course and helps to build a deeper understanding of the concepts of trigonometry and functions. The goals of Honors Pre-Calculus are to develop strong mathematical and problem-solving skills and to prepare students to begin the study of college level mathematics.

Requirements for admission to this course:

- *Completion of Algebra 2*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in Algebra 2 Honors*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in Algebra 2*

Course #MA1353 - Calculus

Full Year

Calculus is a full year course in elementary differential and integral calculus. The course includes differentiation and integration as applied to polynomial, logarithmic, exponential, and trigonometric functions. Differentiation includes techniques for sums, products, quotients, composition, and implicit functions. Integration techniques include substitution and parts. Applications discussed include related rates, maxima and minima, curve sketching, approximation, areas under and between curves, approximation of sums, and volume of solids of revolution. Particular emphasis is placed on the applications of calculus to business, the biological sciences, and the social sciences. Calculus is not designed in either content or level of rigor to meet the provisions of the AP Calculus AB syllabus. Students who elect the course do not typically expect to enter college with advanced placement in mathematics. The goals of Applied Calculus are to provide students with an introduction to the material and techniques of calculus, a facility in the use of hand held graphing calculators, and an appreciation for the applications of calculus to areas other than the natural sciences.

Requirements for admission to this course:

- *Completion of Pre-Calculus*
- *Receive departmental recommendation*

Course # 1341 - AP Calculus AB – Honors
Course # 1351 - AP Calculus BC – Honors

Full Year
Full Year

These courses are rigorous and require students to understand an abstract approach to the theorems and applications of calculus. Calculus AB follows the AB syllabus of the Advanced Placement program, while Calculus BC follows the BC syllabus. The goal of the AP Calculus sequence is to provide students with a rigorous course in differential and integral calculus prior to their entrance to college and to provide students with an opportunity to earn advanced placement and/or college credit in mathematics.

Requirements for admission to this course:

- *Completion of Pre-Calculus*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in Pre-Calculus Honors*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in Pre-Calculus*

Course #2810 – Statistics

Full Year

Statistics is a full-year course designed to introduce students to many of the concepts present in an introductory college level statistics course. This project-based course will feature a variety of real-world applications and expects students to develop interdisciplinary connections with other academic and non-academic subject areas. Units of study will include: data displays and organization, the normal distribution, regression analysis, probability and distributions, experimental design, and significance testing.

Requirements for admission to this course:

- *Completion of Algebra 2*

Course # 1355 - AP Statistics – Honors

Full Year

AP Statistics is a full year course designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data (observing patterns and departures from patterns); planning a study (deciding what and how to measure); anticipating patterns (producing models using probability theory and simulation); and statistical inference (confirming models). The goal of AP Statistics is to provide students with a rigorous college level statistics course and to provide students with the opportunity to earned advanced placement in mathematics.

Requirements for admission to this course:

- *Completion of Pre-Calculus*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in Pre-Calculus Honors*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in Pre-Calculus*

Course # 1343 – Trigonometry

Semester

Trigonometry, with a functional approach, is designed for students who will continue to Pre-Calculus or will continue mathematics in college. Topics covered include right triangle trigonometry, the unit circle, graphs of trigonometric functions and their transformations, trigonometric identities, equation solving and applications of trigonometric functions (including inverse trigonometric functions), and vectors. The use of the graphing calculator is an integral component of the course and helps to build a deeper understanding of the concepts.

Requirements for admission to this course:

- *Completion of Algebra 2*

Course # 1345 - Probability and Statistics (when offered) Semester

Probability and statistics is a one-semester course in introductory probability and statistical analysis. The first quarter deals with classical and applied probability, including expected gain and random simulations. The second quarter introduces inferential and descriptive statistics, including binomial and chi-squared tests of significance, percentile ranking, average, variation, and the normal distribution. Considerable experience is given in the applications of theory to analysis of games and the collection and analysis of experimental data. The goals of Probability and Statistics are to introduce students to the techniques of statistical analysis and to develop an understanding of the methods used to make statistical decisions.

Requirements for admission to this course:

- *Completion of Algebra 2 or concurrent enrollment in Algebra 2*

Credit for Probability and Statistics does not count in completing the three-year mathematics requirement for graduation, unless given Curriculum Instructional Leader approval.

Course # 2130 - Personal Finance Semester

This course introduces students to the principles of personal finance. Topics include financial planning, budgeting, savings and investments, and risk management. Through hands-on projects, students develop an understanding of how to manage their money. Computer simulations are integrated into the course.

Requirements for admission to this course:

- *Open to students in grades 10-12*

The Math Department offers three courses in computer coding. They are designed to be taken in succession; however, students who demonstrate coding experience may have the opportunity to bypass the introductory course.

Course # 2802 – Introduction to Computer Coding Semester

This course is an introduction to computer coding using the Python language. Python is one of the most popular programming languages worldwide. The ability to code is becoming increasingly more valuable for future job prospects. After taking this course you will be able to write simple codes in Python including basic games. The computing environment will be heavily interactive with a “learn as you go” methodology. **(T)**

Requirements for admission to this course:

- *Open to students in grades 9-12*

Course # 2808 – Computer Coding 2**Semester**

This course is a continuation of the Introduction to Coding using the Python language. It will build on the concepts of coding from semester one (algorithm and program design, data structures, flow of control, working with strings, and functions). Semester two will emphasize object oriented programming and class development, expounding on inheritance and polymorphism. Topics will also include advanced modules, functions, exception handling, and file I/O. A capstone programming project employing these skills will be applied in a GUI environment. **(T)**

Requirements for admission to this course:

- *Completion of Introduction to Computer Coding or departmental approval*

Course # 1024 – AP Computer Science A - Honors**Full Year**

AP Computer Science A introduces students to computer science using the Java programming language. Fundamental topics include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. This course is compatible with a college level computer science course, and successful completion of the AP exam could lead to college placement and credit. **(T)**

Requirements for admission to this course:

- *Completion of Computer Coding 2 with a B+ or better or departmental approval*
- *Completion of Algebra 1 with a B+ or better*

Course # 1391 - Classroom Aide in Mathematics**Semester/Year**

The Classroom Aide program in Mathematics offers the opportunity for selected upper level students to assume the responsibility of:

- Assisting teachers in instruction;
- Tutoring students;
- Organizing, collating, filing and/or storing materials.

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;
- Teacher recommendation based on excellence in classroom performance, demonstrated maturity and academic achievement;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

PHYSICAL AND HEALTH EDUCATION

The mission of the Physical and Health Education Program is to promote the physical, mental, social, and moral competence of each student in line with state and national standards. Courses in this department focus on the following Weston High School learning expectations:

- Communicate in a meaningful way for a variety of purposes and audiences;
- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;
- Make positive choices related to physical and mental wellness; and
- Be informed, responsible citizens who contribute to the global community in a collaborative, inclusive and respectful manner.

PHYSICAL EDUCATION

Students are required to take one semester per year of physical education. Students acquire basic knowledge and develop skills in the following areas:

- Responsible personal and social behavior stressing effective interpersonal skills and decision making abilities through cooperation and teamwork.
- Physical fitness as it applies to their everyday activities; fostering a desire to be active throughout life.
- Rules and techniques for playing in individual and team sports.
- Sportsmanship and a mature respect for competition.

Course # 1421 - Grades 9 & 10 Physical Education

Semester

Ninth and tenth grade students are exposed to a broad and diversified required program in physical education. Students are provided with opportunities to develop a greater degree of proficiency in a variety of skills and activities reinforcing knowledge, attitudes, and strategies learned at the previous levels. CPR instruction and certification is part of the ninth and tenth grade physical education program.

Successful completion of both units of PE is required for graduation.

Course # 1431 - Grades 11 & 12 Physical Education

Semester

The eleventh and twelfth grade physical education provides the students a choice of activities during this required program. When possible, students may elect activities from within the program and specialize in areas of their interest. Offerings vary among team, individual, and fitness activities. CPR instruction and certification is part of the eleventh and twelfth grade physical education program.

Successful completion of both units of PE is required for graduation.

The physical education program is geared to provide satisfying and successful experiences in physical education with emphasis on lifelong fitness, thereby developing individuals that have a desire to participate regularly in physical activities through life. Some of the activities students will participate in are listed below.

Team Activities	Individual Activities
Project Adventure	Badminton
Volleyball	Tennis
Ultimate Frisbee	Archery
Cooperative Games & Activities	Fitness & Weight Training
Softball	Yoga
Flag Football	Pilates
Basketball	Ballroom Dance
Soccer	CPR
	Self Defense
	Mindfulness/Guided Imagery

Make-Up Policy

Students who fail to meet the requirements of a specific physical education semester must comply with the following:

- Students will repeat the particular physical education semester at the grade level missed or failed.
- Students will not be scheduled into more than two periods on a given day nor more than two classes per marking period.
- Medically excused students **must** attend their regularly scheduled Physical Education Classes! Each student will complete a modified program designed by their Physical Education Teacher to meet this requirement.

Course # 1401 - Adaptive Physical Education Arrangement (0.5 Credit)

This course is offered to those students who currently have an Individual Education Plan (IEP). This offering is to be individually designed, recognizing a student's needs and abilities; it will be graded on pass/fail basis.

Course # 1491 - Classroom Aide in Physical Education/Health Semester/Year

The Classroom Aide program in Physical Education/Health offers the opportunity for selected upper level students to assume the responsibility of:

- Assisting teachers in instruction;
- Tutoring students;
- Organizing, collating, filing and/or storing materials.

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;
- Teacher recommendation based on excellence in classroom performance, demonstrated maturity and academic;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

HEALTH EDUCATION

Students are required to take one quarter per year of health education. Students develop decision making skills based around the following concepts; nutrition, communication and cooperation, body systems/physiological changes, substance abuse & prevention, stress management & emotional wellness, goal setting and reflection.

Course # 1403 - Grade 9 Health (How to Thrive and Survive High School) Quarter

This course is designed to orient freshmen to the high school environment and review with them the resources available. Units include: Introduction to services/accessing resources, positive school climate including individual student involvement, substance use and abuse, decision-making, bullying prevention and internet safety. The focus is to help students understand the health-related implications of their behavior and to assist them to make positive choices.

Successful completion of this course is required for graduation.

Course # 1404 - Grade 10 Health (Human Sexuality) Quarter

This course is designed to review with sophomores the concept of human sexuality including anatomy and physiology, making positive and informed health-related choices, contraception, STI's, HIV/AIDS, breast and testicular cancer awareness. This unit of study is examined through the lens of healthy and unhealthy relationships. Students experience the *Baby Think It Over* project.

Successful completion of this course is required for graduation.

Course # 1405 - Grade 11 Health (Independent Research Project) Quarter

This course is designed to offer juniors the opportunity to investigate and research a topic of their interest that focuses on encouraging thought and introspection of various life issues. Examples include: mental and physical illnesses and diseases, substance use and abuse, and the effects of heredity on one's health. Topics must be approved by the health teacher.

Successful completion of this course is required for graduation.

Course # 1406 - Grade 12 Health (Life After High School) Quarter

This course is designed to prepare seniors for life after high school. Topics include: human growth and development, sexual assault and harassment, suicide prevention, stress and stressors, high-risk behaviors and consequences, as well as the legal aspects of these behaviors.

Successful completion of this course is required for graduation.

Make-Up Policy

Students who fail to meet the requirements of a specific health education quarter must repeat the particular health education quarter at the grade level missed or failed.

SCIENCE

The mission of the Science Department is to facilitate the development of students' inquiry skills so that they develop an understanding that science is an active process of designing, conducting, and interpreting investigations. Courses provide students with the opportunity to use new technologies, apply basic concepts, principles, and theories of life, physical, and Earth/space science and develop an understanding of the human dimensions of science, the nature of scientific knowledge, and the enterprise of science in society. Courses in this department focus on the following Weston High School learning expectations:

- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;
- Employ critical and creative thinking skills to solve problems; and
- Pose questions, examine possibilities, apply skills and collaborate to find solutions to authentic issues.

Science Literacy

Students develop competencies in the following areas related to scientific literacy:

- Demonstrate safe and proper laboratory procedures.
- Describe natural phenomena with appropriate scientific terms.
- Predict events based on scientific knowledge.
- Apply scientific reasoning and knowledge.
- Communicate scientific information using words, equations, graphs, and charts as appropriate.
- Relate the role of science in the past and present to current learning.
- Design appropriate procedures to solve a problem
- Conduct investigations; collect data and record observations.
- Interpret data, draw conclusions and assess their validity.

PROGRAM SEQUENCE

9th Grade	Biology	Honors Biology
10th Grade	Chemistry	Honors Chemistry
11th & 12th Grade	Physics Environmental Science Science Semester Electives	Honors Physics AP Physics I AP Physics C: Mechanics AP Biology AP Chemistry Science Semester Electives

Course # 1523 – Biology Grade 9

Full Year

This introductory course is designed to present Biology as a process that explains the basic unifying principles of life. Through an inquiry approach topics such as energy systems, ecology, evolution, genetics, and cellular biology will be studied. Extensive independent laboratory work is required.

Course # 1521 – Honors Biology
Grade 9

Full Year

This is a rigorous, fast-paced course investigating topics that range from microbiology to the ecosystem. The major content areas are experimental design, evolution, cell biology, molecular and Mendelian genetics and ecology. Experiments are both descriptive and analytical. The ability to think abstractly and understand scientific models is essential. Certain topics may be covered in depth requiring critical and logical thinking. In the case of the student planning to take the SAT 2 Biology exam, individual outside study and preparation will be necessary.

Requirements for admission to this course:

- *Receive departmental recommendation*
- *Maintain an A- or better in Grade 8 Science*

Course # 1533 - Chemistry
Grade 10

Full Year

This course teaches chemical concepts including physical and chemical changes in matter, atomic structure, interactions between atoms, radioactivity, and reaction stoichiometry, and then uses these concepts to help students understand the chemistry involved in daily life and global issues. The course is designed to enhance the skills of problem solving, analyzing and modeling. The course will promote science literacy and develop a lifelong awareness of the potential and limitations of science and technology.

Requirements for admission to this course:

- *Completion of Biology*

Course # 1531 – Honors Chemistry
Grade 10

Full Year

This course includes topics in physical and chemical change, atomic structure, nuclear chemistry, periodicity, chemical bonds, equations, reaction stoichiometry, gas laws, the solution process, and equilibrium. The approach is to further develop the conceptual thinking skills first introduced in mathematics through topics of logic, equations, graphs, and symbols. Laboratory experiments are analytical and mathematical and designed to give substance to the concepts. The course is designed to enhance the skills of problem solving, analyzing and modeling. The course will promote science literacy and develop a lifelong awareness of the potential and limitations of science and technology. The ability to grasp abstract concepts is essential, and the pace of the course will require considerable outside effort. In the case of the student planning to take the SAT 2 Chemistry exam, individual outside study and preparation will be necessary.

Requirements for admission to this course:

- *Completion of Biology*

Current Honors Students:

- *Receive departmental recommendation, including successful completion of Honors Chemistry prognosis assessment*

- *Maintain a C or better in an Honors course*

Current Standard Students:

- *Receive departmental recommendation, including successful completion of Honors Chemistry prognosis assessment*
- *Maintain an A- or better in a Standard course*

Course # 1545 - Physics

Full Year

Grades 11-12

This is a conceptual physics course. The program has less emphasis on mathematical derivations and is intended for the student who wishes to study physics yet will probably not pursue a career in the physical sciences or engineering.

Requirements for admission to this course:

- *Completion of Chemistry*
- *Completion or concurrent enrollment in Algebra 2*
- *Departmental recommendation*

Course # 1543 - Physics – Honors

Full Year

Grades 11-12

The course of study is a rigorous, fast paced course designed for students who are ready for advanced problem-solving in the Sciences. Areas of study include laws of motion, work, and energy, behavior of light, electricity, and magnetism.

Requirements for admission to this course:

- *Completion of Chemistry*
- *Completion or concurrent enrollment in Pre-Calculus*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in Honors courses in Science as well as Math*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard courses in Science as well as Math*

Course # 2801 – AP Physics I Algebra-Based – Honors

Full Year

Grades 11-12

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course of study is a rigorous, fast paced course designed for students who expect to pursue post-secondary education in the areas of science, mathematics, engineering or pre-med. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

Requirements for admission to this course:

- *Completion of Chemistry*
 - *Completion OR concurrent enrollment in Honors Pre-Calculus*
- OR

- *Completion of Standard-level Physics*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in Honors courses in Science as well as in Math*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in Standard Science and Math courses*
- *Strongly recommended that the students has been consistently in Honors Math courses*

Course # 1561 - AP Physics C: Mechanics– Honors

Full Year

Grades 11- 12

1 AP Credit

Advanced Placement Physics C is a rigorous college-level calculus-based introductory physics course. The course concentrates on the branch of physics called mechanics, which consists of kinematics, Newton’s Laws, circular motion, gravity, energy, momentum, rotational motion, and harmonic motion. Students are expected to take the C level AP Exam in the spring, and they will be well prepared to score high enough to place out of one semester of college physics. After completion of mechanics, topics in thermodynamics, optics, special relativity and modern physics will be investigated. Students should possess strong mathematical and problem solving skills. The laboratory component of the course involves the use of computer-based sensors.

Requirements for admission to this course:

- *Completion of AP Physics I, Honors Physics, Standard Physics or approval of Curriculum Instructional Leader*
- *Completion or concurrent enrollment in a WHS Calculus course*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in an Honors course*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*

Course #1549 - Animal Behavior

Semester

Grades 11-12

This course is designed for students interested in an in-depth study of how and why animals do what they do. Behavior is investigated within an evolutionary context and from a variety of perspectives. There is an introductory unit on zoology as well as a focus on ecological factors such as social behavior and predation. Practical applications of animals’ behavior and training are discussed. The final exam includes a creative project that centers on designing a new species and applying concepts learned in the course.

Requirements for admission to this course:

- *Completion of Biology*

Course # 1584 – Forensics
Grades 10-12

Semester

This interdisciplinary course draws on physical and life science to understand how evidence can be used to solve crimes. Students use inquiry and problem-solving skills to process crime scenes from simple theft to arson. Students learn industry-standard techniques to collect and analyze different types of physical evidence such as impressions, fingerprints, unknown chemicals, ballistics, DNA, hairs and fibers.

Requirements for admission to this course:

- *Completion of Biology*

Course # 1589 - Human Anatomy and Physiology
Grades 11-12

Semester

This course, appropriate for both standard and honors level students, focuses on the workings of the major human body systems, with some attention devoted to disease and genetic disorders. Students study the human body under the conceptual framework of structure determining function, regulation, and evolution through natural selection, as well as using lab work (including dissection) to enhance understanding. Students wishing to pursue a career in human or veterinary medicine should consider this elective.

Requirements for admission to this course:

- *Completion of Biology*

Course # 1004 – Environmental Science
Grades 11-12

Full Year

Environmental Science applies interdisciplinary science content and skills to real-world problems in the environment. This course will use a case-based approach to examine problems and solutions in the area of sustainability, ecological management, population growth, conservation, pollution control, and the use of natural resources like water, air, and energy. It will expose students to environmental careers in the Sciences as well as in other areas like law, business, development, and engineering. It will involve outdoor field study throughout the seasons. This course is appropriate for juniors and seniors who want a full-year science course with a lab, who may or may not wish to pursue science-related careers.

Requirements for admission to this course:

- *Completion of Chemistry and Biology*
- *Receive departmental recommendation*

Course # 1550 - AP Biology – Honors
Grades 11-12

Full Year
1 AP Credit

Advanced Placement Biology is a rigorous college-level introductory biology course that emphasizes analysis and synthesis of abstract concepts. Lab work is complex and much is inquiry-based. The curriculum follows the College Board course description, which focuses on four conceptual areas: evolution, interactions, homeostasis, and information transfer. Major topics include evolution, ecology, biochemistry, cell biology, energy transformations, molecular biology and genetics, along with regulatory processes such as

gene expression, timing, specialization and coordination of structure and function, which pulls examples from many areas of biological study. All students are expected to take the AP Biology exam in May.

Requirements for admission to this course:

- *Completion of Chemistry and Biology*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in an Honors course*
- *Honors Chemistry may be taken concurrently with approval of Curriculum Instructional Leader*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*

**Course #1558 - AP Chemistry – Honors
Grades 11 and 12**

**Full Year
1 AP Credit**

Advanced Placement Chemistry is a rigorous college-level introductory chemistry course. Students are expected to take the AP exam in the spring. The AP Chemistry course is designed to be taken only after the successful completion of a first course in high school chemistry. Topics covered include structure and matter (atomic theory and structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids and solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics and thermodynamics), and descriptive chemistry. The course has a demanding laboratory component. This is an excellent choice for students considering a career in chemical science, pre-med studies or other related fields.

Requirements for admission to this course:

- *Completion of Chemistry*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in an Honors course*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*

Course # 1591 - Classroom/Laboratory Aide in Science

Semester/Year

The Classroom/Laboratory Aide program in Science offers the opportunity for selected upper level students to assume the responsibility of:

- Assisting teachers in instruction;
- Tutoring students;
- Organizing, collating, filing and/or storing materials.

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;

- Teacher recommendation based on excellence in classroom performance, demonstrated maturity and academic;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

SOCIAL STUDIES

The mission of the Social Studies Department is for students to learn essential concepts, content, and skills so that they might develop better understanding of themselves and their own culture, other individuals, other cultures of the world, and past events and movements that illuminate and affect the present and future. Courses in this department focus on the following Weston High School learning expectations:

- Communicate in a meaningful way for a variety of purposes and audiences;
 - Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;
 - Employ critical and creative thinking skills to solve problems; and
 - Pose questions, examine possibilities, apply skills and collaborate to find solutions to authentic issues.
- Make positive choices related to physical and mental wellness; and
- Be informed, responsible citizens who contribute to the global community in a collaborative, inclusive and respectful manner.

The core program has been carefully constructed to present courses that are sequential in content and skill levels. Students in grade 9 through 12 are expected to complete a minimum of three years (six semesters) of social studies courses for graduation. In addition, there is a rich elective program.

CRITERIA FOR HONORS COURSES

In order to be selected for admission to an honors level history course, a student must fulfill all requirements, and meet all deadlines. Failure to fulfill all requirements or meet all deadlines will result in forfeiture of the opportunity for selection. Students new to Weston must also meet all criteria.

Certain courses in Social Studies, indicated with a (T), have a technology component and can be used to meet the Technology graduation requirement.

Course # 1617 - World Studies**Full Year**

This freshman course is the first year of a two-year World Studies experience. Students will be introduced to the world's regions and civilizations as interconnected entities and to world history as a topic worthy of study in its own right. Major developments in the human experience are highlighted by examining the various economic, social, and political systems through which human beings have organized themselves and the different sets of ideas through which they have understood themselves and their world. The underlying purpose of the course is to deepen students' understanding of the events and forces that have shaped world societies in the Western and non-Western world.

Course # 1623 - Modern World Studies**Full Year**

This sophomore course is the second year of the two-year World Studies experience. This course begins with the rise of the nation-state, with an emphasis on the modern developments that shaped the world that we live in today. The course includes concepts dealing with nationalism, revolution, technology, ideologies, genocide, and the interdependence of the world today. This course features lectures, group discussions, debates, persuasive writing assignments, individual research projects as well as student oral presentations. Ideas, trends and lasting contributions of early Western cultures are emphasized.

Course # 1621 - Modern World Studies – Honors**Full Year**

This sophomore course is the second year of the two-year World Studies experience. This course begins with the rise of the nation-state in nineteenth century Europe, with an emphasis on the world conflicts that shaped the world that we live in today. The course includes concepts dealing with nationalism, revolution, technology, ideologies, genocide, and the interdependence of the world today. The emphasis in this course is on learning factual information and utilizing it in order to develop an understanding of the causes and consequences of the major events that have had a significant impact upon the evolution of world civilization. Continued emphasis on inquiry-based learning is highly valued as well. Additionally, essays, debates, and discussions require the student to evaluate many of the decisions made by governments and societies during this time period. Sophisticated readings and background lectures will add to the course's depth.

Requirements for admission to this course:

- *Open to sophomores*
- *Completion of World Studies*
- *Receive departmental recommendation*
- *Maintain a grade of A- or better in standard course*

Course # 1638 - American Studies: American Experience**Full Year**

This course comprises the History portion of the American Studies Program in the junior year. Students that enroll in this course must also enroll in "American Studies English 11."

American Studies is a course that encompasses the social and political history of the United States, American literature, and the arts from the Civil War period through the turn of the

21st century. The purpose of the program is to examine the patterns in historical events and cultural expression in light of a larger cultural, artistic, and historical perspective. The two segments of this program (American Studies – English and American Studies – United State History) offer a unique coordination of these two required subjects. Students will read selected historical works of nonfiction which correspond with selected works of fiction explored in their English class. In addition, films, architecture, and art work of various historical eras will be studied. Throughout the school year, both sections of the American Studies program will periodically come together to explore and study concepts and cultural aspects of American society through an interdisciplinary lens. The American Studies program fulfills the junior year graduation requirements in English and United States History.

Course # 1639 - AP United States History – Honors

Full Year

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

Requirements for admission to this course:

- *Completion of Modern World Studies or Modern World Studies Honors*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in an Honors course*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*

Course # 1648 - American Government (Graduation Requirement)

Semester

After briefly tracing the origins of political institutions, this course undertakes a thorough study of these institutions in the context of our political tradition. It critically examines the three branches of government as set up by the Constitution and their functions in today's world. Critical judgments about our political assumptions and institutions will be encouraged, and ample opportunity will be provided for students to exercise analytical skills on both political and philosophical questions. Case studies will be used in order to enhance this critical analysis. This course is one semester in duration and is open to all sophomores, juniors and seniors. Passing this course or AP American Government is required for graduation in accordance with the new State of Connecticut civics

requirement. This course will be offered as a basic level course for those students who are recommended for it.

- *Prerequisite: Two Social Studies courses or Curriculum Instructional Leader approval*

Course # 1657 - AP American Government (*Fulfills Grad. Requirement*) **Semester**
AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Requirements for admission to this course:

- *Completion of a minimum of two social studies courses*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in an Honors course*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*

Course # 1662 - Facing History and Ourselves **Semester**

This elective course provides an interdisciplinary approach to citizenship education. The course connects history to the moral questions students must confront in their own lives--particularly those related to identity, ethics, power, responsibility and conformity. By holding up "the tarnished mirror of history," students explore the past, and investigate the ever-present forces that threaten democracy and society. The central case study we explore is the Holocaust; however, current events, 9/11, and the eugenics movement are also explored. The central focus of the course is the way identity shapes the choices we make and therefore how identity shapes history. Class discussion and reflection papers are the primary means of assessment.

- *Prerequisite: Two Social Studies courses*
- *Preference given to juniors and seniors*

Course # 1664 - iMapping: Sociology and Geographic Information Systems **Semester**

iMapping is a semester long sociology elective cross listed in the Social Studies and Technology departments. In iMapping students learn about the structure, function and behavior of human society, with a special emphasis on the interaction between society and its members. Topics of study include social institutions, trends in urbanization, marriage and the family, political affiliation, and crime and deviance in America. Social issues and topics are explored and analyzed using census and geographic data. Map work and discussions are exclusively done in class, positive participation is crucial. The application of GIS (Geographic Information Systems) technology to relevant, high

interest sociological data creates opportunities for students to create authentic, project-based digital portfolios and draw complex conclusions on their own. (T)

Course # 1652 - Introduction to Psychology

Semester

Introduction to Psychology is a course intended to expose students to the field of psychology. Students gain a better understanding of why people behave the way they do. Students become acquainted with the breadth of the field and obtain practical, useful information, as well as a wealth of knowledge that will hopefully excite their curiosity and increase their understanding of people's behavior. This is a semester course that exposes the students to psychology and its methods, developmental psychology, cognitive psychology and abnormal psychology. Activities include reading and analyzing psychological experiments and findings, learning how to conduct psychological research, viewing films, and class discussion.

- *Prerequisite: Two Social Studies courses*
- *Preference given to juniors and seniors*

Course # 1618 - Introduction to Economics

Semester

This semester course provides students with a conceptual framework for understanding the principles of economics. Students study both microeconomics and macroeconomics. Units include supply and demand, Marginal Analysis, Market Structures, Entrepreneurship, Measurement of Economic Performances, National Income, Finance, Fiscal Policy, and Economic Growth and Productivity. Students also develop an understanding of how politics, international relations, and daily life are affected by economic factors. (T)

- *Prerequisite: Completion of one Social Studies course*

Course # 1619 - AP Economics (Micro) – Honors

First Semester

AP microeconomics is a semester course designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of the government in promoting greater efficiency and equity in the economy. (T)

Requirements for admission to this course:

- *Open to juniors and seniors who have successfully completed Introduction to Economics*
- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*
- *Prerequisite: Introduction to Economics*

Course #1620 - AP Economics (Macro) – Honors

Second Semester

AP macroeconomics is a semester course designed to give students a thorough understanding of the principles of economics that apply to the behavior of the economy as a whole. It deals with booms and recessions, the economy's total output of goods and

services and the growth of output, the rates of inflation and unemployment, the balance of payments and exchange rates. In brief, macroeconomics deals with the major economic issues and problems of the day. (T)

Requirements for admission to this course:

- *Open to juniors and seniors who have successfully completed Introduction to Economics*
- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*
- *Prerequisite: Introduction to Economics*

Course # 1651 - AP History of European Civilization – Honors Full Year

This course traces the development of European civilization from the Renaissance to contemporary society. The historical development of European institutions and expressions of culture are examined through a variety of activities including lecture and discussion. It is understood that the intent of Advanced Placement programs, generally, is to allow interested and capable students the opportunity to involve themselves in an intensified and rigorous course of study. Consequently, above average reading and writing skills are required. It is expected that each student will take the Advanced Placement Exam in May.

Requirements for admission to this course:

- *Completion of American Studies or A.P. U.S. History*
- Current Honors Students:
- *Receive departmental recommendation*
 - *Maintain a C or better in an Honors course*
- Current Standard Students:
- *Receive departmental recommendation*
 - *Maintain an A- or better in a Standard course*

Course # 2853 - AP Psychology – Honors Full Year

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. It is understood that the intent of Advanced Placement programs, generally, is to allow interested and capable students the opportunity to involve themselves in an intensified and rigorous course of study. Consequently, above average reading and writing skills are required. It is expected that all students will take the AP examination in May.

Requirements for admission to this course:

- *Open to juniors and seniors*

Current Honors Students:

- *Receive departmental recommendation*
- *Maintain a C or better in an Honors course*

Current Standard Students:

- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*

Course # 1695 - Classroom Aide in Social Science

Semester/Year

The Classroom Aide program in Social Science offers the opportunity for selected upper level students to assume the responsibility of:

- Assisting teachers in instruction;
- Tutoring students;
- Organizing, collating, filing and/or storing materials.

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;
- Teacher recommendation based on excellence in classroom performance, demonstrated maturity and academic;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

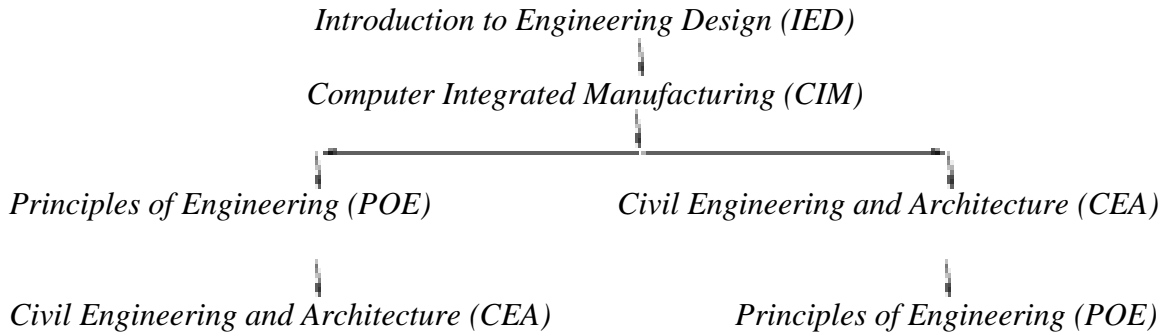
Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

TECHNOLOGY EDUCATION

The mission of the Technology Education department is to develop students' abilities to use, manage, assess, understand, and create technology. Technology Education prepares students to become lifelong contributing members of our technological society who comprehend the impact of technology and use it to improve the quality of life for all people. Technology Education courses incorporate collaborative, application oriented, activity based strategies used to develop students' creative thinking skills while solving real-world problems. Students develop a proficiency in basic technical skills and cultivate an appreciation for the benefits and challenges of a global technological society. Courses in this department focus on the following Weston High School learning expectations:

- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation;
- Employ critical and creative thinking skills to solve problems; and
- Pose questions, examine possibilities, apply skills and collaborate to find solutions to authentic issues.

**TECHNOLOGY
Pathway to Engineering**



Course # 2625 - Introduction to Engineering Design (Project Lead the Way)

Grades 9-12

Full Year

This course focuses on how to develop an idea through a proven design process that will solve a need or want. With an emphasis on technical communication, students learn different aspects of engineering and design by solving problems through various activities and projects. They become proficient in *Inventor*, a state of the art 3-D design software package. This course is recommended for students interested in pursuing engineering or related studies at the college level.

This course is part of the Project Lead the Way program and offers the possibility of college credit for its participants. At the end of the year, each student will take a national exam that they can apply towards undergraduate credit if they choose to do so and meet the criteria defined by specific institutions. Details about this process will be communicated to students and parents enrolled in the course.

Course # 2627 - Computer Integrated Manufacturing (Project Lead the Way)

Grades 10-12

Full Year

This course answers the following questions: How are things made? What processes go into creating products? How do assembly lines work? How has automation changed the face of manufacturing? Students discover the answers to these questions as they learn about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems. This

course applies principles of robotics and automation to Computer Aided Design (CAD) design. Students use Computer Numerical Control (CNC) and rapid prototyping equipment to produce actual models of their three-dimensional designs.

This course is part of the Project Lead the Way program and offers the possibility of college credit for its participants. At the end of the year, each student will take a national exam that they can apply towards undergraduate credit if they choose to do so and meet the criteria defined by specific institutions. Details about this process will be communicated to students and parents enrolled in the course.

- *Prerequisite: Introduction to Engineering Design*

Course # 2628 - Principles of Engineering (Project Lead the Way)

Grades 11-12

Full Year

This course explores the wide variety of careers in engineering related fields. Through practical activities and projects, students learn how engineers and technicians use math, science and technology in an engineering problem-solving process. This course also addresses concerns about social and political consequences of technological change. Students interested in pursuing engineering or related studies at the college level are encouraged to take this elective course.

This course is part of the Project Lead the Way program and offers the possibility of college credit for its participants. At the end of the year, each student will take a national exam that they can apply towards undergraduate credit if they choose to do so and meet the criteria defined by specific institutions. Details about this process will be communicated to students and parents enrolled in the course.

- *Prerequisite: Introduction to Engineering Design*

Course # 2629 - Civil Engineering and Architecture (Project Lead the Way)

Grades 11-12

Full Year

This course provides students with the opportunity to learn about the various aspects of civil engineering and architecture. Individually and in small groups, students work through long-term projects developing property sites, residential, and commercial structures with the use of AutoDesk Revit, a commonly used Architecture program. Students develop an understanding of how to document their project, solve problems, and communicate their solutions to members of a professional community.

This course is part of the Project Lead the Way program and offers the possibility of college credit for its participants. At the end of the year, each student will take a national exam that they can apply towards undergraduate credit if they choose to do so and meet the criteria defined by specific institutions. Details about this process will be communicated to students and parents enrolled in the course.

- *Prerequisite: Introduction to Engineering Design*

Course # 2692 – Technology Education Aide**Semester/Year**

The Technology Education Aide program offers the opportunity for selected upper level students to assume the responsibility of:

- Assisting teachers in instruction;
- Tutoring students;
- Organizing, collating, filing and/or storing materials.

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;
- Teacher recommendation based on excellence in classroom performance, demonstrated maturity and academic;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

WORLD LANGUAGES

The mission of the World Language Department is to foster communication and cultural understanding of the products and practices of the target languages and cultures in order to participate successfully as citizens in the global society.

Courses are offered in the following languages: French, Spanish, Chinese and Latin.

Instruction is designed to develop language proficiency in the three modes of communication: interpretive, interpersonal, and presentational, while engaged in thematic units that promote cultural awareness. Courses in this department focus on the following Weston High School learning expectations:

- Communicate in a meaningful way for a variety of purposes and audiences
- Demonstrate a sensitivity to the precision and nuances of written, visual, and aural media through comprehension, interpretation, and evaluation

Modern language classes are conducted primarily in the target language at all levels. A state of the art language laboratory offers students increased opportunities for cultural and linguistic exposure and reinforcement of communicative skills.

Students completing a full sequence in any one language should possess the following competencies according to National and State Foreign Language Standards:

- Communication: communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
- Cultures: interact with cultural competence and understanding

- Connections: connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
- Comparisons: develop insight into the nature of language and culture in order to interact with cultural competence
- Communities: communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

FRENCH COURSE DESCRIPTIONS

Course # 1211 - French 1

Full Year

In this introductory course, students learn to communicate in the new language with an emphasis on practical situations. Using authentic resources, students develop skills in listening comprehension and speaking. Vocabulary, conversation practice, and culture are reinforced by the use of authentic audiovisual sources. Practice is continued at home through the use of the on-line component of the textbook and other authentic resources.

Course # 1221 - French 2

Full Year

This course continues the development of the four skill areas: speaking, reading, writing and listening, while expanding cultural studies to more francophone areas. Students learn to narrate stories using a variety of verb tenses, and begin to be able to compose longer written products. Vocabulary, conversation practice, and culture are reinforced by the use of authentic audiovisual sources. Students in this course will participate in the Grand Concours French contest in February.

Requirements for admission to this course:

- *Prerequisite: French 1*
- *Receive departmental recommendation*
- *Maintain grade of C in French 1*

Course # 1231 - French 3

Full Year

This course stresses constant communication in the target language while students engage in cultural, thematic units. Class activities emphasize the creative use of new structures and vocabulary. Students continue to develop their skills in listening, speaking, reading and writing by accessing authentic sources. There is increased emphasis on spontaneous creation of language, emphasizing use of new learning. Pre-AP strategies are reinforced with an emphasis on cultural comparisons, interactive writing and speaking, and presentation skills. Students will participate in the Grand Concours French contest in February.

Requirements for admission to this course:

- *Prerequisite: French 2*
- *Receive departmental recommendation*
- *Maintain grade of C in French 2*

Course # 1243 - French 4**Full Year**

This course provides ample opportunities for writing, speaking, and listening in French. Listening comprehension is emphasized through authentic news and video sources that offer topics of interest for students, as well as textbook based activities targeting new learning. Emphasis on oral communication and vocabulary acquisition helps further develop with speaking. Grammar from previous years is reviewed in the context of cultural conversations and thematic exploration. Students are expected to be able to express basic classroom needs and communicate in the target language. This class is designed for students who would like to continue their study of French but do not plan to continue to the AP level. Students in this course may participate in the Grand Concours French contest in February.

Requirements for admission to this course:

- *Prerequisite: French 3*
- *Receive departmental recommendation*
- *Maintain grade of C in French 3*

Course # 1241 - French 4 – Honors**Full Year**

This course provides ample opportunities for writing, speaking, and listening in French. Listening comprehension is emphasized through authentic news and video sources that offer topics of interest for students. Classes are conducted almost exclusively in French, and students are expected to be able to participate in the target language and comprehend classroom instructions. Culture is taught through units based on language capacities, incorporating review of past grammar, and instruction of new, more nuanced structures. This course offers many pre-AP strategies, and it is expected that most students will continue the AP Level the following year. Students who take this class should have a strong interest and foundation skills in the language. They must also demonstrate willingness and desire to be active learners of French, both in and outside the classroom. Students will participate in the Grand Concours. French contest in February.

Requirements for admission to this course:

- *Prerequisite: French 3*
- *Receive departmental recommendation*
- *Maintain grade of A- in French 3*

Course # 1250 - French 5**Full Year**

This course is designed for students who have chosen to continue their advanced studies in French, but do not wish to take the AP exam. Classes are conducted almost entirely in French, and students are expected to be able to participate in the target language and comprehend classroom instructions. The course allows students to develop their fluency through listening, speaking, reading and writing activities. Various media is used, including authentic French films, documentaries and news broadcasts. Students in this course may have the option to participate in the Grand Concours French contest in February.

Requirements for admission to this course:

- *Prerequisite: French 4*
- *Receive departmental recommendation*
- *Maintain grade of C in French 4*

Course # 1251 - AP French 5 – Honors

Full Year

This course is intended for highly motivated language students who have demonstrated a high level of competence in listening, speaking, reading and writing skills. AP level students are those who wish to reach a higher level of fluency, and are willing to engage in high challenge activities. Classroom activities are centered around thematic and cultural units, with an emphasis on cultural comparison and authentic self-expression. The class is conducted almost exclusively in French; therefore, an intermediate high level of oral communication is desired. Students are expected to take the corresponding national Advanced Placement exam given in May, as well as the Grand Concours French contest in February.

Requirements for admission to this course:

- *Prerequisite: French 4*
- *Receive departmental recommendation*
- *Maintain grade of C in French 4 Honors or grade of A- in French 4*

MANDARIN COURSE DESCRIPTIONS

Course # 1270 - Mandarin Chinese 1

Full Year

In this beginning course, students are introduced to Mandarin Chinese. They participate in simple conversations, comprehend short passages, both spoken and written, and write sentences using elementary Chinese characters based on a variety of everyday topics. Vocabulary, conversation practice and cultural awareness are reinforced by the use of authentic materials in a multi-media format.

Course # 1273 - Mandarin Chinese 2

Full Year

This course, a continuation of the first year study of Mandarin Chinese 1, reinforces previously learned language skills. There is continued emphasis on oral expression and greater development of basic reading and writing skills. Solid communicative skills are stressed through dialogues and conversations in Mandarin Chinese. Students are expected to engage in discussion on everyday topics and write short passages using basic Chinese grammar structures. Chinese culture and customs are incorporated throughout the course.

Requirements for admission to this course:

- *Prerequisite: Mandarin Chinese 1*
- *Receive departmental recommendation*
- *Maintain grade of C in Mandarin Chinese 1*

Course # 1274 - Mandarin Chinese 3**Full Year**

This lower intermediate level course is designed for students who have mastered basic modern Mandarin Chinese in reading and writing either by the use of pinyin or Chinese characters and who are able to communicate orally on familiar daily topics. This course concentrates on consolidating grammar and expanding vocabulary, seeking to further develop integrated skills of reading, writing, listening, and speaking on a variety of topics and in different scenarios.

Requirements for admission to this course:

- *Prerequisite: Mandarin Chinese 2*
- *Receive departmental recommendation*
- *Maintain grade of C in Mandarin Chinese 2*

Course # 1275 - Mandarin Chinese 3 – Honors**Full Year**

This lower intermediate level honors course is designed for students who have mastered basic modern Mandarin Chinese in reading and writing by using only Chinese characters and who are able to communicate orally on familiar daily topics. This course concentrates on consolidating grammar and expanding vocabulary, seeking to further develop integrated skills of reading, writing, listening, and speaking at the intermediate level on a variety of topics and in different scenarios.

Requirements for admission to this course:

- *Prerequisite: Mandarin Chinese 2*
- *Receive departmental recommendation*
- *Maintain grade of A- in Mandarin Chinese 2*

Course # 1276 - Mandarin Chinese 4**Full Year**

This upper level intermediate course is designed to further develop students' integrated skills of modern Chinese language so that they are able to communicate appropriately and accurately in authentic scenarios. Complex conversational skills are emphasized with greater exposure to authentic Chinese spoken and written materials. Topics include: Chinese housing, social engagement, sports, Chinese major cities and culture highlights, travelling, and Chinese cuisine.

Requirements for admission to this course:

- *Prerequisite: Mandarin Chinese 3*
- *Receive departmental recommendation*
- *Maintain grade of C in Mandarin Chinese 3*

Course # 1277 - Mandarin Chinese 4 – Honors**Full Year**

This upper level intermediate honors course is designed to further develop students' integrated skills of modern Chinese language so that they are able to communicate appropriately and accurately in authentic scenarios. Complex conversational skills are emphasized with greater exposure to authentic Chinese spoken and written materials. Topics include: Chinese housing, social engagement, sports, Chinese major

cities and culture highlights, travelling, and Chinese cuisine. Students are expected to communicate exclusively in Mandarin Chinese and complete presentations, group work, listening and speaking activities in the target language.

Requirements for admission to this course:

- *Prerequisite: Mandarin Chinese 3*
- *Receive departmental recommendation*
- *Maintain grade of C in Mandarin Chinese 3 Honors or grade of A- in Mandarin Chinese 3*

SPANISH COURSE DESCRIPTIONS

Course # 1213 - Spanish 1

Full Year

In this introductory course, students learn to communicate in the new language with an emphasis on practical situations. Using authentic resources, students develop skills in listening comprehension and speaking. Vocabulary, conversation practice, and culture are reinforced by the use of authentic audiovisual sources. Practice is continued at home through the use of the online component of the textbook, as well as through the use of authentic language activities.

Course # 1223 - Spanish 2

Full Year

This course continues the development of the four skill areas: listening, speaking, reading, and writing. There is a continued emphasis on oral expression and greater development of reading and writing skills. Vocabulary, conversation practice, and culture are reinforced by the use of authentic audiovisual resources. Practice is continued at home through the use of the online component of the textbook, as well as through the use of authentic language websites and activities online.

Requirements for admission to this course:

- *Prerequisite: Spanish 1*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 1*

Course # 1233 - Spanish 3

Full Year

This course stresses constant communication in the target language. Learning activities emphasize the creative use of new structure and vocabulary in meaningful contexts. Students continue to develop their skills in listening, speaking, reading and writing while exploring their own culture and Hispanic cultures. A variety of cultural aspects are studied through short authentic readings and narratives, as well as continued use of authentic websites and online activities. Practice in all of the language skills is reinforced through the use of an online textbook and online resources.

Requirements for admission to this course:

- *Prerequisite: Spanish 2*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 2*

Course # 1247 - Spanish 4

Full Year

This course concentrates on the further development of the four skill areas: listening, reading, speaking and writing. There is a special focus on the ability to use vocabulary and idiomatic expressions in order to communicate ideas with increasing ease and confidence. Students become more culturally aware of the products, practices, and perspectives in Spanish speaking countries through a variety of authentic sources and by engaging in research projects.

Requirements for admission to this course:

- *Prerequisite: Spanish 3*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 3*

Course # 1249 - Spanish 4 – Honors

Full Year

This course provides ample opportunities for students to work toward increased proficiency in all of the language skills through reading and discussion of literature, films and current events. Students read and analyze authentic Hispanic literature and nonfiction texts. Free expression is encouraged, in both oral and written activities, and through discussions and compositions. The course includes a fast paced review of language structures and introduction of more advanced grammar and syntax, as well as greatly expanded vocabulary. Listening comprehension practice is continued in class and at home through the use of authentic websites, online activities and the online textbook. Through all the learning activities students will develop a deeper understanding of the products and practices of Hispanic countries. Students will participate in the National Spanish Exam contest in April.

Requirements for admission to this course:

- *Prerequisite: Spanish 3*
- *Receive departmental recommendation*
- *Maintain grade of A- in Spanish 3*

Course # 1257 - Spanish 5

Full Year

This course concentrates on developing a general increased proficiency in speaking, listening, writing, and reading. Speaking is emphasized in formal class discussions as well as informal group activities. Films are used to enhance listening comprehension and speaking skills. Practice in all of the language skills is reinforced through the use of an online textbook and online resources. Students will deepen their understanding of the products, practices, and perspectives of Hispanic countries while engaged in high interest thematic units and projects.

Requirements for admission to this course:

- *Prerequisite: Spanish 4*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 4*

Course # 1253 - Spanish 5 – Honors

Full Year

This course concentrates on achieving a higher proficiency level in speaking, listening, writing, and reading while engaged in high interest thematic units of study. Speaking is emphasized in formal and informal class discussions and lab activities in order to improve presentational and interpersonal communication skills. Practice in all of the language skills is reinforced through the use of an online textbook and online resources. Students will continue to read literary pieces of some of the greatest Hispanic authors. Students will also deepen their understanding of the products, practices, and perspectives of Hispanic countries through a variety of sources and by engaging in research projects. Students will participate in the National Spanish Exam contest in April.

Requirements for admission to this course:

- *Prerequisite: Spanish 4*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 4 Honors or grade of A- in Spanish 4*

Course # 1262 - Spanish 6

Full Year

This course is designed for those students who would like to increase their proficiency in the Spanish language and culture but do not wish to engage in Advanced Placement exam preparation. Students will engage in discussions on a variety of topics organized in thematic units that will allow them to refine their skills in reading, listening, speaking, and writing, while continuing to deepen their understanding of the products, practices, and perspectives of Hispanic countries. Students will engage in a wide range of communicative activities utilizing print and audio materials from a variety of authentic sources and an online textbook.

Requirements for admission to this course:

- *Prerequisite: Spanish 5*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 5*

Course # 1263 - AP Spanish 6 – Honors

Full Year

This course is intended for motivated students who have demonstrated a high level of proficiency in listening, speaking, reading and writing skills and wish to prepare for the Advanced Placement exam administered in May. Classroom activities consist of oral presentations, discussions, writing assignments, reading of current events, debates, and oral and written presentations. Students make use of the language lab on a regular basis in order to prepare for the exam. All learning activities revolve around six major themes that aim at deepening students' understanding of the products, practices, and perspectives of Hispanic countries as well as global issues. Students are expected to take the AP Spanish Language and Culture exam and will participate in the National Spanish Exam contest in April.

Requirements for admission to this course:

- *Prerequisite: Spanish 5*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 5 Honors or grade of A- in Spanish 5*

LATIN COURSE DESCRIPTIONS

Course # 1215 - Latin 1

Full Year

In this introductory course students acquire a basic knowledge of pronunciation, vocabulary, and grammar of Latin. Emphasis is placed on comprehension of the written and spoken word through Latin readings and short dialogues. Culture studies relate to the readings in the text with an emphasis on everyday life and history of Romans. Students are encouraged to build their English vocabularies through the study of derivatives based on the Latin vocabularies.

Course # 1225 - Latin 2

Full Year

This course continues to develop students' knowledge of pronunciation, vocabulary of Latin. Emphasis is placed on the appreciation of Roman history and culture through more advanced Latin readings and dialogues. Grammar studied includes the passive voice, participles and advanced grammatical constructions. English vocabulary building through Latin vocabulary continues to be stressed.

Requirements for admission to this course:

- *Prerequisite: Latin 1*
- *Receive departmental recommendation*
- *Maintain grade of C in Latin 1*

Course #1235 – Latin 3

Full Year

This course is designed to teach the comprehension of the Latin language for reading purposes using literature from the earliest drama to late Latin. Students continue their grammatical skills with the study of the subjunctive mood. Specifically, students read works from Ovid, Catullus, Martial, Vergil, and Caesar among others. There is an emphasis on the appreciation of literacy and technical devices of those authors as well as the history of times in which they wrote.

Requirements for admission to this course:

- *Prerequisite: Latin 2*
- *Receive departmental recommendation*
- *Maintain grade of C in Latin 2*

Course #WL353 – Latin 3 – Honors

Full Year

This course is designed to teach the comprehension of the Latin language for reading purposes using literature from the earliest drama to late Latin, in preparation for completing the sequence of the AP Latin 4 course. Specifically, students read works

from Horace, Vergil, Ovid, Catullus, Cesar, and Cicero (with emphasis placed on Cesar and Vergil) among others. There is an emphasis on the appreciation of literacy and technical devices of those authors as well as the history of times in which they wrote.

Requirements for admission to this course:

- *Prerequisite: Latin 2*
- *Receive departmental recommendation*
- *Maintain grade of A- in Latin 2*

Course #WL453 – Latin 4

Full Year

This course is designed for students to continue to develop their skills in Latin translation. Students will translate passages from Caesar’s De bello Gallico and Vergil’s Aeneid along with conversational passages with an emphasis on daily life to develop an understanding of the political, historical, literary, and cultural background of that time. Students will be given the tools to read Latin prose and poetry aloud and with comprehension and appreciation.

Requirements for admission to this course:

- *Prerequisite: Latin 3*
- *Receive departmental recommendation*
- *Maintain grade of C in Latin 3*

Course #WL463 – AP Latin 4 – Honors

Full Year

This course is designed for students who have demonstrated a high level of competence in translation. Students will translate passages from Caesar’s De bello Gallico and Vergil’s Aeneid to develop an understanding of the political, historical, literary, and cultural background of those times. Students will be given the tools to read Latin prose and poetry with accurate comprehension and appreciation. Students are expected to take the corresponding national Advanced Placement exam given in May.

Requirements for admission to this course:

- *Prerequisite: Latin 3*
- *Receive departmental recommendation*
- *Maintain grade of C in Latin 3 Honors or grade of A- in Latin 3*

Course # 1291 - Classroom Aide in World Languages

Semester/Year

The Classroom Aide program in World Languages offers the opportunity for selected upper level students to assume the responsibility of:

- Assisting teachers in instruction;
- Tutoring students;
- Organizing, collating, filing and/or storing materials.

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;

- Teacher recommendation based on excellence in classroom performance, and demonstrated maturity
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

ADDITIONAL CREDIT PROGRAMS

Course # 0805 - Senior Internship

The Senior Internship is an opportunity for qualified seniors to gain work experience outside of the school setting in their work field of choice. A selection committee reviews seniors for qualifications along the criteria of good academic, behavior, and attendance standing. The committee then meets to discuss placement of each student. Each senior is matched with a faculty mentor who will partake in site visits and communications with the site supervisor. The internship program is a 4-5 week experience for the senior to build on skills necessary for their preferred field of work. It provides them with the opportunity to become successful after high school gaining communication skills, appropriate work attitude, technology skills, and good work habits. Students submit daily journal entries, personal reflection, and participate in a presentation to faculty, peers, parents, and site supervisors. Students are evaluated by their site supervisors and faculty mentors. Students who cannot make the commitment to their internship will be asked to step down from the internship and go back to the classroom setting.

Course #'s 2794 & 2795 - Center for Academic Support & Enhancement (CASE)

Semester

CASE is a transition and support program for students who are in need of assistance beyond the traditional classroom due to attendance concerns, academic challenges, emotional needs, and/or medical needs. The focus of CASE is to improve academic performance through collaborative efforts between the CASE teacher, the student, and academic teachers. Students learn to improve their organizational and communication skills in order to be successful. Referrals to this program may be made by students, parents, or teachers to the student's school counselor. Minimum commitment is one semester. The program is most appropriate for grade 9 and 10 students. Upperclassmen may be admitted under special circumstances. This course is graded on a Pass/Fail (P/F) basis.

Course # GUI101 - Structured Study

Semester 1

Course # GUI102 - Structured Study

Semester 2

Structured study is a program designed to support students that require accommodations in their academic courses. Students benefit from generalized assistance with their

academic coursework, focusing on study skills, organizational skills, time management, and self-advocacy. The course is graded on a Pass/Fail (P/F) basis.

Independent Study

Semester/Year

The Independent Study program is open to all students who have the desire, interest, maturity, and skills necessary to pursue an in-depth study. It allows for advanced study, cooperative learning, and topical investigations as well as enrichment opportunities for all students. It is designed to afford a student an opportunity to earn academic credit for independent work above and beyond the existing high school curriculum. Independent Study credits may not count toward a GPA nor used to meet full time status. It is not permitted in an area that is offered as a course in the schedule. All projects are graded as H/P/NM. See your counselor for detailed guidelines.

Course #'s 2601 & 2602 - Work Opportunity

This program is designed to provide select students with a flexible work experience. Provision is made to receive credit for employment inside or outside of the school building during normal school hours, generally after 10:30 a.m.

Credit is usually determined by the duration and weekly commitment of time on the job. A verification of hours and a description of the work function are required from the employer. Students are required to complete a weekly journal of the job experience as well as a log of hours worked, which is submitted at the completion of each quarter. There is a conference with the student at the close of each quarter to discuss the journal entries and the job experience in order to help him/her connect the experience to an exploration of future employment or education possibilities.

A minimum of 15 hours per week on the job for the period of time school is in session is required for two (2) credits per year or one (1) credit per semester (comparable to 2 class periods). If less time is clocked on the job, the student will receive a commensurate credit award. Grading is on a Pass/Fail basis. Authorization to participate requires administrative and parental permission in writing and filed with the School Counseling Office Registrar. Applications are available in School Counseling Office.

Learning Strategies

Course #'s 1703 & 1704 – grades 9/10

Course #'s 1707 & 1708 – grades 11/12

Semester

These courses are designed for students that have individual goals and objectives in their academic program. The courses help students develop compensatory strategies that address the needs outlined in their Individualized Education Plan. Students learn study skills and learning strategies, and are supported in their mainstream academic courses. The goal of each course is to help students achieve success while preparing them for future success on a more independent basis.

Course #'s 1740 & 1741 - Community Class (grades 9-12)

Semester

This is a self-contained Special Education program for students who require specific functional skills training. The Core Curriculum focuses on skills noted as critical to

transitioning from high school into the community and includes: academic, social, assisted daily living skills and pre-vocational training. Courses currently include (but are not limited to): Writing Workshop, Social Studies/Science, Math, Reading/Language Arts, Adaptive PE and Computer. The course content is practical and functional in presentation. Social Skills training, Pre-Vocational training, Speech and Language and Occupational Therapy Services are also provided if needed as per the student's IEP. Community outings to practice learned skills are an integral program component as well as vocational training which occurs both on site and in the community. Peer mentor volunteers are utilized to assist Community Class students both academically and socially.

Course # 2691 - Media Center Aide

Semester/Year

The Media Center Aide Program offers a student the opportunity to serve the entire school community as a helper in the Library Learning Commons. Some activities are: shelving print and non-print materials, checking in/out materials, operating computers, shelf reading, assisting teachers and students, and a variety of other jobs. Openings are limited and available through application to the Library Learning Commons staff.

LIBRARY LEARNING COMMONS

The mission of the Weston High School Library Learning Commons is to ensure that students graduate as competent, critical and ethical users and creators of information.

The Library Learning Commons is a physical and virtual environment that fosters innovative teaching collaborations and supports learning in all curricular areas. Our goal is to honor the unique potential of each member of the school community and to cultivate "information literate" citizens. Upon graduation, students should be able to determine their information needs, recognize relevant information, solve problems, and effectively communicate the results of their research.

The physical Commons is open 7am until 4pm every school day and the virtual Commons is available 24/7. The teacher librarian and staff are available to help students with each step of the research process, recommend good reading, or help students and staff with tech issues.

OUR COLLECTION:

- o Reference and non-reference books in all formats, including titles for pleasure reading, personal interest, and academic requirements
 - MP3 Audio Books
 - Kindles
 - DVDs, CDs (audio books)
 - Gale Virtual Reference Library
- o Discovery Service - federated searching of databases, ebook and print collections available through the Commons

- o Over 50 subscription databases (including JSTOR, Science AAAS, ABC-CLIO, Congressional Quarterly, Oxford, Britannica, iCONN Ebsco suite, and selected Gale resources)
- o HP laptops, ipads, Chrome Books
- o Video and digital cameras, tripods
- o Magazines and newspapers
- o Textbooks for use in the Commons
- o WHS Class Yearbook collection
- o Archives of school history
- o Archives of Life Magazines

OUR FACILITIES:

- o Twenty-five station flexible computer lab
- o Makerspace - MacBook Pros, HP laptops, 3D printers, digital drawing tablets, sewing, papercrafts, legos, electronics, Arduino, Raspberry Pi
- o Large seminar/classroom
- o Small conference room for group study, quiet study or meetings
- o "New Room" for collaborative work or small classes in a café atmosphere
- o Charging station
- o Desktops, tablets, and laptops for Internet research and class assignments (HP laptops, ipads, Chrome Books)
- o Mobile printer
- o Small "store" for purchase of supplies
- o Study carrels, leisure reading areas, tables

PUPIL SERVICES

Psychological Services

Weston High School psychology services include:

- Student self-referral, parent, teacher, or school counseling referral for assistance with a personal or educational problem interfering with school performance.
- Psychological testing to assist the student, parents, and Planning and Placement Team in appropriate program planning and to determine the need for special education intervention.
- Individual and small group counseling on specific issues of a personal or academic nature.
- Consultation to staff and parents on student management strategies and expectations for students.

Speech/Language Services

Students with communication problems may receive assistance from the Speech/Language Pathologist in the area(s) of:

- Articulation

- Syntax and vocabulary usage
- Dysfluent speech
- Faulty voice condition
- Language problems associated with a hearing loss
- Receptive and expressive language

Services are provided on an individual or small group basis. An Individual Education Program (IEP) targets specific goals within a time frame.

Special Education Instruction

Individualized instruction for students with specific academic and/or social/emotional needs is provided with the context of special academic courses or support services. Depending on the nature and severity of the student's problem, Weston High School's Planning and Placement Team (administrator, teachers, school counseling, school psychologist, parents, and student) recommends the special education courses required for the student to perform successfully at Weston High School. Decisions are based on the results of psycho-educational testing, class performance, observations of behavior, and consultation with mainstream teachers. IEP's address specific academic, behavioral, and transition goals.

Health Services

The school nurse is available to provide emergency care for students in case of accidents or sudden illnesses. She is also available to counsel students, their parents, and faculty on health matters. **Before admission to Weston High School, all new entrants are required by State law to show proof of immunization** against Polio (IPV/OPV - 3 doses), Diphtheria, Pertussis, and Tetanus (DPT/DTaP/DT – 4 doses), Measles, Mumps, Rubella (MMR – 2 doses), Varicella (1 dose) [or proof of immunity to chickenpox], Hepatitis B vaccine (3 doses), and a physical examination including date and result of a tuberculosis skin test or chest x-ray (as determined by student's personal physician) within one year of entry. **Complete physical examinations are required for all new students and incoming ninth graders.** The school nurse should be kept updated on any changes of a student's medical condition or medication that are pertinent to a student's full and safe participation in school. If medication is to be given in school an authorization form for the administration of medication must be signed by the physician and parent/guardian. Students who are exempt from having any mandated immunizations because of their medical/religious beliefs must present either a medical or religious exemption form to the school health office.

Homebound Instruction

Homebound or hospitalized instruction shall be provided when a student's condition will cause an absence of at least three weeks duration. **A physician's note with specific detail of length of anticipated absence is required in order to initiate this process.** Provided nothing in the student's condition precludes it, such instruction shall begin no later than two weeks from the first day of absence. Instruction shall be provided for up to two hours per day or ten hours per week for high school student. Where medical and other evaluative data indicate that these time requirements are too great for the student, revisions may be

made. The student's school counselor should be contacted by a parent if homebound procedures need to be initiated. The school nurse is also part this team.

School Counseling Services

The School Counseling Program is comprehensive and developmental and is designed to meet the personal, academic, and vocational counseling needs of all students. Scheduled seminar groups provide the means to address student and parent concerns related to orientation to the high school, academic awareness, self-awareness, career exploration, decision making for post high school plans, and the mechanics of college and job searches. Participation of students is required in Grade 9 Orientation, Sophomore Exploration, and College and Future Planning Seminar. Personal interests, career awareness, and self-awareness exploration activities are available on an individual basis beginning in sophomore year. Specific career and/or college related planning is provided through intensive individual and family counseling conferences. Ongoing personal guidance for students is available for students in need. The overall aim is to help students move through high school with proper assistance and support in order to achieve greater success in the fulfillment of their high school goals and post high school plans.

Grade 9 Orientation

The Grade 9 Orientation Program is designed to assist in providing the foundation for a successful high school experience. Students, when aware of expectations, opportunities, and responsibilities tend to make good decisions in their lives, both in and out of the classroom. Desired outcomes of the orientation program are:

1. The student will know his/her counselor and recognize how, where, and when help is available.
2. The student will be able to recognize key individuals in the school and their roles, i.e. principal, assistant principal, school nurse, etc.
3. The student will think about himself/herself and make commitments regarding expectations he/she has for others as well as understanding the expectations others have for him/her.
4. The student will be aware of extracurricular activities available to him/her and will commit to membership in at least one.
5. The student will be comfortable with the upper class students and be encouraged to ask for help and direction.
6. The student will be aware of Weston's policies and academic expectations: graduation requirements, four-year academic plan, academic records, etc.
7. The student will be aware of available opportunities and resources as well as the expectations for good citizenship in the Weston High School community.

Grade 9 students are required to attend scheduled orientation seminar sessions with their counselor and invited adult and student participators. A follow-up session will be scheduled at the end of the second marking period to update the four-year academic plan and make decisions regarding course selections for sophomore year.

Sophomore Exploration

During the second quarter, tenth graders will meet with their counselor in Sophomore Seminar. In a small group format, students will explore their interests and abilities related to future professions and begin the process of decision-making as it ultimately impacts the research and selection of college or alternate programs. At this time, all students and parents will be registered for Naviance. Naviance is a College and Career database that the school counseling department uses for all college and future planning. Students have the opportunity to meet with their counselors during the first and second quarters to adjust schedules if necessary and to receive academic and personal support. During the third and fourth quarters, students will meet with their counselors to update their four-year academic plan and plan a schedule for their junior year.

College and Future Planning Seminar

The College and Future Planning Seminar is provided by the School Counseling Department to help students meet personal goals for the future. A good outcome requires informed decisions and correct procedures. We plan to meet the following goals through a series of small group seminars required of all juniors:

1. Provide a thorough overview of the planning process including methods for personal goal setting and decision-making.
2. Provide a detailed overview of the college research and application process.
3. Provide a thorough review of academic, non-academic, and personal credentials.
4. Provide an orientation to the College and Career Information Resource Center.
5. Provide direction for the individual student, further the development of the relationship between the assigned counselor and counselee and set up a means of continuing communication and assistance through college selection/alternate plans and graduation.

Testing

Weston High School students participate in a number of standardized assessments and are invited to take self-awareness inventories to assist in decision-making.

- **CAREER INTEREST INVENTORIES**
These inventories measure interests, not aptitude or intelligence. Although materials are essentially self-explanatory, each student is provided with individual counseling in the use of the information. These inventories score General Occupational Themes and Basic Interest Scales. All sophomores and juniors use these results for career explorations.
- **PSAT (Preliminary Scholastic Assessment Test)**
In October, all sophomores and juniors take the PSAT, which is an abbreviated form of the Scholastic Assessment Test. This test is designed to measure aptitude in verbal and numerical reasons. The PSAT also serves as the National Merit Scholarship Qualification Test for juniors. Timed and untimed versions are administered; modified testing is available to students certified by College Board as meeting special needs criteria.
- **SAT I (Scholastic Assessment Test)**

In the spring, all juniors take the Scholastic Assessment Test. Students may choose to take additional administrations of the test outside of school, typically in the spring of junior year and fall of senior year. The test is composed of critical reading, writing and two mathematical sections. Results are submitted to colleges by the student at the time applications are being prepared. The purpose of the test is to provide students and colleges with a common measure of verbal and mathematical reasoning abilities. This test is administered by the College Entrance Examination Board, Princeton, New Jersey.

- SAT II (Achievement Tests)
Offered in more than 20 subject areas, intended to measure knowledge in one subject area and the ability to apply that knowledge. Many colleges require tests in several subject areas (generally mathematics, English and either science, social science, or modern language). These tests are administered by the College Entrance Examination Board and usually are taken at the conclusion of the subject study (ex. Honors Biology)
- ACT
The ACT is another college admissions test administered by a different testing organization and is used by many colleges and universities in lieu of the SAT I and often in place of the SAT II. The test is offered on a schedule similar to the SAT I testing schedule and has four sections; English, Mathematics, Social Studies and Natural Sciences.
- AP (Advanced Placement Tests)
Advanced Placement exams are three-hour examinations based on a full year college level study in high school. These tests are used for college credit and/or placement. There is a fee of approximately \$95 per exam and they are offered in the spring. **All students enrolled in courses designated as AP are expected to participate in AP testing.**

CORE Team

The Student Assistance CORE Team is a multi-disciplinary team composed of school personnel. This team has been trained to understand and work on issues of adolescence and plays a primary role in the identification and pre-referral process for students whose performance/behavior places them at educational risk. The CORE Team meets regularly and in times of crisis to review student referrals, assess the nature and extent of the problem, and make appropriate recommendations.

Student Assistance Team (SAT)

The Student Assistance Team (SAT) provides academic and emotional interventions and supports to our students in need in a timely manner through collaborative team referral management. Interventions and supports are aligned with the school's Positive Behavior Interventions and Supports (PBIS) initiative and referrals are processed at regularly scheduled meetings. Counselors, social worker, and psychologist communicate with teachers implementing the interventions. The status of student progress is reviewed and recorded at SAT meetings.

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2341	Drama (A)	0.5	9-12	19
2342	Advanced Drama (A)	0.5	9-12	19
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1338	Pre-Calculus – Honors	1.0	10-12	33
MA1353	Calculus	1.0	11-12	34
1341	AP Calculus AB – Honors	1.0	11-12	34
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