

# **PROGRAM OF STUDIES 2012 – 2013**

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February 2012

*Dear Weston Student:*

*The mission of the Weston School district is to provide each student 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 compiled 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, we encourage you to plan out course selections for future years. Please read the following information carefully as it describes the selection process, requirements, and program choices involved in developing your academic program.*

*The high school curriculum is based on our school mission. Specific learning expectations are required and embedded into course assessments; these expectations and the importance of the Connecticut Academic Performance Test (CAPT) are noted in the opening section of this book. Weston graduation requirements, your personal abilities and interests, and your future plans should serve as the basic guide in the selection of your courses. You should realize that your future options are affected by the choices you make today.*

*Before making your selections we encourage you to carefully read the Program of Studies and consult with appropriate individuals such as your counselor, your teachers, your parents, and others who know you well. Make yourself aware of 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 course(s) 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. Since our co-curricular program is designed to complement our academic program, opportunities in this area should also be considered in your 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.*

*We encourage you to design a program of study that is personally challenging and requires you to stretch and grow. Select one that will allow you to balance your academic priorities with the rest of your in and out of school responsibilities. Most of all we urge you to take full advantage of the high quality educational opportunities available to you. It is an investment in your future!*

*Lisa Wolak  
Principal*

*Dan Doak  
Assistant Principal*

*Michael Marotto  
Assistant Principal*

## **Weston High School Core Values and Beliefs**

WHS is committed to providing a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem-solvers, 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:

1. Communicate (writing, presenting) in a meaningful way for a variety of purposes and audiences;
2. Demonstrate a sensitivity to the precision and nuances of written, visual, and aural medium (books, art, film, data, maps, graphs, music) through comprehension, interpretation, and evaluation;
3. Employ critical and creative thinking skills to solve problems; and
4. Pose questions, examine possibilities, and apply skills to find solutions to authentic issues.

### **Social and Civic Expectations**

1. Make positive choices related to physical and mental wellness; and
2. Contribute to the local and global community (environment, etc.) in a collaborative 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 US History & .5 American Government	3.0
Fine and Performing Arts	1.0
Physical Education	1.4
Health	0.6
Other	1.0 Technology
	0.8 Found.Comp***
	6.2 Electives
<b>Total Credits</b>	<b>24.0</b>

\* Every student must also successfully complete the Sophomore Research Paper.

\*\*\* Includes .8 Foundational Competencies. Credit will be awarded for completion of the foundational competency course or by achieving goal on related sections of CAPT, Grades 10 or 11. This policy meets state mandate # PA 01-166.

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.

### **Graduation Requirements:**

Includes .8 Foundational Competencies (Reading, Writing, Math, Science). Credit will be awarded for achieving goal on related sections of CAPT, Grades 10. This policy meets state mandate # PA 01-166. Students who do not meet goal on one or more sections of CAPT must complete a portfolio in that designated discipline that meets departmental standards.

### **Full Time Status**

- Ninth grade students must be scheduled each semester for a minimum of eight periods of which seven courses or the equivalent must be graded A-F.
- Tenth grade students must be scheduled each semester for a minimum of seven periods of which seven courses or the equivalent must be graded A-F.
- Eleventh and twelfth grade students must be scheduled each semester for a minimum of six periods of which six courses or the equivalent must be graded A-F.

Courses not included in the minimum requirement are: Border Crossing, Community Service, Independent Study, Jazz Band, 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

### **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**

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

Therefore, 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 and participate in those classes. Consequently, schedule changes will be permitted only under the specific circumstances described below. Dropping of courses to accommodate personal schedule desires cannot be accommodated. All schedule changes must initiate in the School Counseling office and be officially approved.

- I. Some schedule changes may be **required** under certain conditions. These conditions are:
  - a. unanticipated failures
  - b. successful completion of summer school courses
  - c. technical errors
  - d. recommended academic level change
  
- II. If a schedule change is requested in order to accommodate a **sequence or order** issue, the following guidelines apply:
  - a. such a request will be denied if it is simply to meet the personal concern or preference of the student.
  - b. To be considered, requests for changes must be for:
    1. substantive academic reasons or
    2. conflicting responsibilities or
    3. hardship situations
  - c. Requests will be shared with and reviewed by the counselor on a case-by-case basis, with recommendation following to the Curriculum Instructional Leader, and final approval by the Administration.

- III. If a schedule change is requested in order to **exchange one course for another**, the following factors will be considered in determining whether a change will be approved.
- There is a substantive academic reason to justify the change. (This may have to be given in writing.)
  - The proposed change does not adversely affect class size or class size balance.
- IV. If a schedule change is requested in order to take the **same course from another teacher**, the following process will be followed. Throughout this process, the goal shall be to resolve in a positive manner whatever issue is the root cause for the request.
- The issue shall be first discussed with the counselor.
  - If the student still wishes to request the change, he/she will meet with the teacher to discuss the request.
  - If the request remains, the respective Curriculum Instructional Leader will assist in coming to a resolution at the request of either or both parties.
  - The Curriculum Instructional Leader will make a recommendation to the Administration based on his/her discussions, department perspective, and up to date class size information.
  - If either party is not content with the resolution, a written request to the Administration detailing the reason(s) and the efforts made to solve the problems shall be made. A hearing will be held on request and the principal will make the final decision.
  - Changes that adversely impact the overall schedule or class size cannot be approved.

**Such teacher changes are highly unusual and are only considered for documented, specific and legitimate educational purposes.**

- V. Requests to drop a course are discouraged. As described in the introduction, the master schedule was constructed and funded to meet the original requests of the students. However, in extraordinary circumstances a student may wish to request to withdraw from a course. If a student wishes to **withdraw from a course**, and the remaining schedule still remains at or above the minimum requirement, the following rules apply:
- The student must discuss the possibility and advisability of the drop with his/her counselor and with the teacher of the class. Teacher recommendations will be considered. Parent approval is required.
  - If a student withdraws from a **full year** course during:
 

1 <sup>st</sup> Quarter	-	no record
2 <sup>nd</sup> Quarter	-	*W on transcript
3 <sup>rd</sup> Quarter	-	*W on transcript-W/F if not passing at that time
4 <sup>th</sup> Quarter	-	*W on transcript-W/F if not passing at that time
  - If a student withdraws from a **semester** course during:
 

1 <sup>st</sup> 4 weeks	-	no record
2 <sup>nd</sup> 4 weeks	-	*W on transcript
last 8 weeks	-	*W on transcript-W/F if not passing at that time

Colleges will be notified of substantive changes in academic schedule if completed after the application has been sent.

\* W-Withdrawal

- VI. If, at any time, the student **withdraws** from a course and, as a result is carrying **less than the minimum** required course/credit load, the student will be assigned to a supervised study hall. The policy, process, and guidelines for item V apply in this instance.
- VII. If a student wishes to **add a class** to his/her schedule, the following guidelines will be used:
- The selection must be discussed with the student's counselor.
  - The appropriate Curriculum Instructional Leader must approve the request.
  - Additions will not be honored if the class size exceeds the established limit.

(For students adding courses after the first two weeks of a course, credit/attendance policy may be prorated.)

### **Schedule Changes – Process**

All approved changes require the proper paper work process.

- The students will fill out a Course Change Request form and discuss the possibility and advisability of the proposed change with the counselor and, if currently enrolled, the teacher of the course.
- The parent's signature is required when a course is being dropped or if an academic level is being changed.
- The teacher and the respective Curriculum Instructional Leader indicate their recommendations.
- Class size figures are checked.
- The counselor fills out the Course Change form.

**The student must remain in the currently scheduled class until the Course Change form has been returned to the counselor and the counselor has informed the teacher(s) affected by the change. 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 academic department chair as well as the Director of School Counseling.

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 120 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.

	1 <sup>st</sup> Quarter Grade	2 <sup>nd</sup> Quarter Grade	Exam Grade	3 <sup>rd</sup> Quarter Grade	4 <sup>th</sup> 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/No Mark**

The purpose of the PASS/NO MARK option is to encourage students to explore areas of knowledge without anxiety over the grade. The PASS/NO MARK Option is available to juniors and seniors only. Courses that are needed to meet graduation requirements may not be taken on a P/NM basis. A permission form to take a course P/NM is available from the School Counseling Office and must be signed and approved by the students, the parent, the counselor, and the teacher and filed at the School Counseling Office no later

than the middle of the first quarter (25%) of the course and before any grades are sent to colleges for admission purposes.

Under the P/NM system only a “P” is given credit. No credit toward graduation is given for an NM. To be considered for honor roll designation a student enrolled in a P/NM course must also carry a minimum of five (5) graded courses, not including P.E.

Specific educational programs in which individual learning expectations are established will use an evaluation ratio of HONORS, PASS, or NO MARK. These programs are:

Independent Study	Community Service Program
Classroom Aides	Work Opportunity Program

### **PASS/NO MARK Application Procedure**

1. Permission forms to take a course under the P/NM 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/NM 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.

### **Auditing**

The purpose of auditing is to allow students to pursue an area of study in which they have an interest. It is designed for the student who wants to go beyond what he or she is already doing and take advantage of the school’s many available offerings. Any student who wishes to audit a class may do so with permission of counselor or teacher. The teacher keeps no record and no official evaluation is made of the student’s work. Audited courses are not included in minimum course loads.

### **Repeating A Course**

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:

1. The course title will appear twice on the transcript along with the grades earned for each time the course was taken.
2. The properly weighted average of the two grades will be used in calculating the student’s GPA.
3. No additional credit toward a Weston High School diploma can be earned for a retaken course.

### **Grade Review Procedures by Departments**

Concern by a Student or Parent Regarding a Specific Grade (for test/paper, marking period, final grade)

1. The student/parent meets with the teacher to allow the student 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 the student/parent is not satisfied with the result of this conference, 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 Curriculum Instructional Leader 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. An administrator may be asked by any one of the participants to chair or merely be present at the Curriculum Instructional level meetings. Meetings and decisions will, however, proceed as described above.
5. Final decisions regarding grades are determined by the teacher.

**General Concern Regarding a Given Teacher's Standards**

1. The individuals will first meet with the teacher to explain their concerns and to hear the teacher's explanation. Students may request their counselor be present at any meeting.
2. If the individuals are dissatisfied with the given explanation, a meeting can be requested with the teacher and the Curriculum Instructional Leader.
3. The Curriculum Instructional Leader may call on other teachers of similar courses to attend this or a succeeding meeting to provide a broader base for determining the validity of concerns.
4. If, as a result of this meeting, it is agreed that some changes may need to be made, the Curriculum Instructional Leader will work with the teacher on whatever the perceived problem/solutions might be.

**Honor Roll**

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

***Principal's Honor Roll***

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

The student must have a weighted G.P.A. of 3.85 or higher.

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

"Incompletes" eliminate a student from consideration for Principal's Honor Roll.

***Honor Roll***

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

The student must have a weighted G.P.A. of 3.4 or higher.

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

"Incompletes" eliminate a student from consideration for honors.

**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 fall of the sophomore year, the student and parent should submit an initial request and proposed plan to the counselor.
2. By January 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 the end of April 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 Director of School Counseling. This is to be forwarded to the principal for review by May 1 of the sophomore year.
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 will 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 early fall 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 proposal by December to be approved by the parent, counselor, and Director of School Counseling. The plan should include postgraduate plans and a scheduling plan.
2. The Director of School Counseling submits the approved plan to the principal by early January of the student's junior year. The principal will review and respond by the end of semester 1.
3. The counselor and student will verify at the end of the student's junior year that progress is on target.
4. The counselor and student will provide verification to the principal that progress remains on target by mid-October of the student's senior year.

### **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.

### **Reporting of Student Academic Performance**

Throughout the school year students and parents have the capability to check academic progress in their individual courses via the teachers' grade books in PowerSchool.

Families are encouraged to note student progress at the mid quarter point in October, December, March and May.

Report cards are issued four (4) times a year to record academic progress. These reports are available to students and parents via PowerSchool in November, February and April. A final report card is mailed to the student's home at the end of the school year and becomes part of the student's permanent record.

### **Weston High School Attendance Policy**

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

### **Academic Probation and Monitoring**

Weston High School recognizes that our student body consists of a variety of students with differing levels of ability as well as differing interests and post-high school plans. We believe that a grade point average of 2.0 (C) should be the minimum for acceptable academic progress.

There are many possible reasons why a student may, in a given marking period, not perform up to his or her academic potential. For these students the school is committed to providing guidance to help the student improve his or her academic performance.

Some students may need support in terms of better organization of time, development of better study habits and skills, or extra tutoring in given curriculum areas. Therefore, a student will be placed on "Academic Probation" for one marking period if the student earns less than a C (2.0) average or fails more than one course (grade F). Students in grades 9-11 on Academic Probation will not be eligible for the Study Hall Option (Open Campus).

- 1<sup>st</sup> Quarter grades will determine 2<sup>nd</sup> Quarter assignments
- 2<sup>nd</sup> Quarter grades will determine 3<sup>rd</sup> Quarter assignments
- 3<sup>rd</sup> Quarter grades will determine 4<sup>th</sup> Quarter assignments
- 4<sup>th</sup> Quarter grades will determine 1<sup>st</sup> Quarter assignments

Upon posting of grades, a student on Academic Probation will be assigned to a supervised study or, in place of supervised study and with administrative approval, the student may be scheduled in one of the following options:

- With departmental approval, assignment to a Departmental Resource Center for extra help.
- Assistance with a school recognized tutor in an assigned study area.

School counselors monitor student performance and help students develop improvement plans. Teachers with students on Academic Probation will maintain close contact with the school counselors and communicate as necessary with the student's parents. Students whose academic, attendance, or behavior records indicate more intensive intervention may be recommended to the CORE team for service review.

## **COURSE SELECTION**

### **Beginning the Process – Program of Studies**

The scheduling process begins in February. Program of Studies booklets are distributed to students, and high school students are scheduled for appointments with their counselor to discuss their overall educational plans and schedule for the coming year. Middle School students participate in scheduling programs at the high school and consult directly with Middle School staff and counselors. During class assemblies and within classrooms students learn about specific courses and opportunities and are advised about their selections for the coming year.

### **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 share their concerns with their school counselor. As noted above, every student will meet with his or her counselor as part of the process.

### **The Scheduling Process**

During the scheduling process students will complete a course selection form. In addition to listing all courses they wish to take, students should also list alternate elective choices. Parents are asked to review and sign this form. **Failure to return this form on time will limit opportunities for choice and flexibility in scheduling.**

### **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. Prior to the end of school, each student will receive his or her list of courses for the next school year. It is not possible to provide names of teachers or specific periods until the first day of school.

### **Student Responsibilities in the Scheduling Process**

1. Discuss recommendations with the academic teachers and inquire about the elective programs from the teachers in those areas.
2. Read and discuss the Program of Studies with your parents.

3. Meet with your counselor at the scheduled appointment time.
4. Discuss the preliminary course selections with your parents.
5. Have one of your parents sign the course selection form.
6. Return the course selection form with your signature and that of a parent **on or before the deadline indicated on the card.**
7. After receiving confirmation of your course selections, report any error immediately to your counselor.
8. Understand that the courses selected at this time will be the schedule of courses for the following school year.

## 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.

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. Evaluations are based on classroom participation, homework, writing portfolio, research, quizzes, tests, journals and performance assessments. Self- and peer evaluations also allow students to set their goals and gauge their growth.

### **Foundational Competencies**

To meet Foundational Competency graduation requirements in reading, writing and research skills, students must:

1. Earn a passing grade on the required **Sophomore Research Project**
  
2. Meet the Weston Public Schools system proficiency goal on the Reading and Writing sections of the grade 10 CAPT.

**OR**

Complete portfolios in Grade 11 for required CAPT sections

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

### **Course # 1112 - English 9**

**Full Year**

Exploring the major concepts of *Family*, *Archetypes*, *Conflict* and *Perception* through close reading and analysis of selected novels, short stories, non-fiction, poetry and film students gain perspectives and communicate their understanding and ideas. These ideas are shared through classroom discussions and communicated through oral presentations and formal and informal writing experiences. Preparation for the CAPT is embedded. Summer reading is required to prepare for the course.

### **Course # 1110 - English 9 Honors**

**Full Year**

While all Weston High School Language Arts courses are rigorous in addressing foundational competencies, some students may be able to meet the more complex demands of honors courses. Exploring the same concepts of *Family*, *Archetypes*, *Conflict* and *Perception* these students delve deeply into analytical ideas in some of the same reading as well as additional novels and corollary materials. These analyses are communicated through extensive discussion, oral presentations and extensive writing.

Preparation for the CAPT is embedded. Summer reading with a written assignment is required to prepare for the course.

- *The admission requirements for this course are based on a matrix comprised of scores on standardized tests, the in-class prompt which is administered to all 8<sup>th</sup> graders, and departmental recommendation.*

### **Course # 1122 - English 10**

**Full Year**

Exploring the major concepts of *Change, Patterns, Conflict* and *Power*. Close reading and analysis of selected literature deals with external and internal journeys and goals as portrayed in world literature. Classroom discussions, oral presentations and writing responses reflect understanding. Every student must complete the Sophomore Research Project with a passing grade as a **graduation requirement**.

### **Course # 1120 - English 10 Honors**

**Full Year**

While all Weston High School Language Arts courses are rigorous in addressing foundational competencies, some students may be able to meet the more complex demands of honors courses. The tenth grade concepts of *Change, Patterns, Conflict* and *Power* are delved into through deep analytical ideas in some of the same reading as well as additional novels and corollary materials. These analyses are communicated through extensive discussion, oral presentations and extensive writing. Students develop perspectives on these concepts through close reading and analysis of selected novels, short stories, non-fiction, poetry and films that deal with external and internal journeys and goals as portrayed in world literature. These ideas are shared through classroom discussions and communicated through oral presentations and extensive writing. Completing the Sophomore Research Project with a passing grade is a **graduation requirement**. Preparation for the CAPT is embedded. A summer reading assignment involving a written response is required to prepare for the course. Requirements for admission to this course:

- *Current Honors students must maintain a C or better in Honors course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

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

**Full Year**

This course is teamed with the American Studies History course. The eleventh grade Language Arts theme of *Forging Identity* is developed through the exploration of the concepts of *Cause and Effect, Migration, Innovation, Change, Prosperity, Patterns, Conflict* and *Community*. Through collaboration in a variety of activities, close readings and analyses, students develop a comprehensive understanding of the evolution of our national cultural identity against the background of world events. Summer reading is required to prepare for the course.

### **Course # 1133 - English 11**

**Full Year**

This is a non-teamed American Studies course that develops the theme of *Forging Identity* through the concepts of *Cause and Effect, Migration, Innovation, Change, Prosperity, Patterns, Conflict* and *Community*. Students read, discuss and write about

American Literature and non-fiction. Through a variety of activities, close readings and analyses, students develop a comprehensive understanding of the evolution of our national cultural identity against the background of world events. Summer reading is required to prepare for the course.

**Course # 1153 - English 11 - AP English Language**

**Full Year**

This is a college level course, and as such, demands exceptional rigor in reading, writing and analysis. While this course integrates some aspects of the American Studies programs, it is primarily a course exploring non-fiction in a variety of periods, disciplines and rhetorical contexts in order to develop skilled responses. All enrolled students are expected to take the AP Language and Composition Examination in May, from which they may acquire college credit. 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 must maintain a C or better in Honors course*
- *New applicants*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**Course # 1194 - English 12**

**Full Year**

The theme of *The Individual's Search for Meaning* is explored through the concepts of *Memoir and the Sense of Self*, *Human Resilience in the Struggle Against Evil*, *Future Visions* and *The Absurd*. This text-based course is designed to prepare students for the reading, reflecting, discussing and writing they will encounter on the college level. The course will provide a survey approach to the traditional literary genres of novel, short story, poetry, drama, memoir, essay, film study and nonfiction. The core texts will provide a focus for students to engage in a broad range of literary study that reflects universal human values and struggles in both tragic and comic contexts and across cultures. This survey approach will allow for differentiation and will encourage seniors to discover areas of interest they might wish to pursue in their college studies. Summer reading is required to prepare for the course.

**Course # 1165 - English 12 - Honors Humanities**

**Full Year**

This twelfth grade Honors level course is an exploration of the great literature, art, music, belief structures and passions that have framed the development of Western culture and thought. Students read an eclectic array of texts and excerpts from the great classical writers, view iconic works of art and listen to pivotal musical literature. 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/AP students must maintain a C or better in Honors/AP course*
- *New applicants*
  - *Must have a grade of A- or better in standard course*
  - *Department recommendation*
  - *Prognosis Assessment upon appeal*

**Course # 1151 - English 12 - AP Literature****Full Year**

This twelfth grade college level course is based primarily on intensive critical reading, discussion and writing about classic literature, and as such, it demands exceptional rigor. All enrolled students are expected to take the AP Literature and Composition Examination in May, from which they may acquire college credit. 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/AP students must maintain a C or better in Honors/AP course*
- *New applicants*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**NOTE:** *Transfer students applying for any Honors or Advanced Placement course must present corollary criteria, complete an interview, 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 - Journalism****Semester**

Investigating and reporting through various media are major 21<sup>st</sup> century skills. Learning both the skills and the guidelines for this form of communication enables students to become highly vocal participants in the global community. Students learn to harness the “power of the press” in all its varieties – paper, television, internet, etc.

**Course # 1150 - Advanced Journalism****Semester**

This course will advance the skills and knowledge gained in the *Journalism* course. Assignments will challenge the students’ ability to write objective, interesting, informative stories with fairness, accuracy and balance. The projected experiences will include: analysis of veritability complete balanced research; television and radio journalism; cross-media journalism; writing under time pressure.

- *Prerequisite: 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 extensive 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 # 1160 - Film Studies I****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 # 1159 - World Film****Semester**

This course is designed to develop a critical stance in visual literacy through the analysis of world film. It is a blend of a survey course in international film history and a study of the new directions in film across the world. Selected films include classics from Germany, Russia, Italy, France and Japan as well as contemporary talents from China, India, the Middle East and South America. Course will require extensive readings of film criticism, analytical and persuasive writing, and independent readings and viewings. (A)

**Course # 2341 - Drama Practicum****Semester**

This is a practical foundation course for those who wish to become proficient in the use of theatre skills. Theatre exercises in diction, articulation, projection, interpretation and movement are used to promote physical, mental and focusing skills. Students are coached through a series of performances: monologues, dialogues and scenes. Activities also include improvisation, character study, and scene study. (A)

**Course # 2342 - Advanced Drama Practicum****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 Practicum*

**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, demonstrated maturity and academic;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or NO MARK 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.

## **FINE AND PERFORMING ARTS**

The mission of the Fine 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.

Some theatre programs described within Fine 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 Fine 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 Practicum**

**Semester**

This is a practical foundation course for those who wish to become proficient in the use of theatre skills. Theatre exercises in diction, articulation, projection, interpretation and movement are used to promote physical, mental and focusing skills. Students are coached through a series of performances: monologues, dialogues and scenes. Activities also include improvisation, character study, and scene study. **(E)**

#### **Course # 2342 - Advanced Drama Practicum**

**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 Practicum*

**Course # 1627 - Public Presentation and Debate**

This elective course is for those who wish to become proficient public speakers and presenters. Through the use of theatre exercises in diction, articulation, projection and interpretation, physical, mental and focusing skills are developed which help students overcome nervousness and organize and prepare presentations. Students learn how to integrate technology, use humor, gauge an audience and participate in public discourse. Students should expect to present numerous individual and group projects. (A)

**VISUAL ARTS**

**Course # 2312 - Experimental Art and Design**

**Semester**

This is a hands-on visual arts course that styles that focuses on multimedia with an emphasis on printmaking techniques. Projects may include collograph, frottage, monotypes, relief prints or intaglio prints. 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. Emphasis is on techniques, utilizing a variety of media and subject matter, including pencil and pen and ink.

**Course # 2309 - Advanced Drawing I, II**

**Full Year**

A continuation of Drawing I, Advanced Drawing introduces color through use of pastels, colored pencils, and paint. Course emphasis is on individual expression and allows for in-depth studies such as portraiture, the figure, landscapes, etc. Recommended for portfolio development. Students may take additional semesters to further develop their portfolios.

- *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. Basic glazing and surface finishing are used. It is a prerequisite for sculpture and advanced ceramics/sculpture.

**Course # 2305 - Sculpture**

**Semester**

Students will explore a variety of three-dimensional media including clay, wood, wire, plaster, Paris-Craft and found materials. Both abstract and representational themes will be explored. 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. Students will learn about the work of professional sculptors.

- *Prerequisite: Ceramics*

**Course # 2306 - Advanced Ceramics/Sculpture**

**Semester**

Students learn advanced sculptural and pottery techniques to 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.

- *Prerequisites: Ceramics and Sculpture*

**Course # 2321 - Photography One**

**Semester**

Students learn the fundamentals of camera handling, development, printing, and presentation of quality black and white photographs. Course will include both traditional and digital processes. 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)

**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 # 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 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)

- *Prerequisite: Basic Computer Skills*

**Course # 2329 - Advanced Contemporary Media Design**

**Semester**

This course allows students to explore more complex applications and problem solving through contemporary media and design projects. Digital photography, successful layout design and audio/video use will be more emphasized at this level. Students utilize Adobe Photoshop, InDesign, Bridge, Acrobat, iMovie and Illustrator on the Mac computer platform. In addition, students are introduced to authentic commercial art assignments. (T)

- *Prerequisite: Contemporary Media Design*

**Course # 2330 - Web Design**

**Semester**

This course allows students to 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 mobile app use. Students learn and use Adobe Flash and Dreamweaver in addition to the software previously used in CMD. (T)

- *Prerequisite: Contemporary Media Design*

**Course # 2347 - Television Production**

**Semester**

Using the new 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 # 2343 - Videography****Full Year**

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 # 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 course and teacher recommendation.*

**Course # 1160 - Film Studies I****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 # 1159 - World Film****Semester**

This course is designed to develop a critical stance in visual literacy through the analysis of world film. It is a blend of a survey course in international film history and a study of the new directions in film across the world. Selected films include classics from Germany, Russia, Italy, France and Japan as well as contemporary talents from China, India, the Middle East and South America. Course will require extensive readings of film criticism, analytical and persuasive writing, and independent readings and viewings. (E)

**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 juniors and seniors through an application process. Requirements for admission to this course:

- *Successful completion of Drawing*
- *B+ or better in at least one other Art course*
- *Departmental approval*

**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.

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

**Course # 2401 - Concert Band**

**Full Year**

This course is open to all students who play a band instrument at the basic level of proficiency for high school performance. 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 students who have achieved a high degree of proficiency on their instrument. 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, B average or better in Concert Band, and department recommendation*

**Course # 2412 - Wind Ensemble**

**Full Year**

This is a performance course open to advanced wind students, who are selected through an audition process, and who are interested in working on highly complex and challenging literature designed for wind ensemble. Students from this ensemble may also audition for the Symphonic Orchestra, which meets concurrently. Students perform at a variety of venues.

- *Prerequisite: Audition*

**Course # 2415 - 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. Juniors and seniors perform in the New Vintage Jazz Ensemble while Freshmen and Sophomores perform in the Out of the Box Jazz Ensemble. Students perform at a variety of venues. *New Vintage meets twice weekly outside of the school day, usually one evening and one morning. Attendance policy applies and is prorated.*

**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 at festivals, concerts, recitals, and receptions.

**Course # 2414 - Symphonic Orchestra**

**Full Year**

This is a performance course open to advanced string, wind and percussion musicians through audition. This group will pursue complex music for full orchestra. This ensemble performs at a variety of venues.

- *Prerequisite: Audition*

**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 # 2447 - Women's Choir****Full Year**

This performance course is open to women who enjoy performing a variety of types of music, from classical to jazz, written specifically for women's voices. It performs intermediate to advanced literature in a minimum of three local concerts a year, with the additional possibility of travel to outside venues.

**Course # 2448 - Men's Choir****Full Year**

This course is open to men who enjoy performing the variety of music written specifically for the male voice. It performs a minimum of three local concerts a year, with the additional possibility of travel to outside venues.

**Course # 2437 - Chamber Singers****Full Year (0.5 Credit)**

This is a performance ensemble with admission by audition. This group performs frequently both in and outside of school, records and usually tours annually over a school vacation. *This course meets twice a week outside the school day, usually one evening and one morning. Attendance policy applies and is prorated.*

- *Prerequisite: Audition*

**Course # 2419 - Music Technology & Composition****Semester**

This non-performance course teaches the fundamentals of music technology as a set of tools for the creation of original music in a variety of styles. The course covers fundamentals of musical form, analysis and song writing skills. Students develop specific individual objectives consistent with their musical background, experience and interests using MIDI technology, Macs, Garage Band and Sibelius. No music experience is necessary. **(T)**

**Course # 2423 - Music Technology & Composition/Theory II****Semester**

This is a continuation of the Music Technology course and is offered to students who wish to continue their growth and have completed a semester of Music Technology & Composition. This course will offer additional skills in music technology to enhance composition. Students will work with their instructor to develop specific individual objectives that include song writing and a further development of music theory. **(T)**

- *Prerequisite: Music Technology & Composition*

**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 NO MARK 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. The Mathematics program consists of three core programs and five 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 programs 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 probability and statistics (at standard and AP level), and contemporary discrete mathematics.
- 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 hand held graphing calculators.
- Instruction for all students in the operation and application of personal computers.

### Program Sequence Grades 9-12

Placement in mathematics courses depends on performance and meeting prerequisites rather than only grade level. Eighth grade students completing Geometry will be placed in Honors Algebra 2 or Standard Algebra 2. Eighth grade students completing Algebra 1 will be placed in Honors Geometry or Standard Geometry. Eighth grade students completing Pre-Algebra will be placed in Algebra 1 or Algebra 1A.

## Program Sequence

Algebra 1a	Algebra 1	Geometry-Honors
Algebra 1b	Geometry	Algebra 2-Honors
Geometry	Algebra 2	Pre-Calculus
Algebra 2	Pre-Calculus <b>or</b> Electives (Grades 11-12): Probability & Statistics (Sem) Discrete Mathematics (Sem) AP Statistics-Honors	Applied Calculus AP Calculus AB-Honors AP Calculus BC- Honors <b>and/or</b> 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 entering grades ten through twelve will apply for admission into appropriate honors courses.
- Placement in the accelerated/honors courses is on a one-year basis. Students must meet the criteria 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 maybe 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 substantially 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)**

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

Criteria:

- Prerequisite: Completion of Algebra 1

Standard Geometry & Standard Algebra 2	Algebra 1 grades: B+ or better and departmental approval.
Standard Geometry and Honors Algebra 2	Current Honors students: C or better in Honors course; New Applicants A- or better in Standard course, departmental recommendation, prognosis assessment upon appeal.
Honors Geometry and Honors Algebra 2	Current Honors students: C or better in Honors course; New Applicants A- or better in Standard course, departmental recommendation, prognosis assessment upon appeal.

**Course # 1305 - Algebra 1a (Grade 9)**

**Full Year**

**Course # 1315 - Algebra 1b (Grade 10)**

**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 1<sup>st</sup> degree, quadratic, and multi-variable equations and inequalities, linear functions, and systems of equations, manipulating radicals, 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.

- *Prerequisite: 8<sup>th</sup> grade Mathematics or departmental approval*

**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 linear, quadratic and systems of equations, solving inequalities, manipulating radicals, graphing, 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.

- *Prerequisite: 8<sup>th</sup> grade Mathematics, Algebra 1a or departmental approval*

**Course # 1323 - Geometry**

**Full Year**

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 writing of paragraph proofs. 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 mathematical proof.

- *Prerequisite: Algebra 1 or departmental approval*

### **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 demonstrate the techniques of independent research through the preparation of a written report on an aspect of mathematics beyond the scope of 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 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. Requirements for admission to this course:

- *Prerequisite: Completion of Algebra 1*
- *Current Honors Students must maintain a C or better in Honors course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

### **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 first degree, linear, and quadratic equations and inequalities, systems of equations, data interpretations, matrices, polynomial and fractional expressions, exponents, radicals, complex numbers, conic sections, probability, and sequences and series. 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.

- *Prerequisite: Geometry or departmental approval*

### **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, matrices, and conic sections. 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:

- *Prerequisite: Completion of Geometry*
- *Current Honors Students must maintain a C or better in Honors course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

### **Course # 1337 - Pre-Calculus**

**Full Year**

Standard Pre-Calculus is designed to prepare students for college level calculus and/or either Applied Calculus or Advanced Placement Calculus offered at the high school level. The study of trigonometry includes right triangle and oblique triangle trigonometry, trigonometric and circular functions, graphing, identities, equations, vectors, and polar coordinates. Emphasis is placed upon the applications of trigonometric concepts and techniques to physical situations. The study of functions includes linear, quadratic, polynomial, radical, rational, exponential and logarithmic functions. Additional topics discussed are 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.

- *Prerequisite: Algebra 2 and departmental approval*

### **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 linear, quadratic, 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:

- *Prerequisite: Algebra 2*

- *Current Honors Students must maintain a C or better in Honors course*
- New applicants:
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

### **Course # 1353 - Applied Calculus**

**Full Year**

Applied 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. Applied 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.

- *Prerequisite: Pre-Calculus and departmental approval*

### **Course # 1341 - AP Calculus AB – Honors**

**Full Year**

### **Course # 1351 - AP Calculus BC – Honors**

**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 goals 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 these courses:

- *Prerequisite for Calculus AB: Completion of Pre-Calculus*
- *Prerequisite for Calculus BC: Completion of Calculus AB or Curriculum Instructional Leader approval*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- New applicants:
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

### **Course # 1345 - Probability and Statistics**

**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.

- *Prerequisite: Algebra 2 previously or concurrent and departmental approval*

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

**Course # 1346 - Contemporary Discrete Mathematics** **Semester**

Contemporary Discrete Mathematics is a one-semester course dealing with discrete phenomena and finite processes. Topics include social choice (voting, apportionment, fair division, and game theory), management science (circuits, graphs, trees, and critical paths), matrices, and recursion. Discrete Mathematics uses the techniques of elementary mathematics to deal with unusual and intriguing applications and is recommended for students of all levels of experience and ability. The goals of Contemporary Discrete Mathematics are to introduce students to the mathematics of finite sets and to develop an understanding of information processing and problem solving in practical situations.

- *Prerequisite: Algebra 2 previously or concurrent and departmental approval*

*Credit for Contemporary Discrete Mathematics does not count in completing the three-year mathematics requirement for graduation, unless given Curriculum Instructional Leader approval.*

**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:

- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**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;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or NO MARK 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.

### **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.**

This 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.

<b>Team Activities</b>	<b>Individual Activities</b>
Project Adventure	Badminton
Volleyball	Tennis
Ultimate Frisbee	Archery
Team Handball	Fitness & Weight Training
Softball	Yoga
Flag Football	Pilates
Basketball	Ballroom Dance
	CPR

**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 # 1425 - Improving Human Performance – PE Elective Semester**

The primary goal of this elective course is to offer students information relevant to improving performance in physical activity. It is not just a course for athletes, but for individuals seeking to maintain or improve their physical health and quality of life. This course is also appropriate for those students considering extended study in sport or exercise sciences, or any of the allied health professions. It is offered in addition to the required Physical Education credits. Topics include nutrition, biomechanics, exercise physiology and psychology.

**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 NO MARK 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**

**Quarter**

This course is designed to orient freshmen to the high school environment and review with them the resources available. Units include: substance use and abuse, decision-making, optimal body performance, and eating disorders. 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**

**Quarter**

This course is designed to review with sophomores the concept of human sexuality including anatomy, physiology, contraception, STI's, and HIV/AIDS. 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**

**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****Quarter**

This course is designed to prepare seniors for life after high school. Topics include: human growth and development, 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.

<b>SCIENCE</b>
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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.

**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.

The Science Department recommends that each student select courses from each of the main content areas of science: biology, Earth/space, and physical sciences.

### PROGRAM SEQUENCE/LEVELS

<b>9<sup>th</sup> Grade</b>	Geo-Physical Science	Biology I – Honors
<b>10<sup>th</sup> Grade</b>	Biology I Chemistry I	Biology I - Honors Chemistry I – Honors
<b>11<sup>th</sup> Grade</b>	Chemistry I Physics Science Elective Program (See Description Below)	Chemistry I - Honors Physics – Honors AP Biology AP Chemistry AP Physics C Science Elective Program (See Description Below)
<b>12<sup>th</sup> Grade</b>	Physics Science Elective Program (See Description Below)	Physics – Honors AP Biology AP Chemistry AP Physics Science Elective Program (See Description Below)

#### **Science Elective Program**

The science elective program is designed to provide juniors and seniors with the opportunity to take semester courses in the applied sciences. These semester offerings are inquiry-based courses designed to give students the opportunity to apply scientific reasoning and knowledge by designing appropriate procedures to solve problems and then conducting investigations, collecting data and recording observations. Students will then interpret data, draw conclusions and assess the validity of their findings (*Scientific Literacy Goal*). Courses are offered on a rotational basis. Please read the description carefully to determine when the course will be offered each year. Descriptions of these courses are found in the course selection catalog.

#### Science Elective Course Offerings:

Animal Behavior	(offered during the 12-13 school year)
Astronomy	(offered during the 12-13 school year)
Forensics	(offered during the 12-13 school year)
Human Anatomy & Physiology	(offered during the 12-13 school year)

#### **Course # 1517 - Geo-Physical Science Grades 9-10**

**Full Year**

Geo-Physical Science is designed to provide students with a broad understanding of the interactions between matter and energy within the earth's lithosphere, hydrosphere, and atmosphere and society's attempt to harness these interactions to create sustainable development. Topics explored in Geo-Physical Science will include chemical structure and properties will introduce topics that range from the structure of atoms to the technology involved in manufacturing the chemical products of plastics, fuel and their byproducts. Energy transformations will explore the relationships between matter and

energy, electrical currents and magnetism and the energy sources of fossil and nuclear fuels. Global interdependence will address the growing need to understand that Earth's valuable resources are limited and their use often causes disruptions of natural cycles thereby impacting life on earth.

- *Prerequisite: Departmental recommendation (Middle School)*

**Course # 1523 - Biology I**

**Full Year**

**Grades 10-12**

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. A new biotechnology component (Gel Electrophoresis) adds to the laboratory experiences. Extensive independent laboratory work is required.

Criteria:

- *Prerequisite: Completion of Geo-Physical Science*

**Course # 1533 - Chemistry I**

**Full Year**

**Grades 10-12**

This course teaches chemical concepts including the gas laws, acids and bases, radioactivity, and conservation of mass and then uses these concepts to help students understand the chemistry behind some important social issues. The course is designed to enhance science literacy and to develop a lifelong awareness of the potential and limitations of science and technology.

Criteria:

- *Prerequisite: Completion of Biology I and departmental recommendation*

**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.

- *Prerequisite:*
  - *Departmental recommendation*
  - *Concurrent Algebra 2*

**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.

- *Prerequisite: Completion of Biology I*

**Course # 1548 - Astronomy**  
**Grades 11 & 12**

**Semester**  
**Offered in 12-13 school year**

This course is designed for students who wish to explore the study of the Universe and understand our place within it. Major topics in this course include constellations and the celestial sphere, motion in space, the solar system, stars and their life cycles, galaxies, and the search for the unknown. Internet and library research is required for papers and projects. In addition, there are lab experiences involving observations of the movement of the stars and planets that occur outside of the school day.

- *Prerequisite: Departmental recommendation*

**Course # 1584 - Forensics**  
**Grades 11-12**

**Semester**  
**Offered in 12-13 school year**

This course answers the question, “What is Forensic Science?” through an inquiry-based experience. Students explore the different types of physical evidence such as glass, soil and impressions, finger prints, forensic serology, DNA, and hairs, fibers and paint and learn the significance that each piece of evidence plays in processing a crime scene. Students become familiar with microscopic and gel electrophoresis techniques as used in the context of forensic science.

- *Prerequisite: Completion of Biology I*

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

**Semester**  
**Offered in 12-13 school year**

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.

- *Prerequisite: Biology I*

### **HONORS COURSE CRITERIA**

Students must meet the academic criteria below and should also possess the skills, abilities, and self-discipline commensurate with the advanced level nature of the courses. Additional labs and study time may be required outside of regularly scheduled periods and if so will be part of mandatory attendance requirements.

**Course # 1521 - Biology I – Honors**  
**Grades 9-10**

**Full Year**

This course 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 evolution. 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:

- **Middle School:** A composite score of 50 out of 60 (T.O.L.T., T.I.P.S., CMT math computation and Degrees of Reading Power, Teacher Checklist, and science grades are equivalent to 10 points each), 8 or better on T.O.L.T., and approval of Curriculum Instructional Leader.
- **High School:**
  - New applicants:
    - Must have a grade of A- or better in standard course
    - Departmental recommendation
    - Prognosis Assessment upon appeal

**Course # 1531 - Chemistry I – Honors  
Grades 10-12**

**Full Year**

This course includes topics in atomic structure, periodicity, chemical bonds, equations, mass relationships and the mole concept, gas laws, the solution process, ionization, acids and bases, carbon chemistry, equilibrium, kinetics, and oxidation-reduction. 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 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:

- All applicants:
  - Must have a grade of B or better in Honors Biology; A- or better in Biology I
  - Departmental recommendation
  - Prognosis Assessment

**Course # 1543 - Physics – Honors  
Grades 11-12**

**Full Year**

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, or engineering. Areas of study include laws of motion, work, and energy, behavior of light, electricity, and magnetism. The particle and wave theories of matter and energy are developed as a consequence of and as an explanation for the experimentally observed data.

Requirements for admission to this course:

- *Current Honors students must maintain a C or better in Honors course*
- New applicants:
  - Must have a grade of A- or better in standard course
  - Departmental recommendation
  - Prognosis Assessment upon appeal

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

**Full Year  
1 AP Credit**

Advanced Placement Biology is a rigorous college-level introductory biology course. Students are expected to take the AP exam in the spring. Topics covered include biochemistry, cell biology, molecular biology, genetic engineering, evolution,

classification and taxonomy, plant and animal anatomy and physiology, ecology and animal behavior. This course involves both laboratory and essay writing components and will require a summer reading assignment and double periods throughout the year. Some laboratory activities will require a 6:30 a.m. start time or evening attendance. This is an excellent choice for students considering a career in biological science, pre-med studies or other related fields.

Requirements for admission to this course:

- *Prerequisite: Completion of Chemistry and Biology*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*
- *Honors Chemistry may be taken concurrently with approval of Curriculum Instructional Leader*

**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 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. There is a summer reading assignment including a problem set associated with the assignment. 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:

- *Prerequisite: Completion of Chemistry **and** Algebra 2*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**Course # 1554 - AP Physics C – Honors  
Grades 11 and 12**

**Full Year  
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 BC 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:

- *Prerequisite: Completion of Honors Physics **and** concurrently enrolled in a WHS Calculus course **or** completed a WHS Calculus course*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**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 NO MARK 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.

<b>SOCIAL STUDIES</b>
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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. 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.

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

This freshman course is the first year of a two-year World Studies experience. Students are 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 at the dawn of the 20<sup>th</sup> century, with an emphasis on the world conflicts that shaped the world that we live in today. The course includes concepts dealing with World War I, Russian Revolution, World War II, the events of the Cold War, genocide, and the interconnectedness 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 introduces students to the dawn of the 20<sup>th</sup> century, with an emphasis on the world conflicts that shaped the world that we live in today. The course includes concepts dealing with World War I, Russian Revolution, World War II, the events of the Cold War, genocide, and the interconnectedness 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. 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. Applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**Course #1633 - Modern United States History****Full Year**

This junior course is an in-depth study of the United States from Reconstruction to the present, with an emphasis on its role in the 20<sup>th</sup> century world. The course focuses on changes in American attitudes and lifestyles from 1865 to the present, which affected the politics and economics of the United States. Through readings, writing and critical thinking assignments, video/film, projects and simulations students will gain an understanding of major historical figures and events, and the causes and consequences which have shaped our nation's history, and particularly its role in the world.

**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: American Character.”*

American Studies is a course that encompasses the social and political history of the United States, American literature, and the arts. 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 non-fiction in addition to novels, plays, and poetry of the period in American history covered in the course, 1865 to the present. In addition, films, architecture, and even fashions of various historic eras will be studied. Several joint assignments will be expected. Texts will include: The Adventures of Huckleberry Finn, The Great Gatsby, The Catcher in the Rye, and Death of a Salesman. 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**

This course presents a challenging, accelerated approach to major historical events and movements in literature, philosophy, theology, and art through an interdisciplinary view of America from Colonial times to the present. The classes will be conducted as seminars, with lectures, discussions, simulations, analysis and research. The course is chronological, and will include the following units: Colonial Society and the Democratic Dream; the Civil War and the destruction of the Dream; Reconstruction, Industrialization, and Progressivism, and the accompanying disillusion of literary Realism and Naturalism; Imperialism, World War I, the Twenties, expatriate writers and the Harlem Renaissance; the Depression and the New Deal; World II and the Modernists; the 1950’s, 1960’s, and 1970’s and the post Modernists; the U.S. since 1974. This course will prepare each student to take the A.P. United States History exam in May. The American Studies program fulfills the junior year graduation requirements in United States History.

Requirements for admission to this course:

- *Open to juniors*
- *Completion of Modern World Studies*
- *Current Honors students must maintain a C or better in Honors course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**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 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**

This course gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires a familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Upon successfully completing this course, students will know important facts, concepts, and theories pertaining to U.S. government and politics, understand typical patterns of political processes and behavior and their consequences and be able to interpret basic data relevant to U.S. government and politics. It is expected that each student will take the Advanced Placement Exam in May. Requirements for admission to this course:

- *Open to second semester juniors and seniors*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**Course # 1627 - Public Presentation and Debate Semester**

This elective course is for those who wish to become proficient public speakers and presenters. Through the use of theatre exercises in diction, articulation, projection and interpretation, physical, mental and focusing skills are developed which help students overcome nervousness and organize and prepare presentations. Students learn how to integrate technology, use humor, gauge an audience and participate in public discourse. Students should expect to present numerous individual and group projects.

**Course # 1643 - Contemporary Global Issues Semester**

This elective course examines today's global world through the use of the Internet, newspapers, television and news magazines. Units of study include Global Interdependence, Global Economics, The Middle East, Europe, Africa, Asian Giants, and The Third World. Position papers, Internet projects, oral presentations and class participation are required throughout the course. Students are expected to maintain an awareness of global issues and events on a daily basis.

- *Prerequisite: One Social Studies Credit*

**Course # 1660 - Asian Studies Semester**

This elective course is intended to develop knowledge, appreciation, and understanding for the major nations of Asia. These Asian nations are China, with nearly one quarter of the world's population, India, with a population second only to China, and Japan, with an economic strength in contrast to its size. This is a semester course that focuses on

contemporary China, India, and Japan, and their respective roles in global affairs. students study their economic, political, and social systems, and their physical and human geography. They consider the relationship between the United States and each of these nations, and discuss the extent of their influence in the world. The Koreas will also be a topic of discussion, along with any major current events involving the region. Activities will include watching the news, reading and analyzing news articles and events, reviewing Internet sites, conducting research and making oral presentations. This course is open to sophomores, juniors and seniors, with preference given to upper classmen.

- *Prerequisite: Two Social Studies courses*

### **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. Students study the events which led to the Nazi Holocaust, the Dismantling of Apartheid in South Africa and the transitional justice which followed, the Armenian genocide, the American Civil Rights Movement, nationalism after of the Treaty of Versailles, the genocide in Rwanda, the United Nations Declaration of the Rights of Man and Citizen, the uses of propaganda, the eugenics movement in America, as well as the ongoing issues of tolerance, conformity and identity in present day American society. The course focuses on the way history shapes identity. Position papers, tests, quizzes, case studies and projects are required and the course is recommended to juniors and seniors.

- *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 geocoded data. Data is then geographically referenced whereby thematic maps are created and analyzed. As 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.

- *This course can also be used to meet a Technology requirement*

### **Course # 1652 - Introduction to Psychology**

**Semester**

Introduction to Psychology is a course intended to expose students to the science 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, class discussion, and completion of a research paper.

- *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.

- *Prerequisite: Two Social Studies courses*

### **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.

Requirements for admission to this course:

- *Open to juniors and seniors who have successfully completed Introduction to Economics*
- *Departmental recommendation*

**It is strongly recommended that students take both AP Micro and Macro 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.

Requirements for admission to this course:

- *Open to juniors and seniors who have successfully completed Introduction to Economics*
- *Departmental recommendation*

**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:

- *Open to seniors*
- *Completion of Modern World Studies or Honors Modern World Studies*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**Course # 1653 - History of Western Political Philosophy – Honors**  
**Full Year (0.5 Credit) (Evenings)**

This seminar surveys the political and social concepts of many of the great philosophers of western civilization through primary source readings. Authors included in the course are Plato, Aristotle, Machiavelli, Locke, Rousseau, Jefferson, Mill, Dewey, Marx, Lenin, Mussolini, and Dostoyevsky, among others. The readings are discussed in 16 three-hour evening sessions held throughout the year. This course is open to seniors only, and limited to an enrollment of 15 students due to intense seminar format. This course meets outside of the regular school day; a typical class may run from 7-10 p.m. with a 15 minute break.

Requirements for admission to this course:

- *Open to seniors*
- *Completion of Modern World Studies or Honors Modern World Studies*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*
- *In the event that all the listed criteria have been met, the allotted number of students with the highest GPA will compose the class*

**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 NO MARK 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.

## TECHNICAL, COMPUTER AND BUSINESS 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, Computer and Business 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.

### COMPUTER AND BUSINESS EDUCATION

#### **Course # 2102 - Advanced Computer Applications**

**Semester**

This course provides students with the learning tools to become proficient in Microsoft Word, Microsoft Excel and Microsoft PowerPoint software applications. Students learn various ways to utilize these software applications in the creation of documents, reports, financial spreadsheets, graphs, charts and graphic presentations. Students also learn software functions that will facilitate decision-making. There is a capstone project that integrates all software applications.

#### **Course # 2104 - Business Management Concepts**

**Semester**

This course introduces students to the principles of business management and ethics, domestic and international business and investment instruments and strategies. The role of technology in the decision-making process is also examined. This course is designed to promote individual and group decision-making. Students interested in pursuing business, finance, or sports management studies at the college level are encouraged to take this elective.

- *Open to Grades 11 -12*

**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.

- *Open to Grades 10 -12*

**TECHNOLOGY****Course # 2619 - 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. While learning about different aspects of engineering and design, students solve problems through 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 taught with a *Project Lead the Way* curriculum and offers the possibility of college credit for its participants. If a student achieves a final GPA of 85 or above, and chooses to take the college exam, they have the opportunity to apply for undergraduate credit through an affiliated college or university.

**Course # 2652 - 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) equipment to produce actual models of their three-dimensional designs.

This course is taught with a *Project Lead the Way* curriculum and offers the possibility of college credit for its participants. If a student achieves a final GPA of 85 or above, and chooses to take the college exam, they have the opportunity to apply for undergraduate credit through an affiliated college or university.

- *Prerequisite: Introduction to Engineering Design*

**Course # 2649 - 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 taught with a *Project Lead the Way* curriculum and offers the possibility of college credit for its participants. If a student achieves a final GPA of 85 or above, and chooses to take the college exam, they have the opportunity to apply for undergraduate credit through an affiliated college or university.

- *Prerequisite: Introduction to Engineering Design*

**Course # 2623 - 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. Through long-term projects students develop property sites as a simulation modeling the experiences that civil engineers and architects face. In teams, they use 3D design software to help them design solutions. Students develop an understanding of how to document their project, solve problems, and communicate their solutions to members of the professional community of civil engineering and architecture.

This course is taught with a *Project Lead the Way* curriculum and offers the possibility of college credit for its participants. If a student achieves a final GPA of 85 or above, and chooses to take the college exam, they have the opportunity to apply for undergraduate credit through an affiliated college or university.

- *Prerequisite: Introduction to Engineering Design*

**Course # 2624 - Energy Alternatives** **Semester**  
**Grades 10-12**

This elective course explores various active and passive alternative energy systems; including electric vehicles, hydrogen fuel cells, geothermal energy, hydroponics, solar power, and wind power. Students work in small groups to design and develop scaled down models that illustrate how each of these different systems function in our global society.

**Course # 2291 – Technology Education/Computer/Business Aide Semester/Year**

The Technology Education/Computer/Business 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 NO MARK 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 the development of four basic skills: listening comprehension, speaking, reading, and writing so that the students will be able to communicate in a language other than English. Courses are offered in the following languages: French, Spanish, Chinese and Latin. Instruction is designed to develop speaking and listening proficiency, reading, writing, and cultural awareness. 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 exposure and reinforcement of the four basic language skills.

Students completing a full sequence in any one language should possess the following competencies:

- Listening: understanding of native speech at normal speed in both conversation and discourse.
- Speaking: ability to engage in conversation with a native speaker on a subject within the range of the student's experience; ability to expound on a topic for a reasonable length of time.
- Reading: ability to comprehend a reading selection, either literary or non-literary, without the aid of a dictionary; ability to read aloud a selection and convey its proper meaning through pronunciation, intonation, and word grouping.
- Writing: ability to write what can be said with a minimum of error; ability to write a coherent composition either fiction or nonfiction with a minimum of grammatical error.
- Culture: general sense of the history and geography of the people whose language is being learned; awareness of the people's contributions to civilization in the areas of fine arts, science, and industry; sympathetic understanding of the cultural and anthropological differences between the foreign country and our own.

### FRENCH COURSE DESCRIPTIONS

#### **Course # 1211 - French 1**

**Full Year**

In this introductory course, beginning students learn to communicate in the new language with an emphasis on listening comprehension and speaking skills. Vocabulary, conversation practice, and culture are reinforced by the use of CDs, DVDs and visuals. Practice is continued at home through the use of the on-line component of the textbook, as well as through the use of authentic language and activities on line.

**Course # 1221 - French 2****Full Year**

This course continues the development of the four skill areas. 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 CDs, DVDs and visuals.

- *Prerequisite: French 1 with a minimum final grade of C to advance to the next level and teacher recommendation*

**Course # 1231 - French 3****Full Year**

This course stresses constant communication in the target language. Oral class work emphasizes the creative use of new structure and vocabulary. Students continue to develop their skills in listening, speaking, reading and writing by watching current films from various authentic French media sources.

- *Prerequisite: French 2 with a minimum final grade of C to advance to the next level and teacher recommendation*

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

This course provides ample opportunities for writing, speaking, and listening in French. The primary text is *Trésors du temps* which gives an overview of French history and culture from prehistoric to modern time, while introducing new vocabulary and reviewing grammar. Excerpts from *Le Petit Nicolas* series, *Les Fables de la Fontaine* and other well-known literature are read. Listening comprehension is emphasized, using a wide variety of authentic sources that offer topics of interest for students. Classes are conducted entirely in French. This class is taught in conjunction with 4H and is for students who would like to continue their study of French but do not plan to continue to the AP level.

- *Prerequisite: French 3: Minimum final grade of C to advance to the next level and teacher recommendation*

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

This course provides ample opportunities for writing, speaking, and listening in French. The primary text is *Trésors du temps* which gives an overview of French history and culture from prehistoric to modern time, while introducing new vocabulary and reviewing grammar. Excerpts from *Le Petit Nicolas* series, *Les Fables de la Fontaine* and other well-known literature are read. Listening comprehension will be emphasized, using a wide variety of authentic sources that offer topics of interest for students. Classes are conducted entirely in French. It is expected that most students will continue the AP Level the following year. Requirements for admission to this course:

- *Prerequisite: French 3*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**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. The course allows students to develop their fluency through listening, speaking, reading and writing activities. Various media is used including authentic French films.

- *Prerequisite: French 4: Minimum final grade of C to advance to the next level and teacher recommendation.*

**Course # 1251 - AP French 5 – Honors****Full Year**

This course is designed for students who have chosen to develop their proficiency in French at the college level. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May. Classroom activities consist of oral presentations, discussions, writing assignments, and oral and written examinations. It is intended for the student who has demonstrated a high level of competence in listening, speaking, reading and writing.

- *Prerequisite: French 4*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**MANDARIN COURSE DESCRIPTIONS****Course # 1270 - Mandarin Chinese 1****Full Year**

In this beginning course, students are introduced to Mandarin Chinese. They participate in simple conversation, comprehend short passages, both spoken and written, and write sentences using elementary Chinese characters based on a variety of every day 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 Chinese Mandarin 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 dialogue and conversation in Chinese. Students are expected to engage in discussion on everyday topics and write short passages using basic grammar structures of Chinese language. Chinese culture and customs are incorporated throughout the course.

- *Prerequisite: Introduction to Mandarin Chinese with a final grade of C to advance to the next level and teacher recommendation*

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

This intermediate course is designed for students who have mastered basic modern Chinese. The 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 situations.

- *Prerequisite: Mandarin Chinese 2 with a final grade of C to advance to the next level and teacher recommendation*

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

**Full Year**

This intermediate honors course is designed for students who have mastered basic modern Chinese and a vocabulary at intermediate-high level. The course concentrates on consolidating grammar and expanding vocabulary, seeking to further develop integrated skills of reading, writing, listening, and speaking at the intermediate to advanced level on a variety of topics and in different situations. Requirements for admission to this course:

- *Prerequisite: Mandarin Chinese 2*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

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

**Full Year**

This advanced 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 contexts. Complex conversational skills are emphasized with greater exposure to authentic Chinese materials of both spoken and written varieties. Students are introduced to modern literary Chinese through texts such as newspapers, short stories and essays. Topics covered include: renting or buying an apartment, running errands in town, sports, traveling and life in college.

- *Prerequisite: Mandarin Chinese 3 with a minimum final grade of C to advance to the next level and teacher recommendation.*

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

**Full Year**

This advanced 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 contexts. Complex conversational skills are emphasized with greater exposure to authentic Chinese materials of both spoken and written varieties. Students are introduced to modern literary Chinese through texts such as newspapers, short stories, and essays. Topics covered include: renting or buy an apartment, running errands in town, sports, traveling and life in college. Students are expected to communicate in Chinese at all times and complete presentations, group work, listening and speaking activities in the target language. Requirements for admission to this course:

- *Prerequisite: Mandarin Chinese 3*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

## SPANISH COURSE DESCRIPTIONS

### **Course # 1213 - Spanish 1**

**Full Year**

In this introductory course, beginning students learn to communicate in the new language with an emphasis on listening comprehension and speaking skills. Vocabulary, conversation practice, and culture are reinforced by the use of CDs, DVDs and visuals. Practice is continued at home through the use of the on-line component of the textbook, as well as through the use of authentic language and activities on line.

### **Course # 1223 - Spanish 2**

**Full Year**

This course continues the development of the four skill areas. 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 CDs, DVDs, and visuals. Practice is continued at home through the use of the on-line component of the textbook, as well as through the use of authentic language websites and activities on line.

- *Prerequisite: Spanish 1 with a minimum final grade of C to advance to the next level and teacher recommendation*

### **Course # 1233 - Spanish 3**

**Full Year**

This course stresses constant communication in the target language. Oral class work emphasizes the creative use of new structure and vocabulary. Students continue to develop their skills in listening, speaking, reading and writing. The study of cultures incorporates short authentic readings and narratives, as well as continued use of authentic websites and on-line activities. Practice in all of the language skills is reinforced through the use of an online textbook and online resources.

- *Prerequisite: Spanish 2 with a minimum final grade of C to advance to the next level and teacher recommendation*

### **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 and practices in Spanish speaking countries by reading shore literary passages at the end of the year.

- *Prerequisite: Spanish 3 with a minimum final grade of C to advance to the next level and teacher recommendation*

### **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 non-fiction 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, on-line activities and the online textbook. *Students in this course will participate in the National Spanish Exam contest in April.* Requirements for admission to this course:

- *Prerequisite: Spanish 3*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

### **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.

- *Prerequisite: Spanish 4 with a minimum final grade of C to advance to the next level and teacher recommendation.*

### **Course # 1253 - Spanish 5 – Honors**

**Full Year**

This course studies Peninsular Spanish history, literature, art, and music. It includes more varied and challenging reading selections, increasingly comprehensive writing assignments, and more spontaneous oral work. Grammar is reviewed throughout the year through authentic readings as well as web-based selections. Vocabulary is studied through literature based pieces and other authentic resources. Students are evaluated on their oral contributions to class discussions, as well as on their written ability demonstrated through compositions. Students present and defend positions and demonstrate understanding and reflection through written and oral work. *Students in this course will participate in the National Spanish Exam contest in April.*

Requirements for admission to this course:

- *Prerequisite: Spanish 4*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

### **Course # 1262 - Spanish 6**

**Full Year**

This course is designed to consolidate language skills while continuing to increase the students' awareness of Hispanic cultures. It challenges students' abilities by providing them with an in-depth exploration of relevant contemporary cultural issues. Readings, and audio materials are used from a variety of sources. Films are used to refine listening skills and practice in all of the language skills is reinforced through the use of an online textbook and online resources.

- *Prerequisite: Spanish 5 with a minimum final grade of C to advance to the next level and teacher recommendation.*

**Course # 1263 - AP Spanish 6 – Honors****Full Year**

This course is intended for the student who has demonstrated a high level of competence in listening, speaking, reading and writing skills and wishes to reach a higher level of fluency in each area. Classroom activities consist of oral presentations, discussions, writing assignments, reading of current events, debates, and oral and written examinations. Students are expected to take the corresponding national Advanced Placement exam given in May. Requirements for admission to this course:

- *Prerequisite: Spanish 5*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

**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, subjunctive mood and advanced grammatical constructions. English vocabulary building through Latin vocabulary continues to be stressed.

- *Prerequisite: Latin 1 with a minimum final grade of C to advance to the next level and teacher recommendation*

**Course # 1239 - Latin Literature****2012-2013****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. Specifically, students read works from Plautus, Horace, Ovid, Catullus, and Cicero (with emphasis placed on Catullus and Ovid) 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.

- *Prerequisite: Latin 2 or Latin Literature with a minimum grade of C to advance to the next level and teacher recommendation.*

**Course # 1238 - Latin Literature – Honors 2012-2013****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. Specifically, students read works from Plautus, Horace, Ovid, Catullus, and Cicero (with emphasis placed on

Catullus and Ovid) 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 or Latin Literature*
- *Current Honors/AP Students must maintain a C or better in Honors/AP course*
- *New applicants:*
  - *Must have a grade of A- or better in standard course*
  - *Departmental recommendation*
  - *Prognosis Assessment upon appeal*

### **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, demonstrated maturity and academic;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader.

Grading of PASS or NO MARK 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 # 2794 - Center for Academic Support & Enhancement (CASE) Semester**

CASE is a transition and support program for non-IEP students who are performing below ability due to poor attendance; academic difficulties, emotional, and/or medical needs, and are in need of assistance beyond the traditional classroom. Referrals to this program may be made by students, parents, or teachers to their school counselors for consideration. CASE contains a variety of components including goal setting, career planning, and anger management in order to meet the needs of each individual student and to assist in achieving academic success. Minimum commitment is one semester. Entrance to this program is limited and requires a contract signed by student and parent. The program is most appropriate for grade 9 and 10 students. Upperclassmen may be admitted under special circumstances.

**Course # 2721 - 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 # 2601 - 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/NM (No Mark) 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.

**Course # 2792 - Community Service Program Semester/Year**

The primary goal of this program is to provide a learning experience for Weston High School students and help them develop a broader, more balanced view of the world with a deeper understanding of all people and the common bonds between them which

transcend social, cultural, and economic barriers.

Under the direction of a faculty member, the student must meet the following requirements for 13 weeks in the semester:

- Spend 2 hours per week (outside of school hours) with a cooperating social service agency providing a direct service to the needy or under privileged.
- Maintain journals to record their experiences, perceptions, ideas, and feelings related to the service project.
- A written essay will be required of each student by the end of the semester on the benefits realized from his or her contribution to the community.

This course will offer ¼ credit for the semester. To participate in the Community Service Program students must complete a Community Service application form.

**Course # 1703 & 1704 - Learning Strategies (grades 9/10) and**

**Course # 1707 & 1708 - Academic Support (grades 11/12)**

**Semester**

These courses are designed to teach study skills and learning strategies, while simultaneously supporting mainstream academics, for students who are in need of Special Education. The goal of each course is to help students achieve immediate success, while preparing them for future success on a more independent basis. Content areas include:

- Organizational skills
- Study and test-taking skills
- Time Management
- Note taking
- Research
- Essay outlining and writing
- Assistive technology
- CAPT preparation

**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 # 2791 - 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 and IMC. Some activities are: shelving print and non-print materials, checking in/out materials, operating computers, shelf reading, running copy equipment, assisting teachers and students, and a variety of other jobs. Openings are limited and available through application to the Library/Media Center staff.

## CENTER FOR GLOBAL STUDIES

An opportunity for high school students, grades 9-12 from Southern Fairfield County to participate during the school year in a school-within-a-school at Brien McMahon High School in Norwalk Connecticut. The mission of the CGS is to enable students to understand and embrace the differences they will encounter in our increasingly global society. CGS students attend foreign language, language arts and social studies classes as part of an interdisciplinary program. They mainstream within BMHS for math, science and other electives. The Center's curriculum includes:

Proficiency in conversational Japanese and Chinese including honors level courses.  
Field study experience in Japan or China.  
All graduation requirements.  
Transportation to and from Brien McMahon.

### **Japanese I**

**1 Unit**

The beginning course stresses the fundamental skills; listening, speaking, reading, and writing. The skills of speaking and listening will be stressed more than reading and writing.

### **Japanese II**

**1 Unit**

Continuation of the beginning course deals with fundamental skills with greater emphasis on natural conversation. A higher level of proficiency in reading and writing will be developed.

### **Japanese III**

**1 Unit**

This intermediate course reinforces and advances fundamental skills. Reading and writing will build on requirements in Level 2.

### **Japanese IV**

**1 Unit**

Continuation of the intermediate course deals with the four skills necessary to handle any real life situation in Japanese. The skills of reading and writing will be emphasized beyond Level 3.

### **Chinese I (Mandarin)**

**1 Unit**

The beginning course stresses the fundamental skills: listening, speaking, reading and writing. The skills of speaking and listening will be stressed. For those students with background in the language, a Chinese I Honors will be offered.

### **Japanese, Chinese Western Literature I**

**1 Unit**

Reading selections and student writings are designed to provide a "window" on Japanese and Chinese societies, culture, and more. Students will explore various universal literary themes through essays and class discussions. The universal human condition ties together literature from the target cultures. Thus, novels, short stories, poetry, and essays are studied from a comparative perspective within a language arts framework.

**Japanese Literature 2****1 Unit**

This course is designed for those students wishing to experience a second year in the Japan Center. Cross-cultural writings from selected Western authors, whose works are widely read and studied in high school and whose themes and historical contexts can be compared and contrasted with selected Japanese works, are employed. Students will select two novels as outside reading, one for each semester, culminating in a written report. The novels should be works commonly offered in their home school literature classes at their grade levels. Class discussion, frequent essays, and a research project round out the remainder of the curriculum.

**Japanese History****1 Unit**

The first semester of this course begins with an analysis of the impact of Japan's geography on its history, culture and national character followed by a chronological exploration of Japanese history from its ancient origins to the end of the post-war occupation. Six themes that appear and reappear throughout Japanese history will be emphasized: cultural borrowing and the Japanization of foreign ways, social closeness and the primacy of society, relations between the inward and outward economy, inclination toward political and social stability, pursuit of change and preservation of cultural values, and Japan's place in the world. The second semester will concentrate on Japan's modern society: the family, economy, education system, and government. Important events and ideas will be explored through such activities as role-playing, a mock trial, analysis of Japanese and Western art and historical documents, and discussions of current events. Whenever appropriate, a comparative analysis of Japanese and U.S. history/society is included.

**Chinese History****1 Unit**

Students will examine significant historical periods centering on how its geography, mythology, spirituality, sociology, economy, politics, scientific achievements and art have shaped China. A seminar approach will concentrate on the following questions:

- How does the geography and topography impact on Chinese culture?
- How does the mythology of China reflect fundamental beliefs in the culture?
- How do spiritual practices reflect the Chinese culture's theology?
- How do we gain insight into the Chinese culture through studying its social structure, values and customs?
- How do significant economic and political events reflect causes and effects that shape the Chinese culture?
- How do scientific benchmarks within the Chinese culture and outside of it impact on the culture?
- In what ways can artistic expression mirror the consciousness of a cultural period?

<b>LIBRARY MEDIA CENTER</b>
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The Library Media Center is a safe, open, warm and inviting space providing an academic, stimulating atmosphere for the entire school community. Students come to do research and homework, write papers, study for tests, attend class sessions, hold meetings, tutor, collaborate on group projects, and meet friends. Study carrels, lounge

chairs, tables for four, and small-group study rooms provide seating for 100. In addition, there is a state-of-the-art 25-station computer lab plus a large seminar/classroom.

The LMC is open for student and community use every school day from 7:00 am till 4:00 pm. All materials in the Library collection may be checked out for various lengths of time. Fines are assessed for any overdue items. Most fines are usually a flat \$3 per item. Reference books, digital cameras, video equipment, DVDs, books on tape, etc. are fined either on an hourly or daily accumulating amount basis. You will be informed of this special circulation period at time of check out. Patrons will be charged for replacement of any lost items.

The LMC is a Wi-Fi environment. Students may use their own laptops or sign out a LMC laptop, student ID mandatory, for academic use.

All are encouraged to explore our many online databases and services to help with research. You can access credible information on just about any topic in the areas of history, literature, science, current events, biography, and the arts. The database links are accessible on the High School's LMC homepage at [www.westonk12-ct.org//page.cfm?p=221](http://www.westonk12-ct.org//page.cfm?p=221) and can be searched from school or from home. Handouts are available in the library with all usernames and passwords for remote access.

## 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 tests and are invited to take self-awareness inventories to assist in decision-making.

- CAPT (Connecticut Academic Performance Test) Beginning with the Class of 2006, CAPT is used to meet Foundational Competency credit/graduation core requirements (see p. 7).  
This mandated academic proficiency test is administered to all Connecticut students in the spring of sophomore year.
- 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)  
Offered to all 11<sup>th</sup> grade students in October of the junior year, the PSAT is an abbreviated form of the Scholastic Assessment Test taken by students applying to college. The test is designed to measure aptitude in verbal and numerical reasons. The PSAT also serves as the National Merit Scholarship Qualification Test for juniors. Tenth grade students may elect to take the PSAT as an additional testing experience. 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)  
Results are submitted to colleges by the student at the time applications are being prepared. Generally taken in the spring of junior year and fall of senior year, the test is composed of critical reading, writing and two mathematical sections. 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.

# WESTON HIGH SCHOOL FOUR YEAR COURSE PLANNING GUIDE

NAME: \_\_\_\_\_

CLASS OF: \_\_\_\_\_

Course Minimum Requirement	English 4 Credits	Social Studies 3 Credits (including US History & .5 American Gov't)	Mathematics 3 Credits	Science 3 Credits	World Languages	Arts & Vocational 1 Credit	Fine & Performing Arts 1 Credit
<b>Grade 9</b>							
Credits Grade 9							
<b>Grade 10</b>							
Credits Grade 10							
<b>Grade 11</b>							
Credits Grade 11							
<b>Grade 12</b>							
Credits Grade 12							
<b>TOTALS</b>							

Total Credits – Grade 9	
Total Credits – Grade 10	
Total Credits – Grade 11	
Total Credits – Grade 12	
<b>TOTAL (includes 2.0 credits PE/Health)</b>	<b>24</b>

**WESTON HIGH SCHOOL  
SCHEDULE REQUEST/RECOMMENDATION FORM  
2012 – 2013**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
 Year of Graduation: \_\_\_\_\_ Counselor: \_\_\_\_\_

Using the *Weston High School Program of Studies*, please complete your course selections below. You must select at least one credit of elective alternate course-work. **PLEASE PRINT.**

Department	Course#	Course Title	Credits	Sem/Yr	Teacher Recommendation
<i>Sample Dept.</i>	<i>0000</i>	<i>Course Title Here</i>	<i>1.0</i>	<i>YR</i>	<i>Teacher's Signature</i>
English					
English					
Math					
Science					
Soc. St.					
Soc. St.					
World Lang					
<i>PE/Health</i>	<i>XXXX</i>	<i>PE/Health (Required)</i>	<i>.35 + .15</i>	<i>YR</i>	<i>OK</i>
Alternate #1				XXXX	OK
Alternate #2				XXXX	OK

Total Credits: \_\_\_\_\_ Grades 9 & 10 = 7 Credits Minimum  
 (Excluding Alternates) Grades 11 & 12 = 6 Credits Minimum

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*For Office Use Only*

**Counselor Review/ DATE:** \_\_\_\_\_ **Student #** \_\_\_\_\_

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1120	English 10 Honors	1.0	10	17
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1153	English 11 AP English Language	1.0	11	18
1194	English 12	1.0	12	18
1165	English 12 – Honors Humanities	1.0	12	18
1151	English 12 AP Literature	1.0	12	19
1148	Journalism	0.5	9-12	19
1150	Advanced Journalism	0.5	9-12	19
1149	Creative Writing	0.5	9-12	19
1160	Film Studies I	0.5	9-12	20
1159	World Film	0.5	9-12	20
2341	Drama Practicum	0.5	9-12	20
2342	Advanced Drama Practicum	0.5	9-12	20
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<b>FINE &amp; PERFORMING ARTS</b>				
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2312	Experimental Art & Design	0.5	9-12	22
2308	Drawing	1.0	9-12	22
2309	Advanced Drawing I, II	1.0	10-12	22
2315	Painting	0.5	10-12	22
2316	Advanced Painting	0.5	10-12	22
2317	Crafts	0.5	9-12	22
2318	Advanced Crafts	0.5	9-12	23
2319	Ceramics	0.5	9-12	23
2305	Sculpture	0.5	9-12	23
2306	Advanced Ceramics/Sculpture	0.5	10-12	23
2321	Photography One	0.5	9-12	23
2339	Photography Two	0.5	9-12	23
2322	Advanced Photography	0.5	10-12	24
2328	Contemporary Media Design	0.5	9-12	24
2329	Advanced Contemporary Media Design	0.5	9-12	24
2330	Web Design	0.5	9-12	24
2347	Television Production	0.5	9-12	24
2343	Videography	1.0	9-12	25
2344	Advanced Videography	1.0	10-12	25

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<b>FINE &amp; PERFORMING ARTS</b> (continued)				
1160	Film Studies I	0.5	9-12	25
1159	World Film	0.5	9-12	25
2351	AP Studio Art – Honors	1.0	11-12	25
2401	Concert Band	1.0	9-12	26
2411	Symphonic Band	1.0	10-12	26
2412	Wind Ensemble	1.0	9-12	26
2415	Jazz Ensemble	0.5	9-12	26
2413	String Orchestra	1.0	9-12	26
2414	Symphonic Orchestra	1.0	9-12	26
2427	Concert Choir	1.0	9-12	27
2447	Women’s Choir	1.0	9-12	27
2448	Men’s Choir	1.0	9-12	27
2437	Chamber Singers	0.5	9-12	27
2419	Music Technology & Composition	0.5	9-12	27
2423	Music Technology & Composition/Theory II	0.5	9-12	27
2391	Classroom Aide in the Arts	0.5	10-12	27
<b>MATHEMATICS</b>				
1305	Algebra 1a	1.0	9	30
1315	Algebra 1b	1.0	10-12	30
1313	Algebra 1	1.0	9	30
1323	Geometry	1.0	9-12	30
1321	Geometry – Honors	1.0	9-12	31
1333	Algebra 2	1.0	10-12	31
1331	Algebra 2 – Honors	1.0	9-12	31
1337	Pre-Calculus	1.0	11-12	32
1338	Pre-Calculus – Honors	1.0	10-12	32
1353	Applied Calculus	1.0	11-12	33
1341	AP Calculus AB – Honors	1.0	11-12	33
1351	AP Calculus BC – Honors	1.0	11-12	33
1345	Probability & Statistics	0.5	10-12	33
1346	Contemporary Discrete Mathematics	0.5	10-12	34
1355	AP Statistics – Honors	1.0	11-12	34
1391	Classroom Aide in Mathematics Program	0.5	10-12	34
<b>PHYSICAL &amp; HEALTH EDUCATION</b>				
1421	Grades 9 & 10 P.E.	0.35	9	35
1431	Grades 11 & 12 P.E.	0.35	10	35
1425	Improving Human Performance – PE Elective	0.5	10-12	36
1401	Adaptive Physical Education	0.5	9-12	36
1491	Classroom Aide in Physical Education/Health	0.5	10-12	36
1403	Grade 9 Health	0.15	9	37
1404	Grade 10 Health	0.15	10	37

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<b>PHYSICAL &amp; HEALTH EDUCATION</b> (continued)				
1405	Grade 11 Health	0.15	11	37
1406	Grade 12 Health	0.15	12	38
<b>SCIENCE</b>				
1517	Geo-Physical Science	1.0	9-10	39
1523	Biology I	1.0	10-12	40
1533	Chemistry I	1.0	10-12	40
1545	Physics	1.0	11-12	40
1549	Animal Behavior	0.5	11-12	40
1548	Astronomy	0.5	11-12	41
1584	Forensics	0.5	11-12	41
1589	Human Anatomy & Physiology	0.5	11-12	41
1521	Biology I – Honors	1.0	9-10	41
1531	Chemistry I – Honors	1.0	10-12	42
1543	Physics – Honors	1.0	11-12	42
1550	AP Biology – Honors	1.0	11-12	42
1558	AP Chemistry – Honors	1.0	11-12	43
1554	AP Physics C – Honors	1.0	11-12	43
1591	Classroom/Laboratory Aide in Science	0.5	10-12	44
<b>SOCIAL STUDIES</b>				
1617	World Studies	1.0	9	45
1623	Modern World Studies	1.0	10	45
1621	Modern World Studies – Honors	1.0	10	45
1633	Modern United States History	1.0	11	45
1638	American Studies: American Experience	1.0	11	46
1639	AP United States History – Honors	1.0	11	46
1648	American Government	0.5	10-12	46
1657	AP American Government	0.5	11-12	47
1627	Public Presentation and Debate	0.5	9-12	47
1643	Contemporary Global Issues	0.5	10-12	47
1660	Asian Studies	0.5	10-12	47
1662	Facing History & Ourselves	0.5	11-12	48
1664	iMapping: Sociology & Geographic Info Systems	0.5	10-12	48
1652	Introduction to Psychology	0.5	11-12	48
1618	Introduction to Economics	0.5	9-12	49
1619	AP Economics (Micro)	0.5	11-12	49
1620	AP Economics (Macro)	0.5	11-12	49
1651	AP History of European Civilization – Honors	1.0	12	50
1653	History of Western Political Philosophy – Honors	0.5	12	50
1695	Classroom Aide in Social Science	0.5	10-12	50

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<b>TECHNICAL, COMPUTER &amp; BUSINESS EDUCATION</b>				
2102	Advanced Computer Applications	0.5	9-12	51
2104	Business Management Concepts	0.5	11-12	51
2130	Personal Finance	0.5	10-12	52
2619	Introduction to Engineering Design (Project Lead the Way)	1.0	9-12	52
2652	Computer Integrated Manufacturing (Project Lead the Way)	1.0	10-12	52
2649	Principles of Engineering (Project Lead the Way)	1.0	11-12	52
2623	Civil Engineering and Architecture (Project Lead The Way)	1.0	11-12	53
2624	Energy Alternatives	0.5	10-12	53
2291	Technology Education/Computer & Business Aide	0.5	10-12	53
<b>WORLD LANGUAGES</b>				
1211	French 1	1.0	9-12	54
1221	French 2	1.0	9-12	55
1231	French 3	1.0	10-12	55
1243	French 4	1.0	11-12	55
1241	French 4 – Honors	1.0	11-12	55
1250	French 5	1.0	11-12	56
1251	AP French 5 – Honors	1.0	12	56
1270	Mandarin Chinese 1	1.0	9-12	56
1273	Mandarin Chinese 2	1.0	10-12	56
1274	Mandarin Chinese 3	1.0	11-12	56
1275	Mandarin Chinese 3 - Honors	1.0	11-12	57
1276	Mandarin Chinese 4	1.0	11-12	57
1277	Mandarin Chinese 4 – Honors	1.0	11-12	57
1213	Spanish 1	1.0	9-12	58
1223	Spanish 2	1.0	9-12	58
1233	Spanish 3	1.0	9-12	58
1247	Spanish 4	1.0	10-12	58
1249	Spanish 4 – Honors	1.0	10-12	58
1257	Spanish 5	1.0	11-12	59
1253	Spanish 5 – Honors	1.0	11-12	59
1262	Spanish 6	1.0	12	59
1263	AP Spanish 6 – Honors	1.0	12	60
1215	Latin 1	1.0	9-12	60
1225	Latin 2	1.0	10-12	60
1239	Latin Literature	1.0	11-12	60
1238	Latin Literature – Honors	1.0	10-12	60
1291	Classroom Aide in World Languages	0.5	10-12	61

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<b>ADDITIONAL CREDIT PROGRAMS</b>				
0805	Senior Internship	Arr.	12	61
2794	Cntr. for Academic Support & Enhancement-CASE	0.5	9-12	62
2721	Independent Study	Arr.	9-12	62
2601	Work Opportunity	Arr.	9-12	62
2792	Community Service Program	Arr.	9-12	62
1703/ 1704	Strategies 9/10	0.5	9-10	63
1707/ 1708	Academic Support 11/12	0.5	11-12	63
1740/ 1741	Community Class	0.5	9-12	63
2791	Media Center Aide	0.5	10-12	63
<b>CENTER FOR GLOBAL STUDIES</b>				
	Japanese I	1 unit		64
	Japanese II	1 unit		64
	Japanese III	1 unit		64
	Japanese IV	1 unit		64
	Chinese I (Mandarin)	1 unit		64
	Japanese, Chinese Western Literature 1	1 unit		64
	Japanese Literature 2	1 unit		65
	Japanese History	1 unit		65
	Chinese History	1 unit		65