

PROGRAM OF STUDIES 2022-2023



**Weston High School
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Dear Weston Student:

The Weston school district seeks to provide a dynamic learning experience that challenges each student to continually pursue personal excellence. In furtherance of that mission, Weston High School offers a rich and expansive educational program so that you can explore your personal strengths and interests.

Effective high school planning requires you to formulate both short- and long-term goals. Even though you select courses one year at a time, I encourage you to consider your pathways for future years. The Program of Studies is designed to assist you and your family in the selection process. Please read the following information carefully, as it describes the different requirements and choices involved in developing your academic program.

The curricula at Weston High School are purposely designed to ensure that all students achieve the district's Portrait of the Graduate. The over 140 courses we offer support you as you develop the ability to think critically, communicate with purpose, solve problems, express creativity, and care for yourself and others. The result is that, upon graduation, no matter the course pathways you elect, you will be well prepared for the world beyond high school.

Weston graduation requirements, your personal abilities and interests, and your future plans should serve as the basic guide in the selection of your courses. Before making your selections, I encourage you to carefully read through the Program of Studies and Departmental Course Sequence Guide, and to consult with your school counselor, teachers, and parents. Please review the requirements of the various courses in order to determine how much time and effort you will need to satisfy those expectations. Taking six (6) courses from the required areas (English, Mathematics, Physical Education and Health, Science, Social Studies, and World Language) as well as one to two courses from the elective areas (Visual and Performing Arts, Technology) generally provides a balanced but challenging program. Graduation requirements are specifically outlined later in this guide.

Our co-curricular program is designed to complement our academic program. Your involvement and time commitment to these programs should also be considered in the overall planning process. Our desire is that Weston students will be well-rounded, with many opportunities to pursue their interests and passions. However, take care to ensure that there is balance in your schedule, with time to truly invest yourself in your studies and activities.

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

Sincerely,

*Juliane Givoni
Interim Principal*

WESTON HIGH SCHOOL CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Weston High School is committed to providing a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem-solvers, effective communicators, and inspired learners prepared to contribute to our global society.

We believe that effective teachers:

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

We believe that successful students:

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

Our Social and Civic Expectations are to:

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

ACADEMIC REGULATIONS

Requirements for Graduation

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

AREA	CREDITS
English	4.0
Mathematics	3.0
Science	3.0
Social Studies including 1.0 US History & 0.5 American Government	3.0
World Language (WL)	1.0
Visual and Performing Arts (VPA)*	1.0
Physical Education & Wellness (PE&W)	1.0
Health & Safety (H&S)	1.0
Humanities Electives (HUM)*	1.0
STEM Electives (STEM)*	3.0
Other Electives (any area)	3.0
Portrait of the Graduate**	1.0
Total Credits	25.0***

*Certain courses are assigned multiple designations; credit for these courses may be applied to only one of the defined areas.

**successful completion

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

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

Full Time Status

- Freshmen and Sophomores: 7 courses each semester, graded “A” – “F.”
- Juniors and Seniors: 6 courses each semester, graded “A” – “F.”

Courses not included in the minimum requirement are: Classroom Aide, Jazz Ensemble, and Senior Internship.

Minimum Credit Requirements

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

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

Notwithstanding the foregoing, the minimum number of credits required for graduation is 25.

Grading

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

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

Grade Point Value

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

Honors Weighting

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

Pass/Fail (P/F)

The P/F grade option is available to juniors and seniors only, and may not be elected for courses that are needed to meet graduation requirements. A permission form to take a course P/F is available from the School Counseling Office and must be signed and approved by the student, the parent, the counselor, the teacher, the appropriate Curriculum Instructional Leader and the Administration, and filed at the School Counseling Office no later than the published deadline.

Under the P/F system, only a “P” is given credit. A grade of “P” does not affect GPA or honor roll calculations.

Pass/Fail Application Procedure

1. Permission forms to take a course under the P/F option are available from the School Counseling Office.
2. The form must be filled out by the student and signed by the student, parent, counselor, teacher, the appropriate Curriculum Instructional Leader, and the Administration.

3. Completed P/F forms must be filed at the School Counseling Office no later than the fourth week of a semester course or the eighth week of a full-year course; deadlines are published annually in the WHS Handbook.

Advanced Placement

It should be noted that Advanced Placement courses adhere to the standards of the College Board's Advanced Placement curriculum and cannot be modified. Students are expected to do all work required in these courses. The AP curriculum is offered in a specific course of study that prepares students for the AP exams in May and may result in college credit or advanced college standing. **All students enrolled in courses designated as AP are expected to participate in AP testing .**

Retaking a Course

1. There are various reasons why a student might choose to retake a course including:
 - a. If credit was not earned because the student failed the course.
 - b. If the student is dissatisfied with a passing grade the first time a course is taken and wished to demonstrate a higher level of academic ability.
2. No additional credit toward the graduation minimum is earned by taking the course the second time. Both grades earned for taking the given course twice will reflect on the transcript; they will be averaged in determining the student's Grade Point Average.

Summer School

1. 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, the appropriate Curriculum Instructional Leader, and an administrator 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, though the grade will not count toward GPA. Credit will not be granted for individual tutoring or online distance learning outside an approved accredited summer school. **Please Note: All summer school/make up work must be completed and grades submitted to the School Counseling Department by August 10th in order to be credited in the previous semester.**
2. A student who takes coursework for enrichment purposes must secure permission in advance from the School Counseling Department, the appropriate CIL, and an administrator. This coursework record will be attached to the student's transcript upon the student's request, following receipt of the record from the school.

3. A student who wishes to enroll in a program for advancement or acceleration must have completed two years at Weston High School and have secured permission from the appropriate Curriculum Instructional Leader as well as the Director of School Counseling, and the Principal prior to course enrollment. Students may be asked to take the Weston course midterm and/or final exam to determine appropriateness of advancement.
4. A student who wishes to improve a grade may take an equivalent course in summer school with the approval of the Curriculum Instructional Leader and Director of School Counseling. When a student retakes a course through an approved summer school in order to improve a grade:
 - a. The course must meet for a minimum of 60 clock hours.
 - b. Upon completion, the course title will appear twice on the transcript with the grades earned for each time the course was taken.
 - c. The properly weighted average of the two grades will be used in calculating the student's GPA.
 - d. No additional credit toward a Weston High School diploma can be earned for a retaken course.

Early Completion Procedure (3 ½ year program)

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 semester 1 of their senior year. Students selecting this option must complete the following steps:

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

COURSE SELECTION/SCHEDULING

Course Selection Process

The course selection process is outlined below. In early January there will be a Trojan Time Advisory period for current 9th, 10th, and 11th grade students to introduce the course selection process. Specific dates and deadlines for the steps below will be given at that time, and a corresponding email will be sent to students and parents.

1. Examine the Program of Studies. In January, the Program of Studies and the Departmental Course Sequence slideshow will be available on the front page of the WHS website. Read and discuss with your parents.
2. Discuss next year's courses with teachers. Teachers will use class time in January to discuss your course options for the following year.
3. Select courses in PowerSchool. Starting in early February, make your preliminary course selection using the PowerSchool Student Portal. Discuss with your parents. Note that there is no advantage in choosing courses as soon as the portal opens – you are not registering for courses; rather, you are making course requests so that we can build the master schedule. If you did not receive a departmental recommendation for a course you would like to take, you may speak with your teacher to understand the reasons for the recommendation.
4. Meet with your counselor to review course selection. During the month of February, counselors will review students' course selections. In most cases, counselors will find the student's selected courses complete and appropriate, and they will email the student to confirm the selections. Individual scheduling appointments will be made when requested by the student or required by the counselor. You may request an appointment if you have questions about what courses to take, or if you wish to request a change in course placement.
5. Submit Course Placement Waiver Request forms (if necessary). If you plan to request a course placement change, be sure to do so by the required due date.

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

Prerequisites and Admission Criteria

Certain courses are sequential in nature and have prerequisites. These courses are noted in the course description in this guide. Certain criteria must also be met for enrollment in Honors/AP and select academic courses, and these criteria are also listed in the booklet. If students and parents disagree with placement, they should discuss with their counselor as described in the section above.

Master Schedule/Conflict Resolution

Based on students' course requests, a master schedule will be developed in the spring. Before the following school year begins, each student will receive the list of courses in which they have been enrolled. Courses with few requests and certain electives may not be scheduled, or may be offered on an alternating-year schedule. In addition, due to the high number of singleton courses at Weston High School as well as other scheduling constraints, there will inevitably be students that have a conflict in their schedule. 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 his/her counselor to make the necessary adjustments in his/her course registration.

If there are concerns about a student's course schedule, the counselor should be contacted. Concerns brought forward during the summer will be addressed in as timely a manner as possible, as counselors do not work full-time during these weeks; we request your patience during this time.

Schedule Changes

Students will receive their schedules in August. Every student should regard the schedule they receive as a contract. The school has provided the courses, and the student has an obligation to attend those classes. Consequently, schedule changes will be permitted only under limited circumstances, as specifically outlined in the WHS Handbook.

ENGLISH LANGUAGE ARTS

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

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

The concepts explored in these classes through thoughtful reading, discussion, and writing, promote depth of understanding, broadened perspective, and imaginative exploration, as well as connections to learning in other disciplines. The literature selected by the department (novels, short stories, essays, plays, poetry, and nonfiction) encourages the study of a variety of voices--both classic and contemporary--that embrace these concepts.

All sophomores will successfully complete a Sophomore Writing Portfolio. During this process, students will review major writing in grades 9 and 10, make choices about what pieces best represent them as a writers, revise and edit the chosen pieces so to showcase the best writing, and write a letter presenting the student and the portfolio pieces to the assessment team.

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

Course # 1112 - English 9

Full Year

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

Course # 1110 - English 9 Honors

Full Year

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

are expected to have some baseline degree of facility with more challenging texts that the standard classes do not read. Summer reading may be assigned. **(HUM)**

Requirements for admission to this course:

- *Departmental recommendation*
- *Score of A- or better on written assessments*
- *A- or better in grade 8 English Language Arts*

Course # 1122 - English 10

Full Year

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

Course # 1120 - English 10 Honors

Full Year

Practice with literary analysis—with texts of ever-increasing complexity and sophistication—is at the center of the course; students study a wide range of novels, plays, short stories, non-fiction, and poems, and use these texts to hone their analytical skills. A focus on writing clarity and precision, particularly on the level of the sentence and the paragraph, is supplemented with an ancillary study of English grammar and usage. Regular writing assignments give students frequent opportunities to improve their skills. Class discussion, in which regular and thoughtful participation is required of all students, frequently transitions into practice with written expression. Summer reading may be assigned. **(HUM)**

Requirements for admission to this course:

Current Honors Students:

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

Current Standard Students:

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

Course # 1133 - American Literature English 11

Full Year

This non-teamed American Literature course offers an interdisciplinary approach to the study of American literature, culture, politics, art, and pop culture. Through readings of selected works of fiction and nonfiction – including short stories, novels, plays, poems, and ancillary articles – students will find depicted the themes and characteristics that make up a dynamic and sometimes contradictory republic. Through a variety of activities, close-readings, and analyses, students will develop a comprehensive understanding of the evolution of our national identity through literature and culture. Students will be expected

to make connections within and between units as they look to draw conclusions about our national identity. (HUM)

Course # 1153 - AP Language - Honors

Full Year

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

Requirements for admission to this course:

Current Honors Students:

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

Current Standard Students:

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

Course # 1198 - English 12

Fall Semester

This course builds on students' previous years and is designed around the literacy skills needed to be college and career ready. Units are focused on Common Core aligned skills such as personal narrative, literary analysis, argument, and synthesis. Different genres and voices will be featured throughout this course, including but not limited to novels, short stories, memoirs, film, graphic novels and non-fiction reading. In tracking the themes inherent in this ambitious study, students will engage in the kinds of reading, reflecting, discussing and writing which they can expect to encounter on the college level. (HUM)

Note: Senior students will choose one of the following three courses to complete their English 12 requirement:

Course # 1199 - English 12: Criminal Minds: A Psychological Analysis of Literature

Spring Semester

This course is offered to seniors in their spring semester. In this course, students will explore the significance of crime in narrative form. Students will trace the roots of this form, reading a variety of texts to analyze how authors use crime as a plotting device to study character, reveal social order and critique society. Students will focus on nonfiction, mystery, and film to explore and examine the complex role criminality plays in defining a culture. (HUM)

Course # 2000 - English 12: Identity: Journey to Self Discovery **Spring Semester**

This course is offered to seniors in their spring semester. In this course, students will explore thematic ideas of identity and self discovery. The course will ask students to conduct close reading of literary texts while analyzing characters, conflicts, and the thematic understanding that arises from these conflicts. Students will explore universal questions such as “Who am I?” and “Who am I becoming?” as they examine the progression of identity through literature. **(HUM)**

Course #2001 - English 12: The Future is Now: Archetypes in Fantasy, Myth & Science Fiction **Spring Semester**

This course is offered to seniors in their spring semester. In this course, students will explore different elements of science fiction. Students will read horror, fantasy, and science fiction in order to analyze and interpret how authors use setting, character, and conflict to reveal cultural commentary. Students will define, analyze and interpret fiction, non-fiction, television, and film in order to understand the genre of Science Fiction. Assignments will ask students to think critically and creatively both collaboratively and independently. **(HUM)**

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

This twelfth grade Honors level course is an exploration of the development of Western culture through the examination of seminal texts and art from the ancient to the present. In student-led discussions, the course evaluates archetypal figures and narratives presented in myths, epic poetry, and drama from various civilizations. Students demonstrate their understanding and mastery through graded writing and frequent collaborative creative projects. Summer reading may be assigned. **(HUM)**

Requirements for admission to this course:

Current Honors Students:

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

Current Standard Students:

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

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

Students explore fiction, drama, and poetry through a variety of critical lenses while they continue to refine their reading and writing skills. The College Board’s expectations are that students should “deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.” Students are expected to initiate and participate in sophisticated class discussions and to exhibit a willingness to complete independent research. Regular graded writing assignments, mostly completed in class, give students frequent opportunities to improve their skills. This course will prepare students to take the AP Literature and Composition Examination in May. Summer reading may be assigned. **(HUM)**

Requirements for admission to this course:

Current Honors Students:

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

Current Standard Students:

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

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

ENGLISH ELECTIVES

Electives may not be used in lieu of the preceding courses to fulfill the English graduation requirement.

Course # 1149 - Creative Writing

Semester

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

Course # 1156 - Composition Seminar

Semester

The Composition Seminar course offers supported immersion into all stages of the writing process, from idea generation through final editing. The course will cover topics such as drafting, organization, grammar, and mechanics. Students in this course will work on revising their work for inclusion into their resubmission of the Weston High School portfolio, but they will also have the opportunity to write new pieces in a variety of genres, further developing the necessary skills they will need to excel in future writing tasks. **(HUM)**

- *Prerequisite: Departmental recommendation*

Course # 1167 - Film Studies (when offered)

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 an extensive reading of film criticism as well as analytical and persuasive writing. **(HUM, VPA)**

***This course will be open for enrollment in 2022-2023.**

Course #1185 - Emerging Voices**Semester**

Emerging Voices is an elective course that encourages students to explore and study diverse voices while honing, discovering, and emboldening their own. Through studying “mirror” texts that reflect their own identities and “window” texts that allow them to gain insight into the identities of others, students will examine and create fiction, non-fiction, poetry, and media that spans genres, modes, and forms. **(HUM)**

- *Open to students entering grades 10, 11, or 12.*

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

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

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

Qualifications for eligibility include:

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

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

VISUAL AND PERFORMING ARTS

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

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

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.

VISUAL ARTS

Course # 2809 - Creative Computer Applications

Semester

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

Course # 2312 - Experimental Art and Design

Semester

This is a beginning visual arts course that focuses on applying the elements of art and principles of design to a variety of media such as pen and ink, drawing, painting, and printmaking. Students will learn art processes and means of visual expression through a variety of hands-on art projects. No previous art courses are required. **(HUM, VPA)**

Course #2360 - Drawing and Painting 1

Semester

This foundation course is designed for those students interested in improving their drawing skills for advanced level courses, art portfolios, engineering portfolios, and digital drawing. The emphasis is on traditional drawing and painting techniques, utilizing a variety of media and subject matter, including pencil, pen, watercolor, ink, and acrylics. Perspective drawings, pen and ink drawings, paintings from observation are created. **(HUM, VPA)**

Course #2361 - Drawing and Painting 2**Semester**

A continuation of Drawing and Painting 1, this course emphasizes intermediate level drawing/painting materials and techniques including pencil, charcoal, colored pencils, acrylic, and oil paint. Students will focus on proportion as we study both the figure and portraiture. This course is recommended for all students planning on applying to art schools/majors and is required for Studio Art and AP Studio Art. **(HUM, VPA)**

- *Prerequisite: Drawing and Painting 1 (taken fall 2022) OR Drawing 1 and Painting 1 (taken prior to fall 2022)*

Course #2355 - 3D Art & Design**Semester**

This is an introductory visual arts course that focuses on three-dimensional media and techniques. Students will explore ceramics, hand-building techniques, clay pottery wheel techniques, traditional or contemporary crafts, or additive/subtractive/assemblage sculpture techniques. Focus will be on form and three-dimensional projects, both functional and sculptural, will be explored through hands-on projects, class discussions, research and critiques. This course is recommended for all students planning on applying to art schools or majors requiring a sense of 3D design (such as sculpture, architecture, engineering, or Industrial design.) **(HUM, VPA)**

Course # 2328 - Contemporary Media Design**Semester**

This beginning level design course introduces students to computer based design skills and projects including but not limited to advertising design, interactive media design and contemporary fine art imagery. Emphasizing basic art elements and principles of design, students learn beginning design skills including layout, photo correction and manipulation, 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. **(HUM, VPA, STEM)**

Course # 2321 - Photography 1**Semester**

This course focuses on foundational skills and techniques in digital photography. Students will learn the fundamentals of DSLR camera handling and functions, digital processing, printing, and presentation. Students will learn design techniques for quality compositions, digital retouching skills, photo organization, processing, and manipulations using both Adobe Photoshop and Adobe Lightroom. Digital SLR camera ownership is recommended but not required. Students are required to purchase their own digital media storage devices. **(HUM, VPA, STEM)**

Course # 2339 - Photography 2**Semester**

Expanding upon the basic photographic principles introduced in Photography 1, students in this course gain a deeper understanding of file management, digital printing techniques, controlled lighting possibilities, and in-depth imaging software skills. Students will be introduced to conventional photography, learning camera functions and darkroom techniques. Students will also experiment with more advanced techniques with digital photography. Students will investigate contemporary photographers through in

class discussions and independent research. Students are asked to purchase their own digital storage device. **(HUM, VPA, STEM)**

- *Prerequisite: Photography 1*

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. **(HUM, VPA, STEM)**

- *Prerequisite: Photography 2*

Course # 2362 - Digital Illustration and Animation

Semester

This course expands on skills from Contemporary Media Design, introducing students to more advanced software and authentic design-based skills. This course introduces complex applications, drawing strategies, concepts, and specialized illustration techniques used by designers and illustrators with digital media. Digital photography, successful layout design and effective visual communication will be emphasized as well as multimedia skills and projects applicable for web and digital presentations. Students will be creating illustrations and animations utilizing the Adobe Creative Suite. Emphasis will be placed on realistic modeling approaches and rendering skills, as well as expressive and historical perspectives that an illustrator-designer must have. Units available for students to choose from include (but are not limited to) Photoshop imagery, Digital Drawing, Animation, Game Design, and Stop Motion Animation. **(HUM, VPA, STEM)**

- *Prerequisite: Contemporary Media Design*

Course # VPA2347 - Sports Journalism & Broadcasting

Semester

Students in this hands-on course will learn to broadcast live streaming events in correlation with the National Federation of State High School Associations (NFHS) Network. The network includes a dedicated website, marketing tools, technology platform and customizable graphics package that students will learn and use to produce live events. Members of the class will have the opportunity to call live play-by-play commentary and analysis, operate live graphics, work network quality cameras, and more. Live broadcasts will include school sports, news shows, events and more. This class will provide students with a real-world experience in the broadcast journalism industry. **(HUM, VPA, STEM)**

Course # VPA2348 - Advanced Sports Journalism and Broadcasting Full Year

Students will broadcast live streaming events in correlation with the National Federation of State High School Associations (NFHS) Network. Members of the class will work toward mastery of live play-by-play commentary and analysis, operate live graphics,

work network quality cameras, and more. Live broadcasts will include school sports, news shows, events and more. Students will work on a variety of professional shows such as Sports Center, Fantasy Football Now, and Get Up, just to name a few. **(HUM, VPA, STEM)**

- *Prerequisite: Sports Journalism & Broadcasting*

Course # 2353 - Videography 1

Semester

This course is designed to develop a critical eye for comprehending and developing contemporary media: film, video, and television. Students will develop proficiency in the creation of scripts, use of equipment, command of techniques, and fulfilling the various roles involved in producing projects of quality. Students will be involved in both individual and cooperative projects. **(HUM, VPA, STEM)**

Course # 2354 - Videography 2

Semester

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

- *Prerequisite: Successful completion of Videography 1.*

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. **(HUM, VPA, STEM)**

- *Open to grades 10-12*
- *Prerequisite: Consistently outstanding work in Videography 1 & 2 and teacher recommendation.*

Course # 2348 – Studio Art

Full Year

This is an intensive course intended to help students explore more advanced mediums and subject matter through the use of drawing, painting, and printmaking techniques. Students' knowledge of the use of color and light in regards to their compositional skills are pushed beyond just direct observation into the realm of self-expression. This course is required before entering AP Studio Art and for students who wish to continue in areas of the visual arts beyond high school. **(HUM, VPA)**

- *Prerequisite: Drawing and Painting 1 & 2*

Course # 2351 – AP Studio Art – Honors

Full Year

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

Requirements for admission to this course:

- *Prerequisite: Successful completion of Drawing & Painting 1 & Drawing & Painting 2; and Studio Art*
- *Receive departmental recommendation*

- *B+ or better in at least one other art course*

MUSIC

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

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

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

Course # 2401 - Concert Band

Full Year

This course is open to all wind and percussion students in grade 9. Students are encouraged to study their instruments through private instruction. Students will improve performance skills through rehearsals and mandatory public performances. **(HUM, VPA)**

Course # 2411 - Symphonic Band

Full Year

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

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

Course # 2412 - Wind Ensemble - Honors

Full Year

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

- *Prerequisite: Audition*

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

Course # 3415 - Jazz Ensemble

Full Year (0.5 Credit)

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

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

- *Prerequisite: Audition*

Course # 2413 - String Orchestra

Full Year

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

Course # 2414 - Symphonic Orchestra - Honors

Full Year

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

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

Course # 2427 - Concert Choir

Full Year

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

Course # 2447 - Women's Choir

Full Year

Women's Choir is open to treble voices in grades 10-12 who are interested in pursuing another level of musicianship. This advanced ensemble performs challenging choral music for treble voices in a variety of styles and genres. Participation in this ensemble

requires independent work outside the classroom, with additional requirements for honors credit. Students are assessed regularly on their performance of selected repertoire and their overall understanding of music reading, history and basic music theory skills. **(HUM, VPA)**

- *Prerequisite: Audition*

Course # 2437 - Chamber Singers- Honors

Full Year

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

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

Course # 2507 - Digital Music Production

Semester

(Formerly Music Technology)

This digital music course is open to any student who is interested in music. Students will engage in real-world applications and technologies used in the music industry while sharpening their knowledge of musical elements, song form, sampling and remixing, recording, editing and producing music. Students will develop an understanding of audio production through the use of digital audio workstations, which includes using keyboard controllers, studio recording, live sound recording and navigating multiple music sequencing software programs. They will explore careers in the music industry and current and future trends in popular music. **(HUM, VPA, STEM)**

Course # 2508 - Music Industry

Semester

(Formerly Music Technology 2)

The Music Industry course is designed to build on the knowledge and skills acquired in the Digital Music Production semester course. This advanced course will focus on various aspects of creating digital music including video game music, music for movies and music videos. Students will complete intensive projects that are personalized and cross disciplines (i.e. video, live performance, sound engineering). Students will learn the processes involved in the music business which include music management, copyright, promotion and brand development and will have the opportunity to create a business plan and portfolio. **(HUM, VPA, STEM)**

- *Prerequisite: Digital Music Production or Music Technology 1*

Course # 2506 - Music Theory (when offered*)

Semester

In this non-performance course students will explore the elements of music through ear-training, sight singing, musical texts, compositions and digital projects. Students will

listen to and analyze recorded works to solidify their understanding of musical concepts. Notational skills and score analysis skills will be developed using electronic and handwritten means, recording software and on-line applications such as Moodle and Google Classroom. **(HUM, VPA)**

***This course will be open for enrollment in 2022-2023.**

Course #2422 - AP Music Theory (when offered*)

Full Year

In this non-performance course students will develop a deep understanding of the elements of music through ear-training, sight singing, musical texts and compositions. Students will listen to and analyze recorded works to solidify their understanding of musical concepts. Notational skills, score analysis and advanced aural skills will be developed using electronic and handwritten means, recording software and online applications including the College Board AP Modules, Noteflight, Sight Reading Factory, Teoria, Earpeggio and Music Theory Lessons. The following written and aural skills will be covered in preparation for the AP Music Theory Exam: musical vocabulary, pitch, rhythm, key signatures and modes, intervals, triads, chords, seventh chords, inversions, non-chord tones, chord progression, cadences, advanced melodic dictation, harmonic dictation, counterpoint and figured bass. **(HUM, VPA)**

***This course will be open for enrollment in 2023-2024.**

Course # 2391 - Classroom Aide in the Arts

Semester/Year

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

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

Qualifications for eligibility include:

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

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

MATHEMATICS

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

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

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

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

Program Sequence Grades 9-12

Placement in mathematics courses depends on performance and meeting prerequisites rather than only grade level. Movement between levels can and does occur. Eighth grade students successfully completing Geometry may be recommended for Honors Algebra 2 or Standard Algebra 2. Eighth grade students successfully completing Algebra 1 may be recommended for Honors Geometry, Standard Geometry, or in some cases, Accelerated Algebra & Geometry. Eighth grade students completing Math 8 may be recommended for Accelerated Algebra & Geometry or Algebra 1.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Algebra 1	Accelerated Algebra & Geometry OR Geometry	Geometry - Honors	Algebra 2 - Honors
Geometry	Algebra 2	Algebra 2 - Honors	Pre-Calculus - Honors
Algebra 2	Pre-Calculus	Pre-Calculus - Honors	AP Calculus AB
Pre-Calculus or Electives (Grades 11-12): Personal Finance (sem.) Statistics	Calculus and/or Electives (Grades 11-12): Personal Finance (sem.) Statistics AP Statistics	Calculus AP Calculus AB and/or Elective (Grades 11-12): AP Statistics	AP Calculus BC and/or Elective (Grades 11-12): AP Statistics

Criteria for Acceleration and Honors Courses

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

General Policies

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

Honors Courses Criteria

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

Doubling in Mathematics Core Courses (Acceleration)

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

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

Course # 1305 - Algebra 1a (Grade 9) (when offered*) **Full Year**
Course # 1315 - Algebra 1b (Grade 10) (when offered*) **Full Year**

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

Course # 1313 - Algebra 1 **Full Year**

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

Requirements for admission to this course:

- *Completion of Math 8 at WMS or departmental approval*

Course # MA104 - Accelerated Algebra & Geometry **Full Year**

Accelerated Algebra & Geometry is a course designed to complete the integrated sequence of courses from grades 6-8. Basic Algebra 1 skills are reviewed in the context of geometric relationships. Linear equations and relationships form the basis for a study of coordinate geometry - including congruence and transformations. This course includes a rigorous study of quadratic equations and functions, with problem solving centered around area and volume. This course also includes units of study in similarity, trigonometry, and circles. The goals of Accelerated Algebra & Geometry are to provide students with an opportunity to engage in rigorous problem solving and reinforce the foundational skills of algebra, in order to prepare students to take Algebra 2. **(STEM)**

Requirements for admission to this course:

- *Receive departmental recommendation*
- *Completion of Math 8 with an A- or better OR 8th grade Algebra I with a grade below a B-*
- *Demonstrated problem solving proficiency*
- *NWEA score of at least 240 in winter of 8th grade*

Course # 1323 - Geometry

Full Year

Geometry presents the theorems and assumptions of Euclidean plane geometry through the development of a deductive system, with an emphasis on logical reasoning and justification. The skills of Algebra 1 are reinforced by their application to geometric problems. The material of Algebra 2 is previewed in a discussion of trigonometry and coordinate geometry at the end of the course. The goals of Geometry are to provide students with an understanding of the rules of plane geometry and an appreciation of the power of logical reasoning and justification. **(STEM)**

Requirements for admission to this course:

- *Completion of Algebra I*

Course # 1321 - Geometry - Honors

Full Year

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

Requirements for admission to this course:

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

Course # 1333 - Algebra 2

Full Year

Algebra 2 is a course in college preparatory intermediate algebra. While the emphasis of the course is on manipulative skills, considerable attention is given to mathematical structure and logic. The content of the course includes linear and quadratic equations and inequalities, systems of equations, polynomial and fractional expressions, exponents, radicals, complex numbers, probability, sequences, series, and data interpretations. Technology is integrated throughout the course. Mathematical modeling, problem solving

and multiple representations are stressed. The goal of Algebra 2 is to provide students with a strong foundation in algebraic manipulative skills, while creating a solid conceptual framework for the study of higher mathematics. **(STEM)**

Requirements for admission to this course:

- *Completion of Geometry (or concurrent enrollment)*

Course # 1331 - Algebra 2 - Honors

Full Year

The Honors Algebra 2 course examines the concepts and techniques of advanced algebra and discrete mathematics. The emphasis in the course's development is on the logic and structure of algebraic operations and manipulations and on the concept of a function. Linear, quadratic, polynomial and rational functions are discussed with regard to their relationship to algebraic operations and manipulative skills. Included in the course are discussions of equations, inequalities, counting, probability, data interpretation, sequences and series, and matrices. Technology is integrated throughout the course. Students are expected to demonstrate self-advocacy and 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. **(STEM)**

Requirements for admission to this course:

- *Completion of Geometry (or concurrent enrollment)*

Current Honors Students:

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

Current Standard Students:

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

Course # 1337 - Pre-Calculus

Full Year

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

Requirements for admission to this course:

- *Completion of Algebra 2*

Course # 1338 - Pre-Calculus - Honors**Full Year**

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

Requirements for admission to this course:

- *Completion of Algebra 2*

Current Honors Students:

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

Current Standard Students:

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

Course # MA1353 - Calculus**Full Year**

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

Requirements for admission to this course:

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

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

Full Year
Full Year

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

Requirements for admission to this course:

- *Completion of Pre-Calculus*

Current Honors Students:

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

Current Standard Students:

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

Course # MA1354 - Multivariable Calculus (when offered*) Full Year (0.5 credit)

This course is offered to students who have completed AP Calculus BC. Major topics will include parametric, vector, and polar functions, vectors and analytic geometry in space, vector-valued functions and motion in space, multivariable functions and their derivatives, partial differentiation, multiple integrals, integration in vector fields, including the Divergence Theorem and Stokes' Theorem. Applications and the use of dynamic graphing software will be used to deepen understanding of material. **(STEM)**

Requirements for admission to this course:

- *Completion of AP Calculus BC*
- *Receive departmental recommendation*

***This course will not be open for enrollment in 2022-2023.**

Course # 2810 - Statistics

Full Year

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

Requirements for admission to this course:

- *Completion of Algebra 2*

Course # 1355 - AP Statistics - Honors

Full Year

AP Statistics is a full year course designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are

exposed to four broad conceptual themes: exploring data (observing patterns and departures from patterns); planning a study (deciding what and how to measure); anticipating patterns (producing models using probability theory and simulation); and statistical inference (confirming models). The goal of AP Statistics is to provide students with a rigorous college level statistics course and to provide students with the opportunity to earned advanced placement in mathematics. **(STEM)**

Requirements for admission to this course:

- *Completion of Pre-Calculus*

Current Honors Students:

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

Current Standard Students:

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

Course # 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. **(STEM, HUM)**

Requirements for admission to this course:

- *Open to students in grades 10-12*

Course # 1391 - Classroom Aide in Mathematics

Semester/Year

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

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

Qualifications for eligibility include:

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

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

PHYSICAL AND HEALTH EDUCATION

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

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

PHYSICAL EDUCATION & WELLNESS

Students are required to take one semester per year of physical education in grades 9 and 10. In grades 11 and 12, the requirement is one quarter. 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.
- Stress management application.
- Physical fitness as it applies to their everyday activities; fostering a desire to be active throughout life.
- Fitness program design and implementation.
- 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. **(PE&W)**

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

Course # 1431 - Grades 11 & 12 Physical Education

Quarter

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. **(PE&W)**

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

The physical education program is designed to provide meaningful and successful experiences with an emphasis on lifelong fitness. Some of the activities students will participate in are listed below.

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

Make-Up Policy

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

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

Course # 1401 - Adaptive Physical Education

Full Year (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 a pass/fail basis. **(PE&W)**

Course # 1491 - Classroom Aide in Physical Education/Health

Semester/Year

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

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

Qualifications for eligibility include:

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

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

HEALTH & SAFETY EDUCATION

Students are required to take one semester of health education in grades 9 and 10, and one quarter in grades 11 and 12. Students develop decision making skills based around the following concepts; nutrition, communication and cooperation, body systems/physiological changes, substance abuse & prevention, stress management & emotional wellness, goal setting and reflection.

Course # 1403 - Grade 9 Health (How to Thrive and Survive High School) Semester
This course is designed to orient freshmen to the high school environment and to help them develop skills to positively manage their physical, social, emotional, family, and academic lives. Students will immerse themselves in the DBT-Steps A program for half of the semester where they will focus on emotion regulation skills. Other units include: introduction to services/accessing resources, positive school climate including individual student involvement, substance use and abuse, decision-making, bullying prevention and internet safety. **(H&S)**

Successful completion of this course is required for graduation.

Course # 1404 - Grade 10 Health (Human Sexuality) Semester
This course is designed for sophomores to continue with the DBT Steps-A program and to review, research, and to create skills involving human sexuality. Students will review the DBT-Steps-A skills learned in grade 9, and learn additional DBT skills such as distress tolerance and interpersonal effectiveness. In our human sexuality unit students will explore anatomy and physiology, making positive and informed health-related choices, contraception, STI's, HIV/AIDS, and breast and testicular cancer awareness. This unit of study is examined through the lens of healthy and unhealthy relationships. **(H&S)**

Successful completion of this course is required for graduation.

Course # 1405 - Grade 11 Health (Independent Research Project) Quarter
This course is designed to offer juniors the opportunity to investigate and research a topic of their interest that focuses on encouraging thought and introspection of various life issues. Examples include: emotional and physical illnesses and diseases, substance use and abuse, the effects of heredity on one's health, etc. Topics must be approved by the health teacher. Students will also engage in follow-up DBT Steps-A lessons. **(H&S)**

Successful completion of this course is required for graduation.

Course # 1406 - Grade 12 Health (Life After High School) Quarter
This course is designed to prepare seniors for life after high school. Topics include: human growth and development, sexual assault and harassment, suicide prevention, stress and stressors, high-risk behaviors and consequences, as well as the legal aspects of these behaviors. Students will also engage in follow-up DBT Steps-A lessons. **(H&S)**

Successful completion of this course is required for graduation.

Make-Up Policy

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

SCIENCE

The mission of the Science Department is to facilitate the development of students' inquiry and critical thinking skills to enhance their understanding of the nature of science and the way that scientists work. Through the implementation of the goals and practices of the Next Generation Science Standards (NGSS), students concentrate on exploring real-world phenomena, asking questions and developing hypotheses, designing experiments and analyzing data, designing and testing models, making evidence-based arguments and learning other skills that are associated with the work of real scientists. Ultimately, students are provided with the science skills and knowledge they need to be well-informed citizens in our global society.

Courses in this department focus on the following *Weston HS learning expectations*:

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

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 to authentic situations.
- Communicate scientific information using words, equations, graphs, and charts as appropriate.
- Relate the role of science in the past and present to current learning.
- Design appropriate procedures to solve a problem
- Conduct investigations, collect data and record observations.
- Interpret data, draw conclusions and assess their validity.

PROGRAM SEQUENCE

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

Course # 1523 - Biology
Grade 9

Full Year

This introductory course is designed to present Biology as a process that explains the basic unifying principles of life. Through an inquiry approach, topics such as biochemical and cellular biology, heredity and variation, evolution, and ecological dynamics will be studied. Throughout this course, students are required to problem solve, experiment, analyze, model, and communicate ideas. Students explore biological phenomena via classroom activities and laboratory experimentation. The course will help promote science literacy and develop a lifelong awareness of the potential and limitations of science and technology. **(STEM)**

Course # 1521 - Honors Biology
Grade 9

Full Year

This is a rigorous, fast-paced course investigating topics that range from microbiology to the biosphere. The major content areas are experimental design, evolution, cellular biology, molecular and Mendelian genetics, and ecology. Experiments and interactive class activities are both descriptive and analytical. The ability to think both critically and abstractly, apply and synthesize ideas, and understand scientific models is essential. In the case of the student planning to take the SAT 2 Biology exam, individual outside study and preparation will be necessary. **(STEM)**

Requirements for admission to this course:

- *Receive departmental recommendation, including a proficient score on the Honors Biology prognosis assessment*
- *Maintain an A- or better in Grade 8 Science*

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

Full Year

Advanced Placement Biology is a rigorous college-level introductory biology course that emphasizes analysis and synthesis of abstract concepts which requires a proficient skill level in reading comprehension. Lab work is complex and much is inquiry-based. The curriculum follows the College Board course description, which focuses on four conceptual areas: evolution, energetics, information storage and transfer, and systems interactions. Major topics include evolution, ecology, biochemistry, cell biology, energy transformations, molecular biology and genetics, along with regulatory processes such as gene expression, timing, specialization and coordination of structure and function, which pulls examples from many areas of biological study. All students are expected to take the AP Biology exam in May. This is an excellent choice for students considering a career in medical science or other related fields. **(STEM)**

Requirements for admission to this course:

- *Completion of Chemistry and Biology*
- Current Honors Students:
- *Receive departmental recommendation*
 - *Maintain a C or better in an Honors course*

- *Honors Chemistry may be taken concurrently with approval of Curriculum Instructional Leader*

Current Standard Students:

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

Course # 1533 - Chemistry

Full Year

Grade 10

The focus of this course is using concepts such as energy transformation, atomic structure, changes in matter, chemical bonding, equilibrium and stoichiometry to explain the behavior and phenomena of matter. Students are required to problem solve, analyze, model, and communicate ideas. Students explore concepts via classroom activities and experimentation. The course will help promote science literacy and develop a lifelong awareness of the potential and limitations of science and technology. **(STEM)**

Requirements for admission to this course:

- *Completion of Biology*

Course # 1531 - Honors Chemistry

Full Year

Grade 10

This is a rigorous and fast-paced course that includes topics in physical and chemical change, energy transformations, atomic structure, nuclear chemistry, periodicity, chemical bonds, equations, reaction stoichiometry, and equilibrium. The approach is to further develop the conceptual thinking skills first introduced in mathematics through topics of logic, equations, graphs, and symbols. Laboratory experiments are analytical and mathematical and designed to give substance to the concepts. The course is designed to enhance the skills of problem solving, analyzing and modeling. The 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. **(STEM)**

Requirements for admission to this course:

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

Current Honors Students:

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

Current Standard Students:

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

Course # 1558 - AP Chemistry – Honors

Full Year

Grades 11 and 12

Advanced Placement Chemistry is a rigorous college-level introductory chemistry course. Students are expected to take the AP exam in the spring. The AP Chemistry course is

designed to be taken only after the successful completion of a first course in high school chemistry. Topics covered include structure and matter (atomic theory and structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids and solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics and thermodynamics), and descriptive chemistry. The course has a demanding laboratory component. This is an excellent choice for students considering a career in chemical science, pre-medical studies or other related fields. **(STEM)**

Requirements for admission to this course:

- *Completion of Chemistry*

Current Honors Students:

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

Current Standard Students:

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

Course # 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. Areas of study include laws of motion, momentum, circular motion and gravitation, energy, electricity, and the behavior of light. Laboratory investigations are often inquiry based and analytical in nature, and are designed to give substance to the concepts explored in class. The course is designed to enhance the skills of problem solving, analyzing and modeling. **(STEM)**

Requirements for admission to this course:

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

Course # 1543 - Physics – Honors

Full Year

Grades 11-12

This is a rigorous, fast paced course designed for students who are ready for advanced problem-solving in the Sciences through a variety of methods, such as modeling, analyzing and investigating. Areas of study include laws of motion, work and energy, behavior of light, electricity, and magnetism. Laboratory investigations are analytical and mathematical and designed to give substance to the class concepts. **(STEM)**

Requirements for admission to this course:

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

Current Honors Students:

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

Current Standard Students:

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

**Course # 2801 - AP Physics I Algebra-Based – Honors
Grades 11-12**

Full Year

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

Requirements for admission to this course:

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

Current Honors Students:

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

Current Standard Students:

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

**Course # 1561 - AP Physics C: Mechanics– Honors
Grades 11- 12**

Full Year

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

Requirements for admission to this course:

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

Current Honors Students:

- *Receive departmental recommendation*

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

Current Standard Students:

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

**Course # 1004 - Environmental Science
Grades 11-12**

Full Year

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

Requirements for admission to this course:

- *Completion of Chemistry and Biology*

**Course # SC1004 - AP Environmental Science – Honors
Grades 11 and 12**

Full Year

Advanced Placement Environmental Science is designed to be the equivalent of an introductory college-level course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics of study include Earth systems and resources, ecosystems and energy flow, population biology, land and water use, energy resources and consumption, pollution, agriculture, conservation and global change. Laboratory work, case and field studies, and field trips are an integral component of this course. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom and gain an awareness of the significant and complex variables that exist in the real world. Students taking the course are expected to take the corresponding AP exam in May. **(STEM)**

Requirements for admission to this course:

- *Completion of Biology and Chemistry*

Current Honors Students:

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

Current Standard Students:

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

**Course #1005 - Sustainable Living
Grades 11 and 12**

Full Year

Looking to do something to actually improve our community and our world? Sustainable Living is an interdisciplinary course designed for highly motivated and independent students who are passionate about solving real world environmental problems. Students will identify environmental problems in our school, district, and community and then both develop and implement real sustainable solutions to address them. Unlike many traditional academic courses that focus on specific content, the focus of this class is to develop genuine problem-solving skills through a project-based learning approach. Through a number of specific projects, students will learn the major tenets of sustainability (sustainable food systems, energy conservation/efficiency, sustainable building techniques, waste reduction, water conservation, habitat & biodiversity protection, etc.). Examples of some likely projects include: restoration and management of the school gardens, improving waste management systems in the school (improve recycling, composting, etc.), restoring wildlife habitat around campus, and providing environmental education opportunities for younger ages in the district. While some of the problem solving will be academic (researching problems and designing solution ideas), students are also expected to participate in what is at times demanding physical labor in order to implement their solutions. The course is ideal for those wishing to extend their environmental education beyond Standard or AP Environmental Science but may also serve those who thrive when tasked with solving challenging problems. Enrollment is limited to 20 students per year. **(STEM)**

Requirements for admission to this course:

- *Completion of Biology and Chemistry*

**Course # SC4000 - Science Research - Honors
Grades 9-12**

Full Year

Honors Science Research is a course designed for highly motivated and independent students who are passionate about making their own discoveries in the fields of science or engineering. The application process takes place in the previous year and, if accepted, students develop and pursue their own line of scientific inquiry. Whenever possible, research will be carried out in the high school laboratory. This course will provide students with the potential to compete in science competitions at the state level with the potential to advance to national and international levels. **(STEM)**

Requirements for admission to this course:

- *Acceptance is based on application process and departmental recommendation*

**Course # 1549 - Animal Behavior
Grades 10-12**

Semester

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 applying concepts learned in the course. **(STEM)**

Requirements for admission to this course:

- *Completion of Biology*

Course # 1584 - Forensics

Semester

Grades 10-12

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

Requirements for admission to this course:

- *Completion of Biology*

Course # 1589 - Human Anatomy and Physiology

Semester

Grades 10-12

This course 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. **(STEM)**

Requirements for admission to this course:

- *Completion of Biology*

Course # 1591 - Classroom/Laboratory Aide in Science

Semester/Year

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

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

Qualifications for eligibility include:

- Desire to be of service;
- Submission of written application;
- Teacher recommendation based on excellence in classroom performance, demonstrated maturity and academic;
- Interview with prospective teacher;
- Recommendation by school counselor;
- Approval of Curriculum Instructional Leader
- Grading of PASS or FAIL will be based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department.

SOCIAL STUDIES

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

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

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

CRITERIA FOR HONORS COURSES

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

Course # 1617 - World Studies

Full Year

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

Course # 1623 - Modern World Studies

Full Year

This sophomore course is the second year of the two-year World Studies experience. This course begins with the rise of the nation-state, with an emphasis on the modern developments that shaped the world that we live in today. The course includes concepts dealing with nationalism, revolution, technology, ideologies, genocide, and the

interdependence of the world today. This course features lectures, group discussions, debates, persuasive writing assignments, individual research projects as well as student oral presentations. Ideas, trends and lasting contributions of early Western cultures are emphasized. **(HUM)**

Course # 1621 - Modern World Studies – Honors

Full Year

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

Requirements for admission to this course:

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

Course # 1638 - American Studies: American Experience

Full Year

(Graduation Requirement)

American Studies is a course that encompasses the social, political, and economic history of the United States from the Civil War period through the early 21st century. The purpose of this course is not only to inform students on the modern history of the US, but also to engage students in the historical inquiry process. Throughout this course, students will analyze a variety of primary and secondary sources, including non-textual materials, in order to develop and defend various positions. Students will participate in evidence based discussions on salient American historical themes, including identity, culture, conflict, and cooperation. Each student will demonstrate their proficiency in critical thinking by developing an inquiry question, conducting research, and writing a thesis-driven history paper. **(HUM)**

Course # 1639 - AP United States History – Honors

Full Year

(Fulfills Graduation Requirement)

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and

settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. **(HUM)**

Requirements for admission to this course:

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

Current Honors Students:

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

Current Standard Students:

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

Course # 1648 - American Government

Semester

(Graduation Requirement)

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

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

Course # 1657 - AP U.S. Government & Politics

Full Year

(Fulfills Graduation Requirement)

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

Requirements for admission to this course:

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

Current Honors Students:

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

Current Standard Students:

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

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

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

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

Course # 1664 - Introduction to Sociology**Semester**

Sociology is a semester long elective in which students learn about the structure, function and behavior of human society, with a special emphasis on the interaction between society and its members. Topics of study include social institutions, trends in urbanization, marriage and the family, political affiliation, and crime and deviance in America. Social issues and topics are explored and analyzed using census and geographic data. Map work and discussions are exclusively done in class, positive participation is crucial. **(HUM)**

- *Prerequisite: One Social Studies course*
- *Preference given to juniors and seniors*

Course # 1667 - AP Human Geography – Honors**Full Year**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Throughout this yearlong course, students will learn about patterns and processes related to: Population and Migration, Culture, Politics, Agriculture and Rural Land-Use, Cities and Urban Land-Use, and Industrial and Economic Development. **(HUM)**

Requirements for admission to this course:

- *Open to juniors and seniors*

Current Honors Students:

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

Current Standard Students:

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

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

Introduction to Psychology is a course intended to expose students to the field of psychology. Students gain a better understanding of why people behave the way they do.

Students become acquainted with the breadth of the field and obtain practical, useful information, as well as a wealth of knowledge that will hopefully excite their curiosity and increase their understanding of people's behavior. This is a semester course that exposes the students to psychology and its methods, developmental psychology, cognitive psychology and abnormal psychology. Activities include reading and analyzing psychological experiments and findings, learning how to conduct psychological research, viewing films, and class discussion. **(HUM, STEM)**

- *Prerequisite: One Social Studies course*
- *Preference given to juniors and seniors*

Course # 2853 - AP Psychology – Honors

Full Year

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

Requirements for admission to this course:

- *Open to juniors and seniors*

Current Honors Students:

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

Current Standard Students:

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

Course # 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. **(HUM, STEM)**

- *Prerequisite: Completion of one Social Studies course*
- *Preference given to juniors and seniors*

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. **(HUM, STEM)**

Requirements for admission to this course:

- *Open to juniors and seniors*
- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*

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. **(HUM, STEM)**

Requirements for admission to this course:

- *Open to juniors and seniors*
- *Receive departmental recommendation*
- *Maintain an A- or better in a Standard course*

Course #1640 - American Tapestry: Multiculturalism in the U.S.**Semester**

This semester long course will examine the concept of “identity,” with specific emphasis on ethnic and racial identity in America over the last 50 years. It will focus on contemporary issues unique to African Americans, Black Americans, Latino Americans, Native Americans, Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPI). In addition to the social, political, and economic implications of race and ethnicity, this course will include an examination of gender, gender identity, and sexual orientation as an influencer of identity in modern America. Students will analyze American identities through multiple perspectives drawn from history, geography, sociology, psychology, art, music, and literature. **(HUM)**

- *Prerequisite: One Social Studies course*
- *Preference given to juniors and seniors*

Course # 4901 - African American/Black and Latino/Puerto Rican Studies**Year**

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide

students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. *This course was developed by a CT state-appointed panel and approved by the State of CT BOE in December 2020. (HUM)*
Requirements for admission to this course:

- *Open to juniors and seniors*

Course # 1695 - Classroom Aide in Social Science

Semester/Year

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

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

Qualifications for eligibility include:

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

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

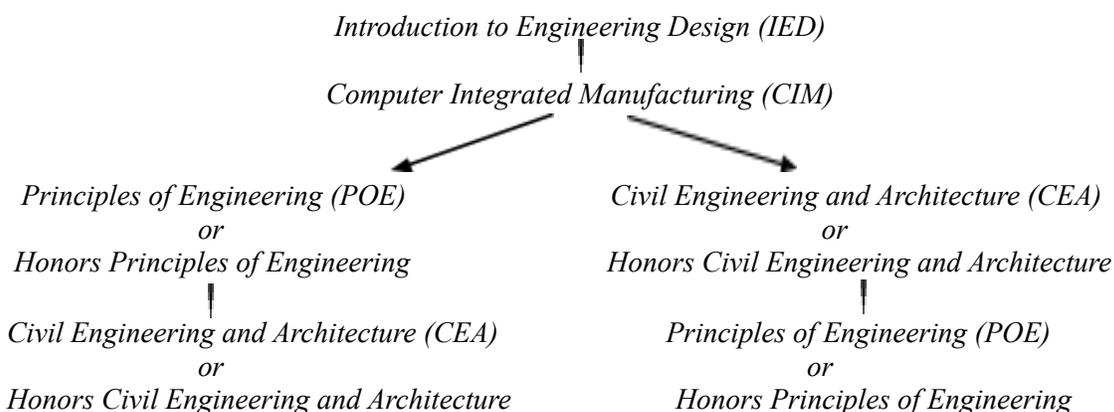
TECHNOLOGY & ENGINEERING

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

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

ENGINEERING

Pathway to Engineering (Note: **Classes of 2025 and 2026 must follow this sequence beginning with IED.** Students in the classes of 2024 and 2023 can begin in any of the courses listed below)



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

Grades 9-12

Full Year

In this course, students apply the engineering design process, using math, science, and engineering standards to identify and design mechanical solutions to a variety of real problems. They work to develop and document design solutions using engineering notebooks and 3D modeling software. Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assemblability and sustainability. Students develop skills in technical representation and documentation. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process.

Student-developed testing protocols drive decision-making and iterative design improvements. The transportable skills practiced in this course—such as communication, collaboration, and process thinking—can be applied to future courses and even a student’s future career.

Upon completion of the course, students will take the national PLTW End of Course exam. Eligibility for college credit from either the Rochester Institute of Technology (RIT) or The University of New Haven (UNH) will depend on their PLTW exam score along with their year long grade in the course. Details about earning college credit will be communicated to students and parents enrolled in the course. This course is recommended for students interested in pursuing engineering or related STEM fields at the college level. **(STEM)**

**Course # 2627 - Computer Integrated Manufacturing (PLTW)
Grades 10-12**

Full Year

Computer Integrated Manufacturing is one of the specialization courses in the PLTW Engineering program. Students learn about manufacturing processes, product design, robotics, and automation. The course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems. Students apply the knowledge and skills gained in this course as they collaborate to design, build, and program factory system models. The transportable skills practiced in this course—such as communication, collaboration, and process thinking—can be applied to future courses and even a student’s future career.

Upon completion of the course, students will take the national PLTW End of Course exam. Eligibility for college credit from either the Rochester Institute of Technology (RIT) or The University of New Haven (UNH) will depend on their PLTW exam score along with their year long grade in the course. Details about earning college credit will be communicated to students and parents enrolled in the course. This course is recommended for students interested in pursuing engineering or related STEM fields at the college level. **(STEM)**

- *Prerequisite: Introduction to Engineering Design*

**Course # 2628 - Principles of Engineering (PLTW)
Grades 11-12**

Full Year

This course explores a wide variety of engineering and engineering technology disciplines. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students continue to develop skills in problem solving, research, and design while learning strategies for

communicating their solutions to their peers and members of the professional community. POE also allows students to develop strategies to enable and direct their own learning.

Upon completion of the course, students will take the national PLTW End of Course exam. Eligibility for college credit from either the Rochester Institute of Technology (RIT) or The University of New Haven (UNH) will depend on their PLTW exam score along with their year long grade in the course. Details about earning college credit will be communicated to students and parents enrolled in the course. This course is recommended for students interested in pursuing engineering or related STEM fields at the college level. **(STEM)**

Course # TECH2631 – Principles of Engineering - Honors (PLTW)

Grades 11-12

Full Year

This course explores a wide variety of engineering and engineering technology disciplines. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students continue to develop skills in problem solving, research, and design while learning strategies for communicating their solutions to their peers and members of the professional community. POE also allows students to develop strategies to enable and direct their own learning.

Honors level students will be expected to complete additional extension activities to demonstrate innovative thinking. These activities may be independent, but most often will require collaboration and demonstration of resilience when working through given problems before solutions are clearly and concisely presented.

Upon completion of the course, students will take the national PLTW End of Course exam. Eligibility for college credit from either the Rochester Institute of Technology (RIT) or The University of New Haven (UNH) will depend on their PLTW exam score along with their year long grade in the course. Details about earning college credit will be communicated to students and parents enrolled in the course. This course is recommended for students interested in pursuing engineering or related STEM fields at the college level. **(STEM)**

Honors Level Requirements:

- *Completion of Algebra 2*
- *Departmental Recommendation*

Course # 2629 - Civil Engineering and Architecture (PLTW)

Grades 11-12

Full Year

Civil Engineering and Architecture is a specialization course in the PLTW Engineering Program. Students learn the fundamentals of building design, site design, and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Students will progress from completing structured activities to solving

open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.

Upon completion of the course, students will take the national PLTW End of Course exam. Eligibility for college credit from the Rochester Institute of Technology (RIT) will depend on their PLTW exam score along with their year long grade in the course. Details about earning college credit will be communicated to students and parents enrolled in the course. This course is recommended for students interested in pursuing engineering or related STEM fields at the college level. **(STEM, HUM, VPA)**

Course # TECH2630 – Civil Engineering and Architecture - Honors (PLTW)
Grades 11-12 **Full Year**

Civil Engineering and Architecture is a specialization course in the PLTW Engineering Program. Students learn the fundamentals of building design, site design, and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.

Honors students will be expected to utilize resources and demonstrate resilience when working through given problems, clearly and concisely presenting solutions, as well as understanding when and how to apply computational skills. Additionally, group collaboration and individual extension activities will give honors students the opportunity to demonstrate innovative thinking, leadership, and team working skills at a high level.

Upon completion of the course, students will take the national PLTW End of Course exam. Eligibility for college credit from the Rochester Institute of Technology (RIT) will depend on their PLTW exam score along with their year long grade in the course. Details about earning college credit will be communicated to students and parents enrolled in the course. This course is recommended for students interested in pursuing engineering or related STEM fields at the college level. **(STEM, HUM, VPA)**

Honors Level Requirements:

- *Completion of Algebra 2*
- *Departmental Recommendation*

CODING

The four-course computer coding sequence is designed to be taken in succession; however, students who demonstrate coding experience may have the opportunity to bypass the introductory course.

Course # 2802 - Introduction to Computer Coding

Semester

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

Requirements for admission to this course:

- *Open to students in grades 9-12*

Course # 2808 - Computer Coding 2

Semester

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

Requirements for admission to this course:

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

Course # 1024 – AP Computer Science A - Honors (when offered*)

Full Year

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

Requirements for admission to this course:

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

***This course will be open for enrollment in 2022-2023.**

Course # MA1024 -- AP Computer Science Principles - Honors **Full Year**
(when offered*)

AP Computer Science Principles is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data to analyze, visualize and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. **(STEM)**

Requirements for admission to this course:

- *Completion of Introduction to Computer Coding with a B+ or better or departmental approval*
- *Completion of Algebra I with a B+ or better*

***This course will be open for enrollment in 2023-2024.**

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

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

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

Qualifications for eligibility include:

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

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

WORLD LANGUAGE

The mission of the World Language Department is to foster communication and cultural understanding of the products, practices, and perspectives of the target languages and cultures in order to participate successfully as citizens in the global society. Courses are offered in the following languages: French, Spanish, Chinese and Latin. Instruction is designed to develop language proficiency in the three modes of communication: interpretive, interpersonal, and presentational, while engaged in thematic units that promote cultural awareness. Courses in this department focus on the following Weston High School learning expectations:

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

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

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

- Communication: communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
- Cultures: interact with cultural competence and understanding
- Connections: connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
- Comparisons: develop insight into the nature of language and culture in order to interact with cultural competence
- Communities: communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

CRITERIA FOR HONORS COURSES

In order to be selected for admission to an honors level world language 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.

SEAL OF BILITERACY

Weston High School offers the CT Seal of Biliteracy, which was established by the Connecticut State Department of Education to recognize public high school graduates who have attained a high level of proficiency in English and one or more languages. The Seal of Biliteracy will be affixed to the school diploma and transcript, and provides immediate recognition of a critical twenty-first century language and communication skill. This award is given in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st century global citizens in a multicultural, multilingual world. The Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Biliteracy provides recognition to English learners (ELs) for the great value of developing English and maintaining their primary language.

There are different pathways to the Seal of Biliteracy that can be located at this link: https://portal.ct.gov/-/media/SDE/Board/BoardMaterials090617/Seal_of_Biliteracy_Guidelines.pdf

In order to determine eligibility for the Seal of Biliteracy, Weston High School uses the AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) Assessment, which will be administered in Latin 3/3H, French 4/4H, and Spanish 5/5H. Students will need a minimum of I3 in all three domains of the assessment (Interpersonal Listening and Speaking, Presentational Writing, and Interpretive Reading and Listening) according to World Languages National and State Standards. Latin students will take the ALIRA (ACTFL Latin Interpretive Reading Assessment) Assessment, and they will also need a minimum score of I3.

Weston High School will also accept other assessment scores as outlined in the SDE website above (e.g. AP scores).

Weston High School students who are not currently enrolled in a WL course at the school but wish to be assessed for eligibility must contact the CIL, Ms. Fernandes.

FRENCH COURSE DESCRIPTIONS

Course # 1211 - French 1 (when offered*)

Full Year

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

Course # 1221 - French 2

Full Year

This course continues the development of the four skill areas: speaking, reading, writing and listening, while expanding cultural studies to more francophone areas. Students learn to narrate stories using a variety of verb tenses, and begin to be able to compose longer

written products. Vocabulary, conversation practice, and culture are reinforced by the use of authentic audiovisual sources. Students in this course will participate in the Grand Concours French contest in February. **(HUM, WL)**

Requirements for admission to this course:

- *Prerequisite: French 1 or 8th grade French*
- *Receive departmental recommendation*
- *Maintain grade of C in French 1 or 8th grade French*

Course # 1231 - French 3

Full Year

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

Requirements for admission to this course:

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

Course # 1243 - French 4

Full Year

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

Requirements for admission to this course:

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

Course # 1241 - French 4 – Honors

Full Year

This course provides ample opportunities for writing, speaking, and listening in French. Listening comprehension is emphasized through authentic news and video sources that offer topics of interest for students. Classes are conducted almost exclusively in French, and students are expected to be able to participate in the target language and comprehend

classroom instructions. Culture is taught through units based on language capacities, incorporating review of past grammar, and instruction of new, more nuanced structures. This course offers many pre-AP strategies, and it is expected that most students will continue the AP Level the following year. Students who take this class should have a strong interest and foundation skills in the language. They must also demonstrate willingness and desire to be active learners of French, both in and outside the classroom. Students will participate in the Grand Concours French contest in February. **(HUM, WL)**

Requirements for admission to this course:

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

Course # 1250 - French 5

Full Year

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

Requirements for admission to this course:

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

Course # 1251 - AP French 5 – Honors

Full Year

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

Requirements for admission to this course:

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

MANDARIN COURSE DESCRIPTIONS

Course # 1270 - Mandarin Chinese 1**Full Year**

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

Course # 1273 - Mandarin Chinese 2**Full Year**

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

Requirements for admission to this course:

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

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

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

Requirements for admission to this course:

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

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

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

Requirements for admission to this course:

- *Prerequisite: Mandarin Chinese 2*
- *Receive departmental recommendation*

- *Maintain grade of A- in Mandarin Chinese 2*

Course # 1276 - Mandarin Chinese 4

Full Year

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

Requirements for admission to this course:

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

Course # 1277 - Mandarin Chinese 4 – Honors

Full Year

This upper level intermediate honors course is designed to further develop students' integrated skills of modern Chinese language so that they are able to communicate appropriately and accurately in authentic scenarios. Complex conversational skills are emphasized with greater exposure to authentic Chinese spoken and written materials. Topics include: Chinese housing, social engagement, sports, Chinese major cities and culture highlights, travelling, and Chinese cuisine. Students are expected to communicate exclusively in Mandarin Chinese and complete presentations, group work, listening and speaking activities in the target language. **(HUM, WL)**

Requirements for admission to this course:

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

SPANISH COURSE DESCRIPTIONS

Course # 1213 - Spanish 1

Full Year

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

Course # 1223 - Spanish 2

Full Year

This course continues the development of the four skill areas: listening, speaking, reading, and writing. There is a continued emphasis on oral expression and greater

development of reading and writing skills. Vocabulary, conversation practice, and culture are reinforced by the use of authentic audiovisual resources. Practice is continued at home through the use of the online component of the textbook, as well as through the use of authentic language websites and activities online. **(HUM, WL)**

Requirements for admission to this course:

- *Prerequisite: Spanish 1*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 1 or 8th grade Spanish*

Course # 1233 - Spanish 3

Full Year

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

Requirements for admission to this course:

- *Prerequisite: Spanish 2*
- *Receive departmental recommendation*
- *Maintain grade of C in Spanish 2 or B in 8th grade Spanish*

Course # 1247 - Spanish 4

Full Year

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

Requirements for admission to this course:

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

Course # 1249 - Spanish 4 – Honors

Full Year

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

Through all the learning activities students will develop a deeper understanding of the products and practices of Hispanic countries. Students will participate in the National Spanish Exam contest in April. **(HUM, WL)**

Requirements for admission to this course:

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

Course # 1257 - Spanish 5

Full Year

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

Requirements for admission to this course:

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

Course # 1253 - Spanish 5 – Honors

Full Year

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

Requirements for admission to this course:

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

Course # 1262 - Spanish 6

Full Year

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

communicative activities utilizing print and audio materials from a variety of authentic sources and an online textbook. **(HUM, WL)**

Requirements for admission to this course:

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

Course # 1269 - Spanish 6 - Honors

Full Year

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

Requirements for admission to this course:

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

Course # 1263 - AP Spanish 6 – Honors

Full Year

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

Requirements for admission to this course:

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

LATIN COURSE DESCRIPTIONS

Course # 1215 - Latin 1

Full Year

In this introductory course students acquire a basic knowledge of pronunciation, vocabulary, and grammar of Latin. Emphasis is placed on comprehension of the written

and spoken word through Latin readings and short dialogues. Culture studies relate to the readings in the text with an emphasis on everyday life and history of Romans. Students are encouraged to build their English vocabularies through the study of derivatives based on the Latin vocabularies. **(HUM, WL)**

Course # 1225 - Latin 2

Full Year

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

Requirements for admission to this course:

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

Course # 1235 - Latin 3

Full Year

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

Requirements for admission to this course:

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

Course # WL353 - Latin 3 – Honors

Full Year

This course is designed to teach the comprehension of the Latin language for reading purposes using literature from the earliest drama to late Latin, in preparation for completing the sequence of the AP Latin 4 course. Specifically, students read works from Horace, Vergil, Ovid, Catullus, Cesar, and Cicero (with emphasis placed on Cesar and Vergil) among others. There is an emphasis on the appreciation of literacy and technical devices of those authors as well as the history of times in which they wrote. **(HUM, WL)**

Requirements for admission to this course:

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

Course # WL453 - Latin 4

Full Year

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

Requirements for admission to this course:

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

Course # WL463 - AP Latin 4 – Honors

Full Year

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

Requirements for admission to this course:

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

Course # 1291 - Classroom Aide in World Languages

Semester/Year

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

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

Qualifications for eligibility include:

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

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

ADDITIONAL CREDIT PROGRAMS

Course # GUI101 - Structured Study

Semester 1

Course # GUI102 - Structured Study

Semester 2

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

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 students 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 be used to meet full time status. It is not permitted in an area that is offered as a course in the WHS Program of Studies. All projects are graded as H/P/NM. See your counselor for detailed guidelines.

Course #'s 2601 & 2602 - Work Opportunity

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

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

A minimum of 15 hours per week on the job for the period of time school is in session is required for two (2) credits per year or one (1) credit per semester (comparable to 2 class periods). If less time is clocked on the job, the student will receive a commensurate credit

award. Grading is on a Pass/Fail basis. Authorization to participate requires administrative and parental permission in writing and filed with the School Counseling Office Registrar. Applications are available in School Counseling Office.

Course #'s 1703 & 1704 - Learning Strategies grades 9/10

Course #'s 1707 & 1708 - Learning Strategies grades 11/12

Semester

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

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

Semester

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

Course # 2691 - Media Center Aide

Semester/Year

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

SCHOOL COUNSELING PROGRAM

The School Counseling Program at WHS is both comprehensive and developmental. Each student has an individualized **Student Success Plan** which is designed to assist them in all areas necessary for post-secondary success. The Student Success Plan is a collection of programs and services that addresses academic, personal/social, and career topics for students in grades 9-12. Each grade level has been assigned an essential question that relates to their programming. It also incorporates essential **21st Century Skills**. 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.

The sections below describe the Student Success Plan components by grade level.

Guaranteed experiences that incorporate 21st Century Skills into the academic (A), personal/social (P/S), and career (C) domains.

Grade 9 - What now?

Freshman Orientation/ True TROJAN	A, P/S
Positive School Climate Presentation	P/S
Introduction to College & Career Center	C
Individual Meetings with Counselors	A, P/S, C
Course Selection/ Credit Checks/ Create Academic Plan	A
Introduction to Naviance	A, C
Gameplan Survey	A, C
Trojan Time	A, P/S

Grade 10 - Who am I?

Resume Builder	P/S, C
“Do What You Are” Interest Inventory	P/S, C

Career Interest Profiler	C
Career Assembly	C
College and Career Center Resources	C
Testing Information & Calendar	A
PSAT	A
Individual Meetings with Counselors	A, P/S, C
Course Selection/ Credit Checks/ Review Academic Plan	A
Trojan Time	A, P/S

Optional Programs:
 College Admissions Panel
 Financial Aid Night Presentation

Grade 11 - How to be in the moment?

Junior Seminar	A, P/S, C
Junior Questionnaire	A, P/S, C
My Game Plan	A, P/S, C
Resume	A, C
Career Interest Profiler	C
College Visits in the College and Career Center	C
Individual Meetings with Counselor	A, P/S, C
Post-secondary meeting in the CCC	A, C
Alumni Presentation	A, P/S, C
Testing Information	A
PSAT	A
Course Selection/ Credit Checks/ Review Academic Plan	A
Trojan Time	A, P/S

Optional Programs:
 Junior Parent Night Presentation
 College Admissions Panel
 Financial Aid Night Presentation

Grade 12 - Am I Ready?

Senior Seminar/ Application Process	A, P/S, C
Individual Meetings with Counselor	A, P/S, C
Testing Information	A
College Visits in the College and Career Center	C
College and Career Center Resources/ Scholarships	A,C
Senior Survey	A, P/S, C
Trojan Time	A, P/S

Optional Programs:
 College Admissions Panel

LIBRARY LEARNING COMMONS

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

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

The physical Commons is open 7am until 3pm every school day and the virtual Commons is available 24/7. The teacher librarian and staff are available to help students with each step of the research process, recommend good reading, or help students and staff with tech issues.

OUR COLLECTION:

- o Reference and non-reference books in all formats, including titles for pleasure reading, personal interest, and academic requirements
 - Audio Books
 - Kindles
 - DVDs, CDs (audio books)
 - Gale Virtual Reference Library
- o Discovery Service - one search of databases, ebook and print collections available through the Commons
- o Over 50 subscription databases (including JSTOR, Science AAAS, ABC-CLIO, Oxford, Britannica, iCONN Ebsco suite, and selected Gale resources)
- o HP laptops, ipads, Chrome Books
- o Video and digital cameras, tripods
- o Magazines and newspapers
- o Textbooks for use in the Commons
- o WHS Class Yearbook collection
- o Archives of school history
- o Archives of Life Magazines

OUR FACILITIES:

- o Thirty station flexible computer lab

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

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1156	Composition Seminar	0.5	11-12	15
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