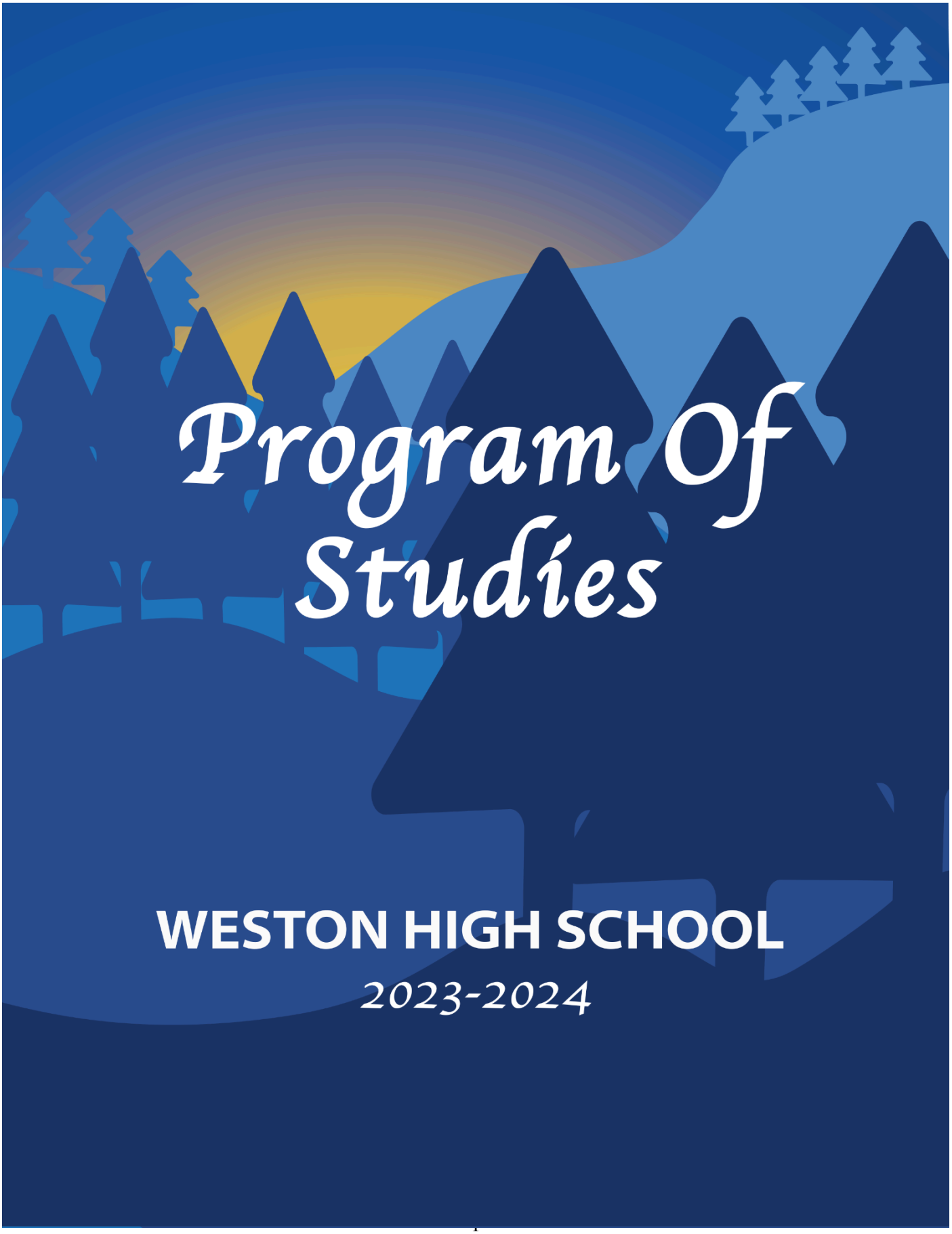
Program Of Studies
WESTON HIGH SCHOOL
2023-2024

January 2023

Dear Weston High School Students,

Weston High School has always been known for our rich traditions and the many options our students have in charting their own course to graduation. The dynamic class offerings in this Program of Studies are evidence of the care that the WHS staff take in developing courses 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.

As you make your choices we implore you to consider all of the possibilities. Balance the choices you make while pursuing your goals, with the risk you might also take in pursuing something you might want to try before leaving WHS. Consider your extracurricular activities and how they might impact the time you have for your academic schedule. Lean on your family for thoughtful discussions, trust in your counselor to help guide you toward your goals and work with your teachers who are always there to help. It is so important that you remember that these decisions are YOUR decisions. Be confident that the adults around you want you to be successful on your chosen path and we are here to support YOU!

Please take the time to read the course descriptions carefully. They are intended to help in your decision making process. Sometimes the pressures of attending a high school like WHS can make it feel like there is only one set of scripted choices that will guarantee success after graduation. Our hope is that by truly examining the incredible array of courses and programs that are available to you in not only the traditional academic areas, but also in the areas of the arts, music, media, technology and the possibilities of internships, work opportunities and independent studies you will see that the WHS community values multiple pathways to success for our students. We hope that you will consider your options thoughtfully and define success on your own terms in consultation with your family and school supports. Ultimately, our wish for you is that you make the choices that lead you to become a healthy, happy and successful adult, who has defined success on their own terms.

Weston High School Administrators, Curriculum & Instructional Leaders and School Counseling Department

Administration, Curriculum Leaders and School Counseling Staff

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Administration

Meghan Ward, Principal
Matthew Filip, Assistant Principal (A-L)
Juliane Givoni, Assistant Principal (M-Z)
Mark Berkowitz, Athletic Director

Curriculum and Instructional Leaders (CIL)

Jamie Charles, Science 6-12
Jessica DiBuono, English 6-12
Mercedes Fernandes, World Language K-12
Elizabeth Morris, Performing Arts K-12
Kate O'Keefe, Visual Arts K-12
Patty Powers, Health & PE K-12
Janine Russo, Mathematics 6-12
Nicholas Torres, Social Studies 6-12

School Counseling

Meredith Starzyk, Director of School Counseling
Eric Horton, School Counselor
Arielle Luksberg, School Counselor
Michael Parlanti, School Counselor
Meg Sullivan, School Counselor

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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.

PORTRAIT OF THE GRADUATE

Prior to graduation from Weston High School, all students will demonstrate their mastery of academic, social, and civic skills through the presentation of a curated portfolio of their work. This portfolio will be the culmination of four years spent honing the skills necessary to contribute to our global society. The Portrait of the Graduate will be introduced in the spring of freshman year, and students will spend the next three years working with advisors to complete the requirements. For more information, please see the Portrait of the Graduate Handbook.

ACADEMIC REQUIREMENTS

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. We have created this helpful Graduation Planner to guide students in their course selection.

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	1.0
Visual and Performing Arts (VPA)*	1.0
Physical Education & Wellness**	1.0
Health & Safety**	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

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

*Course designations listed below.

**All students are required to take Physical Education and Health courses each year. Successful completion of these courses will earn the required Physical Education & Wellness and Health & Safety credits.

***Portrait of the Graduate course work is completed in the advisory program throughout grades 9-12. Successful completion will earn the required credit.

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.

Course Designations

Courses which count toward satisfying the the Visual and Performing Arts (VPA) requirement include

- All courses in the Visual Arts Department
- All courses in the Music Department
- Creative Writing
- Film Studies
- Civil Engineering and Architecture (PLTW)
- Civil Engineering and Architecture (PLTW) - Honors

Courses which count toward satisfying the Humanities Electives (HUM) requirement include

- All courses in the English Language Arts Department
- All courses in the Social Studies Department
- All courses in the Visual Arts Department
- All courses in the Music Department
- All courses in the World Language Department
- Personal Finance
- Civil Engineering and Architecture (PLTW)
- Civil Engineering and Architecture (PLTW) - Honors

Courses which count toward satisfying the STEM Electives (STEM) requirement include:

- All courses in the Mathematics Department
- All courses in the Science Department
- All Coding courses
- All Engineering (PLTW) courses
- Introduction to Psychology
- AP Psychology - Honors
- Introduction to Economics
- AP Economics (Micro) - Honors
- AP Economics (Macro) - Honors
- Creative Computer Applications
- Contemporary Media Design
- Photography 1
- Photography 2
- Advanced Photography
- Digital Illustration and Animation
- Sports Journalism & Broadcasting
- Advanced Sports Journalism & Broadcasting
- Videography 1
- Videography 2
- Advanced Videography
- Digital Music Production
- Music Industry
- AP Music Theory

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: 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 bonafide 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 an 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 hold individual scheduling appointments with all of their students. Students will be emailed the exact date and time of their appointment starting the first week of February. During these appointments, counselors will review course recommendations with students and their progress towards meeting graduation requirements.
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.

PERSONALIZED LEARNING

Weston High School embraces a personalized approach to learning and the ability for students to pursue off-campus educational programs, including online courses, college courses, and other opportunities to learn beyond the traditional classroom setting. Weston High School is committed to providing a variety of educational opportunities to students that will allow them to meet graduation requirements while supporting their individual needs. Students wishing to take part in these opportunities should work with their school counselor to develop an appropriate program of study.

Norwalk Community College High School Partnership (HSP) Program

The NCC High School Partnership Program is designed for highly motivated, academically qualified students. Juniors and seniors with a 3.0 or higher grade point average are eligible to apply for this program. NCC covers the cost of tuition and registration fees; the student must purchase books, supplies, and any lab fees if necessary. Interested students must complete the Accuplacer Test to determine their eligibility for college-level courses. Students may take up to two HSP courses per semester, outside of regular school hours; summer courses are not available through HSP, but may be taken at the student's expense. Students earn college credit for a successfully completed course that can be used toward a degree or certificate at NCC or transferred to another college. (Note: Some colleges will not accept transfer credit for a college course taken while in high school, or only accept credit for college courses taken while in high school if the course credit is not applied to high school graduation requirements. Therefore, we generally recommend that students taking HSP courses plan to exceed the 25.0 total credits required for graduation from Weston High School). A student may apply an HSP course toward the minimum 6 courses required for full-time enrollment status at Weston High School. Students must select a course where there is no equivalent course offered at Weston High School. HSP credit will count toward the student's high school graduation requirements as additional credits only and cannot be used to satisfy any specific subject area requirement.

The Regional Center for the Arts

Regional Center for the Arts is a part-time public inter-district magnet high school for Fairfield County students interested in the performing arts. Over 200 high school students in grades 9-12 attend. Programs include Creative Video, Dance, Music, Musical Theater, and Theater. RCA's student body reflects the racial, ethnic, and socioeconomic diversity of the Greater Bridgeport Region. Students who feel a passion for performance with or without professional training are welcome to apply to the program. Students attend Weston High School in the morning and the Regional Center for the Arts in the afternoon from 1:30-4:45 p.m. Monday through Thursday.

Classroom Aide **Semester/Year**

The Classroom Aide program offers students the opportunity to serve as an apprentice to a teacher outside the role of a student. Students may elect, in coordination with the teacher, to be an aide for a semester or school year. This experience is intended to foster a student's growth in a particular content area and build lifelong skills while assisting in instruction, tutoring students and organizing and supporting the needs of the teacher. Students should have a desire to be of service as well as a passion for the subject area.

Students must submit a written application, available from the School Counseling office, obtain a teacher recommendation based on excellence in classroom performance and demonstrated work habits, interview with the prospective teacher, be recommended by their school counselor and have the approval of the Curriculum Instructional Leader of the subject area.

Classroom Aide will appear on the student's transcript and will include a grade of (P)pass or (F)fail based upon the effective completion of assignments. Interested students must pick up from, complete and return an application to the School Counseling Department within the first 30 days of the school year or first 30 days of the semester for 2nd semester aide opportunities.

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 the School Counseling Office.

WHS Pathways Academy
Weston High School's Pathways Academy is a "School-Within-A-School" providing alternative educational opportunities for students experiencing academic, behavioral and/or life challenges in the traditional school setting. The Pathways Academy enrolls students at the high school level with the intent of creating a small, supportive community of students.

The Pathways Academy is designed to provide a place where all students feel safe and free to explore their academic interests and achieve their personal goals. A team of core teachers, a school social worker and an administrator as well as other team supports such as the student's school counselor, a school psychologist, and the school resource officer support the Academy. A team meets regularly to discuss the holistic needs of the students and develop new programs to enhance student learning and personal growth. Pathways Academy students are expected to earn a minimum of 2 credits per semester or 4 credits per school year within the Academy program. Pathways Academy students must be enrolled in a minimum of three Pathways classes and the Pathways group, regardless of their credit/graduation status. The Pathways Academy operates during the morning class periods. The afternoon is reserved for students to enroll in electives, health and physical education courses, world language, community service, work-study, or internship opportunities through the end of the school day and beyond. There is an expectation that all Pathways Academy students will continue to attend, meet the requirements of, and pass their elective courses taken outside of the Pathways schedule, as these courses are not offered within the Pathways Academy. For more information, students and families should see their school counselor.

The academic expectations of the Pathways Academy are the same as traditional core classes, and all Pathways classes are standard level. Pathways allows for more opportunities for students to earn course credits based on non-traditional learning methods such as individualized instruction, peer coaching, project-based learning, interdisciplinary projects, experiential learning, standards-based instruction and learning, and community service. The alternative academic environment and personalized curriculum offered through the Pathways Academy comes with certain academic expectations for students. Each student must take ownership and be responsible for their learning plan, be able to maintain adequate progress, and demonstrate proficiency in graduation requirements. Our expectation is that students will apply their interests, talents, knowledge, and skills towards developing an academic plan to graduate, and, in doing so, gain the confidence and skills to graduate from WHS prepared for their post-secondary world.

TECHNICAL AND MAGNET SCHOOL OPTIONS

Academy of Information, Technology, & Engineering (AITE)
The Academy of Information Technology & Engineering is an inter-district, public, magnet high school located in Stamford. With a maximum enrollment of 700 students, AITE draws students from throughout western Fairfield County. AITE offers a dynamic college preparatory environment that integrates 21st century learning expectations, world language acquisition, emphasis on global competencies, advanced information technology skills and knowledge, introductory courses in pre-engineering and architecture, and service learning. The learning environment includes extended time classes in a block schedule with a focus on student-centered, project-based learning. Honors, Advanced Placement, college credit, and virtual high school courses are offered and available to all students. Admission is based on an application and lottery system.

Henry Abbott Technical High School
At Connecticut Technical High Schools, new and exciting educational experiences are happening. Talented and creative academic and technical teachers are working together to develop applied and integrated lessons. Academic and technology projects are requiring students to engage in real life problem solving, increasing the variety of texts read, and developing their oral communication skills and writing skills. Research is proving that students learn better and retain concepts longer when they are educated using an applied and integrated curriculum. The development of this unique and rigorous curriculum prepares graduates of Connecticut Technical High Schools for immediate employment, or entry into apprenticeship programs, admission to two-year and four-year colleges, and lifelong learning. Henry Abbott Technical High School is located in Danbury, Connecticut and has over 700 students from 20 different towns. The school recently underwent major renovations to create new, state-of-the-art shop facilities, computer labs and classrooms. Abbott Tech offers a comprehensive high school and Career Technical Education in 12 occupational careers. Each graduate receives a high school diploma and a certificate in their chosen trade.

Center for Global Studies – Brien McMahon High School
The Center for Global Studies is a magnet school-within-a-school committed to preparing students to become citizens of our global society. Our 290 students learn Arabic, Chinese, or Japanese, study the cultures and history of Asia or the Middle East, read literature from around the world, and travel on two week study tours to broaden their understanding of the world. We are proud to expand our program to include the rigorous International Baccalaureate Diploma Program. The IB mission is simple: By educating students we can create a better world. The IB learner profile expresses the IB mission statement in action. The CGS is located within Norwalk's Brien McMahon High School, a comprehensive high school that was completely renovated in 2005. The result is a beautiful building that is home to a diverse student population of more than 1,700 students. CGS occupies a section of the west wing of the building, and classrooms are equipped with Smartboards and chromebooks. There is a large community room for cultural events and a working kitchen where students cook international foods. Students choose to come to CGS from all over Fairfield County. They study language, literature, and history in the CGS and enroll in global studies-themed math, science, art, gym, health, and other electives through Brien McMahon HS.

COURSES RUNNING IN ALTERNATING YEARS

Some courses at Weston High School are offered in alternating years. These courses historically do not have sufficient enrollment to run every year. The anticipated offering schedule of these courses for the next four years is given in the table below. Note that even if offered, it is possible that a course will not run if enrollment is insufficient to support the course.

2023-24	2024-25	2025-26	2026-27
American Tapestry: Multiculturalism in the U.S.	Facing History and Ourselves	American Tapestry: Multiculturalism in the U.S.	Facing History and Ourselves
AP Computer Science Principles - Honors	AP Computer Science A - Honors	AP Computer Science Principles - Honors	AP Computer Science A - Honors

COURSE DESCRIPTIONS BY DEPARTMENT

The following sections describe the courses offered at Weston High School. The Departmental Course Sequences document provides a visual representation of the course sequences in each department.

ACADEMIC SUPPORT

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 and family. This course is designed to help individual students to develop study techniques and receive assistance to better manage their course load. A strong emphasis is placed on the development of critical reading and writing skills, organizational skills, note taking, studying techniques, communication skills, and exploring learning styles. Students in the class will work with the teacher to set goals and monitor their progress toward those goals throughout the semester. Referrals to this program may be made by students, parents, or teachers to the student's school counselor. This course is graded on a Pass/Fail (P/F) basis.

Writing Center **by Appointment**
The mission of the WHS Writing Center, a resource for all members of the WHS community, is to promote excellence in writing across the disciplines through one-on-one conferences with students, collaboration with teachers, and facilitation of the writing portfolio. We support all learners as they become more effective and empowered writers, readers, and thinkers. Writing Center teachers are available by appointment and will also visit. The Writing Center is located in the WHS Library Media Center.

Math Lab **by Appointment**
The mission of the WHS Math Lab is to support all students in their math studies and support the achievement of all learners in the area of mathematics. The Math Lab is located in the Library Media Center. At times teachers supporting the Math Lab will be available to support students on an individual basis. Teachers are also available to support classroom instruction and to help facilitate the grouping and regrouping of students toward mastery of concepts and skills.

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: English department recommendation*

ART

The mission of the Visual 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. To accomplish its mission, the department offers an array of studio, practicum and aesthetic courses in contemporary, digital and fine arts. All courses are open to grades nine through twelve unless noted otherwise. Other specific restrictions, prerequisites, and criteria are noted. Art Course Offering Sequence

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:

Teacher recommendation required
Prerequisite: Successful completion of Drawing & Painting 1 & Drawing & Painting 2; and Studio Art; B+ or better in at least one other art course

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. English Course Offering Sequence

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 writers, revise and edit the chosen pieces so as 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**
Students in this course will explore units of study that focus on thematic ideas of identity, journeys, and conflict through a range of texts, including novels, short stories, non-fiction, poetry, and film. Through close reading and analysis, students will gain new and developed perspectives on the concepts presented in a text. Students will share their ideas through both writing and classroom discussions. There is an emphasis on foundational skills, including organization of writing, support of ideas with evidence, and close reading skills; students will also continue to develop their grammar and vocabulary skills. **(HUM)**

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

Students in English 9 Honors delve deeply into analytical ideas while exploring the overarching theme of hero's journey 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 nightly assignments and are expected to have some baseline degree of facility with more challenging texts. Summer reading may be assigned. **(HUM)**

Teacher recommendation required
Prerequisites: 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 and encourages students to consider how narratives help shape their understanding of the world and their place in it. 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. Students will think deeply and write for a variety of purposes with an emphasis on revision. 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)**

Teacher recommendation required
Prerequisites: C or better in English 9 Honors; A- or better in English 9

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

The 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)**

Teacher recommendation required
Prerequisites: C or better in English 10 Honors; 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)**

Teacher recommendation required
Prerequisites: C or better in AP Language; 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, completed both in and out of 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)**

Teacher recommendation required
Prerequisites: C or better in AP Language; 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)**

- *Open to students entering grades 9, 10, 11, or 12.*

Course # 1167 - Film Studies **Semester**
This elective course is designed to develop a critical stance in viewing the role of classic and contemporary film. Selected films will be analyzed to examine industry standards, film techniques, bias, and prejudices inherent or perpetuated, and the mythos film has created in America. The course involves an extensive reading of film criticism as well as personal responses, analytical, and persuasive writing. **(HUM, VPA)**

- *Open to students entering grades 9, 10, 11, or 12.*

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.*

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.

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 a student's 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 and personal finance.
- Elective courses in coding
- 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. Math Course Offering Sequence

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.

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:

Geometry & Algebra 2	Teacher recommendation and A- or better in Algebra 1
Geometry & Honors Algebra 2	Teacher recommendation and successful completion of Honors Algebra 2 prognosis assessment; A- or better in *8th grade* Algebra I
Honors Geometry & Honors Algebra 2	Teacher recommendation and successful completion of prognosis assessments for BOTH Honors Geometry and Honors Algebra 2; A- or better in *8th grade* Algebra 1

Course # 1305 - Algebra 1a (Grade 9) **Full Year**
Course # 1315 - Algebra 1b (Grade 10) **Full Year**
The Algebra 1a and Algebra 1b program is a two-year sequence in Algebra. The courses are designed for students whose needs dictate a gradual approach to the material with limited emphasis on axiomatic structure and continuous review of basic skills in mathematics. The classroom approach combines group lecture, small group work, and individualized tutoring. The goals of Algebra 1a and Algebra 1b are to provide students with algebra skills while maintaining or improving the students' computation skills. Emphasis is placed on the development of manipulative skills, algebraic concepts, and problem solving techniques. Topics covered include: simplifying expressions, solving 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)**

Prerequisite: *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)**

Prerequisites: *Completion of Math 8 with an A- or better OR 8th grade Algebra 1 with a grade below a B-.; Demonstrated problem solving proficiency; NWEA score of at least 240 in winter of 8th grade; Receive teacher recommendation*

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)**

Prerequisite: *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)**

Prerequisites: *Completion of Algebra I; B+ or better test and quiz average in 8th grade Algebra I; Prognosis test score of 30 or better; Teacher recommendation required*

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)**

Prerequisite: 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:

Prerequisites: *Completion of Geometry (or concurrent enrollment); B- or better in Geometry Honors; A- or better in Geometry ; Teacher recommendation*

Course # 1337 - Pre-Calculus **Full Year**

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)**

Prerequisite: *Completion of Algebra 2 (minimum test and quiz average of a B- is recommended); Teacher recommendation*

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)**

Prerequisites: *Completion of Algebra 2; C+ or better in Algebra 2 Honors; A- or better in Algebra 2; Teacher recommendation*

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:

Prerequisites: B- or better in Precalculus; C or better in Pre-Calculus Honors; Teacher recommendation

Course # 1341 - AP Calculus AB – Honors **Full Year**
Course # 1351 - AP Calculus BC – Honors **Full Year**
These courses are rigorous and require students to understand an abstract approach to the theorems and applications of calculus. Calculus AB follows the AB syllabus of the Advanced Placement program, while Calculus BC follows the BC syllabus. The 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)**

Prerequisites: *Completion of Pre-Calculus; C+ or better in Pre-Calculus Honors; A- or better in Precalculus; Teacher recommendation*

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)**

Prerequisite: *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)**

Prerequisites: *Completion of Pre-Calculus; C or better in Pre-Calculus Honors; A- or better in Pre-Calculus; teacher recommendation*

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)**
Prerequisite: *Open to students in grades 10-12*

MUSIC

The mission of the Music program is to provide experiences which develop skills in playing, singing, creating, and/or performing and which foster the understanding and appreciation of a broad range of musical styles and genres. The performance courses are specifically designed to develop the work ethic, technical skills and communicative power for a quality presentation. The various ensembles perform at festivals, concerts, recitals, and receptions. Some groups may tour or participate in exchange performances. Certain performances are mandatory, and are considered performance assessments for grading purposes. ***Note: All music performance groups require specific concert dress for performances.*** Music Course Offering Sequence

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 outside of the school day. 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 in the course 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 outside of the school day. 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 in the course 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**

The 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 in the course syllabus and include additional performance, concert attendance and individual project.

Course # 2507 - Digital Music Production **Semester**

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 **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)**

Course #VPA2422 - AP Music Theory - Honors **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, STEM)**

PHYSICAL AND HEALTH EDUCATION

The mission of the Physical and Health Education Program is to promote the physical and health literacy of all students. All instruction is aligned to state and national standards. PE & Health Course Offering Sequence

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 skills for participating in individual, group, and team activities.
- Sportsmanship and a mature respect for competition.

Course # 1433 & 1434 - Grades 9 & 10 Physical Education **Semester**
Ninth and tenth grade students are exposed to a broad and diversified required program in physical education. Students are provided with opportunities to develop a greater degree of proficiency in a variety of skills and activities reinforcing knowledge, attitudes, and strategies learned at the previous levels. CPR instruction and certification is part of the ninth and tenth grade physical education program.
Successful completion of both units of PE is required for graduation.

Course # 1435 & 1436 - 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 with an emphasis on lifetime pursuits. CPR instruction and certification is part of the eleventh and twelfth grade physical education program.
Successful completion of both units of PE is required for graduation.

The physical education program is 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
Pickleball	Yoga
Flag Football	Pilates
Basketball	Dance
Soccer	CPR
	Self Defense
	Mindfulness/Guided Imagery

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

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

Course # 1408 & 1409 - 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.

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/nourishment, communication, cooperation, body systems/physiological changes, relationships, substance abuse & prevention, stress management & emotional wellness with a heavy focus on Dialectical Behavior Therapy (DBT) skills, 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.
Successful completion of this course is required for graduation.

Course # 1404 - Grade 10 Health (Emotional Health and 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, sexuality issues and concerns, 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.
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.
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.
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 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. Science Course Offering Sequence

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 models 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.

Course # 1523 - Biology **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 biochemistry, cell biology, heredity, evolution, and ecology will be studied. Throughout this course, students will collaborate to problem solve, experiment, analyze, model, and communicate ideas. Students explore biological phenomena in a variety of interactive ways, including hands-on activities and laboratory investigations. The course will help promote science literacy and develop a lifelong awareness of the potential and limitations of science and technology. **(STEM)**

Course # 1521 - Biology - Honors **Full Year**
This is a rigorous and fast-paced course exploring the history, diversity, structure and function of living organisms. Students take an in-depth look at topics including evolution, biochemistry, cellular biology,

energetics, heredity, and ecology. Biological phenomena are studied through interactive class activities, authentic case studies, and laboratory investigations. The ability to work collaboratively, think critically and abstractly, and apply and synthesize ideas 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 teacher recommendation, including a proficient score on the Biology-Honors prognosis assessment*
- *Maintain an A- or better in Grade 8 Science*

Course # 1550 - AP Biology – Honors **Full Year**
Grades 11-12
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. Laboratory work is embedded in every unit and is often complex and 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, 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 the spring. **(STEM)**

Teacher recommendation required
Prerequisite: *Completion of Chemistry and Biology*
Guidelines: C or better in an honors course; A- or better in a standard course
Honors Chemistry may be taken concurrently with approval of Curriculum Instructional Leader

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, collaborate, and communicate ideas. Students explore concepts through interactive 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)**

Prerequisite: Completion of Biology

Course # 1531 - Chemistry - Honors **Full Year**
This is a rigorous and fast-paced course investigating the structure and behavior of matter that includes topics in physical and chemical changes, energy transformations, atomic structure, nuclear chemistry, periodicity, reaction stoichiometry, and equilibrium. Conceptual thinking skills are developed throughout the course through the use of mathematics, logic, models, equations, graphs, and symbols. Laboratory experiments are analytical and mathematical and designed to give substance to the curricular 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)**

Prerequisites: Teacher recommendation; Biology, Algebra 2 or concurrently taking Algebra 2, successful completion of Honors Chemistry prognosis assessment; A- or better in preceding science course or C or better in preceding honors course.

Course # 1558 - AP Chemistry – Honors **Full Year**

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 an initial course in high school chemistry. Topics include the structure of matter (atomic theory and structure, chemical bonding, and nuclear chemistry), states of matter (gasses, liquids and solids, and solutions), chemical 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)**

Prerequisite: Teacher recommendation; Completion of Chemistry; A- or better in preceding science course or C or better in preceding honors course.

Course # 1545 - Physics **Full Year**

This course introduces students to the methods used to study Physics, most notably experimental design, creating conceptual models from data, and using graphical representations to create arguments, make predictions, and solve problems. These methods are applied to the most fundamental areas of study in Physics including motion, forces, momentum, energy, and certain other specialized topics depending on time and student interest. The course emphasizes inquiry, collaboration, argument from evidence, and scientific consensus-building. **(STEM)**

Prerequisites: Teacher recommendation; Completion of Chemistry; Completion or concurrent enrollment in Algebra 2

Course # 1543 - Physics – Honors **Full Year**

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 Energy, Work, Laws of Motion, Gravitation, and Electricity. Laboratory investigations are analytical and mathematical and designed to give substance to the class concepts. **(STEM)**

Prerequisites: Teacher recommendation; completion of Chemistry; completion or concurrent enrollment in Pre-Calculus; A- or better in preceding science and math course or C or better in preceding honors course.

Course # 2801 - AP Physics I Algebra-Based – Honors **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 studies. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. Through collaboration, laboratory investigations enhance the skills of problem solving, analyzing, modeling, justifying predictions, and arguing from evidence. All students are expected to take the AP Physics I exam in the spring. **(STEM)**

Prerequisites: Teacher recommendation; Completion of Chemistry, completion or concurrent enrollment in Honors Pre-Calculus or completion of Physics; A- or better in preceding science course or C or better in preceding honors course; strongly recommended that the student has been consistently in Honors Math courses

Course # 1561 - AP Physics C: Mechanics– Honors 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. Students will also be introduced to methods for writing computational simulations of physics problems, a core undergraduate-level Physics skill. **(STEM)**

Prerequisites: Teacher recommendation; Completion of AP Physics I, Honors Physics, Standard Physics or approval of Curriculum Instructional Leader; Completion or concurrent enrollment in a WHS Calculus course; A- or better in preceding science course or C or better in preceding honors course.

Course # 1004 - Environmental Science Full Year

Environmental Science applies interdisciplinary science content and skills to real-world problems in the environment. This course uses 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)**

Prerequisite: Completion of Chemistry and Biology

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

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 the spring. **(STEM)**

Prerequisite: Teacher recommendation; Completion of Biology and Chemistry; A- or better in preceding science course or C or better in preceding honors course.

Course #1005 - Sustainable Living 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)**

Prerequisite: Completion of Biology and Chemistry

Course # SC4000 - Science Research - Honors **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)**

Prerequisite: Acceptance is based on application process and teacher recommendation

Course # 1549 - Animal Behavior **Semester**

This course is designed for students interested in an in-depth study of how and why animals do what they do. We investigate the physical and evolutionary basis for behavior, and cover topics including predation, courtship, social behavior, and learning. We also investigate practical applications of understanding behavior. The final exam includes a creative project that centers on applying concepts learned in the course. **(STEM)**

Prerequisite: Completion of Biology

Course # 1584 - Forensics **Semester**

This interdisciplinary course draws on concepts in 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)**

Prerequisite: Completion of Biology

Course # 1589 - Human Anatomy and Physiology **Semester**

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)**

Prerequisite: Completion of Biology

SOCIAL STUDIES

The mission of the Social Studies Department is for students to learn essential concepts, content, and skills so that they might develop a better understanding of themselves and their own culture, other individuals, other cultures of the world, and past events and movements that illuminate and affect the present and future.

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

Course # 1617 - World Studies **Full Year**
This 9th grade 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 10th grade course is the second year of the two-year World Studies experience. This course begins with the rise of nation-states, with an emphasis on the modern developments that shaped the contemporary world in which we live. 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. **(HUM)**

Course # 1621 - Modern World Studies – Honors **Full Year**
This 10th grade 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 development 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)**

Prerequisites: Completion of World Studies, Teacher recommendation; Grade of A- or better in preceding social studies 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 US History course focuses on developing students' understanding of American history from approximately 1491 to the present. Students investigate the content of US history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides seven themes, such as American and national identity, migration and settlement, and politics and power that students explore throughout the course in order to make connections among historical developments in different times and places. **(HUM)**

Prerequisites: Completion of Modern World Studies or Modern World Studies Honors; Teacher recommendation; A- or better in preceding social studies course or C or better in preceding honors 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 the US' political traditions. 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 State of Connecticut civics requirement. **(HUM)**

Prerequisite: Completion of two Social Studies courses or Curriculum Instructional Leader approval

Course # SS1657 - AP US Government & Politics - Honors **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)**

Prerequisites: Completion of a minimum of two social studies courses; Teacher recommendation; A- or better in preceding social studies course or C or better in preceding honors course.

Course # 1662 - Facing History and Ourselves **Semester**
(not offered in 2023-24, will be offered in 2024-25)

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: Completion of one Social Studies course

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, and positive participation is important for a successful student experience. **(HUM)**

Prerequisite: Completion of one Social Studies course

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 socio economic 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)**

Prerequisites: Completion of a minimum of two social studies courses; Teacher recommendation; A- or better in preceding social studies course or C or better in preceding honors 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: Completion of one Social Studies course

Course # 2853 - AP Psychology – Honors **Full Year**

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. **(HUM, STEM)**

Prerequisites: Completion of a minimum of two social studies courses; Teacher recommendation; A- or better in preceding social studies course or C or better in preceding honors 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, 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

Course # 1619 - AP Economics (Micro) – Honors **Semester 1**

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)**

Prerequisites: Completion of a minimum of two social studies courses; Teacher recommendation; A- or better in preceding social studies course or C or better in preceding honors course.

Course #1620 - AP Economics (Macro) – Honors **Semester 2**

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 concerns, and remedies which are instituted by governments and central banks. **(HUM, STEM)**

Prerequisites: Completion of AP Economics (Micro); Teacher recommendation.

Course #1640 - American Tapestry: Multiculturalism in the U.S. Semester
(offered in 2023-24, will not be offered in 2024-25)

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: Completion of one Social Studies course

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

Prerequisite: Open to juniors and seniors

TECHNOLOGY & ENGINEERING

The mission of WHS Technology & Engineering courses 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 area 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. Technology & Engineering Course Offering Sequence

Course # 2625 - Introduction to Engineering Design (Project Lead the Way, PLTW)
Grades 9-12 Full Year

In this course, students are immersed into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including human-centered design, assemblability, and reverse engineering. Students develop skills in technical representation and documentation. As part of the design process, students produce 3D-printed engineering prototypes. Students work to develop testing protocols that will 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 (3 transcripted credits) from the Rochester Institute of Technology (RIT) will depend on the student's PLTW exam score along with their year-long grade in the course. Details about earning college credit will be communicated to students enrolled in the course. This course is recommended for students interested in pursuing engineering or related STEM fields at the college level. **(STEM)**

Course # 2632 - Introduction to Engineering Design - Honors (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, reverse engineering, assemblability and sustainability. Students develop skills in technical representation and documentation. Engineering notebooks as well as other technical documents will be regularly assessed for organization, quality, and depth of knowledge in responses. 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 and use mathematical models to analyze designs. 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 in college. **(STEM)**
Prerequisite: Algebra 1; Teacher recommendation.

Course # 2628 - Principles of Engineering (PLTW)
Grades 10-12 **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 (3 transcripted credits) from the Rochester Institute of Technology (RIT) will depend on the student's PLTW exam score along with their year-long grade in the course. Details about earning college credit will be communicated to students enrolled in the course. This course is recommended for students interested in pursuing engineering or related STEM fields at the college level. **(STEM)**

Prerequisite: Algebra 1 OR Accelerated Algebra & Geometry.

Course # TECH2631 – Principles of Engineering - Honors (PLTW)
Grades 10-12 **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 or 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 (3 transcripted credits) from the Rochester Institute of Technology (RIT) will depend on the student's 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: Algebra 1 OR Accelerated Algebra & Geometry.
Course # 2629 - Civil Engineering and Architecture (PLTW)
Grades 11-12 **Full Year**

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 (3 transcripted credits) from the Rochester Institute of Technology (RIT) will depend on the student's PLTW exam score along with their year-long grade in the course. Details about earning college credit will be communicated to students 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)**

Prerequisites: Principles of Engineering OR Teacher Recommendation. Completion of Geometry.

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 (3 transcripted credits) from the Rochester Institute of Technology (RIT) will depend on the student's PLTW exam score along with their year-long grade in the course. Details about earning college credit will be communicated to students 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)**

Prerequisites: Principles of Engineering OR Teacher Recommendation, Completion of Geometry.

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)**

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)**

Prerequisites: Completion of Introduction to Computer Coding or departmental approval

Course # 1024 – AP Computer Science A - Honors **Full Year**
(not offered in 2023-24, will be offered in 2024-25)

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)**

Prerequisites: Completion of Computer Coding 2 with a B+ or better or departmental approval; Completion of Algebra 1 with a B+ or better

Course # MA1024 -- AP Computer Science Principles - Honors **Full Year**
(offered in 2023-24, will not be offered in 2024-25)

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)**

Prerequisites: *Completion of Introduction to Computer Coding with a B+ or better or departmental approval; Completion of Algebra 1 with a B+ or better*

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. 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. World Language Course Offering Sequence

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.

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 located at this link:

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)**

Prerequisites: *Prerequisite: French 1 or 8th grade French; Grade of C in French 1 or 8th grade French is recommended.*

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)**

Prerequisites: *French 2; Grade of C in French 2 is recommended.*

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)**

Prerequisites: French 3; Grade of C in French 3 is recommended.

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)**

Prerequisites: French 3; teacher recommendation; 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)**

Prerequisites: French 4; teacher recommendation; 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)**

Prerequisites: French 4; teacher 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)**

Prerequisite: Mandarin Chinese 1; Grade of C in Mandarin Chinese 1 recommended

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)**

Prerequisite: Mandarin Chinese 2; Grade of C in Mandarin Chinese 2 recommended

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)**

Prerequisite: Mandarin Chinese 2; teacher 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, traveling, and Chinese cuisine. **(HUM, WL)**

Prerequisite: Mandarin Chinese 3; teacher 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, traveling, 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)**

Prerequisite: Mandarin Chinese 3; teacher 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)**

Prerequisite: Spanish 1; Grade of C in Spanish 1 or 8th grade Spanish recommended

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)**

Prerequisite: Spanish 2; Grade of C in Spanish 2 or B in 8th grade Spanish recommended

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)**

Prerequisite: Spanish 3; Grade of C in Spanish 3 recommended

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)**

Prerequisite: Spanish 3; teacher 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)**

Prerequisite: Spanish 4; Grade of C in Spanish 4 recommended

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)**

Prerequisite: Spanish 4; teacher 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)**

Prerequisite: Spanish 5; teacher 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)**

Prerequisite: Spanish 5; teacher 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)**

Prerequisite: Spanish 5; teacher 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)**

Prerequisite: Latin 1; Grade of C in Latin 1 is recommended

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)**

Prerequisite: Latin 2; Grade of C in Latin 2 is recommended

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)**

Prerequisite: Latin 2; Teacher 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)**

Prerequisite: Latin 3; Teacher 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)**

Prerequisite: Latin 3; teacher recommendation; Maintain grade of C in Latin 3 Honors or grade of A- in Latin 3

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 address 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	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
PACT	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
PACT	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
PACT	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
PACT	A, P/S

Optional Programs:

College Admissions Panel
Financial Aid Night Presentation
Senior Internship
Camp College

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. The Library Learning Commons is also home to the Writing Center, Math Lab and Testing Center and has various rooms and areas for quiet study and collaborative work.

OUR COLLECTION:

- 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
- Discovery Service - one search of databases, ebook and print collections available through the Commons
- Over 50 subscription databases (including JSTOR, Science AAAS, ABC-CLIO, Oxford, Britannica, iCONN Ebsco suite, and selected Gale resources)
- HP laptops, ipads, ChromeBooks
- Video and digital cameras, tripods
- Magazines and newspapers
- Textbooks for use in the Commons
- WHS Class Yearbook collection
- Archives of school history
- Archives of Life Magazines

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1122	English 10	1.0	10	22
1120	English 10 Honors	1.0	10	22
1133	American Literature English 11	1.0	11	22
1153	AP Language Honors	1.0	11	22
1198	English 12	0.5	12	22
1199	English 12: Criminal Minds	0.5	12	23
2000	English 12: Identity: Journey to Self-Discovery	0.5	12	23
2001	English 12: The Future is Now	0.5	12	23
1165	Honors Humanities	1.0	12	23
1151	AP Literature Honors	1.0	12	23
1149	Creative Writing	0.5	9-12	24
1167	Film Studies	0.5	9-12	24
1185	Emerging Voices	0.5	10-12	24
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2312	Experimental Art & Design	0.5	9-12	17
2360	Drawing and Painting 1	0.5	9-12	17
2361	Drawing and Painting 2	0.5	9-12	17
2355	3D Art & Design	0.5	9-12	17
2328	Contemporary Media Design	0.5	9-12	18
2321	Photography 1	0.5	9-12	18
2339	Photography 2	0.5	9-12	18
2322	Advanced Photography	0.5	10-12	18
2362	Digital Illustration and Animation	0.5	9-12	18
VPA2347	Sports Journalism & Broadcasting	0.5	9-12	19
VPA2348	Advanced Sports Journalism & Broadcasting	1.0	10-12	19
2353	Videography I	0.5	9-12	19
2354	Videography II	0.5	9-12	19
2344	Advanced Videography	1.0	10-12	19
2348	Studio Art	1.0	11-12	19
2351	AP Studio Art – Honors	1.0	11-12	20
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