

WESTON PUBLIC SCHOOLS
Weston, Massachusetts

PROGRAM OF STUDIES

GRADES 9- 12

2011- 2012

Anthony Parker, Principal
Erica Cole, Assistant Principal
Weston High School

Guidance Counselors:

Richard Escobar (Department Head 6-12)
Gretchen Gugliotta
Marla Schay
Chris Shanahan
Maryann Shea

**TABLE OF CONTENTS
PROGRAM GUIDELINES**

	Page(s)
WESTON HIGH SCHOOL	
ACADEMIC REGULATIONS	
Core Values	3
Principal's Message to Students	4
Selecting A Program	5
Graduation Requirements	5-6
Curriculum Levels	6
Teacher Course Recommendations and Course Overrides	6
Scheduling Process Instructions for Students	6-7
Course Changes	7
Summer School Credit	7
Uniform Grade Range & Scale	8
Reporting Progress	8
Minuteman Regional High School	9
Exchange Students	9
Grade Point Average	9
Foundation Courses	10
Goal Program	10
COURSE DESCRIPTIONS	
English	10-16
Foreign Languages	16-23
History/Social Studies	23-28
Mathematics	28-35
Multidisciplinary Courses	35-37
Science and Technology	37-42
Visual and Performing Arts	43-50
Wellness	50-53
High School Courses by Name, Course Number, and Credits	55-58

Every course and activity at Weston High School is open to students regardless of race, color, sex, sexual orientation, disability, religion, or national origin.

Please note: The 2011-2012 Middle School Program of Studies will be available only on-line.

Weston High School

Core Values

- Engagement
- Integrity
- Resilience
- Responsibility

Weston High School is a community of adults and students who engage in school and beyond, act with integrity, practice resilience, and behave responsibly.

- We are Engaged when
 - We pursue excellence in all our academic, athletic, and artistic passions
 - We make meaningful connections with others and balance common goals ahead of individual gain
 - We think creatively and critically
 - We embrace curiosity
 - We are open to the opinions and advice of others
 - We communicate effectively
- We have Integrity when
 - We act with good intent and are straightforward in our interactions with others
 - We practice honesty and academic integrity in all our work
 - We embrace diversity, upholding the dignity of those who learn, think, live, and look different from us
 - We treat others, their property, ourselves and our school, with respect
 - We are honest about our own strengths and weaknesses
 - We consider the impact of our actions on our community, our country, other nations, and our planet
- We practice Resilience when
 - We set goals and persist in working toward them
 - We problem-solve
 - We understand that mistakes are part of learning and that failure can lead to strength
 - We dare to step outside our comfort zone
 - We learn new skills and challenge ourselves
- We are Responsible when
 - We are patient with others and willing to forgive
 - We own our choices and their consequences
 - We contribute more than we receive
 - We are mindful of others' needs and the benefits of compromise

Principal's Message to Weston High School Students

Weston High School offers many challenging and unique programs to meet your needs. This Program of Studies outlines the courses required for graduation as well as the many course offerings available to you. Please read the descriptions and prerequisites for each course carefully. In choosing your program, work closely with your guidance counselor, parents and teachers. In addition to the graduation requirements, remember that you are required to enroll in 990 hours of instruction and this means having a schedule with 33.5 credits. Please note that the Program of Studies includes the credits for each course. Your guidance counselor will have more information on how to design your schedule in terms of courses and alternatives in meeting this Time and Learning requirement.

In addition to the course selections, our school offers a wide range of co-curricular activities including competitive team sports, performing arts groups, student government and many special interest clubs. I encourage you to participate in these important activities, as they will provide you with different perspectives, challenges, and opportunities to meet other students.

Please remember that the scheduling process does not always produce the desired end result. You may encounter situations where courses are cancelled due to low enrollments, budgetary constraints, or conflicts developed during the scheduling process that requires you to make other choices. Please be assured that we will do our best to develop a schedule to honor your requests and one that has the fewest number of conflicts possible. Our plan is to have the scheduling process completed, **including all necessary adjustments**, before you leave for the summer so that you will know what to expect in the fall.

Finally, I believe that our school curriculum is well developed and the course offerings will meet your needs. The credit for this work goes directly to the teachers and department heads who maintain high standards in current programs and who forge ahead with the development of new courses.

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Parker', with a long horizontal line extending to the right.

Anthony Parker
Principal

Selecting A Program

We suggest that each family, working closely with their child and their child's guidance counselor, develop a tentative four year program that will meet the graduation requirements, challenge the student, and accommodate his/her interests. This program should be reviewed each January prior to preliminary course registration for the following year, in order to determine if it is still appropriate.

Beginning with the 9th grade, progress toward graduation depends upon the accumulation of credits. Students' programs are reviewed to make certain that each student will have adequate credits to progress with his/her class. Meeting Requirements Is The Responsibility of Each Student and His/Her Parent(s). Students should know their credit total to date and be certain that they have sufficient credits for graduation.

A student may request to graduate early if he/she has met the graduation requirements. A request for early graduation must be made in writing to the Principal.

Graduation Requirements

Weston High School provides the opportunity for each student to develop those physical, mental, and emotional capacities required for fulfillment both as an individual and as a responsible member of diverse groups. The requirements for a student to receive a Weston High School diploma are determined by the Weston School Committee and outlined in Policy IKF.

Graduation Requirements

In order to receive a high school diploma from Weston High School a student must earn at least 120 credits and satisfy any state requirements (passing the MCAS in English and mathematics and science). A total of 93 credits must be selected from the central curriculum defined below:

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

In addition to the requirements listed above, all grade 10 students will be scheduled into Career Seminar, all grade 11 students will be scheduled into Guidance Seminar 11 and all 12 grade students will be scheduled into Guidance Seminar 12 and Senior Internship. The Principal may waive a central curriculum requirement for students with special or unusual circumstances.

Curriculum Levels

Advanced Placement courses are offered in English, World History, United States History, European History, Music Theory, Statistics, Calculus AB, Calculus BC, Physics, Biology, Chemistry, French, Spanish, Latin, and Computer Science. These programs prepare students to take the College Entrance Examination Board Advanced Placement Tests in their respective fields. Weston High School requires all students in AP courses to take AP exams in the spring.

Courses designated as Honors are appropriate for students with strong academic qualifications. Students are recommended for Honors courses by departments on the basis of ability and performance. Courses are college preparatory unless otherwise indicated.

Teacher Course Recommendations and Course Overrides

In courses that are leveled, a student must receive a recommendation from her/his teacher for placement in an Honors or AP course. A student who is not recommended for an Honors or AP course may request an override of the teacher recommendation by completing the override process using the appropriate form (found on the guidance website www.westonschools.org/hsguidance). **The override form must be completed by the third Friday in March to be considered on a space available basis, before the completion of the scheduling process. Completing the form does not guarantee placement in the higher level course.**

Scheduling Process Instructions for Students

Students should read the academic regulations and the course descriptions carefully and should consult with their parents, teachers, and counselors in completing the pre-registration form. Dates are set aside in March for members of each class to meet with their counselors to review and complete their course selection forms.

The Education Reform Act of 1994 mandates that students be enrolled in 990 hours of structured learning time. Thus, all students must be scheduled for an equivalent of 33.5 credits per year. Courses and course options other than those described in this Program of Studies may count for credit if approved by the Principal.

The information gained through pre-registration is used to determine a master schedule based on pupil requests. Courses receiving insufficient requests will not be offered. A master schedule of courses, teachers, and time blocks will be generated to meet the requests of the greatest number of students possible. Every effort will be made by guidance counselors to correct student conflicts after consultation with students. Students will receive tentative schedules before the end of the school year. Occasionally courses with limited sections receive more requests than seats available, and not all students will be able to take the course. In a situation where a course is over-enrolled, students will be placed in the course based on three factors: 1) grades earned in that subject area during the previous year; 2) teacher recommendations; and 3) the number of honors or AP courses a student has already taken.

Summer Scheduling: Students who, after receiving and reviewing their schedule in June,

believe that there exists at least one conflict that should be remedied before the start of school, should complete a Summer Scheduling Request form. This form will be available at the guidance website and instructions will be made available through the listserv, daily announcements, and postings on the guidance home page with respect to deadlines and instructions.

Course Changes

Students are encouraged to take a challenging program, but also to be realistic about their commitments in and out of school. Grades should not suffer as a result of a more advanced academic program. When a student is considering changing a course selection, he/she should first confer with parents, teacher, department head and guidance counselor. Request for changes will be accommodated on a space available basis. Exceptions to these procedures may be made at the discretion of the Principal.

The following guidelines should be considered:

1. No course changes are permitted during the first two days of school except when necessitated by extreme conflicts, changes in course offerings, or errors in the scheduled program.
2. Dropping a full-year course altogether has the following implications:
 - a. Between the start of school through one week following the delivery of Progress Reports results in no record of that course.
 - b. After that date through the end of the first semester results in a "Withdrawal" on the transcript.
 - c. After the end of the first semester results in a final grade of "F".
3. Changing the level of a full-year course to a different level has the following implications:
 - a. Between the start of school through the Thanksgiving recess results in no record of the old course.
 - b. After Thanksgiving recess results in a "Withdrawal" from the old course.
 - c. Students/parents should discuss with the applicable department head how previously-earned grades affect the new course.
4. Dropping a semester course altogether has the following implications:
 - a. Between the start of the semester through one week following the delivery of Progress Reports results in no record of that course.
 - b. Between the mid-point of the first quarter of the course through the end of the first quarter results in a "Withdrawal" for that course.
 - c. After the end of the first quarter results in a final grade of "F" for that course.

Summer School Credit

Students who successfully complete approved summer school courses may be required to pass special department examinations for the courses they have studied if credit is desired.

A student who, as the result of summer study, becomes eligible for work in a succeeding course is accepted on probation in that course. A student must achieve, at the end of the first term, a grade of C- or better in order to remain in the course.

A student who drops a course at any time forfeits the right to summer school review credit in that course. Summer school courses for credit of any kind must be approved by Department Heads and guidance counselors prior to enrollment. If approval is not obtained, credit may not be granted.

Uniform Grade Range and Scale

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

92.5 and above	A	72.5 up to 76.49	C
89.5 up to 92.49	A-	69.5 up to 72.49	C-
86.5 up to 89.49	B+	66.5 up to 69.49	D+
82.5 up to 86.49	B	62.5 up to 66.49	D
79.5 up to 82.49	B-	59.5 up to 62.49	D-
76.5 up to 79.49	C+	59 and below	F

Reporting Progress

Report cards are issued four times during the school year. Grades are reported for the first term; second term and first semester; third term; and fourth term, second semester and year.

Grading System

Excellent	A to A-	Poor	D+ to D-
Good	B+ to B-	Failing	F
Fair	C+ to C-		

Grading Code

P = Pass	N = No Grade Due to Excessive Absences
I = Incomplete	
W = Withdrawal	
X = Medical Excuse	

Plus and minus signs may be used to indicate levels of achievement within the range of letter grades A through D. D- is considered the minimum passing grade.

Poor school attendance often results in poor academic performance and may well cause difficulty in the future. School attendance (absence) is routinely reported on transcripts sent to colleges. In addition, many employers request school attendance records long after high school graduation.

Reporting student progress is an ongoing process and may occur at any time through e-mail, written correspondence, parent conferences or telephone calls. However, written student progress reports may be sent to parents at the middle of each marking period describing student progress using the following guidelines:

1. Teachers will take every opportunity to send progress reports of students who are doing well or demonstrating improvement.
2. All parents of ninth grade students will receive a progress report for quarters 1 and 3 with comments from each teacher.
3. Progress reports will be sent to all students who are receiving a D+ or lower at the mid quarter and/or those who have a significant amount of missing work.
4. Progress reports will be sent to all students who are on an IEP.
5. Teachers will continue to report progress on an on-going basis as needed via e-mail, telephone, conferences, etc.

Parents should contact teachers at any time if they have questions about their sons/daughter's progress. The use of e-mail has typically been the easiest method of communication. In addition to contacting teachers, the student's guidance counselor is a good source for information about program, overall performance, and help in coordinating a group conference.

Minuteman Regional High School

Minuteman is the regional high school that serves residents of Weston who are interested in a technical/vocational education. Students entering grades 9 through 12 who wish to receive a vocational or technical education along with a set of regular high school academic courses have the option of attending Minuteman instead of Weston High School. Students who complete Minuteman's graduation requirements receive a high school diploma as well as certification in their chosen career area.

Students entering Minuteman in the ninth grade have an opportunity to explore 22 career areas before choosing an area in which to major. Minuteman is fully accredited by the New England Association of Schools and Colleges, and many graduates attend college after graduation. Weston High School graduates who do not have immediate college or career plans may wish to consider enrolling for daytime, post-high school technical training at Minuteman as an extension of their education. For information about any of Minuteman's high school or post-high school programs, call Minuteman's Admissions Office: (781) 861-6500.

Exchange Students

Students who are away for a term or any extended period to participate in a student exchange program or otherwise study outside of the district may receive credit towards graduation when: 1) study plans are approved by the school administration in advance; and 2) the institution where the study occurred submits a record of the student's work. In these instances, the principal and the student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Weston High School.

Grade Point Average

Weston High School calculates a weighted GPA, which is on a 4.0 scale and includes AP courses and all courses that meet five times per eight day cycle at Weston High School. Students attending Weston High at least 4 semesters have their weighted GPA computed three times: a 6-semester GPA determined at the end of the junior year; a 7-semester GPA determined at the mid-point of senior year, averaging in the first semester; and a final GPA upon graduation. Weston High School does not rank students. For more information about grade point average and its calculation, please ask a guidance counselor.

The weighted GPA is calculated as follows:

	AP	HON	CP	Foundations
A	5.0	4.7	4.0	3.0
A-	4.7	4.4	3.7	2.7
B+	4.3	4.0	3.3	2.3
B	4.0	3.7	3.0	2.0
B-	3.7	3.4	2.7	1.7
C+	3.3	3.0	2.3	1.3
C	3.0	2.7	2.0	1.0
C-	2.7	2.4	1.7	0.7
D+	2.3	2.0	1.3	0.3
D	2.0	1.7	1.0	0
D-	1.7	1.4	.7	0
F	0	0	0	0

Foundations Courses

Foundations courses are meant to be for students cognitively unable to access the curriculum. This would be established in cooperation with Special Education and teacher input. Foundations is not meant to be a temporary fix for students dealing with emotional disabilities who are intellectually capable of doing the work. Rather, Foundations courses are meant for students who do not have the cognitive ability to access the college preparatory curriculum offered at Weston High School. Once it is determined that a student needs to be in a Foundations level of a course, the curriculum would be modified and tailored to meet the individual student's needs while providing maximal access to the subject matter.

GOAL Program

The high school GOAL (Getting Organized for Academics and Life) program provides special education services to students with intensive special needs and intellectual disabilities. Training and education is offered to students in life skill areas such as employment, community awareness, social skills and strategies, use of public transportation, meal preparation, household budgeting, and activities of daily living. The focus of this education is to prepare students for independent living.

COURSE DESCRIPTIONS

PLEASE NOTE: There is always the possibility that courses listed in the Program of Studies may not run due to low enrollment or budget constraints.

ENGLISH

The English courses in grades 9-12 are designed to increase each student's skills in the use of written and oral language. They are also designed to encourage open and clear communication, and foster reading for comprehension, analysis, and enjoyment. Each course requires homework and student participation in class discussions. In addition, the program is constructed to give students the opportunity to succeed in a wide variety of learning experiences including writing poetry, delivering speeches, reading literature of their own choosing, viewing films, and listening to guest writers.

The correct use of the English language is taught in all English classes. Grammar study is conducted with student writing as a primary resource for instruction. Specific exercises are also used to highlight a particular problem or mistake in usage.

Whenever possible, teachers use art, music, and film to broaden students' understanding of a literary work. In addition, mindful of Howard Gardner's *Multiple Intelligences*, teachers design a variety of projects to bring out the best in every student.

All students are required to take English each year. Students enrolling in semester-based English courses in grades 11 and/or 12 to fulfill their English requirement must enroll in one course each semester. Students wishing to take a semester course as an elective in addition to their core English course will be admitted only on a space-available basis once all students taking the course to fulfill their English requirements are placed. Students should confer with their guidance counselor, English teacher, and/or the English Department Head to determine appropriate course selections where there are options.

Grade 9

English 9

Grade 10

English 10

English 10 Honors

Tenth Grade World Studies, 1800-Present

Speech -- Graduation requirement; students are strongly encouraged to take it in their 10th grade year.**Grades 11-12****(11th grade students are strongly encouraged to take an American Literature Course)****Full Year (select one)**

American Literature

American Literature Honors

Shakespeare: Opening the Text

OR**First Semester (select one)**

Modern Literature I: The Existential Crisis: Life in the Modern Era

World Literature I

Poetry & Poetics

Non-Fiction I

Second Semester (select one)

Creative Writing

Modern Literature II: The Legacy of Race

World Literature II

Non-Fiction II

Grade 12

Advanced Placement English

Grades 9-12**(English Elective, does NOT fulfill English departmental credit requirements)**

Journalism

Course 112 ENGLISH 9 Full Year 5 Credits

In English 9 students develop their literary analysis skills in reading assignments, writing assignments, and class activities. The course focuses on the theme of the journey toward self-discovery, and this concept is explored through reading texts such as *The Odyssey*, *The House on Mango Street*, *A Raisin in the Sun*, *Romeo and Juliet*, and *The Catcher in the Rye*. The study of these texts is supplemented by a variety of other literary forms, including poetry and non-fiction. In their writing and speaking, students learn to express clear ideas about a variety of topics, both analytical and personal. Formal papers evolve from a multi-stage process, including brainstorming, outlining, drafting, and revising.

Students enrich their writing through the study of vocabulary and grammar. English 9 establishes the groundwork for all subsequent high school literature and writing courses.

Course 122 **ENGLISH 10** **Full Year** **5 Credits**
English 10 is a full-year course in writing and literature, focusing on international titles and authors. The selected works fit into the essential course question of how identity is formed. Some of our selections include *Interpreter of Maladies*, *Macbeth*, *Antigone* and *Things Fall Apart*.

Writing increasingly sophisticated essays is a major focus of the course as students move beyond the five paragraph structure. Students also hone their speaking and listening skills through active engagement in class discussions, presentations, and projects. Poetry, grammar, and vocabulary study round out the coursework in English 10. A goal of the course is for students to become more independent learners.

Course 124 **ENGLISH 10 HONORS** **Full Year** **5 Credits**
Students who have a voracious appetite for literature and a passion for writing should enroll in English 10 Honors, a full-year course in writing and literature. The selected works fit into the essential course question of how identity is formed. The titles and authors are predominantly international and may include *Interpreter of Maladies*, *Macbeth*, *Antigone*, and *Things Fall Apart*.

English 10 Honors moves at a fast pace, covering approximately three to four books per term along with major assessments on each. The assessments demand increasingly abstract analysis and application of the relationship between core and supplementary readings. Honors students are expected to be independent in their analytical and writing skills. They will not only be active participants in class discussion, but they will generate the questions to propel the discussion. Poetry, grammar and vocabulary study round out the coursework in English 10 Honors.

Selection to enroll in this course will be based on the current English teacher's recommendation.

Course 125 **TENTH GRADE: WORLD STUDIES, 1800-PRESENT** **Full Year** **5 Credits**
Note: Students enrolled in this course must also take the companion history course (Course 216) and will receive 5 credits for English and 5 credits for history.

This interdisciplinary English/history course will integrate curricula from the traditional English 10 and tenth grade World History courses and is designed for students who crave exploring the relationship between literature, its historical context and its modern-day implications. Literature is representative of the geographic regions and the historical periods studied. Writing, research skills, vocabulary development, debating, and assessing evidence are emphasized. English and history teachers are paired to co-teach the same groups of students. (A description of this course appears in both the English and History/Social Science sections of this Program of Studies.)

Course 128 **SPEECH** **Semester** **1 Credit**
Speech is a course required for graduation and is open to students in grades 10-12. It is strongly recommended that students take Speech during their tenth grade year, and the course is designed with the tenth-grader in mind. Each student in Speech learns how to speak clearly and forcefully in front of a group of his or her peers by undertaking such speeches as a speech to

inform, a speech to persuade, and a final speech to impress or inspire. Good listening skills are also taught and assessed.

Course 151 **AMERICAN LITERATURE** **Full Year** **5 Credits**
Students electing American Literature read and respond to a wide variety of literary material produced by important American authors such as Sherman Alexie, Nathaniel Hawthorne, Mark Twain, Edith Wharton, August Wilson, Arthur Miller, Toni Morrison, and a number of 19th and 20th-century poets and essayists.

Preparation for class discussion is essential for success, and students are expected to complete nightly reading assignments. Papers, including personal, creative, and analytical writing, are assigned regularly, as often as every other week, but a few major writing assignments may take longer to complete.

Course 152 **AMERICAN LITERATURE HONORS** **Full Year** **5 Credits**
Honors American Literature is designed for students whose appetite for literature and writing is insatiable. Students who select Honors American Literature read and respond to a wide variety of literary material produced by important American authors such as Hawthorne, Emerson, Thoreau, Twain, Wharton, Hughes, Hemingway, James, Fitzgerald, Miller, Morrison, Alexie, and a number of 19th and 20th century poets and essayists.

Honors students complete assessments that demand abstract analysis of and synthesis between texts. Analytical writing assignments are a major part of the course as well as work on personal and creative essays. Preparation for class discussion is essential for success, and students are expected to complete an average of 30-40 pages of reading a night.

Selection to enroll in this course will be based on the current English teacher's recommendation.

Course 138 **MODERN LITERATURE I: THE EXISTENTIAL CRISIS: LIFE IN THE MODERN ERA** **First Semester** **2.5 Credits**

This course will focus on literature published in the early and mid- 20th Century and explore how it reflects changing values and ideas stemming from life in the Modern age. Major ideas addressed will include alienation and isolation, confronting mortality, conventional definitions of success, gender equity, and existential crises, all on personal and societal levels. Additionally, students will examine ways in which authors from this period deviated from traditional literary forms and conventions in their works. The reading list may include selections and/or excerpts from James Joyce, Virginia Woolf, Flannery O'Connor, John Steinbeck, Ernest Hemingway, and Pablo Neruda.

Course 147 **WORLD LITERATURE I** **First Semester** **2.5 Credits**

World Literature I introduces students to writings of varied cultures across multiple continents. As we read and respond to texts, we consider the impact of cultural and historic contexts on literature, both in terms of content and narrative form. We also explore connections between the texts through a thematic focus on encounters and exchanges. Genres we read include novels, short stories, poetry, and nonfiction. Texts studied may include Yann Martel's *The Life of Pi*, Jamaica Kincaid's *Lucy*, Marjane Satrapi's *Persepolis*, Buchi

Emecheta's *The Joys of Motherhood*, and Yukio Mishima's *The Sound of Waves*, among others. Students respond to these works and others through oral and written analysis, personal reflections, and emulation of genre.

Course 186 **NON-FICTION LITERATURE I** **First Semester** **2.5 Credits**
Students in this course will read and respond to historical and contemporary nonfiction writing. By focusing on and emulating aspects of the nonfiction genre, students will improve their own skills in clear expression.

During this first semester course, students read essays and memoirs from various sources, including Jonathon Loughery's anthology, *The Eloquent Essay*; *This Boy's Life* by Tobias Wolff; and *I Know Why the Caged Bird Sings* by Maya Angelou. Writing assignments will be in direct response to the reading; students will work on the elements of the personal essay, general expository writing, and personal memoir. Students will study vocabulary from course texts, along with the fundamentals of managing punctuation, diction and syntax.

Course 157 **POETRY AND POETICS** **First Semester** **2.5 Credits**
This course is for students who are motivated by and devoted to studying all aspects of poetry every day in class. Students will lead discussions on poems and analyze a range of poems from early centuries to the present day and from many different cultures. Students will write journal entries, short and long analytical essays, as well as a research paper integrating literary criticism into their own analysis of a poem. In addition to studying various poetic forms like the sonnet, villanelle, sestina, etc., students write their own poems, both creative and imitative.

Course 154 **WRITERS IN THE MARGINS** **First Semester** **2.5 Credits**
(not offered 2010-2011 and 2011-2012)
This course will explore the rich vein of literature produced by peoples and cultures that have been oppressed. To that end, this course will explore the literature (fiction, nonfiction, and poetry) that gives marginalized peoples voice as they struggle for legitimacy and justice. Issues such as race, gender, and sexual orientation will be the primary focus of this course. While literary lenses will be applied to the literary works studied, students will be challenged to explore privilege of a dominant culture, modes of oppression, its effects, and ways to challenge that oppression. Authors included in this course will include Toni Morrison, Sherman Alexi, Kate Chopin, Virginia Woolf, and James Baldwin.

Course 139 **MODERN LITERATURE II:** **Second Semester** **2.5 Credits**
THE LEGACY OF RACE
As the Colonial Period drew to a close in the 20th century, the legacy of racist and imperialistic ideologies persisted and evolved. Societies around the world were left to face the devastating results of imperialist ideologies as they affected life on personal as well as institutional levels. This course will examine various perspectives on and reactions to that legacy through literature from around the globe. Authors studied in this course may include Joseph Conrad, Athol Fugard, Barbara Kingsolver, and Toni Morrison.

Course 148 **WORLD LITERATURE II** **Second Semester** **2.5 Credits**
World Literature II introduces students to writings of varied cultures across multiple continents. As we read and respond to texts, we consider the impact

of cultural and historic contexts on literature, both in terms of content and narrative form. We also explore connections between the texts through a thematic focus on encounters and exchanges. Genres studied include novels, short stories, poetry, and nonfiction. Texts studied may include Yann Martel's *The Life of Pi*, Jamaica Kincaid's *Lucy*, Marjane Satrapi's *Persepolis*, Buchi Emecheta's *The Joys of Motherhood*, and Yukio Mishima's *The Sound of Waves*, among others. Students respond to these works and others through oral and written analysis, personal reflections, and emulation of genre.

Course 187 NON-FICTION LITERATURE II: Second Semester 2.5 Credits

Students in this course will read and respond to historical and contemporary nonfiction writing. By focusing on and emulating aspects of the nonfiction genre, students will improve their own skills in clear expression.

During this second semester course, students will read *Friday Night Lights* by H.G. Bissinger, *Never Cry Wolf* by Farley Mowat, and *Bird by Bird* by Anne Lamott. Writing assignments will be in direct response to the reading; students will work on the elements of documentary and feature writing, personal memoir, and creative nonfiction. Students will study vocabulary from the course texts, along with the fundamentals of managing punctuation, diction and syntax. Students who continue their grammar and mechanics work from Semester I will deepen their work in this area of their writing.

Course 137 CREATIVE WRITING Second Semester 2.5 Credits

Prerequisite: Students wishing to enroll in this course must submit a polished piece of creative writing to the English department head for evaluation and approval before the deadline for submission of course selection sheets.

Assignments in this course develop creative writing through active, critical reading. Students will read and analyze models of various creative writing forms and will then create their own versions of those forms. Students will also read one another's writing to provide constructive feedback for improvement. Types of writing to be explored include short story, poetry, and creative non-fiction. The final goals for the course include each student producing a writing portfolio made up of a variety of polished creative pieces and selecting pieces to submit for publication to a variety of outlets.

Course 160 TWENTIETH-CENTURY WOMEN WRITERS Second Semester 2.5 Credits
(not offered 2010-2011 and 2011-2012)

This course surveys late twentieth-century writing by women with a particular focus on women writing from post-colonial perspectives. Authors to be studied may include Buchi Emecheta, Shani Mootoo, Merle Hodge, Anita Desai, Marlene Nourbese Philip, and Nuala Ni Dhomhnaill, among others. Students will examine recurring themes in the literature and begin to frame their understanding of these themes through supplementary theoretical and historical readings. The relationship between form and content in writing will be at the forefront of our study, as will the question of how issues of gender, race, and language play out in texts that deal with crisis and change.

Course 185 SHAKESPEARE: OPENING
THE TEXT Full Year 5 Credits

Students encounter the range of Shakespeare's writing, including selected histories, tragedies, comedies, "late romances," and sonnets. The course focuses on close reading of Shakespeare as literature, as text for

performance, and as a reflection of the struggles in the Elizabethan and Jacobean periods. Students write personal and analytic essays and prepare and deliver presentations on Shakespeare's plays and poems read outside of class.

Course 141 ADVANCED PLACEMENT ENGLISH Full Year 5 Credits

A.P. English is a course intended for seniors of outstanding ability and achievement in English. Students in this course take the A.P. examination in May. Prerequisites: demonstrated ability to write a polished literary analysis essay; ability to read with critical comprehension at an accelerated pace; and willingness to engage actively in class discussions.

The course focuses on close study of complex literature, including *Hamlet*, *The Sound and the Fury*, *Invisible Man*, and *Pride and Prejudice*. The study of poetry will be part of nearly every class meeting. Students will write primarily about the literature, with some training in writing under time pressure and with training in using critical commentary. Students will work independently to lead poetry discussions and to read at least one contemporary novel on their own.

Selection to enroll in this course will be based on the current English teacher's recommendation.

Course 190 JOURNALISM Full Year 4 Credits
(English Elective, does NOT fulfill departmental credit requirements)

Students in this course will learn the history and formats of journalistic writing and will have primary responsibility for producing the school newspaper. They will learn organizational, time-management, team-work, and self critiquing skills. While works published can be written by any students in the High School, students in the Journalism course will serve as the principal writers and publishers of newspaper editions and other related publications. For students wishing to take the course multiple years, preference will be given to those taking on additional responsibilities

FOREIGN LANGUAGES

Oral language courses in Weston follow the proficiency model of language instruction reflected in the Massachusetts State Curriculum Frameworks and the National Standards for Education. That is, students are presented with both grammar and vocabulary in context and are encouraged to express themselves in the target language independent of a text as soon as possible. Awareness of cultural differences and similarities is also essential to a complete language education. Interdisciplinary themes allow students to use the language they acquire to learn about their world in general. They also demonstrate a more authentic use for the language as a means of communicating important information.

Teachers use multi-sensory methods such as computers, video, music, drama, food and games to make the material both meaningful and interesting for the students. Each level of instruction focuses attention on listening, speaking, reading and writing.

While Latin does not require the same instructional shift from a more traditional methodology to the proficiency model as do French, Mandarin and Spanish curricular objectives for Latin have been modified to make study of the language more relevant to students. Projects, games and historical lessons complement working with grammar and vocabulary, which is presented

in context and in an age-appropriate manner. In addition, students learn to recognize parts of speech and vocabulary derivatives which enhance their understanding of their native language. Study skills are an essential part of the curriculum as well. Advanced levels continue to address the classics written in Latin.

Students who have attained a reasonable level of mastery in a second language are encouraged to include a third language in their choice of courses in addition to maintaining their second language.

A minimum three-year high school foreign language course sequence is recommended for students seeking admission to competitive colleges. Many juniors and seniors use foreign language as one of the three College Board SAT Subject Tests frequently requested for college admissions. Our curriculum does not focus directly on standardized tests other than the Advanced Placement Exams. However, students who have completed the Spanish Intermediate Honors, French Intermediate Honors or Latin IV have been introduced to the full continuum of grammatical concepts and ample vocabulary. In most cases, this prepares students with the skills necessary for success on either the SAT II or the ACT tests. Colleges express no preference among languages.

Grades 9-12 Latin sequence

- Latin I
- Latin II
- Latin III
- Latin IV Honors
- AP Latin: Vergil

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

- French Novice I/Fundamentals of Spanish
- French Novice II/Novice Spanish
- French/Spanish Intermediate I
- French/Spanish Intermediate II
- French/Spanish Intermediate Honors
- French/Spanish Advanced Placement
- Honors Hispanic Literature

Grades 9-12 Mandarin

- Intermediate Mandarin
- Intermediate II Mandarin
- Intermediate Honors Mandarin
- Honors Mandarin V

FRENCH

Course 613

FRENCH NOVICE I

Full Year

5 Credits

This course is intended to introduce students to basic concepts of language study, to familiarize them with the cultures in which the language is used and to begin the process of building a foundation in vocabulary and grammar which will allow them to communicate in the target language. Traditional teacher-centered instruction is supplemented with student projects, use of the language laboratory for both drill and listening comprehension exercises, and reading selections. Units of study include telling time, describing themselves and their friends and families, ordering in a restaurant, asking for and giving information with regard to weather, daily schedules and activities.

Students will master the simple present tense; however, as the need arises other tenses may be introduced for comprehension only. Even at this early stage of language acquisition, students are encouraged to use the language independently to express themselves. Since reading and oral comprehension are receptive skill which generally precede productive skills, expectations for student performance in these areas are more extensive than they are for writing or speaking.

Course 615 FRENCH NOVICE II Full Year 5 Credits
Prerequisites: Recommendation of current teacher. A grade of C+ or better in Novice I is recommended for this course.

Students in Novice II expand their work with the language and culture by learning to express personal preferences and to describe daily activities using reflexive verbs, object pronouns and many common idiomatic expressions. They also continue their study of the simple past tense, in order to give personal information and to describe occurrences in the past. Although vocabulary and grammar begun in Novice I are reviewed, there is an increase in both the pacing and amount of the material to be mastered. Reading and listening selections are carefully constructed to reinforce the material presented. Written and oral assignments are designed to allow creative, contextualized use of the language by each individual.

High school novice students with previous experience in second language studies are encouraged to begin their work in a new language at this level. Novice French is conducted mostly in the target language with English reserved only for complex explanations of grammatical structures.

SPANISH
Course 671 FUNDAMENTALS OF SPANISH Full Year 5 Credits
Special Note: This course is designed to meet the needs of students with specific language learning issues and/or individual education plans (IEPs).

This course is designed to introduce students to basic concepts of language study. A review of the parts of speech and their universal role in sentence structure, a reflection on tense and its importance and relevance to effective communication, an introduction to other grammar fundamentals such as proper verb conjugation, direct and indirect objects and their pronouns, noun gender and agreement, and so on. Since many of the issues to be covered are somewhat universal, some classroom instruction will be in English as we use it to compare to Spanish. This course will be an appropriate lead-in class to Novice Spanish although not a pre-requisite.

Course 659 NOVICE SPANISH Full Year 5 Credits
As a beginner course, Novice Spanish is open to students who have never studied the language before, as well as those who have had some study yet would benefit from review of the early concepts; as such this course is designed to meet a wide range of needs. Students learn to express personal preferences, to describe daily activities, to give personal information, and gain appropriate proficiency across multiple domains (e.g. travel, shopping, pastimes, etc.).

Focus is given to development of the first 500 words of vocabulary, present and simple past tenses, object pronouns, and idiomatic expressions.

addition, comprehension requires a greater degree of acuity as expression of content tends to be subtler than in previous years. However, comprehension questions continue to focus predominately on “what happened.” Students are expected to manipulate the language both orally and in writing in order to express higher order thinking skills.

FRENCH/SPANISH INTERMEDIATE HONORS **Full Year** **5 Credits**

Course 639 FRENCH INTERMEDIATE HONORS
Course 689 SPANISH INTERMEDIATE HONORS

Prerequisites: Recommendation of current teacher. A grade of B- or better in Intermediate II is recommended for this course.

At this level of instruction students should be comfortable working entirely in the target language. Class discussion or written assignments focus to a greater extent on nuances of the language. Novels and films are examined for character development, style, social context, underlying messages and thematic content in addition to plot.

Reading and listening activities are selected to challenge students’ linguistic ability as well as to prompt further discussion of history, the arts, and contemporary social issues in the areas of the world where the target language is spoken.

ADVANCED PLACEMENT FRENCH/SPANISH **Full Year** **5 Credits**

Course 649 ADVANCED PLACEMENT FRENCH
Course 699 ADVANCED PLACEMENT SPANISH

Prerequisites: Recommendation of current teacher. A grade of B or better in Intermediate Honors is recommended for this course.

At this level of proficiency students’ language level is both comfortable and flexible. While not yet perfect in accuracy, the sophistication of their speech is noticeably greater. Extensive written and independent oral production is expected. Similarly, reading selections are longer and are taken from both classical literature and contemporary sources in the target culture. Authentic contemporary audio production and videos also supplement the written material in the course. The thematic aspect of the course continues the shift begun in Honors from functional, everyday language to academic discussion of literature, social issues, history, etc. Students are further encouraged to explore topics from other disciplines using the target language as a method of communication.

Course 695 HONORS HISPANIC LITERATURE **Full Year** **5 Credits**

Prerequisites: Open to students who have completed Intermediate Honors or Advanced Placement Spanish.

Students in this course will read literature from a variety of authors representative of different genres and diverse literary traditions of Spanish speaking countries. Students will be expected to engage in class discussions, write essays, and present their understanding of the literature in Spanish. In addition, students will investigate the influences, cultural frameworks, and historical context necessary to appreciate the complexity of

the works being read. Readings may include selections recommended for the preparation for the Advanced Placement Spanish Literature Exam. Although not an AP course, successful students may be motivated to take the AP exam. Students may take this course prior to or following enrollment in Advanced Placement Spanish Language.

LATIN Course 650	LATIN I	Full Year	5 Credits
	The first year of Latin will introduce all beginning Latin grammar and vocabulary. Students will develop more complex grammatical concepts needed to read, write, and comprehend modified Latin stories and passages via the guidance of the <i>Oxford Latin Course</i> . The course will continue to focus on Roman cultural topics, including religion and the stories of the <i>Iliad</i> , <i>Odyssey</i> and <i>Aeneid</i> . Emphasis will be placed on gaining mastery of the concepts of case and the ability to translate and comprehend with ease. Traditional classroom instruction will be supplemented by projects and websites for grammar review.		
Course 651	LATIN II	Full Year	5 Credits
	Prerequisites: Recommendation of current teacher. A grade of C+ or better in Latin I is recommended for this course.		
	Latin II features a review of Latin I grammar in addition to more advanced grammatical structures such as participles, deponents, and the passive voice. The text used is the <i>Oxford Latin Course</i> . By the end of the year, students will have mastered all noun case uses and all verb tenses. The development of reading comprehension, as well as literal translation, is encouraged in order to prepare students to read authentic Latin works the following year. The course also seeks to develop an understanding of the transition period between the Roman Republic and Empire.		
Course 652	LATIN III	Full Year	5 Credits
	Prerequisites: Recommendation of current teacher. A grade of C+ or better in Latin II is recommended for this course.		
	Latin III includes a review of Latin II grammar and encourages mastery of all remaining grammar constructions, including subjunctives, gerunds, and all uses of the ablative case. While still using <i>Oxford Latin Course</i> Part III, students study the original Odes of the Roman poet Horace and learn to scan Latin poetry. Literal translation and reading comprehension is stressed. At this level the main focus is on reading original works of Latin authors.		
Course 653	LATIN IV HONORS	Full Year	5 Credits
	Prerequisites: Recommendation of current teacher. A grade of B- or better in Latin III is recommended for this course.		
	Latin IV honors is a course intended for students of outstanding ability and achievement in languages. After thoroughly reviewing the language structure and completing the <i>Oxford Latin Course</i> series, students read a variety of selections from Roman authors, including Horace, Cicero and Ovid. The focus is on reading longer selections from original works and understanding their grammatical elements.		

Course 655 ADVANCED PLACEMENT F Full Year 5 Credits
LATIN: VERGIL

Prerequisites: Recommendations of current teacher. A grade of B or better in Latin IV Honors is recommended for this course.

At this level of proficiency, students' language level is both comfortable and flexible. Students read most of Vergil's *Aeneid* in its original form, study its grammatical and poetic elements, and practice literary analysis extensively. The skills that are tested are literal translation, points of grammar, composition, and reading comprehension. Only designated AP students are expected to take the AP exam.

CHINESE

Course 660 INTERMEDIATE MANDARIN Full Year 5 Credits

Prerequisite: Successful completion of Grades 7 and 8 Mandarin Chinese or equivalent with the permission of the department.

This class is offered to students who have completed an introductory course in Chinese. It is expected that entering students can decode Pinyin and can write simple sentences using traditional Chinese characters. Students should also be able to introduce themselves, to describe simple aspects of everyday life, to express preferences, wants, and needs, and to have a basic understanding of Chinese geography and important cultural traditions. In addition to a continued focus on developing basic vocabulary, sentence patterns and pronunciation, students at the Intermediate level will work on more extensive oral comprehension, independent production and written expression. Instructional materials will include both resources developed for non-native speakers as well as the more "authentic" written and spoken sources of Chinese language available on the web through our digital language lab.

Course 672 INTERMEDIATE II MANDARIN Full Year 5 Credits

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

This course is offered to those students who have completed the introductory and first year intermediate courses in Mandarin. Students will have a facility with decoding Pinyin and will have moved beyond writing in simple sentences with Chinese characters toward an appropriate intermediate level of writing. Students are approaching mastery of basic grammar principles. The course is designed to help students expand the flexibility of their language skills and their capacity to create language and communicate authentically. Students are now able to sustain conversations in the target language with native speakers.

Course 673 INTERMEDIATE HONORS MANDARIN Full Year 5 Credits

Prerequisites: Recommendations of current teacher. A grade of B-or better in Intermediate II Mandarin is recommended for this course.

At this level of instruction, students are now more comfortable working and learning entirely in the target language. Whereas earlier Mandarin courses focus on building up rudimentary skill sets (e.g. knowledge of characters, varied vocabulary banks, decoding of Pinyin, mastery of sentence structure concepts somewhat novel to western language speakers), Intermediate

Honors Mandarin builds upon these skills by providing students with opportunities to put this knowledge into practice, inside the classroom in a more “immersion” context, and outside, with the understanding that students will seek out authentic interactions with native speakers and/or materials.

Students at this level will continue to complement their language skills by incorporating cultural knowledge. Chinese culture, so rich, varied, and distinct from western culture, is an effective lens through which Intermediate Honors students gain a deeper understanding of the language and a wider perception of our global community.

Course 674

HONORS MANDARIN V

Full Year

5 Credits

Prerequisites: Recommendation of current teacher. A grade of B- or better in Intermediate Honors Mandarin is recommended for this course.

This level will build on the Intermediate Honors Chinese course by continuing to deepen students’ immersion into the language and culture of the Chinese-speaking world. Students will be able to comprehend both written and oral Chinese in a variety of social and cultural contexts that pertain to daily life. They will, in a culturally appropriate manner, be able to describe or exchange information, personal feelings, opinions and preferences about an event or an activity, as well as persuade others to consider an alternate viewpoint and make suggestions to problems. The course also encourages students to apply their culture knowledge and language skills outside the classroom by providing opportunities for them to exchange information with native speakers or other students learning Chinese, to read authentic Chinese literature or news reports, to enjoy art, music, movies, food, games, and to participate in culture and other related events. Although not an AP course, students may elect to take the AP exam.

HISTORY/SOCIAL STUDIES

The history/social studies curriculum goals are to help students acquire the knowledge, judgment, and skills to participate intelligently and responsibly in civic life, and to continue to learn for themselves. Essential skills of reading and writing expository materials, using library resources and technology, reading maps, interpreting documents and data, preparing research for presentation, and participating in discussions are taught and reinforced in all courses, grades 9-12.

Most courses have a required summer reading component. Students are assigned one to three titles to be read by September and are responsible for obtaining reading lists. An assessment of the students’ understanding of the books is done in the fall.

Grade 9

World History, Medieval to Early Modern
Honors World History, Medieval to Early Modern

Grade 10

Modern World History
Modern World Studies
AP World History

Grade 11

United States History, Civil War—Present

Grades 11 - 12

AP United States History
 United States Government with Honors Option
 Contemporary World Issues
 Race, Class, and Gender

Grade 12

AP Modern European History
 Senior Social Science

Grades 9-12

Introduction to Business I
 Introduction to Business II
 Debating National and International Issues
 Microeconomics

Course 210 GRADE 9: WORLD HISTORY, MEDIEVAL TO EARLY MODERN Full Year 5 Credits
 Beginning around 500 CE, students will examine world civilizations into the early modern period. Course content and themes will focus on the major changes that shaped the modern world. Grade 9 World History seeks to build the skills needed for students to become effective historians such as: understanding geography; reading charts, graphs and tables; recognizing and understanding viewpoints; comparing and contrasting information; writing essays; and making presentations. Students will practice these skills as they examine the development of modern politics, economics, culture, social life, science and technology, as well as the roles played by individuals, groups, and ideas.

Course 211 GRADE 9: HONORS WORLD HISTORY, MEDIEVAL TO EARLY MODERN Full Year 5 Credits
 This course will cover the same time period as Grade 9 World History, but it will demand a significantly larger commitment on the part of students to historical reading, and research. The course will make frequent use of literary and philosophical primary sources, and students who wish to take this course should expect to be asked to do a good deal of analytical writing.

Admission to this course is by record and departmental recommendation.

Course 215 GRADE 10: MODERN WORLD HISTORY Full Year 5 Credits
 Building upon the ninth grade curriculum, this course will emphasize 19th and 20th century world history. Beginning with the philosophical roots of the economic and political revolutions of the late 18th century, students will examine the ideas and interactions that shaped the modern world through the 19th and 20th centuries and into today. Academic skills to be refined will include: expository writing; research; assessment of evidence; recognizing point of view; debating; and making formal presentations.

Course 216 GRADE 10: MODERN WORLD STUDIES Full Year 5 Credits
 Note: Students enrolled in this course must enroll in the companion English

events will be required elements of this course. Strong writing skills and a profound interest in U.S. Government and politics are necessary.

Students may elect honors credit for United States Government. Honors students complete assessments that demand additional writing, analysis, and service learning applications of core and/or supplementary material.

**Course 230 ADVANCED PLACEMENT
UNITED STATES HISTORY Full Year 5 Credits**

This course presents a chronological approach to United States History with emphasis on the American Revolution, the Jacksonian period, the Civil War Reconstruction, the Populist-Progressive period, and the New Deal. Students need a thorough grounding in relevant facts but should proceed from these basic facts to examine their context and significance. Students learn to read historical material analytically and critically; to weigh historical evidence and interpretations; and to arrive at conclusions on the basis of informed judgment. Students learn how to use primary sources, interpret maps and other graphical materials, take excellent notes, write essay examinations, and write creditable research papers.

Admission to this course is by record and departmental recommendation. This course is open to juniors and seniors.

**Course 241 ADVANCED PLACEMENT
EUROPEAN HISTORY Full Year 5 Credits**

The course examines major events and trends in European History from the Renaissance to the present. The aim of the course is to go beyond exposure to factual narrative and to develop: (a) an understanding of some of the principal themes that reflect Europe's social, intellectual, and political modernization; (b) an awareness of Europe's changing position in the world; and (c) an ability to analyze historical evidence.

Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and to present ideas clearly and persuasively in essay format.

The course prepares students for intermediate and advanced level college courses by making demands upon them equivalent to those of full-year introductory college courses. Only students who are highly motivated and have a strong interest in European History should take this course.

This course is open to seniors.

Course 242 SOCIAL SCIENCE Full Year 5 Credits

As seniors, many students become more aware of their place in the community as learners, athletes, club members, and citizens. By studying various psychological theories, students better understand their own experiences. Erikson, Freud, Gilligan, Maslow, Kohlberg, and Skinner are the sources for testing developmental ideas.

Students will be asked to think about issues such as smoking, drugs, cults, alcohol, and AIDS. Cognitive and decision-making skills are stressed as the

student becomes more self-aware. Individual participation is essential in communication, motivation, and class discussion. Journal writing is required.

Course 244	DEBATING NATIONAL AND	Full Year	5 Credits
Course 245	INTERNATIONAL ISSUES	semester	2.5 Credits

Students in these courses will learn the basics of logic and dialectic reasoning through research, writing, and academic debate. The course will utilize topics of current national and/or international importance as the subjects of their research, and students will learn to defend the conclusions of their research both in writing and through formal debate. The course may be taken either for full year (Course 244) or for the first semester (Course 245). Some debate rounds outside of regular school hours will be required.

Course 250	MICROECONOMICS	Semester	2.5 Credits
-------------------	-----------------------	-----------------	--------------------

This course will provide students with an introduction to the study of microeconomics. Students will examine the basis of economic thought in an effort to understand the mechanisms by which modern society seeks to meet its material needs in a world of scarce resources. Particular emphasis will be placed on market economics and the United States economy. Text and primary source reading, in-class discussions, frequent writing, and current events will be required elements of the course.

Course 260	INTRODUCTION TO BUSINESS I	(Semester 1)	2 Credits
Course 261	INTRODUCTION TO BUSINESS II	(Semester 2)	2 Credits

These one semester courses (which can be taken in any order) will give students a comprehensive look at the business world while gaining practical knowledge as they examine topics such as business organization, investing, business management, marketing, taxes, banking and business ethics. Students will be introduced to the American economic system as well as other major political/economic systems, as well as a limited number of microeconomic topics. Students will act as managers of the school store as part of both courses. They will form a company, elect officers, issue stock, sell their products, and liquidate the company in June after declaring dividends to the stockholders. Decisions involving product selection, pricing and marketing, as well as responsibility for inventory control, record keeping, merchandise displays and advertising are designed to help students develop entrepreneurial, leadership and organizational skills while working together as a team to solve problems.

Course 226	CONTEMPORARY WORLD ISSUES	Full Year	5 Credits
-------------------	----------------------------------	------------------	------------------

Prerequisite: Successful completion of 9th and 10th grade World History or their equivalents.

Students in this course will examine current issues in the contemporary world at a level of depth that exceeds that of their prior experiences in World History. While the recent historical development of regions of interest will form part of the course content, this course will focus on such current issues as political geography, ethnic conflict, the promise and pitfalls of the global economy, the environment, and other current areas of concern. Using materials drawn from political science, cultural anthropology, and human geography, students will approach course content through guided reading of text and primary source materials, multimedia presentations, class discussion, and research. Students will be asked to reflect, evaluate, and analyze important world issues by writing on topics that arise from classroom

assignments and independent research.

Course 227 RACE, CLASS, and GENDER Full Year 5 Credits
This course will be offered as a Junior/Senior elective and will examine ideas of race, class, gender, and other notions of difference: What do we do with a difference? How do differences influence our perceptions of and actions toward others? These concepts and questions of bias, discrimination, privilege, and choice will be considered by examining what happens in a society when people are identified and assigned a social value based on differences, real, constructed, or perceived. Students begin this examination by looking at the realities & fictions of race, class, and gender: What are they, and how are they understood by our society at large? How do they relate to power? What can we do to address issues of race, class, and gender in our personal interactions and in the world at large? These ideas will be examined through readings, films and discussion.

MATHEMATICS

The courses in mathematics emphasize the pattern, structure, and unifying ideas of the discipline. Since we have witnessed tremendous growth in uses of mathematics during the past thirty years, it is virtually impossible to predict all our future mathematical needs. The mathematics program provides opportunities for students to achieve the mathematical, statistical, and computer literacy that will be required by tomorrow's society. In particular, the program focuses on development of concepts and skills in the nine mathematics standards of the Weston Public Schools:

Problem Solving, Number, Computation, Measurement, Geometry,
Statistics, Probability, Functions/Algebra, and General Uses/Connections.

The following guidelines are used by the Department regarding summer school courses for credit, and the placement of students in academic year courses.

1. The mathematics department recommends that students take alternate mathematics courses (summer school, on-line, or after-school mathematics courses) only if they have done poorly in the corresponding academic year course or desire such a course for enrichment. When encountering specific mathematics courses for the first time, students should not substitute such alternate courses for regular academic year courses in their mathematics programs. In general only academic year courses provide the time and group interaction necessary to develop an appropriate understanding of the concepts involved. Students will generally not be permitted to skip courses by taking alternate courses and students who take alternate courses prior to the academic year course should do so with the understanding that they will encounter some repetition of material in their academic year course. For further information about this policy, contact the department chair.
2. During late January, teachers recommend to their students courses that they should enroll in for the next year. Those recommendations are based on observed student interest, aptitude, and performance. If a student or a student and his parents question a teacher's recommendation, the teacher should be contacted immediately. The school's override procedure must be completed before students may enroll in courses other than those recommended by their teachers.
3. The Department recommends that all students complete at **least** three years of a basic

college preparatory mathematics program including Algebra II. Juniors are advised to take the Mathematics SAT exam in June and seniors are advised to take the exam in December or January. Students should consult their guidance counselor and their current mathematics teacher for advice in selecting between the two Mathematics SAT exams.

Both Macintosh and PC's are available to students and staff. All students are instructed in the use of computers and calculators as mathematical tools. Students are required to become proficient in the use of graphing calculators in courses beginning with Algebra II, and most courses include the use of spreadsheets and programming in Scheme as mathematical problem solving tools. The Department sponsors a High School Mathematics Team and sometimes a Computer Science Team that compete in league competitions both locally and regionally throughout the academic year. Students with strong mathematical or computer science abilities are encouraged to participate.

Grade 9

Geometry
Geometry, Honors

Grade 10

Algebra II (with or without Topics)
Algebra II, Honors
Intermediate Algebra

Grade 11

Algebra II (with or without Topics)
Applied Discrete Mathematics Concepts
Precalculus, Part One
Precalculus, Honors

Grade 12

Applied Discrete Mathematics Concepts
Applied Discrete Mathematics Concepts-Continued
Precalculus, Part One
Precalculus, Part Two, with Statistics
Precalculus, Part Two, Introduction to Calculus
AB or BC Calculus

Grades 9-12

AP Statistics
Computer Science: Concepts and Applications
Computer Science: Introduction to Programming with Honors Option
AP Computer Science
AP Computer Science with Data Structures and Algorithm
Honors Java Programming
Computerized Accounting I
Computerized Accounting II
Computerized Accounting (full year)

Course 321 GEOMETRY, HONORS Full Year 5 Credits
Prerequisites: Recommendation of current math teacher. Suggested grade guidelines: C+ or better from Grade 8, Honors Algebra I (M180 or M181).

A formal Euclidean geometry curriculum is taught that includes coordinate,

synthetic, and solid geometry. Students will use the Geometer's Sketchpad to investigate geometric conjectures. Only students with high motivation, exceptional ability and demonstrated mathematical achievement should enroll in this course.

Course 322 GEOMETRY Full Year 5 Credits

This college-preparatory course in Euclidean Geometry develops a solid background in geometric skills and ideas and also places a significant emphasis on mathematical thinking. There is a special stress on processes such as finding patterns, investigating, making conjectures, developing appropriate habits of mind, explaining one's results, making connections, argument, and proof. This approach is based on the premise that the best way to prepare students to solve problems that don't yet exist is to help them develop the ways of thinking that are characteristic of mathematics and science. The approach stresses depth rather than breadth, often presenting long problems that extend throughout an entire class period or even more than one class period.

Course 326 INTERMEDIATE ALGEBRA Full Year 5 Credits

Prerequisites: Successful completion of Geometry (Course 322) or concurrent repeat of Geometry for sophomores.

This course is designed for students wishing to strengthen their algebraic skills prior to enrolling in Algebra II. The course will reinforce the use of algebraic notation to describe mathematical patterns; build algebraic fluency and intuition; work on mastery in solving first and second degree equations and inequalities; study functions, functional notation, and the use of linear functions as mathematical models; review basic properties and uses of exponents; explore the solution of linear systems; and study the analytic geometry of the line. Many of the skills required for mastery of the mathematics section of the MCAS exam will be dealt with during the course. Students will make use of graphing calculators and spreadsheets to develop their skills and understanding of the concepts described above.

Course 331 ALGEBRA II, HONORS Full Year 5 Credits

Prerequisites: Recommendation of current math teacher. Suggested grade guidelines: C+ or better in Honors Geometry.

This course builds upon previous work in Algebra I and Geometry by pursuing algebraic ideas in greater depth and breadth. Topics and subtopics include systems of equations and inequalities of the first and second degrees; polynomial, exponential, logarithmic, and other functions in both explicit and recursive forms; the theory of functions, including function representations, inverses, composition, domain and range; matrices; counting, probability, and combinatorics; and an introduction to statistics including regression. Computer programming is introduced as a topic in itself and is used throughout the course, as are graphing calculators. There is a balance between mathematical theory and its application to many endeavors, particularly mathematical modeling, cryptography, and linear programming. In all these contexts, students are expected to develop and demonstrate skills and concepts at an honors level.

Course 332 ALGEBRA II Full Year 5 Credits

Prerequisites: Recommendation of current math teacher. Suggested grade

guidelines: Successful completion of Geometry, Course 322; C+ or better in Algebra I.

This course builds upon previously studied topics from Algebra I and Geometry. It develops skills and emphasizes applications of those skills. Major topics include quadratic functions, transformations, and conics; exponential and logarithmic functions; mathematical modeling; matrices, systems of equations and linear programming; and number theory and cryptology. Use of a graphing calculator is an essential component of this course; students will need access to a TI-83 or equivalent calculator. Students will become more proficient in the application of technology to the study of mathematics. Applications of mathematics will be emphasized throughout the course.

Course 333 **ALGEBRA II TOPICS** **Full Year** **2.5 Credits**
Prerequisites: Recommendation of teacher and concurrent enrollment in Algebra II (Course 332).

This course is designed for students who have the interest and motivation to succeed in Algebra II but who need additional time to master the material of that course. The Topics course offers students an opportunity for additional instruction on topics currently being studied in Algebra II, helps students diagnose background weaknesses, and offers help in remediating those weaknesses. The course improves both algebraic and arithmetic skills needed for success in higher math courses. This course meets 2.5 blocks per eight-day cycle.

Course 334 **COMPUTER SCIENCE: CONCEPTS AND APPLICATIONS** **Semester** **2.5 Credits**

This course is intended for students who want to broaden and deepen their knowledge about computers. Topics will include the design and structure of databases, spreadsheets, the internal workings of computers, and the history of the Internet, construction of web-pages, and understanding how the Web and email work.

Course 336 **COMPUTER SCIENCE: INTRODUCTION TO PROGRAMMING WITH HONORS OPTION** **Semester** **2.5 Credits**

This course is intended for students who want an in-depth introduction to computer programming and other aspects of computer science. The course will prepare students who want to go on to take Advanced Placement Computer Science (APCS), as well as those who do not intend to take APCS later on. Course topics include algorithms, procedures, functions, variables, predicates, data structures, recursion, planning, and debugging.

Students may elect Honors credit for this course by completing more complex and demanding programming assignments.

Course 341 **PRECALCULUS, HONORS** **Full Year** **5 Credits**
Prerequisites: Recommendation of current math teacher. Suggested grade guidelines: B- or better in Algebra II Honors (Course 331).

Trigonometry and its applications, conic sections, polynomials, complex numbers and polar coordinates, sequences and series, limits, fractals, and mathematical induction are some of the topics studied. Students will use graphing calculators regularly in this course as well as a variety of computer

software. This course is a recommended prerequisite for any student considering enrollment in Calculus AB (Course 361) or Calculus BC (Course 371).

Course 342 PRECALCULUS, PART ONE Full Year 5 Credits

Prerequisites: Recommendation of current math teacher. Suggested grade guidelines: C or better in Algebra II (Course 332).

The content of this course contains trigonometry; polynomial functions; mathematical modeling; complex numbers, polar coordinates, and fractals; and probability. Students will be expected to become proficient in the application of technology to the study of mathematics. They will use graphing calculators regularly throughout the course and also a variety of computer packages as needed. Applications of mathematics will be emphasized throughout the course. Successful completion of the course will prepare students for a college level discrete mathematics or pre-calculus course. In combination with Precalculus, Part Two (Course 352) or with additional summer work, students will be prepared for calculus.

**Course 343 APPLIED DISCRETE
MATHEMATICS CONCEPTS Full Year 5 Credits**

Prerequisites: Completion of Algebra II

This course offers students the opportunity to study the application of important mathematical concepts to real world issues and problems. Students will gain a solid understanding of fundamental mathematical ideas by developing mathematical models and applying technology while using these models for decision making. The topics studied might include mathematical models for the study of traffic and the spread of gossip or disease; the use of probability and inferential statistics to make predictions from limited data; applied game theory; applied graph theory; operations research/queue theory; mathematical systems for modeling situations ranging from urban geography to political decision making; and numeracy including the history of mankind's attempts to represent and store numeric data. Students may elect to take the course before or after Course 342.

First semester content is different in even and odd numbered years.

**Course 354 APPLIED DISCRETE
MATHEMATICS CONCEPTS- CONTINUED Semester 2.5 Credits**

Prerequisites: Completion of Applied Discrete Mathematics (Course 343) or approval of the Department Head.

This course permits students to join course 343 for the first semester thus encountering the new material taught during the alternating first semester plan as described above for Course 343.

**Course 352 PRECALCULUS, PART TWO,
WITH STATISTICS Full Year 5 Credits**

Prerequisites: Recommendation of current math teacher. Suggested grade guidelines: C or Better in Precalculus, Part One (Course 342).

During the first semester this course completes students' pre-calculus preparation through the study of sequences, series, and limits. Students are also introduced to the fundamental concept of a derivative and a definite

integral. During the second semester students study the use of statistical inference. Successful completion of this course will provide a strong background for college level work in calculus, statistics, and mathematics related courses in engineering and science.

**Course 353 PRECALCULUS, PART TWO,
INTRODUCTION TO CALCULUS Semester 2.5 Credits**
Prerequisites: Recommendation of current math teacher AND concurrent enrollment in AP Statistics (Course 391). Suggested grade guidelines: C or Better in Precalculus, Part One (Course 342).

This fall semester course is identical to the first semester of course 352 Pre-Calculus Part 2 With Statistics and is open only to students concurrently enrolled in course 391 AP Statistics. This course completes students' pre-calculus preparation through the study of sequences, series, and limits. Students are also introduced to the fundamental concept of a derivative and a definite integral.

The College Entrance Examination Board offers Advanced Placement Examinations in statistics (one), computer science (one), and calculus (two). Students can prepare for the statistics examination by enrolling in Course 391, the computer science examination by enrolling in Course 381, the Calculus AB examination by enrolling in Course 361, and the Calculus BC examination by enrolling in Course 371. In particular, Calculus BC is more extensive and intensive and will qualify the student for advanced placement in college which is one semester beyond that granted for Calculus AB.

Course 361 CALCULUS AB Full Year 5 Credits
Prerequisites: Recommendation of current math teacher. Suggested grade guidelines: B- or better in Precalculus Honors (Course 341) or A in Precalculus, Part One (Course 342) plus additional summer work.

Students in this course will study properties of elementary functions and concepts of calculus (limits, derivatives, integrals and applications). This course will prepare students to take the Advanced Placement Calculus AB examination in May.

Course 371 CALCULUS BC Full Year 5 Credits
Prerequisites: Excellent record in honors mathematics courses.
The topics studied in this course range from elementary calculus concepts to infinite series. This course prepares students to take the Advanced Placement Calculus BC examination in May.

**Course 381 ADVANCED PLACEMENT
COMPUTER SCIENCE Full Year 5 Credits**
Prerequisites: Teacher recommendation.

The emphasis of this course is on the logical thinking and understanding of computers necessary to solve problems by writing computer programs. The course studies programming methodology, algorithms, and data structures. Students will learn the subset of Java identified by the College Entrance Examination Board. The course includes the syllabus suggested for preparation for the Advanced Placement Computer Science examination, including the current case study. Students need have no prior knowledge of Java. Students with no programming background should expect to spend significant amounts of time working with computers during the first quarter or should take Computer Science: Introduction to Programming (Course 336)

prior to enrolling in this course. Work may be done using school computers or on the student's home computer. Successful completion of this course prepares students for the Advanced Placement Computer Science examination in May. Interested and motivated students have the opportunity to go further and study java classes and algorithms traditionally covered in a second semester college course by selecting the imbedded course 386 Advanced Placement Computer Science with Data Structures and Algorithms.

Course 385 HONORS JAVA PROGRAMMING Full Year 5 credits
The emphasis of this course is on the logical thinking and understanding of computers necessary to solve problems by writing computer programs. The course introduces Object Oriented Programming in Java and studies topics from programming methodology, algorithms, and data structures. Students will learn a subset of Java. Students need have no prior knowledge of Java. Students with no programming background should expect to spend significant amounts of time working with computers during the first quarter or should take Computer Science: Introduction to Programming (Course 336) prior to enrolling in this course. Work may be done using school computers or on the student's home computer. Note: Students are encouraged to initially enroll in 381, Advanced Placement Computer Science and to transfer to this course by mid-November only if that course proves too challenging. This course meets in the same class and with the same teacher as 381 but assignments are individualized for each student.

**Course 386 ADVANCED PLACEMENT COMPUTER SCIENCE WITH DATA
STRUCTURES AND ALGORITHM Full Year 5 Credits**
(embedded in course 381)
Prerequisite: Teacher recommendation.

Students enrolling in course 381 AP Computer Science may elect this embedded option prior to the fall level-change deadline. Additional topics studied include pointers, trees and graphs and related algorithms.

**Course 391 ADVANCED PLACEMENT
STATISTICS Full Year 5 Credits**
Prerequisites: Recommendation of current math teacher. Suggested grade guidelines: B or better in Precalculus, Part One (Course 342) or B- or better in Precalculus Honors (Course 341). Interested students who wish to take this course concurrently with Precalculus, Part One or Precalculus Honors should discuss that option with the Mathematics Department Head.

This course covers the statistics syllabus prepared by the College Board and contains the material; of a college level statistics course. Major topics include descriptive statistics; data collection, sampling, and surveys; probability; and statistical inference including confidence intervals and tests of significance. Students will use graphing calculators with statistical capabilities as well as selected computer statistics software. This is a course for students interested in pursuing areas of study requiring statistical analysis of experiments and who have high motivation and demonstrated mathematical achievement. Other students interested in statistics should enroll in Precalculus, Part Two, with Statistics (Course 352) where a unit on statistical inference is taught.

Course 395	COMPUTERIZED ACCOUNTING I	Semester	2 Credits
Course 396	COMPUTERIZED ACCOUNTING II	Semester	2 Credits
Course 397	COMPUTERIZED ACCOUNTING	Full Year	4 Credits

These courses are designed to introduce students to the principles and concepts of accounting and finance. Students will learn how to read journalizing and posting procedure. The preparation of financial statements will be covered. Students will be guided to understand and prepare financial statements such as a balance sheet and profit and loss statement. Business ethics and related business careers will also be discussed along with practical information relating to accounting and business practices in the global community. During Accounting I students will work through the accounting cycle and end-of-year procedures for a service business organized as a proprietorship. Analysis of business transactions, concepts from manual applications to computer applications, partnerships, corporations and tax accounting will be emphasized during Accounting II.

The material covered is practical and appropriate for all students regardless of their professional goals. However, those students planning a career in business are highly encouraged to take both semesters of accounting.

MULTIDISCIPLINARY COURSES

Grade 9

Research & Technology

Grade 10

Career Exploration Seminar

Grade 11

Guidance Seminar 11

Grade 12

Guidance Seminar 12

Grades 9-12

Work Experience (Grades 11 or 12)

Independent Study

Senior Internship

College Course

Community Service

Course 850	WORK EXPERIENCE	Semester/Full Year	2.5/5 Credits
-------------------	------------------------	---------------------------	----------------------

This program is designed for juniors or seniors who wish to pursue work exploration as part of their school experience. Employment in an approved job for at least 15 hours per week is required for each semester in which credit is to be earned. Students will meet with the Career Specialist on a regular basis throughout the semester. Each student's supervisor will evaluate him or her using the Worked-Based Learning Plan, an evaluation and goal-setting tool developed by the Department of Education for students in work experience. The goal of this evaluation is to further develop each student's work-based skills. The Career Specialist will review the evaluation with the supervisor and student.

- Course 851 INDEPENDENT STUDY Semester/Full Year .5 to 4 Credits**
 Non-departmental credit is awarded for independent studies completed under the supervision of a member of the faculty or other qualified advisor. The purpose of these studies is to allow students to engage in work outside of the standard curriculum in an area of special interest. With approval of a guidance counselor, students must first submit a written application for this work to a committee of teachers, students, and parents within the first two weeks of the target semester. Independent studies may include course work at an accredited high school or college, work experience, creative academic projects, working as a teaching assistant or academic research. The committee will review applications and either approve, deny, or suggest modifications based on the educational merit of the proposal. Independent studies may be a year or semester long in duration, but no less. For successful completion of this work, students must arrange a presentation to the committee at the end of the final semester of their program. The committee may deny credit for work that does not fulfill the requirements as outlined in the proposal. Independent studies are graded on a pass/fail basis.
- Course 809 CAREER EXPLORATION SEMINAR Semester .5 Credit**
 This course offers sophomores the opportunity to explore their strengths, weaknesses, abilities, and interests in relation to possible career and college choices. Exploration will include interest inventories, self-exploration assignments, occupational research, exploration of labor market trends, speakers, and job shadowing opportunities.
- Course 811 SENIOR INTERNSHIP Semester 1 Credit**
 The Senior Internship Program provides closure to the students' academic experience at Weston High School. Students begin this career exploration and planning course in January. This course which meets two blocks per cycle culminates with a full time three-week internship, which begins four weeks before graduation. The course curriculum challenges students to explore their personal skills and career interests. Assignments will also address resume writing, interviewing skills, ethics, and workplace behavior. Students will be exposed to a variety of careers through guest speakers and personal research as they prepare for the internship in a career of their choice. The internship gives students the opportunity to acquire in-depth knowledge about a specific occupation and will assist them when making decisions about college majors and career plans.
- Course 821 GUIDANCE SEMINAR 11 Second Semester .5 Credits**
 This is the first of two courses offered by the Guidance Department that is aimed at helping students achieve their post-high school goals. This pass/fail course is designed to assist all juniors with their planning for college and other opportunities. The course meets once per rotation. Students will create a portfolio breaking down all aspects of a potential college application into more manageable steps. Students will develop an activity list, practice interviewing, research colleges, continue to explore possible career interests, and develop a timeline to manage all the testing and application deadlines.
- Course 820 GUIDANCE SEMINAR 12 First Semester .5 Credits**
 Utilizing new information students gained over the summer, this course will provide students with direction and assistance in the actual submission of applications, reminders of deadlines, and be a continual mode of communication by which counselors can convey necessary and important

information to students. Graded pass/fail, this course meets once every rotation, and there will be time built in for individual meetings with your guidance counselor.

Course 857 RESEARCH & TECHNOLOGY First Semester .5 Credits

9th grade students in this course will learn advanced techniques of high school research beyond the “Google” search. Research includes finding appropriate books, e-books, journal articles and newspaper articles about a chosen topic. Students will also learn to assemble a 5 slide PowerPoint presentation including an extensive annotated bibliography, and a GoogleDocs Timeline.

Course 930 COLLEGE COURSE Semester 5 Credits

Non-departmental credit is awarded for college course/s completed with the approval of a member of the Guidance Department. Credit is granted upon receipt of an official transcript from the approved institution.

Course 931 COMMUNITY SERVICE .5 to 1 Credit

Community service is not required for graduation. Occasionally students who fall up to 1 credit short of yearly requirements may elect to do 15-30 hours of Community Service during the school year in order to receive necessary credit.

SCIENCE AND TECHNOLOGY

The science and technology program is designed to produce scientifically literate students who will understand the scientific method and the tentative nature of scientific truth. They will learn some of the major concepts, laws, and theories of the various sciences. The majority of students follow the sequence: Introductory Physics, Biology, Chemistry, electives or AP electives. For students who are ready for greater rigor, the department offers honors courses each year. Students who excel in any science class will be invited to take an honors course the following year. Eighth grade students are recommended for either CP Physics or Honors Physics in the ninth grade based on four factors: 1) science grades earned in the 8th grade; 2) results of AMC-8 math testing; 3) results of a test of abstract reasoning administered in the spring (GALT test); and 4) specific recommendation from the 8th grade teacher based on the student’s performance in class throughout the year.

Grade 9

Grade 9: Introductory Physics

Grade 9: Honors Physics

Grade 10

Biology

Honors Biology

Grade 11

Conceptual Chemistry

Chemistry

Honors Chemistry

Grades 11-12

AP Biology

AP Chemistry

AP Physics

Introduction to DNA Science & Biotechnology

Environmental Science

Human Anatomy and Physiology
Problems and Applications in Contemporary Physics
Scientific Research Methods (Not offered in 2011-2012)

Course 405 GRADE 9 INTRODUCTORY PHYSICS Full Year 5 Credits

This course is designed to introduce physics concepts to 9th grade students as well as to prepare them for upper level science courses. Consistent with the philosophy that an early exposure to fundamental principles of physics gives students a basis for more successfully assimilating the concepts of subsequent courses, this program includes the following major topics of physics: Motion and Forces; Conservation of Energy and Momentum; Waves; Electromagnetism.

These topic areas will be addressed by focusing on real world applications such as, but not limited to, sports, driving, and communications.

Students who excel in this course will be encouraged to take Honors Biology

Course 415 GRADE 9: HONORS PHYSICS Full Year 5 Credits

This course is an introduction to physics using algebra only. It is necessary that students have demonstrated high achievement with respect to science and mathematics and be able to function independently to a high degree. Students must be able to solve algebraic equations easily. Selection to enroll in the course will be based on grades earned in previous and current science courses, placement assessment scores, and teacher recommendation. Concurrent enrollment in honors geometry is highly recommended although not required. Students who excel in this course will be invited to enroll in Honors Biology (Course 421) as sophomores.

Due to theoretical breakthroughs and technological advances in science during the latter half of this century, physics is now considered by most scientists to be the most fundamental of the sciences and is the basis for understanding the more abstract concepts introduced in biology and chemistry. Placing physics first in the Department's Honors course sequence gives students a basis for more successfully assimilating the theoretical nature of more advanced science concepts by helping them build a strong conceptual framework. The curriculum will include three major units of study: mechanics; wave motion, sound, and light; and electricity and magnetism. The primary goals of the course will be to capture the interest of students through the use of laboratory explorations and demonstrations; develop concepts through reading assignments, interactive lectures, and discussions; and provide students with opportunities to apply concepts through laboratory work, mathematical problem solving, and written tests.

Course 421 HONORS BIOLOGY Full Year 5 Credits

This biology course for sophomores is rigorous and fast paced. It is necessary that students have demonstrated high achievement with respect to science, and be able to function independently to a high degree. Selection to enroll in this course will be based on the student's ninth grade teacher's recommendation.

Since one's future depends on understanding human biology and how we interact with the rest of the world, this course establishes the relationship between human activities and the rest of the biosphere. It does so through extensive readings, lab investigations, class discussions and projects. Computers are used to sense data, analyze data, and simulate ecological,

physiological and genetic problem situations.

There are four major units of study:

The Biosphere: This ecological unit studies populations, communities, ecosystems and the relationships between the biotic and abiotic world. It also analyzes the flow of matter and energy in the web of life, with emphasis on the carbon compounds reactive in cell respiration and photosynthesis.

Continuity in the Biosphere: Cell continuity is studied through cell structure and cell processes. Reproduction and development of the individual includes studies of meiosis, human reproduction and embryology. Generational heredity includes both Mendelian and modern genetics. Topics covered are: probability theory, the relationships between chromosomes, genes and DNA. Studies of continuity through evolution include the concepts of adaptation, natural selection, origin of species and forces of evolutionary change.

Diversity and Adaptation in the Biosphere: The Five Kingdom classification scheme is used to understand the diversity and evolution of life. The role of prokaryotes and viruses in the biosphere is studied. The eukaryotes are also studied to understand their structure and function as well as the origin of their organelles.

Functioning Organisms in the Biosphere: The human animal is extensively studied to understand food/energy relationships, internal maintenance and coordination. Flowering plants are studied to learn their form, function and internal controls.

Course 422

BIOLOGY

Full Year

5 Credits

This tenth grade course is designed to teach the essential concepts of biology. It will emphasize connections within biological systems and between the systems and their environment. An underlying theme of the course will be that science is a process through which scientific questions are answered. The role of science in society will also be highlighted. Course activities will be taught assuming that students have completed Course 402.

Learning will occur using an activity-centered, cooperative learning approach. In-class and at-home projects will supplement the factual learning. Weekly laboratories will explore topics being discussed with analysis of results a major emphasis. Computers will be used for data collection, graphical analysis, and simulations. Videos, videodiscs, and case studies will be utilized.

Major units of study include:

The Biosphere: A transect study of Weston High School's woods as well as human population growth will be the focus of discussions about ecosystems, transfer of matter and energy in living systems, biomes, and population changes.

The Continuity of Life: Microscopic investigation of cells and investigation of DNA through modeling focuses learning on cellular structure, reproduction, and heredity.

Diversity and Adaptation: The role of evolution in the structure of living organisms, the classification system, and an understanding of Darwin's theory of evolution will be investigated through problem solving, computer simulation, and the creation of an evolutionary timeline.

Human Biological Systems: The question of how our body's structure relates

and teacher demonstrations as sources of data on which to present the theoretical foundations of chemistry. The major areas of study in this course include: the evolution of the atomic model from Dalton to the quantum mechanical model; nuclear chemistry; stoichiometry and types of reactions; electron structure and its relation to chemical bonding and periodicity of elements; equilibrium and acid-base systems, gas laws; and electrochemistry.

Course 433 **CONCEPTUAL CHEMISTRY** **Full Year** **5 Credits**
Prerequisites: Biology and Algebra II (or concurrent enrollment).

Conceptual Chemistry is a course designed for students who have an interest in chemistry but who need additional support in developing quantitative skills. The chemistry concepts in the course are presented in five major topic areas: water quality; nuclear chemistry; acid-base chemistry; electrochemistry; and organic chemistry. A major emphasis of the course is the understanding of the role of chemistry in the technology of the present time. Audiovisual materials are frequently used to make connections between content and applications.

The laboratory experience is an important part of the course. Laboratory work provides an important source of data to support the conceptual content of the course and also gives students an insight to how chemistry relates to daily living.

Course 435 **ADVANCED PLACEMENT CHEMISTRY** **Full Year** **5 Credits**
Prerequisites: Recommendation from chemistry teachers or Department Head.

Advanced Placement Chemistry is a college level course that expands on the concepts introduced in Honors Chemistry (Course 431). The course is designed for highly motivated students who have strong problem solving and laboratory skills. Course topics will include: thermodynamics, chemical bonding, chemical kinetics, equilibrium, electrochemistry, and organic chemistry. All students taking this course will be encouraged to take the A.P. Chemistry Exam in the spring.

Course 442 **ENVIRONMENTAL SCIENCE** **Full Year** **5 Credits**
Prerequisite: Successful completion of Course 421 or 422.

Environmental Science studies the effects of the expanding human population on the air, water, soil and other life forms on this planet. They will be studied through case studies, lab investigations, fieldwork, videos, and class discussions. Computers will be used for graphical analysis of data and for simulations. Major recurring themes in this course include controversies over land use, the effect of technology on the environment, the value of biodiversity, and the effects of life-style on the environment. Students' progress is evaluated by periodic tests, notebook collections, and projects.

Course 445 **HUMAN ANATOMY AND PHYSIOLOGY** **Full Year** **5 Credits**
Prerequisites: Course is open to seniors or juniors taking chemistry concurrently, but most have received a B or better in Biology.

This course will integrate biology, chemistry, physics, and health through the

fundamental concepts of human anatomy and physiology. The study of human body systems will be approached through questions related to evolution (skeletal system and behavior), athletic performance (digestive, circulatory, respiratory, and muscular), chemical addiction (nervous), and disease (immune, endocrine, and excretory). Experimental research will be a core feature of the course, as each student will be expected to plan, carry out, and present an Independent Research Project relevant to the human body. Animal dissection will be a required part of the curriculum.

**Course 448 INTRODUCTION TO DNA SCIENCE Full Year 5 Credits
& BIOTECHNOLOGY**

Prerequisites: Course is open to all seniors, and to all juniors who are taking chemistry concurrently.

This course is an introduction for non-specialists to important concepts in modern DNA and protein science with an emphasis on real world applications in drug discovery and disease cure. Students learn about the biotechnology industry from both a scientific perspective and a business perspective. The focus will be on twelve major laboratory investigations that embody many of the fundamental techniques and concepts of modern molecular biology, from basic micropipetting to recombinant DNA technology and gene amplification by PCR. Students will examine the structure and operation of financial markets in the United States and abroad, and learn to use basic online analytical tools to evaluate the performance of biotech/technology companies. Students will establish “virtual” portfolios on-line and enter competitions with classmates, hear guest speakers from the financial and biotech fields, and make formal presentations explaining the science behind the products and disease targets of their selected companies.

**Course 451 PROBLEMS & APPLICATIONS Full Year 5 Credits
IN CONTEMPORARY PHYSICS**

This course allows students to apply scientific knowledge, problem-solving skills, and general methods of scientific inquiry to contemporary issues and current events in the field of physics. Designed as a second-year physics course, the course is appropriate for students who want to combine intellectual rigor with curriculum flexibility driven by contemporary relevance of real-world developments in physics. Possible topic areas are Geophysics/geochemistry/hydrology, Engineering and materials science, Environmental pollution, Nanotechnology, Industrial/military/medical physics, and Physics of natural disasters.

**Course 452 SCIENTIFIC RESEARCH METHODS Semester 2.5 Credits
Course 453 SCIENTIFIC RESEARCH METHODS Full Year 5 Credits
(Not offered in 2011-2012)**

Prerequisites: Two years of science, preferably three.

This course is for juniors and seniors who want to expand their understanding of scientific research. Students will experience the process of scientific research from defining a problem to communicating results. The content of the course will focus on questions in biology and chemistry. Students will learn about researching scientific literature; using modern technology; and collecting, analyzing, and presenting data. The culminating activity of the course will be a research project done independently or in

small groups with the guidance of scientists in the local area.

Course 468 ADVANCED PLACEMENT Full Year 5 Credits
PHYSICS
Prerequisites: Physics and concurrent enrollment in Calculus; teacher recommendations and consent of the Department Head.

This course is the culmination of the accelerated science sequence and is intended for those students who have completed an introductory course in Physics. Topics explored in AP Physics will be revisited and expanded upon, emphasizing analytical skills and recognizing symmetries within systems.

VISUAL AND PERFORMING ARTS

MUSIC

The Music Department provides opportunities for participation in vocal and instrumental groups, grades 9-12, and offers a course in music theory. The purpose of the music offerings is the cultivation of a lasting appreciation of music and the personal enrichment brought about through participation and study. Music students also have the opportunity to audition for the Senior Northeast District Music Festival, the All-State Festival, and the All-Eastern Music Festival.

Grades 9-12

Concert Band
Concert Orchestra
Chorus
Jazz Ensemble I/II
Chamber Music

Grades 10-12

AP Music Theory
Concert Choir
Jazz Choir
Wind Ensemble
Chamber Orchestra

Course 770 CONCERT BAND Full Year 4 Credits
The course will offer instruction in the development and refinement of intermediate/advanced performing and ensemble techniques. The concert band will be a major performing group for the school and community. Opportunities for public performances will be provided and attendance will be required. Rehearsals and performances outside of regular school hours will be required.

Course 771 WIND ENSEMBLE Full Year 4 Credits
The course will offer instruction in the development and refinement of advanced performing and ensemble techniques. The Wind Ensemble will be a major performing group for the school and community. Opportunities for public performances will be provided and attendance will be required.

Additional opportunities will be provided for full symphonic orchestra: strings, woodwinds, brass and percussion. This will require combining band and string students for instruction periodically. Admission to this group is by audition only and based on the instrumentation needs of the group. Rehearsals and performances outside of regular school hours will be required.

Course 773/774 JAZZ ENSEMBLE I/II **Full Year** **1 Credit**
This course will offer instruction in the development and refinement of jazz performing and ensemble techniques. Emphasis will be on the study of standard jazz band literature. The jazz ensemble will be a major performing group for the school and community. Rehearsals and performances outside of regular school hours will be required. Admission to this group will be by audition only and based on the instrumentation needs of the group. Students in the jazz ensemble are also required to be enrolled in wind ensemble or concert band (orchestra for string bassists).

Course 775 **CONCERT ORCHESTRA** **Full Year** **4 Credits**
This course will offer instruction in the development and refinement of advanced performing and ensemble techniques. Emphasis will be on the study of standard orchestra literature. The string orchestra will be a major performing group for the school and community. Additional opportunities will be provided for full symphonic orchestra: strings, woodwinds, brass and percussion. This will require combining band and string students for instruction periodically. Rehearsals and performances outside of regular school hours will be required.

Course 776 **CHAMBER MUSIC** **Full Year** **1 Credit**
This class will focus on chamber music skills. Students in the course will be divided into trios, quartets and quintets. Students will study and perform a variety of chamber music. Emphasis will be on the basics of fine ensemble playing, intonation, phrasing and balance, rhythmic accuracy and group listening skills. Students in chamber music are also required to be enrolled in orchestra.

Course 777 **CHAMBER ORCHESTRA** **Full Year** **4 Credits**
The course will offer instruction in the development and refinement of advanced performing and ensemble techniques. The Chamber Orchestra will be a major performing group for the school and community. Opportunities for public performances will be provided and attendance will be required. Additional opportunities will be provided for full symphonic orchestra: strings, woodwinds, brass and percussion. This will require combining band and string students for instruction periodically. Admission to this group is by audition only and based on the instrumentation needs of the group. Rehearsals and performances outside of regular school hours will be required.

Note: Class open to students in Grades 10-12

Course 778 **AP MUSIC THEORY** **Full Year** **4 Credits**
This college level course introduces the student to musicianship, theory, musical materials, and procedures. It integrates aspects of melody, harmony, texture, rhythm, form, and musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight singing, and keyboard harmony

are an important part of the theory course.

The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired at least moderate performance skills in voice or on an instrument.

The ultimate goal of an Advanced Placement Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.
Prerequisite: Recommendation of the Director of Music.

- | | | | |
|-------------------|---|------------------|------------------|
| Course 785 | CHORUS | Full Year | 4 Credits |
| | Chorus is open to all boys and girls in the High School. The chorus performs a wide variety of music including classical, ethnic, show, popular, and contemporary works. Students work on strengthening vocal techniques and harmony. The chorus performs at the annual Winter Concert, Spring "Pops," and at various community functions throughout the year. Rehearsals and performances outside of regular school hours will be required. | | |
| Course 790 | JAZZ CHOIR | Full Year | .5 Credit |
| | This course is for students presently in Concert Choir and interested in the study and performance of vocal Jazz. This will start with the study and understanding of jazz and its harmonic structures from the time of Louis Armstrong, Billie Holiday and Ella Fitzgerald. Students will study vocal improvisation known as scatting. Further study and performance will include Swing, Be-bop, "free-voice" (instrument imitation) as well as the study of today's jazz styles as performed by the "New York Voices: and "Manhattan Transfer". | | |
| Course 795 | CONCERT CHOIR | Full Year | 4 Credits |
| | Admission to this select vocal group is by audition only. The Concert Choir performs works ranging from early madrigals to classical and vocal jazz. Students work on advanced and contemporary harmony and vocal techniques. The Concert Choir will perform at the annual winter and "Pops" Concerts as well as events outside of school. Rehearsals and performances outside of regular school hours will be required. | | |

THEATER

Courses in theater arts are designed to be equally relevant to all students whether or not they participate in the school's after-school drama program. Through study in theater arts, students gain self-confidence in public, greater clarity of speaking, improved interpersonal skills, and spontaneity. Classroom approaches to performance skills and technical work are designed to be appropriate for the novice as well as the experienced performer or technician.

Grades 9-12

- Technical Theater Arts
- Acting I
- Acting II
- Acting III/IV

- Course 751 TECHNICAL THEATER ARTS Semester 2 Credits**
 Students in this course will study the theory and practice of technical theater, with concentrations in set design, lighting design, costume design, scene construction, and rigging and stage management. In addition, students will study major movements in theatrical design and become familiar with stage technology and materials. Project work in the course will include design models as well as hands-on work in the scene shop and stage area.
- Course 754 ACTING I Semester 2 Credits**
 Students will study the craft of acting with a focus on improvisation, acting exercises and activities and an introduction to the basics of scripted drama. Units in the course will be designed to develop the performance skills of spontaneity, listening and creating with a group as well as an understanding of the working and the aesthetics of theater. Students will learn the skills involved in safe voice production for the stage, stage combat and the building blocks of comedy improvisation. The culminating experience of the course will be the performance of a scripted scene, in class.
- Course 755 ACTING II Semester 2 Credits**
Prerequisites: Acting I, Scene Study or permission of the instructor.
 Students develop skills in scene work and performance by focusing on the interpretation of dramatic structure, building strength and variety in their vocal work and making strong and specific choices in characterization. Students will work with scripted material and generate their own texts for performance. The culminating experience is an in-class performance of a one-person, self-scripted work in which each student portrays multiple characters clearly and distinctly.
- Course 756 ACTING III/IV Semester 2 Credits**
Prerequisites: Acting II
 Students will apply their knowledge of dramatic structure and vocal and physical characterization to performing challenging material (Shakespeare, Pinter, Chekov, et al). Students will learn audition techniques and etiquette, techniques of staging and blocking and the creation of a director's script/notebook. The culminating event will be a series of one-act plays performed for the public, planned, produced, acted and directed by students in the class.

VISUAL ART

Current research in education reveals a dynamic shift from the previous "Information Age" to this "Conceptual Age". As a result of this shift, skills, experience, and confidence in the visual arts is becoming increasingly essential for our students future success, both personally and professionally. Drawing, painting, photography, graphic design, video production, and ceramic sculpture train individuals to utilize their own creative resources, often not stimulated within more traditional academic coursework. The Visual Arts Program has been designed to help students discover creative inspiration, visualize the world around them with skill and personal reflection, and through dedicated study, introspection, and risk-taking, realize a unique, satisfying joy and confidence. While the art courses are rigorous and challenging, most students find them relaxing and a welcome stress reliever during their demanding school day. Weston Art staff are experienced artist/teachers, each dedicated to improving their courses and developing their own personal work.

Grades 9-12

Animation: From Analog to Digital

Art I

Art II-Full Year

Art II-First Semester

Art III/IV- Full Year

Art Lab I

Art Lab II-3D Design

Clay Studio I

Clay Studio II

Clay Studio III

Graphic Design I

Graphic Design II

Photography I

Photography II

Photography III

Television Studio

Video Production I

Video Production II

Video Production III

Course 701	ART I	Semester	2 Credits
-------------------	--------------	-----------------	------------------

All students can learn to draw through practice and determination. Art I is a survey course that gives students the opportunity to try different kinds of media, styles, and ideas in art, while improving their skills and confidence. Art I provides a strong foundation for all other art courses offered at Weston High School.

Course 702	ART II	Full Year	4 Credits
-------------------	---------------	------------------	------------------

Prerequisite: Art I or Art Lab I.

Art II builds on the skills developed in Art I and provides the opportunity for students to have more in-depth training and experience in drawing, painting, sculpture, and fine-printmaking. Appreciation for the history and development of these areas of art is enhanced by student research and personal discovery, and through lectures and museum trips. This yearlong course allows students to see their artistic ability grow from September through June.

Course 717	ART II	First Semester	2 credits
-------------------	---------------	-----------------------	------------------

Prerequisite: Art I or Art Lab I

In order to make advanced art classes more accessible to more students, we offer a fall semester option for the current year-long Art II course. This will allow those students who desire open blocks in the spring semester to continue to hone their drawing and observation skills in the fall. The ability to draw is an extremely useful skill for any future academic or professional pursuit.

This course is an embedded option of the Art II- year-long option.

Course 703	ART III/IV	Full Year	4 Credits
-------------------	-------------------	------------------	------------------

Prerequisite: Art II

Note: AP Studio Art Portfolio submission for AP credit optional during Art IV.

This course is designed not only for students serious about art and considering art school after graduation, but also for those students who simply enjoy the art experience. Through a variety of drawing, painting, and sculpture projects the goal of this course is to help all students produce a portfolio that reflects their artistic strengths and personality. This portfolio has been an asset for many Weston graduates as part of their college application for admission to art and non-art degree programs. Most students take Art III during their junior year, and Art IV during their senior year. Some students choose to submit a portfolio for AP Studio Art review and credit during their Art IV experience.

Course 705 CLAY STUDIO I Semester 2 Credits

This course is designed for students interested in a focused experience in ceramics. Students will work with clay using a variety of hand building techniques, as well as learning how to use the potter's wheel to form vessels, explore surface decoration and glazing techniques. There is no prerequisite for this course, however, Art Lab and/or Art I provide substantial preliminary design and creative experiences.

Course 720 CLAY STUDIO II Semester 2 Credits

Prerequisite: Clay Studio I.

Clay Studio II builds upon skills introduced in Clay Studio I and is designed to help students refine their abilities and pursue ceramics as a functional and expressive medium. The curriculum will focus on additional training on the potter's wheel, higher-level ceramic sculpture experience, and investigative glaze exploration.

Course 721 CLAY STUDIO III Semester 2 Credits

Prerequisite: Clay Studio II.

In this course, students will work with greater independence on ceramic projects. Students may choose to concentrate on wheel thrown work, sculptural work, and/or glazes and surface decoration. Historical research and self-discovery will be emphasized. A variety of glaze firing techniques will be explored.

Course 706 PHOTOGRAPHY I Semester 2 Credits

Photography I introduces students to the technical and creative aspects of the 35mm SLR camera, negative development, and black and white printing. Emphasis will be on fundamental camera controls, compositional theory and practice, darkroom printing techniques, and how photography can play a role in bringing people together. It is highly recommended that students provide their own SLR camera for this class.

Course 707 PHOTOGRAPHY II Semester 2 Credits

Prerequisite: Photo I.

Photography II builds upon the central elements of Photography I, and also introduces digital color photography. Students will continue to develop technical knowledge and skill to a greater depth. Creativity and self-expression will be at the heart of the course. Emphasis will be on visual communication, as well as investigation of social concerns through photography. Students will experience studio lighting techniques, medium format cameras, and portfolio development. It is strongly recommended that

students have their own SLR camera to get the most from this course.

Course 712 **PHOTOGRAPHY III** **Semester** **2 Credits**
Prerequisite: Photo II.

This is an advanced course for students who want to explore all aspects of photography in greater depth. The experience will culminate in a portfolio that emphasizes personal expression and demonstrates an understanding and use of traditional and contemporary approaches to the medium. Students are expected to have their own SLR camera for this class.

Course 708 **ART LAB I** **Semester** **2 Credits**

This exciting course explores artistic creativity through experimentation, as well as teaching skill development. Students will explore two-dimensional skills with various media, three-dimensional design within ceramic sculpture, and graphic arts concepts within printmaking techniques. Along with Art I, Art Lab is a foundation course for Art II and any other Visual Arts course.

Course 709 **ART LAB II—3D DESIGN** **Semester** **2 Credits**

Prerequisite: Art Lab I or Art I.

The curriculum of this course will expose students to the exciting world of three-dimensional sculpture. Design concepts as well as creative discovery and expression will be directly linked to the media of clay, wood, metal, and fibers.

Course 715 **TELEVISION STUDIO** **Semester** **2 Credits**

This introductory course, designed to promote a basic understanding of how the television studio process works through theory and practice, allows students the opportunity to assume the various production roles found in a television studio. Students will learn the different studio and control room duties, including writer, producer, director, floor manager, camera operator, and technical director. Students will also have a working knowledge of video engineering and audio engineering. This course will also examine the impact of television on world history, and discuss the future of television in regards to the digital age, the Internet, and the power of websites such as 'you tube'.

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

This course will provide students with an understanding of the basics of video production: writing proposals and storyboards, videotaping, editing, and film appreciation. Students will have the opportunity to work with professional quality mini-DV format digital video cameras, use video editing software to produce quality videos, and gain a deeper understanding of visual communication.

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

Prerequisite: Video Production I.

This course will take the basics of video production taught in Video Production I by concentrating on advanced special effects techniques, critical shot selection, and effective sound editing. Students will have the opportunity to work on community video and interdisciplinary projects.

Course 714 **VIDEO PRODUCTION III** **Semester** **2 Credits**

Prerequisite: Video II.

This course will allow students who have been introduced to basic and intermediate techniques in Video I and Video II to pursue creating imaging ideas at a higher level, and often students collaborate to create a feature-length production. Emphasis will be on self-expression, technical quality, and mastering the media as a tool for communication.

Course 726 GRAPHIC DESIGN I Semester 2 Credits
This course will develop and hone student's skills in working with image and text as they create solutions to a series of design problems. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students will expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Students will create work by hand but predominantly in digital form with industry standard programs like Photoshop CS, and Illustrator.

Course 727 GRAPHIC DESIGN II Semester 2 Credits
Prerequisite: Graphic Design I.

This course expands on the ideas and concepts introduced in Graphic Design I. Students will apply these techniques and programs in specific areas of graphic design. There will be a continued emphasis on personal expression and manipulation of the media as a way to visualize messages.

Course: 730 ANIMATION: FROM ANALOG TO DIGITAL Semester 2 Credits
Have you ever wanted to see your drawings move? Animation is a hands-on, project-based course with a progressive set of assignments designed to expose students to the history, process and the principles of art behind various types of animation – from stop-motion, to flip books to Flash. Students will work individually and collaboratively to learn and apply this knowledge to create art with a sense of motion. A class blog will serve as the publication site for idea generation, gestation, process, and final products – but also for critiques and student feedback.

WELLNESS

The courses offered in the Wellness Education program provide students with academic experiences that develop the skills and knowledge necessary to be healthy for a lifetime. The growing scientific understanding of the connection between physical fitness and the cognitive, emotional, and social health of the individual, as well as the economic health to our society, makes regular participation in a comprehensive wellness education program more critical than ever. Students will gain a fundamental understanding of the key concepts and practices of healthy growth and development, nutrition, emotional and mental health, social health, disease prevention, community and public health, substance abuse prevention, human sexuality, violence and dating abuse prevention, motor skill acquisition and application, physical fitness, and positive personal and social interaction.

Grade 9

Grade 9 Physical Education: Personal Physical Fitness
Freshman Health: Health & Decision-Making

Grade 10

Grade 10 Physical Education: Understanding Wellness
Sophomore Health: Healthy Relationships & Stress Management

Course 912 **INTERNATIONAL COOKING*** **Semester** **2 Credits**
(This course is offered only in academic years ending in an even number)
Students in this class will take an imaginary foods tour of foreign “ports of call” by preparing typical recipes from each of these countries and culinary regions. In the process of this tour, the “travelers” will learn about the historical, geographical and cultural factors that influence the kinds of foods grown and eaten in each region they visit. Students will develop a broadened view of the world, a deeper understanding of other cultures, and a growing appreciation of ethnic cuisine. The semester will end with an elaborate six-course buffet representative of a specific country or region.

Course 913 **COOKING FOR FITNESS*** **Semester** **2 Credits**
This course is for students who “work hard and play hard” and are interested in knowing what it takes to lead a healthy, active life by choosing and preparing nutritious (and delicious!) foods. Students will learn about popular diets, healthier fast food choices, and various ways to reach their personal fitness goals. They will prepare a variety of foods using healthy ingredients and cooking techniques. This course is for the student who wants to achieve maximum fitness while preparing great tasting food.

***Courses 910, 911, 912, and 913 may only be elected once during a student’s 4 years of high school.**

WESTON HIGH SCHOOL

COURSE OFFERINGS

2011-2012

KEY:	AP	= Advanced Placement
	H	= Honors
	S	= Semester
	Y	= Full Year
	FS	= First Semester
	SS	= Second Semester
	+	= Schedule and credit by arrangement
	*	= Indicates that department and/or teacher recommendation is required