WESTON PUBLIC SCHOOLS

Weston, Massachusetts

P R O G R A M O F S T U D I E S

GRADES 9-12

2012- 2013

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

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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 2012-2013 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 require 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,

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 grade 12 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 son's/ 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, information, 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, 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 the theme or setting 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 electives to fulfill their English requirement must enroll in one each semester. Students should confer with their guidance counselors, English teachers, and/or the English Department Head to determine appropriate course selections where there are options.

Grade 9
English 9

Grade 10
English 10 and Speech
English 10 Honors and Speech
Tenth Grade World Studies, 1800-Present and Speech

Grades 11-12
(11th grade students are <u>strongly</u> 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
Non-Fiction I
Poetry & Poetics

Second Semester (select one)
Modern Literature II: The Legacy of Race
World Literature II
Non-Fiction II
Creative Writing

Grade 12
Advanced Placement English

Grades 9-12
(English Elective, does <u>NOT</u> fulfill English departmental credit requirements)
Journalism

Course 112 **ENGLISH 9** **Full Year** **5 Credits**

In English Nine students develop their literary analysis skills in reading assignments, writing assignments, and class activities. The course begins with Homer's *Odyssey*, which sets up the year's focus on journeys toward self -discovery. Other course texts may include *The House on Mango Street*, *A Raisin in the Sun*, *Romeo and Juliet*, and *The Catcher in the Rye*. In their writing and speaking, students learn to express clear ideas about a variety of topics, including those tied to the readings. Formal papers evolve from a multi-stage process, including brainstorming, outlining, drafting, and revising.

In vocabulary study, students learn how to properly discern meaning from context and apply new vocabulary to their written work and reading comprehension. In grammar study, students learn correct usage related to phrases and clauses. English Nine 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 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 and the companion history course will receive 5 credits for English and 5 credits for history.

This interdisciplinary English/history course will integrate curricula from the English 10 and tenth grade World History course (Course 215). 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 Studies 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 so as to engage an audience made up of a group of his or her peers. By acting as an audience for and providing feedback on one another's speeches, students also learn the importance of active listening. Students move through a range of different types of speeches, culminating in a speech to impress or inspire at the end of the course.

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, F. Scott Fitzgerald 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 approximately 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: First Semester 2.5 Credits
THE EXISTENTIAL CRISIS: LIFE IN THE MODERN ERA

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 will include selections and/or excerpts from James Joyce, Virginia Woolf, Flannery O'Connor, John Steinbeck, Ernest Hemingway, Raymond Carver, and Kate Chopin.

Course 147 WORLD LITERATURE I First Semester 2.5 Credits

World Literature I introduces students to writings of varied cultures across multiple continents. As they read and respond to texts, students will consider the impact of cultural and historical contexts on literature, both in terms of content and narrative form. The class also explores connections between the texts through a thematic focus on encounters and exchanges. Genres read include novels, short stories, poetry, and nonfiction. Texts include Julia Alvarez' *A Cafecito Story*, Buchi Emecheta's *The Joys of Motherhood*, Seamus Heaney's translation of *Beowulf*, and Marjane Satrapi's *Persepolis*. 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. While focusing on nonfiction as a 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*; *Night* by Elie Wiesel; and *This Boy's Life* by Tobias Wolff. 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 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 and analytical essays, including a longer one that integrates literary criticism into their own analysis of a poem. In addition to studying various poetic forms like the sonnet, villanelle, sestina, etc., students will write their own poems, both creative and imitative. There will be a final exam on the poetic terms studied during the semester.

Course 139 MODERN LITERATUARE II: THE LEGACY OF RACE Second Semester 2.5 Credits

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. Students will engage with works and/or excerpts by 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 students read and respond to texts, they will consider the impact of cultural and historical contexts on literature, both in terms of content and narrative form. The class also explores connections between the texts through a thematic focus on encounters and exchanges. Genres read include novels, short stories, poetry, and nonfiction. Texts include Yann Martel's *The Life of Pi*, Jamaica Kincaid's *Lucy*, and Art Spiegelman's *Maus*. 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. While focusing on nonfiction as a 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 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 most class meetings. Students write primarily about the literature, with some training in writing independently under time pressure as well as 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 <u>NOT</u> 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 principle 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 two 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 the SAT Subject Tests. Colleges express no preference among languages.

Grades 9-12 Latin sequence

Latin I
Latin II
Latin III
Latin IV Honors
AP Latin

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. 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 target language by each individual.

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

Course 625 **FRENCH INTERMEDIATE I**
Course 675 **SPANISH INTERMEDIATE I**

Prerequisites: Recommendation of current teacher. A grade of C+ or better in Novice II French/Novice Spanish is recommended for this course.

At this level students begin to converse in semi-structured situations and to use the language they have learned to express more sophisticated thoughts. Lessons require such higher level thinking skills as expressing opinion, analyzing, predicting, and comparing and contrasting information.

Students learn to express concrete thoughts and to relate stories using both forms of the past tense. They also discuss future occurrences using both the near future and the future tenses. Assignments include topics designed to reflect the situations mentioned above as well as creative writing projects.

Students should be able to listen to three-to-five-minute selections in the target language and to demonstrate basic comprehension of the material. Reading selections will include selected short stories, poems, authentic newspaper articles and instructional text material. The published text material is also supplemented with movies, videos, use of the language lab and bimonthly cultural readers specifically designed for this age group.

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

Course 629 **FRENCH INTERMEDIATE II**
Course 679 **SPANISH INTERMEDIATE II**

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

At this level methodology shifts from teacher directed learning to more independent, student centered learning. Students take on the responsibility for note taking and vocabulary building. Additionally, students should be able to recognize patterns in material that may have been missed from previous years or simply forgotten. It then falls to those students to seek help in acquiring the missing information.
In general, students at this level are approaching mastery of all basic grammar principles. They are able to recognize the significance and function of pronouns, basic tenses, common idiomatic expressions and all forms of agreement. The course is designed to help students expand the flexibility of their language skills. Language use becomes more natural. Students are able to provide spontaneous answers to a variety of situations and can sustain conversations in the target language.

Class work is supplemented by authentic listening activities, feature length movies, videos, and written works from the target culture. Selections are more complex and longer in length than in Intermediate I. Students read short novels adapted for non-native speakers as well as short stories and poems. Listening activities are now closer to 10 minutes in length. In 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 *Oxford Latin Course*. The course will continue to focus on Roman cultural topics, including religion and the stories of the *Iliad*, *Odyssey* and *Aeneid*. 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 *Oxford Latin Course*. 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 *Oxford Latin Course* 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 *Oxford Latin Course* 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 LATIN** **Full Year** **5 Credits**

Prerequisites: A grade of B or better in Latin IV Honors and/or permission of the Department.

At this level of proficiency, students' language level is both comfortable and flexible. Students read selections from Vergil's *Aeneid*, Caesar's *De Bello Gallico*, and Caesar's *De Bello Civili* in their original forms. Students study the works' grammatical and stylistic elements, historical and political contexts, and practice literary analysis extensively. The skills that are tested are literal translation, complex grammatical structures, and reading comprehension. Students in this course take the A.P. examination in May.

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 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 course, and will receive 5 credits for English and 5 credits for history.

This interdisciplinary course curriculum emphasizes 19th and 20th century world history as outlined in the "Tenth Grade: World History" course (Course 215 above) and integrates literature related to the geographic regions and the historical periods studied. Readings are selected to complement and enhance both the English and history curricula. Writing, research skills, vocabulary development, debating, and assessing evidence will be emphasized. English and history teachers will be paired to co-teach the same groups of students. (A description of this course appears in both the English and History/Social Studies sections of this Program of Studies.)

Course 217 **GRADE 10: ADVANCED PLACEMENT WORLD HISTORY** **Full Year** **5 Credits**

Advanced Placement World History is based on a global perspective of the world and human interactions from before the first millennium to the present day. Six key themes that outline the course are: relationship of change and continuity, impact of interaction among major societies, impact of technology and demography of people and the environment, systems of social and gender structures, cultural and intellectual developments and interactions, and changes in functions and structures of states. Students will refine analytical skills and habits of mind such as: understanding historical and geographical context, making comparisons across cultures, using documents and other primary sources, and being able to recognize and discuss different interpretations and historical frameworks.

The amount of reading and writing demanded throughout the year will be equivalent to a full-year introductory college course, and only students who are highly motivated and have a strong interest in World History should take this course. The course will prepare students to take the Advanced Placement World History exam.

Admission to this course is by record and departmental recommendation.

Course 218 UNITED STATES HISTORY, CIVIL WAR – PRESENT Full Year 5 Credits

The curriculum for this course will focus on major developments in American history from the Civil War to the present. Selective emphasis will be placed on topics such as the powers of the President, Congress, and the Supreme Court; the impact of the Industrial Revolution; the causes of the Great Depression, and the social and economic impact of the New Deal; the struggle for civil rights since Reconstruction; post-World War II foreign policy including the Cold War, Vietnam War, and Gulf War; and the United States in the 21st century.

Course 219 UNITED STATES GOVERNMENT WITH HONORS OPTION Full Year 5 Credits

This course will provide an in-depth examination of the United States' system of government in an effort to understand how and why it works, as well as the place of American democracy in the world today. The legislative, executive, and judicial branches of government, the United States Constitution, U.S. domestic and foreign policy, and the roles, rights, and responsibilities of individual citizenship will be explored in detail. Text and primary source reading, in-class discussion, frequent writing, and current 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 scare 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 Subject 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.

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.

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.

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.

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.

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 <u>or</u> 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.

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).

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 and successful completion of 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. Interested students who wish to take this course concurrently with Precalculus, Part One 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 procedures, and the preparation of financial statements will be covered. Students will be guided from understanding 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. 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 a full year of accounting. During the first semester 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 to manual applications to computer applications. Partnerships, corporations and tax accounting will be emphasized during the second semester.

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 and guidance counselors 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 .25 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

Introductory Physics
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 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 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 to function will be emphasized as the digestive, respiratory, circulatory, nervous, and reproductive systems are studied through experimentation, computer simulation, and video discs.

Course 426 ADVANCED PLACEMENT BIOLOGY **Full Year** **5 Credits**

Prerequisites: B or better in Biology 421 or 422; B or better in Chemistry 431 or 432; teacher recommendations; and consent of the Department Head.

The major themes in this course include: maintenance of homeostasis in systems; relationship of structure to function in cells and systems; energy transformation in plant and animal systems; traditional genetics including mitosis versus meiosis, the cell cycle and the principals of Mendelian and modern genetics; molecular genetics including the structure of DNA, protein synthesis and the control of gene expression; evolution including historical perspectives and the modern synthetic theory of evolution; survey of the Five Kingdoms of Life; and plant and human physiology.

This is an intensive, college-level course for highly motivated students with strong analytical skills who will be encouraged to take the Advanced Placement Biology Examination at the end of the school year. Consequently, the course curriculum closely follows the guidelines outlined by the College Board.

Laboratory investigations are often long-term, taking several days to complete. Beginning in November, an independent research investigation is begun by each student working with a volunteer, professional scientist serving as a mentor. The results of this research are presented to the class in May; the presentation is one of the requirements of the course.

Course 431 HONORS CHEMISTRY Full Year 5 Credits

Prerequisites: B or better in Honors Biology, Honors Physics, and Algebra II or teacher recommendations; concurrent enrollment in Honors Pre-calculus I desirable.

This course is for highly motivated, independent learners who are comfortable with mathematical modeling and complex problem solving. The course focuses on the understanding of atomic structure and how atomic structure relates to elemental properties and chemical behavior. Students should elect this course only after a thorough discussion with their guidance counselor.
The major areas of study in this course include: the evolution of the atomic model from Dalton to quantum mechanics; nuclear chemistry; electron structure and its relation to chemical bonding and the periodicity of elements; stoichiometry including types of reactions and solution stoichiometry; chemical kinetics including rates of reactions, equilibrium systems, acid-base systems and solubility; electrochemistry; and organic chemistry.

Course 432 CHEMISTRY Full Year 5 Credits

Prerequisites: Biology and Algebra II
This chemistry course is designed to prepare students for college programs in medicine, liberal arts science or engineering. Students should feel comfortable with algebra and have good problem solving skills.

The course uses laboratory experience, printed and audiovisual materials, 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 & BIOTECHNOLOGY Full Year 5 Credits

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 IN CONTEMPORARY PHYSICS **Full Year** **5 Credits**

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 2012-2013)
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 PHYSICS **Full Year** **5 Credits**
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 this course will be divided into small chamber ensembles of 3-5 students. These ensembles will be made up of string, wind, brass or percussion instruments. Ensembles will

include, string trios, quartets & quintets, woodwind/brass small ensembles and jazz combos. Students will learn how to rehearse themselves in small groups while working with peers. 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 or band.

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 increased self-confidence, greater clarity of speaking, and improved interpersonal skills. 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 Course** **2 Credits**

No Prerequisites

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 Course** **2 Credits**

No Prerequisites.

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, character physicalization, and the building blocks of comedy improvisation. The course will include the development and performance of a scripted scene, in class.

Course 755 **ACTING II** **Semester Course** **2 Credits**

Prerequisites: Acting I, MS Scene Study class 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 Course 2 Credits

Prerequisites: Acting II or permission of the instructor.

Students will act and direct challenging material (Shakespeare, Pinter, Chekov, et al.) with a goal of staging an evening of student-directed one-act plays in the spring. 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 our current "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. Our courses in drawing, painting, photography, graphic design, video production, animation, 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 new-found confidence. While the art courses are rigorous and challenging, most students find them relaxing and a welcome stress reliever during their demanding school day. The Weston High Art Department is comprised of experienced artist/teachers, each dedicated to improving their courses and developing their own personal work.

Grades 9-12
Art I
Art II- Full Year
Art II- Fall Semester
Art III/IV- Full Year
Art Lab
Clay Studio
Clay Studio II
Clay Studio III
Graphic Design I
Graphic Design II
Photography I: Darkroom to Digital
Photography II
Photography III
TV Studio
Video Production I
Video Production II
Video Production III
Animation I

Course 701 ART I Semester 2 Credits

The idea that artists are "born" and not taught is one of the great misconceptions of our culture. While some great artists may exhibit unique

abilities early in life, anyone can learn and develop the fundamental skills of drawing and painting. Art I explores a carefully designed progressive series of skills that help students learn to *see* and include blind contour drawing, gesture drawing, negative space, sight-measuring, perspective, and tonal values to create realistic rendered drawings. Art 1 provides an excellent foundation for all other art courses offered at Weston High School.

Course 702 ART II Full Year 4 Credits

Art 2 builds on the skills developed in Art 1 by providing the opportunity for students to expand their drawing and painting experience with observation and creative mixed media experimentation. Students hone their observational skills through drawing and painting during the Fall semester and then transition into experimental mixed media processes which will help realize and develop their unique creative instincts and interests. By starting with observational skills, students will develop the confidence to push their creativity, be open to new experiences, and embark on their own artistic journey.

Course 717 ART II First Semester 2 credits

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 observations 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

Art 3/4 features a dynamic and motivated group of art students looking to create art that is meaningful to them. During the year, students will collect, experiment, and play with materials that will inform their creative process and portfolio. Group critiques, field trips, inspiration boxes and discussions will strengthen students' thinking and portfolio development. This course will help all students produce a portfolio that reflects their artistic strengths and personality. Many past graduates have used their portfolios as part of their college applications for admission to art and non-art degree programs. Most students take Art 3 during their junior year and Art 4 during their senior year. Some students choose to submit a portfolio for AP Studio Art review and credit during their Art 4 experience.

Course 705 CLAY STUDIO I Semester 2 Credits

This course is designed to engage students in the dynamic medium of clay. The course begins with a survey of experimental hand building techniques and finishes with an intense introduction to the potter's wheel. In addition to forming clay, students explore surface decoration and glazing techniques. There is no prerequisite for this course, however, Art Lab and/or Art I can 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, investigative glaze exploration, and more creative independence.

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 can be explored during the semester.

Course 706 **PHOTOGRAPHY I: DARKROOM TO DIGITAL** **Semester** **2 Credits**

Through this course students will understand the foundations of fine art digital photography by having the opportunity to explore traditional darkroom photography. Students will learn how to develop film and photographic enlargements, and then apply that knowledge and experience to current digital photography techniques. By the end of the course, students will be working almost exclusively in digital images manipulated in Photoshop.

Course 707 **PHOTOGRAPHY II** **Semester** **2 Credits**

Prerequisite: Photo I.

Photography 2 builds upon the central elements of Photography 1. Students will continue to develop technical knowledge and skill, digitally and chemically. Creativity and self-expression will be at the heart of the course. Emphasis will be on visual communication as well as social concerns through photography. Students will experience use of medium format cameras, studio lighting techniques, alternative processes and digital manipulation of imagery. At the end of the course, students will have a finished portfolio garnered from their best work from the semester.

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 of traditional and contemporary approaches to the medium. It is strongly recommended that students should have their own DSLR (*Digital* SLR) for this class.

Course 708 **ART LAB** **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 715 **TELEVISION STUDIO** **Semester** **2 Credits**

This course teaches students the importance of collaboration by creating a "live" television studio experience. Students have the opportunity to assume the various production roles found in a television studio including writer, producer, interviewer, director, floor manager, camera operator, sound technician, talent, video journalist, and teleprompter. Students will leave the course with a working knowledge of video 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 YouTube.

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

Through the power of the Internet, video has become the "new literacy". 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 HD 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 I** **Semester** **2 Credits**

Defy gravity with pixilation, paint with flashlights, and have a drawing

literally draw itself in the WHS Art Department's newest course, Animation 1. Unlock your inner creativity through a series of exercises meant to expose you to numerous kinds of animation. Use light, sand, clay, dry erase markers, computers, and everyday objects to create unique animations in this fun-filled, fast-paced experience. Drawing skills are helpful, but not required.

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

Grade 11

Grade 11 Physical Education: Personal Responsibility
Junior Health: Self-Identity & Society

Grade 12

Grade 12 Physical Education: Lifelong Fitness

Grades 9-12

Creative Cooking
Regional U.S. Cooking (only offered in academic years ending in an odd number)
International Cooking (only offered in academic years ending in an even number)
Cooking for Fitness

Course 982 FRESHMEN HEALTH: HEALTH & DECISION MAKING — 2 Terms — 1 Credit

Freshmen Health provides students with a deeper understanding of age appropriate health issues, and equips them to better deal with the social and emotional adjustments of high school. Topics covered include communication skills and healthy relationship building; tobacco, alcohol, and other drug prevention (including binge drinking); stress and anger management; suicide and self-injury prevention; personal values development; and human sexuality & sexual health. This course meets for two blocks per 8-day cycle in alternating terms (either Terms 1 & 3 or Terms 2 & 4).

Course 990 **GRADE 9 PHYSICAL EDUCATION:**
PERSONAL PHYSICAL FITNESS **Full Year** **2 Credits**

This course will assist students in gaining the knowledge and skills necessary to understand their personal physical fitness levels and needs. Through a variety of movement experiences, students will gain an understanding of the principles of physical fitness. Topics will include target heart rate, skill-related fitness, health-related fitness, anaerobic exercise, and aerobic exercise. The major areas of study of this course include: Tennis, Lifetime Aquatics, Fitness Games, and International games. This course meets for two blocks per 8-day cycle for the entire year.

Course 983 **SOPHOMORE HEALTH** **Semester** **1 Credit**
HEALTHY RELATIONSHIPS & STRESS MANAGEMENT

Sophomore Health builds upon the information covered in previous Health Education courses, with an emphasis upon a developmentally appropriate examination of health issues relevant to high school sophomores. Students will build their knowledge base and skills for addressing issues of dating and healthy relationships; stress management and healthy sleep habits; and understanding adolescent psychological growth and development. This course meets for two days per academic cycle during the Spring semester.

Course 989 **GRADE 10 PHYSICAL EDUCATION:**
UNDERSTANDING WELLNESS **Semester** **2 Credits**

This course will utilize various movement forms to help students achieve an understanding of the six dimensions of wellness (social, emotional, intellectual, physical, environment, and occupational). In addition, an emphasis will be placed on the role of physical activity in preventing disease and disability. The Major areas of study of this course include: Strength Training, CPR/First Aid, Automatic External Defibrillator (AED) Training, and Group Initiatives. This course meets four blocks per cycle during the Fall semester.

Course 988 **GRADE 11 PHYSICAL EDUCATION:**
PERSONAL RESPONSIBILITY **Semester** **2 Credits**

This course will emphasize the need for students to take responsibility for their health. In addition, students will focus on the risks and consequences related to physical activity and personal behavior. The major areas of study of this course include: racquet sports, aerobic conditioning, advanced movement concepts, and yoga. This course meets four blocks per cycle during the Spring semester.

Course 986 **GRADE 12 PHYSICAL EDUCATION:**
LIFELONG FITNESS **Semester** **2 Credits**

This course potentially represents the last, organized, Physical Education experience in many students' academic careers. As such, students will design a personal fitness program that incorporates key knowledge from their previous experience. Students will incorporate both health and fitness principles within their personal physical fitness program. Units this year will encourage the participation in lifelong fitness activities, and will include: volleyball, golf, and individual wellness development. Students also have the opportunity to participate in an inter-grade fitness mentoring program with students at the elementary schools. This course meets four blocks per cycle during the Fall semester.

Course 984 **JUNIOR HEALTH:**
SELF-IDENTITY & SOCIETY **Semester** **1 Credit**
This course continues to build upon the health and wellness concepts of previous courses, while helping each student to focus on understanding and facilitating her/his developing sense of self-identity, values, and role(s) in society. Students explore the areas of psychological and moral development, character education and decision making, racial identity and racism in society, and adolescent mental health and substance abuse prevention. This course meets for two days per academic cycle during the Fall semester.

Course 910 **CREATIVE COOKING*** **Semester** **2 Credits**
In this course students will build their confidence in the kitchen by mastering the cooking techniques necessary to plan and prepare basic, nutritious meals on their own. The course will follow the meals of the day as students learn to prepare and, perhaps, create recipes for various types of food served at breakfast, lunch, and dinner or for snacks. The semester will end with the preparation of an elaborate six-course buffet.

Course 911 **REGIONAL U.S. COOKING*** **Semester** **2 Credits**
(This course is offered only in academic years ending in an odd number)
In this course students will study America's culinary regions from New England to the Hawaiian Islands. Students will learn and prepare regional specialties and develop a better understanding of the historical, geographical, and cultural factors that have influenced the foods enjoyed in each region. A variety of recipes representative of each region will be prepared and finish the course with a buffet prepared from a combination of recipes from American cuisine.

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

2012-2013

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