

Curriculum Committee Meeting

Wednesday, November 10, 2021 9:00 AM

Google Meet Dial In: 1 862-263-0677 PIN: 276 222 841#, 24 School Road,
Weston, CT 06883-1623

I. Call to Order

II. Discussion of WHS New Course Proposals for 2022-23

- **Science Course: Sustainable Solutions**
- **Visual Arts Course: Digital Illustration
& Animation**

III. Presentation and Discussion of WMS Teaming Model

IV. Information on November 2 Professional Learning Day

V. Information on WHS Advanced Placement Results by Course

VI. Approval of October 2021 minutes

VII. Other curricular issues

New Course Proposal for 2021-2022

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

School: WHS

Proposal Submitted By: Michael Aitkenhead, Jamie Charles, Matt Filip, Juliane Givoni

Department: Science

1. Name of Course or Program:

Sustainable Solutions

2. Population to be served:

For seniors and/or juniors, interested in environmental issues and problem solving in general.

3. Identify and discuss the Need:

Issues related to sustainability are timely in today's society and this course proposal coincides with the district's adoption of a formal Sustainability Policy developed by the Board of Education in 2021. While Standard and AP level Environmental Science courses already exist in the school, these courses largely focus on how ecological systems operate and the many problems or threats facing these systems. Unfortunately, the courses lack the time needed to deeply explore solutions to these problems and this would be the focus of this new course.

While students will learn about the various approaches or categories of sustainability (energy, waste reduction, transportation, architecture, food production, ecosystem restoration, etc.), the course will mainly involve students actively participating in developing working solutions to environmental challenges in the school and community. For example, students in this course would take a leading role in restoring school gardens, improving waste management procedures in the school, and restoring native habitat across the school campus. The course would be well tailored for students who have taken a year of either Standard Env Sci or AP Env Sci and who want to explore issues raised in those courses more deeply. However, students who are deeply interested in these topics but who have not taken an environmental course might also be permitted to take the course with special teacher permission. A further potential role this course may serve is for students who gravitate more towards a problem-based learning approach. Rather than following a highly prescribed content driven curriculum, this course is better defined by the development and implementation of key problem solving and engineering skills. So,

students who show great interest or promise in this style of learning might also be a good fit upon teacher recommendation.

With the recent Board of Ed's adoption of a district level Sustainability Policy, students in this course could and would be instrumental in helping the district meet sustainability goals. Along the same lines, the course could potentially provide the district significant cost savings in pursuit of certain sustainability goals as solutions developed by students could fulfill these requirements. The course could also better utilize a variety of underutilized resources throughout the school. Such resources include school gardens, high school greenhouse, woodworking shop, and the surrounding forests/wetlands/habitat that Weston schools are a part of.

4. Impact on Other Courses / Schedules

It is expected that students would opt to take this course instead of, or in addition to, either level of Environmental Science currently offered at the school. It is plausible that a section of this course would run at the expense of a section of either Standard Env Sci or AP Env Sci. Therefore, it would not affect staffing. The course may also draw a small number of participants from other existing science electives. Lastly, it may be a good fit for a particular handful of students who are identified as having more success in a problem-based learning model.

5. Budget-related Items

Some yearly start-up funds may be required for materials, tools, and equipment to help students develop their working solutions. For example, one aim may be to restore and manage school gardens so initial funds to help restore the garden may be required. Ultimately though, a goal of this course is to teach students to operate in both an ecologically *and economically* sustainable manner. Students will be encouraged to be entrepreneurial in spirit and explore ways to obtain revenue to fund existing or future projects. Those funds could be obtained through grants, competitions, donors, product sales, fundraisers, or other means. That said, if the district could provide a yearly budget to the course, students would have to use the amount as a constraint in developing their solutions. An estimated yearly budget for the course might be \$2000 - \$3000.

Many anticipated solutions in the class would involve the construction or creation of a physical product or prototype. In that respect, use of the science wing 'woodshop' would be ideal. Any necessary instructional training or certification might be another budget item to consider.

6. Evaluation for Program Success or Continuation:

Success would best be measured by student enrollment and the value, to the district, of solutions developed by students in the course. Another measure of success might include financial self-sufficiency of the course.

7. Other Information for Consideration(optional):

Considerations of Full-year vs Semester course: Lab-course vs not...

There are several reasons why it is preferable that this course be run as a full year course versus a semester course. They include:

- A significant portion of the course involves planting and management of the schools' gardens. This aspect of the curriculum only makes sense if students see the duration of the yearly growing cycle. If split by semester, the fall experience and curriculum would be entirely different from the spring experience significantly diminishing the overall experience. In addition, while it may be possible to adequately teach sustainable growing/farming skills in a semester, it would leave little to no time to explore other sustainability topics and projects. By creating a full year experience, students could get a well-rounded education of all aspects of sustainability in addition to a complete and enriching 'horticultural' education.
- Much of this course involves extended learning projects, some of which will likely include student participation in state or national level competitions. Most of these competitions follow a schedule that follows the full school year calendar. If limited to semesters, participation in these enriching competitions would be limited or eliminated altogether.
- One significant project-based learning activity for the class involves class participants designing and conducting a 'Sustainability STEM' night for elementary and/or intermediate school age children on or around the time of Earth Day in April. If split into semesters, fall students would miss this opportunity entirely while spring students would most likely not have sufficient time or content knowledge to develop a quality program.
- A compromise may be to offer the course as a full year experience but eliminate the additional lab period per 8-day cycle. While an extended lab period could have its benefits in this course, if it makes the scheduling of a full year class easier, then the class could be conducted without the extra lab period. This approach would be much preferred to reducing the course to a semester long experience.

8. Please attach a description of the course including the units of study.

The course would highlight major areas of sustainable living options and practices. These roughly include:

- Energy Saving Options
- Sustainable Building & Construction
- Sustainable Landscaping and Native Habitat Restoration
- Water Use & Conservation
- Transportation Options
- Sustainable purchasing & investing options.
- Waste management & reduction
- Green cleaning and material use
- Sustainable food options and production

A major focus of the course early on will be food production techniques. Students will learn all aspects of organic fruit and vegetable production (vegetable identification, soil quality and characteristics, seed starting and planting techniques, weed/pest control methods, harvesting, etc.) and will make use of existing resources on campus to resurrect the high school garden.

Other potential projects could include:

- on-site organic waste collection and composting
- redeemable recycling collection
- vermicompost tea production
- hydroponic and aquaponic growing systems
- invasive plant removal projects
- planting pollinator gardens and restoring other school gardens
- restoring natural habitat through building birdhouses, bathhouses, and other means
- create nature/walking trails around campus
- create outdoor classroom spaces and meditation spaces
- perform ecosystem monitoring of local wetlands, streams, and forests
- plant/tree identification and perform diversity analyses of local flora and fauna
- designing or developing renewable energy technologies
- creating rain gardens for stormwater runoff management
- and more. There is really no shortage of possible ideas or problems to tackle.

Beyond these specific projects, students will be encouraged to participate in a myriad of student competitions whose focus is sustainability. These contests often offer cash prizes for the school and/or students to help further sustainability projects on campus.

Actual use of the scientific method and engineering process would be a cornerstone of the course. Examples could include students testing the most effective ratios of organic waste materials for composting or working through various engineering constraints in designing and building a small-scale wind turbine.

Throughout this process, students will include the economic factors of a project carefully. Whenever possible, students will be encouraged to explore revenue earning opportunities in their solutions and will be expected to develop marketing and other business-related skills to promote their solutions.

Weston Public Schools
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

New Course Proposal for 2022- 2023

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

School: Weston High School

Submitted by: Kate O'Keefe

Department: Visual Art

1. Name Of Course or Program:

Digital Illustration/Animation

2. Population to be served:

9-12 students

3. Identify and discuss the Need:

There is a need to move the curriculum of Advanced CMD away from graphic design and into a digital illustration/animation course. Student interest in illustration/animation utilizing digital media is strong with many of our students exploring the use of tablets to create digital paintings and drawings in their own free time. It would better serve our student population/interests with alterations being made to this course.

4. Impact on Other Courses / Schedules:

This course will take the place of Advanced CMD.

5. Budget Related Items MATERIALS ALREADY IN PLACE.

- Staffing (FTE needed): 0
- Supplies:
- Equipment - Description and \$ 10,000

The purchase of digital drawing tablets and pens for every student to utilize during class is necessary for the success of this course. We currently have seven drawing tablets and pens and will need to purchase more to make a full class set. We will need an additional 17 tablets and pens to complete that class set. Examples of tablets and pens are attached to the proposal.

- Other (software): no additional
- Estimated Overall Cost of Proposal: \$10,000

Weston Public Schools
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

6. Evaluation for Program Success or Continuation: Course enrollment will indicate success. By offering a course with an updated curriculum that is more closely aligned to student interest, we should see an increase in enrollment.

7. Other Information for Consideration (optional): NA

8. Please attach a description of the course including the units of study.

The Digital Illustration course will be a semester course. This course introduces drawing strategies, concepts, and specialized illustration techniques used by designers and illustrators. Students will be creating illustrations within the digital format. Emphasis will be placed on realistic modeling approaches and rendering skills, as well as expressive and historical perspectives that an illustrator-designer must have.

Unit One: Digital Drawing/Painting: Rendering of a face/figure

- Graphic reduction illustration
- Pen tool techniques
- Digital painting techniques

Unit Two: Introduction to Animation

- Learn drawing and technical skills for digital animations
- Prepare animations for web/online use
- Manipulate elements and principles for successful layout/composition
- Organize compositional relationships of objects within an image for maximum visual communication

Unit Three: Character Design/Development

- Learn advanced digital drawing techniques
- Create works of art using established principles of design
- Apply skills learned to create a unique, unified work of art

Unit Four: Stop Motion Animation

- Refine drawing and technical skills for digital animations
- Optimize animations for web/online use
- Manipulate elements and principles for a successful layout/composition
- Choose and utilize the most appropriate animations techniques visual meaning
- Practice/integrate the principles of animation

Unit 5: Environment/Background Design

- Learn advanced digital drawing techniques

- Create works of art using established principles of design
- Apply skills learned to create a unique, unified work of art
- Discuss and utilize perspective techniques to create a sense of depth

Unit 6: Series of Illustrations

- Learn storyboarding techniques
- Create works of art using established principles of design
- Apply skills learned to create a unique/unified series of work
- Utilize advanced drawing and painting techniques

< > Item 4 of 11



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Beyond barrel sensitivity, the pen features pressure and tilt sensitivities to provide you with even more capabilities. In any of the supported paint or photo programs, these sensitivities come in handy when you need to adjust line weight, brush size, image opacity, or exposure. Moreover, you get a more fluid, natural feel when working. However, if you find that the pressure or tilt sensitivities aren't to your liking, you can easily customize either on your computer.

As a nice added touch, an eraser crowns the top of the pen, so that you can digitally erase your



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2D ART OFFERINGS

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Drawing/Painting 2

*pre-rec Drawing/Painting 1

Studio Art

*pre-rec Drawing/Painting 2

AP Studio Art

*pre-rec Studio Art

Experimental Art &
Design

MEDIA ARTS OFFERINGS

CMD

Digital Illustration & Animation
*pre-rec CMD

CCA

Photography 1

Photography 2/Adv. Photography
*pre-rec Photography 1

Videography 1

Videography 2
*pre-rec Videography 1

Advanced Videography
*pre-rec Videography 2

Sports Journalism & Broadcasting

Advanced Sports Journalism &
Broadcasting

3D ART OFFERINGS

3D Art & Design

**WHS Visual
Arts
Department**

Professional Development Schedule - November 2, 2021				
Grade/Dept.	Morning 8:00 - 10:00	Facilitator	Location	Deliverable
Pre-K Teachers (SLP/ School Psych)	Language Based Practices: Higher Order Questions- Centers and Circle Time LEPs	Courter	Prek Classroom	
K-2 Core Curriculum and SPED Teachers	K Pilot- Methodology Training in Westport K MiF-Number Talks Grades 1 and 2 Writing Data and Small group planning SPED Grade Level Team Work Math, Rdg/Wrtng in district	K- Kelly DelVecchio Grades 1 & 2 -Andrea	K- SH38 Grades 1 & 2 Art Room	Noble: Google Form-Exit Slip; Small group instructional plans; updated barebones/drafts of model writing to use for instruction
K-2 SPED Learning Lab/School Psych	SPED/PPS- Learning Lab Direct Work	Courter	LL Classrooms	Program books, lesson plans, data collection methods
3-5 Core Curriculum and SPED Teachers	Grades 3, 4, 5 ELA Smartboard/Vocab/Writing Choice (see Google Form) Grade 5 Math/Sci Fraction Concepts with MiF Consultant	Bluestein/Vinton/Rinas	Bluestein: Room 118 Vinton: Room 212 Rinas: Rm 107	Bluestein: Exit ticket, what to try and support needed Vinton: New strategies to represent math thinking, evidenced on exit slip
6-8 English/Language Arts, Social Studies, Math, Science, Technology, World Language, SpEd/PPS	WMS - Differentiation Book Study	Dan/Dru	Google Meet	Exit Ticket: https://docs.google.com/forms/d/e/1FAIpQLSdvKGvMgp_x_4sYYivkJlZsYiN9GM7DeW61Zrz0wvmPTOahEWw/viewform?usp=pp_url
6-8 Special Education Direct Instruction (Math/Eng)	Direct Instruction Teachers (Math/Eng): Curriculum	Dani	THINK TANK	First stage of curriculum for ELA and math direct classes. Content shared in drive.
9-12 Faculty and Departments	SEE WHS Schedule Tab	Admin	See WHS Schedule	
K-5 World Language	Enhancing the curriculum with authentic resources	M. Fernandes	HES	Unit samples
K-12 PE/ Health	Project Adventure Training	PA Trainer	PA Course	
K-12 Visual Arts	NBMAA: Election Day PD Strict Beauty Sol LeWitt Prints	NBMAA Staff	NBMAA	
K-12 Performing Arts	Using current performance data for music instruction	Morris	HS B4	
Speech & Language Pathologists	Individualized Professional Development; HES SLP Intervention Meeting (8:00-9:00)	SLPs	Classrooms	
Counselors/Social Workers/Psychologists	DBT Training for MS/HS	Alycia Dadd	LLC A1 Classroom in Library @ WHS	At least one actionable step related to consultation or skills group implementation
Counselors//Psychologists WIS	Classroom based SEL Lessons and Strategies	Psych/Counselor	Conference Room	SEL lessons and strategies for classrooms

Professional Development Schedule - November 2, 2021				
Grade/Dept.	Morning 10:00 - 12:00	Facilitator	Location	Deliverable
Library Media Specialists	Smart Notebook Updated Software Training (10:00-11:30 training, followed by sandbox)	Cathy Grimes	Zoom	
Pre-K Teachers	Creating a Math Rich Classroom for Early Childhood Learners-Learning Experience Plans, Coding LEPs con't	Courter	Prek Classroom	
K-2 Core Curriculum	Smart Notebook Updated Software Training	Cathy Grimes	Zoom	
K-2 SPED Teachers	SPED/PPS- Reading Supports-Structured Literacy Programs	Noble/Kaddis	Main Office Conference Room	Noble: Google Form-Exit Slip; Plans for differentiated, structured reading instruction
3-5 Core Curriculum and SPED Teachers, School Psychologist	Gr3 and 4: Planning for Student Thinking in Math Gr 5 Sci: Patterns of Earth and Sky Gr5 ELA: Cont. Data Based Planning for Rdg/Writing GrSPED/PPS- Learning Lab Direct Work SPED Grade Level Team Work Math, Rdg/Writing	Vinton/Dunn Bluestein Courter	Math: Rooms 211, 212 Science Lab Classroom Sci: Google/LL	Vinton: New strategies to represent math thinking, evidenced on exit slip Bluestein: Exit Ticket, Plans for small group instruction SPED LL Direct Work: Program books, lesson plans & data collection
6-8 English/Language Arts	Using Data to Differentiate	DiBuono	WMS B10	DiBuono: Exit Ticket - What strategies have we gained, how will we use it, what do we need
6-8 Social Studies	Engaging Students With Interest Based Differentiation	Torres	WMS A-3	Vertical skill chart for 8th grade writing portfolio
6-8 Math	Math in Focus training with Terry Goldfischer (10-11:30)	J. Russo/MiF consultant	WMS H8	
6-8 Science	Gauging progress on NGSS-based tasks and questions	J. Charles	WMS B12	Google Form : New learning/strategies? Evidence of student impact?
6-8 Technology	Developing Curriculum-Specific Differentiated Activities	Curr. Partners	WMS Tech Rooms	Google Form : New learning/strategies? Evidence of student impact?
6-8 World Language	WL Performance Indicators and Rubrics Revisions	M. Fernandes	WMS - F7	Interpersonal and Presentational Rubrics
6-8 Special Education/PPS	Community Class/PPS: Direct Work SpEd Direct Instruction Teachers (Math/Eng): Curriculum SpEd Staff: Executive Functions	Tracy (Community Class) Cohen	Community Class/PPS: Community Class Direction Instruction Teachers: Classroom WMS THINK TANK SpEd Staff:	Community Class: program books, lesson plans & data collection Direct Instruction: Initial stages of curriculum for math and ELA EF: Google Form completed on feedback indicating next steps, takeaways and needs.
9-12 Faculty and Departments	SEE WHS Schedule Tab	Admin	See WHS Schedule	See WHS Schedule

9-12 Special Education/PPS	Community Class/PPS: Direct Work SpED Staff: Executive Functions	Tracy (Community Class) Cohen	Community Class: Community Class SpEd Staff: WMS THINK TANK	Community Class: program books, lesson plans & data collection EF: Google Form Completed on Feedback indicating next steps, takeaways and needs.
K-5 World Language	Enhancing the curriculum with authentic resources	Curricular Partners	HES	Unit samples
K-12 PE/ Health	Project Adventure Training	PA Trainer	PA Course	PA Course
K-12 Visual Arts	NBMAA: Election Day PD Strict Beauty Sol LeWitt Prints	NBMAA Staff	NBMAA	NBMAA
K-12 Performing Arts	WCSU Online Workshops: SEL in Music Ed and program retention	WCSU Online	Classrooms and B4	Classrooms and B4
Speech & Language Pathologists	Individualized Professional Development; CC and LL Direct Work	SLPs	Classrooms	Classrooms
Counselors/Social Workers/Psychologists	DBT Training for MS/HS	Alycia Dadd	LLC A1 Classroom in Library @ WHS	At least one actionable step related to consultation or skills
Counselors//Psychologists HES	Classroom based SEL Lessons and Strategies	Psychs/Counselor	Conference Room	Classroom lessons and strategies

Professional Development Schedule - November 2, 2021				
Grade/Dept.	Afternoon 1:00 - 3:00	Facilitator	Location	Deliverable
Various departments	Smart Notebook Updated Software Training (1:00-2:30 hour training, followed by sandbox)	Cathy Grimes	Zoom	
Pre-K Teachers	SPED/PPS: Progress Reports and CT SEDS	Tracy/Maggie/Dani	Google Meet	Exit ticket and progress note samples
K-2 Core Curriculum	K-Writing Data and Small group planning Grade 1 and 2 Math Differentiation Strategies and Lesson Design	K- Andrea Grades 1&2-Kelly	K- Main Office Conference Room Grades 1& 2 -LRC	Noble: Google Form-Exit Slip; Small group instructional plans; updated barebones/drafts of model writing to use for instruction
K-2 Core SPED Teachers	SPED/PPS: Progress Reports and CT SEDS	Tracy/Maggie/Dani	Google Meet	Exit ticket and progress note samples
3-5 Core Curriculum and SPED Teachers	All Staff: SEL SPED/PPS: Progress Reports and CT SEDS	Tracy/Maggie/Dani	Google Meet	SPED: Exit ticket and progress note samples
6-8 English/Language Arts	7-8 Using Data to Differentiate - Independent / 6th grade Guardians of Water Galaxy Planning	Curriculum Partners	English Classrooms / B7	DiBuono: 7-8 Exit Slip: What has the data told us about our next steps? 6: How can we properly scaffold to ensure GWG success?
6 Social Studies	Guardians of the Water Galaxy Planning	Charles, Torres, DiBuono	WMS B7	
7-8 Social Studies	Developing Curriculum-Specific Differentiated Activities	Curriculum Partners	WMS Social Studies Classrooms	
6-8 Math	Planning Math in Focus lessons in grade level teams with MiF consultant (begins at 12:30)	J. Russo/MiF consultant	WMS math rooms	
6 Science	Guardians of the Water Galaxy Planning	Charles, Torres, DiBuono	WMS B7	
7-8 Science	Developing Curriculum-Specific Differentiated Activities	Curr. Partners	WMS science rooms	Google Form : New learning/strategies? Evidence of student impact?
6-8 Technology (6-12 meeting initially)	Curriculum Renewal: Strategies and Next Steps	6-12 Check-in mtg first Tech Teams (MS / HS)	Google Meet MS-H3 / HS-G5	
6-8 Special Education	SPED/PPS: Progress Reports and CT SEDS	Tracy/Maggie/Dani	Google Meet	Exit ticket and progress note samples
9-12 Faculty and Departments	See WHS Schedule Tab	Admin	See WHS Schedule	
9-12 Special Education	SPED/PPS: Progress Reports and CT SEDS	Tracy/Maggie/Dani	Google Meet	Exit ticket and progress note samples
K-5 World Language	ELLs Data/Performace Analysis and Targets - Reviewing Spanish K-3 Formative Assessments	K-5 WL Teachers	HES	
6-8 World Language	Can-do Statements in the Lesson Design	Curricular Partners	WMS	Sample lessons
9-12 World Language	School-Wide: Choose Your Own Activity	WHS Teachers	WHS	
K-12 PE/ Health	Project Adventure Training	PA Trainer	PA Course	
K-12 Visual Arts	NBMAA: Election Day PD Strict Beauty Sol LeWitt Prints	NBMAA Staff	NBMAA	
K-12 Performing Arts	1-2pm: WCSU Roundtables: K-8, Instrumental and Choral 2-3pm: Incorporating digital resources for music instruction	WCSU/Morris	Classrooms and B4	
Speech & Language Pathologists	SPED/PPS: Progress Reports and CT SEDS	Tracy/Maggie/Dani	Google Meet	Exit ticket and progress note samples
Counselors/Social Workers/Psychologists	HES/WIS/WMS: Progress Reports and CT-SEDS; WHS- Whole School PD	Tracy/Maggie/Dani	Google Meet	Exit ticket and progress note samples

	Math & English			Science/Tech			Social Studies & World Language			Music	SPED	PE/Health	Visual Art	Counseling
8-10	Choice A Interpreting NWEA Results - D10	Choice B Midterm Exam Conversation - Main Office Conference	Choice C Critical Friends - Assessment - D13	Grades - Analysis & Impact - Library Lab			Department/Collaborative Partner Work			Grades - Analysis & Impact - Library Lab	Grades - Analysis & Impact - Library Lab			DBT
10-12	Department/Collaborative Partner Work			Choice A Midterm Exam Conversation - Main Office Conference	Choice B Smart Notebook Software Training Zoom	Choice C Critical Friends - Assessment - G3 Google Form!	Grades - Analysis & Impact - Library Lab			K-12 Department Work	Community Class/PPS: Direct Work	Project Adventure Training		DBT
LUNCH														
1-3	Grades - Analysis & Impact - Library Lab			Department/Collaborative Partner Work			Choice A Midterm Exam Conversation - Main Office Conference	Choice B Smart Notebook Software Training Zoom	Choice C Critical Friends - Assessment - E4	K-12 Department Work	SPED/PPS: Progress Reports and CT SEDS	Project Adventure Training	Out of District	Grades - Analysis & Impact - Library Lab
	DELIVERABLES													
	Grades - Analysis & Impact	Google Form												

Advanced Placement Scores by Course Classes of 2020 and 2021

Course	# of Students Sitting for Test	Weston Average	CT Avg.	Global Avg.	Scores				
					5	4	3	2	1
Biology	53	3.43	3.13	2.83	4	20	24	5	0
Calculus AB	51	4.49	2.89	2.77	33	12	4	2	0
Calculus BC	20	4.8	3.73	3.63	17	2	1		0
Chemistry	9	4	2.92	2.66	3	4	1	1	0
Computer Science	17	4.24	3.29	3.12	8	5	4	0	0
Economics – Macro	38	3.45	3.37	2.74	6	14	11	5	2
Economics - Micro	35	3.23	3.45	2.97	3	15	7	7	3
English Language	84	3.82	3.21	2.86	18	39	22	4	1
English Literature	37	3.51	2.7	2.47	7	9	17	4	0
Environmental Sci	26	3.58	2.98	2.67	4	13	4	4	1
French Language	2	3.5	3.2	3.12	0	1	1	0	0
Human Geography	22	4.27	3.29	2.69	11	8	1	2	0
Psychology	64	3.78	2.74	2.71	22	22	9	6	5
Physics C: Mechanics	10	4.3	3.65	3.38	6	3	0	0	1
Physics I	19	3.79	2.69	2.41	3	11	3	2	0
Spanish Language	26	4.23	3.49	3.39	10	12	4	0	0
Statistics	30	3.27	2.91	2.85	0	14	11	4	1
Studio Art	10	3.33	3.54	3.41	2	2	5	1	0
US Government	50	3.84	2.77	2.62	18	13	12	7	0
US History	65	3.91	2.87	2.52	24	17	19	4	1
Totals					199	236	160	58	15

**Advanced Placement Scores by Course
Classes of 2020 and 2021**