



Curriculum Committee Meeting
Wednesday, December 3, 2025
9:30 AM
Zoom Webinar

- I. Call to order
- II. Approval of November meeting minutes
- III. Curriculum Updates:
Parents as Partners Events -
 - Literacy
 - WIS Grades 3-5 - December 4 at 9:15 a.m.
- IV. Curriculum Presentation:
 - WHS Program of Studies
- V. Future meeting topics:
 - Next Generation Accountability Report (Dec Full BOE)
 - AI Advisory Committee Update (January Meeting)
 - Future Ready Schools Framework and Standards
 - Personal Finance/Business Writing (CaG Documents)
 - MTSS System Series Part 1: K-5 (February)
 - MTSS System Series Part 2: 6-12 (March)
- VI. Adjournment



WHS Program of Studies

December 3, 2025

BOE Curriculum Subcommittee

Presented by: Meghan Conetta, Meredith Jackson, Liz Morris,
MaryFaith Zanghi, Riley Rapoport, Amy Holmes

Welcome & Purpose

- Review the Program of Studies
- Present New Course Proposals
- Discuss Revisions of existing courses
- Presenters:
 - Meghan Conetta - Principal
 - Meredith Jackson - Director of School Counseling
 - Amy Holmes - CIL English
 - Riley Rapoport - CIL Math
 - Liz Morris - CIL Music
 - MaryFaith Zanghi - CIL PE/Health



Introduction: WHS Program of Studies



Program of Studies Overview

Our Program of Studies is designed to empower both students and their families to make reasonable, individualized, and appropriate class schedule choices that contribute to a fulfilling and enriching high school experience.


- 8 Academic Departments, 142 course offerings to support a well-rounded experience
- Aligned to state and national standards, elective options, and advanced opportunities (AP, ECE, Honors, PLTW)



Tracking Your Graduation Requirements

- Tools and Processes for Students to track their progress toward graduation: (25 credits)

- [Course Selection Planner](#)


Weston High School Graduation Planner Class of 2027 & Beyond

Requirements	English 4 Credits	Grade 9	Grade 10	Grade 11	Grade 12	Total
Humanities 10 credits	Social Studies (including US History & American Government) 3 Credits	World Studies				
	Visual and Performing Arts* 1 Credit					
	World Language 1 Credit					
	Humanities Area Choice* 1 Credit					
	Science, Technology, Engineering, & Math 9 credits	Science 3 Credits				
	Math (including Personal Finance/ Financial Literacy) 3 Credits					
	STEM Area Choice* 3 Credits					
Health & Safety 1 credit	Health 1 Credit	Health 9 0.35	Health 10 0.35	Health 11 0.15	Health 12 0.15	
PE & Wellness 1 credit	PE 1 Credit	PE 9 0.35	PE 10 0.35	PE 11 0.15	PE 12 0.15	
Open 3.0 credits*	Additional Courses from any area 3.0 credits					
Mastery-Based Learning Assessment** 1 credit	Successful Completion of Portrait of the Graduate 1 credit					
	Total					

25 total credits required for graduation
 *See Program of Studies "Course Designations" for lists of courses that satisfy these requirements.
 **Students earn credit through successful completion of the Portrait of the Graduate ePortfolio.



Department-Specific Updates



Format for Department Updates

- Three categories for course changes:
 - Sunset (Removed):
 - Courses that have been discontinued.
 - Revised and/or Updated:
 - Courses with changes to content, structure, or objectives.
 - New! (Added):
 - Courses introduced to meet new student needs or curriculum standard
 - Financial Implications:
 - I.e. materials, resources, software, training, staffing



Mathematics

- This course follows the Algebra 1 Linear Equations course added for the 25-26 school year
- New! (Added):
 - Integrated Geometry and Quadratics
 - Addresses the diverse needs of learners and promotes equitable access
 - Allows students to build a solid base in quadratics while also accessing the Geometry standards
 - Sets up all students for future success in mathematics
- Financial Implications:
 - Staffing Neutral



English

- Revised and/or Updated:
 - English 12
 - Does not replace the senior English requirement but rather restructures it.
 - Transition from semesters to yearlong.
 - Yearlong maintains the spirit of variety and engagement from the semester electives, while ensuring that all students have equitable access to a cohesive, rigorous, and sustained English experience in their senior year.
- Financial Implications:
 - Staffing Neutral
- Impact on Scheduling:
 - Scheduling constraints will be greatly minimized without impacting course content and expectations



Music

- Revised and/or Updated:
 - Guitar 1:
 - Update the high school Guitar course to include basic songwriting and recording.
 - Updating this course will add to the menu of existing semester-long Music options and will pair well with other half-year courses: Music Theory, Digital Music Production, Music Industry.
- Financial Implications:
 - Staffing Neutral
 - The class set of guitars will need some minor repairs



Physical Education / Health

- Revised and/or Updated:

- Transition from a ¼-semester model to a full-semester Physical Education and Health courses for juniors and seniors.
- All semester-based courses will meet **6 out of every 8 days** (previously 4 out of 8), allowing each course to carry **0.5 credit**.
- **9th and 10th grade** students will combine together for Health 1 and PE 1 courses.
- **11th and 12th grade** students will combine together for Health 2 and PE 2 courses.

- *These restructuring changes create a more consistent and connected curriculum, support the newly updated National PE and Health Standards better, increase time for meaningful skill application, support student interests and engagement, provides for opportunities for students to choose courses that better meet their needs and prepare them for their futures beyond WHS.*

- Financial Implications:

- Possible .2 FTE increase for PE and Health Staff
- Increase to budget for PE materials



Full Time Student Status

Current

- 9th & 10th: 7 courses, graded A-F
- 11th & 12th: 6 courses graded A-F

Proposed

- 9th - 12th: 6 courses, graded A-F
- This allows students to fulfill the 24 credits for graduation
- Includes the 1.0 credit Portrait of the Graduate Portfolio



ECE Opportunities

- **Improves College Readiness and Success:** Students adapt to the rigor, pace, and expectations of college coursework, leading to smoother transitions and higher persistence rates in postsecondary education.
- **Increases College Access and Affordability:** Allows students to earn tuition-free or low-cost college credit, resulting in significant financial savings and promoting equitable access for all student demographics.
- **Provides Opportunities for Academic Advancement:** Enables motivated students to accelerate their education, potentially graduating college early or gaining flexibility to pursue double majors or specialized coursework.
- **Enhances High School Course Offerings and Faculty Expertise:** Strengthens the high school's academic profile by offering diverse, advanced courses and provides high school teachers with professional development and mentorship.



Summary

- Routinely reflect and revise as needed to adjust for student interest
- Expand our opportunities for students with various college & career programs
- Continue our commitment to a well-rounded, rigorous curriculum
- Evaluate opportunities for online course & Early College experiences





New Course Proposal

This form must be completed for the course to be considered for the following year's Program of Studies.

School: Weston High School	Department: Mathematics		
Name of Course: Integrated Geometry and Quadratics			
<input checked="" type="checkbox"/> 1 Year	<input type="checkbox"/> Semester	<input type="checkbox"/> Requirement	<input type="checkbox"/> Elective

Credits:

<input type="checkbox"/> 2.0	<input type="checkbox"/> 1.5	<input checked="" type="checkbox"/> 1.0	<input type="checkbox"/> 0.5	<input type="checkbox"/> 0.25
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Description as it will appear in the program of studies:

Integrated Geometry and Quadratics is a comprehensive course designed to develop students understanding geometric concepts of high priority alongside the foundational principles of quadratic functions and equations. The course integrates the two topics in order to prepare students for Algebra 2. Students will explore key geometric topics such as congruence, similarity, coordinate geometry, properties of triangles, circles, and theorems involving angles, lines, and planes. They will deepen their algebraic skills through the study of quadratic equations, factoring, completing the square, the quadratic formula, graphing parabolas, and modeling with quadratic functions. Through hands-on activities, technology integration and collaborative projects, students will enhance both their conceptual understanding and procedural fluency in Algebra and Geometry.

How does this course promote rigorous learning and develop 21st century skills? How will this course prepare students for their individual Capstone experience? How does this course align to the Portrait of a WPS Graduate?

This course is designed to foster student-centered learning and strengthen problem-solving skills, particularly in environments where students have historically struggled with mathematics. By focusing on high-priority Geometry standards while introducing key concepts in quadratics, the course lays a strong foundation for success in Algebra 2 by junior year. This integrated approach reinforces essential Algebra 1 concepts and better equips students for future math courses. Additionally, it helps prepare students for the SAT, which assesses mathematical knowledge through Algebra 2.

Research base:

Does this course fit into a current pathway or align with a future pathway? Aligns with a current pathway	
Does this replace a current course? If so, which course? Is it similar to a course we currently offer? This course does not replace a current course.	
Expected enrollment: 15-20	Impact on staffing (Current staff or new hire) Current
Impact on scheduling:	

New Course Proposal/English 12

This form must be completed for the course to be considered for the following year's Program of Studies.

School: Weston High School	Department: English Language Arts		
Name of Course: English 12 (Yearlong)			
<input checked="" type="checkbox"/> 1 Year	<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> Requirement	<input type="checkbox"/> Elective

Credits:

<input type="checkbox"/> 2.0	<input type="checkbox"/> 1.5	<input checked="" type="checkbox"/> 1.0	<input type="checkbox"/> 0.5	<input type="checkbox"/> 0.25
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Description as it will appear in the program of studies:

In English 12, students engage in a yearlong study of literature that strengthens college and career readiness skills while exploring timeless questions of identity, justice, and the human condition. Building on skills developed in previous years, the course emphasizes close reading, critical discussion, and analytical writing, with Common Core-aligned practices such as personal narrative, literary analysis, argument, and synthesis. Students will read widely across genres, including fiction, nonfiction, drama, poetry, graphic novels, and film. Throughout the year, students will return to essential questions such as: Who am I, and who am I becoming? How does literature reflect and challenge ideas of justice, ethics, and identity? In what ways does storytelling allow cultures to confront crime, conflict, and the unknown? As they read, students will assume the evaluative role of independent readers, connecting the unique and universal qualities of being human to broader cultural and ethical questions. Through a variety of assignments, including vocabulary study, journals, analytical and research-based writing, as well as creative and multimodal projects, students demonstrate growth through both process work and timed writing that prepare them for the demands of college and 21st-century careers.

How does this course promote rigorous learning and develop 21st-century skills? How will this course prepare students for their individual Capstone experience? How does this course align with the Portrait of a WPS Graduate? How does this course align with the Portrait of a WPS Graduate?

English 12 challenges students to engage with complex texts across genres and mediums, including fiction, nonfiction, drama, poetry, graphic novels, and film. Students analyze literature through multiple lenses, compose analytical, argumentative, and synthesis-based writing, and reflect on essential questions of identity, justice, and ethics. These tasks mirror the intellectual rigor of college-level expectations and cultivate 21st-century skills such as critical thinking, problem-solving, creativity, and collaboration. In addition, multimodal projects and presentations strengthen digital literacy and communication skills, preparing students for both academic and professional environments.

English 12 directly supports the competencies outlined in the Portrait of a Graduate. Students:

- Think Critically by analyzing complex texts, questioning ideas, and applying knowledge to new contexts.
- Communicate with Purpose through essays, discussions, debates, and multimodal projects that require clarity, audience awareness, and evidence-based reasoning.
- Solve Problems by designing arguments, addressing interpretive challenges, and reflecting on multiple

outcomes in both collaborative and independent settings.

- Express Creativity in original writing, multimedia projects, and interpretive performances that encourage risk-taking and innovation.
- Care for Self by setting goals, reflecting on growth, and managing the challenges of rigorous academic work.
- Care for Others by engaging in discussions that consider diverse perspectives, foster empathy, and connect literature to broader cultural and ethical issues.

In this way, English 12 is not only a culminating academic experience but also a bridge to the skills and dispositions students will carry into their Capstone projects and beyond high school.

Research base:

Does this course fit into a current pathway or align with a future pathway? Yes

Does this replace a current course? If so, which course? Is it similar to a course we currently offer?

English 12 does not replace the senior English requirement but rather restructures it. In recent years, English 12 was structured so that all seniors took a common Semester 1 course, followed by a choice of one of three senior-only electives in Semester 2. While this structure was designed to provide choice and variety, it created several challenges that impacted both students and the overall English program. The semester model often led to significant imbalances in elective enrollment. Some courses were over-selected, while others could not run at all due to low numbers, limiting opportunities for students who might have been interested.

By returning English 12 to a yearlong course, these challenges are addressed while preserving the strengths of the semester approach. A yearlong structure ensures:

- Stability and Equity: Every student has access to a consistent, rigorous senior English experience without concern for enrollment fluctuations.
- Breadth and Depth: Students continue to engage with a wide range of genres, themes, and essential questions that previously characterized the semester electives. The course design incorporates units that reflect the same diversity and variety of texts and approaches, ensuring engagement and challenge throughout the year.
- Program Cohesion: The shift alleviates scheduling pressures on both students and the master schedule, reducing conflicts with elective courses across disciplines and allowing the broader WHS elective program to thrive.
- Continuity of Support: Co-taught sections maintain teacher-student relationships and effective collaboration between co-teachers across the full year, ensuring equitable support for all learners.
- Preparation for Post-Secondary Success: The continuity of a yearlong course allows for greater scaffolding of skills, deeper sustained inquiry, and a more coherent experience leading into the Capstone and beyond.

*While the yearlong model provides greater stability, it does not eliminate opportunities for student interest and choice. The curriculum is intentionally designed around thematic units that draw from diverse genres and texts, enabling students to engage with topics that are highly relevant and engaging. Within these units, students will have meaningful choices in independent reading selections, research topics, writing assignments, and multimodal projects. In this way, the program maintains the spirit of variety and engagement from the semester electives, while ensuring that all students have equitable access to a cohesive, rigorous, and sustained English experience in their senior year.

Expected enrollment: 3-4 sections

Impact on staffing (Current staff or new hire): None

Impact on scheduling: Scheduling constraints will be greatly minimized without impacting course content and expectations
Training and Materials needed (Professional Learning, books, supplies, hardware, software, etc.) including cost: None
How will costs be covered? Regular budget

<i>Curriculum & Instruction Leader</i>	<i>Date</i>
<i>Principal</i>	<i>Date</i>

Include a detailed outline of the course including pacing guide, syllabus, outline of units of study with priority standards: (attach documents as necessary)

*Available on District Curriculum Website

En 12

Scope and Sequence:

Unit One: Memoir

Essential Questions: How do authors use narrative elements, literary devices and strategies to create meaning and convey specific effects? How does memoir/personal narrative explore the universality of the human condition? What components of published personal narratives can we use in our own writing? How do specific, self-defining memories shape personal identity? How can I use language and storytelling to make meaning of my memories?

Anchor Texts: *For Everyone* by Jason Reynolds, Mentor Texts (“Chameleon” by Trevor Noah, “Crying in H Mart” by Michelle Zauner, “The Monster of Kings Island” by Christopher Bollen) and Book Club Self-Choice

Summative Assessment: Personal Essay and In-class Analytical Response

Unit Two: Literary Analysis

Contemporary Fiction

Essential Questions: What are the factors that create an imbalance of power within a culture? Between people? How does an individual’s response to injustice reveal his/her morals, ethics, and values? How do different cultures shape the definitions of good and evil? Does redemption require forgiveness? What motivates self-actualization?

Anchor Text: *The Kite Runner*

Summative Assessment: Literary Analysis

Unit Three: Rhetorical Analysis

Essential Questions: To which do we owe our ultimate loyalty—our family or our laws? How does power corrupt? How is an individual’s point of view shaped by opposing perspectives? What factors shape our beliefs, morals, and What is the relationship between morality, behavior and justice? How does one know when justice has been achieved? Is revenge ever justified? How do power, ambition, and emotion influence a person’s decisions?

Anchor Text: *Antigone*

Summative Assessment: In-class Analytical Response

Unit Four: Visual Literacy and Public Presentation

Essential Questions: How do a filmmaker’s choices impact storytelling and convey meaning and effect? How are films both an art form and a tool?

Anchor Text: Film Festival Selection (TBA)

Summative Assessment: Responses to film festival and Participation/Contributions to and during film festival

Unit Five: Rhetoric

Essential Questions: What is rhetoric? How do writers use rhetorical strategies and devices to create meaning, effect, and engagement? How can a student develop their own writing (persuasive message/thesis) using rhetorical devices?

Anchor Texts: “This I Believe” Essays (teacher and student curated selections) and Historical, Contemporary, and Popular Speeches and Essay (teacher and student curated anthology)

Summative Assessment: Formal Rhetorical Analysis and Research-Based Speech (“This I Believe”)

Midterm

Unit Six: Crime, Technology, and the Unknown

Students will explore how both crime stories and science fiction imagine human encounters with the unknown, whether through unsolved mysteries, alien contact, or technological breakthroughs. Texts will examine how fear, curiosity, and ambition drive human behavior and test ethical boundaries.

Essential Questions: What motivates humans to seek the unknown? How do stories of crime and science fiction reflect cultural anxieties about discovery and progress?

Summative Assessment: In-class analytical response.

Unit Seven: Justice, Morality, and the Abuse of Power

This unit pairs detective stories, dystopias, and speculative fiction to explore how societies define justice, how individuals respond to corruption, and what happens when power is unchecked. From classic detective tales to dystopian visions, students will analyze how authors critique societal flaws and question human morality.

Essential Questions: How do authors use speculative and criminal narratives to expose flaws in justice systems? What is the relationship between law, morality, and power?

Summative Assessment: Rhetorical analysis essay with a real-world connection.

Unit Eight: Human Identity in Extreme Worlds

Students will examine how both crime literature and science fiction place characters in extraordinary circumstances, facing crimes, horrors, or futuristic scenarios, to reveal deeper truths about human identity, resilience, and creativity. Texts may include psychological crime stories, AI and robotics tales, and dystopian or apocalyptic narratives.

Essential Questions: How do extreme circumstances reveal truths about human nature? What do these narratives suggest about who we are and who we might become?

Summative Assessment: Research-based capstone/final exam project synthesizing course themes.

 Approved

Denied

Assistant Superintendent

Date returned to Principal

Year of Implementation



New Course Proposal

This form must be completed for the course to be considered for the following year's Program of Studies.

School: WHS		Department: Music	
Name of Course: Guitar 1			
<input type="checkbox"/> 1 Year	<input checked="" type="checkbox"/> Semester	<input type="checkbox"/> Requirement	<input type="checkbox"/> Elective

Credits:

<input type="checkbox"/> 2.0	<input type="checkbox"/> 1.5	<input type="checkbox"/> 1.0	<input checked="" type="checkbox"/> 0.5	<input type="checkbox"/> 0.25
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Description as it will appear in the program of studies:

This is an introductory guitar course designed for any student who has an interest in learning basic technique, songs and chord progressions. This course will cover a variety of music topics with a primary focus on developing music reading and guitar playing skills. It will be assumed that everyone registered is a beginner and the course will start with the most basic concepts and advance through the playing sequence. The course will be accessible to all learners and will be differentiated for students who have experience playing guitar and songwriting. Students will learn basic applications of sound recording for live instruments.

***Please note that this is a performance based course but there is no public performance requirement.**

How does this course promote rigorous learning and develop 21st century skills? How will this course prepare students for their individual Capstone experience? How does this course align to the Portrait of a WPS Graduate?

This class requires students to learn to read notes and rhythms from the staff, read chords and play basic guitar. Students will listen to and analyze musical examples, record themselves and perform in class. Students may develop an interest in a related field of music. A final project and performance within specific guidelines can be used as an artifact for Portrait of the Graduate competencies.

Research base:

Does this course fit into a current pathway or align with a future pathway?

This course provides an entry point for students who have an interest in music and playing guitar. This is the entry point to a sequence that could include Music Theory or Digital Music Production.

Does this replace a current course? **No**. If so, which course? Is it similar to a course we currently offer?

Expected enrollment: **15**

Impact on staffing: **None**

Impact on scheduling: **None**

Training and Materials needed (Professional Learning, books, supplies, hardware, software, etc.) including cost:

- **Guitar repairs**



- **Guitar books**
- **Participation in the June 2026 WPS Curriculum Academy.**

How will costs be covered?

- **Music Materials Budget**

Curriculum & Instruction Leader

Date

Principal

Date

Include a detailed outline of the course including pacing guide, syllabus, outline of units of study with priority standards: (attach documents as necessary)

Syllabus attached

 Approved

Denied

Assistant Superintendent

Date returned to Principal

Year of Implementation



New Course Proposal

This form must be completed for the course to be considered for the following year's Program of Studies.

School: Weston High School		Department: Physical Education/Health	
Name of Course: Physical Education 1			
<input type="checkbox"/> 1 Year	<input checked="" type="checkbox"/> Semester	<input type="checkbox"/> Requirement	<input type="checkbox"/> Elective

Credits:

<input type="checkbox"/> 2.0	<input type="checkbox"/> 1.5	<input type="checkbox"/> 1.0	<input checked="" type="checkbox"/> 0.5	<input type="checkbox"/> 0.25
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Description as it will appear in the program of studies:

Physical Education 1 builds on the skills students developed in grades K–8 and prepares 9th and 10th graders for more advanced movement experiences and a lifetime of fitness. Students participate in lifetime sports, recreational games, outdoor activities, and dance and rhythmic movement, while applying strategies and tactics during play. They will show proper etiquette, respect for others, and demonstrate teamwork; as well as display awareness of others' emotions while engaging in physical activity. Students will reflect on their experiences in class to improve performance and develop an understanding of the personal value of movement. The course helps students develop confidence and self-efficacy to make healthy choices about staying active.

How does this course promote rigorous learning and develop 21st century skills? How will this course prepare students for their individual Capstone experience? How does this course align to the Portrait of a WPS Graduate? The new national standards for Physical Education directly relate to the learning and development of 21st century skills and align to the Portrait of a Graduate. The curriculum focuses on the development of strong communication skills, critical thinking and healthy decision making, and caring for self and caring for others.

Research base:

Does this course fit into a current pathway or align with a future pathway? This course will allow the students to fulfill .5 of their 1.0 credit of Physical Education required for graduation. This course is part of a proposal that modifies the current pathway to fulfill both Health and PE requirements for graduation.

Does this replace a current course? If so, which course? Is it similar to a course we currently offer? The course will replace two courses by combining the current quarter-long 9th and 10th grade physical education courses into a full semester-long course. The course will be similar to these two courses.

Expected enrollment: 180 Students

Impact on staffing: Current staff-returning staffing to FTE without a person traveling

Impact on scheduling: To support the proposed schedule change for PE and Health, sophomores and seniors in the 2026–2027 school year will be enrolled in a full-semester course composed of half PE and half Health. This structure ensures that all students earn the appropriate PE and Health credits required for graduation.



Training and Materials needed (professional learning, books, supplies, hardware, software, etc.) including cost: Purchase of archery equipment to support a course schedule that provides students with flexibility in when they take a course.

How will costs be covered? Request in BOE budget for 2026-2027 school year.

Curriculum & Instruction Leader

Date

Principal

Date

Include a detailed outline of the course including pacing guide, syllabus, outline of units of study with priority standards: (attach documents as necessary)

This course combines the curriculum taught in the current 11th and 12th grade PE courses. The district's Health and PE department is in the middle of the process to redevelop the Physical Education curriculum to match the new National PE Standards set forth by SHAPE America. The high school curriculum documents are in the process of being developed..

 Approved

Denied

Assistant Superintendent

Date returned to Principal

Year of Implementation



New Course Proposal

This form must be completed for the course to be considered for the following year's Program of Studies.

School: Weston High School		Department: Physical Education/Health	
Name of Course: Physical Education 2			
<input type="checkbox"/> 1 Year	<input checked="" type="checkbox"/> Semester	<input type="checkbox"/> Requirement	<input type="checkbox"/> Elective

Credits:

<input type="checkbox"/> 2.0	<input type="checkbox"/> 1.5	<input type="checkbox"/> 1.0	<input checked="" type="checkbox"/> 0.5	<input type="checkbox"/> 0.25
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Description as it will appear in the program of studies:

Physical Education 2 builds on the skills developed in Physical Education 1 and prepares students for a physically active life after high school. In this course, students will participate in a variety of lifetime physical activities that promote social interaction, support personal interests, and enhance overall health, while learning how health and fitness contribute to overall well-being and quality of life. The course also helps students build the confidence and skills needed to make responsible choices about staying active beyond high school. Students will set personal fitness goals and create plans that support an active and healthy lifestyle, while developing the self-efficacy to make responsible decisions about physical activity and overall well-being beyond high school.

How does this course promote rigorous learning and develop 21st century skills? How will this course prepare students for their individual Capstone experience? How does this course align to the Portrait of a WPS Graduate? The new national standards for Physical Education directly relate to the learning and development of 21st century skills and align to the Portrait of the Graduate. The curriculum focuses on the development of strong communication skills, critical thinking and healthy decision making, and caring for self and caring for others.

Research base:

Does this course fit into a current pathway or align with a future pathway? This course will allow the students to fulfill .5 of their 1.0 credit of Physical Education required for graduation. This course is part of a proposal that modifies the current pathway to fulfill both Health and PE requirements for graduation.

Does this replace a current course? If so, which course? Is it similar to a course we currently offer? The course will replace two courses by combining the current quarter-long 11th and 12th grade physical education courses into a full semester-long course. The course will be similar to these two courses.

Expected enrollment: 180 Students

Impact on staffing: Current staff-returning staffing to FTE maintaining all high school staff at WHS

Impact on scheduling: To support the proposed schedule change for PE and Health, sophomores and seniors in the 2026–2027 school year will be enrolled in a full-semester course composed of half PE and half Health. This structure ensures that all students earn the appropriate PE and Health credits required for graduation.



Training and Materials needed (professional learning, books, supplies, hardware, software, etc.) including cost: Purchase of archery equipment to support a course schedule that provides students with flexibility in when they take a course.

How will costs be covered? Request in BOE budget for 2026-2027 school year.

Curriculum & Instruction Leader

Date

Principal

Date

Include a detailed outline of the course including pacing guide, syllabus, outline of units of study with priority standards: (attach documents as necessary)

This course combines the curriculum taught in the current 11th and 12th grade PE courses. The district's Health and PE department is in the middle of the process to redevelop the Physical Education curriculum to match the new National PE Standards set forth by SHAPE America. The high school curriculum documents are in the process of being developed..

 Approved

Denied

Assistant Superintendent

Date returned to Principal

Year of Implementation



New Course Proposal

This form must be completed for the course to be considered for the following year's Program of Studies.

School: Weston High School		Department: Physical Education/Health	
Name of Course: Health 1			
<input type="checkbox"/> 1 Year	<input checked="" type="checkbox"/> Semester	<input type="checkbox"/> Requirement	<input type="checkbox"/> Elective

Credits:

<input type="checkbox"/> 2.0	<input type="checkbox"/> 1.5	<input type="checkbox"/> 1.0	<input checked="" type="checkbox"/> 0.5	<input type="checkbox"/> 0.25
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Description as it will appear in the program of studies:

Health 1 is a foundational semester-long course designed to equip 9th and 10th grade students with the essential knowledge and skills needed to make informed, healthy decisions throughout adolescence and beyond. Through interactive lessons, real-world scenarios, and skill-building activities, students will practice and apply four core health literacy skills: accessing valid and reliable information, analyzing influences, interpersonal communication, and decision making. By strengthening these skills, students will be able to meaningfully engage with key content areas including mental and emotional health (DBT-integrated), ANOD (alcohol, nicotine, and other drugs), sexual health, healthy relationships, and optimal wellness.

How does this course promote rigorous learning and develop 21st century skills? How will this course prepare students for their individual Capstone experience? How does this course align to the Portrait of a WPS Graduate? The new national standards for Health directly relate to the learning and development of 21st century skills and align to the Portrait of a Graduate. The curriculum focuses on the development of strong communication skills, critical thinking and healthy decision making, and caring for self and caring for others.

Research base:

Does this course fit into a current pathway or align with a future pathway? This course will allow the students to fulfill .5 of their 1.0 credit of Health required for graduation. This course is part of a proposal that modifies the current pathway to fulfill both Health and PE requirements for graduation.

Does this replace a current course? If so, which course? Is it similar to a course we currently offer? The course will replace two courses by combining the current 9th and 10th grade health courses into a full semester-long course. The course will be similar to these two courses.

Expected enrollment: 180 Students

Impact on staffing: Current staff-returning staffing to FTE without a person traveling

Impact on scheduling: To support the proposed schedule change for PE and Health, sophomores and seniors in the 2026–2027 school year will be enrolled in a full-semester course composed of half PE and half Health. This structure ensures that all students earn the appropriate PE and Health credits required for graduation.

Training and materials needed (professional learning, books, supplies, hardware, software, etc.)



including cost: N/A

How will costs be covered? N/A

Curriculum & Instruction Leader

Date

Principal

Date

Include a detailed outline of the course including pacing guide, syllabus, outline of units of study with priority standards: (attach documents as necessary)

This course combines the curriculum taught in the current 9th and 10th grade health courses. The district's Health and PE department is in the middle of the process to redevelop the Health curriculum to match the new National PE and Health Standards set forth by SHAPE America. The high school curriculum documents are in the process of being developed and are scheduled to be finished by the conclusion of the Summer Curriculum Camp at the end of the 2025-2026 school year.

 Approved

Denied

Assistant Superintendent

Date returned to Principal

Year of Implementation



New Course Proposal

This form must be completed for the course to be considered for the following year's Program of Studies.

School: Weston High School		Department: Physical Education/Health	
Name of Course: Health 2			
<input type="checkbox"/> 1 Year	<input checked="" type="checkbox"/> Semester	<input type="checkbox"/> Requirement	<input type="checkbox"/> Elective

Credits:

<input type="checkbox"/> 2.0	<input type="checkbox"/> 1.5	<input type="checkbox"/> 1.0	<input checked="" type="checkbox"/> 0.5	<input type="checkbox"/> 0.25
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Description as it will appear in the program of studies:

Health 2 is a semester-long course for 11th and 12th graders that builds on the foundational skills taught in Health 1 and focuses on preparing students for life after high school. Through interactive lessons, real-world scenarios, and skill-building activities, students will practice and apply four core health literacy skills: decision-making, goal setting, self-management, and advocacy to navigate personal wellness and make informed choices. Key topics include mental and emotional health, healthy eating and physical activity, optimal wellness, disease prevention, safety, and violence prevention. The course also reviews essential subjects for young adulthood, including ANOD (alcohol, nicotine, and other drugs) and sexual health and healthy/unhealthy relationships.

How does this course promote rigorous learning and develop 21st century skills? How will this course prepare students for their individual Capstone experience? How does this course align to the Portrait of a WPS Graduate? The new national standards for health directly relate to the learning and development of 21st century skills and align to the Portrait of a Graduate. The curriculum focuses on the development of strong communication skills, critical thinking and healthy decision making, and caring for self and caring for others.

Research base:

Does this course fit into a current pathway or align with a future pathway? This course will allow the students to fulfill .5 of their 1.0 credit of Health required for graduation. This course is part of a proposal that modifies the current pathway to fulfill both Health and PE requirements for graduation.

Does this replace a current course? If so, which course? Is it similar to a course we currently offer? The course will replace two courses by combining the current 11th and 12th grade health courses into a full semester-long course. The course will be similar to these two courses.

Expected enrollment: 180 Students

Impact on staffing: Current staff—returning staffing to FTE without a person traveling

Impact on scheduling: To support the proposed schedule change for PE and Health, sophomores and seniors in the 2026–2027 school year will be enrolled in a full-semester course composed of half PE and half Health. This structure ensures that all students earn the appropriate PE and Health credits required for graduation.



Training and Materials needed (professional learning, books, supplies, hardware, software, etc.) including cost: N/A

How will costs be covered? N/A

Curriculum & Instruction Leader

Date

Principal

Date

Include a detailed outline of the course including pacing guide, syllabus, outline of units of study with priority standards: (attach documents as necessary)

This course combines the curriculum taught in the current 9th and 10th grade health courses. The district's Health and PE department is in the middle of the process to redevelop the Health curriculum to match the new National PE and Health Standards set forth by SHAPE America. The high school curriculum documents are in the process of being developed and are scheduled to be finished by the conclusion of the Summer Curriculum Camp at the end of the 2025-2026 school year.

 Approved

Denied

Assistant Superintendent

Date returned to Principal

Year of Implementation