

# WAYLAND HIGH SCHOOL

**Wayland, Massachusetts**



**PROGRAM OF  
STUDIES  
2012 - 2013**

## **Message from the Principal**

Dear Students and Parents,

Choosing secondary school courses is a major decision for all students, one best achieved as a cooperative effort between students, parents/guardians, counselors, and teachers. In this publication you will find important information about graduation requirements, guidance services, and specific course descriptions. If you do not find the information you need, please consult with a counselor.

Please pay attention to the following notes concerning the 2012-2013 edition of the *Program of Studies*:

1. **Some of the courses listed in this *Program of Studies* may not run next year.** This happens for two reasons: First, because we compile this document prior to the finalization of the school budget, our staffing sometimes changes. Second, some courses are cancelled or combined because there is not enough student interest. However, in all instances students will be able to take the courses that are required for graduation.
2. **We cannot always schedule students into every course they want.** The master schedule is developed to maximize each student's opportunity to take at least one course (at the appropriate level) in English, social studies, mathematics, science, classics/modern language and fine arts/business. However, when students try to take courses out of the typical sequence or are trying to take six majors (such as doubling up in foreign language, science, etc.), we sometimes cannot accommodate their wishes.
3. **Course registration happens through iParent in March.** In addition to giving parents access to their students grades, discipline, and attendance data, iParent also allows parents to participate in the course registration process. To sign up for an iParent account, please see the WHS homepage.
4. **Remember that we have added a fine arts graduation requirement.** Starting with the incoming class of 2015, students are required to earn four credits from classes in the fine arts department in order to graduate.
5. **We have added lots of exciting new electives!** We have new courses and electives in science, business, fine arts, and computer science. New courses are noted within the *Summary of Course Listings* starting on page 60.

I hope you will make the most of your high school years by taking advantage of the great courses offered in this *Program of Studies*.

Sincerely,

Dr. Patrick Tutwiler  
Principal

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# **Wayland High School Mission and Expectations Statement**

**Approved by Faculty and School Committee 5/03**

Personal and civic responsibility, love of learning, and empathy for others: these are qualities that Wayland High School seeks to instill in its students. At its core, our mission is to provide a rigorous and stimulating academic environment that promotes the acquisition of knowledge and skills. Yet we deem it equally important to nurture self-confident, collaborative, and conscientious individuals. We strive to create a climate where risk-taking is safeguarded, open expression is encouraged, and free association is protected. Our goal is to advance our students' growth into principled, informed, and capable citizens who will help guide a democracy that follows humanitarian principles in the global forum, and shape a just society where individuals may reach their full potential.

## **EXPECTATIONS FOR STUDENT LEARNING**

### **Academic Expectations**

Wayland High School students will

- read actively and critically
- communicate effectively in both written and oral forms
- understand and interpret the cultural and historical contexts of the world
- use scientific and mathematical approaches to interpret information and solve problems
- seek and use information effectively, creatively and ethically to construct knowledge

### **Social Expectations**

Wayland High School students will

- treat teachers, staff, other students, and themselves with respect
- exhibit honesty and integrity in all aspects of school life (curricular, extracurricular, and social)
- take responsibility for themselves within Wayland High School and the greater community
- demonstrate empathy with people of different abilities, backgrounds, and cultures and appreciate the commonality and inter-dependence of all communities.
- show an ability to work collaboratively
- appreciate the importance of a sound mind and body

### **Civic Expectations**

Wayland High School students will

- serve their community and society actively through volunteerism
- develop an awareness of local, national, and global issues
- know their rights and responsibilities
- value and respect the environment
- engage in the democratic process in school and in society

## **GENERAL INFORMATION**

Wayland High School is organized on a single session day that begins at 7:30 a.m. and ends at 2:15 p.m. (1:05 on Wednesday). We operate on an eight-day, eight-period cycle with six of the eight periods meeting each day (we call these “blocks”).

There is an extensive co-curricular and extra-curricular program which includes a variety of clubs, fine arts groups, service organizations and athletic teams. Students are encouraged to become involved in these activities to enhance and to enrich their educational experience at Wayland High School.

**Homework and Extra Help.** Students should expect homework in addition to the work they do in classroom time. Our rotating block schedule generally affords students time during the school day to begin homework and to obtain tutoring assistance from teachers. Help sessions may also be scheduled after school with teachers or in the Academic Center (see below).

**Report cards** are issued four times annually and are taken home by the students except for the final marking period when report cards are mailed. Report cards are also available through iParent.

**Academic warnings** are mailed or emailed at the middle of each term to students who are experiencing academic difficulty. Reports may be sent at other times if a teacher decides that one is warranted. Parents/guardians should contact the teacher directly with specific questions or to request a meeting. Parents may also call the student's guidance counselor with more general questions.

### **Guidance Services**

The guidance services at Wayland High School are designed to meet the educational, social, and emotional needs of students at each grade level. Upon entering the ninth grade, students are assigned a guidance counselor who works with them throughout the four years at Wayland High School. Our programs are designed to address the common concerns around academic planning and course selection, orientation and transition to the high school, testing, academic, and personal adjustment issues, and the future planning process. At the same time, the guidance program provides a highly individualized focus for every student. Guidance counselors receive copies of all progress reports, and report cards. They are in contact with teachers, special needs staff, administrators, and parents and are, therefore, in a position to have a comprehensive understanding of each student in their caseload. The guidance counselors are not merely academic advisors; they are trained counseling professionals with experience in assisting students as they face and explore concerns that are important to their lives.

The guidance counselors are available for meetings at the request of a student, parent, or teacher and are involved in helping to resolve academic and personal issues with their students.

The formal guidance program begins in the spring before students enter the high school, when guidance counselors meet at the middle school with 8<sup>th</sup> graders in their math classes. The administration also conducts an evening information session for parents of incoming ninth grade students. Planned guidance activities continue each year as follows:

### **Grade 9**

- Ninth grade seminar program
- Progress report and report card review
- Individual meetings as needed

### **Grade 10**

- Sophomore seminar program
- Progress report and report card review
- Individual course planning conference for grades 11 and 12

### **Grade 11**

- Junior seminar program
- Progress report and report card review
- Review of PSAT results and program planning for grade 12
- Individual parent/student conferences as needed
- Individual follow-up sessions on future planning
- Future planning program for parents

### **Grade 12**

- Senior seminar workshops
- Future planning program for parents
- Individual meetings with seniors and parents regarding future planning and transition issues

The **adjustment counselor** has a small caseload of students and teams with the other counselors to provide additional support to all students regarding their social, emotional and behavioral well-being.

[A Parent's Guide to Guidance Services](#) is available online for all families. Please consult this handbook for a more complete discussion of the guidance services available at Wayland High School. In addition, a Wayland calendar and current information are mailed to each family during the summer.

## **Special Education and the Learning Resource Team**

The LRT is available to those students who have educational plans under IDEA regulations. The Learning Resource Team (LRT and ALRT), part of the system-wide special education department, is dedicated to the overall education of students with special needs, and their inclusion into the high school. The primary goals of the team are to strengthen students' academic skills, to encourage positive, active participation in their education, and to build their self-respect and respect for others. The ultimate goal is to empower students so that they need diminishing support as they progress through high school. Resource room instruction is individualized and based on the needs of the student's Individualized Educational Plan. Areas covered may include study and organizational skills, preparation for tests, reading comprehension, math, the writing process, and affective support. Students are awarded credit on a pass/fail basis. As consulting teachers, the team works with regular education teachers, both in and out of the classroom, to improve student performance, develop appropriate instructional strategies, and coordinate the delivery of services to students with special needs.

## **Academic Center**

The Academic Center is available for all students who need tutorial assistance in any of their academic subjects. It is also a place for students to study, get help with organization and study skills, as well as projects and other assignments. Students may have a regularly scheduled appointment or come in on a drop in basis for help. Students are welcome to use the academic center to study during their free blocks and after school. The academic center staff is the director, National Honor Society members, and volunteers from the community. Students in need of support are paired with a peer tutor usually once or twice in the 8-day rotation of classes. Teachers, guidance counselors, or parents can refer students for tutoring. Students can also refer themselves for tutoring. Forms are located in the academic center for students to fill out, whether they need a tutor or they would like to volunteer to tutor other students. Students who volunteer to tutor receive community service hours. The Academic Center has a cart of laptops, a cart of iPads, classroom texts, and school supplies available for students to use while working there. Special programs are offered during the school year and are posted on the academic center website. All freshmen are introduced to the Academic Center during their freshman seminar at the start of the school year.

The Academic Center hours are: Monday and Wednesday, 7:15-3:30, Tuesday and Fridays, 7:15-2:15.

## **Media Services**

The Library Media Center (LMC) provides services for students, faculty, and staff. Students use the LMC to study, finish homework, read for personal enjoyment, and complete projects that require research. Teachers bring their classes to the LMC for information literacy instruction and collaborative research work. Teachers also use the library resources to plan and prepare units in the curriculum, produce media materials for class, and conduct individual research for their own professional development. Students and teachers use media services extensively for both academic and personal interests.

The LMC offers over 12,000 fiction, non-fiction and reference print and e-books; 12 Nook Color e-readers for students to check out; over 25 magazines and journals for research and pleasure reading; extensive electronic resources including scholarly databases and online encyclopedias; audio recorders and digital cameras for checkout; Destiny, our online public access catalog used to search for books and online resources in the Library; a computer lab for web research and word processing; A/V lab which includes a laminator, printer, copier, scanner; quiet study conference rooms and carrels; and two work collaboration areas for team projects

The LMC offers students individual support day in and day out. Library and research assistance is provided by the Library Media Specialist; tutoring and homework help is available through the Academic Center from the teachers, Honor Society students, and community volunteers; computer support is available through the Tech Department; directed help is offered by the alternative Learning Resources Team (LRT).

The LMC opens each day at 7:10 a.m. It remains open after the end of the last teaching block until 3:00 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesday the center remains open during in-service release time until 2:15 p.m.

## Health Services

School health services are provided to protect and improve your health thus enabling you to gain the greatest benefit from your school experience. Services include first aid for accident and illness; Body Mass Index (BMI), and vision and hearing screening for 10th grade students; postural screening for 9th graders; counseling; promotion of regular health supervision by family physician; adjustment of academic program when required by illness or handicap; and provision of a safe school environment.

The health room is located in the Administration building and is open during school hours. The school nurse will be in the health room throughout the school day and will administer any necessary first aid for accident and/or illness. It is the parent's responsibility to provide transportation when a student is dismissed from school.

Students coming to the health room must obtain a pass from their teacher unless they are coming during unscheduled time or if their visit is an emergency. Medication administration (both over the counter and prescribed) requires the appropriate forms signed by parent and/or physician. These forms are available on the Wayland Public School Website.

## Physical Exams

The Massachusetts Department of Public Health requires a physical examination upon entering a school system and every three years thereafter (10<sup>th</sup> grade physical is mandated dated a maximum of one year prior to entering 10<sup>th</sup> grade.) In addition, based on Massachusetts Interscholastic Athletic Association rules, physical examinations are required every 13 months, for all grade levels, before participating in competitive sports.

## REQUIRED AND RECOMMENDED GRADUATION REQUIREMENTS

Most students at WHS take five major courses, an elective, and physical education each year; some students take more and, in unusual educational plans, the school administration may approve an alternative plan. Students must carry 21 credits in order to be considered full-time.

The course descriptions that begin on page 14 give information about the educational programs at Wayland High School and the courses offered. Information concerning the number of meetings per cycle, credit, duration of the course, level and usual grade is included in the course list beginning on page 60. If you need further information or assistance, contact the appropriate academic department or the guidance department.

### Graduation Requirements

A minimum of seventy-six credits is required for graduation as follows:

English	16 credits	A four-year sequence in English
Social Studies	12 credits	Three years of social studies, including one year of United States History and Old/New World History
Mathematics	8 credits	Two years of mathematics
Science	8 credits	Two years of science
Wellness	4 credits	Wellness each year the student is in attendance

Fine Arts	4 credits	Starting with the class of 2015
Additional Courses	28 credits	

Wellness is required of every student. If a student has a doctor's note limiting his/her participation in Wellness classes, he/she is required to participate in core components of the program, i.e.: programs offered in health education, wellness offerings, etc. A student with a doctor's note (medically restricted) will be monitored by the assistant principal, school nurse, and a physical education staff member.

### Course Requirements for College Admission

Although recommended and required courses for individual colleges vary, the following admissions standards for the Massachusetts four-year college system are a good general guideline.

English	16 credits	4 years
Social Studies	12 credits	3 years (including one course of U.S. History and one year of World History)
Mathematics	12 credits	3 years (algebra I & II and geometry or trigonometry or comparable coursework)
Science	12 credits	3 years (including two courses with laboratory work)
Foreign Language	8 credits	2 years (in a single language in high school)
Electives	8 credits	2 courses (from the above subjects, from the fine arts or computer sciences)

### Promotion Requirements

All courses are assigned credit values based on the number of class meetings each cycle. Students will be advanced to the next grade level according to the following credit schedule:

Grade 10	13 credits
Grade 11	31 credits
Grade 12	53 credits

In order to be considered in assigning a student's grade level, credits must be recorded in the guidance office by September 1.

### Recommended Minimum Program by Grade

Students are required to elect courses totaling a minimum of 21 credits for each year that they are in attendance at Wayland High School. **\*\* Beginning with the class of 2015, students will need to complete four credits of Fine Arts. This can occur during any year prior to graduation.**

#### GRADE 9

English	4 credits
Social Studies	4 credits
Science	4 credits
Mathematics	4 credits
Physical Education	1 credit
Additional Courses	4 credits

### **GRADE 10**

English	4 credits
Social Studies	4 credits
Science	4 credits
Mathematics	4 credits
Wellness	1 credit
Fine Arts	2 credits
Additional Courses	4 credits

### **GRADE 11**

English	4 credits
Social Studies	4 credits
Wellness	1 credit
Fine Arts	2 credits
Additional Courses	12 credits

### **GRADE 12**

English	4 credits
Wellness	1 credit
Additional Courses	16 credits

### **Community Service Requirement**

Wayland High School has a long-standing commitment of encouraging community service as a powerful learning experience for our students. We realize that the vast majority of our students are already involved in numerous activities that are valuable services to both the town and the school communities. Requiring **30 hours of community service** as a condition for senior privileges is the recognition that for every privilege there is a responsibility. While we realize the limitations of only doing 30 hours of service, it is our expectation and hope that performing this service will be the start of a life-long habit.

When applying for open campus permission each student must submit a school community service form to guidance testifying that they have completed a minimum of 30 hours of community service signed by the supervisor of the project and the student's parents. A list of approved areas may be obtained from the guidance office. Students may begin to accumulate hours in the summer before they begin at WHS as 9<sup>th</sup> graders.

If a student performs community service that is not on the approved list they must receive approval from the principal or assistant principal prior to completing their 30 hours. Please remember that the approved list is only a partial listing of possible ideas. We encourage students to use their interest, imagination and talents towards developing the ideal community service that meets their individual needs.

### **COURSE SELECTION PROCESS**

1. Since the scheduling process operates on a strict timetable, it is **very important** that you meet the deadlines listed below for submitting your course requests.

Early March ..... Teachers confer with students and enter recommendations into iPass  
Late March..... Students and Parents review teacher recommendations through  
iParent and iStudent

April 1<sup>st</sup> .....Deadline to submit an override appeal with evidence  
May 16<sup>th</sup> .....Resolution of override requests and placement into courses

2. To familiarize yourself with the courses that might be appropriate for you, first read the Course Level explanation on page 10 and the graduation requirements at the beginning of this document; then read the more specific course descriptions listed within each departmental section starting on page 14.
3. For any course that represents continued study within a department, the current teacher will confer with the student and make a recommendation directly into iPass by early March.
4. Starting in late March, parents will be able to see teacher recommendations via their iParent accounts. Students and parents/guardians should speak directly to the teacher if there is any question about a course or level placement.
5. If there is still disagreement about course placement after conferring with the teacher, the student may initiate the **override procedure** assuming that he/she meets the eligibility criteria (see page 10). Only students who have earned a C+ in honors courses or B+ in college preparatory courses in the outset of the course selection process are eligible for the placement appeals process. An override request must be submitted to the department head no later than April 1<sup>st</sup>.
6. It is our intention to complete the scheduling process by June so that schedule conflicts can be resolved and class sizes can be balanced before the end of the school year. Opportunities for schedule changes during the summer vacation and fall are very limited.

### **Course Levels**

Most courses are divided into levels that differ in depth and complexity of content and pace of learning. Students are assigned to appropriate levels in each subject and may move from one level to another when recommended. Level assignments are determined by the classroom teacher based on student performance and the demonstrated level of student educational development (i.e., concrete versus abstract learning style).

**Honors and advanced placement level courses** are appropriate for students who demonstrate high achievement and display strong motivation in their classes. These classes require students to be self-directed and have the highest reading, writing, mathematical, organizational, and participation skills.

**College level courses** are appropriate for those students who want rigorous college preparatory content with more structured tasks than they may find in an honors class. These classes require relatively strong reading, writing, mathematical, and organizational skills.

**Introductory level courses** are provided for those students who want access to college preparatory content but also require more structured tasks and specific instruction in study skills.

**Foundation level courses** are designed for students whose learning needs require substantial modifications to the regular course content and assessments. These courses are typically offered concurrently with Introductory or College level classes (i.e., in the same classroom, at the same time). Students in foundation courses are enrolled in these leveled regular education classes and are fully included in all aspects of the learning experience except as required by their individual learning needs. These courses require permission of an administrator.

## **Criteria for enrollment in honors and AP courses**

Enrollment in honors and AP courses is generally determined by the following:

- Recommendation by the teacher (assessments of content--primarily formal written work, tests, and quizzes--will be used as the most important criteria for teacher recommendations to each leveled course).
- Attainment of a B- grade or better in an **honors or AP course** in the same subject.
- Attainment of an A- or better in a **College-level class** in the same subject.

There are more additional prerequisites for AP English, AP Calculus, AP Chemistry, AP Physics, and AP United States History.

## **Override Procedure**

Sometimes parents/guardians/students choose to reject placement recommendations and request placement in a more demanding level. There are risks in doing so. Specifically:

A student who does poorly in a more advanced class weakens his/her record. Sometimes, difficulties in one course generate difficulties in others as well.

To keep up with the class, the students may require more individual help than the teacher can reasonably be expected to provide. The demands of an advanced curriculum do not allow teachers to accommodate to the pace of a student who is misplaced. The teacher cannot provide individual tutoring.

We cannot assume that a student who has difficulty in one level class will be able to move back to a lower level. Classes are tightly scheduled and it may not be possible to find a place in mid-semester. The student must then either drop the course or remain in the requested section despite diminished performance.

When a transfer is possible, it may be necessary to reschedule other classes to accommodate the shift. This general disruption can cause problems in other courses where the student may have made a good adjustment.

In any event, we will do all that we can reasonably do as educators to assure that your son/daughter succeeds.

## **Override Eligibility**

Only students who have earned a C+ in honors courses or B+ in college preparatory courses in the outset of the course selection process are eligible for the placement appeals process. Recommended students whose performance dips below the criteria threshold could risk being moved to the wait-list for the desired course.

Students who meet the override eligibility criteria, but do not meet the academic prerequisite(s), to enter an Honors or A.P. course may initiate an appeals process. The process is as follows:

1. The student must submit a one-page statement in support of entering the desired course and supporting evidence (i.e., writing samples, tests and quizzes, plans for additional support, etc.). **Appeals must be received by the subject department head no later than**

## **April 13.**

2. An appeal meeting involving the student and his or her parents/guardians, the teacher, the department head, and the guidance counselor will be scheduled **before May 15<sup>th</sup>** to discuss the request. A decision will be rendered at that time.
3. If agreement is still not reached between the requesting student and the department, the original teacher recommendation stands. The student will be placed on a **waitlist** for the Honors or A.P. course in question, with priority given to students who have met the prerequisite conditions at the end of the year.
4. At this point also, the parent signs a statement acknowledging the recommendations of the professional staff, and indicating that if the student enrolls in a course for which s/he is not recommended and fails to maintain a B- average or better at the end of the semester, the student would be moved to the more appropriate level. If not practical to reschedule a student at that time, the student will remain in the course in question but with the clear understanding that the student will not be allowed to enroll in an honors level (or A.P.) course in that discipline in the ensuing year.

***For incoming 9th graders:*** All override meetings will take place at the middle school level.

***All appeal meetings must take place no later than May 15<sup>th</sup>.***

### **Guidelines for Course Changes**

Students are encouraged to confer with their teacher, guidance counselor, and parents/guardians regarding the advisability of a course change. Students must obtain parental permission for any change, except during the first several days of school in September.

1. Students may not enter a semester course after two weeks of the course have elapsed.
2. Students may not enter a year course in a different subject after four weeks of the course have elapsed.
3. Students may not change from honors level to college level of the same subject in which they are enrolled after the third week of the third quarter.
4. Students may not change from college level to honors level of the same subject in which they are enrolled after the first week of the second quarter. This change is possible only:
  - a. if they have followed all of the procedures outlined previously entitled honors and advanced placement levels; and b.
  - b. if they have the approval of the department head.
5. If a student chooses to drop a course after 50% of the course has elapsed, a -W for withdrawn will be reflected on the student's transcript.

### **Grade Point Average: GPA**

A weighted GPA is computed at the end of six semesters and a weighted GPA grade/distribution graph is developed. The student's official transcript and the GPA graph are provided to each college to which the student applies. Please refer to the table of weights below to calculate a student's weighted GPA.

### Table of Weights

Honors/AP		Foundation/Intro./College
A	5.0	4.0
A-	4.7	3.7
B+	4.3	3.3
B	4.0	3.0
B-	3.7	2.7
C+	3.3	2.3
C	3.0	2.0
C-	2.7	1.7
D+	2.3	1.3
D	2.0	1.0
D-	1.7	0.7
F	0	0

### Computing The Weighted GPA

Only courses in the five academic majors and honors-level elective courses are used to calculate the weighted GPA.

- Multiply value of grade by credit value of course.
- Divide total of this value by total credits of courses being ranked.
- Result is weighted GPA of courses grades 9-11 inclusive. **Only** courses taken at Wayland High School are included in the weighted GPA.

### Computing the Unweighted GPA

Both academic majors and all elective courses are used to calculate the unweighted GPA.

- Add together the value of grades in each course
- Divide this total by number of courses
- Result is unweighted GPA. **Only** courses taken at Wayland High School are included in the calculation of unweighted GPA.

## HONOR ROLL

### **Honors**

Students who have earned an **unweighted** 3.0 GPA on an A = 4.0 scale in graded subjects are eligible for Honor Roll. See values on page 12 for course weights. Students who receive an incomplete or less than a C in any subject do not qualify. To be eligible a student must be taking a minimum of 16 credits in graded courses. A supplementary honor roll will be issued for those students who qualify after making up incomplete grades.

### **High Honors**

Students who earn an unweighted GPA of 3.6 and meet the requirements for the honor roll are named to the high honors list.

# COURSE DESCRIPTIONS

## SCIENCE

The science department course offerings are designed for students planning to go to college or to enter the world of work after graduation. The program objectives emphasize the development of concepts and skills students need to demonstrate a reasonable command of a science knowledge base and to interpret the world around them using a scientific approach. The science program fosters the development of a personal interest in and an understanding of the impact of science on society as a whole. The normal sequences of courses are as follows:

### Typical Science Sequences

<b>Grade 9</b>	Honors Biology	College Physical Science	Physical Science
<b>Grade 10</b>	Honors Chemistry or College Chemistry (Environmental or Quantitative)	College Biology or Principles of Biology	Principles of Biology
<b>Grade 11</b>	Honors Physics or College Physics	College Chemistry (Environmental or Quantitative)	College Chemistry – Environmental
<b>Grade 12</b>	AP Biology, AP Chemistry, or AP Physics OR Electives: Environmental Science, Astronomy, Forensic Science	College Physics OR Electives: Environmental Science, Astronomy, Forensic Science	Principles of Technology OR Electives: Environmental Science, Astronomy, Forensic Science

All of the honors and college sequence courses include one or two double period laboratory sections within their structure. These sections meet with the same teachers as the normal class periods. The science department encourages high school students to take a minimum of one course in each of the major branches of science: biology, chemistry and physics. Highly motivated students with a positive record of achievement have an opportunity to pursue their interests in science in advanced placement courses. College credit and/or advanced standing in college may be granted to students who score well on the College Board Advanced Placement Examinations.

Students who have an interest in science and its application in the world around them are also encouraged to take one of our electives: environmental science, meteorology, aquatic science, or astronomy.

### 1110 PHYSICALSCIENCE

This course may also be offered on the Foundation level Physical Science (1100).

The Physical Science course challenges freshmen students to develop a basic understanding of matter and energy. This course stresses the qualitative aspects of an introduction to chemistry and physics. Particular emphasis is placed upon the structure and routine necessary for successful study of science. Physical Science provides students with a basic foundation in mechanics, waves, optics, thermodynamics, electricity, electromagnetic spectrum, chemical structure and chemical interaction.

This course is structured for students who are concurrently taking the introductory geometry math course. Student evaluation in this course is based upon class participation, homework, performance in laboratory activities and achievement on quizzes and tests. The course includes many laboratory activities and utilizes a variety of instructional modes. Before entering this course during the school year, parents and the student should give careful consideration to the recommendation of their eighth grade science teacher and the department head.

### **1120 COLLEGE PHYSICAL SCIENCE**

College Physical Science (CPS) is a team-taught, highly organized ninth grade curriculum designed as an introduction to physics and chemistry. Students gain an understanding of inorganic chemistry. In turn, the students gain an understanding of mechanics, waves, electricity, magnetism, electromagnetic spectrum, and thermodynamics. Emphasis is placed on developing a knowledge base, study techniques, and laboratory skills which will provide a framework for development in college preparatory biology, chemistry and physics. The course includes many laboratory activities and utilizes a variety of instructional modes to meet its objectives. The CPS curriculum addresses the comprehensive goals and objectives of the Wayland High School Mission and Expectations.

Students are evaluated according to a formula which includes performance on tests and quizzes, homework, lab work, and the quality of term projects.

### **1130 HONORS BIOLOGY**

Prerequisite: Middle school science teacher recommendation or A- or above in CPS

Honors Biology offers an in-depth survey of college preparatory material for students who have demonstrated ability in science through a high performance level in middle school science classes. The coursework assumes that students have excellent reading comprehension and math skills and show higher level thinking skills. Laboratory investigations and outside readings supplement an intense, comprehensive course of study. Class discussions focus on core foundations and recent developments in biological science. Classes each cycle include regular meetings and a double period laboratory experience. The course helps to prepare students for the SAT II - Biology Test.

Student evaluation is based on unit tests, quizzes (both objective and essay types), laboratory work, homework, outside reading reports and quarterly projects.

### **1225 PRINCIPLES OF BIOLOGY**

This course is also offered at the Foundation level (1200 Foundations in Biology)

Prerequisite: College Physical Science (CPS) or Physical Science

Principles of Biology is a college preparatory course that provides an introduction to the major topics of modern biology organized in a more project-based approach. Throughout the year, major themes are explored such as the process of science, structure and function of hierarchies of biological organization and unity and diversity of organisms. The course content, combined with double period laboratory work, reflects recent developments in biological science. The teaching team utilizes a variety of instructional techniques to accomplish course objectives, with a special focus on hands-on activities such as labs and projects. Evaluation is based primarily on laboratory work, projects, and portfolio compilations, all of which can be part of class work as well as homework. Tests and quizzes are also used, though not as often. The course is compatible with the MCAS biology frameworks.

## **1220 COLLEGE PREP BIOLOGY**

Prerequisite: College physical science (CPS)

College Biology provides an introduction to the major topics of modern biology organized in a phylogenetic approach. Throughout the year, major themes are explored such as the process of science, structure and function of hierarchies of biological organization and unity and diversity of organisms. The course content, combined with double period laboratory work, reflects recent developments in biological science. The teaching team utilizes a variety of instructional techniques to accomplish course objectives. Classes include regular meetings and a double period laboratory experience every cycle.

Evaluation is based primarily on unit tests, quizzes, laboratory work, projects, homework, and portfolio compilations. The course is compatible with the MCAS biology frameworks.

## **1230 HONORS CHEMISTRY**

Prerequisites: B- or above in honors biology or A- in college biology. Recommended: B+ or above in Honors Geometry or Honors Algebra 2; or A- in College Geometry or College Algebra 2.

Honors Chemistry is designed for students who have demonstrated high ability in math and science and are motivated to take a rigorous, fast-paced chemistry course. Chemical principles and quantitative relationships are explored through laboratory work, reading assignments and class discussion. The course provides a survey of the concepts of inorganic chemistry with emphasis on the molecular nature of matter, the periodicity of matter and chemical equilibria. Students are expected to use principles of quantitative reasoning in solving problems. The scope and depth of the course provides students more than adequate preparation for college level chemistry and the SAT II - Chemistry Achievement Test. A double period laboratory with formal lab reporting is included each cycle.

Quizzes and tests are scheduled frequently. Grades are computed from scores on quizzes and tests and the evaluation of laboratory, class work, homework and some project work.

## **1320 COLLEGE CHEMISTRY - O**

Prerequisite: B- or above in college biology. Recommended: B- or above in College Geometry and/or College Algebra 2.

This course is designed for the student who is interested in a traditional, mathematically oriented chemistry course.

Concepts such as the mole, stoichiometry, the modern view of the atom, nomenclature, equilibrium, acid and base theory, electrochemistry, gas laws among other traditional topics, will be covered. A double period lab is incorporated in each cycle. The lab portion of the course will mirror the material and concepts being discussed in class and will be a substantial part of the curriculum.

The scope of this course is such that students will be prepared for further studies in science if they intend to pursue such an academic track in college. It is intended that the students electing this course will take the SAT II in chemistry. This course is designed for the student who wishes to cover the material presented in a traditional chemistry course but is not ready for the rigorous pace and in-depth abstract reasoning required in honors chemistry.

A double period lab is incorporated in each cycle. The lab portion of the course will mirror the material and concepts being discussed in class and will be a substantial part of the curriculum.

### **1322 COLLEGE CHEMISTRY - E**

This course is also offered at the Foundation level (1310 Foundations in Chemistry)

This course is designed for the student who is interested in a chemistry course that focuses on the environmental and societal applications of the science rather than the quantitative (mathematics oriented) problem solving applications. Topics covered in this course are those found in any first year chemistry course and are presented within an environmental case study of general topics such as water, the atmosphere, and conserving chemical resources.

The course is designed to help students realize the important role that chemistry will play in their personal and professional lives. Students will use chemistry knowledge to think through and make informed decisions about issues involving science and technology. Further, students will develop a lifelong awareness of both the potential and limitations of science and technology.

A double period lab is incorporated in each cycle. The lab portion of the class mirrors the topics that are being discussed and will embed the chemical concepts under consideration within the context of a larger problem. This course will emphasize the conceptual, rather than the mathematical nature of chemistry. While broad in scope, the student electing to enroll in this course should understand that the level of material presented will not prepare the student for the SAT II in chemistry.

### **1330 HONORS PHYSICS**

Prerequisite: B- or above in honors chemistry or A- or above in college quantitative chemistry or department head approval; college or honors precalculus taken concurrently

Honors Physics is an introductory survey course in physics for students who have demonstrated proficiency in algebra and geometry. A rigorous analytical approach is used in the study of the applications of physics to everyday phenomena. Topics include mechanics, waves, light optics, sound, and electricity. Laboratory work and experiment design work are an integral part of the curriculum. A double period laboratory is included each cycle. This course is preparation for the SAT II - Physics Achievement Test. Evaluation is based on quizzes, tests, homework, laboratory work and projects.

### **1410 PRINCIPLES OF TECHNOLOGY**

This course is also offered at the Foundation level (1412 Foundations in Principles of Technology)

This college-level course, designed for senior students, explores the application of physics principles in contemporary technologies. Study units describe how technical concepts can be analyzed and applied to equipment and devices in mechanical, fluid, electrical, and thermal energy systems. Emphasis is placed on understanding underlying principles rather than the specifics of a technology. Some math skills are required. The curriculum is structured so that students will learn about these principles through activities such as video presentations, teacher demonstrations, hands- on laboratory exercises, and design projects. This course does not include a double period lab. Evaluation is based on quizzes, tests, homework, laboratory work and projects.

Before entering this course during the school year, parents and the student should give careful

consideration to the recommendation of the teacher and the department head.

### **1420 COLLEGE PHYSICS**

Prerequisite: Algebra 2

College physics challenges students to apply basic physical principles to an understanding of the world around them. Double period laboratory work, student designed projects and class work demonstrations relevant to course content are major components of the instructional strategy. Students use various analytical techniques to understand experimental data. Areas of study include mechanics, light, waves, sound, electricity, and magnetism. Evaluation is based on quizzes, laboratory reports, projects, homework and tests.

### **1440 ADVANCED PLACEMENT BIOLOGY**

Prerequisite: Honors or college biology and honors or college chemistry

AP Biology is designed for highly motivated and capable seniors seeking college level work in high school with the intention of satisfying college requirements for advanced standing and/or course credit in biology. AP Biology is equivalent to a college level introductory biology course for biology majors, utilizes a college level text, and offers college level lab experiences. **Two double periods for laboratory work is included in each cycle.**

To prepare students for the advanced placement biology examination, teacher-made quizzes and tests include both objective and essay questions. Some unit tests are double period examinations. To receive credit for the course, students must take the appropriate advanced placement examination and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

### **1442 ADVANCED PLACEMENT CHEMISTRY**

Prerequisite: One year of chemistry

AP Chemistry examines patterns of chemical behavior which relate fact to theory. Observed chemical properties lead students to an understanding of the structure of molecules. Principles, concepts and specific facts of chemistry are used in both inductive and deductive reasoning processes. Topics in the course include the structure of matter, kinetic theory, equilibria, thermodynamics and electrochemistry. The laboratory program (**two double periods each cycle**) includes both quantitative experiments and qualitative analysis of unknowns.

Quarterly grades are computed on the basis of tests and laboratory and class work. To receive credit for the course a student must write the appropriate advanced placement exam and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

### **1444 ADVANCED PLACEMENT PHYSICS**

Prerequisite: Honors physics, calculus taken concurrently

The College Entrance Examination Board curriculum serves as the guide for AP Physics. The course prepares the students to take the C-level (calculus based) advanced placement examination. The two areas covered in depth are classical mechanics and electricity and magnetism. The approach is predominantly analytical problem solving. Calculus is essential to the course and must be taken concurrently. **Two double period laboratories are included in each cycle.** To receive credit for the course, students must write the appropriate advanced placement examination and pay the required fee. Scholarships are available through guidance for

students for whom the fee poses a financial hardship.

## **Science Electives**

### **1435 COLLEGE ENVIRONMENTAL SCIENCE**

### **1436 HONORS ENVIRONMENTAL SCIENCE**

Prerequisites: Successful completion of biology and chemistry

Environmental science is a 12<sup>th</sup> grade full-year science elective that can be taken for honors or college prep credit. Using the textbook, current events, classic ecology readings and environmental essays, and the Internet, students will focus on six major themes: sustainability, stewardship, sound science, ecosystems as resources, environmental policy decision-making and globalization. Discussions, debates, speakers, fieldwork, research projects and lab activities will actively engage students in their learning. Students will be challenged to evaluate their own lifestyles. Critical environmental issues of soils, biodiversity, atmosphere, clean water and human population growth will be explored.

### **1521 ASTRONOMY**

A yearlong college level science elective for seniors. What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? From the phases of the moon to the explosions of supernovas, this class is a general introduction to contemporary astronomy that includes an examination of the ways modern astronomers probe our universe and come up with their best theories of cosmic evolution.

### **1515 FORENSIC SCIENCE**

Prerequisites: Successful completion of chemistry and biology. Recommended: Successful completion of physics.

The Forensic Science Elective Curriculum focuses on the analysis of evidence collection, the decomposition process, crime scenes, skeletal remains, ballistics, toxicology, and document validity. Case studies and crime scenarios help students understand the implications and complicated issues that are emerging as the science of forensics continues to develop.

The Forensic Science Elective Curriculum may encourages critical thinking, use of the scientific method, integration of technology, and application of knowledge and skills learned to the solving of practical questions and problems. Laboratory investigations will be used in instruction to the maximum extent possible to illustrate scientific concepts and principles and to support inquiry-based instruction. Students are evaluated through their in-class participation, class activities (case studies, worksheets ...), readings, homework assignments, lab reports/analyses, management of their scientific notebook, and completion of quarter projects, quizzes, unit tests, mid-term and final exams. Students are expected to work in teams as well as individually. The recommended prerequisite science courses for the Forensic Science Elective Course are: biology, chemistry and physics.

## **SOCIAL STUDIES**

The social studies program at Wayland High School aims to prepare students for their future roles as voting citizens of a democratic world power whose actions will have a major influence in world affairs over the decades ahead. Students will be introduced to the historical

and cultural influences that have shaped the world of the present, both in the United States and

elsewhere. They will be helped to develop and apply the intellectual and analytical tools of many of the social sciences to deepen and broaden their understanding of past trends, current events and potential future developments. In all courses the department emphasizes critical thinking skills, especially comparing and contrasting differing opinions and perspectives about important social and political questions. Students must complete three years of social studies to meet the graduation requirements of Wayland High School, which must include the two-year United States history sequence (10<sup>th</sup> grade The Old World and the New World and 11<sup>th</sup> grade US History). Students are encouraged to continue their study of social studies beyond this three-year requirement.

### **9th Grade Courses**

#### **2121 TWENTIETH CENTURY WORLD STUDIES**

This course is also offered for Introductory 2111 and Foundation 2101 credit

*Twentieth Century World Studies* begins in late 19th century Europe during the age of ‘new’ imperialism. For the first quarter, students will examine the evolution of modern Europe, including the last gasp of the old order, WWI, the Russian Revolution, the rise of fascism, WWII, the Cold War, and post-Cold War Europe. From there we move to 20th century Southern Asia, with an emphasis of Gandhi and anti-colonialism, the partition of India and Pakistan, the emergence of the world’s largest democracy, and current Pakistani-Indian relations. The third quarter takes us east to modern China, where the focus will be on the demise of dynastic rule and subsequent civil war, Mao, and China as an economic and military superpower. Finally, we end with the Middle East, spending the fourth quarter examining case studies like the Arab-Israeli Dispute and the origins and development of the wars in Iraq and Afghanistan.

\*–with Distinction option: Students averaging a B+ or better who are eager for an extra intellectual challenge may consider the –with Distinction project. Details will be provided in classes.

### **10th Grade Courses**

All students must pass both the Old World and the New World and United States History to graduate. This is a two-year Massachusetts requirement.

#### **2220 COLLEGE THE OLD WORLD AND THE NEW WORLD**

This course is also offered for Introductory 2210 and Foundation 2222 credit; please see school-wide definitions described earlier in the Program of Studies

This Level 2 course provides a chronological and thematic study of European and early American History. The primary emphasis of the first semester is the evolution of modern Western thought from the Reformation through the Enlightenment. Major themes include the rise of individualism, democracy, human rights, and the emergence of national identity. The latter 2/3 of the course shifts from the rise of modern western thought to the foundations of the American Republic through 1850. How did the themes of early modern Europe play out in the American Experiment?

#### **2230 HONORS THE OLD WORLD AND THE NEW WORLD**

Prerequisite: A- or above in 20<sup>th</sup> Century World Studies

This Level 3 course covers the same basic syllabus as College Old World and the New World, but in a significantly more rigorous manner. The workload is substantially heavier than the Level 2 course. Students here work with abstract ideas and must demonstrate superior

reading and writing skills as well as the capacity to handle a challenging workload in an independent manner. There is a much greater and more sophisticated emphasis on the complex social, political, and economic ideas that have shaped the modern Western world.

### **11th Grade Courses**

All juniors must pass both components of our two-year United States history sequence to graduate, the Old World and the New World and U.S. History. Courses are offered at all levels to 11<sup>th</sup> graders and are full year surveys of the important themes and events in United States history from the 1850's through the present.

#### **2320 COLLEGE UNITED STATES HISTORY**

This course is also offered for Introductory 2310 and Foundation 2300 credit; please see school-wide definitions described earlier in the Program of Studies

CUSH exposes students to a wide range of national issues, trends, individuals, and groups. United States History picks up chronologically where the Old World and the New World ends and continues the exploration of its primary themes. The first semester begins with the sectional crises of the 1850's, and then moves through the Civil War, Reconstruction and the later Civil Rights Movement, Industrialization, Immigration, and the emergence of the United States as a World Power. The second semester focuses on the 20th century exclusively, including Progressivism, World War I, the 1920's, the Great Depression, World War II, the Cold War and Vietnam, and the post-Watergate period.

#### **2330 HONORS UNITED STATES HISTORY**

Prerequisite: B- or above in Honors Old World and the New World, A- or above in College Preparatory Old World and the New World

A full-year Level 3 course which is a more rigorous survey than College Preparatory United States History. In addition to the basic chronological introduction, students will have the opportunity to explore a number of themes and periods of American History in greater depth. Special emphasis is placed on historiography, examining contrasting viewpoints and analysis of primary source materials.

#### **2340 ADVANCED PLACEMENT UNITED STATES HISTORY**

Prerequisite: A- or above in Honors Old World and New World

This very rigorous and fast moving Level 3 course is intended for juniors who wish to obtain college credit for study in United States History. It involves extensive reading and in-depth study of American political traditions, changing patterns of living, attitudes, and ideals, and major schools of American thought. Significant intellectual trends in politics and economics are the subject of research and discussion. The course will require extensive writing of analytical essays on various historical issues. In order to receive credit for this course students are required to take the Advanced Placement Examination and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

### **12th Grade Courses**

Twelfth grade social science is composed of a combination of quarter and semester-long electives which must add up to an entire year. In the spring, the social studies department will

query students about their top choices of the electives listed below.

### **2420 OR 2430 12TH GRADE SOCIAL SCIENCE**

Student may take this course for Foundation 2400, Introductory 2410, College 2420, or Honors 2430 credit in heterogeneous classes.

#### **Media and the American Democracy** (Duration: One quarter)

Media and the American Democracy is a course on the role that the media has played in American society past and present. This senior elective focuses on the ongoing connection between a free press and a free people. Among other issues, we analyze the emergence of the mass media, media ownership, its effects on society (teens, gender, race), advertisement and product placement, how the news is created, the recent blurring of the lines between news and entertainment, media ethics, and the free press during wartime. We will investigate such questions as: How informed do citizens need to be? What is the nature of the information we consume? How well do radio, television, the WWW, and print media serve us as democratic citizens? Who owns the media and why does this matter? Do the media reflect or imitate popular American culture?

#### **Psychology** (Duration: Semester)

This elective gives students an overview of a number of relevant and timely topics. Major areas covered include the Freudians and Humanists (emphasis on personality development), gender psychology and abnormal psychology. In addition, discussions involve dreams, behaviorism, the body and behavior, the history of psychology and adolescence.

#### **Race and Racism in the United States** (Duration: One quarter)

Students will explore and critically examine the issue of race in American society from a number of points of view. The elective will draw from historical, sociological, anthropological, intellectual, economic, political, and psychological perspectives on the importance and role of race in the United States. American ideas of race and the language proceeding from these ideas will be explored with major emphasis on the European and African American communities, with some consideration of the situation of other -racial groups. Students will be exposed to a variety of points of view about these important topics. A course goal will be to help students work effectively toward the achievement of a society based on justice and equality without regard to race.

#### **The World Since 1945** (Duration: One quarter)

This elective is democratic in that the students choose the general study topics and we go from there. Topics addressed in the past include: The Cold War and its impact at home and abroad, the history of rock and roll, the Vietnam War, the War on Terror, popular cultural trends of the late 20th century, and whatever key current issues are hot.

#### **Crime and Punishment** (Duration: One quarter)

This elective explores why crimes occur, perpetrators and victims, juvenile crime, women in prison, race, media coverage, and due process of law and criminals' rights. A highlight of the course is a trip to MCI-Norfolk to participate in Project Youth program.

### **2441 ADVANCED PLACEMENT EUROPEAN HISTORY**

This year-long senior course is comparable in scope and level of difficulty to a college level introductory course in European History. Its principal aim is to provide students with an opportunity to master and demonstrate an overall knowledge of the basic chronology, major events and trends in European history from 1450 to the contemporary period. Furthermore, its

purpose is to foster, through an intensive study of a range of topics, deeper understanding of the political, social, economic and intellectual forces that have shaped modern Europe and the world. The course begins with the Renaissance and Reformation and will travel through such important eras as the Scientific Revolution, the Enlightenment, the French Revolution and Napoleon, Building of European Supremacy, Imperialism, WWI, WWII and the Cold War, and the West at the Dawn of 21st Century. Not as specifically content-driven as APUSH, AP Euro has more of a big-picture, thematic emphasis. We invite any senior to consider enrolling who is up for the challenge! Please consult your current history teacher or Mr. Delaney for more information.

### **10th, 11th, and 12th Grade Semester Electives**

Please note that the following semester courses will earn you graduation credit, but they do NOT count towards the three years of Social Studies required to graduate. As such, the reading and writing expectations are more moderate. Courses are only available for college level credit and will run based on section availability and enrollment numbers.

#### **2520 DEMOCRACY IN ACTION**

Open to grades 10-12 - semester

Picture for a moment this scene: The setting--the office of a high school newspaper. The people—two paper editors putting the finishing touches on an article in which they plan to expose a cheating scandal that involves both students and a teacher. They finish the article and send the edition to press. Two days later, the article is read by students, teachers and even the parents of the community. Questions immediately arise: Could the principal have legally censored this article and prevented its publication? Could those written about sue the writers and school for defamation of their character? Just how free is one's speech at a public school?

Interested in the answer to these civic questions? It is issues such as these—and a wealth of others—that we will answer in Democracy in Action. This discussion and activity-based course will allow us to investigate our basic and essential rights as citizens. Together, we will critique and analyze the 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup> Amendments to the U.S. Constitution, civil law, the role of local, state and federal government, electoral politics, how our democracy operates and much more.

The goals of Democracy in Action are simple: when you leave this course you will better understand your rights, your obligations and how to challenge the shortcomings of our democracy. Finally, this class is a great fit for students that are interested in current issues and our government to those that rarely watch the news or read the paper—and anybody else in-between. In short, you will become more active and involved citizens. And, you will finally get the answer to that school newspaper controversy!

#### **2522 CONTEMPORARY ISSUES**

Open to grades 10-12 - semester

You probably remember current events from elementary school. In our Contemporary Issues course, we will not only be investigating and debating important events, decisions, and cultural phenomena that are shaping our world at present, but we will attempt to discover connections to these from the 20th century as well. This course will have a focus on the United States and its relations to the rest of the world.

The goal is to analyze and discuss the following: What kind of world do we want and see for this 21st century? Does war tend to solve or exacerbate foreign policy issues? What are the current social and cultural issues confronting our country and the world? How do current issues facing the US find their roots in events of the 20th century?

This course will be shaped by the contemporary issues of the day. In the past, we have studied issues ranging from the wars in Iraq and Afghanistan to the war on drugs, human rights issues, the physical health of our nation, and even the local sports scene.

## **ENGLISH**

Both honors and college preparatory English courses teach writing through a sequenced process approach and literature through exploring the reader's creative interaction with the text. The teaching objectives in the sequential courses at both levels parallel each other, but the degree of difficulty and expectations of student performance differ significantly.

During the first two years of the program, students are introduced to different types of personal and expository discourse, to the elements of fiction, poetry, and drama, and to various ways of making connections among their readings. In the latter two years, students devote greater attention to the study of national and cultural literatures and to the study of literary traditions. The program includes a broad range of literary voices from Western culture and represents writers from other traditions where it is practical to do so.

Integral to the four-year English program are individual student conferences with teachers. The objective is for every student to participate in such conferences.

## **COLLEGE**

Courses at this level prepare students for success in college by presenting them with an array of challenging reading and writing experiences designed to develop the language arts skills expected by any college or university. Students will regularly complete writing assignments that exhibit clear thinking and organization, good development through appropriate details, creative solutions for rhetorical problems, and awareness of standard grammar and usage. Students will read a variety of genres. Assigned novels, poems, plays and essays by traditional and contemporary authors will increase students' reading level both by challenging their skills of literal comprehension and by presenting opportunities for complex interpretations of the texts. Classroom discussions will provide opportunities for students to test their interpretations in the cooperative classroom community and to develop skills in oral expression.

## **HONORS**

Courses at this level present an accelerated curriculum designed only for students with exceptional writing skills and with the ability to read challenging texts that require complex thinking. While the texts will stretch the students' reading abilities, literal comprehension will be assumed. In comparison to the college courses, the honors curriculum moves more rapidly through more difficult material while demanding consistently high intellectual engagement. Students will be asked to respond to writing prompts with an array of rhetorical strategies. Student writers will be expected to sustain organizational coherence and include appropriate details. Class activities will deal almost exclusively with the intellectual, emotional, and aesthetic experiences generated by students' interactions with the works they encounter. Students in honors classes are required to participate actively and productively in all class discussions.

The following descriptions present the activities and content for the four-year sequence of courses. Although the descriptions of honors and college level courses are similar, students must consider carefully the choice between the two in light of the different academic expectations discussed above.

### **3120 COLLEGE ENGLISH 1**

This course is also available at the Foundation level (3100 Foundation of English 1)

Students in this course explore the rhetorical concepts of purpose, audience, and voice as they relate to writing. Students employ these concepts to develop their control of form and content as they write the following types of papers: essays presenting information, essays taking and supporting a position, personal narratives, and creative writing. Students also learn critical concepts related to the major genres (narrative, poetry, drama) to deepen their responses to literary works. Process writing activities are an integral part of this course. Public speaking is introduced in the second semester. Speech units include personal introductions, monologues, varieties of persuasive speaking, oral interpretation, and extemporaneous speaking. Readings in college English 1 encompass works from various genres. Typical readings include *To Kill a Mockingbird*, *Catcher in the Rye*, *Fahrenheit 451*, *The House on Mango Street*, and *A Midsummer Night's Dream* or *Julius Caesar*. Class activities also include detailed work in vocabulary, spelling, and issues of style and grammar. **This course includes a required writing lab during which half the class meets two extra times per cycle in addition to regular class meetings.**

### **3130 HONORS ENGLISH 1**

Prerequisite: Recommendation from the middle school according to published criteria

This course parallels college English 1 in its focus on rhetorical concepts, the types of writing assigned, and the literary experiences based on interactive responses to texts. Honors students, however, will be required to write longer papers and to apply significantly more complex rhetorical strategies in achieving the purpose of those papers. The course will teach advanced intellectual methods of taking and supporting positions. Students also learn critical concepts related to the major genres (narrative, poetry, drama) to deepen their responses to literary works. Public speaking is introduced in the second semester. Speech units include personal introductions, monologues, varieties of persuasive speaking, oral interpretation, and extemporaneous speaking. Readings in honors English 1 typically include *The Catcher in the Rye*, *To Kill a Mockingbird*, *Haroun and the Sea of Stories*, *The Odyssey*, *Fahrenheit 451*, and either *Julius Caesar* or *A Midsummer Night's Dream*. Class activities also include detailed work in vocabulary, spelling, and issues of style and grammar.

### **3220 COLLEGE ENGLISH 2**

Prerequisite: College English 1 or Honors English 1

This course is also available at the Foundation level (3225 Foundation of English 2).

This is a comprehensive course in literature and language arts that includes the study of literature, the practice of writing, the application of rhetorical principles, and the study and practice of public speaking. The emphasis in this course is placed upon the most public forms of language: storytelling, persuasion, public speaking, drama, and exposition. The literature is drawn from texts that are presented in various historical, political, and biographical contexts. Students will read plays such as *Antigone*, *Master Harold and the Boys*, and *Othello*; and works of fiction such as *Animal Farm*, *All Quiet on the Western Front*, *The Hunger Games* and *Of*

*Mice and Men*. Public speaking, introduced in ninth grade, is integrated throughout the curriculum. Speech units include personal introductions, monologues, varieties of persuasive speaking, oral interpretation, and extemporaneous speaking. The writing component of the course continues to focus on rhetorical issues begun in the freshman year but expands upon the writing of persuasive essays to explore various strategies of argumentation. Propaganda, logic, and fallacy will constitute a major unit in the curriculum. Work on practical grammar continues through the study and application of more complex problems in sentence construction. **This course includes a required writing lab during which half the class meets one extra time per cycle in addition to regular class meetings.**

### **3230 HONORS ENGLISH 2**

Prerequisite: B- or above in honors English 1, A- or above in college English 1 or department head approval

This course parallels college English 2 in its goals for speaking, writing, and literature, but it includes some more challenging readings, delves more deeply into issues of rhetoric, and moves more quickly towards the advanced work done in upper level English courses. Writing assignments include personal, expository, and creative pieces, but stronger emphasis is placed upon analytical essays and persuasion. Public speaking, introduced in ninth grade, is integrated throughout the curriculum. Speech units include personal introductions, monologues, persuasive speaking, oral interpretation, and extemporaneous speaking. Propaganda, logic, and fallacy will constitute a major unit in the curriculum. Because the course is designed for those students who have demonstrated exceptional abilities in writing, reading, and participating in class discussion, the course presupposes the mastery of basic grammar, writing, and reading skills. Typical works read in Honors English 2 include *Antigone*, *Othello*, *A Tale of Two Cities*, *All Quiet on the Western Front*, *1984*, *Brave New World*, *Henry IV, Part I*, *The Things They Carried*, and *Of Love and Shadows*.

### **JUNIOR ENGLISH: AMERICAN LITERATURE**

The objectives for juniors at all levels are to:

- Recognize the diversity of the American experience.
- Develop critical reading skills.
- Examine and value their own responses to texts without sacrificing the linguistic integrity of those texts.
- Recognize that beliefs originate in social contexts, and identify the relationships between beliefs and their origins.
- Develop a tolerance for ambiguity.
- Develop a strong sense of audience awareness and involvement in public speaking.

Refine writing skills by:

- Developing a lively style and strong, coherent structure.
- Developing a strong, personal voice.
- Practicing different forms of writing: narrative, persuasive, creative, expository.
- Evaluating secondary sources and integrate them into their own ideas to create a convincing research paper.

### **3320 COLLEGE AMERICAN LITERATURE**

Prerequisite: College English 2 or honors English 2

This course is also available at the Foundation Level (3310 Foundation of American Literature).

This full year course is designed to have students apply the reading and writing skills developed in the first two years of the English program to an intensive study of American literature. The

course will include regular writing workshop activities and a research project. Typical longer texts read in this course include such works as *The Narrative of Frederick Douglass*, *Black Boy*, *The Great Gatsby*, *Death of a Salesman*, *The Women of Brewster Place*, *The Glass Menagerie*, *Fences* and *Flight*. In addition to classics of American literature, emphasis will be placed on literature from diverse groups in our pluralistic society. Instruction will be designed to help students to respond to increasingly complex and challenging literary experiences. Public speaking instruction continues, with a required project each semester. The writing component of the curriculum will include practice in writing expository essays, creative pieces, and personal narratives, as well as a required research essay. Work in practical grammar, style, and vocabulary development will continue.

### **3330 HONORS AMERICAN LITERATURE**

Prerequisite: B- or above in honors English 2, A- or above in college English 2 or department head approval

The course curriculum provides students with an intensive experience in American literature by using texts that contain the multiple and often conflicting ideas present in American culture. The materials of the course are considered not as closed historical documents but as open creative works inviting interplay between readers and texts. In order to achieve this interplay, students will become aware of themselves as readers whose meaning-making emerges from the interaction between the texts and the values, ideas, norms, and expectations that the students themselves bring to these texts from their own cultural situations. In this course, students will have the opportunity to reassess the cultural and literary traditions they have inherited. Literature in this course may be taught chronologically, beginning with the colonial period in America, or thematically, in order to emphasize major themes, traditions, or literary movements in America. Public speaking instruction continues, with a required project each semester. The writing component of the curriculum will include practice in writing expository essays, creative pieces, and personal narratives, as well as a required research essay. The course readings will include prose fiction, poetry, drama, personal narrative, and other non-fiction prose, providing access to the myths and realities of the American experience. Typical longer texts read in this course include such works as *The Scarlet Letter*, *Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Grapes of Wrath*, *The Glass Menagerie*, and *Death of a Salesman*.

### **SENIOR ENGLISH**

The objectives for seniors at all levels are to:

- Refine critical reading skills.
- Formulate their own meanings from texts while honoring the linguistic integrity of those texts.
- Suspend their cultural bias to read well in diverse literatures.
- Expect and embrace ambiguity in the exploration of texts.
- Develop a strong sense of audience awareness and involvement in public speaking.

Expand acquired writing skills by:

- Experimenting with different forms of writing, such as narrative, persuasive, creative, and expository.
- Taking risks in structure, style, and content.
- Honing their voices as writers.

### **3421-3424 COLLEGE ENGLISH 4**

Prerequisite: College or honors American literature or department head approval

This course is also available at the Foundation level (3401 Foundation English 4).

Seniors opting to take College English will choose from among the courses listed below. We will do our best to honor their choices. During the second semester of all college level senior English courses, students will complete a **summative project** connected to the course.

#### **3421 College English 4: Film and Literature**

Through oral traditions, literature, and films, students will explore the many ways that stories get told. We will examine how storytellers, writers, and filmmakers use a variety of techniques to convey the essential components of a story: plot, characterization, setting, theme, mood, and tone, to name a few. We will consider the following questions of perspective and truth in storytelling:

- Which character's story gets told, and why?
- What is the agenda or bias of the storyteller, and how are these perspectives conveyed?
- Where is the truth in fiction?

#### **3422 College English 4: Tales of Mystery and Adventure**

Course offerings may include detective stories, action adventures, science fiction, and fantasy. Students will pay close attention plot lines, make imaginative leaps, and develop an appreciation for the unexpected.

#### **3423 College English 4: Science Fiction and Fantasy**

Spaceships and swords, aliens and enchanters, the far future and the imagined past – these are elements of science fiction and fantasy, which make up some of the most popular stories of our time. Yet, these adventures are also deeply concerned with fundamental questions of morality and meaning in life and the purpose of human existence. This course will explore the many dimensions of science fiction and fantasy as we read and enjoy some highly creative and original literature and examine how its authors have confronted timeless questions from unique perspectives.

#### **3424 College English 4: The Game of Life**

Competition and sport are often viewed as metaphors for the struggles of life. This course will examine those struggles as they appear in both fictional and non-fictional accounts of games and sports. The focus of the course, through a wide range of literary and media sources, will be on society's irresistible fascination with games and sports as well as parallels between sport and history.

### **3430 HONORS BRITISH AND WORLD LITERATURE**

Prerequisite: B- or above in honors American literature, A- or above in college American literature or department head approval

This honors course will introduce students to significant themes and recurring concerns in British and world literature. Students will explore differing perspectives through works by classic, contemporary and postcolonial writers. Students will be expected to engage and further develop their reading skills in order first to comprehend, then to interrogate and critique the themes and concerns emerging from the specific social and historical contexts presented. This course will involve extensive reading in a variety of genres. Writing will be frequent and varied, including

short papers, longer sustained arguments and personal responses. The final quarter of this course includes a summative project.

### **3440 ADVANCED PLACEMENT ENGLISH**

Prerequisite: A- or above in honors American literature, or department head approval

The purpose of this course is to prepare students for the level of the study of literature that will be required in college, as well as for the Advanced Placement Examination in English Literature. As this course is considered the equivalent of a college course, those who score a 3, 4, or 5 on the exam may receive college credit (though colleges vary in the score they will accept). Students in this course are expected to engage actively in reading a variety of texts in different genres, and to write thoughtful analyses of what they read. There will be some opportunity for creative writing. Because this class is similar to a first-year college English class, and because students may receive college credit upon successful completion of the examination, the workload is heavy.

This class will require students to:

- read extensively and understand a wide range of genres of literary works,
- read challenging works of recognized literary merit,
- read closely for detail as well as for literary devices and structures,
- respond to their reading with thoughtful inquiry,
- articulate their responses orally in rich discussions conducted in an atmosphere of open exploration and acceptance of multiple interpretations, and
- write intelligent, insightful, and sensitive critical analyses of literary passages and works in both impromptu and prepared essays.

The AP literature texts are drawn from world, British, and American literature and include poetry, short prose works, novels, plays, and some nonfiction.

### **ENGLISH ELECTIVES**

The courses listed below are offered for either honors or college credit. Neither course may be used as a substitute for the English courses required for graduation.

### **3520 COLLEGE CREATIVE WRITING A & 3521 COLLEGE CREATIVE WRITING B**

or

### **3530 HONORS CREATIVE WRITING A & 3531 HONORS CREATIVE WRITING B**

Open to grades 9-12

This is a semester long elective for students who want to learn how to write fiction, poetry and drama. No previous experience in creative writing is necessary. The course will begin with a study of creative writing techniques and will incorporate short exercises and activities designed to enhance creativity. Students will keep their own writing journals, read and study models of creative literature, and learn to think about literature as writers do. They will write character sketches, short stories, poetry and dramatic scenes. As the culminating activity of the course, the class will publish a booklet to which all students will contribute what they feel is their best work for the semester. Students may elect either section A, section B, or both.

### **3525 COLLEGE JOURNALISM 1 or 3526 HONORS JOURNALISM 1**

Open to grades 9-12

A year long, full-time elective team-taught by the English and technology departments that  
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focuses on the production of WSPN. Students learn about news and feature writing; desktop publishing and website design; video and audio production; journalistic standards and ethics.

### **3527 COLLEGE JOURNALISM 2 or 3528 HONORS JOURNALISM 2**

### **3529 COLLEGE JOURNALISM 3 or 3534 HONORS JOURNALISM 3**

Students may continue taking Journalism with permission of the course instructors. Students in Journalism 2 & 3 have increased editorial and management responsibilities.

## **WORLD LANGUAGES AND CLASSICAL STUDIES**

The World Languages and Classical Studies Department offers a five-year course of study in French, Latin, and Spanish, from a first year introductory course to the advanced placement fifth year class. Students have the opportunity to take several levels of study (Foundation, Introductory, College, Honors or A.P.) by recommendation of their teacher or by department head approval. Also offered are both full year and semester electives.

### **LATIN**

The Classical Studies Department offers a five-year course of study in Latin. The principal objectives of the courses on all levels are to read Latin well, to develop an understanding of the nature of language, and to discover the relationship between the Roman way of life and our own.

### **4121 COLLEGE LATIN 1**

This course is intended for all students interested in developing the particular skills necessary for reading Latin literature. The objective of the course is a thorough mastery of the basic grammatical patterns of Latin literature, as well as a strong vocabulary base, helpful for both Latin and English studies, and an ability to read short stories in Latin. Careful nightly home preparation is expected of both oral and written exercises. Students will also study the history and mythology of ancient Rome.

### **4122 COLLEGE LATIN 2**

Prerequisite: Latin 1

This course continues the sequential study of Latin grammar begun in Latin 1. Readings in Latin prose, connections between Latin and English grammar, and the introduction of new Latin grammar will comprise the core of the second year course. Cultural units will focus on from Roman history and mythology. By the end of the year, students will read some short selections from Roman authors. Nightly assignments, quizzes/tests and projects are required in this course.

### **4130 HONORS LATIN 2**

Prerequisite: A- or above in Latin 1 or department head approval. For 8th grade students, an A average on tests/quizzes is required, as well as the recommendation from the 8th grade teacher

Honors Latin 2 comprises a comprehensive study of the Latin language for students who have shown exceptional promise in Latin 1. New aspects of grammar are presented in a systematic manner in order to prepare students for the literature read at the end of the course and subsequent Latin courses. Readings in the fourth quarter will include selections from Caesar's Gallic Wars and Apuleius' Cupid and Psyche. Cultural units will include Roman government and Roman settlements in Britain.

### **4220 COLLEGE LATIN 3**

Prerequisite: Latin 2

This course builds upon the grammar and reading skills introduced in Latin 2. A review of grammar that focuses on the subjunctive and its uses as well as gerunds and future passive participles will begin the year. The focus of the year is on reading skills. Students will read authentic Latin from the beginning with a focus on Roman history and/or mythology. Poetry, and the specific skills more common to reading poetry (scansion, figures of speech) will also be introduced.

### **4230 HONORS LATIN 3**

Prerequisite: B- or above in honors Latin 2, A- or above in college Latin 2 or department head approval

Honors Latin 3 is for students who have shown advanced skill in Latin. The literature of the course will vary, but will include a review passage at the beginning of the course as a means to introduce reading techniques and review grammar (e.g., Petronius' Matron of Ephesus). Students will then read selections from Latin prose and poetry. Students will be responsible for both understanding and interpreting the literature of the course; classes will be comprised of both readings from the Latin and discussions of the text as a reflection of Roman culture and society. Grammar and reading techniques will be emphasized and figures of speech and scansion (the reading of Latin meter) will be introduced. Although grammar is an important part of the course, reading becomes the primary focus of the Latin 3 curriculum. Nightly assignments, tests/quizzes, and projects will be required each quarter.

### **4320 COLLEGE LATIN 4**

Prerequisite: A Latin 3 course

This course continues the work of the Latin 3 course in building reading skills. The grammar of Latin 3 will be reviewed before focusing on poetry and developing those skills necessary for reading and interpreting poetry, especially scansion and figures of speech. Mythology will be the primary focus for the readings, though Roman history will be read when deemed appropriate.

### **4330 HONORS LATIN 4**

Prerequisite: B- or above in honors Latin 3, A- or above in college Latin 3 or department head approval

Honors Latin 4 focuses on the poetry of Catullus and Horace, with emphasis on appreciation, critical analysis, metrics and translation of the lyric genre. Focus on the literature, history, politics and art of the late Republic and early Empire will supplement the lyric poetry. Selections from modern authors will also be read for the purpose of comparison.

### **4334 COLLEGE LATIN 5**

Prerequisite: Successful completion of Latin 4

This course will continue to develop the reading skills focused on in the Latin 4 course, but will take a more varied approach to Latin literature. The focus of the course will be comprehension and understanding, with a wide variety of authors read, and historical and literary periods studied.

### **4336 HONORS LATIN 5**

Prerequisite: Prerequisite: B- or above in honors Latin 4, A- or above in college Latin 4 or department head approval

This course will offer an opportunity to those students who wish to continue studying Latin but who do not want the rigor of the AP curriculum. The honors Latin 5 course will continue to develop the reading skills focused on in the Latin 4 course, but will take a more varied approach to Latin literature. The focus of the course will be on comprehension and understanding, with a wide variety of authors read, and historical and literary periods studied.

### **4440 ADVANCED PLACEMENT LATIN 5**

Prerequisite: B- or above in Honors Latin 4, or department head approval

Advanced Placement Latin 5 focuses on Vergil and his epic poem the Aeneid. The year's study covers several books/chapters of the author's original twelve books and offers in-depth attention to the development of the literary and aesthetic style of Rome's premier epic writer. Versification and grammar particular to the poetry of the Augustan Age are also addressed. A significant amount of time will be devoted to the study of the historical and cultural context of the poem. The rise of Augustus and the establishment of his empire are focal points of our historical study. In addition, comparisons will be made between the writings of Vergil and Homer as examples of the epic genre. In order to receive credit for this course, students are required to take the appropriate advanced placement examination and pay the required advanced placement fee. Scholarships are available through the guidance department for students for whom the fee poses a financial hardship.

### **Classical Studies Electives**

Classical Literature in Translation and Medieval and Renaissance Literature are offered as full year credit courses and receive honors English credit. Students who enroll in Classical or Medieval Literature receive four credits; these courses fulfill state requirements for English credit.

### **4331 HONORS CLASSICAL LITERATURE**

Prerequisite: B- or above in honors English 2, A- or above in college English 2 or department head approval

Any interested honors junior who would like a background in the classical literature of Greece and Rome without mastering the complexities of the Greek and Latin languages may elect this course. The course will be divided into units focusing on epic poetry, ancient drama, history, and comedy. The epic unit focuses on Homer's Iliad with selections from Homer's Odyssey, Vergil's Aeneid, and Ovid's Metamorphoses rounding out the study. Students will then study both the literature and mechanics of ancient drama: Aeschylus' Oresteia will be read in full, with a selection of other Greek dramas, and Greek and Roman comedies completing the literature. Students will also study the techniques, developments, and influence of ancient drama. Thucydides, Herodotus, Livy, and Tacitus will form the backbone of the historians unit, with readings from other historians and philosophers included to complement the unit. The writing component of the course will include analytical essays, creative essays, a research project (paper and oral report), expository writing, and journal writing, with an introduction to the college essay at the end of the year.

### **4431 HONORS MEDIEVAL AND RENAISSANCE LITERATURE**

Prerequisite: B- or above in honors English 3 or honors Classical Literature, A- or above in college English 3 or department head approval, a reading and writing course in English

This course will examine the literatures of medieval and renaissance Europe as both descendants of the classical tradition and antecedents to modern society. The first semester will focus on broader trends of the era: the advent of humanism, the assumption of the self, the effects of the Black Death, developments in conceptions of religion, evil, sin and the notion of the hero. Second semester will be comprised of national literatures (Spanish, French, English, and Italian), with an emphasis on the reciprocal influence of cultural identity and national literature. Parallels with our own cultural identity and literature will be drawn. Works read include, but are not limited to: Dante's *Inferno*, selections from Milton's *Paradise Lost*, medieval epic poetry, including an extensive study of Arthurian literature, Chaucer's *Canterbury Tales* and Boccaccio's *Decameron*. Examinations of medieval and renaissance art and artists will expand the scope of cultural trends evident in the different literatures, in addition to providing students with a rudimentary introduction to the visual arts of this period. At least two short papers per quarter are required and a final project instead of a final exam will afford the students an opportunity to synthesize course material with an area of their own interest.

### **4521 COLLEGE PHILOSOPHY**

#### **4531 HONORS PHILOSOPHY**

Open to grades 10-12 - Semester

Where did the world come from? Are there universal truths? What is the best way to live one's life? This course will examine these and several of the other –external questions which philosophers have pondered for ages. There will be an extensive review of the history and foundations of Western thought as well as an exploration of philosophical and ethical themes in today's world. Readings will come from the works of ancient and modern Western and Eastern thinkers and will include selections from Plato's *Dialogues*, Aristotle's *Nicomachean Ethics*, Kushner's *When Bad Things Happen to Good People*, and the Dalai Lama's *Ethics for the New Millennium*. This is a half-year course which may be taken at either the honors or college preparatory level. Those who choose the honors option will complete additional standards established by the teacher. This course is open to students of all grades.

### **5550 COLLEGE HISTORY AND ARCHAEOLOGY OF ANCIENT GREECE**

#### **5560 HONORS HISTORY AND ARCHAEOLOGY OF ANCIENT GREECE**

Open to all grades -- Semester

The History and Archaeology of Ancient Greece will examine the ancient Greeks from their earliest appearance (ancient Crete and Mycenae) to their conquest by the Romans, in addition to their influence on subsequent and current American culture.

### **5551 COLLEGE HISTORY AND ARCHAEOLOGY OF ANCIENT ROME**

#### **5561 HONORS HISTORY AND ARCHAEOLOGY OF ANCIENT ROME**

Open to all grades - Semester

The History and Archaeology of Ancient Rome will examine the ancient Romans from their

legendary origins at Troy and their arrival in Italy to the barbarian invasions, in addition to the influence and spread of Christianity, the survival of the Roman Empire after its 'fall', and the influence of the Romans on current American culture.

Both courses will use history as an organizing principle, but will examine ancient history through its physical remains: art, literature, architectural remains, and artifacts. Concurrently, both courses will also examine archaeology as a discipline, with introductions to its history and methodology. Students in both courses will be responsible for nightly readings, participation in class discussions, quizzes and tests, as well as projects relating specifically to archaeology, and one paper. The course will be offered for both honors and college credit and is open to students in all grades. Prior knowledge of classical culture is not a prerequisite for either course, nor is one course a prerequisite for the other.

## **FRENCH**

The French program offers a five-year sequence of language instruction. The principal objective of the program is for students to acquire an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing. The courses are designed to increase students' knowledge and appreciation of the diverse cultures of the French-speaking world. The program also offers regular fee-based trips to France and three to four day tours of French-speaking Canada.

### **5120 COLLEGE FRENCH 1**

This is the first course in the five-year sequence of language instruction offered by the French program at Wayland High School. It introduces the basic grammar principles which will be built on in subsequent years, including the present, past and immediate future tenses of regular and certain irregular verbs, the use of definite and indefinite articles, demonstrative adjectives, possessive adjectives and question formation. Chapter units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency in French. Each unit includes a cultural component covering such topics as French customs, history, art, and literature.

Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics of the text. The language lab provides a unique audio-visual cultural learning experience different from that of the classroom.

### **5123 COLLEGE FRENCH 2**

Prerequisite: French 1

This is the second course in the five-year sequence of language instruction offered by the French program at Wayland High School. It provides a comprehensive review of the grammar principles presented in French 1 and the introduction of additional grammar structures, including the present tense of irregular verbs, the passé composé, the imperfect, the imperative, reflexive verbs, object pronouns and adjective agreement. Chapter units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency in French. Each unit includes a cultural component covering such topics as French history, art, and literature. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests videos and music: all of which are aligned with the grammar and vocabulary topics of the text. The language lab provides a unique audio-visual cultural learning experience different from that of the classroom.

### **5132 HONORS FRENCH 2**

Prerequisite: A- or higher in French 1 or department head approval. For 8th grade students, an A average on tests/quizzes is required, as well as the recommendation from the 8th grade teacher

This course offers an intensive study of French language for students who have shown exceptional promise and motivation. It provides a comprehensive review of the grammar principles presented in French 1 and the introduction of additional grammar structures, including the present tense of irregular verbs, the passé composé, the imperfect, the imperative, direct and indirect object pronouns, relative clauses, adjective agreement and the formation of adverbs. Chapter units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency in French. Each unit includes a cultural component covering such topics as French customs, history, art, and literature. Students also read short stories from which they further build their vocabulary. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics of the text. This is a fast-paced and demanding course. The language lab provides a unique audio-visual cultural learning experience different from that of the classroom.

### **5221 COLLEGE FRENCH 3**

Prerequisite: French 2

This is the third course in the five-year sequence of language instruction offered by the French program at Wayland High School. It provides a comprehensive review of the grammar principles presented in French 2 and the introduction of additional grammatical structures, including the subjunctive of regular and irregular verbs, the causative "faire", the conditional and future tenses, and negative expressions. Chapter units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency in French. Each unit includes a cultural component covering such topics as French customs, history, art, and literature. Students read stories of different genres to help enhance their vocabulary and grammar skills. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics of the text. The language lab provides a unique audio-visual cultural learning experience different from that of the classroom.

### **5230 HONORS FRENCH 3**

Prerequisite: B- or higher in honors French 2, A- or higher in college French 2, or department head approval

This course offers an intensive study of French language for students who have shown exceptional promise and motivation. It provides a comprehensive review of the grammar principles presented in French 2 and the introduction of additional grammar structures, including the subjunctive of regular and irregular verbs, the causative "faire", the conditional and future tenses, the comparative and superlative forms, "si" clauses, pronoun placement, and negative expressions. Chapter units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency in French. Each unit includes a cultural component covering such topics as French customs, history, art, and literature. Students read a variety of short stories to help enhance their vocabulary and grammar skills. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics of the text.

The language lab provides a unique audio-visual cultural learning experience different from that of the classroom. This is a fast-paced and demanding course primarily taught in French.

#### **5320 COLLEGE FRENCH 4**

Prerequisite: French 3

In French 4 students refine all of the language skills, but oral expression of ideas is particularly emphasized. Stimulus for conversation is achieved through various sources: current magazine articles, short stories, and poetry. Readings are constantly updated so as to include current events and issues. Grammar and new vocabulary from the readings further enhance the students' language skills. Writing skills are refined through both directed and free compositions. Language laboratory sessions once each cycle consist of paired discussions, dialogues, aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics of the course. The language lab provides a unique audio-visual cultural learning experience different from that of the classroom. This course is primarily taught in French.

#### **5330 HONORS FRENCH 4**

Prerequisite: B- or above in honors French 3, A- or higher in college French 3, or department head approval

This course continues the intensive study of French language and Francophone culture for students who have shown exceptional promise and motivation. Students refine all of the language skills, but oral expression of ideas is particularly emphasized. Stimulus for conversation is achieved through various sources: current magazine articles, novels and poetry. Readings are drawn from throughout the French-speaking world so that students may come to appreciate the diversity of Francophone culture and geography and the extent to which this language is spoken worldwide. Readings are constantly updated so as to include current events and issues. Grammar practice and vocabulary from the readings further enhance the students' language skills. Writing skills are refined through both directed and free compositions. Language laboratory sessions once each cycle includes aural and oral exercises as well as videos from various authentic sources, including news clips, magazine articles, and films. The language lab provides a unique cultural learning experience different from that of the classroom. This course provides challenging material for students who choose the honors level and is conducted in French. This course is intended for students who anticipate continuing on to Advanced Placement 5.

#### **5420 COLLEGE FRENCH 5**

Prerequisite: Successful completion of French 4

This course will continue to refine all four language skills: reading, writing, speaking and listening. The focus of this course is on spoken communication in French. Its curriculum consists of a balance of readings, grammar review, composition, and conversation. Materials include contemporary magazines, French-language films, and music performances (audio and video). A variety of sources, including short stories, plays, poetry, and novels are used to stimulate conversation in the classroom. In addition, contemporary social issues and current events in France and the French-speaking world are studied and discussed. The course includes regular use of technology and the language lab to enhance aural and oral skills. This course is conducted primarily in French.

### **5435 HONORS FRENCH 5**

Prerequisite: Prerequisite: B- or above in honors French 4, A- or above in college French 4 or department head approval

This course will offer an opportunity to those students who wish to continue studying French but who do not want the rigor of the AP curriculum. This course is the culmination of the French program's five-year sequence of language instruction. The focus of this course is on spoken communication in French. Its curriculum consists of a balance of readings, grammar review, composition, and conversation. Materials include contemporary magazines, French-language films, and music performances (audio and video). A variety of sources, including short stories, plays, poetry, and novels are used to stimulate conversation in the classroom. In addition, contemporary social issues and current events in France and the French-speaking world are studied and discussed. Language laboratory sessions, including aural and oral exercises, are held one a cycle to enhance students' skills. This course is conducted in French.

### **5440 ADVANCED PLACEMENT FRENCH 5**

Prerequisite: B- or above in honors French 4, or department head approval

This course is designed to prepare students for the advanced placement examination given each year in the spring. This rigorous and fast-paced course focuses on the further development and refinement of students' proficiency in French. Its curriculum consists of a balance of readings, grammar review, composition, and conversation. A variety of sources, including short stories, plays, poetry, and novels are used to stimulate conversation in the classroom. The course includes language laboratory sessions to prepare students for the aural and oral parts of their advanced placement exam, as well as additional outside language lab assignments. In order to receive credit for the course, students are required to take the appropriate advanced placement examination and pay the required fee. Scholarships are available through the guidance department for students for whom the fee represents a financial hardship. This course is conducted in French.

## **SPANISH**

The Spanish program offers a five-year course of study. The principal objective of the program is to help each student obtain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing. The courses are designed to increase the students' knowledge and appreciation of the diverse cultures of Spanish-speaking countries. The department offers a popular, fee based, bi-yearly exchange program with a Spanish-speaking country. Students who choose to participate in this exchange experience a total linguistic and cultural immersion.

### **5115 INTRODUCTORY SPANISH 1**

Approval of guidance department and department head required

This course is also available at the Foundation level (5119) Foundation of Spanish 1

This course is designed specifically for students who require a modified pace but wish to complete two years of Spanish. This is the first year of a two-year sequence. Focus will be on thematic vocabulary with an emphasis on oral proficiency. Students will learn to speak, read, and write about such topics as school subjects, weather, hobbies, health, family, food, sports, and shopping. They learn to write in the simple present tense. Cultural units will focus on Hispanic culture and geography. Language laboratory sessions once a cycle will consist of

listening exercises and videos to reinforce material learned in the classroom. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom.

### **5121 COLLEGE SPANISH 1**

This course is for students who wish to begin the study of the language and culture of the Hispanic world. Chapter units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency. Students will learn to speak, read, and write about such topics as school subjects, weather, hobbies, health, family, food, sports, and shopping. They learn to write in the present and simple past tenses. Cultural units focus on Hispanic customs and geography. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics in the text. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom.

### **5116 INTRODUCTORY SPANISH 2**

Approval of guidance department and department head plus successful completion of introductory Spanish 1. This course is also available at the Foundation level (5126) Foundation of Spanish 2

This course is designed specifically for students who require a modified pace but wish to complete two years of Spanish. This is the second year of a two-year sequence. Focus will be on thematic vocabulary with an emphasis on oral proficiency. Students will continue to learn to speak, read, and write about topics pertinent to their lives. They will reinforce their knowledge of the present tense and learn to speak, read, and write in the preterit tense. Cultural units will focus on Hispanic culture and geography. Language laboratory sessions once a cycle will consist of listening exercises and videos to reinforce material learned in the classroom. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom.

### **5124 COLLEGE SPANISH 2**

Prerequisite: Spanish 1

This course continues the sequential study of Spanish language begun in Spanish 1. Review of grammar studied in Spanish 1 and the introduction of new grammar, including irregular preterite tense, imperfect tense, present and imperfect progressive tenses, and future tense will comprise the core of the second year course. Chapter units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency. Each unit includes a cultural component which emphasizes unit vocabulary and grammar; cultural perspectives include such topics as Hispanic customs, history, art and literature. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics in the text. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom.

### **5133 HONORS SPANISH 2**

Prerequisite: A- or higher in Spanish 1 or department head approval. For 8th grade students, an A average on tests/quizzes is required, as well as the recommendation from the 8th grade teacher

This course offers an intensive study of the Spanish language for students who have shown exceptional promise and motivation. Review of grammar studied in Spanish 1 and the introduction of new grammar, including irregular preterite tense, imperfect tense, present and imperfect progressive tenses, future and conditional tenses, present and past perfect tenses,

present subjunctive and commands, will comprise the core of the second year course. Chapter units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency. Each unit includes a cultural component which emphasizes unit vocabulary and grammar; cultural perspectives include such topics as Hispanic customs, history, art and literature. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics in the text. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom. This is a fast paced, demanding course.

### **5222 COLLEGE SPANISH 3**

Prerequisite: Spanish 2

This course continues the sequential study of the Spanish language begun in Spanish 2. Review of all grammar studied in Spanish 2 and the introduction of new grammar, including future and conditional tenses, all compound tenses, and the uses of the present subjunctive comprise the core of the third year course. Chapter units focus on thematic vocabulary focusing on oral and written proficiency. Each unit includes a cultural component which includes such topics as Hispanic customs, history, art, music and literature. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics in the text. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom. This course is taught primarily in Spanish.

### **5231 HONORS SPANISH 3**

Prerequisite: B- or above in honors Spanish 2; A- or higher in college Spanish 2 or department head approval

This course continues the intensive study of the Spanish language for students who have shown exceptional promise and motivation. Review of all grammar studied in Spanish 2 and the introduction of new grammar, including all compound tenses, as well as all uses of the present and past subjunctive, comprise the core of the third year course. Chapter units focus on thematic vocabulary which are used in classroom discussions. Each unit includes a cultural component including topics on Hispanic customs, history, art, music, and literature. Students also read a variety of excerpts from Hispanic literature. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics in the text. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom. This is a fast paced, demanding course, taught primarily in Spanish.

### **5321 COLLEGE SPANISH 4**

Prerequisite: Spanish 3

In level 4 the emphasis is on utilization of all of the students' language skills with a focus on oral proficiency. In this way, students are encouraged to produce at a high level in the target language. Stimulus for conversation is derived from an emphasis on Hispanic arts, literature, and authentic audio-visual materials. Students will review and be introduced to upper-level grammar and vocabulary. Writing skills are further developed through essay assignments, projects, and on-line social networks. Language laboratory sessions once each cycle consist of paired discussions, dialogues, aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom. This course is primarily taught

in Spanish.

#### **5331 HONORS SPANISH 4**

Prerequisite: B- or above in honors Spanish 3; A- or higher in college Spanish 3 or department head approval

The Spanish IV Honors curriculum is a vital preparatory course for the Spanish 5 advanced placement class and subsequent exam. With these goals in mind, the course will focus heavily on a rigorous review of verb tenses/subjunctive mood and exposure to advanced grammar, along with a survey of literary works and Hispanic history and culture. The expectation for this course is that it be an immersion experience, with all classroom communication by teacher and students in Spanish, except for clarification. Students will be expected to produce Spanish that goes beyond the functional mode and to achieve deeper levels of expression. Emphasis will be on student production, both spoken and written. Language laboratory sessions once each cycle consist of paired discussions, dialogues, aural exercises, listening tests, videos and music: all of which are aligned with the grammar and vocabulary topics. The language lab offers a unique audiovisual cultural learning experience different from that of the classroom.

#### **5421 COLLEGE SPANISH 5**

Prerequisite: Successful completion of Spanish 4

This level 5 course continues to refine all four the language skills: reading, writing, speaking and listening. The core program is a balance of readings, grammar review, composition, and conversation. Materials include a survey of contemporary magazine articles, cinema, music videos, and examples of Hispanic literature in the target language. In addition, contemporary social issues and Hispanic current events are discussed. The course includes regular use of technology and the language lab to enhance aural and oral skills. The course is conducted primarily in Spanish.

#### **5430 HONORS SPANISH 5**

Prerequisite: Prerequisite: B- or above in honors Spanish 4, A- or above in college Spanish 4 or department head approval

This level 5 course continues to refine all four language skills: reading, writing, speaking and listening. The core program is a balance of readings, grammar review, composition, and conversation. Materials include a survey of contemporary magazine articles, cinema, music videos, and examples of Hispanic literature in the target language. In addition, contemporary social issues and Hispanic current events are discussed. Language laboratory sessions, including aural and oral exercises, are held one a cycle to enhance students' skills. This course is conducted in French. The course is conducted in Spanish.

#### **5441 ADVANCED PLACEMENT SPANISH 5**

Prerequisite: B- or above in honors Spanish 4 or, department head approval

The level 5 course prepares the student for the advanced placement language examination given each spring. There is continued emphasis on refinement and encouragement of the students' written and spoken communication. The core program is a balance of advanced readings, grammar review, composition, and conversation. A variety of sources including contemporary magazines, cinema, short stories, plays, poetry, and novels are used. The course includes once a cycle language laboratory sessions to prepare students for the aural and oral parts of their advanced placement exam. In addition students complete two extra outside language lab

assignments per cycle. In order to receive credit for this course, students are required to write the appropriate advanced placement examination and pay the required fee. Scholarships are available through the guidance department for students for whom the fee poses a financial hardship. The course is conducted in Spanish.

## MATHEMATICS

The purpose of the mathematics department is to provide a sound, contemporary and comprehensive mathematics curriculum that offers each student an opportunity to realize his or her potential as a critical and logical thinker. The department strives to provide experiences that stress the concepts and skills necessary for success in today's society as citizen, student, worker, consumer, and provider.

The mathematics department provides a program of courses to fulfill the needs of students with varied interests and abilities. This choice of courses allows the student to be challenged and successful, and to approach mathematics with confidence. While we want students to feel challenged, we do not want students to be enrolled in a course that is inappropriate. In order to determine the best course, students should consult with their present mathematics teacher, their guidance counselor, and their parents.

All of our courses include investigation so that the use of either calculator or computer technology is an integral component. Students in Algebra 2 and above should have ready access to a graphing calculator.

Below are typical mathematics department course sequences for students at Wayland High School. Students will be allowed to change levels throughout their high school careers if they meet the prerequisites for subsequent courses and/or have the recommendation of the teacher and department head.

<b>Grade 9</b>	Honors Geometry	College Geometry	Introductory Geometry <sup>1</sup>	Introductory Geometry <sup>1</sup>
<b>Grade 10</b>	Honors Algebra 2*	College Algebra 2	Intro. Algebra 2 <sup>1</sup>	Intermediate Algebra 1 <sup>1</sup>
<b>Grade 11</b>	Honors Precalculus*	College Precalculus*	Introductory Precalculus	Introductory Algebra 2 <sup>1</sup>
<b>Grade 12</b>	BC Calculus* AB Calculus* AP Statistics*	College Calculus College Statistics AB Calculus* AP Statistics*	Financial Literacy <sup>1</sup>	Introductory Precalculus or Financial Literacy <sup>1</sup>

\*Prerequisites for:

**AP Calculus BC:** A- or above in Honors Precalculus or department head/teacher recommendation.

**AP Statistics:** Seniors require a B- or above in Honors Precalculus or A- or above in College Precalculus or department head/teacher recommendation. Juniors require an A- or better in both Honors Algebra 2 and Honors Geometry and teacher/department head approval.

**AP Calculus AB:** B- or above in Honors Precalculus or A- or above in College Precalculus or department head/teacher recommendation.

**Honors Precalculus:** B- or above in Honors Algebra 2 or A- or above in College Algebra 2 or department head/teacher recommendation.

**Honors Algebra 2:** B- or above in both Honors Geometry and Level 3 Algebra 1 or A- or better in both College Geometry and Level 2 Algebra 1 AND teacher/department head recommendation.

**College Precalculus:** C+ or better in College Algebra 2 and department head/teacher recommendation.

1. These courses are also available at the foundation level.

### **Honors Program**

The honors courses are deeper and faster-paced courses than the regular college courses, and assume a considerable amount of interest on the part of the student as well as a high level of performance. In general, students in this program completed Accelerated Algebra 1 in middle school. Students in honors classes are generally expected to do formal proof, as well as reading of mathematics. Students in honors courses should expect daily homework assignments as well as long-term projects. Each year, they will be invited to participate in the statewide and national mathematics competition.

### **College Program**

The college program is designed to develop the abstract reasoning skills necessary for students to succeed in college. Emphasis is placed on investigation, modeling real data, the characteristics of functions and problem solving. Students in this program should expect daily homework assignments as well as long-term projects.

### **Introductory Program**

The introductory program is designed specifically for students who require a modified pace but who still wish to complete four years of college preparatory mathematics. Students in this program should expect homework several times each week. If they complete all four years, students in this sequence will have studied algebra 1, geometry, and algebra 2 (a requirement for admission in the Massachusetts state college/university system) as well as some precalculus topics.

### **Foundation Program**

The foundation program is designed for students whose learning needs require substantial modifications to the regular course content and assessments. Students are enrolled in these leveled, regular education classes and are fully included in all aspects of the learning experience except as required by their individual learning needs. These courses require permission of an administrator. Courses offered at this level are indicated in the previous chart.

### **6102-6104 FOUNDATIONS OF MATHEMATICS**

Prerequisite: Permission of instructor required

This course is designed for students who are not yet prepared for an algebra class and who may need reinforcement of pre-algebra topics. The course is based on the study of patterns in mathematics. The course includes the study of integers, analyzing and displaying data, fractions, decimals and percents, irrational numbers and the Pythagorean Theorem, and work with graphing points and equations. Students who have completed 6102 but still need reinforcement of pre-algebra topics can take 6103 Foundations of Mathematics 2 or 6104 Foundations of Mathematics 3.

### **6112 INTRODUCTORY GEOMETRY**

This course is designed as an introduction to the major topics of geometry. The topics introduced will include visualization, use of models, logic, the relationships among points, lines, and planes, the relationships in triangles among angles and sides, parallel lines and angles, circles, congruence, perimeter, area, volume, Pythagorean Theorem, similarity, polygons, and solids.

### **6122 COLLEGE GEOMETRY**

This course is a study of relationships involving points, lines, angles, and triangles in a plane. The topics include patterns, symmetry, and logic, the relationships among points, lines, and planes, the relationships in triangles among angles and sides, parallel lines and angles, WHS Program of Studies 2012-2013

congruence, perimeter and area, Pythagorean Theorem, similarity, trigonometry of the triangle, polygons, solid geometry, and analytic geometry including conics. Emphasis is on precision and logic in thought and expression. Algebraic skills are reviewed and employed throughout.

### **6132 HONORS GEOMETRY**

Prerequisite: Middle School approval

This course includes all of the topics in college geometry as well as extensive coordinate geometry and a strong emphasis on proof. Algebra skills are also reviewed and employed throughout, and computer software is used.

### **6119 INTERMEDIATE ALGEBRA**

This course is designed for students who did not complete or who had difficulty in the algebra 1 course in middle school. It includes the solution of problems involving equations and inequalities of the first and second degree, systems of linear equations, the algebra of quadratic and polynomial expressions and the analytical geometry of the straight line. **There is a lab portion to this class that meets one block in the eight-day rotation.**

### **6310 INTRODUCTORY ALGEBRA 2**

Prerequisite: Algebra 1

This course is designed to supplement Introductory Algebra 1. It includes a review of linear functions and equations. Topics that are introduced include the arithmetic of polynomials, quadratic functions and equations, matrices, systems of equations, sequences, and series. **There is a lab portion to this class that meets one block in the eight-day rotation.**

### **6121 COLLEGE ALGEBRA 2**

Prerequisite: Algebra 1

This course is primarily a study of relations and functions, especially linear, quadratic, polynomial, radical, absolute value and exponential. Operations of matrices, complex numbers, and counting principles are introduced. Emphasis is placed on functions as models of real phenomenon. Graphing calculators are used extensively as investigative tools. **There is a lab portion to this class that meets one block in the eight-day rotation.**

### **6130 HONORS ALGEBRA 2**

Prerequisite: B- or above in both Honors Geometry and Level 3 Algebra 1 or A- or better in both College Geometry and Level 2 Algebra 1 and teacher/department head approval.

This course consists of all the topics included in College Algebra 2, as well as problems involving polynomial equations and inequalities, absolute value, radical functions, systems of linear equations in many variables, factoring, the algebra of rational expressions, sequences and series, and probability. Students who anticipate enrolling in BC calculus should be enrolled in this course.

### **6410 INTRODUCTORY PRECALCULUS**

Prerequisite: Algebra 2 and geometry

This course is designed to complete the study of algebra 2 and begin the study of precalculus. The topics include counting principles and probability, exponential functions, logarithmic functions, polynomial functions, trigonometry, statistics, and conics.

## **6320 COLLEGE PRECALCULUS**

Prerequisite: C+ or better in College Algebra 2 and department head/teacher recommendation

This is an advanced mathematics course that prepares a student for university courses in mathematics. Primary emphasis is the study of linear, quadratic, polynomial, exponential, logarithmic, trigonometric, and rational functions and their graphs. It includes a review of arithmetic and geometric sequences and series. Parametric equations, and polar coordinates are introduced. Students who had difficulty with Algebra 2 would probably find this course demanding and would be better served by enrolling in Introductory Precalculus. Students completing this course with a grade of A- or above may enroll in AP calculus AB in their senior year.

## **6330 HONORS PRECALCULUS**

Prerequisite: B- or better in Honors Algebra 2 or A- or better in College Algebra 2 or department head approval

This course is intended for students who successfully completed Honors Algebra 2 and Honors Geometry. Topics include all of those covered in College Precalculus but in more detail. Also included is an introduction to the fundamental principles of calculus. Students who expect to take BC calculus must take this course.

## **6415 FINANCIAL LITERACY**

This is an introductory level course intended for seniors. This real world applications course will cover general interest topics that all students should be exposed to in order to be mathematically literate in today's world. The following topics will be covered: checking and savings accounts, credit, loans, personal budgeting, investments and taxes. Students will be able to think logically and critically about the many mathematical situations with which they are faced in our society. Students should leave this course with an increased confidence in their mathematical ability and be able to make informed decisions about many real life situations.

## **6420 STATISTICS AND DISCRETE MATHEMATICS**

Prerequisite: Precalculus or teacher/department head approval

This course is intended to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will include normal distribution, data transformation, central limit theorem, statistical inference, confidence intervals, correlation, and regression. The topics from discrete math to be included are logic, recursion, and combinatorics.

## **6421 COLLEGE CALCULUS**

Prerequisite: College Precalculus or teacher/department head approval

This course is intended for students who have an interest in having an introduction to calculus in high school. Topics include a thorough review of elementary functions, an introduction to limits, the derivative, and the integral. All topics are taught from a numerical, graphical, and algebraic approach. Emphasis is on concepts and application.

## **435 ADVANCED PLACEMENT CALCULUS AB**

Prerequisite: B- or better Honors Precalculus or A- or better in College Precalculus or teacher/department head approval

This course is comparable to a one-semester college/university course in calculus. Topics include a thorough review of elementary functions, limits, the derivative and its applications, the integral

and its applications, and techniques of integration. All topics are taught from a numerical, graphical, and algebraic approach. In order to receive credit for this course, students are required to take the appropriate advanced placement examination and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

### **6440 ADVANCED PLACEMENT CALCULUS BC**

Prerequisite: A- or better in Honors Precalculus, or teacher/department head approval

This is an advanced placement calculus course intended for the strongest mathematics students. It is comparable to a typical one-year college calculus course. Topics include all of those in AB Calculus as well as convergence and divergence of infinite series, the calculus of polar and parametric equations and differential equations. In order to receive credit for this course, students are required to take the appropriate advanced placement examination and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

### **6540 ADVANCED PLACEMENT STATISTICS**

Prerequisite: Seniors require B- or better in Honors Precalculus or an A- or better in College Precalculus or teacher/department head approval. Juniors require an A- or better in both Honors Algebra 2 and Honors Geometry and teacher/department head approval

This course is intended to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It is equivalent to a one-semester, introductory, non-calculus based college course in statistics. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns and statistical inference. In order to receive credit for this course students are required to take the appropriate advanced placement examination and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

## **FINE ARTS**

### **7554 ART 1**

Open to grades 9-12 - Full Year

Art 1 is a full-year, introductory level course that invites you to fully engage with the studio art experience. Explorative and flexible thinking, risk taking, self-motivation, open ended solutions, self-reflection - these are just some of the critical thinking skills fostered in a studio learning environment. The curriculum is project-based, which means you work on both short exercises and longer projects to apply, practice and demonstrate your growing creative abilities. Using the elements and principles of design as your guide, you will work in a range of mediums including charcoal, graphite, paint, and collage. Instruction is designed to build confidence and encourage independent work habits.

### **7555 ART 2**

Prerequisite: Art 1 or permission of the instructor

Open to grades 10-12 - Full Year

This course is a continuation of art 1 with an emphasis on drawing and design. A variety of 2-D and 3-D projects will encourage creative growth and problem solving skills. Traditional and abstract forms of expression will help students develop their artistic abilities.

### **7530 HONORS ART 3**

Prerequisite: Art 2 or permission of the instructor

Open to grades 11-12 - Full Year

Art 3 requires creative solutions to drawing and design problems. The focus is on techniques and materials for making art. Each student is required to submit a quarterly sketchbook that is completed outside of class. New materials explored will include watercolor and colored pencil.

### **7531 HONORS ART 4**

Prerequisite: Honors art 3 or permission of the instructor

Open to grade 12 - Full Year

Students will be expected to demonstrate proficiency and commitment to their art in this course. Each individual's personal artistic vision and needs will contribute to the development of a portfolio suitable for college admission or the AP Art Exam. Students will be expected to work on projects outside of class.

### **7535 METALWORK**

Open to grades 9-12 - Semester

Metalwork is a semester long course that imparts the joy and satisfaction of making objects by hand. Through a series of projects you will learn the fundamentals of design and metal fabrication techniques such as sawing, filing, forming, soldering, and polishing. These construction techniques and skills for both jewelry and small objects will help you transform your ideas into finished pieces. There will also be opportunities to explore traditional and contemporary practices of self-adornment and the relationship between form and function. Instruction stresses safety, proper use and maintenance of all equipment and is designed to build confidence and encourage independent work habits.

### **7540 COLOR THEORY AND DESIGN**

Open to grades 9-12 - Semester

What makes a reader stop to read a book, poster, article, blog or advertisement? Often, it is a great picture. This course explores how to make pictures with impact through thoughtful use of color and design. The curriculum is project-based, which means you work on both shorter exercises and longer projects to apply, practice and demonstrate your growing creative abilities. Shorter exercises introduce color theory, visual perception and design principles. Longer projects use this knowledge to illustrate today's headline social, environmental and political issues. Instruction is designed to build confidence and encourage independent work habits.

### **7541 DRAWING**

Open to grades 9-12 - Semester

This course will focus on drawing fundamentals, with the aim of building basic skills. Observation and composition will be stressed.

### **7542 PAINTING**

Prerequisite: Art 1, Drawing or instructor permission

Open to grades 10-12 – Semester

This course will help students develop technical painting skills while visually expressing themselves. It is an introduction to endless painting possibilities with an emphasis on traditional and abstract subject matter. Oils and watercolors will be explored as students strengthen their observation skills and learn to mix colors. Students will be required to purchase some materials, such as brushes, for this class.

### **7545 DIGITAL PHOTOGRAPHY**

Open to grades 10-12 – Semester

Digital Photography is a semester long course that brings 2D image making into the digital era. In today's world of design and fine arts, many artists mix traditional media and disciplines with contemporary ones. This course allows you to do just that – learn and explore how to make images with a focus on digital media, but open invitation to bring traditional media and techniques into the process. You will learn how to use the camera and scanner to capture images, Adobe Photoshop CS5 to edit and manipulate those images, and finally inkjet printers to print and present final artwork. Projects introduce technical skills, but more importantly, engage you through ideas and opportunities for self-expression. Instruction is designed to build confidence and encourage independent work habits.

### **7556 CERAMICS**

Open to grades 10-12 – Semester

This course is an introduction to ceramics including working on the potter's wheel. Students will use modeling, slab and coil construction to study form and design in clay. Surface decoration and glazing will be explored. Earthenware and stoneware clay bodies will be used to create functional and nonfunctional items.

### **7550 THEATER ARTS**

Open to grades 9-12 - Full Year

Build self-confidence, emotional and social awareness, improvisation techniques, playwrighting, stage combat, dance, audition training, and have fun doing it. During our lives we will play a variety of roles. This course is designed to develop the life skills of speaking, reading, writing and concentration through the study of drama and human behavior. The emphasis is on discovery and process not on technical mastery. Students will write and perform original works as well as study dramatic literature and screenplays. Coursework will also include technical theater and theater history. Students will perform final projects for an audience.

### **7552 COMMUNICATION STUDIES**

Open to grades 9-12 – Semester

The emphasis of this course will be placed on the study and practice of public speaking, effective communication for the 21st Century. Communication Studies builds self-confidence, social awareness and speaking with clarity. The course will include the practical applications of speech communication in everyday life, interpersonal communications, group dynamics, job interviewing, personal introductions, and good speech habits, study skills. This course is designed for students who are interested in developing skills in various aspects of communication performance.

### **7588 IMPROVISATION**

Open to Grades 9-12– Semester

Study the unique discipline of improvisational performance. This very interactive class will explore the traditions of improvisational comedy, drama, dance, poetry, and storytelling. Focus will be on developing skills using body, voice, language, and movement. Say yes to new ideas while building confidence and teamwork.

### **7551 HONORS DRAMATIC ARTS 1**

Open to grades 10-12 - Full Year

This course is intended to be a continuation of theater arts building language and literacy skills, emotional awareness and providing a greater academic challenge through a variety of practical activities and projects that will include styles of dramatic literature, styles of acting, voice and movement. Students will also work on projects that investigate the nature of drama and social issues.

### **7559 HONORS DRAMATIC ARTS 2**

Prerequisite: Honors dramatic arts 1, advanced level training focused on production experience or permission of the instructor

Open to grades 10-12 - Full Year

An intense look at acting, dance and directing, audition training and techniques. Students will perform on final projects for an audience.

### **7586 HONORS DRAMATIC ARTS 3**

Prerequisite: Honors dramatic arts 2 or advanced level production training

Open to grades 10-12 - Full Year

Intense focus on all aspects of theater and acting training with special emphasis placed upon playwrighting.

### **7553 FILM STUDIES**

Open to grades 10-12 – Semester

Film Literacy in the 21st Century: Explore your love of movies. The course will cover the art of filmmaking and its modern history. Students will investigate a variety of film genres to include comedy, drama, westerns, mysteries, and others. Topics will include styles of acting, writing, directing, and cinematography. Students will consider how film affects all of our lives and our culture. Focus on American Cinema projects include storyboards, scriptwriting and plot structure.

### **7587 LYRICS, LICKS, & LAYIN' DOWN TRACKS**

Open to grades 10-12. Underclassmen can register with permission of the instructor - Semester

Have you ever wondered how the lyrics of an unknown poet/musician that were scribbled down on a napkin in a coffee shop became one of America's greatest anthems? In this course we will study the poetic and musical components of some of the greatest songs ever written. Students will discover and analyze the form, texture, and expressive qualities of songs written by various singer/songwriters including: The Beatles, Eminem, Bob Dylan, U2, Aretha Franklin, and The

Eagles to name a few. Types of songs studied will include folk songs, R& B, rock anthems, political songs, love songs, and rap. Students and teachers will create a class poem and song to culminate the class. No musical experience is needed! The course will also feature visiting guest artists and a field trip to experience live music! This interdisciplinary course will be co-taught by a teacher from the English department and Music department. The class will meet four times out of an eight-day cycle for half a year.

### **7569 THE HISTORY OF JAZZ, ROCK, AND RAP**

Open to grades 9-12 – Semester

Guitar Heroes! Defiant Drum Duels! Radical Rappers! This semester elective will explore the cultural, social, and political shaping of America's most original and popular art forms: Rock, Rap, & Jazz. Students will discover the progression and rise to fame of the all-time greatest rockers, rappers, jazzers, and blues artists via research projects, in-class discussion, multimedia units, guest speakers, and a field trip. Students will make connections to other academic areas such as literature and visual art.

### **7568 MUSIC THEORY**

Open to grades 9-12 – Full Year

Students will explore the world of music theory, harmony, composition, and ear training. Students will also use various music software programs for composition and sequencing projects. Basic keyboarding skills will be reviewed in this course.

### **7591 ADVANCED PLACEMENT MUSIC THEORY**

Prerequisite: Music theory or teacher recommendation

Open to grades 10-12 – Full Year

AP Music Theory is a rigorous college level course designed for highly motivated students who wish to discover more in-depth concepts of music theory and ear training. The course will prepare students to take the College Board AP Music Theory exam. Students will master musical concepts such as: musical analysis, form, harmony, melody, rhythm, texture, composition, dictation, sight-singing, and keyboarding skills. A combination of books, workbooks, keyboards, and music software programs will be utilized in covering the various musical concepts in the class. Students must take the AP exam and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

### **7560 STRING ORCHESTRA**

Open to grades 9-12 – Full Year

This ensemble is open to all string players and will focus on string orchestra repertoire. Course emphasis will include rehearsal techniques and advanced performing skills. The string orchestra will be a major performing group for the school and community. Periodically literature and rehearsals will include full symphonic orchestra (strings, woodwinds, brass and percussion). This opportunity will require combining band and string students as needed. Rehearsals and performances outside of school hours will be required.

### **7575 HONORS SINFONIA ORCHESTRA**

Prerequisite: Audition

Open to grades 10-12 – Full Year

The ensemble will focus on the continued development and refinement of advanced performing and ensemble skills. Full orchestra sectional and Honors Sinfonia members will be combined for instruction as needed for full orchestra. The Honors Sinfonia will be a major performing group for the school and community. Admission is by audition only and acceptance is based on instrumentation needs. Performances will include string and full orchestra with attendance at outside rehearsals and concerts required.

### **7570 FULL ORCHESTRA SECTIONAL**

Prerequisite: Director recommendation and band member

Open to grades 9-12 – Full Year

This rehearsal is required for preparation of full orchestra winds, brass, and percussion. The skills of independent parts and orchestral performance are central to this course. (Note: no string players are in this class).

### **7566 CHAMBER MUSIC**

Open to grades 9-12 – Full Year

This course will focus on skills necessary for the performance of chamber music. Literature for trio, quartet, and quintet will be stressed. The emphasis in small groups is placed on intonation, phrasing, balance, precision, and ensemble skills. The importance of leadership and independence of parts is stressed. Preparation and rehearsal skills for concert and local jobs will be covered. Chamber music instrumental students must be enrolled in band or orchestra. Pianists also welcome.

### **7562 CHORALE**

Open to grades 9-12 – Full Year

This course is open to all students interested in choral music. Previous singing experience is not required. This ensemble explores music from all genres, while building skills in vocal production, intonation, diction, blend, and musicianship. Students are required to participate in rehearsals and concerts, which may occur in the evening. In addition to concerts, this ensemble may also participate in performances with ensembles in other districts and field trips.

### **7564 HONORS CONCERT CHOIR**

Prerequisite: Audition

Open to grades 10-12 – Full Year

HCC is a select mixed voice (co-ed) vocal ensemble that explores advanced music from various genres. Repertoire chosen from standard choral literature will include a cappella pieces as well as pieces with instrumental accompaniment. Students will develop advanced skill in vocal production, including breath management, use of color and timbre and vowel production. As part of an ensemble, students will use critical and creative thinking skills as they study blend, diction, phrasing, ear-training, sight-reading, and musicianship. Students are required to attend rehearsals and concerts, which may occur in the evening. Students are encouraged to study voice

privately.

### **7561 CONCERT BAND**

Open to grades 9-12 – Full Year

The Wayland High School Band is open to all wind, brass, and percussion players. This performing ensemble will allow students to explore musical concepts such as rhythm, sound production, interpretation, and reading musical notation as outlined in The National Standards for Arts Education. Students will have the opportunity to discover the relationships between music and other disciplines outside the arts via the performance of music from different cultures and historical time periods. Members are required to attend all public performances, concerts, parades, and festivals. Concert Band members also belong to the Warrior Pep Band that performs at all the home varsity football games and home Thanksgiving Day game.

### **7571 HONORS WIND ENSEMBLE**

Prerequisite: Audition

Open to grades 9-12 – Full Year

Honors Wind Ensemble provides more advanced and independent band students the opportunity to perform more challenging music in a smaller, select group setting. All performance opportunities and expectations as outlined in the Concert Band apply. Wind Ensemble members will analyze music and different compositional devices, take part in regular self-assessment, and gain an extensive knowledge of musical vocabulary. Students are also urged to seek private instruction.

### **7572 HONORS JAZZ ENSEMBLE**

Prerequisite: Audition, band/orchestra member

Open to grades 9-12 – Full Year

Jazz Ensemble provides the opportunity for more advanced and independent instrumentalists to perform in a traditional big band ensemble. In-depth study of jazz improvisation and history will be facilitated via the performance of high caliber musical literature from different cultures and time periods. Woodwind, brass, string bass, and percussionists must be enrolled in either the Concert Band, Wind Ensemble, or Orchestra program in order to participate. Members are required to attend all public performances, concerts, festivals, and rehearsals (including mandatory Wednesday rehearsals 1:15- 2:30).

### **7573 JAZZ PROJECT**

Open to grades 9-12 – Full Year

This non-traditional performance ensemble is open to all instrumental and vocal students wishing to learn to play jazz and popular music. Students will explore the different forms, theory, and styles of jazz music. There will be a special focus on improvisation, listening, and composition. Woodwind, brass, and percussionists must be enrolled in the Concert Band, Wind Ensemble, or Orchestra program in order to participate. Members are required to attend all public performances, concerts, festivals, and rehearsals.

### **7584 GUITAR**

Open to grades 10-12 –Semester

This course is open to beginners as well as more advanced guitarists. Students will build both skill and confidence as they study the basics of guitar, music theory, and musicianship while

incorporating technology. Students will work both individually and in small groups to create class projects and a diverse music portfolio. Many styles and genres will be studied over the course of the semester, including acoustic and electric instruments. Students may bring their own instrument or use school owned instruments.

### **7594 PIANO**

Open to grades 9-12 – Semester

This new course offers students the opportunity to learn basic piano/keyboard techniques. It is also open to students with previous piano/keyboard experience. Students will learn music theory, piano technique, keyboard literature, and basic musicianship. Students will work individually at their own pace and will also have the opportunity to explore composition. Music technology will be incorporated for projects in notation, sequencing and recording.

### **7589 PAGE TO STAGE**

Open to grades 9-12 – Semester

Music tells a story. This music-drama collaborative performance course is designed to build technical proficiency in speaking, singing and movement through storytelling. Characters from literature, musical theater, dance, and other genres will be included. This class will investigate traditions of music & how it is used to create story. Performance skill studies will include vocal, acting, and improvisation techniques and are useful for presentation and general communication.

## **Health And Physical Education**

### **8150-8450 WELLNESS CURRICULUM**

Physical education is required to meet the requirements for graduation. Programs are offered with attention to wellness, lifetime sports and cooperative challenges found in project confidence (sophomores). Ninth grade students take a core of courses, two of which are physical wellness and CPR plus lifetime sports. Sophomores have a quarter of project confidence and a quarter of health education. Juniors have a quarter of health education and a quarter of lifetime sports and Rape Aggression Defense (RAD). Seniors have a specialized program (MVP) two days per eight- day cycle either first or second quarter. (8250 grade 10, 8350 grade 11, 8450 grade 12)

### **8551 FIRST AID**

Open to all grades - semester

This course will lead to certification from the American Heart Association in CPR and from the American Red Cross in first aid. Students will also acquire the basic life support and health care provider certification which is important in obtaining employment as a babysitter, lifeguard, lifetime sports, fitness, etc.

### **8510 R.A.D. BASIC PHYSICAL DEFENSE**

Open to grades 11-12

-To develop and enhance the options of self defense, so they may become viable considerations to the woman who is attacked.

The R.A.D. (Rape Aggression Defense) system is a program of realistic, self-defense tactics and techniques. This comprehensive course for women initially teaches awareness, prevention, risk reduction, and risk avoidance. Then the course progresses on to the basics of hands-on defense

training. R.A.D. is not a martial arts program. The growing, widespread acceptance of this system is primarily due to the ease, simplicity and effectiveness of the R.A.D. Systems of Physical Defense tactics, solid research, and unique teaching methodology. Junior and Senior girls can elect to take the R.A.D. course taught primarily by the Wayland Police Department's R.A.D. Certified Instructors. Attendance at all these classes is required. Class size: minimum of 10 students/maximum of 14 students/approximately 12 classes plus a 3 hour simulation session that will be scheduled at the end of the course.

### **1550 INTRODUCTION TO SPORTS HEALTH**

Semester

This first semester course will address causes, prevention, and treatment common in sports injuries. Through classroom and single period lab sessions students will learn about fundamentals of anatomy and physiology as well as nutrition. They will practice techniques including: taping, therapeutic exercise and treatment procedures.

### **1551 TOPICS IN SPORTS HEALTH**

Semester

This second semester course will explore topics in sports health including: sports nutrition; factors affecting athletic performance; first aid and CPR skills; the functioning of the human body related to sports; fundamentals of anatomy and physiology. This course may be taken by students who have completed Introduction to Sports Health as well as students who have not.

### **9450 YOUTH LEADERSHIP**

Open to grades 9-12 - semester

This semester long course will focus on preparing students to be future leaders. Students will learn skills to lead, organize and manage groups, such as clubs, athletic teams or service groups. We will focus on gaining multiple skills that can be translated into classrooms, future studies and the workplace. Course topics will include: substance abuse prevention; leadership skills to address teen issues; and how to create and facilitate discussion groups. Students will create a capstone presentation around teen substance use that they will present to classes of 8th graders, exemplifying their new skills and strategies. Students will complete the class with the skills and knowledge base to motivate and organize their peers.

### **9542 BATHE**

Open to grades 9-12

A group/class founded this year at Wayland High School to promote respect and understanding among all students. The students in the class seek to improve the social climate of our school, and to help teens to understand and have empathy for each other. BATHE is made up of students from all different grades and all different social groups, so that everybody has a "voice". Students interested in joining the class can see Ms. Mast in guidance or Ms. Nowak in the language department.

## **Media**

### **9640 TV PRODUCTION 1**

Open to grades 9-12

This course is an introduction to the career of television production. During the class, students

will learn about directing, sound, graphics, editing, lighting, field production and studio

production while working with the equipment in the Wayland local cable studio. The class will meet for three days each cycle for one semester. Students will be responsible for producing and directing various pieces including a public service announcement, a live talk show and community events. Students receive a pass or fail for this course.

### **9641 TV PRODUCTION 2**

Open to grades 10-12

This course continues from where Television Production I left off. The class will create its own School News Magazine. Subject matter will deal with, what's happening at Wayland High School. You will experience working as a reporter in front of the camera, as well as behind it. You will be in charge of producing, directing, editing and putting the sound and graphic together to create a brand new program. Your program, Wayland News Magazine will air on WayCAM – the Wayland Channel. Students must have successfully completed Television Production I, prior to taking this course. The class will meet for three days in a cycle for one semester.

### **9645 HONORS SCRIPT TO SCREEN 1**

### **9646 HONORS SCRIPT TO SCREEN 2**

Prerequisite: TV production I, a dramatic arts class or with instructors permission. This is a full year course. (Formerly known as —Acting, Directing and Producing for Movies)

This honors level course explores the production and language of digital movie making. This blended learning class will combine the physical and emotional aspects of actor training with the technical and creative work of production. Using scripts and script analysis, students will produce several short movie scenes, culminating in a final movie production which will be showcased in the Annual Wayland High School Movie Festival. Students will learn audio and video production skills using digital equipment; multi-genre scriptwriting and acting; digital editing using Final Cut Pro, and how to create special FX and graphics. Students will work collaboratively on teams for most of the class and will have the opportunity to reflect and evaluate their work on a daily basis. Students can repeat the course as Honors Script to Screen II.

## **Career Development And Independent Study**

### **9500 INDEPENDENT STUDY**

Independent study is a program designed to provide additional academic opportunities for all students for the exploration of learning experiences not available in the traditional school environment; it is not available for any course already offered in the school's Program of Studies. The student must seek initial approval from the guidance counselor. The next step is to confer with a teacher who has the requisite expertise to supervise the project and is available to do so. The student must write a proposal for the project and submit it for administrative approval. Graded on A/Pass/Fail scale based upon the criteria spelled out in the proposal. Credit is given on a quarter basis.

Grades in this course are not included in the calculation of GPA.

- Students must have five courses before consideration will be given to approval of an independent study option.
- The independent study option is available only as an additional, sixth major.

### **9745 TEACHING ASSISTANT PROGRAM**

Prerequisite: Teacher and Department Head recommendation or application. Grades 10-12.

Under the close supervision and guidance of a mentor teacher, students provide additional support in class, help teachers prepare for class, and/or teach classes themselves. Teaching assistants experience first-hand the teaching and learning process from an educator's perspective, come to understand and value what it takes to make the curriculum accessible to all students, and make connections with younger students. 1 to 4 credits. Graded on Pass/Fail/A scale. Grades in this course are not included in the calculation of GPA.

### **9704 PEER TUTORING**

Mentoring for Special Education

This course will teach students the skills and techniques needed to provide academic or social support to students with learning and/or social disabilities. The course will consist of classroom instruction one time per cycle and actual work with an assigned student(s) or special education class four times per cycle.

### **9502-9505 COOPERATIVE EDUCATION (Work Study)**

(9502 quarter 1, 9503 quarter 2, 9504 quarter 3, 9505 quarter 4)

Cooperative education is provided for junior or senior students who desire to gain work experience while they continue their academic program. Students must be employed for a minimum of 15 hours a week. One credit is given for each quarter of successful participation in an approved job setting.

### **9700-9703 CULTURAL IDENTITY GROUP SEMINAR (CIGS)**

The intent of METCO's Cultural Identity Group Seminar is to provide students with an opportunity to explore issues of race and racial, personal and cultural identity in a "safe" and constructive environment. The issues of race and racism are consistent themes in all our lives and have a profound impact on student development. This course will provide young people with an opportunity to voice their opinions, explore their culture and that of their peers, empower them, and remove the burden of "minority status." Through empowerment this course endeavors to affirm the student's positive sense of self, greater racial pride and a feeling of unity with others who share the same concerns, issues and experiences. (9701 grade 10, 9702 grade 11, 9703 grade 12)

### **9750 MINUTEMAN**

WHS works in coordination with Minuteman Regional Technical High School in Lexington, to give WHS students a chance to explore an elective that is not offered at WHS. Juniors and seniors are eligible for the program. Students choose an available class/field that they are interested in such as electrical wiring, childcare, graphic arts (to name a few) and they attend Minuteman in the morning and return to WHS for their academic classes in the afternoon. These are full year classes and students will receive 8 credits. There is a morning pickup at WHS and students must provide their own transportation back.

### **9740 TEC INTERNSHIP**

**“What do you want to be when you Grow Up?”** The Education Cooperative (TEC) provides a variety of custom real work internship experiences for high school juniors and seniors. Our career services program is a work-based educational internship learning experience that often helps

to bridge the gap between academics and a potential career choice. These explorations can help enrich academics, motivate students to learn, and apply their education to real-world practices.

This program can benefit varying academic levels of students. Internships are an invaluable asset for any student. TEC's internship program provides meaningful hands-on experience in a supervised professional environment, ensuring that students are able to realize their full potential. This provides career exploration in a field the student might wish to pursue upon graduation from high school and beyond.

In our *Signature* internship program, students volunteer their time for a total of sixty hours, approximately 12-18 hours per week in the summer. The participating academic year students work 5-8 hours per week in the afternoons after school for approximately 3 months. In lieu of payment, students receive Wayland High School credit for a successfully completed internship.

The *Extended* Internship Program allows students to spend 8-12 hours each week for an entire school year at an internship site.

This program can benefit a variety of students:

- Students who learn more effectively through hands-on experience
- High achievers and those who may not have a full academic course schedule and would like to engage in career exploration
- Students with an IEP and a grade average of C or better
- Students with little enthusiasm for academics

Internships can occur during the school day in conjunction with a student's rotating schedule; after school (no after school sport participation is allowed while doing an internship); or even during the summer. The scheduled days and hours are determined individually by each student's availability and the internship placement.

We take into consideration a student's interests, transportation limitations and geographical parameters when coordinating a suitable placement. A student's internship may involve assisting with a project, shadowing a professional, or independently working on assigned tasks, thus allowing him/her to identify a primary career of interest and establish work experience.

Internship Cost (Signature program – Academic year or Summer): \$500\*

\*There is an additional fee of \$50 for summer applications received after March 20  
For any further questions and applications: [www.tec-coop.org](http://www.tec-coop.org) 781-326-2473 x121

### **9741 TEC EXTENDED INTERNSHIP**

This program gives students opportunities to receive on-the-job skills and training in a career field that interests them during their junior and/or senior years in high school. Students take three academic courses and physical education and work at their internship placements. The time commitment is 8-12 hours/week and is individually worked out to best mesh with the student's academic schedule. Students develop proficiency in a field of their choosing that they are considering for a career. This program involves work-based learning plans linked to the student's high school curriculum. Students receive eight credits each year for this internship experience. Students develop and maintain a portfolio, which includes regular journal entries and materials developed at the worksite. The internship helps students focus on what they need to be successful in their chosen field, which, in turn, contributes greatly to their academic experience both in high school and in college. The internship helps students clarify their academic and career

goals. Areas of study currently available are: Automotive Repair, Architecture, Building and Construction, Business and Financial Services, Computer Science, Energy and Environmental Science, Health Care and Bioscience, Learning and Education, Retail and Commerce, Telecommunications and Information Services, and Travel and Tourism. New areas of study are sometimes added each year to accommodate student interest.

Students will receive eight credit hours each year for their participation in this program. Extended Internship Cost: \$900

For any further questions and applications: [www.tec-coop.org](http://www.tec-coop.org) 781-326-2473 x121

### **9760 VIRTUAL HIGH SCHOOL (VHS)**

Virtual High School is a consortium of schools from around the US and around the world that provide online instruction in a variety of subjects to students at the middle and high school level. The project is international in scope with a current enrollment of over 9,000 students. Current VHS membership includes schools from 28 states as well as a total of 35 international schools. Many of the VHS offerings are unique and represent an opportunity for WHS students to take courses beyond what is offered in the WHS curriculum. Students interested in taking an online course through VHS should be prepared to spend 6-8 hours a week working on class material. Much of that time will be spent online reading and writing assignments, posting to discussion boards and contributing to online discussions. Although there are no set class times, assignments and discussions are required on a weekly basis. WHS students participating in VHS are required to reserve blocks a cycle in their schedule for VHS class time, during which they must participate in VHS online. As the course progresses, the requirement to spend school time on VHS will be reduced as appropriate. The student will meet with the site coordinator, Mary Barber, at least once a cycle.

NOTE: depending on total enrollment and school budget, VHS may cost anywhere from nothing to as much as \$900. In general, students may receive credit for VHS courses that are already offered at WHS. Exceptions will be made in circumstances in which we cannot accommodate the requested course in students' schedules. For more information and a list of offered courses, please to go to the following link:

[http://www.wayland.k12.ma.us/high\\_school/technology/documents/VHS.htm](http://www.wayland.k12.ma.us/high_school/technology/documents/VHS.htm)

## **BUSINESS**

Wayland High School's Business Education program, at its core, aims to provide a curriculum which changes in anticipation of emerging paradigm shifts in the business world today. While the coursework is intended to engage and challenge both those students who go on to post secondary education and those who will enter the work force upon graduation, students will find that the course material is similar to that generally offered in first and second year college/university business courses. The courses aim to make students sustain a passion for understanding all levels of the modern business organization, investing operations, and the economy in its globalized state.

The Business Education program offers an array of full year courses, which provide students with the flexibility to explore different business fields in response to their changing interests. Vision plus opportunism with regard for ethical behavior, social responsibility, and sustainable development drive the Business Education program of Wayland High School today.

EBM is open to juniors and seniors, while the Investing & the Creative Economy and Business Law courses are also open to sophomores who are interested in a challenge (space permitting). The School Store Operations course is open to those seniors who have completed EBM.

### **9520 PRINCIPLES OF ENTREPRENEURSHIP AND BUSINESS MANAGEMENT (EBM)**

Open to grades 11-12 – Year

In this project-based and case study driven course, students will gain skills necessary for the foundations of entrepreneurial thought, enabling them to identify key business opportunities and develop appropriate, well thought out business decisions, presenting them effectively in both oral and written form. At the completion of the course, students will have the knowledge to make basic and general management consulting decisions. Students will utilize class notes, discussions, case studies, papers, and projects in an effort to make day-to-day decisions, which would successfully advance any business given specified economic and marketplace conditions. Pertinent topics include market structures, organizational design and management theory, service operations, value creation, marketing, social responsibility, Fair Trade, the Internet's role in today's marketplace, and government regulations that affect the business environment. As a capstone to the course, students will plan and operate an actual business. During the project, students elect their own CEO, vice presidents, etc., create their own marketing campaigns, generate capital for business operations, and select a charitable organization to donate proceeds to. A driving theme for the course is that profitability and social responsibility are not mutually exclusive, but rather social responsible business practices can be used as a competitive advantage.

### **9521 BUSINESS LAW**

Open to grades 10-12 – Year

Students will be introduced to several aspects of the American legal system as it pertains to the business world. A large portion of class time will be devoted to contract law and contractual agreements for business and personal use. Students will learn to negotiate and author contracts through a series of in-class negotiation exercises. The latter half of the course deals with E-Contracts and CyberLaw, as the Internet continues to play a larger role in legal disputes across the United States. Specifically, we'll also look at the role of intellectual property online—songs on Napster, pictures on personal websites, etc. A significant emphasis will be placed on debate with pertinent legal case studies.

### **9523 INVESTING AND THE CREATIVE ECONOMY**

Open to grades 10-12 – Year

In this full-year course, emphasis is placed equally on public policy with that of personal finance. The first half of the course covers the workings of the various securities markets and different types of investments available to the individual. Students will develop a systematic approach to portfolio development and management through participation in an investment simulation (the Stock Market Game Worldwide) in which students create a hypothetical investment portfolio whose progress they track throughout. Students will learn about different ways to analyze specific firms and the financial markets in general with an eye to the development of an intelligent investment strategy, ultimately completing a survey of retirement and developing Individual Retirement Accounts.

Outside of personal investment strategies, the class will also examine the struggle of businesses and individuals to adapt to the new world of ideas which is unfolding at a rapid pace. We are now in a globalized knowledge economy where creativity and human capital breed success. Is capitalism the best economic system? Class work will focus on contemporary issues in the U.S. economy ranging from the effects of Wal-Mart on a macro- and microeconomic scale to China's role in trade. Additionally, students will take an in-depth look at the US Federal Budget and attend a budget's simulation at the JFK Library in Boston. Students will be prepared to better understand ongoing debates over ethics and the proper role of government in economic activities. How big, or how small of a role should the government play?

### **9526 SCHOOL STORE OPERATIONS**

(Pre-requisite: B- or above in Entrepreneurship and Business Management as a junior)

Seniors who completed EBM as a junior may opt to enroll in the School Store Operations course. School Store Operations is a project-based course designed to provide hands-on opportunities for the application of retailing and marketing theories. Students study the principles of retail merchandising, conduct market research, plan and maintain inventory, and price/promote/sell goods as a service to the Wayland High School community. Additional class time will be devoted to the application of social media and its relevance to marketing and retail operations. Students should expect to work shift(s) in the school store outside of normally scheduled class time.

As was the case with EBM, students learn to think critically, solve problems, and develop creativity, and teamwork skills. Picking up where EBM left off, students will orchestrate their own leadership team to ensure smooth operations.

## **Computer Science**

### **9622 COLLEGE TOPICS IN COMPUTER SCIENCE**

### **9632 HONORS TOPICS IN COMPUTER SCIENCE**

Open to grades 9-12 – Semester

This half-year course will provide a broad overview of a number of topics in the field of computer science. Topics that students will be exposed to include: computer architecture, theories of computation, networking, cryptography, operating systems, and databases. Those who choose the honors option will complete additional standards established by the teacher. This course is open to all grade levels and does not assume any prior computer science experience.

### **9626 COLLEGE ANDROID APP DEVELOPMENT**

### **9628 HONORS ANDROID APP DEVELOPMENT**

Open to grades 9-12 – Semester

This half-year course introduces students to computer programming, with the ultimate goal of creating functioning apps for Android devices. Using the Java language, we will learn basic programming concepts including variable usage, control structures, methods, classes and data structures. Once that skill base is established, we will focus on graphical interfaces using the Android tool set, ultimately designing and implementing functioning apps that can be used on an Android phone or tablet. Those who choose the honors option will complete additional standards established by the teacher. This course is open to all grade levels and does not assume any prior computer science experience.

### **9540 ADVANCED PLACEMENT COMPUTER SCIENCE**

Prerequisite: A- or better in a college level math class or College Programming in C++, or a B- or better in an honors level math class or Honors Programming in C++, or computer science teacher/DH recommendation. This course is open to students in grades 10-12.

Students will learn the basics of computer programming using the Java language. The fundamentals of program design, basic algorithms, and data structures are explored. There is an emphasis on programming, both independently and in teams. Students are not expected, nor required, to have prior programming experience. In order to receive credit for this course students are required to take the Advanced Placement Computer Science A exam and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

### **9650 GENIUS BAR INDEPENDENT STUDY**

This half-year course provides students with the skills to support the high school student and teacher mac laptops. Students will be required to attend one training session before school gets out in June as well as a boot camp in the summer of 2012. The boot camp will focus on training students to be “genius interns” to help distribute and train parents and students on the proper use and care of their mac laptop. The students will also be expected to help distribute the laptops in August to the student body. Throughout the year, the student will man the genius bar at least one block per day, six out of eight days per rotation. If the student wishes to do it more there is flexibility in the schedule. Primary responsibility of the genius students is to assist students and teachers with any mac usage issues, including software and hardware identification issues. The genius will be trained in an “on-the-job” training environment, where hands on issues will be the primary training vehicle. Once a rotation the student will meet with Mrs. Barber and other technical staff to have face to face focus training. There will be material provided for the student to work towards an Apple Certification, at their own pace. When the student feels ready to take the Apple certification exam, the school will pay for the exam registration. There is a triage schedule, appointment calendar and video tutorials that will be maintained by the student genius interns.

This internship has training flexibility, and therefore the students involved will help drive what is taught. There is also the possibility of doing online training through Apple iTunes University. The student will earn (2) credits per semester, and students are able and encouraged to take the genius internship independent study more than one semester.

Pre-requisites: Students should be comfortable with technology, be self starters, and have the desire to figure out how to solve problems. This course is open to all grade levels.

## **Chapter 622 Of The General Laws**

### **ACTS OF 1971 AN ACT TO PROHIBIT DISCRIMINATION IN THE PUBLIC SCHOOLS**

The following legislation affecting the public schools was passed in August, 1971. This law, Chapter 622 of the General Laws, Acts of 1971, is referred to as "An Act to Prohibit Discrimination in the Public School." The law reads as follows:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and course of study of each public school on account of race, color, sex, religion or national origin."

This law, as does Federal Law Title IX, makes it clear that all aspects of public education must be fully open to members of both sexes and to all minority groups. No school may exclude a child from any course, activity, service or resource available in that public school on account of race, color, sex, religion or national origin of such child.

On June 24, 1975, the State Board of Education approved regulations for Chapter 622. These regulations address five areas of school policy: school admissions, admissions to courses of study, guidance, course content and extra-curricular and athletic activities.

If you have any questions or concerns regarding Chapter 622, please do not hesitate to contact the Principal. Copies of the law, and the regulations can be obtained from the Office of Educational Equity, Department of Education, 1385 Hancock Street, Quincy, MA 02169, (617) 770-7530.

The Assistant Superintendent of Schools, has been appointed as the coordinator of Chapter 622 and Title IX Programs for the Wayland Public Schools. If after contacting the Principal relative to these programs, you have further concerns, you can contact the Office of the Superintendent of Schools, 41 Cochituate Road, Wayland, MA 01778 or call (508) 358-3773.

## Summary of Course Listings

The following list gives certain necessary information about the courses offered at Wayland High School.  
For more detailed information, see the course description section of this booklet.

### EXPLANATION OF HEADINGS

<b>Meeting</b>	-	the number of times that a course meets each eight-day cycle
<b>Credit</b>	-	the number of graduation credits for successful completion
<b>Duration</b>	-	year (YR), one semester (SX, S1, S2) or one quarter (QT)
<b>Weight</b>	-	used to determine GPA (1=Intro. & College, 2 = Honors and AP, - = not used in weighted GPA)
<b>Grade</b>	-	usual grade level of students in the course
<b>Prerequisite</b>	-	see course description if an * appears here

<u>Course #</u>	<u>Course Title</u>	<u>Meetings</u>	<u>Credit</u>	<u>Duration</u>	<u>Weight</u>	<u>Grade</u>	<u>Prerequisite</u>
<b>SCIENCE</b>							
1100	Foundation Physical Science	6	4	YR	1	9	*
1110	Physical Science	6	4	YR	1	9	None
1120	College Physical Science	6	4	YR	1	9	None
1130	Honors Biology	7	4	YR	2	9	*
1200	Foundation Biology	7	4	YR	1	10	*
1225	Principles of Biology	7	4	YR	1	10	None
1220	College Biology	7	4	YR	1	10	*
1230	Honors Chemistry	7	4	YR	2	10	*
1310	Foundations in Chemistry	7	4	YR	1	11	*
1320	College Chemistry – Q	7	4	YR	1	11	*
1322	College Chemistry - E	7	4	YR	1	11	*
1330	Honors Physics	7	4	YR	2	11	*
1412	Foundation Principles of Technology	6	4	YR	1	12	*
1410	Principles of Technology	6	4	YR	1	12	None
1420	College Physics	7	4	YR	1	12	*
1440	Advanced Placement Biology	8	4	YR	2	12	*
1442	Advanced Placement Chemistry	8	4	YR	2	12	*
1444	Advanced Placement Physics	8	4	YR	2	12	*
<b>Science Electives</b>							
1435	College Environmental Science	6	4	YR	1	12	*
1436	Honors Environmental Science	6	4	YR	1	12	*
1521	Astronomy	6	4	YR	1	12	None
1515	Forensic Science (NEW)	6	4	YR	1	12	*
<b>SOCIAL STUDIES</b>							
2101	Foundation 20 <sup>th</sup> Century World Studies	6	4	YR	1	9	*
2111	Introductory 20 <sup>th</sup> Century World Studies	6	4	YR	1	9	None
2121	College 20 <sup>th</sup> Century World Studies	6	4	YR	1	9	None
2222	Foundation The Old and the New World	6	4	YR	1	10	None
2210	Introductory The Old and the New World	6	4	YR	1	10	*
2220	College The Old and the New World	6	4	YR	1	10	*
2230	Honors The Old and the New World	6	4	YR	2	10	*
2300	Foundation U.S. History	6	4	YR	1	10	None
2310	Introductory U. S. History	6	4	YR	1	11	*
2320	College United States History	6	4	YR	1	11	*
2330	Honors United States History	6	4	YR	2	11	*
2340	AP United States History	6	4	YR	2	11	*
2400	Foundation Social Science	6	4	YR	1	11	None
2410	Introductory Social Science	6	4	YR	1	12	*

<u>Course #</u>	<u>Course Title</u>	<u>Meetings</u>	<u>Credit</u>	<u>Duration</u>	<u>Weight</u>	<u>Grade</u>	<u>Prerequisite</u>
2420	College Social Science	6	4	YR	1	12	*
2430	Honors Social Science	6	4	YR	2	12	*
2441	AP European History	6	4	YR	2	12	None

#### **Social Studies Electives**

2520	Democracy in Action	6	2	SX	1	10-12	*
2522	Contemporary Issues	6	2	SX	1	10-12	*

#### **ENGLISH**

3100	Foundation English 1	8	4	YR	1	9	*
3120	College English 1	8	4	YR	1	9	None
3130	Honors English 1	6	4	YR	2	9	*
3225	Foundation English 2	6	4	YR	1	10	*
3220	College English 2	6	4	YR	1	10	*
3230	Honors English 2	6	4	YR	2	10	*
3310	Foundation American Literature	6	4	YR	1	11	*
3320	College American Literature	6	4	YR	1	11	*
3330	Honors American Literature	6	4	YR	2	11	*
3401	Foundation English 4	6	4	YR	1	12	*
3421	C. English 4: Film and Literature	6	4	YR	1	12	*
3422	C. English 4: Mystery & Adventure	6	4	YR	1	12	*
3423	C. English 4: Science Fiction and Fantasy	6	4	YR	1	12	*
3424	C. English 4: The Game of Life	6	4	YR	1	12	*
3430	Honors British & World Literature	6	4	YR	2	12	*
3440	Advanced Placement English	6	4	YR	2	12	*

#### **English Electives**

3520	College Creative Writing A	6	2	S1	1	All	*
3521	College Creative Writing B	6	2	S2	1	All	*
3530	Honors Creative Writing A	6	2	S1	2	All	*
3531	Honors Creative Writing B	6	2	S2	2	All	*
3525	College Journalism 1	6	4	YR	1	All	None
3526	Honors Journalism 1	6	4	YR	2	All	None
3527	College Journalism 2	6	4	YR	1	10-12	*
3528	Honors Journalism 2	6	4	YR	2	10-12	*
3529	College Journalism 3	6	4	YR	1	11-12	*
3534	Honors Journalism 3	6	4	YR	2	11-12	*

#### **LATIN**

4121	College Latin 1	6	4	YR	1	All	None
4122	College Latin 2	6	4	YR	1	All	*
4130	Honors Latin 2	6	4	YR	2	All	*
4220	College Latin 3	6	4	YR	1	10-12	*
4230	Honors Latin 3	6	4	YR	2	10-12	*
4320	College Latin 4	6	4	YR	1	11-12	*
4330	Honors Latin 4	6	4	YR	2	11-12	*
4335	College Latin 5	6	4	YR	1	12	*
4336	Honors Latin 5	6	4	YR	2	12	*
4440	Advanced Placement Latin 5	6	4	YR	2	12	*

#### **CLASSICAL STUDIES ELECTIVES**

4331	Honors Classical Literature	6	4	YR	2	11	*
4431	Honors Medieval And Renaissance Literature	6	4	YR	2	12	*
4521	College Philosophy	6	2	S1/S2	1	10-12	None
4531	Honors Philosophy	6	2	S1/S2	1	10-12	None

<u>Course #</u>	<u>Course Title</u>	<u>Meetings</u>	<u>Credit</u>	<u>Duration</u>	<u>Weight</u>	<u>Grade</u>	<u>Prerequisite</u>
5550	College History and Archaeology of Ancient Greece	6	2	S1	1	All	None
5560	Honors History and Archaeology of Ancient Greece	6	2	S1	2	All	None
5551	College History and Archaeology of Ancient Rome	6	2	S2	1	All	None
5561	Honors History and Archaeology of Ancient Rome	6	2	S2	2	All	None

## FRENCH

5120	College French 1	6	4	YR	1	All	None
5123	College French 2	6	4	YR	1	All	*
5132	Honors French 2	6	4	YR	2	All	*
5221	College French 3	6	4	YR	1	10-12	*
5230	Honors French 3	6	4	YR	2	10-12	*
5320	College French 4	6	4	YR	1	11-12	*
5330	Honors French 4	6	4	YR	2	11-12	*
5420	College French 5	6	4	YR	1	12	*
5435	Honors French 5	6	4	YR	2	12	*
5440	Advanced Placement French 5	6	4	YR	2	12	*

## SPANISH

5119	Foundation Spanish 1	6	4	YR	1	All	*
5115	Introductory Spanish 1	6	4	YR	1	All	None
5121	College Spanish 1	6	4	YR	1	All	None
5126	Foundation Spanish 2	6	4	YR	1	10-12	*
5116	Introductory Spanish 2	6	4	YR	1	10-12	*
5124	College Spanish 2	6	4	YR	1	All	*
5133	Honors Spanish 2	6	4	YR	2	All	*
5222	College Spanish 3	6	4	YR	1	10-12	*
5231	Honors Spanish 3	6	4	YR	2	10-12	*
5321	College Spanish 4	6	4	YR	1	11-12	*
5331	Honors Spanish 4	6	4	YR	2	11-12	*
5421	College Spanish 5	6	4	YR	1	12	*
5430	Honors Spanish 5	6	4	YR	2	12	*
5441	Advanced Placement Spanish 5	6	4	YR	2	12	*

## MATHEMATICS

6102	Foundation Mathematics 1	6	4	YR	1	All	*
6103	Foundation Mathematics 2	6	4	YR	1	10-12	*
6104	Foundation Mathematics 3	6	4	YR	1	11-12	*
6112	Introductory Geometry	6	4	YR	1	9	*
6122	College Geometry	6	4	YR	1	9	*
6132	Honors Geometry	6	4	YR	2	9	*
6119	Intermediate Algebra	7	4	YR	1	10	None
6310	Introductory Algebra 2	7	4	YR	1	9-11	*
6121	College Algebra 2	7	4	YR	1	10	*
6130	Honors Algebra 2	6	4	YR	2	10	*
6410	Introductory Precalculus	6	4	YR	1	11	*
6320	College Precalculus	6	4	YR	1	11	*
6330	Honors Precalculus	6	4	YR	2	11	*
6415	Financial Literacy	6	4	YR	1	12	*
6420	Statistics and Discrete Mathematics	6	4	YR	1	12	*
6421	College Calculus	6	4	YR	1	12	*

6435	Advanced Placement Calculus AB	6	4	YR	1	12	*
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<u>Course #</u>	<u>Course Title</u>	<u>Meetings</u>	<u>Credit</u>	<u>Duration</u>	<u>Weight</u>	<u>Grade</u>	<u>Prerequisite</u>
6440	Advanced Placement Calculus BC	6	4	YR	2	12	*
6540	Advanced Placement Statistics	6	4	YR	2	11-12	*

#### **FINE ARTS**

7554	Art 1	5	4	YR	-	All	None
7555	Art 2	5	4	YR	-	10-12	*
7530	Honors Art 3	5	4	YR	2	11-12	*
7531	Honors Art 4	5	4	YR	2	12	*
7535	Metalwork	5	2	SX	-	All	None
7540	Color Theory and Design	5	2	SX	-	All	None
7541	Drawing	5	2	SX	-	All	None
7542	Painting	5	2	SX	-	All	None
7545	Digital Photography	5	2	SX	-	10-12	None
7556	Ceramics	5	2	SX	-	10-12	None
7550	Theater Arts	5	4	YR	-	All	None
7552	Communication Skills	5	2	SX	-	All	None
7588	Improvisation	5	2	SX	-	All	None
7551	Honors Dramatic Arts 1	5	4	YR	2	10-12	None
7559	Honors Dramatic Arts 2	5	4	YR	2	10-12	*
7586	Honors Dramatic Arts 3	5	4	YR	2	11-12	*
7553	Film Studies	5	2	SX	-	10-12	None
7587	Lyrics, Licks, & Layin' Down Tracks	4	2	S1	-	10-12	None
7569	The History Of Jazz, Rock, & Rap	4	2	SX	-	All	None
7568	Music Theory	4	2	YR	-	All	None
7591	Advanced Placement Music Theory	6	4	YR	2	10-12	*
7560	String Orchestra	5	4	YR	-	All	None
7575	Honors Sinfonia Orchestra	4	3	YR	2	10-12	*
7570	Full Orchestra Sectional	1	1	YR	-	All	*
7566	Chamber Music	4	2	YR	-	All	*
7562	Chorale	5	4	YR	-	All	None
7564	Honors Concert Choir	4	3	YR	2	10-12	*
7561	Concert Band	5	4	YR	-	All	None
7571	Honors Wind Ensemble	4	3	YR	2	All	*
7572	Honors Jazz Ensemble	4	3	YR	2	All	*
7573	Jazz Project	3	2	YR	-	All	None
7584	Guitar	3	2	SX	-	10-12	None
7594	Piano (NEW)	3	2	SX	-	10-12	None
7589	Page to Stage (NEW)	5	2	SX	-	10-12	None

#### **HEALTH AND PHYSICAL EDUCATION**

1550	Introduction to Sports Health	4	2	S1	-	11-12	None
1551	Topics in Sports Health	4	2	S2	-	11-12	None
8150	Wellness Curriculum - 9	2	1	YR	-	9	None
8250	Wellness Curriculum - 10	2	1	S1	-	10	None
8350	Wellness Curriculum - 11	2	1	S2	-	11	None
8450	Wellness Curriculum - 12	2	1	QT	-	12	None
8550	Adaptive Physical Education	Varies	1	YR	-	All	*
8551	First Aid	2	2	SX	-	All	None
8510	R.A.D. – Basic Physical Defense	2	2	S2	-	11-12	None
9450	Youth Leadership	2	2	S1	-	All	None
9542	BATHE	1	2	YR	-	All	None

#### **LEARNING RESOURCE TEAM**

8556	Academic Support (LRT)	Varies	2-4	YR	-	All	*
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8557	Alternative Learning Resource Team	Varies	4	YR	-	All	*
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<u>Course #</u>	<u>Course Title</u>	<u>Meetings</u>	<u>Credit</u>	<u>Duration</u>	<u>Weight</u>	<u>Grade</u>	<u>Prerequisite</u>
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**MEDIA**

9640	TV Production 1	3	2	SX	-	All	None
9641	TV Production 2	3	2	SX	-	10-12	None
9645	Honors Script to Screen 1	6	4	YR	2	10-12	*
9646	Honors Script to Screen 2	6	4	YR	2	11-12	*

**CAREER DEVELOPMENT AND INDEPENDENT STUDY**

9500	Independent Study	Varies	1-4	Varies	-	All	None
9745	Teaching Assistant Program	Varies	1-4	Varies	-	10-12	*
9704	Peer Tutoring	4	4	YR	-	10-12	None
9502	Cooperative Education Quarter 1	Varies	1	Q1	-	11-12	None
9503	Cooperative Education Quarter 2	Varies	1	Q2	-	11-12	None
9504	Cooperative Education Quarter 3	Varies	1	Q3	-	11-12	None
9505	Cooperative Education Quarter 4	Varies	1	Q4	-	11-12	None
9510	Extended Internship	Varies	8	YR	1	11-12	None
9700	Cultural Identity Groups Seminar 9	1	1	YR	-	9	None
9701	Cultural Identity Groups Seminar 10	1	1	YR	-	10	None
9702	Cultural Identity Groups Seminar 11	1	1	YR	-	11	None
9703	Cultural Identity Groups Seminar 12	1	1	YR	-	12	None
9750	Minuteman	12	8	YR	1	11-12	None
9740	TEC Internship	Varies	1-4	Varies	-	10-12	*
9741	TEC Extended Internship	Varies	1-4	Varies	-	10-12	*
9760	Virtual High School (VHS)	Varies	1-4	Varies	-	10-12	*

**BUSINESS**

9520	Principles of Entrepreneurship	6	4	YR	1	11-12	None
9521	Business Law	6	4	YR	1	10-12	None
9523	Investing and the Creative Economy	6	4	YR	1	10-12	None
9526	School Store Operations	6	4	YR	1	12	*

**COMPUTER SCIENCE**

9622	College Computer Science	6	2	SX	1	All	None
9632	Honors Computer Science	6	2	SX	2	All	None
9626	College Android APP Development (NEW)	6	2	SX	1	All	None
9628	Honors Android APP Development (NEW)	6	2	SX	2	All	None
9540	Advanced Placement Computer Science	6	4	YR	2	10-12	*
9650	Genius Bar Independent Study (NEW)	6	2	SX	1	All	*