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 among 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 2015-2016 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/April.** 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. We have some new courses! Here are some highlights.

   - Please check out our new electives in the Social Studies department, such as Attic Archaeology (2560), Current Events (2562 and 2564) and 21st Century Democracy (2566).
   - Thanks to the Wayland Public Schools Foundation, we will have an all-new music production lab in 2015-16. Courses such as Music Production Studio (7525) and Filmscoring (7520) will make use of this amazing new technology.
   - Our Mandarin sequence continues with Mandarin 3 (5731) offered for the first time next year.
   - Extended Topics in Applied Chemistry (1450) and Anatomy and Physiology (1455) make their debuts next year as senior science electives.
   - Creativity, Problem Solving, and Invention (2570) invites all students (grades 9-12) to tackle real-life problems through the process of design, prototyping, and invention.

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,

Allyson Mizoguchi
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 processed four times annually and are released to IStudent and IParent for student and parent review. They are no longer mailed home, but they may be printed at home.

**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, standardized testing, academic, and personal adjustment issues, and the future planning process. At the same time, the guidance program provides an 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 8th 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, report card reviews, course selection support
- Individual parent/student conferences as needed
- Individual meetings as needed throughout the year

**Grade 10**
- Sophomore seminar program
- Progress report and report card reviews, course selection support
- Individual parent/student conferences as needed
- Individual meetings as needed throughout the year

**Grade 11**
- Junior seminar program
- Progress report and report card reviews, course selection support
- 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
- Individual meetings as needed throughout the year

**Grade 12**
- Senior seminar program
- Future planning program for parents
- Individual parent/student conferences as needed
- Individual meetings with seniors and parents regarding future planning and transition issues
- Individual meetings as needed throughout the year

The School Adjustment Counselor has a small caseload and teams with the other counselors to provide additional support to all students regarding their social, emotional and behavioral well-being.

The Transitions/RTI (Response to Intervention) Counselor supports students who have missed extended periods of school due to medical circumstances, as well as those who struggle with academic or social issues that interfere with their goals.

**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, and work on 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 consists of the Coordinator, Mrs. Wolfson, 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 eight-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 classroom texts and school supplies available for students to use while working there or in the Media Center. 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 - Thursday, 7:15-3:00 and Friday, 7:15-2:15.

**Library Media Services**

The Library Media Center (LMC) provides services for students, faculty, and staff. Students and teachers use media services extensively for both academic and personal interests. Students use the LMC to study, finish homework, read for personal enjoyment, and complete projects. The LMC offers students individual support day in and day out. Library and research assistance is provided by the Library Teacher; computer support is available through the Tech Department and student run Genius Bar.

The LMC collections include 11,000 fiction, non-fiction and reference print and e-books; 12 Nook Color and 7 Nook Simple Touch e-readers; over 20 magazines and journals for research and pleasure reading; extensive electronic resources including scholarly databases and online encyclopedias; ipods, audio recorders and digital cameras. Destiny, our online public access catalog, is used to search for books and digital resources in the Library. The center also provides access to laminating machines, printers, a copier, and a scanner. Spaces include a quiet study room and a work collaboration area for team projects.

The LMC is open from 7:00am until 3:00pm Monday, Tuesday, Thursday, and Friday. On Wednesday the center remains open 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 North building adjacent to the guidance suite 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 (10th grade physical is mandated dated a maximum of one year prior to entering 10th 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 15 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 63. If you need further information or assistance, contact the appropriate academic department or the guidance department.

Graduation Requirements
A minimum of 76 credits is required for graduation as follows, however, that may change depending on budget issues.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>16</td>
<td>A four-year sequence in English</td>
</tr>
<tr>
<td>Social Studies</td>
<td>12</td>
<td>Three years of social studies, including one year of Old/New World History (USI Sophs) and United States History (USII Juniors)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>Two years of Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
<td>Two years of Science</td>
</tr>
<tr>
<td>Wellness</td>
<td>8</td>
<td>Wellness each year the student is in attendance</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4</td>
<td>One year long or two semester courses</td>
</tr>
<tr>
<td>Additional Course</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>
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.

*Math courses cannot be business or financial math courses.*

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>14 credits</td>
</tr>
<tr>
<td>Grade 11</td>
<td>32 credits</td>
</tr>
<tr>
<td>Grade 12</td>
<td>54 credits</td>
</tr>
</tbody>
</table>

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.

**GRADE 9**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Wellness</td>
<td>2 credits</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**GRADE 10**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Wellness</td>
<td>2 credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2 credits</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**GRADE 11**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
</tr>
<tr>
<td>Wellness</td>
<td>1 credit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2 credits</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>12 credits</td>
</tr>
</tbody>
</table>
**GRADE 12**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>16</td>
</tr>
</tbody>
</table>

**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 9th 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.

   - **Mid March**: Teachers confer with students and enter recommendations into iPass
   - **Late March**: Students and Parents review teacher recommendations though iParent and iStudent
   - **April 13**: Deadline to submit an override appeal with evidence
   - **May 15th**: Resolution of override requests and placement onto waitlists

2. To familiarize yourself with the courses that might be appropriate for you, first read the Course Level explanation on page 11 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 15.

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 12). 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 13**.

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 and principles 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 15th** 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 15th.**
**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. 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**

<table>
<thead>
<tr>
<th>Honors/AP</th>
<th>Foundation/Intro./College</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
</tr>
<tr>
<td>A-</td>
<td>4.7</td>
</tr>
<tr>
<td>B+</td>
<td>4.3</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
</tr>
<tr>
<td>B-</td>
<td>3.7</td>
</tr>
<tr>
<td>C+</td>
<td>3.3</td>
</tr>
<tr>
<td>C</td>
<td>3.0</td>
</tr>
<tr>
<td>C-</td>
<td>2.7</td>
</tr>
<tr>
<td>D+</td>
<td>2.3</td>
</tr>
<tr>
<td>D</td>
<td>2.0</td>
</tr>
<tr>
<td>D-</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>
**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 is 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 14 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:
## Traditional Science Sequences (for students graduating 2016 or earlier)

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Honors Biology</th>
<th>College Physical Science</th>
<th>Physical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>Honors Chemistry or College Chemistry (Environmental or Quantitative)</td>
<td>College Biology or Principles of Biology</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Honors Physics or College Physics</td>
<td>College Chemistry (Environmental or Quantitative)</td>
<td>College Chemistry – Environmental</td>
</tr>
</tbody>
</table>

## Typical Science Sequences starting with class of 2017

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Honors Biology</th>
<th>College Biology</th>
<th>College Principles of Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>Honors Chemistry</td>
<td>College Chemistry (Environmental or Quantitative)</td>
<td>College Principles of Chemistry</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Honors Physics</td>
<td>College Physics</td>
<td>College Principles of Physics</td>
</tr>
<tr>
<td>Grade 12</td>
<td>AP Biology, AP Chemistry, or AP Physics OR Electives: Environmental Science or Astronomy</td>
<td>AP Biology, AP Chemistry, or AP Physics OR Electives: Environmental Science or Astronomy</td>
<td>AP Biology, AP Chemistry, or AP Physics OR Electives Environmental Science or Astronomy</td>
</tr>
</tbody>
</table>

Most science courses include one 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 or astronomy.

### 1130 Honors Biology

Prerequisite: Middle school science teacher recommendation

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 and compatible with the MCAS biology frameworks.

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

**1225 COLLEGE PRINCIPLES OF BIOLOGY**
This course is also offered at the Foundation level (1200 Foundations in Biology)

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**
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 Geometry or A- in College Biology. Recommended: B+ or above in Honors Geometry or A- in College Geometry.

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 - Q**
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.

**1325 COLLEGE PRINCIPLES OF CHEMISTRY**  
This course is designed for the student who may need additional support in problem solving and quantitative reasoning. Topics covered in this course are those found in any first year chemistry course.

**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 Pre-calculus 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 (rotational and linear), kinematics, conservation laws, electricity, waves, and sound. 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 AP Physics 1 exam if students choose to take the exam. Evaluation is based on quizzes, tests, homework, laboratory work and projects.

**1410 COLLEGE 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.

**1415 COLLEGE PRINCIPLES OF PHYSICS**
This course is designed for the student who may need additional support in problem solving and quantitative reasoning. Topics covered in this course are those found in any first year physics course.

**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 12th 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 COLLEGE 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.

1522 HONORS ASTRONOMY  
Prerequisite: successful completion of physics

This course meets with 1521 (College Astronomy) and follows the same curriculum, but with additional physics-based problems, some additional assignments, and a modified grading rubric throughout the year.

1450 EXTENDED TOPICS IN APPLIED CHEMISTRY (CP)  
Prerequisite: Successful completion of a chemistry course.

This course provides students at all levels with an opportunity to study additional topics not typically covered in chemistry courses at the high school level. Students interested in additional chemistry study will find a wide variety of topics covered, with a lab component to accompany. The course will focus on applications of chemistry along with some theory, with the focus being on current chemistry topics and ongoing research. Students will work with up-and-coming material such as the chemistry of explosives, power production in nuclear power plants, chemotherapy in cancer patients, energy from food and metabolism, human diet and food additives, and chemistry in genetic research.
1455 ANATOMY AND PHYSIOLOGY (CP)
1456 ANATOMY AND PHYSIOLOGY HONORS)

Prerequisites: One year of biology, chemistry and physics.

Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. High levels of achievement will be in effect. Students will be responsible for several dissections of preserved specimens, proper use of lab equipment, lab reports, and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college.

1530 ROBOTICS (CP)

Prerequisites: None

Students will engage in a variety of hands-on activities centering on robotic design, control, and communications. Specifically, student will become proficient with computer data collection interfaces, build the skills needed to resolve basic communication issues between a computer and data collection interface, master NXT-G programming and Technic building techniques, perform advanced robotic data feedback activities using real-time data to control robotics behavior, learn the LabView programming environment and use LabView to conduct basic classroom experiments, as well as support the work of the WHS FIRST FTC Robotics Team. Finally, the course will engage students in more advanced and open-ended robotic and engineering challenges.

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 (10th grade The Old World and the New World and 11th 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 much of the first semester, students examine the evolution of 20th century 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 also takes us
east to modern China, where the focus is 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, the Iranian Revolution and 21st century regional challenges. Students will research and write two major research papers, which are modified annually, but this year have students investigating Turkey’s place in the world (1st semester) and one of two sub-Saharan Africa-related projects (2nd semester).

*20thCWS 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 (10th grade) and United States History (11th grade) to graduate.

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 quarter is the European context of the age of exploration and early colonialism. The rest of the course focuses on the foundations of the American Republic through 1850. Students will research and write three major papers during the year, including the Wayland Veterans Memorial Freedom Prize Essay.

2230 HONORS THE OLD WORLD AND THE NEW WORLD
Prerequisite: A− or above in 20th 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 work with more 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. Students will research and write four major papers during the year, including the Wayland Veterans Memorial Freedom Prize Essay.

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 11th 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’s primary theme is on the divisions over American slavery and the subsequent 20th century struggles for equality (sectional crises of the 1850’s, the Civil War, Reconstruction, Black Migration and the later Civil Rights Movement), followed by 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. Students will research and complete four major term projects, one per quarter.

**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. Students will have the opportunity to explore a number of themes and periods of American History in greater depth, with a special emphasis on historiography, examining contrasting viewpoints and analysis of primary source materials. Students will research and complete multiple term papers and shorter essays.

**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. Students will write multiple short essays during the year, with an emphasis on the documents-based question (DBQ).

**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. College level students write one term project per quarter, honors level students write more than one per quarter (varies by elective).

**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 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 web, 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 Freudsians 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 —racialll 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. 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.

2541 Advanced Placement Government and Politics (11th and 12th grade)
AP U.S. Government and Politics is a one-year college level course designed to prepare 11th and 12th grade students to take the Advanced Placement exam administered by the College Board in May. The course will be offered in a “blended” environment where students meet in a classroom four days out of the eight day cycle and completing work independently on-line the remaining days on It’s Learning.

Throughout the course we will examine and evaluate our institutions of government and the people who run them, the public policies debated and enacted by these institutions, and the influence of the electorate on the institutions and policy. Special attention will be given to policy making, both foreign and domestic, and to issues involving civil rights and civil liberties. We will keep up with and discuss current developments regularly.
Students will be required to take the Advanced Placement Exam in May and also participate in the Wayland/Weston/Sudbury Civics Bee hosted by the League of Women Voters in March.

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, the work generally taking place in the classroom environment alone. Courses are only available for college level credit and will run based on section availability and enrollment numbers.

2560 ATTIC ARCHAEOLOGY (11TH AND 12TH GRADE)
In this project-based semester-long class, 11th and 12th grade students will tap into local resources to discover and tell stories. We will visit graveyards, ruins, barns, public buildings and attic spaces to excavate unknown stories about the area’s past. The work will be almost exclusively completed during class time, and we will ultimately create a season’s worth of short television shows to present our findings to the general public (and you don’t necessarily have to work in front of the camera!).

2562 CURRENT EVENTS (9TH AND 10TH GRADE)
Want to stay on top of important national and international issues? Tired of asking your history teacher if s/he could spend part of the period on current events? This class might be for you. In this semester-long course exclusively for 9th and 10th graders, we’ll journey around the world as events unfold, make sense of some complex issues, and do it in such a way to avoid swamping you with the extra work of a typical class.

2564 CURRENT EVENTS II (11TH AND 12TH GRADE)
Want to stay on top of important national and international issues? Tired of asking your history teacher if s/he could spend part of the period on current events? This class might be for you. In this semester-long course customized for 11th and 12th graders, we’ll journey around the world as events unfold, make sense of some complex issues, and do it in such a way to avoid swamping you with the extra work of a typical class.

2566 21ST CENTURY DEMOCRACY (10TH-12TH GRADE)
This is an exciting, up-to-date semester-long civics class for 10th-12th graders with themes that fall into two general areas: (1) the exploration of questions relating to modern American democracy like illegal immigration, privacy in the information age, Edward Snowden’s leaks as heroic/traitorous, etc., and (2) action-based projects that are democratically driven. In addition to classroom discussions, we will plan for and get active in off-campus community service projects like visiting with senior citizens, volunteering at the polls during elections, and anything else that blends the ideas of democracy with the actions in a democracy.

2568 FILMING THE PAST (11TH AND 12TH GRADE)
Like watching blockbuster movies? Want to discover how the silver screen can be a window into past American life? How do truth and fiction interact? Let’s explore the extent to which we learn about our past through Hollywood’s portrayal. The movie options are wide open, but could include films like Saving Private Ryan, 12 Years a Slave, Gangs of New York, Malcolm X, Titanic, etc. As with all of our semester electives, the workload is generally limited to class time.

2570 CREATIVITY, PROBLEM SOLVING, AND INVENTION (9TH-12TH GRADE)
This is an elective for students who want to exercise their creative muscles to design, prototype, and build inventions that solve real-world problems. This course is housed in our Business Department because inventions are often the seeds that grow into successful businesses, but the class cuts across many traditional disciplines, including art, design, engineering, and even psychology and biology. Following the Human-Centered Design process, students will develop their powers of observation so that they build deep empathy for the needs and motivations of people. They will work collaboratively in small groups to pinpoint situations or products that fail to meet those needs and motivations, and will design and prototype new products and methods that overcome the existing shortcomings. Through experimentation they will test the success of their inventions and revise and refine them. Students will document and share their creative process in an image-rich electronic portfolio. Alongside the hands-on building of prototypes and solutions, students will engage in
academic study of topics like fixed vs. growth mindsets, the history of prominent inventors/creators, the history and current state of the Maker Movement (including a field trip to local makerspaces such as the Artisan's Asylum, NuVu Studios, and/or MIT's Media Lab), and even learn a little about how our brain biology underpins human creative activity. By the end of the course students should have the creative confidence to tilt away from living life as a passive observer and toward living as an active creator, with the desire and skills to make the world a better place.

**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 Narrative of Frederick Douglass, 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

3421-3426 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.

3422 College English 4: Tales of Mystery and Adventure
From the “locked room whodunit,” to the hard-boiled private eye mystery, to the police procedural and the crime thriller/adventure, this course will explore the various forms of detective fiction, a popular category of realistic fiction. Close attention will be paid to particular literary and visual strategies used by detective fiction writers to create multiple visions of the “worlds” of detectives and criminals. Course participants will also explore radio, film and graphic novel adaptations of some of the works and how those adaptations alter their perceptions of those works. In addition to continued work on narrative and expository writing, students will do some mystery writing of their own.
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.

3426 College English 4: Communicating Your World
In this course, students will explore topics of individual interest and strengthen their communication skills in several modes. First quarter, students will tell about their lives and via first person narratives and memoirs. Second quarter, students will investigate individually chosen topics ranging from pop culture to politics, science to sports, education to entertainment, and inform and entertain others through short nonfiction pieces. Third quarter, students will use digital storytelling modes to transform selected first semester pieces into podcasts and short videos. Fourth quarter, students will develop an extended individual or paired capstone project that uses a combination of forms studied in the first three quarters.

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 OR
3530 HONORS CREATIVE WRITING
Open to grades 9-12 - Semester
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 focuses on the production of WSPN. Students learn about news and feature writing; multimedia story telling including photography, 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.

3540 POETRY OUT LOUD (SEMESTER 1 ONLY)
Poetry Out Loud is a national poetry memorization and recitation contest. In addition to celebrating poetry, the program helps students master public speaking skills, build self-confidence, and learn about their literary heritage. In this semester elective, students will learn oral interpretation of poetry using the Poetry Out Loud resources. Course participants will be
required to compete in a school-level competition to select a representative to compete in the annual Poetry Out Loud state-level competition. This class will meet 2 times per cycle in the Fall semester only and participants will receive Pass/Fail credit. This course is open to all students, has no prerequisites, and may be repeated. For more information on Poetry Out Loud, visit [www.poetryoutloud.org](http://www.poetryoutloud.org).

**WORLD LANGUAGES AND CLASSICAL STUDIES**

The World Languages and Classical Studies Department offers classes in Spanish, French, Mandarin and Latin, and, depending on enrollment, Archaeology and Philosophy. Students have the opportunity to take levels one through five, including the Advanced Placement class in Spanish, French and Latin, and this year we will offer Mandarin class levels one through three.

**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 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.

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 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 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.

**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 for English credit. 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 9-12 - 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 – Year – (meets three times/cycle)

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 – Year (meets three times/cycle)

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 course of study with focus on the four language skills of listening, speaking, reading, and writing, with emphasis on authentic language and cultural understanding. The principal objective of the program is to lead students to proficiency, motivating them to use language in practical and communicative ways in a variety of contexts. Courses are designed to increase the students’ awareness, knowledge and appreciation of the diverse cultures of French-speaking countries. The department offers a popular, fee based, bi-yearly exchange program with a French-speaking country. Students who choose to participate in this exchange experience a total linguistic and cultural immersion.

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. 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 and Francophone customs, history, art, and literature. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and listening exercises, videos and music, which are aligned with the grammar and vocabulary topics of the course.

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. 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 and Francophone history, art, and literature. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and listening exercises, videos and music: which are aligned with the grammar and vocabulary topics of the course.

5132 HONORS FRENCH 2
Prerequisite: A- or higher in French 1 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 1 and the introduction of additional grammatical 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. 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 and Francophone 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 listening exercises videos and music, which are aligned with the grammar and vocabulary topics of the course. This is a fast-paced and demanding course.

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. Course units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency in French. Cultural topics covering such themes as French and Francophone customs, history, art, and literature will be incorporated throughout the course. 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 listening exercises, videos and music, which are aligned with the grammar and vocabulary topics of the course.

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 grammatical 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. Course units will focus on thematic vocabulary in conjunction with grammar and oral and written proficiency in French. Cultural topics covering such themes as French and Francophone customs, history, art, and literature will be incorporated throughout the course. 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 listening exercises videos and music, which are aligned with the grammar and vocabulary topics of the course. 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. 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. 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. This course provides challenging material for students who choose the honors level and is conducted in French.

5420 COLLEGE FRENCH 5: FRENCH FILM
Prerequisite: Successful completion of French 4

The French Film course is organized thematically and gives students an opportunity to enrich their vocabulary, hone their speaking skills, and expand their understanding of the Francophone world through a survey of French and Francophone cinema. The focus of the course is on building speaking skills, but students will also engage in short writing assignments, projects, related readings, and online research regarding the film and other culturally relevant topics. While grammar is not the focus of this course, students will review, practice, and utilize the skills and concepts they have attained during the previous years.

5435 HONORS FRENCH 5: FRENCH FILM
Prerequisite: Successful completion of French 4

The French Film course is organized thematically and gives students an opportunity to enrich their vocabulary, hone their speaking skills, and expand their understanding of the Francophone world through a survey of French and Francophone cinema. The focus of the course is on building speaking skills, but students will also engage in short writing assignments, projects, related readings, and online research regarding the film and other culturally relevant topics. While grammar is not the focus of this course, students will review, practice, and utilize the skills and concepts they have attained during the previous years.

*Students currently enrolled in French 4 Honors who do not wish to continue on to AP, may take the French Film course for honors credit. In addition, it is also possible to take BOTH AP French and French Film concurrently, for those students wishing to pick up a second French course as an elective.
5440 ADVANCED PLACEMENT FRENCH 5
Prerequisite: B- or above in Honors French 4, or Department Head approval

The AP French Language and Culture Course is intended to develop proficiency in French as well as a well-rounded understanding of the Francophone world. The course is centered around the following themes: family and community, world challenges, esthetics, science and technology, quest for self, and contemporary life. During each class, students will have the opportunity to practice all skills: reading, writing, speaking and listening. Readings include a short novel, poetry, news articles, blogs and websites. Listening skills are practiced through news excerpts, films, and other authentic sources. Students will role-play conversations on a variety of topics as well as draw comparisons between Francophone culture and students’ own culture. Different aspects of the diverse Francophone world are studied and used as a platform for authentic communication. Classes are conducted entirely in French and students are required to speak French at all times.

SPANISH
The Spanish program offers a five-year course of study with focus on the four language skills of listening, speaking, reading, and writing, with emphasis on authentic language and cultural understanding. The principal objective of the program is to lead students to proficiency, motivating them to use language in practical and communicative ways in a variety of contexts. Courses are designed to increase the students’ awareness, 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 the acquisition of thematic vocabulary, with a focus on speaking and less emphasis on grammar. Students will learn to speak, read, and write confidently about such topics as school, family, hobbies, health, food, sports, and shopping. They will be able to write in the simple present tense. Cultural units will focus on developing an awareness of Hispanic customs, celebrations and perspectives. Language laboratory sessions once a cycle will consist of listening exercises and videos to reinforce and supplement material learned in the classroom. The language lab offers a unique audiovisual cultural learning experience.

5121 COLLEGE SPANISH 1
This course is for students who wish to begin the study of the language and culture of the Hispanic world. 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 listening exercises, videos and music, which are aligned with the grammar and vocabulary topics in the course.

5116 INTRODUCTORY SPANISH 2
*Approval of Guidance Department and Department Head plus successful completion of Introductory Spanish 1 is required. 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 production of
spoken Spanish with less focus on grammatical accuracy. 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 past tense. Cultural units will focus on Hispanic culture and geography. Language laboratory sessions once a cycle will consist of authentic listening exercises and videos to reinforce material learned in 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 preterit tense, imperfect tense, present and imperfect progressive tenses, and future tense will comprise the core of the second year course. 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 listening exercises, videos and music, which are aligned with the grammar and vocabulary topics in the course.

5133 HONORS SPANISH 2  
Prerequisite: A- or higher in Spanish 1 or Department Head approval.

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 preterit 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 includes such topics as Hispanic customs, history, art and literature. Language laboratory sessions once each cycle consist of paired discussions, dialogues, oral and listening exercises, videos and music, which are aligned with the grammar and vocabulary topics in the course. 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. 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 listening exercises, videos and music, which are aligned with the grammar and vocabulary topics in the course. 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. 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 listening exercises, videos
and music, which are aligned with the grammar and vocabulary topics in the course. 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 audiovisual 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, which are aligned with the grammar and vocabulary topics. 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 and mood and exposure to advanced vocabulary and 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, which are aligned with the grammar and vocabulary topics. This is a demanding and rigorous class that encourages students to become both more independent and also members of a community of language learners and mentors.

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

Students wishing to continue to challenge themselves with advanced language study and follow the Advanced Placement course curriculum but do NOT wish to take the exam, may enroll in the level five honors class. They will be in the same AP classroom and will be expected to comply with course requirements, though assignments and assessments will be abbreviated. The course is centered around the following themes: family and community, world challenges, esthetics, science and technology, quest for self, and contemporary life. During each class, students will have the opportunity to practice all skills: reading, writing, speaking and listening. Readings include a short novel, poetry, news articles, blogs and websites. Listening skills are practiced through news excerpts, films, and other authentic sources. Students will role-play conversations on a variety of topics as well as draw comparisons between Hispanic culture and students’ own culture.
Different aspects of the diverse Hispanic world are studied and used as a platform for authentic communication. Classes are conducted entirely in Spanish and students are required to speak Spanish at all times.

5441 ADVANCED PLACEMENT SPANISH 5
Prerequisite: B- or above in Honors Spanish 4 or, Department Head approval

The AP Spanish Language and Culture Course is intended to develop proficiency in Spanish as well as a well-rounded understanding of the Hispanic world. The course is centered around the following themes: family and community, world challenges, esthetics, science and technology, quest for self, and contemporary life. During each class, students will have the opportunity to practice all skills: reading, writing, speaking and listening. Readings include a short novel, poetry, news articles, blogs and websites. Listening skills are practiced through news excerpts, films, and other authentic sources. Students will role-play conversations on a variety of topics as well as draw comparisons between Hispanic culture and students’ own culture. Different aspects of the diverse Hispanic world are studied and used as a platform for authentic communication. Classes are conducted entirely in Spanish and students are required to speak Spanish at all times.

MANDARIN
The Mandarin program offers a three-year course of study this year, with potential growth to level five and Advanced Placement in future years. Classes focus on the four language skills of listening, speaking, reading, and writing, with emphasis on authentic language and cultural understanding. The principal objective of the program is to lead students to proficiency, motivating them to use language in practical and communicative ways in a variety of contexts. Courses are designed to increase the students’ awareness, knowledge and appreciation of Chinese culture. There is a yearly Chinese Exchange Program available to students.

5720 COLLEGE MANDARIN 1
This is the first course of language instruction offered by the Mandarin program at Wayland High School. Chinese characters are used extensively throughout the course after the Pinyin sound system is mastered. Pinyin is gradually omitted as students become familiar with the characters and vocabulary. Students will learn pronunciation skills, radicals, common characters, basic grammar, simple phrases and sentence patterns that are needed for communicating in basic, practical situations. Thematic topics include, introductions, numbers, age, identifying others, family and friends, pets, countries, nationalities, dates, classroom, and food. Relevant cultural topics about China are also included. 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 course.

5721 COLLEGE MANDARIN 2
Prerequisite: Mandarin 1

This is the second course of Mandarin language instruction offered by the Wayland program at Wayland High School. It provides a comprehensive review of the grammar principles presented in Mandarin 1 and the introduction of additional grammar structures with an important focus on sentence structure. Chinese characters continue to be used extensively, accompanied by Pinyin, which is gradually omitted. Chapter units will focus on thematic vocabulary such as asking dates and birthdays, time, daily routines, position/location of things, clothing, shopping, making phone calls, eating at restaurants, being a guest and the weather. Oral and written proficiency in Chinese and cultural components will continue to be a main focus of the course. 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 course.

5730 HONORS MANDARIN 2
Prerequisite: A- or higher in Mandarin 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 Mandarin for students who have shown exceptional promise and motivation. This is a fast-paced and demanding course. It provides a comprehensive review of the grammar principles presented in Mandarin 1 and the introduction of additional grammar structures with an important focus on sentence structure. Chinese characters continue to be used extensively, accompanied by Pinyin, which is gradually omitted. Chapter units will focus on thematic vocabulary such as asking dates and birthdays, clock time, daily routines, position/location of things, clothing, shopping, making phone calls, eating at restaurants, being a guest and the weather. Oral and written proficiency in Chinese and cultural components will continue to be a main focus of the course. Students also read short stories from which they further build their vocabulary and cultural knowledge. 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.

5731 COLLEGE MANDARIN 3
Prerequisite: Mandarin 2

This is the third course in the five-year sequence of Mandarin language instruction offered by the Wayland program at Wayland High School. It provides a comprehensive review of the Chinese characters and sentence patterns presented in Mandarin 2 and the introduction of more complicated grammatical structures. Chapter units will focus on thematic vocabulary, providing new Chinese characters for each unit, and further develop skills with the three modes of communication - Interpretive, Presentational and Interpersonal. Each unit will include authentic materials along with an aligned cultural component that covers such topics as Chinese idioms, classical poems, ancient myth, music, art, and literature. At this level students will be encouraged to produce the spoken language more regularly in class, and continue to be exposed to listening, reading and writing activities to gain confidence and competence. Language laboratory sessions once each cycle will consist of paired discussions, dialogues, oral and listening exercises, videos and music; all of which are aligned with the topics of the course.

5732 HONORS MANDARIN 3
Prerequisite: A- or higher in Mandarin 2 or Department Head approval.

This course offers an intensive study of Mandarin for students who have shown exceptional promise and motivation. Students will gain a higher level of proficiency by expanding their vocabulary, working to achieve native-like accents, analyzing complicated grammatical structures and comprehending authentic written materials. Chapter units are centered on current, compelling themes, which further develop skills with the three modes of communication - Interpretive, Presentational and Interpersonal. Each unit will include authentic materials along with an aligned cultural component that covers such topics as Chinese idioms, classical poems, ancient myth, music, art, and literature. At this level students will be expected to produce the spoken language more frequently in class, and to develop their critical reading and creative writing skills. Language laboratory sessions once each cycle will consist of paired discussions, dialogues, oral and listening exercises, videos and music; all of which are aligned with the topics of the course.

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.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Honors Geometry</th>
<th>College Geometry</th>
<th>Intro Geometry¹</th>
<th>Intermediate Algebra¹</th>
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<tbody>
<tr>
<td>Grade 10</td>
<td>Honors Algebra 2* AP Statistics*</td>
<td>College Algebra 2</td>
<td>Introductory Algebra 2¹</td>
<td>Introductory Geometry 1¹</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Honors Pre-calculus* AP Statistics*</td>
<td>College Pre-calculus*</td>
<td>Introductory Pre-calculus Or Introductory Statistics</td>
<td>Introductory Algebra 2¹</td>
</tr>
<tr>
<td>Grade 12</td>
<td>BC Calculus* AB Calculus* AP Statistics*</td>
<td>College Calculus College Statistics AB Calculus* AP Statistics*</td>
<td>Financial Literacy¹ Or Introductory Statistics</td>
<td>Intro. Pre-calculus or Financial Literacy¹ Or Introductory Statistics</td>
</tr>
</tbody>
</table>

*Prerequisites for:

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

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

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

**Honors Pre-calculus**: 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 Pre-calculus: 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 pre-calculus 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 may be offered as Parts A and B over multiple years. 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, 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 math teacher recommendation

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.

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.

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.

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 pre-calculus. 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 Pre-calculus. 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 Pre-calculus 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.

6419 INTRODUCTORY STATISTICS
Prerequisite: Algebra 2 or teacher/Department Head approval

This course is designed to expose students to the major concepts in collecting, analyzing, displaying and drawing conclusions from data. Students will examine experiments and observational studies and analyze results, and explore how statistics plays a role in society, including areas such as advertising, politics, and our legal system. Counting principals and topics in probability will also be examined.

6420 COLLEGE STATISTICS
Prerequisite: Pre-calculus 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. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns and statistical inference.

6421 COLLEGE CALCULUS
Prerequisite: College Pre-calculus 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.

6435 ADVANCED PLACEMENT CALCULUS AB
Prerequisite: B- or better Honors Pre-calculus or A- or better in College Pre-calculus 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 Pre-calculus, 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 Pre-calculus or an A- or better in College Pre-calculus 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**

Coursework in the fine arts department provides students the opportunity to further their study of the visual and/or performing arts. For those who have developed a strong proficiency, there is a wide array of challenging courses from which to choose. For students who have not yet delved deeply into arts content, there are survey and introductory courses available. Every student will need to participate in at least 4 credits of fine arts coursework as a graduation requirement. There is something for everyone both in the curricular day and after school productions.

**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 in the studio art experience. Explorative and flexible thinking, risk taking, self-motivation, open ended solutions, self-reflection – these are just one 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 with a range of mediums including charcoal, graphite, paint, and collage. Instruction is designed to build confidence and skills while encouraging 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

Honors Art 3 is a full-year course that gives students the opportunity to find creative solutions to drawing and design problems. New materials will be explored in this class and work will be both 2-D and 3-D. The emphasis is on critical thinking and the students’ commitment to developing pieces suitable for a portfolio.

**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 I**  
Open to grades 9-12 - Semester

This course is designed to introduce students to basic jewelry making and metal working techniques through investigation of design strategies. Design skills will be enhanced as students learn the technical skills of sawing, filing, soldering, annealing and forming metal. Students explore surface design through roll printing and etching. Students will be introduced to basic chain making and epoxy resin inlay as a way to add dimension to their work. Students will gain hands on experience with cold connections as well as soldering techniques. Historical artifacts and contemporary artists will be a source for inspiration. Students will combine metals methods with personal voice through 3-D problem solving assignments.

**7536 ADVANCED METALWORK**  
Prerequisite: Metalwork I or permission of instructor Open to grades 10-12 - Semester

Students will explore the elements and principles of design as they apply to metals and jewelry. Line, Space, Shape, Form, Pattern, Texture, and Color will be explored in specific project assignments with an emphasis on personal voice and independent work. While reinforcing the concepts of effective design and technique, participants in this course will have hands on experience with many advanced techniques to help facilitate strong design. Surface treatments will be explored through roll printing and stamping to add pattern and texture to metal; Sawing and drilling techniques will aid students in using space effectively; Epoxy resin inlay will be introduced to help students use color and contrast in design. Stone setting techniques will be presented as ways to embellish personal objects. Advanced conceptual designs will be encouraged through a variety of skills.

**7540 COLOR THEORY AND DESIGN**  
Open to grades 9-12 – Semester

This course familiarizes students with the language and perception of color. Optical illusions are created by learning about how color is influenced by the color around it. Students will manipulate colors to achieve expressive designs and to communicate ideas. The curriculum is project-based, which means students work on both shorter exercises and longer projects to apply, practice and demonstrate their creative abilities.
7541 DRAWING
7537 ADVANCED DRAWING
Open to grades 9-12 - Semester

This course will focus on drawing fundamentals, with the aim of building basic skills. The figure, still life and landscape will be studied in this class. Mark making and learning to see shapes, volume and space will be developed through contour drawing and rendering the contrast of light and dark. Observation and composition of the picture plane will be stressed.

7542 PAINTING
7538 ADVANCED PAINTING
Prerequisite: Art 1 or drawing
Open to grades 9-12 – 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 asked to purchase some materials, such as brushes and a stretched canvas for this class. Advanced Painting may be taken as a follow-up to the Painting class.

7545 DIGITAL ART AND PHOTOGRAPHY
Open to grades 10-12 – Semester

Digital Art and Photography is a semester long course that brings 2D image making into the digital era. Students will mix traditional media, technology and a variety of disciplines with contemporary art making practices. This course will allow you to learn and explore how to make new images with a focus on digital media. You will learn the basics of capturing, organizing, editing, manipulating and sharing images made using digital cameras and software. You will learn how to use the principles and elements of art and design and traditional rules of composition as aids in making images that reflect your own unique view of the world. Using Adobe photo-shop, Bridge, and other technology you will learn to edit and manipulate images and design. Presentation of final artwork and self-expression are key elements as you build confidence and 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.

7558 ADVANCED CERAMICS
Prerequisite: Ceramics or permission of instructor Open to grades 10-12 Semester

This course builds on skills learned in ceramics and allows students to conceptualize and create using their individual voice in the medium of clay. Students will learn alternate clay methods and create projects that are aesthetic and functional.
7596 ACTING FOR STAGE, T.V. AND FILM
Open to grades 9-12 - Semester

During our lives we play a variety of roles. This semester course is designed to develop the creative mind of the actor through a variety physical and vocal techniques. You will learn that acting requires team work, concentration as well as strong writing, reading and speaking skills. The emphasis is on process and discovery, not on technical mastery.

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 DRAMA
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 playwriting.

7587 SONGWRITING (FORMERLY LYRICS, LICKS & LAYIN’ DOWN TRACKS)
Open to grades 9-12. 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! 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 – Semester

Students will explore the world of music theory, harmony, composition, and ear training. Students will also experience our new state-of-the-art music lab by using digital keyboards and various music software programs for composition and sequencing projects. Student projects will include jingle writing, a Blues composition, and a movie soundtrack project. 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. Students will explore the capabilities of our new state-of-the-art music lab and the latest music technology. 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 and band member recommendation  
**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 – Semester**

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.

7548 SOLO AND SMALL ENSEMBLE  
**Open to grades 9-12 – Semester**

This course will focus on skills necessary for the performance of independent solo or small group repertoire. Literature for solo, duet, and trio will be stressed. Individual and small group emphasis is placed on intonation, phrasing, balance, precision, and ensemble skills. The importance of practice skills and independence of parts is stressed. Preparation and rehearsal skills for concert and local jobs will be covered. Students must be enrolled in band or orchestra. Pianists also welcome. Practice and perform!

7562 CHORALE  
**Open to grades 9-12 – Full Year**

This performing ensemble will focus on vocal technique, vocal health, improvising, music literacy, ear training and interpretation. Students will use technology to record and create e-portfolios. Repertoire will include various genres and styles of music. Movement and stage presence will also be incorporated. Students will be required to attend rehearsals and performances throughout the year. This course is open to all students grade 9-12.

7564 HONORS CONCERT CHOIR  
**Prerequisite:** Audition  
**Open to grades 9-12 – Full Year**

Honors Concert Choir 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 strengthen their vocal technique and music analysis skills. 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, home Thanksgiving Day game and playoff games.

**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 the Concert Band, Wind Ensemble, or Orchestra program in order to participate. Members are required to attend all public performances, concerts, festivals, and rehearsals.

**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.

**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.
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.

7520 FILM SCORING
Open to grades 9-12 – Semester

Steven Spielberg says that it’s amazing to realize how important music is for “directing the traffic of our emotions”. Spielberg explains, “Movies will bring us to tears but music will make them fall.” Film scoring students will learn how to tell a story with music using our new state of the art music lab. Students will use Logic, ProTools, Korg TakTile and Korg Krome keyboards, as well as electric hybrid instruments to create music for short scenes. Students do not need to have previous musical experience. The course will involve collaborations with student film work and possible field trips and masterclasses with experts in the field. Open to all students with imagination (a.k.a. all students).

7525 MUSIC PRODUCTION STUDIO 1
Open to grades 9-12 – Semester

Have you ever wondered what goes in to recording and producing a full album? Well, here is your chance to experience and learn the inner workings of a music studio and creating an album start to finish. Students will receive an introduction to becoming a Music Producer, Recording Engineer, Music Promoter, DJ, and Performer! In a new state-of-the-art music lab, students will learn how to use Korg Krome Keyboards, Electronic Hybrid Instruments, and various music editing and sequencing programs. This class will also teach students how to promote concerts and rising artists using social media and interactive websites. Students will also make real world connections with local artists and industry leaders via Masterclasses, Skype, and Field Trips.

7526 MUSIC PRODUCTION STUDIO 2
Prerequisite: Music Production Studio 1 or instructor permission
Open to grades 9-12 – Semester

Music Production Studio 2 is open to students with previous musical experience and/or permission of the instructor. Students will use the new state of the art music lab and hyrbid instruments to design, create, mix and produce complete albums. Final projects will consist of a complete album and will include strategies for marketing an album using the latest resources available, as well as learning how to sell original material on iTunes.

A CAPPELLA
All students in a cappella ensembles must also be enrolled in a curricular Performing Arts ensemble.

HEALTH AND PHYSICAL EDUCATION

8150-8450 WELLNESS CURRICULUM
Wellness 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 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.

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. Students will complete the class with the skills and knowledge base to motivate and organize their peers.

MEDIA

9640 TV PRODUCTION 1
Open to grades 9-12 - Semester

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.

**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 IDENTIT 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 10-15 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): $550*

*There is an additional fee of $50 for summer applications received after March 20
For any further questions and applications: 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 781-326-2473 x121

BUSINESS

Wayland High School's Business Education program 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 workforce 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 ENTREPRENEURSHIP AND BUSINESS MANAGEMENT (EBM)
Open to grades 11-12 – Year

In this project-based course, students study the techniques of modern entrepreneurship and business management through (a) first-hand experience of creating and running a real business and (b) by examining case studies of other companies. In the first portion of the course (called “Opportunity Identification”) students learn to use the methods of Design Thinking to deeply observe the world around them, to find problems that can lead to business opportunity, and to brainstorm with a team to find unique, creative solutions to those problems. Lean Startup methods are then used to run experiments with real customers to quickly discover whether their solution is actually filling a market need, and ideas are refined through rapid iteration. In the second portion of the course (called “Opportunity Realization”), students create an organizational structure appropriate to their chosen business and elect an executive leadership team. They study and practice topics such as strategy and business model development, social responsibility of business, management theory (motivation, individual differences, conflict and stress management), business operations (procurement, record keeping, customer service), and marketing. Along the way, students learn and practice broadly valuable skills such as public speaking, real-world problem solving, networking (including networking with successful Wayland-area entrepreneurs), grit (how to try and fail and try again), resume-writing, and professional profile management. Profits from business operations are donated to a student-selected charitable organization.
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 as well as a major mock trial in the second semester.

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 ADVANCED ENTRPRENEURSHIP: RETAIL OPERATIONS AND STRATEGY
(Pre-requisite: B- or above in Entrepreneurship and Business Management as a junior)
Open to grade 12 - Year

Seniors who completed EBM as a junior may opt to enroll in the Advanced Entrepreneurship: Retail Operations and Strategy 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.

2570 CREATIVITY, PROBLEM SOLVING, AND INVENTION (9TH-12TH GRADE)

This is an elective for students who want to exercise their creative muscles to design, prototype, and build inventions that solve real-world problems. This course is housed in our Business Department because inventions are often the seeds that grow into successful businesses, but the class cuts across many traditional disciplines, including art, design, engineering,
and even psychology and biology. Following the Human-Centered Design process, students will develop their powers of observation so that they build deep empathy for the needs and motivations of people. They will work collaboratively in small groups to pinpoint situations or products that fail to meet those needs and motivations, and will design and prototype new products and methods that overcome the existing shortcomings. Through experimentation they will test the success of their inventions and revise and refine them. Students will document and share their creative process in an image-rich electronic portfolio. Alongside the hands-on building of prototypes and solutions, students will engage in academic study of topics like fixed vs. growth mindsets, the history of prominent inventors/creators, the history and current state of the Maker Movement (including a field trip to local makerspaces such as the Artisan's Asylum, NuVu Studios, and/or MIT's Media Lab), and even learn a little about how our brain biology underpins human creative activity. By the end of the course students should have the creative confidence to tilt away from living life as a passive observer and toward living as an active creator, with the desire and skills to make the world a better place.

**COMPUTER SCIENCE**

**9622 COLLEGE 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.

**9628 COLLEGE COMPUTER PROGRAMMING WITH PYTHON**
Open to grades 9-12 – Semester

Students will learn how to create computer programs using the Python language. There will be a focus on learning computer programming skills, including functions, lists, iteration and conditionals, while developing modeling and problem-solving skills. Students will create variety of programs, ranging from text-based utility programs to interactive games, both text-based and graphical.

This course is open to all grade levels, and requires no previous programming experience.

**9627 HONORS ANDROID APP DEVELOPMENT**
Prerequisite: A- or better in a college level math class, or a B- or better in an honors level math class, or an A- or better in College Python Programming or computer science teacher/DH recommendation.

Open to grades 9-12 – Semester

This course focuses on introducing students to creating computer programs for Android devices. Students are introduced to app development and programming principals using MIT’s App Inventor. Students then learn how to create Android apps using the Java programming language. This course introduces many basic programming skills, including variables, control structures, data structures, and methods.

This course is open to all grade levels, and requires no previous programming experience.

**9540 ADVANCED PLACEMENT COMPUTER SCIENCE**
Prerequisite: A- or better in a college level math class or College Python, or a B- or better in an honors level math class or Honors Android App Development, 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
Prerequisites: Students should be comfortable with technology, be self starters, and have the desire to figure out how to solve problems. Open to grades 9-12 - Semester (Semester 2 only for 9th grade)

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 class session every rotation as well as man the genius bar at least one block per day, six out of eight days per rotation. Primary responsibility of a genius is to assist students and teachers with mac usage issues, including software and hardware. The genius will be trained in an “on-the-job” training environment, where hands on issues will be the primary training vehicle. The genius bar students maintain the genius bar web site where the students blog, tweet, create video tutorials and respond to emails. This internship has training flexibility, and therefore the students involved will help drive what is taught. Each student creates their own technology learning goal and works toward meeting that goal throughout the semester.
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

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

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**ENGLISH**

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**BUSINESS**

**COMPUTER SCIENCE**

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