

WAYLANDHIGH SCHOOL

Wayland, Massachusetts



**9TH GRADE PROGRAM OF STUDIES
2020 – 2021**

Message from the Principal

Dear Students and Parents of the Class of 2024,

Welcome to Wayland High School! We are delighted that you will be joining us in the fall. An important part of your transition to the high school is the course selection process, which is most effective when it is a cooperative effort among students, parents/guardians, counselors, and eighth grade 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 2020-2021 Edition of the *9th Grade 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, math, science, etc.), we sometimes cannot accommodate their wishes. *We ask that you and your student select one or two electives carefully and try to refrain from changing these requests once they are made.*
3. **Sign up for ESchool Home Access Center!** In addition to giving parents access to their students' grades, discipline, and attendance data, ESchool also allows parents to participate in the course registration process in upcoming years. To sign up for an ESchool account, please see the WHS homepage.

I hope you will make the most of your 9th grade year by taking advantage of the great courses offered in this *Program of Studies*. I look forward to meeting you soon!

Sincerely,



Allyson Mizoguchi
Principal

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WAYLAND HIGH SCHOOL MISSION AND EXPECTATIONS STATEMENT

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
- ❖❖ Conduct themselves with integrity in social and academic contexts

GENERAL INFORMATION

Wayland High School is organized on a single session day that begins at 8:35 a.m. and ends at 3:10 p.m. (2:25 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 extracurricular 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 before or after school with teachers or in the Academic Center (see below).

Report Cards and Academic Warnings: Report cards are processed four times annually and are released to eSchoolPlus Home Access Center 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. Step Over Day in June, and Connections Day in August, are also programs to help with the 8th to 9th grade transition. Planned guidance activities continue each year as follows:

Grade 9

Ninth Grade Seminar and Freshman Life and Identity Practicum (FLIP)

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

Sophomore Activity Interviews

SBIRT Interviews

Progress report and report card reviews

Course selection guidance and support

Individual parent/student conferences as needed

Individual meetings as needed throughout the year

Future planning programs for parents along with parents of juniors

Grade 11

Junior seminar Program

Career Colloquium

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 programs for parents

Individual meetings as needed throughout the year

Grade 12

Senior seminar program

Future planning workshops 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, emotional or social issues that interfere with their goals.

A PARENT'S GUIDE TO GUIDANCE SERVICES

[**FOLLOW THIS LINK TO VIEW THE PARENT'S GUIDE ONLINE**](#)

This parent 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 emailed 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, 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.

LIBRARY MEDIA SERVICES

The Library Media Center (LMC) provides services for students, faculty, and staff. Students and teachers use LMC 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 books in print; 12 Nook Color and 7 Nook Simple Touch e-readers; over 20 print 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.

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 17 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.

English	16 Credits	A four-year sequence in English
Social Studies	12 Credits	Three years of social studies, including one year of Old/New World History (USI Sophomores) and United States History (USII Juniors)

Mathematics	8 Credits	Two years of Mathematics
Science	8 Credits	Two years of Science
Wellness	7 Credits	Wellness each year the student is in attendance
Fine Arts	4 Credits	One year long or two semester courses
Additional Courses	21 Credits	

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

COURSE REQUIREMENTS FOR COLLEGE ADMISSION

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

English	16 Credits	4 Years
Social Studies	12 Credits	3 years (including one course of U.S. History and one year of World History)
*Mathematics	12 Credits	4 years (Algebra I & II and Geometry or Trigonometry or comparable coursework)
Science	12 Credits	3 years (all must include laboratory work)
Foreign Language	8 Credits	2 years (in a single language in high school)
Electives	8 Credits	2 courses (from the above subjects, from the fine arts, humanities or computer sciences)

Source: The Massachusetts State Admissions Standards [Link is here](#).

*Required 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:

Grade 10 ~ 14 credits
Grade 11 ~ 32 credits
Grade 12 ~ 54 credit

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

English	4 credits
Social Studies	4 credits
Science	4 credits
Mathematics	4 credits
Wellness	2 credits
Additional Courses	4 credits

GRADE 10

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

GRADE 11

English	4 credits
Social Studies	4 credits
Science	4 credits
Wellness	1 credit
Fine Arts	2 credits
Additional Courses	6 credits

GRADE 12

English	4 credits
Math	4 credits
Wellness	1 credit
Additional Courses	12 credits

STUDY HALLS

Ninth grade students are required to attend study hall during any period they do not have another class scheduled. Study halls will appear on students' schedules and attendance will be taken each period; they are held in the lecture hall. In second semester (quarters 3 & 4), ninth grade students can earn the privilege of having free periods instead of study halls. That privilege is earned through good academic standing, consistent attendance, and meeting all school expectations for conduct. More details about this process can be found in the student handbook.

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.

FRESHPERSON LIFE AND IDENTITY PRACTICUM (FLIP)

During the second semester of the ninth grade year, all students take part in the FLIP program during their guidance seminar block. This practicum is taught by an interdisciplinary group of teachers and administrators. The FLIP curriculum is focused on developing skills of self-reflection, self-awareness, communication, social awareness, and relationship skills. Students will have the opportunity to share their own stories, consider dilemmas, and take part in an active social and academic community in each class session. Over the course of 10 class sessions, the class focuses on what shapes our identity, how we communicate in challenging conversations, what it means to be a member of a community, and how we strengthen our connection and grow even as we resolve conflict, or address contentious issues.

COURSE SELECTION PROCESS

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. In mid-March, teachers confer with students and enter recommendations into eSchool. In mid-April, students and parents review teacher recommendations through eSchool's Home Access Center. On May 1st is the deadline to submit an override appeal with evidence. On May 22nd, students and parents will hear the resolution of override requests and placement onto waitlists

- To familiarize yourself with the courses that might be appropriate for you, first read the Course Level explanation on page 13 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 17.
- For any course that represents continued study within a department, the current teacher will confer with the student and make a recommendation directly into eSchool by late March.
- Starting in mid-April, parents will be able to see teacher recommendations via their eSchool Home Access Center accounts. Students and parents/guardians should speak directly

to the teacher if there is any question about a course or level placement.

- 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 **May 1st**.
- 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.

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.

VERRIDE 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 waitlist 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 Friday, May 1st.
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 Friday, May 22nd 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 and the student will be placed on a **waitlist** for the desired course in question, with priority given to students who have met the prerequisite conditions at the end of the year. Overridden students are placed in the class **only** if space permits.
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.

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

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

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

HONOR ROLL

Honors - Students who have earned a 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 a GPA of 3.6 and meet the requirements for the honor roll are named to the high honors list.

9TH GRADE 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 sequence of courses are as follows:

Typical Science Sequence
Grade 9: Biology
Grade 10: Chemistry
Grade 11: Physics
Grade 12: Electives/ AP's

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 (AP Biology, AP Physics C, and AP Chemistry). 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, astronomy, robotics, anatomy & physiology, and forensics.

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 some outside readings supplement an intense, comprehensive course of study. Class discussions focus on core foundations and some recent developments in biological science.

Classes each cycle include regular meetings and a double period laboratory experience. The course is compatible with the MCAS biology frameworks. Student evaluation is based on unit tests and quizzes (both objective and essay types), laboratory work, homework, and quarter 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 Prep 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 some 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 and quizzes, laboratory work, projects, and homework. The course is compatible with the MCAS biology frameworks.

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.

2121 THE MODERN WORLD

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

The Modern World is our bread and butter history class taken by all 9th graders and continues through the first semester of the sophomore year. This rather unconventional time allocation (three instead of two semesters) allows us to spend the entire 9th grade year in the non-Western world, with focused studies rooted in China, India, the Middle East, and Sub-Saharan Africa. Students will research and write short essays and one substantial paper, which is modified annually, but this year has students investigating conflict resources (like the African diamond trade).

SOCIAL STUDIES ELECTIVES

2562 CURRENT EVENTS (9th-12th grade - 1 semester)

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, 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.

2575 INNOVATION DESIGN AND ENGINEERING (9th-12th grade - Year)

Short version: Take this class to invent real stuff that people care about.

Long version: This hands-on elective prepares students to become leaders in our high tech future. Following the Design Thinking process formalized at Stanford University, students develop powers of observation and build deep empathy. They work collaboratively to uncover problems in the world and design and build novel solutions using cutting-edge engineering tools such as computer-aided design (CAD), 3D printing, laser-cutting, and Arduino microcontrollers (tiny cheap computers that can sense and act upon the world). Students refine their projects based on actual user feedback, write provisional patent applications, and strive to create

real products. Projects are documented in an online portfolio that can be referenced in resumes and college applications.

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*. 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, and 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.

ENGLISH ELECTIVES

The courses listed below are offered for either honors or college credit as indicated. English electives may not 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.

JOURNALISM 1: INTRODUCTION TO JOURNALISM (3525 College Prep, 3526 Honors)

No prerequisites. Offered for college preparatory or honors credit.

A year-long elective course. First semester focuses on identifying news, interviewing, news writing, journalistic standards and ethics, and basics of photography and videography. Second semester focuses on news, feature and opinion writing and multimedia storytelling (photography, video, and audio). Students begin making contributions to WSPN, Wayland High School's online news medium, near the end of first quarter and are required to increase contributions as the year progresses.

WORLD LANGUAGES AND CLASSICAL STUDIES

The World Languages and Classical Studies Department offers language classes in levels one through five in Spanish, French, Latin and Mandarin. We believe that all students are capable of learning a language and our goal is to promote communicative abilities, intercultural competence and global awareness. Our French, Mandarin and Spanish programs provide students with consistent access to authentic language in interactive, immersion-style classrooms. Our Latin and Classics programs focus on developing in students the skills necessary to appreciate, interpret, and analyze essential and relevant literature. Courses are full year and they are offered for College or Honors credit. These distinct levels are aligned thematically, yet unique in curriculum breadth and depth, as well as skill expectations.

Wayland High School requires two years of consecutive language study. Additionally, all four-year state universities in Massachusetts require a minimum of two consecutive years of high school foreign language study or the equivalent for entrance, and many colleges and universities nationwide have similar entrance requirements

MASSACHUSETTS STATE SEAL OF BILITERACY

The State Seal of Biliteracy is an award given to students who have attained a high level of proficiency in English (ELA MCAS) and a language (French, Mandarin, Spanish and Latin). Wayland also is partnering with the Language Opportunity Coalition to offer supporting biliteracy awards. The chart below summarizes the awards and criteria

Diploma State Seal of Biliteracy With Distinction

- Score of Advanced on the grade 10 ELA MCAS
- Minimum Score of Advanced-Low on the 4 communication modes of an approved proficiency test

Diploma State Seal of Biliteracy

- Score of Proficient on the grade 10 ELA MCAS
- Minimum Score of Intermediate-High on the 4 communication modes of an approved proficiency test

Global Seal of Biliteracy

- Score of Proficient on the grade 10 ELA MCAS
- Minimum Score of Intermediate-High on the 4 communication modes of an approved proficiency test.

SPANISH

The Spanish program offers a five-year course of study with focus on the four language skills of speaking, listening, reading, and writing, and an 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 and in a variety of contexts. Courses are designed to increase the students' awareness, understanding and appreciation of the diverse cultures of Spanish-speaking countries. The department offers a popular, fee based, bi-yearly homestay program to a Spanish-speaking country. Students who choose to participate in this exchange experience and benefit from a total linguistic and cultural immersion.

5115 INTRODUCTORY SPANISH 1

*Approval of Guidance Department and Department Head or Curriculum Leader 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 being the first year of the two-year sequence. Focus will be on the acquisition of thematic vocabulary, with priority on speaking and less emphasis on grammar. Students will learn to speak, read, and write at a beginning level about such topics as school, family, hobbies, health, food, sports, and shopping. They will be able to produce and understand simple conversations, relying on basic conversational prompts and the use of straightforward authentic audio and texts. Cultural segments within units will focus on developing an awareness of Hispanic practices, perspectives and products. The course will be taught 50% - 75% in the target language and the ACTFL proficiency level target for this course is novice-mid.

5121 COLLEGE SPANISH 1

This course is for students who wish to begin level one study of the language and culture of the Hispanic world. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; motivating students to use spoken Spanish on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading and the themes explored include school, home, sports, family, shopping and food. Students will be able to identify, comment and describe using phrases and simple sentences, and begin to ask and answer basic questions. Grammar lessons will support the communicative goals with a focus on the present tense and cultural segments within units will focus on developing an awareness of Hispanic practices, perspectives and products. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is novice high.

5124 COLLEGE SPANISH 2

Prerequisite: Spanish 1 or placement test and consultation with department head

This course is for students who wish to continue the study of the language and culture of the Hispanic world. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; motivating students to use spoken Spanish on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading and the themes explored highlight teenage life, how people connect with others, why people travel and move, and how their lives are different from what they used to be. Students will be able to present information on familiar topics using a series of connected sentences and to handle short social interactions in everyday situations, including practice with asking and answering basic questions. Grammar lessons will support the communicative goals with a focus on skill growth in using the present and past tenses. Cultural segments within units will focus on continued awareness of Hispanic practices, perspectives and products. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate low.

5133 HONORS SPANISH 2

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

This course offers an intensive study of the language and culture of the Hispanic world for students who have shown exceptional skills and motivation at the 8th grade level. It is a fast paced, demanding course that challenges students enhance and increase the breadth of their developing Spanish production. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; students are expected to use spoken Spanish exclusively on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading and the themes explored highlight teenage life, how people connect with others, why people travel and move, and how their lives are different from what they used to be. Students will be able to present information on a variety of familiar topics using connected sentences and to handle short social interactions in everyday situations, including practice with asking and answering basic questions. Grammar lessons will support the communicative goals with a focus on skill growth and expertise in using the present and simple past tenses. Cultural segments within units will focus on continued awareness of Hispanic practices, perspectives and products. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate low.

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 homestay or exchange program with a French-speaking country. Students who choose to participate in this exchange experience and benefit from a total linguistic and cultural immersion.

5120 COLLEGE FRENCH 1 (Course may run in 2020-2021, dependent on sufficient enrollment)

This course is for students who wish to begin level one study of the language and culture of the Francophone world. Thematic units will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken French on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading. The themes explored include family and friends, daily life, personal style and clothing, leisure activities and mealtimes. Students will be able to identify, comment and describe using phrases and simple sentences, and to ask and answer basic questions. Grammar lessons will support the communicative goals with a focus on Present and simple Past Tenses and Cultural Units focus on Francophone customs and geography, including music and film. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is novice high.

5123 COLLEGE FRENCH 2

Prerequisite: French 1 or placement test and consultation with department head

This course is for students who wish to continue the study of the language and culture of the Francophone world. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency;

motivating students to use spoken French on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills:

speaking, listening, writing and reading and the themes explored highlight teenage life, how people connect with others, why people travel and move, and how their lives are different from what they used to be. Students will be able to present information on familiar topics using a series of connected sentences and to handle short social interactions in everyday situations. Grammar lessons will support the communicative goals with a focus on skill growth in using the present and simple past tenses. Cultural Units focus on Francophone customs and geography, including music and film. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate low.

5132 HONORS FRENCH 2

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

This course offers an intensive study of the language and culture of the Francophone world for students who have shown exceptional skills and motivation at the 8th grade level. It is a fast paced, demanding course that challenges students enhance and increase the breadth of their developing French competence. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; students are expected to use French exclusively on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading and the themes explored highlight teenage life, how people connect with others, why people travel and move, and how their lives are different from what they used to be. Students will be able to present information on a variety of familiar topics using connected sentences and to handle short social interactions in everyday situations. Grammar lessons will support the communicative goals with a focus on skill growth and expertise in using the present and simple past tenses. Cultural Units focus on Francophone customs and geography, including music and film. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate low.

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 (Course may run in 2020-2021, dependent on sufficient enrollment)

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 or placement test and consultation with department head

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 placement test and consultation with department head. For 8th grade students, an A average on tests/quizzes is required, as well as the recommendation from the 8th grade teacher.

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

CLASSICAL STUDIES ELECTIVE

(Not offered in 2020-2021)

4521 COLLEGE PHILOSOPHY

4531 HONORS PHILOSOPHY

Open to grades 9-12

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 course may be taken at either the honors or college preparatory level.

MANDARIN

The Mandarin program offers a five-level course of study. Classes focus on the four language skills of listening, speaking, reading, and writing, with an 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. An enriching, fee-based, yearly exchange program with Wayland's sister high school in Beijing is available for freshmen and those who choose to participate will benefit from a total linguistic and cultural immersion.

5720 COLLEGE MANDARIN 1 (Not offered for 2020-2021)

This course is for students who wish to begin level one study of the language and culture of the Chinese world. Thematic units will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken Mandarin on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: listening, speaking, writing and reading and the themes explored include, Who am I? My school, My Family and My community. Students will be able to identify, comment and describe using phrases and simple sentences, and to ask and answer some basic questions. Grammar lessons will support the communicative goals with a focus on Pinyin sound system and units will be infused with cultural lessons

that focus on Chinese customs and perspectives. The course will be taught 80% in the target language and the ACTFL proficiency level target for this course is novice-mid.

5721 COLLEGE MANDARIN 2

Prerequisite: Mandarin 1 or placement test and consultation with department head

This course is for students who wish to continue the study of the language and culture of the Chinese world. Thematic units will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken Mandarin on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: listening, speaking, writing and reading and the themes explored highlight School, Professions, Hobbies, Routines, Home, Campus, Community, Restaurants and Movies. Grammar lessons will support the communicative goals with a focus on skill growth in using the time frame, particles and auxiliary verbs indicating present, past and future. Units will be infused with cultural lessons that focus on Chinese customs and perspectives.

5730 HONORS MANDARIN 2

Prerequisite: A- or higher in Mandarin 1 or placement test and consultation with department head.

For 8th grade students, an A average on tests/quizzes is required, as well as the recommendation from the 8th grade teacher.

This course offers an intensive study of the language and culture of the Chinese world for students who have shown exceptional skills and motivation in Mandarin 1 or the Mandarin middle school program. The Honors level student will be evaluated rigorously with the expectation to demonstrate more detailed comprehension from audio and text, to produce longer complete sentences in spoken and written language, and to respond with more detail to question prompts. Thematic units will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken Mandarin on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: listening, speaking, writing and reading and the themes explored highlight, Who am I? My school, My Family and My community. Grammar lessons will support the communicative goals with a focus on skill growth in using the time frame, particles and auxiliary verbs indicating present, past and future. Units will be infused with cultural lessons that focus on Chinese customs and perspectives. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is novice-mid-high.

MATHEMATICS

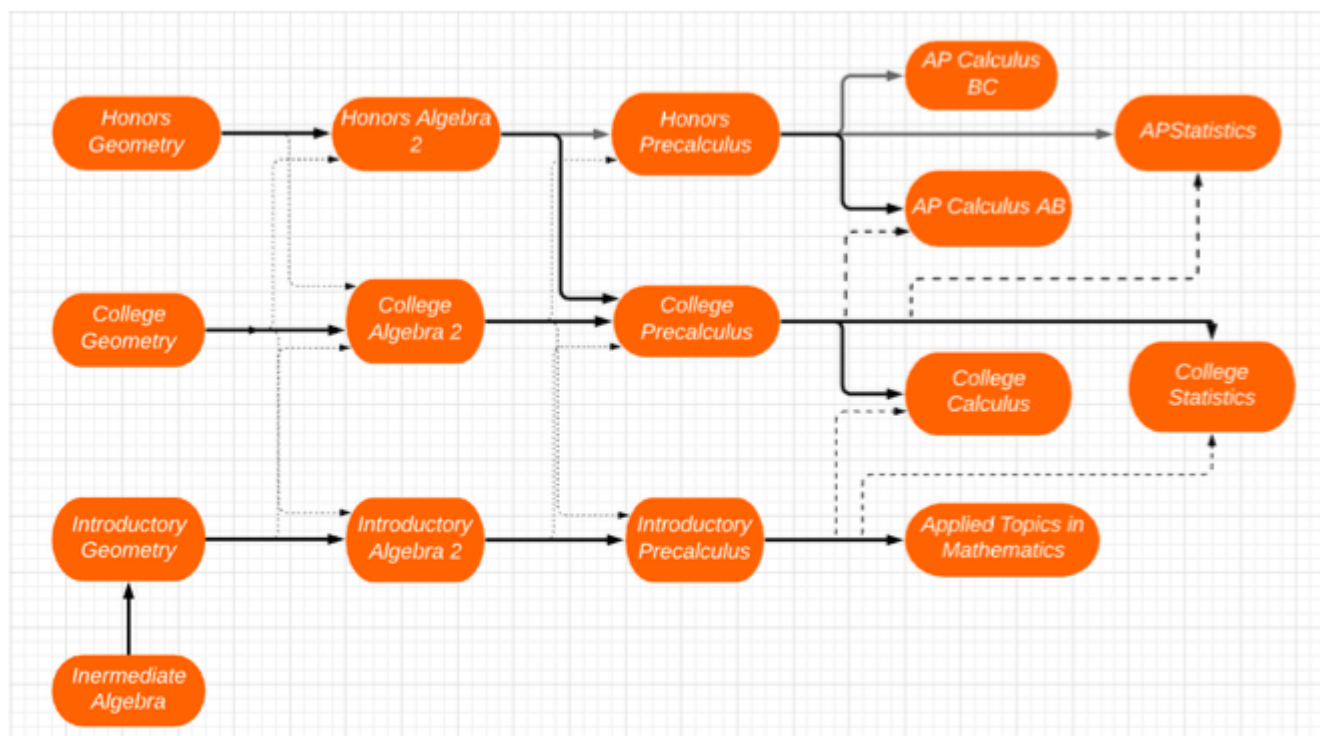
The purpose of the mathematics department is to provide a sound, contemporary and comprehensive mathematics curriculum that offers each student an opportunity to realize his or her potential as a critical and logical thinker. The department strives to provide experiences that stress the concepts and 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 parent.

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. Some students may want to take more than 4 math courses during their high school career. We encourage these students to consider doubling after Algebra 2. Students wishing to take Geometry and Algebra 2 concurrently must have approval from their 8th grade teacher. Algebra 2 and Pre-calculus can not be taken concurrently.

Wayland High School Math Pathways



Pathways with solid lines are typical.

Pathways with dashed lines may require a pre-requisite.

Introductory Algebra, Geometry and Algebra 2 are available at the Foundations level with teacher/DH approval

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.

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.

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 benefit from a moderate 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.

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.

FINE ARTS

Coursework in the Fine Arts Department provides students the opportunity to further their study of the visual and 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 a minimum of 4 credits of fine arts coursework in fulfillment of the graduation requirement. There is something for everyone within the curricular day as well as many extracurricular opportunities.

VISUAL ART

7554 ART 1 - 5x / rotation, 4 credits

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, and self-reflection –

these are just some of the critical thinking skills fostered in a studio learning environment. The curriculum is project-based, which means that 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 graphite, pen and ink, paint, and collage. Instruction is designed to build confidence and skills while encouraging independent work habits.

7535 JEWELRY & METALSMITHING - 5x / rotation, 2 credits

Open to grades 9-12 – Semester

This course is designed to introduce students to basic jewelry making and metalsmithing techniques through investigation of design strategies. Design skills will be enhanced as students learn the technical skills of annealing, soldering, forming, filing, and sawing metal. Students will be introduced to basic surface design techniques, as well as stone setting and resin inlay. Experience with both cold connections, and heat connections will be practiced. Students will combine metals methods with personal voice through 3-D problem solving assignments.

7536 ADVANCED JEWELRY & METALSMITHING - 5x / rotation, 2

credits Prerequisite: Jewelry & Metalsmithing

Open to grades 9-12 – Semester

Advanced Jewelry & Metalsmithing is a half year course that invites you to fully engage in the studio art experience! New techniques will be introduced, building upon previous knowledge from Jewelry & Metalsmithing, such as metal etching, repousse design, and hollow form soldering. The curriculum is project-based, and instruction is designed to build confidence and skills while encouraging independent work habits.

7541 DRAWING - 5x / rotation, 2

credits Open to grades 9-12 –

Semester

This course will focus on drawing fundamentals, with the aim of building basic skills. Projects focus on line, value, texture, dramatic light, drawing from observation and creating a strong composition. A variety of media and drawing surfaces will be used. The still-life, portraiture, illustration and scale will be studied in this class. Mark making and learning to see shapes, volume and space will be developed through contour drawing and rendering objects through the contrast of light and dark.

7542 PAINTING - 5x / rotation, 2

credits 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 incorporating color theory into work..

Students will learn various techniques in painting from observation using watercolor, gouache, acrylic and oil paint. Students will also study alternative processes and vehicles of painting including mixed media and artists' books. Students will learn how to stretch a canvas to paint on. Advanced Painting may be taken as a follow-up to the Painting class.

THEATER ARTS

7596 ACTING I - 5x / rotation

2 Credits Open to grades 9-12 – Semester

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 teamwork, concentration as well as strong writing, reading and speaking skills. The emphasis is on process and discovery, not on technical mastery. Also included is 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.

7552 COMMUNICATION STUDIES - 5x / rotation

2 credits 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 Skills builds self-confidence, social awareness and speaking with clarity. Students will also study short form improvisation, as a life skill. 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.

GENERAL MUSIC

7569 THE HISTORY OF JAZZ, ROCK, AND RAP - 4x / rotation

2 credits 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.

7594 PIANO - 4x / rotation

2 credits Open to grades 9-12 – Semester

This 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 - 4x / rotation

2 credits Open to grades 9-12 – 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. 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. Students may bring their own instrument or use school owned instruments.

7525 MUSIC PRODUCTION STUDIO I - 5x / rotation

2 credits Open to grades 9-12 – Semester

Have you ever wondered what goes into recording and producing electronic music? Well, here is your chance to experience and learn the inner workings of a music studio. Students will receive an introduction to becoming a music producer, engineer, promoter, and performer. In a new state-of-the-art music lab, students will learn how to use Korg Krome Keyboard Workstations, controllers, sequencing and recording software programs, electronic hybrid instruments, multi-track mixers and microphones. Students will learn the basics of recording, mixing, editing, sequencing and digital composition. This class will also explore online resources, social media, and interactive media. Students will also make real world connections with in- class projects, local artists, and industry leaders via masterclasses, Skype, and field trips.

7526 MUSIC PRODUCTION STUDIO II - 4x / rotation

2 credits Prerequisite: Music Production Studio I or instructor permission
Open to grades 9-12 – Semester

Music Production Studio II is a continuation and advanced course study of the concepts covered in the Music Production Studio I class. Students will explore and craft individual long term projects that allow mastery of various concepts of music technology in the state-of-the-art music lab. Students will leave this class with a music portfolio that demonstrates their work, skill, and personal style.

MUSIC PERFORMANCE

7560 STRING ORCHESTRA - 5x / rotation

4 credits Open to grades 9-12 – Full Year

This ensemble is open to all string players and will focus on string and full 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.

7570 HONORS FULL ORCHESTRA SECTIONAL - 2x / rotation

1 credit Prerequisite: Director recommendation and current band member
Open to grades 9-12 – Full Year

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

7562 CHORALE - 5x / rotation

4 credits 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. (Students must be in Chorale for one year in order to audition for Honors Concert Choir.)

7561 CONCERT BAND - 5x / rotation

4 credits 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 - 4x / rotation

3 credits 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.

7573 JAZZ BAND - 3x / rotation

2 credits 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.

7572 HONORS JAZZ ENSEMBLE - 4x / rotation

3 credits 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.

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).

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.

9446 HEALTHY CULINARY SKILLS

Open to grades 9-12 - Semester

Interested in cooking? Try a new course in the Wellness department! This class is a platform for building culinary skills and healthy eating behaviors. Students will learn how to plan and shop for specific meals as well as prepare and create a variety of healthy meal options. Topics include the theories and methods of cooking, culinary vocabulary, the development of safe and sanitary kitchen practices, and how to cook a delicious meal in 30 minutes or less.

MEDIA

9640 TV PRODUCTION 1

Open to grades 9-12

This course is an introduction to the career of television production. During the class, students will learn about directing, sound, graphics, editing, lighting, field production and studio production while working with the equipment in the Wayland local cable studio. The class will meet for three days each cycle for one semester. Students will be responsible for producing and directing various pieces including a public service announcement, a live talk show and community events. Students receive a pass or fail for this course.

9700-9703 CULTURAL IDENTITY GROUP SEMINAR (CIGS)

The intent of METCO's Cultural Identity Group Seminar is to provide students with an opportunity to explore issues of race and racial, personal and cultural identity in a "safe" and constructive environment. The issues of race and racism are consistent themes in all our lives and have a profound impact on student development.

This course will provide young people with an opportunity to voice their opinions, explore their culture and that of their peers, empower them, and remove the burden of "minority status." Through empowerment this course endeavors to affirm the student's positive sense of self, greater racial pride and a feeling of unity with others who share the same concerns, issues and experiences. (9701 grade 10, 9702 grade 11, 9703 grade 12)

COMPUTER SCIENCE

Below are some possible course sequences for students at Wayland High School. Students are able to take courses in a variety of sequences, or just one course during their high school career, provided they meet the prerequisites for individual courses and/or have the recommendation of the teacher and department head. These scenarios are presented as guidelines for considering course selection.

Intro/College	College/Honors	Honors
Topics in CS	Java/Python	Java/Python/APCSP/APCSA
Java/Python	APCSP	APCSA
APCSP	APCSA	HACS I
APCSA	HACS	HACS II

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. Students will be introduced to a broad range of computer science topics, including hardware, data representation and manipulation, networking, and computer programming. Students will work on a number of projects including video game programming and creating with Arduino microcontrollers. 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 learn the fundamentals of programming using the Python language. Students will learn about and utilize variables, functions, lists, classes and control structures. Projects include text-based adventures, mathematical modeling and creating video games. This class assumes no prior programming experience.

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

9548 COLLEGE COMPUTER PROGRAMMING WITH JAVA

Students will learn the fundamentals of the Java programming language, including classes, methods, data types, iteration, control structures and recursion. Students will create a range of products, including games, art projects, and utility applications.

This course provides a foundation for students who would like to take AP CS the following year.

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 (2 credits) or 4 out of eight days per rotation (1 credit). 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

Course #	Course Title	Per Cyc	Credit	Duration	Weight	Grade	Pre-requisite
SCIENCE							
1130	Honors Biology	7	4	YR	2	9	*
1220	College Biology	7	4	YR	1	9	None
1225	College Principles of Biology	7	4	YR	1	9	None
SOCIAL STUDIES							
2101	Foundation Modern World	6	4	YR	1	9	*
2111	Introductory The Modern World	6	4	YR	1	9	None
2121	College The Modern World	6	4	YR	1	9	None
SOCIAL STUDIES ELECTIVES							
2562	Current Events	6	2	SX	1	9-12	*
2575	Innovation Design and Engineering	6	4	YR	1	9-12	*
ENGLISH							
3100	Foundation English 1	8	4	YR	1	9	None
3120	College English 1	8	4	YR	1	9	None
3130	Honors English 1	6	4	YR	2	9	*
ENGLISH ELECTIVES							
3520	College Creative Writing	6	2	SX	1	All	*

Course #	Course Title	Per Cyc	Credit	Duration	Weight	Grade	Pre-requisite
3530	Honors Creative Writing	6	2	SX	1	All	*
3525	College Journalism 1	6	4	YR	1	All	None
3526	Honors Journalism 1	6	4	YR	2	All	None
WORLD LANGUAGES AND CLASSICAL STUDIES							
LATIN							
4121	College Latin 1	6	4	YR	1	All	None
4122	College Latin 2	6	4	YR	1	All	*
4130	Honors Latin 2	6	4	YR	2	All	*
FRENCH							
5120	College French 1	6	4	YR	1	All	None
5123	College French 2	6	4	YR	1	All	*
5132	Honors French 2	6	4	YR	2	All	*
SPANISH							
5115	Introductory Spanish 1	6	4	YR	1	All	None
5119	Foundation Spanish 1	6	4	YR	1	All	*
5121	College Spanish 1	6	4	YR	1	All	None
5124	College Spanish 2	6	4	YR	1	All	*
5133	Honors Spanish 2	6	4	YR	2	All	*

MANDARIN

Course #	Course Title	Per Cyc	Credit	Duration	Weight	Grade	Pre-requisite
5720	College Mandarin 1	6	4	YR	1	All	None
5721	College Mandarin 2	6	4	YR	1	All	*
5730	Honors Mandarin 2	6	4	YR	2	All	*

MATHEMATICS

6102	Foundation Mathematics I	6	4	YR	1	All	*
6112	Introductory Geometry	6	4	YR	1	9	*
6119	Intermediate Algebra	6	4	YR	1	9-10	None
6122	College Geometry	6	4	YR	1	9	*
6130	Honors Algebra 2	6	4	YR	2	9-10	*
6132	Honors Geometry	6	4	YR	2	9	*

FINE ARTS

7554	Art 1	5	4	YR	-	All	None
7535	Jewelry and Metalsmithing	5	2	SX	-	All	None
7536	Advanced Jewelry and Metalsmithing	5	2	SX	-	All	*
7541	Drawing	5	2	SX	-	All	None
7542	Painting	5	2	SX	-	All	None

THEATER ARTS

7596	Acting I	5	2	SX	-	All	None
Course #	Course Title	Per Cyc	Credit	Duration	Weight	Grade	Pre-requisite
7552	Communication Studies	5	2	SX	-	All	None
7588	Music Theater	5	2	SX	-	All	None
7589	Drama of Social Issues	5	2	SX	-	All	None

GENERAL MUSIC

7587	Songwriting	4	2	S1	-	All	None
7569	The History Of Jazz, Rock, & Rap	4	2	SX	-	All	None
7594	Piano	3	2	SX	-	All	None
7525	Music Production Studio 1	5	2	SX	-	All	None
7526	Music Production Studio 2	5	2	SX	-	All	*

MUSIC PERFORMANCE

7560	String Orchestra	5	4	YR	-	All	None
7570	Full Orchestra Sectional	1	1	YR	-	All	*
7562	Chorale	5	4	YR	-	All	None
7561	Concert Band	5	4	YR	-	All	*
7571	Honors Wind Ensemble	4	3	YR	2	All	*
7573	Jazz Band	3	2	YR	-	All	None
7572	Honors Jazz Ensemble	4	3	YR	2	All	*

LEARNING RESOURCE TEAM

Course #	Course Title	Per Cyc	Credit	Duration	Weight	Grade	Pre-requisite
8556	Study Skills (LRT)	Var.	2-4	YR	-	All	None

MEDIA

9640	TV Production 1	3	2	SX	-	All	None
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COMPUTER SCIENCE

9548	College Computing with Java	6	2	SX	1	All	*
9622	College Topics in Computer Science	6	2	SX	1	All	None
9628	College Computing with Python	6	2	SX	1	All	None
9650	Genius Bar	Var	1-4	Var.	-	All	*