

**Wayland High School  
Wayland, Massachusetts**



**Program of Studies  
2022-2023**

## Message from the Principal

Dear WHS students and guardians,

The selection of high school courses is an important process for all students, one best achieved as a collaborative effort among students, parents and guardians, counselors, and teachers. In this publication you will find important information about graduation requirements, guidance services, and specific course descriptions. If you do not find the information you need, please consult with your school counselor. Please pay attention to the following notes concerning the 2022-2023 edition of the *Program of Studies*:

**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 canceled 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.

**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, wellness, and ideally at least one elective course. However, when students try to take courses out of the typical sequence or are trying to take six academic majors (such as doubling up in world language, math, science, etc.), we sometimes cannot accommodate their wishes.

**Seek academic balance.** When it comes to requesting courses, we urge students and their caregivers to carefully consider the student's overall life balance and what will realistically—not theoretically—fit in their schedule. Students should talk with teachers and their school counselor to get an accurate sense of the rigor and demand of each course, and should keep in mind their extracurricular activities and life outside of school when selecting courses. When it comes to choosing among our many wonderful electives, please be very thoughtful in making these requests rather than seeking an overabundance of courses; from a scheduling perspective, this will help students enroll in the elective course(s) that they really want.

**Course registration happens through Home Access Center (HAC) over the course of approximately one week in late March.** In addition to giving parents access to their students' grades, discipline, and attendance data, HAC also allows parents to participate in the course registration process. To sign up for an HAC account, please see the WHS homepage.

We at WHS hope that you make the most of your high school years by seeking both challenge and support when it comes to your courses, and by exploring new and exciting interests along the way.

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.

## 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 p.m. 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.

## SCHOOL COUNSELING SERVICES

The school counseling 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 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 school counseling program provides an individualized focus for every student. Counselors receive copies of all progress reports, and report cards. They are in contact with teachers, special needs staff, administrators, and parents/guardians and are, therefore, in a position to have a comprehensive understanding of each student in their caseload. The 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 counselors are available for meetings at the request of a student, parent/guardian, or teacher and are involved in helping to resolve academic and personal issues with their students. The formal school counseling program begins in the spring before students enter the high school, when counselors meet at the middle school with 8<sup>th</sup> graders in their math classes. The administration also conducts an evening information session for parents of incoming ninth grade students. Step Over Day in June, and Connections Day in August, are also programs to help with the 8<sup>th</sup> to 9<sup>th</sup> grade transition. Planned school counseling activities continue each year as follows:

### **Grade 9**

Ninth Grade Seminar

Progress report, report card reviews

Course selection guidance and 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 conference 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 guidance and 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 *Clinical Counselor* is available for all high school students; they team 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 [\(Follow this link to view this guide online\)](#):**

This parent guide to counseling services is available online for all families. Please consult this handbook for a more complete discussion of the services available at Wayland High School. In addition, a counseling department calendar and current information are emailed to each family during the summer and are available on the counseling department website.

## **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 Education 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, a Teaching Assistant, 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, 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 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 and the Library Assistant.

The LMC collections include close to 10,000 fiction, non-fiction and reference books; several print magazines, newspapers, and journals for research and pleasure reading; extensive electronic resources including scholarly databases and online encyclopedias; digital cameras and camcorders. [Destiny](#), our online public access catalog, is used to search for books and digital resources. There are also thousands of eBooks and audiobooks students and staff have access to through [SORA](#) (the MA Library eBook Collection). The Library also provides access to laminating machines, printers, and a copier. Spaces include quiet study rooms and work collaboration areas 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 10<sup>th</sup> grade students; postural screening for 9<sup>th</sup> 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 a parent and/or physician. These forms are available on the Wayland Public School Website.

### PHYSICAL EXAMS

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

## REQUIRED AND RECOMMENDED GRADUATION REQUIREMENTS

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

The course descriptions that begin on page 15 give information about the educational programs at Wayland High School and the courses offered. Information concerning the number of meetings per cycle, credit, duration of the course, level and usual grade is included in the course list beginning on page 32. If you need further information on 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
World Language and Classics	8 Credits	Two years of World Language or Classics
Wellness	6 Credits	Wellness each year the student is in attendance
Fine Arts	4 Credits	One year long or two semester courses
Additional Courses	14 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 US History and one year of World History)
*Mathematics	16 Credits	4 years (Algebra I & II and Geometry or Trigonometry or comparable coursework)
Science	12 Credits	3 years (All must include laboratory work)
World Language and Classics	8 Credits	2 years (In a single language in high school)
Electives	8 Credits	2 courses (From the above subjects, from Fine Arts, Humanities or Computer Science)

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 credits

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

### **RECOMMENDED MINIMUM PROGRAM BY GRADE**

Students are required to elect courses totaling a minimum of 21 credits for each year that they are in attendance at Wayland High School.

#### **GRADE 9**

Subject	Credits
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English	4
Social Studies	4
Science	4
World Language	4
Mathematics	4
Wellness	2
Additional Courses	2-4

**GRADE 10**

Subject	Credits
English	4
Social Studies	4
Science	4
World Language	4
Mathematics	4
Wellness	2
Fine Arts	2
Additional Courses	2-4

**GRADE 11**

Subject	Credits
English	4
Social Studies	4
Science	4
Wellness	1
Fine Arts	2
Additional Courses	6

**GRADE 12**

Subject	Credits
English	4
Mathematics	4
Wellness	1
Additional Courses	12

**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 the counseling office 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 counseling office. Students may begin to accumulate hours in the summer before they begin at WHS as 9<sup>th</sup> graders.

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

## COURSE SELECTION PROCESS

Since the scheduling process operates on a strict timetable, it is **very important** that you meet the deadlines provided by guidance and administration for submitting your course requests. Dates will be communicated each year to students and parents by the administration and counseling departments.

In late February and March teachers confer with students and enter recommendations into eSchool Home Access Center. Starting in March, students and parents review teacher recommendations through eSchool Home Access Center and make additional requests for electives. In early May there is a deadline to submit an override appeal with evidence, and in late May those appeals are resolved and students are placed on waitlists.

To familiarize yourself with the courses that might be appropriate for you, first read the Course Level explanation on page 12 and the graduation requirements at the beginning of this document; then read the more specific course descriptions listed within each departmental section starting on page 15.

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.

Starting in mid-March, 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). An override request must be submitted to the department head no later than the first school day of May.

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 are highly motivated to pursue study in those subject areas. These classes require students to be self-directed and have high 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. The courses require permission of an administrator.

**Criteria for enrollment in honors and AP courses:** Enrollment in honors and AP courses is generally determined by the following: Recommendation by the teacher (assessments of content--primarily formal written work, tests, and quizzes will be used as the most important criteria for teacher recommendations to each leveled course).

Attainment of a B- grade or better in an **honors or AP course** in the same subject. Attainment of an A- or better in a **College-level class** in the same subject.

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

## OVERRIDE PROCEDURE

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

- A student who does poorly in a more advanced class weakens his/her record. Sometimes, difficulties in one course generate difficulties in others as well.
- To keep up with the class, the students may require more individual help than the teacher can provide. The demands of an advanced curriculum do not allow teachers to accommodate the pace of a student who is misplaced. The teacher cannot provide extensive 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 lower performance.
- When a transfer is possible, it may be necessary to reschedule other classes to accommodate the shift. This general disruption can cause problems in other courses where the student may have made a good adjustment.

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

## OVERRIDE ELIGIBILITY

Only students who have earned a C+ in honors courses or B+ in college preparatory courses in the outset of the course selection process are eligible for the placement appeals process. Recommended students whose performance dips below the criteria threshold could risk being moved to the 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 the first day of school in May.
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 the first school day of June 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 he/she 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 9<sup>th</sup> graders: All override meetings will take place at the middle school level.*

### **GUIDELINES FOR COURSE CHANGES**

Students are encouraged to confer with their teacher, 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**

WHS only calculates and reports Unweighted GPA. Below is the GPA Conversion Table which indicates the value attached to each letter grade for calculation of GPA.

**GPA Conversion Table**

Grade	Point Value
A	4.0

A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0

**Computing the Unweighted GPA:** Both academic majors and all elective courses are used to calculate the unweighted GPA. Add together the point value of letter grades earned in each course. Divide this total by the number of courses, factoring in the number of credits awarded for that course. The result is the unweighted GPA. **Only** courses taken at Wayland High School are included in the calculation of unweighted GPA.

## HONOR ROLL

**Honors** – Students who have earned a 3.0 GPA in graded subjects are eligible for Honor Roll. See values on page 14. 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.

## 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 section 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.

### **1230 HONORS CHEMISTRY**

Prerequisites: B+ or above in Honors Biology or A in College Biology. B+ or above in Honors Geometry or A in College Geometry.

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

### **1320 COLLEGE CHEMISTRY - Quantitative**

Prerequisite: B or above in College Biology. B- or above in College Geometry

This course is designed for the student who is interested in a traditional, mathematically oriented chemistry course. Concepts such as the mole, stoichiometry, the modern view of the atom, nomenclature, equilibrium, acid and base theory, electrochemistry, gas laws among other traditional topics, will be covered. A double period lab is incorporated in each cycle. The lab portion of the course will mirror the material and concepts being discussed in class and will be a substantial part of the curriculum. The scope of this course is such that students will be prepared for further studies in science if they intend to pursue such an academic track in college. It is intended that the students electing this course will take the SAT II in chemistry. This course is designed for the student who wishes to cover the material presented in a traditional chemistry course but is not ready for the rigorous pace and in-depth abstract reasoning required in honors chemistry. A double period lab is incorporated in each cycle. The lab portion of the course will mirror the material and concepts being discussed in class and will be a substantial part of the curriculum.

### **1322 COLLEGE CHEMISTRY - Environmental**

This course is designed for the student who is interested in a chemistry course that focuses on the environmental and societal applications of science rather than the quantitative (mathematics oriented) problem solving applications. Topics covered in this course are those found in any first year chemistry course and are presented within an environmental case study of general topics such as water, the atmosphere, and conserving chemical resources. The course is designed to help students realize the important role that chemistry will play in their personal and professional lives. Students will use chemistry knowledge to think through and make informed decisions about issues involving science and technology. Further, students will develop a lifelong awareness of both the potential and limitations of science and technology.

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

### **1325 COLLEGE PRINCIPLES OF CHEMISTRY**

This course is designed for the student who may need additional support in problem solving and quantitative reasoning. Topics covered in this course are those found in any first year chemistry course (scientific method and measurement, matter, atomic structure, bonding, chemical reactions) and also include topics that focus on the environmental and societal applications of chemistry.

The course is designed to help students realize the important role that chemistry plays in their daily lives while including explicit instruction in study skills and learning habits within the context of a science classroom.

### **1330 HONORS PHYSICS**

Prerequisite: B- or above in Honors Chemistry or A- or above in College Quantitative Chemistry or department head approval; College or Honors Pre-calculus taken concurrently

Honors Physics is an introductory survey course in physics for students who have demonstrated proficiency in algebra and geometry. A rigorous analytical approach is used in the study of the applications of physics to everyday phenomena. Topics include mechanics (rotational and linear), kinematics, conservation laws, electricity, waves, and sound. Laboratory work and experiment design work are an integral part of the curriculum. A double period laboratory is included each cycle. This course is preparation for the AP Physics 1 exam if students choose to take the exam. Evaluation is based on quizzes, tests, homework, laboratory work and projects.

### **1415 COLLEGE PRINCIPLES OF PHYSICS**

This course is similar in scope to the College Prep Physics course, but emphasizes a more conceptual approach to the content. It is intended for students who may need additional support in problem solving and numerical reasoning. Topics covered are consistent with those found in most standard first year physics courses, and include mechanics, light, waves, sound, electricity, magnetism, and others. While standard forms of assessment such as quizzes and tests are used, there is an increased emphasis on laboratory activities and projects.

### **1420 COLLEGE PREP PHYSICS**

Prerequisite: Algebra 2

College Prep Physics challenges students to learn and apply basic physical principles to build a deeper understanding of the physical world. In addition to problem solving, demonstrations, and project work, students will engage in laboratory exercises involving data acquisition, analysis and interpretation to investigate and verify basic physical principles.

Topics covered are consistent with those found in most standard first year physics courses, and include mechanics, light, waves, sound, electricity, magnetism, and others. The scope and rigor of this course is intended to prepare students to take the SAT subject test in Physics, should they choose to do so. This course includes a double period lab once per 8-day cycle.

### **1440 ADVANCED PLACEMENT BIOLOGY**

Prerequisite: Honors or College Biology and Honors or College Chemistry

AP Biology is designed for highly motivated and capable seniors seeking college level work in high school with the intention of satisfying college requirements for advanced standing and/or course credit in biology. AP Biology is

equivalent to a college level introductory biology course for biology majors, utilizes a college level text, and offers college level lab experiences. **Two double periods for laboratory work are included in each cycle.**

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

#### **1442 ADVANCED PLACEMENT CHEMISTRY**

Prerequisite: One year of chemistry

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

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

#### **1444 ADVANCED PLACEMENT PHYSICS**

Prerequisite: Honors Physics, Co-requisite: Calculus

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

### **SCIENCE ELECTIVES**

#### **1435 COLLEGE ENVIRONMENTAL SCIENCE**

#### **1436 HONORS ENVIRONMENTAL SCIENCE**

Prerequisites: Successful completion of biology and chemistry; Co-requisite: Physics enrollment for Juniors

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

#### **1515 COLLEGE FORENSIC SCIENCE**

Prerequisites: Biology and Chemistry; Co-requisite: Physics enrollment for Juniors

Full year college prep level science elective for juniors and seniors. Learn the basics of forensic science, with an emphasis on hands-on and practical applications. Students will learn how to make detailed observations, collect evidence, and use

forensic science to evaluate evidence from crime scenes. Topics will include ballistics, fingerprinting, pathology, blood-spatter, vehicle evidence, and facial reconstruction.

### **1516 HONORS FORENSIC SCIENCE**

Meets with 1515, (College Forensic Science) and follows the same curriculum. Students in Honors will have additional technical writing assignments, supplemental topics in forensic science, and a modified grading rubric on many assignments. Honors Forensics students will have a greater degree of independent learning due to the nature of their assignments.

### **1521 COLLEGE ASTRONOMY**

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

### **1522 HONORS ASTRONOMY**

Prerequisite: successful completion of honors or college physics

This course meets with 1521 (College Astronomy) and follows the same curriculum, but with additional physics-based quantitative problems, some additional assignments, and a modified grading rubric throughout the year. Honors Astronomy students will have a greater degree of independent learning due to the nature of their assignments.

### **1455 ANATOMY and PHYSIOLOGY (CP)**

#### **1456 ANATOMY and PHYSIOLOGY Honors)**

Prerequisites: One year of biology and chemistry; Co-requisite: Physics enrollment for Juniors

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

### **1530 ROBOTICS (CP)**

This course is a one semester class offered in both the fall and spring semesters. Students will engage in a variety of hands-on activities centering on robotic design, control, and communications. Specifically, students will become proficient with computer data collection interfaces; master the graphical programming languages used to control both NXT and EV3 processors; perform advanced robotic data feedback activities using real-time data to control robotics behavior; and conduct experiments using the NXT and EV3 with Vernier sensors and probes. Students will gain experience programming Android devices with MIT App-Inventor, controlling both NXT processors and MATRIX robotics systems.

## SOCIAL STUDIES

The social studies program at Wayland High School aims to prepare students for their future roles as voting citizens of a democratic world power whose actions will have a major influence in world affairs over the decades ahead. Students will be introduced to the historical and cultural influences that have shaped the world of the present, both in the United States and elsewhere. They will be helped to develop and apply the intellectual and analytical tools of many of the social sciences to deepen and broaden their understanding of past trends, current events and potential future developments. In all courses the department emphasizes critical thinking skills, especially comparing and contrasting differing opinions and perspectives about important social and political questions. Students must complete three years of social studies to meet the graduation requirements of Wayland High School, which must include the two- year United States history sequence (10<sup>th</sup> grade The Old World and the New World and 11<sup>th</sup> grade US History). Students are encouraged to continue their study of social studies beyond this three-year requirement.

### **9th Grade Courses** *(Please see 9th grade electives below as well)*

#### **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. You will 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). Skill development will also be a key focus, as research, writing, note-taking and studying skills will be emphasized.

### **10th Grade Courses** *(Please see 10th grade electives below as well)*

All students must pass both the United States History I (10th grade) and United States History II (11th grade) to graduate.

#### **2722 COLLEGE UNITED STATES HISTORY I**

This course is also offered for Introductory 2721 and Foundation 2720 credit; please see school-wide definitions described earlier in the Program of Studies. The class focuses on building skills like organization, writing and research. Students will research and write papers and projects during the year.

- Quarter One: Students will be expected to create a project based upon class materials.
- Quarter Two: Students will be expected to create a project based upon class materials.
- Quarter Three: Students will be expected to craft an essay based upon provided class materials.
- Quarter Four: Students will be expected to craft a paper based upon both provided class materials as well as outside resources.

The course will begin with Early Exploration of the Americas and end with Reconstruction. Topics also include: Colonial America, Early Republic, Manifest Destiny and Road to Civil War.

#### **2733 HONORS UNITED STATES HISTORY I**

Prerequisite: A- or above in The Modern World.

A full-year Level 3 course which is a more rigorous survey than College United States History I. Students will have the opportunity to explore a number of themes and periods of American History in greater depth and faster speed, with a special emphasis on historiography, contrasting viewpoints and primary source materials. Honors students will be

expected to manage their own time, keep track of their assignments and their grades, and take independent action to support their academic goals.

- Quarters One, Two and Three: Students will write papers based on historical sources related to course material.
- Quarter Four: Students will create a project based on class materials.

The course will begin with Early Exploration of the Americas and end with Reconstruction. Topics also include: Colonial America, Early Republic, Manifest Destiny and Road to Civil War.

### **11th Grade Courses** *(Please see 11th grade electives below as well)*

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

#### **2832 COLLEGE UNITED STATES HISTORY II**

This course is also offered for Introductory 2831 and Foundation 2830 credit; please see school-wide definitions described earlier in the Program of Studies.

United States History II begins at the end of the 19th century and thematically explores the country's past to the present (a continuation of the sophomore course). CUSH exposes students to ideas of industrialization, civil rights and social reform, political action, immigration, foreign policy, and economics. Students will research and complete major projects throughout the course which may include short essays, research papers, presentations, and/or websites. Emphasis is placed on use of primary sources, point of view, devising 3-point thesis statements, and making arguments supported by evidence.

#### **2833 HONORS UNITED STATES HISTORY II**

Prerequisite: B- or above in Honors US History I, A- or above in College Preparatory US History I.

A full-year Level 3 course which is a more rigorous survey than College Preparatory United States History. Students will have the opportunity to explore a number of themes and periods of American History in greater depth and faster speed, with a special emphasis on historiography, contrasting viewpoints and primary source materials. The key distinction between this class and AP is that honors is more case-study centered, with a greater emphasis on project-based learning that connects the past and present and deeply examines how national trends and developments play out locally and regionally. Students will also engage in regular seminars and complete multiple term papers and shorter essays.

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

\*Prerequisite: A- or above in Honors US History I

This rigorous and fast moving Level 3 course is intended for juniors who wish to obtain college credit for study in United States History. It involves extensive reading and in-depth study of American political traditions, changing patterns of living, and major schools of American thought. Significant intellectual trends in politics and economics are the subject of research and discussion. The course will require extensive writing of analytical essays on various historical issues. In order to receive credit for this course students are required to take the Advanced Placement Examination and pay the required fee (scholarships are available). Students will write multiple short essays during the year with an emphasis on the documents-based question (DBQ) and focus on strategies to prepare for the spring exam.

### **12th Grade Courses**

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

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

## **2431/2 2421/2 12TH GRADE SOCIAL SCIENCE**

Students may take this course for Foundation, Introductory, College, or Honors credit in heterogeneous classes. This is a year-long course composed of three electives described immediately below.

**Option 1: Psychology/Media/Crime** (Honors: 2431; CP 2421)

**Option 2: Psychology/Race/Crime** (Honors: 2432; CP 2422)

### **Psychology** (*Duration: 2 quarters*)

For their first three years taking social studies classes, students explore the achievement of others throughout history. In the Psychology class, students' past, current and future personal experiences are at the center of the curriculum. Quite simply, students will emerge from this class better understanding why they act, think and feel the way they do. They will also come to better understand the same for those around them--parents, siblings, friends, co-workers, etc. Core areas of study include the nature-nurture debate, learning and memory, adolescent identity development, social psychology and mental health. Prominent psychologists such as Skinner, Freud, Erikson, Zimbardo and Milgram will be investigated. Any topic covered will be connected to students' own life experiences; each class will consist of a combination of discussion, activities and experiments that will allow students to explore how their minds work.

### **Media and American Democracy** (*Duration: one quarter*)

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

### **Race and Racism in the United States** (*Duration: 1 quarter*)

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

### **Crime and Punishment** (*Duration: 1 quarter*)

This elective explores why crimes occur, perpetrators and victims, juvenile crime, women in prison, race, media coverage, and due process of law and criminals' rights. Furthermore, class investigates the strengths and weaknesses of the criminal justice system, and allows students to offer their insight and understanding as to how the CJS can be altered to improve the lives of all citizens.

## **2441 ADVANCED PLACEMENT EUROPEAN HISTORY** (*12th grade - Year*)

This is a year-long course for 12th-grade students interested in an in-depth exploration of the social, economic, intellectual, artistic, and political aspects of the history of Europe from 1450 - 2014. Students will engage in critical examination of both Europe's interactions with the rest of the world and the experiences of different groups within

European society. The course uses a wide range of historical sources and classroom activities. Students will be required to take the Advanced Placement exam in May. There are no prerequisites for this course.

### **2541 ADVANCED PLACEMENT GOVERNMENT AND POLITICS (11<sup>th</sup> and 12<sup>th</sup> grade - Year)**

AP U.S. Government and Politics is a one-year college level course designed to prepare 11<sup>th</sup> and 12<sup>th</sup> grade students to take the Advanced Placement exam administered by the College Board in May. The course will be offered in a “blended” environment where students engage with the content both online and in a traditional classroom environment.

Throughout the course we will examine and evaluate our institutions of government and the people who run them, the public policies debated and enacted by these institutions, and the influence of the electorate on the institutions and policy. Special attention will be given to policy making, both foreign and domestic, and to issues involving civil rights and civil liberties. We will keep up with and discuss current developments regularly.

Students will be required to take the Advanced Placement exam in May, engage in a civic action project of their making and also participate in the Wayland/Weston/Sudbury/Concord Civics Bee hosted by the League of Women Voters in March.

### **9850 THE CONNECT PROGRAM (12<sup>th</sup> grade - Year)**

Do you want greater flexibility in deciding what you learn and how you learn it? Do you want to see the practical applications of what you study, to feel that what you are doing is relevant? Are you open to developing new skills, trying new things, meeting new people and generally venturing out of your comfort zone in an effort to cultivate your learning style and become a more confident person? Then...

Consider *The Connect Program*. Team taught by Mrs. Lehmann, Mr. DeHoratius, and Mr. Blue, The Connect Program will allow students to experience their education in a way that addresses real-world problems through collaboration and community involvement; the content of the course focuses on four to five thematic units based on current issues, some teacher-directed, some student-directed.. By the end of the course, students will have experience identifying and working to create solutions to school/community issues, educating others in the process, and pursuing their own interests toward a tangible goal.

The Connect program provides an interdisciplinary approach to English and History, providing college-level credit for both disciplines within the same classroom for two periods. The Connect Program has no prerequisite but students should be prepared to work hard, be curious, be accountable, work effectively with others, handle ambiguity, self-motivate, be outside and/or work with their hands, and produce work on a deadline.

## **9th, 10th, 11th, and 12th Grade Semester Electives**

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

### **2580 CIVIC AND COMMUNITY ENGAGEMENT (9th-12th grade - 1 semester)**

This is an exciting new single-semester class open to all students, one section for 9th and 10th graders, another for 11th and 12th graders.

Students will engage in classroom and service activities to explore, critique, and apply the fundamental concepts of justice, conflict, and social change. Working collaboratively with faculty, peers, and community representatives, students

will analyze a social problem of their choice and develop a civic action project to make a real-world impact in that area. They will develop skills essential for the advocacy, community organization and activist roles necessary for social change. Enrollees will learn about how our democracy works and, importantly, have a lot of fun! All students will complete a Civic Engagement Project on a passion project of their choice as a capstone for the course.

### **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.

### **2568 HISTORY THROUGH FILM (11th and 12th grade - 1 semester)**

Like watching blockbuster movies? Want to discover how the silver screen can be a window into past American life? How do truth and fiction interact? Let's explore the extent to which we learn about our past through Hollywood's portrayals while learning some of the fundamentals of motion picture storytelling. The movie options are wide open, but could include films like *Saving Private Ryan*, *Casablanca*, *Gangs of New York*, *Platoon*, *Bonnie & Clyde*, *Schindler's List*, and much more. As with all of our semester electives, the workload is generally limited to class time, so it's a perfect high-interest, low-stress course!

## **WAYLAND EXPLORATION LAB FOR DESIGN (WELD)**

Wayland Exploration Lab for Design(WELD) connects students to social impact and sustainable change. We strive to enable students to create desirable, feasible, equitable, and sustainable innovations across their high school experience. The Introduction class is welcome to all students and focuses on hands-on learning concerning innovation, design, and engineering. This half year course, partnered with approved Innovation Electives, will allow you to continue to the Capstone class. This class is where juniors & seniors create projects and ventures based on their passions and skills. The completion of these projects will unlock progress funding and induction into the Wayland Design Thinking Society. Priority for The Capstone Course is given to seniors, but juniors are encouraged to apply.

### **2575 INTRODUCTION TO INNOVATION (9th-12th grade - 1 semester)**

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

This hands-on elective prepares students to become the innovators of the future...and now! Following the Design Thinking process formalized at Stanford University, students develop powers of observation and build deep empathy. They work collaboratively to uncover gaps in impact and design and build novel solutions for problems around the world, and in their own backyard. Students refine their projects based on actual user feedback and use state of the art computer-aided design (CAD), 3D printing, laser-cutting, and Arduino microcontrollers, along with applications such as Canva and Figma. They will strive to create products that meet the needs of community members while learning how to solve problems in any scenario.

Classes will be tackling one of these 4 topics:

- **Fall Semester Topics:** 1. Understanding Refugees & Displacement 2. Discovering Health Challenges (Mental, Physical, Social Wellbeing)
- **Spring Semester Topics:** 1. Exploring Climate Change 2. Improving Our Education

*This course is targeted towards 9th and 10th graders, but all are welcome!*

### **#TBD THE CAPSTONE COURSE (11th & 12th Grade - Year)**

Prerequisite: Introduction to Innovation (n/a for class of 2023) & Innovation Electives (listed on application)

Do you want to launch your passions into a real project and/or venture? The Capstone Course allows upperclassmen the opportunity to pursue projects with progress funds, state-of-the-art technology and coaching. This class is for students looking to design their own projects, imagine how to turn their ideas into a reality, and build the future that they want. Students will choose between independent projects and team projects, and spend the semester designing, prototyping, and testing their projects. These projects can be from disciplines such as arts and sciences, music and math, journalism and language, and so much more! Students who apply should be committed to working on an independent project and be able to demonstrate self-management skills and self motivation. Funding for student design projects will be unlocked once students have achieved particular benchmarks that they have set forth in the beginning of the semester. Admission into the course is based on thorough completion of application, not on merit.

*Note for 2022-2023: All **seniors** who have not completed the previous Innovation, Engineering, and Design class are welcome to apply. Additionally, all students who have taken Innovation, Engineering, and Design are eligible to apply.*

## **BUSINESS**

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

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

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

### **9520 ENTREPRENEURSHIP AND BUSINESS MANAGEMENT (EBM) (11th and 12th grades – Year)**

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

### **9521 BUSINESS LAW (10th – 12th grade – Year)**

The objectives of the Business Law course at Wayland High School are to give the student a working knowledge of contract law along with a familiarity with the legal system as it applies to business disputes. The student will leave the course with an ability to recognize legal and ethical issues as they are presented in the business and personal context and an understanding of the ambiguity in the resolution of these issues. The student will also possess knowledge of methods for effective negotiation and skills to craft mutually beneficial contracts. This course provides practical information and problem solving opportunities to help students develop the knowledge and skills necessary for survival in our litigious society. A large portion of class time will be devoted to contract law and negotiating contractual agreements for business and personal use. Students will learn to negotiate and author contracts through a series of in-class negotiation exercises derived mainly from the Harvard Program on Negotiation. The latter half of the course touches on ethical issues around product marketing, product liability, and creation of public policy. The capstone project for the course is a mock trial of a significant historical case that impels students to identify and analyze relevant documents, collaborate with teammates, strategize, communicate clearly, and present persuasively - skills critically important in today's marketplace.

### **9523 INVESTING AND THE CREATIVE ECONOMY (10th – 12th grade – Year)**

In this full-year course, emphasis is placed equally on public policy with that of investing and personal finance. The first half of the course covers the workings of the various securities markets and different types of investments available to the individual. Students will develop a systematic approach to portfolio development and management through participation in an investment simulation (the Stock Market Game Worldwide) in which students create a hypothetical investment portfolio whose progress they track throughout. Students will learn about different ways to analyze specific firms and the financial markets in general with an eye to the development of an intelligent investment strategy, ultimately completing a survey of retirement and developing Individual Retirement Accounts. Outside of personal investment strategies, the class will also examine the struggle of businesses and individuals to adapt to the new world of ideas which is unfolding at a rapid pace. We are now in a globalized knowledge economy where creativity and human capital breed success. Is capitalism the best economic system? Class work will include exploration of key economic concepts through hands-on activities along with investigations of key contemporary issues in the U.S. economy such as the effects of Amazon on a macro and microeconomic level. Additionally, students will take an in-depth look at the US Federal Budget and attend a budget's simulation at the JFK Library in Boston. Students will be prepared to better understand ongoing debates over ethics and the proper role of government in economic activities. How big, or how small of a role should the government play?

## ENGLISH

Both honors and college preparatory English courses teach writing through a 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.

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. Students are also expected to read—both in class and at home—independently chosen books from the school library, the classroom library, or home. 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 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. Students are also expected to read—both in class and at home—independently chosen books from the school library, the classroom library, or home. 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.

Though there are no grade prerequisites for either college prep or honors level English courses, students will receive recommendations from their teachers as to which level courses they should take. Students, however, may enroll in either college prep or honors level classes regardless of teacher recommendations after discussing their choices with their families and understanding that they will be expected to meet the standards of the level they select.

### 3120 ENGLISH 1

For the 2022-2023 school year, 9th grade English is a heterogeneous course with differentiated instruction to best support the transition for current eighth graders to the ninth grade, and to ensure that all incoming students have a rigorous *and* supported initial ELA course. English 1 is unlevleed course similar to the ninth grade social studies course “The Modern World” that has been an unlevleed course for decades. Using a balance of whole-class texts, book groups, and independent reading, we will offer a range of reading selections and writing instruction and assignments that will appeal to, and challenge, all students.

Having all incoming ninth graders begin their high school ELA experience in an unlevleled course is the best way to support all learners, assess students' skills, address any identified "gaps," attend to social emotional needs, and make more informed recommendations for grades 10–12. The main goal of the unlevleled English 1 class is to build a strong skills foundation so that all students may successfully complete and thrive in the WHS ELA program. The course will include enrichment challenges for students whose ELA skills are already quite developed, as well as mandatory skill development sessions and extra-support for those students whose skills warrant such attention.

As is true for all 9–12 English courses, 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. 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. Students are also expected to read—both in class and at home—independently chosen books from the school library, the classroom library, or home.

Students in English 1 will explore the rhetorical concepts of purpose, audience, and voice through process writing activities. 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.

### **English Workshop 9**

All English 1 students will be enrolled in English Workshop 9 in conjunction with English 1. This is a required, one semester course that will meet one time per cycle in addition to regular English 1 class meetings. The course will focus on sentences and paragraphing, grammar, and academic and information literacy in a standard sequence of lessons. Students who need more attention to these areas will have the opportunity to continue such additional class meetings in the second semester.

### **3220 COLLEGE ENGLISH 2**

Prerequisite: English 1

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

This is a comprehensive course in literature and language arts that includes the study of literature, the practice of writing, the application of rhetorical principles, and the study and practice of public speaking. The emphasis in this course is the most public forms of language: storytelling, persuasion, public speaking, drama, and exposition. Public speaking is integrated throughout the curriculum to include personal introductions, monologues, and varieties of persuasive speaking and oral interpretation. The writing component of the course continues to focus on rhetorical issues begun in the freshman year but expands upon the writing of persuasive essays to explore various strategies of argumentation. Propaganda, logic, and fallacy will constitute a major unit in the curriculum. Work on practical grammar continues through the study and application of more complex problems in sentence construction.

### **3230 HONORS ENGLISH 2**

Prerequisite: English 1

This course parallels college English 2 in its goals for speaking, writing, and literature, but it includes some more challenging readings, delves more deeply into issues of rhetoric, and moves more quickly towards the advanced work done in upper level English courses. Writing assignments include personal, expository, and creative pieces, but stronger emphasis is placed upon analytical essays and persuasion. Public speaking is integrated throughout the curriculum to include personal introductions, monologues, and varieties of persuasive speaking and oral interpretation. Propaganda, logic, and fallacy will constitute a major unit in the curriculum. Because the course is designed for those students who

have demonstrated exceptional abilities in writing, reading, and participating in class discussion, the course presupposes the mastery of basic grammar, writing, and reading skills.

## **JUNIOR ENGLISH: AMERICAN VOICES**

The objectives for juniors at all levels are to:

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

Juniors will refine their writing skills by:

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

## **3320 COLLEGE AMERICAN VOICES**

Prerequisite: College English 2 or Honors English 2

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

This course is an exploration of American literature and culture through the study of traditional and contemporary texts. Students will build their literacy skills as they read, write and think critically about the multiple and often conflicting ideas present in American culture. Instruction will be designed to help students to respond to increasingly complex and challenging literary experiences. Public speaking instruction continues, with a required project each semester. The writing component of the curriculum will include practice in writing expository essays, creative pieces, and personal narratives, as well as a required research essay. Work in practical grammar, style, and vocabulary development will continue.

## **3330 HONORS AMERICAN LITERATURE**

Prerequisite: College English 2 or Honors English 2

The course curriculum provides students with an accelerated exploration of American literature by using traditional and contemporary texts that contain the multiple and often conflicting ideas present in American culture. The materials of the course are considered not as closed historical documents but as open creative works inviting interplay between readers and texts. In order to achieve this interplay, students will become aware of themselves as readers whose meaning-making emerges from the interaction between the texts and the values, ideas, norms, and expectations that the students themselves bring to these texts from their own cultural situations. Students will have the opportunity to reassess the cultural and literary traditions they have inherited. The writing component of the curriculum will include practice in writing expository essays, creative pieces, and personal narratives, as well as a required research essay. The course readings will include prose fiction, poetry, drama, personal narrative, and other non-fiction prose, providing access to the myths and realities of the American experience.

## **SENIOR ENGLISH**

The objectives for seniors at all levels are to:

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

Seniors will expand acquired writing skills by:

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

### **3422-3426 COLLEGE ENGLISH 4**

Prerequisite: College or Honors American literature

This course is also available at the Foundation level (3401 Foundation English 4). Seniors opting to take College English will choose from among the courses listed below. We will do our best to honor their choices. During the second semester of all college level senior English courses, students will complete a summative project connected to the course.

#### **3422 COLLEGE ENGLISH 4: *Tales of Mystery and Adventure***

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

#### **3423 COLLEGE ENGLISH 4: *Science Fiction and Fantasy***

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

#### **3424 COLLEGE ENGLISH 4: *The Game of Life***

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

#### **3426 COLLEGE ENGLISH 4: *Communicating Your World***

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

#### **3432 HONORS ENGLISH 4: *The Reading Life: Contemporary World Literature***

What makes a book good? Plot? Setting? Genre? This course is all about good books – finding them, reading them, letting them sink in and get you thinking. You will read the work of writers who come from many different places and cultures – The Girl with the Dragon Tattoo (Sweden), Dragonfish (Vietnam), The White Tiger (India), Broken Harbor

(Ireland), Blindness (Portugal), perhaps, as well as literature from places and settings of your choosing. Some books we'll read as a class and others you'll seek out and tackle on your own. Writing assignments will be varied – some will be formal/investigative, and many will be reflective.  
Read on.

### **3440 ADVANCED PLACEMENT ENGLISH**

Prerequisite: Honors American Literature or Honors Classical Literature

The purpose of this course is to prepare students for the level of the study of literature that will be required in college, as well as for the Advanced Placement Examination in English Literature. As this course is considered the equivalent of a college course, those who score a 3, 4, or 5 on the exam may receive college credit (colleges vary in the score they will accept). Students in this course are expected to engage actively in reading a variety of texts in different genres, and to write thoughtful analyses of what they read. There will be some opportunity for creative writing. Because this class is similar to a first-year college English class, and because students may receive college credit upon successful completion of the examination, the workload is heavy. Students will complete at least two in-class essays each quarter (except 4<sup>th</sup> quarter). The AP literature texts are drawn from world, British, and American literature and include poetry, short prose works, novels, plays, and some nonfiction.

This class will require students to:

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

### **9850 THE CONNECT PROGRAM**

Do you want greater flexibility in deciding what you learn and how you learn it? Do you want to see the practical applications of what you study, to feel that what you are doing is relevant? Are you open to developing new skills, trying new things, meeting new people and generally venturing out of your comfort zone in an effort to cultivate your learning style and become a more confident person? Then...

Consider the Connect Program. Team taught, The Connect Program will allow students to experience their education in a way that addresses real-world problems through collaboration and community involvement; the content of the course focuses on four to five thematic units based on current issues, some teacher-directed, some student-directed.. By the end of the course, students will have experience identifying and working to create solutions to school/community issues, educating others in the process, and pursuing their own interests toward a tangible goal.

The Connect program provides an interdisciplinary approach to English and history, providing college-preparatory level credit for both disciplines within the same classroom for two periods. Students should be prepared to work hard, be curious, be accountable, work effectively with others, handle ambiguity, self-motivate, be outside and/or work with their hands, and produce work on a deadline.

## **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 COURSES: DESCRIPTIONS AND SEQUENCE**

**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.

**JOURNALISM 2: WSPN PRODUCTION (3527 College Prep, 3528 Honors)**

*Offered for college preparatory or honors credit.*

Prerequisite: Journalism 1

A year-long elective course in which students use the skills learned in Journalism 1 to make significant contributions to the production of WSPN, Wayland High School's online news medium. Advanced topics in journalism practices included. Students are able to select a section (news, sports, features, multimedia) to focus on based on openings and teacher approval. Students may also apply to be an assistant section editor, copy editor, social media manager, business manager, or webmaster. Appointments will be made by the Editors-in-Chief and faculty advisers.

**JOURNALISM 2: WSPN EDITORSHIP (3533 Honors)**

*Offered for honors credit only.*

Prerequisite: Journalism 1

A year-long elective course in which participants manage WSPN, Wayland High School's online news medium. In addition to meeting course prerequisites, students must apply for leadership positions, be interviewed by the Editor(s)-in-Chief and course teachers, and sign a leadership position contract. Students in this course will be evaluated primarily by how effectively they perform in leadership positions based on criteria in their contracts.

Leadership positions include: Section Editor (News, Sports, Features, Arts and Entertainment, Opinion, Multimedia, and Broadcasting) and Copy Editor.

**JOURNALISM 3: WSPN PRODUCTION (3529 College Prep, 3534 Honors)**

*Offered for college preparatory or honors credit.*

Prerequisite: Journalism 2

A year-long elective course that is a continuation of Journalism 2: WSPN Production for those students who want to continue to make substantial contributions to the production of WSPN, but do not wish to take on, or are not offered, a

full leadership position. Students may also apply to be an assistant section editor, copy editor, social media manager, business manager, or webmaster. Appointments will be made by the Editors-in- Chief and faculty advisers.

### **JOURNALISM 3: WSPN EDITORSHIP (3535 Honors)**

*Offered for honors credit only.*

Prerequisite: Journalism 2

A year-long elective course in which participants manage WSPN, Wayland High School's online news medium. In addition to meeting course prerequisites, students must apply for leadership positions, be interviewed by the Editor(s)-in-Chief and course teachers, and sign a leadership position contract. Students in this course will be evaluated primarily by how effectively they perform in leadership positions based on criteria in their contracts. Leadership positions include: Editor-in-Chief, Managing Editor, Section Editor (News, Sports, Features, Arts and Entertainment, Opinion, Multimedia, and Broadcasting) and Copy Editor.

### **JOURNALISM 4: WSPN EDITORSHIP (3536 Honors)**

*Offered for honors credit only.*

Prerequisite: Journalism 3; open only to seniors.

A year-long elective course that is a continuation of Journalism 3: WSPN Editorship. In addition to meeting course prerequisites, students must apply for leadership positions, be interviewed by the Editor(s)-in-Chief and course teachers, and sign a leadership position contract. Students in this course will be evaluated primarily by how effectively they perform in leadership positions based on criteria in their contracts. Leadership positions include: Editor-in-Chief, Managing Editor, Section Editor (News, Sports, Features, Arts and Entertainment, Opinion, Multimedia, and Broadcasting) and Copy Editor.

## **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 beginning with graduating class of 2024. All four-year state universities in Massachusetts require a minimum of two consecutive years of high school world language study or the equivalent for entrance, and many colleges and universities nationwide have similar entrance requirements.

### **MASSACHUSETTS STATE SEAL OF BILITERACY**

Wayland offers the opportunity to all students who are in their senior year of language study to obtain the Seal of Biliteracy. The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual. The State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. For more information see requirements below and/or visit our website linked [here](#).

Seal of Biliteracy with Distinction:

- Score of 501+ on grade 10 ELA MCAS
- Minimum Score of Advanced-Low on the 4 communication modes of an approved proficiency test

#### Seal of Biliteracy

- Score of 472+ on 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 courses focus on the three modes of communication: interpersonal, interpretive and presentational. 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 (Novice Mid Spanish)**

Approval of Guidance Department, Special Education Department and/or 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 practices, perspectives and products in Spanish-speaking world. 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 (Novice High Spanish)**

This course is for students who wish to begin level one study of the language and culture of the Spanish speaking 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 practices, perspectives and products in the Spanish-speaking world. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is novice high.

### **5116 INTRODUCTORY SPANISH 2 (Novice Mid-Novice High Spanish)**

Approval of Guidance Department, Special Education Department and/or Department Head or Curriculum Leader required.. This course is available at the Foundation level (5126)

This course is designed specifically for students who require a modified pace but wish to complete two years of Spanish. This is the second year of the two-year sequence. Focus will be on thematic vocabulary with an emphasis on production of spoken Spanish with less focus on grammatical accuracy. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from level Intro 1 and build

on those skills. They will learn to speak, read, and write in the present tense relying on basic conversational prompts and the use of straightforward authentic audio. Cultural segments, interwoven into the curriculum, will focus on continued exposure to and investigation of practices, perspectives and products in the Spanish speaking world. The course will be taught 50-75% in the target language and the ACTFL proficiency level target for this course is novice high.

### **5124 COLLEGE SPANISH 2 (Intermediate Low Spanish)**

Prerequisite: Novice High level of Spanish this can be demonstrated by meeting expectations in a Novice High (Spanish 1) course and in unique circumstances a proficiency based assessment with the language department head.

This course is for students who wish to continue the study of the language and culture of the Spanish speaking 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 practices, perspectives and products in the Spanish-speaking world. 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 (Intermediate Low Spanish)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

This course offers an intensive study of the language and culture of the Spanish speaking world for students who have shown exceptional skills and motivation at the novice high level. It is a fast paced, demanding course that challenges students to enhance and increase the breadth of their developing Spanish production and comprehension. 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. 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 practices, perspectives and products in the Spanish speaking world. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate low.

### **5222 COLLEGE SPANISH 3 (Intermediate Mid Spanish)**

Prerequisite: Spanish 2

This course is for students who wish to continue the study of the language and culture of the Spanish speaking world. Thematic units will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken Spanish to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the continued growth of the four language skills: speaking, listening, writing and reading and the themes explored highlight Citizenship and Social Awareness, Internet Communication, Professions, and Housing. Additionally, themes in this course will be examined through the lens of social justice and global competency. Students will routinely be able to

talk about themselves and their daily life, to handle short social interactions in everyday situations and to ask and answer a variety of questions. Grammar lessons will support the communicative goals and promote increased ability to use Past & Present tenses to retell stories and will introduce the Future and Conditional tenses. Cultural segments within units will focus on continued awareness of practices, perspectives and products in the Spanish speaking world. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate mid.

### **5231 HONORS SPANISH 3 (Intermediate Mid Spanish)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

This course continues the intensive study of the language and culture of the Spanish speaking world for students who have shown exceptional promise and motivation in the level two Honors class. Thematic units of Citizenship and Social Awareness, Internet Communication, Professions, and Housing will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken Spanish to get their needs met and messages across in the daily classroom experience as they gain further competence in presentational and interpersonal communication. Additionally, themes in this course will be examined through the lens of social justice and global competency. The interwoven cultural component includes topics on Spanish speaking world customs, history, art and music as students grow as readers of a sampling of authentic texts. Students will routinely be able to talk about themselves and daily life, and to handle short social interactions in everyday situations by asking and answering a variety of questions. Grammar lessons will support the communicative goals and promote increased ability to use Past & Present tenses to retell stories and an introduction to the Future, and Conditional along with the Subjunctive Mood. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate mid.

### **5321 COLLEGE SPANISH 4 (Intermediate High Spanish)**

Prerequisite: Spanish 3

In level four, students will further their study of the language and culture of the Spanish speaking world with an emphasis on communication in authentic scenarios. The interwoven cultural component of the course will include current topics viewed through pop culture, video, music, audio clips, authentic texts and historical vignettes. The course will build on vocabulary and recycle language, tenses and skills acquired at previous levels in rich thematic units with a focus on interpersonal communication and project based. Thematic units explored in this course include relationships, urban living, global challenges and media assessments. Students and teachers will utilize the four language skills to build a community in which students can participate with ease and confidence in conversations on familiar topics using the three major time frames; past, present and future. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate high.

### **5331 HONORS SPANISH 4 (Intermediate High Spanish)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

The Spanish IV Honors curriculum is a preparatory course for the Spanish 5 Advanced Placement class and also serves the student seeking to grow as a producer and interpreter of authentic advanced Spanish. There will be a recycling of language and skills acquired at previous levels with exposure to advanced vocabulary and grammar. The course represents a total immersion experience, promoting continued Proficiency growth with all classroom communication by teacher and students in Spanish. Students are expected to speak Spanish at all times. The interwoven cultural component of the course will include relevant topics as encountered in authentic text, pop culture, literary works, history, music and audio. This is a challenging class that encourages students to become independently responsible for their language learning. Students will work to participate with ease and confidence in conversations on familiar topics and to utilize three major time frames. They will be urged to refine pronunciation and to produce language that goes beyond the functional mode, using higher order thinking skills to engage in presentational and interpretive communication and produce organized, cohesive writing. Thematic units explored in this course include relationships,

urban living, global challenges and media. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate high.

#### **5421 COLLEGE SPANISH 5: THE SPANISH SPEAKING WORLD THROUGH FILM (Intermediate High Spanish through Film)**

Prerequisite: Successful completion of Spanish 4

The Spanish Film course is organized thematically and gives students an opportunity to enrich their vocabulary, hone their speaking skills, and expand their understanding of the Spanish speaking world through a survey of Spanish and Latino cinema. Students will be exposed to relevant cultural and historical perspectives through both short and full-length films and documentaries. The focus of the course is on building speaking skills, but students will also engage in short writing assignments and evaluations, related readings, and online research regarding the film and other culturally relevant topics. Summative assessment will be project-based, relating to the films, and there will be opportunities to become acquainted with a variety of technical software programs promoting video production. Grammar is not the focus of this course, but will be reviewed and practiced as needed to support students in spoken and written language competency. Themes explored in this course are comedy, romance, suspense/mystery, family, friendship, magical realism and social justice. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate high. Students will take the AAPPL test to assess their eligibility for the Seal of Biliteracy.

#### **5430 HONORS SPANISH 5: THE SPANISH SPEAKING WORLD THROUGH FILM (Advanced Low Spanish through Film)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

The Honors Spanish Film students will share the same classroom with the College level Film students but will have more demanding requirements in assessment length and depth. In addition, there are different proficiency targets and rubrics. The course is organized thematically and gives students an opportunity to enrich their vocabulary, hone their speaking skills, and expand their understanding of the Spanish speaking world through a survey of Spanish and Latino cinema. Students will be exposed to relevant cultural and historical perspectives through, both short and full-length films. The focus of the course is on building speaking skills, but students will also engage in short writing assignments and evaluations, related readings, and online research regarding the film and other culturally relevant topics. Grammar is not the focus of this course, but will be reviewed and practiced as needed to support students in spoken and written language competency. Themes explored in this course are comedy, romance, suspense/mystery, family, friendship, magical realism and social justice. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is advanced low. Students will take the AAPPL test to assess their eligibility for the Seal of Biliteracy.

#### **5441 ADVANCED PLACEMENT SPANISH 5 (Advanced Low Spanish)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

The AP Spanish Language and Culture Course is intended to develop proficiency in Spanish as well as a well-rounded understanding of the Spanish speaking world. The course is centered around the following themes: family and community, world challenges, esthetics, science and technology, quest for self, and contemporary life. During each class, students will have the opportunity to practice all skills: reading, writing, speaking and listening. Authentic resources include short stories, novel excerpts, blogs, articles, podcasts, films, news excerpts and more. Students will role-play conversations on a variety of topics as well as draw comparisons between culture in the Spanish speaking world and students' own culture. Themes explored in this course include the influence of language and culture on identity, effects of science and technology in our lives, different families and communities, influence of art and beauty, political and environmental changes and factors that impact quality of life. Different aspects of the diverse Spanish speaking world are studied and used as a platform for authentic communication. Classes are conducted entirely in Spanish and students are expected to sit the AP exam in the spring. Students are expected to speak in Spanish at all times. The ACTFL proficiency level target for this course is

advanced low. Students will take the AAPPL test to assess their eligibility for the Seal of Biliteracy.

### **5600 LATINOS TODAY**

Open to grades 9 - 12

The full-year elective, Latinos Today, taught in English, will analyze contemporary issues facing Latinos in the United States and globally. The course will examine current events and use films, music, fiction, and documentaries to study the major Latino groups: Puerto Ricans, Mexican-Americans, Cubans, Dominicans, Central Americans, and Colombians. The format will be discussion-oriented and include project-based assessments. The emphasis of the course is on the interaction between Latino groups and mainstream society; highlighting positive contributions, exploring the effects of prejudice and discrimination, and considering paths to racial equity. The curriculum draws from topics that are relevant to students' lives by examining issues of identity, race and ethnicity, gender and sexuality, language, politics, and immigration.

## **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. When possible, 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 (Novice High French) (Course may run 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 (Intermediate Low French)**

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 (Intermediate Low French)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

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 to 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.

### **5221 COLLEGE FRENCH 3 (Intermediate Mid French)**

Prerequisite: French 2

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. Students will routinely be able to talk about themselves and daily life, and to handle short social interactions in everyday situations by asking and answering a variety of simple questions. Grammar lessons will support the communicative goals and Cultural Units focus on Francophone customs and universal themes. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate mid.

### **5230 HONORS FRENCH 3 (Intermediate Mid French)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

This course continues the intensive study of the language and culture of the Francophone world for students who demonstrate a deep interest in the study of French. 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 as they gain competence in presentational and interpersonal communication. The interwoven cultural component includes topics on universal themes. Students will routinely be able to talk about themselves and daily life, and to handle short social interactions in everyday situations by asking and answering a variety of simple questions. Grammar lessons will support the communicative goals in this challenging course that motivates students to increase the breadth of their developing French fluency. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate mid.

### **5320 COLLEGE FRENCH 4 (Intermediate High French)**

Prerequisite: French 3

In level four, students will further their study of the language and culture of the Francophone world with an emphasis on communication in authentic scenarios. The interwoven cultural component of the course will include current topics viewed through pop culture, video, music, audio clips, movies, authentic texts and historical vignettes. The course will recycle language and skills acquired at previous levels in rich thematic units with a focus on interpersonal communication and project based assessments. Students and teachers will utilize the four language skills to build a community in which students can participate with ease and confidence in conversations on familiar topics using various time frames. The

course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate high.

#### **5330 HONORS FRENCH 4 (Intermediate High French)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

The French IV Honors curriculum is a preparatory course for the French 5 Advanced Placement class and the French 5 Film course. The course serves the student seeking to grow as a producer and interpreter of authentic advanced French. There will be a recycling of language and skills acquired at previous levels with exposure to advanced vocabulary and grammar. The course represents a total immersion experience, promoting continued Proficiency growth with all classroom communication by teacher and students in French. The interwoven cultural component of the course will include relevant topics as encountered in authentic text, pop culture, literary works, history, film, music and audio. This is a challenging class that encourages students to become independently responsible for their language learning. Students will be able to participate with ease and confidence in conversations on familiar topics and utilize various time frames. They will be urged to refine pronunciation and to produce language that goes beyond the functional mode, using higher order thinking skills to engage in presentational and interpretive communication and produce organized, cohesive writing. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate high.

#### **5420 COLLEGE FRENCH 5: FRENCH FILM (Intermediate High French through Film)**

Prerequisite: Successful completion of French 4

The French Film course is organized thematically and gives students an opportunity to enrich their vocabulary, hone their speaking skills, and expand their understanding of the Francophone world through a survey of French and Francophone cinema. The focus of the course is on building speaking skills, but students will also engage in short writing assignments, projects, related readings, and online research regarding the film and other culturally relevant topics. While grammar is not the focus of this course, students will review, practice, and utilize the skills and concepts they have attained during the previous years. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate high. Students will take the APPLL test to assess their eligibility for the Seal of Biliteracy.

#### **5435 HONORS FRENCH 5: FRENCH FILM (Advanced High French through Film)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

The Honors French Film students will share the same classroom with the College level Film students but will have more demanding requirements in assessment length and depth. The course is organized thematically and gives students an opportunity to enrich their vocabulary, hone their speaking skills, and expand their understanding of the Francophone world through a survey of French and Francophone cinema. The focus of the course is on building speaking skills, but students will also engage in short writing assignments, projects, related readings, and online research regarding the film and other culturally relevant topics. While grammar is not the focus of this course, students will review, practice, and utilize the skills and concepts they have attained during the previous years. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is advanced low. Students will take the APPLL test to assess their eligibility for the Seal of Biliteracy.

#### **5440 ADVANCED PLACEMENT FRENCH 5 (Advanced High French)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

The AP French Language and Culture Course is intended to develop proficiency in French as well as a well- rounded understanding of the Francophone world. The course is centered around the following themes: family and community,

world challenges, esthetics, science and technology, quest for self, and contemporary life. During each class, students will have the opportunity to practice all skills: reading, writing, speaking and listening. Readings include a short novel, poetry, news articles, blogs and websites. Listening skills are practiced through news excerpts, films, and other authentic sources. Students will role-play conversations on a variety of topics as well as draw comparisons between Francophone culture and students' own culture. Different aspects of the diverse Francophone world are studied and used as a platform for authentic communication. Students are required to speak French at all times. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is advanced low. Students will take the APPL test to assess their eligibility for the Seal of Biliteracy.

## 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 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: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

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

### **4220 COLLEGE LATIN 3**

Prerequisite: Latin 2

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

### **4230 HONORS LATIN 3**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

Honors Latin 3 is for students who have shown advanced skill in Latin. The literature of the course will include selections from Latin prose and poetry. Students will be responsible for both understanding and interpreting the literature of the course; classes will consist of both readings from the Latin and discussions of the text as a reflection of Roman culture and society. Grammar and reading techniques will be emphasized and figures of speech and scansion (the reading of Latin meter) will be introduced. Although grammar is an important part of the course, reading becomes the primary focus of the Latin 3 curriculum.

#### **4320 COLLEGE LATIN 4**

Prerequisite: Latin 3

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

#### **4330 HONORS LATIN 4**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

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

#### **5334 COLLEGE LATIN 5**

Prerequisite: Latin 4

This course will continue to develop the reading skills focused on the Latin 4 course, but will take a more varied approach to Latin literature. The focus of the course will be comprehension and understanding, with a wide variety of authors read, and historical and literary periods studied. Students will take the ALIRA test to assess their eligibility for the Seal of Biliteracy.

#### **4336 HONORS LATIN 5**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

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

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

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

Advanced Placement Latin 5 focuses on Vergil's *Aeneid* and Caesar's account of the Gallic Wars. A significant amount of time will be devoted to the study of the historical and cultural political context of each text. In order to receive credit for this course, students are expected to sit for the AP exam in the spring. Students will take the ALIRA test to assess their

eligibility for the Seal of Biliteracy.

### **4331 HONORS CLASSICAL LITERATURE**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

Any interested honors junior who would like a background in the classical literature of Greece and Rome without mastering the complexities of the Greek and Latin languages may elect this course for English credit. The course will be divided into units focusing on epic poetry, ancient drama, history, and comedy. The epic unit focuses on Homer's Iliad with selections from Homer's *Odyssey*, Vergil's *Aeneid*, and Ovid's *Metamorphoses* rounding out the study. Students will then study both the literature and mechanics of ancient drama: Aeschylus *Oresteia* will be read in full, with a selection of other Greek dramas, and Greek and Roman comedies completing the literature. Students will also study the techniques, developments, and influence of ancient drama with the drama unit culminating in the production of an ancient play in quarter 4. Thucydides, Herodotus, Livy, and Tacitus will form the backbone of the historians unit, with readings from other historians and philosophers included to complement the unit. The writing component of the course will include analytical essays, creative essays, a research project (paper and oral report), expository writing, and journal writing, with an introduction to the college essay at the end of the year.

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

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

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

## **CLASSICAL STUDIES ELECTIVE**

### **4521 COLLEGE PHILOSOPHY**

### **4531 HONORS PHILOSOPHY**

**NOT BEING OFFERED FOR 2022-2023**

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 and those who choose the honors option will complete additional standards established by the teacher. Offered for College or Honors Credit.

## **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**

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 Age, Countries, Nationalities, School, Leisure activities, Home, Family, and Sports. 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.

### **5721 COLLEGE MANDARIN 2 (Novice Mid-High Mandarin)**

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 include 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. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is novice-mid-high.

### **5730 HONORS MANDARIN 2 (Novice Mid-High Mandarin)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

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.

### **5731 COLLEGE MANDARIN 3 (Novice High Mandarin)**

Prerequisite: Mandarin 2

This is the third course in the five-level sequence of Mandarin language instruction offered by the Wayland program at

Wayland High School. There is less reliance on Pinyin and the course provides a comprehensive review of the Chinese characters and sentence patterns presented in Mandarin 2, along with the introduction of more complicated grammatical structures. Chapter units will focus on thematic vocabulary, providing new Chinese characters for each unit, and further develop skills with the three modes of communication - Interpretive, Presentational and Interpersonal. Students are further encouraged to develop the interpersonal mode through active engagement in communication pairs and groups in recorded activities. Each thematic unit will include authentic materials to increase competence and confidence in the four language skills: listening, speaking, writing and reading. Topics include Health, Adolescent life at school and the workplace, Identity and Communication. The aim of the course is for students to further develop their production of spoken and written Mandarin while expanding their abilities to interpret authentic audio and short written passages. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is novice-high.

### **5732 HONORS MANDARIN 3 (Novice High Mandarin)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

This course offers an intensive study of Mandarin for students who have shown exceptional promise and motivation in level 2 Honors Mandarin. The Honors level student will be evaluated rigorously with the expectation to demonstrate comprehension from longer audio and text, to produce more connected spoken and written language, and to produce and respond to question prompts. There is less reliance on Pinyin and the course provides a comprehensive review of the Chinese characters and sentence patterns presented in Mandarin 2, along with the introduction of more complicated grammatical structures. Chapter units will focus on thematic vocabulary, providing new Chinese characters for each unit, and further develop skills with the three modes of communication - Interpretive, Presentational and Interpersonal. Students are further encouraged to develop the interpersonal mode through active engagement in communication pairs and groups in recorded activities. Each thematic unit will include authentic materials to increase competence and confidence in the four language skills: listening, speaking, writing and reading. Topics include Health, Adolescent life at school and the workplace, Identity and Communication. The aim of the course is for students to further develop their production of spoken and written Mandarin while expanding their abilities to interpret authentic audio and short written passages. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is novice-high.

### **5733 COLLEGE MANDARIN 4 (Intermediate Low Mandarin)**

Prerequisite: College Mandarin 3

This is the fourth course in the five-level sequence of Mandarin language instruction offered by the Mandarin program at Wayland High School. The course is designed for students who wish to refine all of the language skills with emphasis on oral expression of ideas. The themes explored highlight Personalities, Art & Literature, Chinese Cuisine, Event Planning, Summer Vacation, Environmental and Societal challenges, Travel and Tourism. The interwoven cultural component of the course will include relevant topics as encountered in authentic text, pop culture, history, and music. Students in this level will be able to handle more in-depth social interactions in everyday situations and present information on familiar topics using more complex and connected sentences and demonstrate the use of higher level thinking skills. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate low

### **5734 HONORS MANDARIN 4 (Intermediate Low Mandarin)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

This course continues the intensive study of Mandarin language and Chinese culture for students who have shown exceptional promise and motivation in level 3 Honors Mandarin. The Honors level student will be evaluated rigorously with the expectation to demonstrate comprehension from more elaborate audio and text, to produce expressive spoken and written language, and to extend conversation with related questions. The course is designed for students who wish to refine all of the language skills with emphasis on oral expression of ideas. The themes explored highlight Personalities,

Art & Literature, Chinese Cuisine, Event Planning, Summer Vacation, Environmental and Societal challenges, Travel and Tourism. The interwoven cultural component of the course will include relevant topics as encountered in authentic text, pop culture, history, and music. Students in this level will be able to handle more in-depth social interactions in everyday situations and present information on familiar topics using more complex and connected sentences and demonstrate the use of higher level thinking skills. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate low.

### **5735 COLLEGE MANDARIN 5 (Intermediate Mid Mandarin)**

Prerequisite: Mandarin 4

This is the fifth course in the five-level sequence of Mandarin language instruction offered by the Wayland program at Wayland High School. The course aims to increase the breadth and depth of students' abilities with the Mandarin language and works to further expand students' knowledge of Chinese culture. The thematic scope includes Relationships, Global Concerns, Literature, and China's Modern Development. Students will increase and elevate their vocabulary through research, film, discussion and presentations of relevant topics, and the content-driven nature of the course will genuinely require Mandarin to be the primary tool for student expression and comprehension. Students are required to speak Mandarin at all times. By the end of the year students will demonstrate capability with critical thinking skills in Mandarin and will have a level of proficiency with which they may springboard into the next stage of their language development. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate mid. Students will take the AAPPL test to assess their eligibility for the Seal of Biliteracy.

### **5736 HONORS MANDARIN 5 (Intermediate Mid Mandarin)**

Prerequisite: Students who qualify for this course have conferenced with their current Language teacher, have a very strong interest in language acquisition and/or exceed expectations in their current language course.

This course continues the intensive study of Mandarin language and Chinese culture for students who have shown particular interest and aptitude in the level 4 Honors Mandarin. The Honors level student will be evaluated rigorously with the expectation to consistently demonstrate comprehension mastery from more complex audio and text, to produce detailed and highly expressive spoken and written language, and to control and extend conversation with related questions. The course aims to increase the breadth and depth of students' abilities with the Mandarin language and works to further expand students' knowledge of Chinese culture. The thematic scope includes Relationships, Global Concerns, Literature, and China's Modern Development. Students will increase and elevate their vocabulary through research, film, discussion and presentations of relevant topics, and the content-driven nature of the course will genuinely require Mandarin to be the primary tool for student expression and comprehension. Students are required to speak Mandarin at all times. By the end of the year students will demonstrate capability with critical thinking skills in Mandarin and will have a level of proficiency with which they may springboard into the next stage of their language development. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate mid. Students will take the AAPPL test to assess their eligibility for the Seal of Biliteracy.

## MATHEMATICS

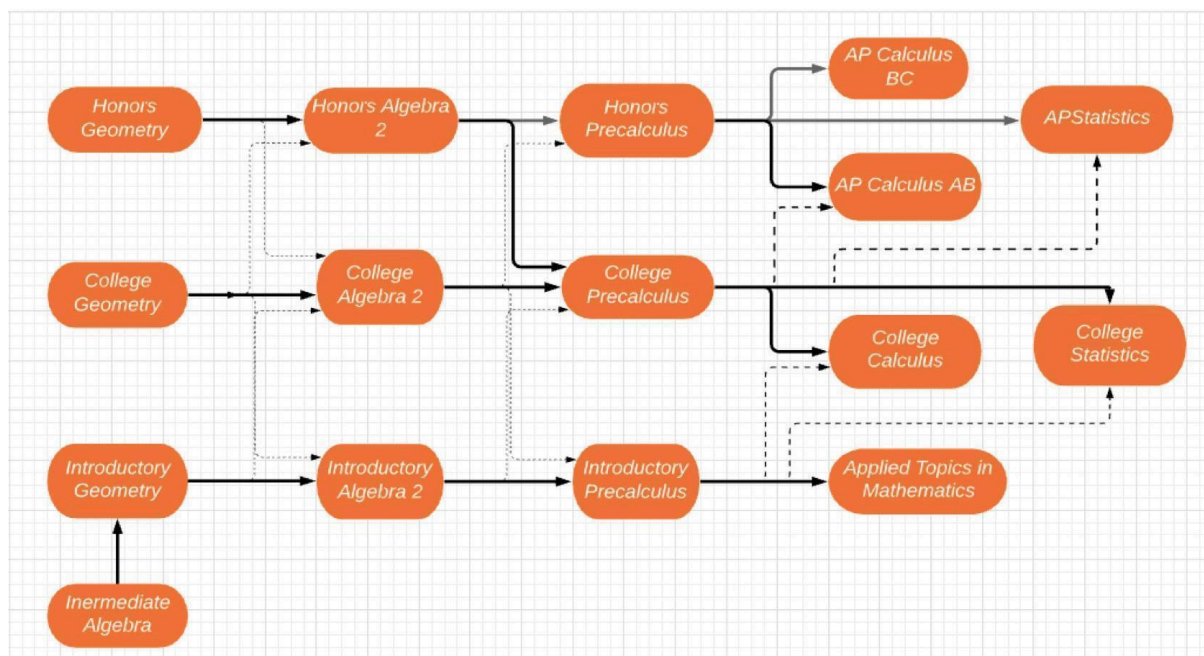
The purpose of the mathematics department is to provide a sound, contemporary and comprehensive mathematics curriculum that offers each student an opportunity to realize his or her potential as a critical and logical thinker. The department strives to provide experiences that stress the concepts and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

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

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 cannot 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.

### **6310 INTRODUCTORY ALGEBRA 2**

Prerequisite: Algebra 1

This course is designed to supplement Introductory Algebra 1. It includes a review of linear functions and equations. Topics that are introduced include the arithmetic of polynomials, quadratic functions and equations, matrices, systems of equations, sequences, and series.

### **6121 COLLEGE ALGEBRA 2**

Prerequisite: Algebra 1

This course is primarily a study of relations and functions, especially linear, quadratic, polynomial, radical, absolute value, exponential and logarithmic. Operations of matrices, complex numbers, counting principles and probability and statistics are introduced. Emphasis is placed on functions as models. Graphing calculators are used extensively as investigative tools.

### **6130 HONORS ALGEBRA 2**

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

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

### **6410 INTRODUCTORY PRECALCULUS**

Prerequisite: Algebra 2 and Geometry

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

### **6320 COLLEGE PRECALCULUS**

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

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

### **6330 HONORS PRECALCULUS**

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

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

### **6417 APPLIED TOPICS IN MATHEMATICS**

Prerequisite: Algebra 2 or teacher/department head approval

This is an introductory level course designed for students who have completed Algebra 2 and are interested in exploring advanced topics in mathematics. The course will provide students with an exposure to topics in Statistics and personal finance. Students will be exposed to the major concepts in collecting, analyzing, displaying and drawing conclusions from data. Students will examine experiments and observational studies and analyze results, and explore how statistics plays a role in society, including areas such as advertising, politics, and our legal system. In addition, students will be exposed to topics in personal finance including loans, savings, investing, budgeting, and credit.

### **6420 COLLEGE STATISTICS**

Prerequisite: Pre-calculus or teacher/department head approval

This course is intended to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns and statistical inference.

### **6421 COLLEGE CALCULUS**

Prerequisite: College Pre-calculus or teacher/department head approval

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

### **6435 ADVANCED PLACEMENT CALCULUS AB**

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

This course is comparable to a one-semester college/university course in calculus. Topics include a thorough review of elementary functions, limits, the derivative and its applications, the integral and its applications, and techniques of integration. All topics are taught from a numerical, graphical, and algebraic approach. In order to receive credit for this course, students are required to take the appropriate advanced placement examination and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

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

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

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

#### **6540 ADVANCED PLACEMENT STATISTICS**

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

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

## FINE ARTS

Coursework in the Fine Arts Department provides students the opportunity to further their study of the visual and 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.

**7555 ART 2** - 5x / rotation, 4 credits

Prerequisite: Art 1 or permission of the instructor Open to grades 10-12 - Full Year

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

**7530 HONORS ART 3** - 5x / rotation, 4 credits Prerequisite: Art 2 or permission of the instructor Open to grades 11-12 - Full Year

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

**7531 HONORS ART 4** - 5x / rotation, 4 credits

Prerequisite: Honors Art 3 or permission of the instructor Open to grade 12 - Full Year

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

**7532 AP STUDIO ART/ DRAWING or 2D** - 5x / rotation, 4 credits

Prerequisite: Honors Art, 3 Honors Art 4, or permission of the instructor - Open to Grade 12- Full Year

The AP program in Studio Art is for highly motivated students who are seriously interested in the study of art and want to take the AP Studio Art Exam in May. This class involves significant commitment. Students will need to work outside the classroom as well as in class. The AP Studio Art curriculum is available online at [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com) and will be strictly adhered to. Students throughout the year will photograph work for portfolios in order to apply to colleges and to submit to the College Board for potential AP credit. Students who take AP Studio Art are required to complete 3 art projects during the summer prior to enrollment. The list of projects to select from can be picked up from either art

teacher. These projects must be turned in within 5 days of the start of the course and will be part of the first quarter grade.

**7535 METALSMITHING I** - 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 METALSMITHING** - 5x / rotation, 2 credits

Prerequisite: Metalsmithing I Open to grades 9-12 - Semester

Advanced 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 Metalsmithing I, such as metal etching 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.

**7537 ADVANCED DRAWING** - 5x / rotation, 2 credits

Prerequisites: Drawing

Students will continue to build on skills learned in Drawing and to be challenged with more advanced drawing projects that will use a wide variety of materials and mark-making techniques.

**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.

**7538 ADVANCED PAINTING** - 5x / rotation, 2 credits

Prerequisite: Painting - Open to grades 10-12 – Semester

Students will continue to build on skills learned in Painting and to be challenged with more advanced painting projects that will use a wide variety of materials and painting techniques.

**7545 DIGITAL ART AND PHOTOGRAPHY** 5x / rotation, 2 credits - Open to grades 10- 12 – Semester

This half-year course is designed to introduce students to techniques and applications of a Digital SLR Camera: How the camera works, how composition works, how lighting works, and how to use photo editing software. Students will take learned habits, and practice shooting assignments outside of the classroom. The curriculum is project-based, and

instruction is designed to build confidence and skills while encouraging independent work habits. Basic skills in Photoshop will be learned and used to create inventive imagery.

**7556 CERAMICS**- 5x / rotation, 2 credits - Open to grades 10-12 – Semester

This course is an introduction to Ceramics that emphasizes hand building with different clay bodies. Students will use modeling, slab and coil construction to study form and design in clay. Surface decoration and glazing will be explored. Earthenware and stoneware clay bodies will be used to create functional and nonfunctional items. Students will have the opportunity to experiment with throwing a piece on the potter's wheel. The curriculum is project-based, and instruction is designed to build confidence and skills while encouraging independent work habits.

**7558 ADVANCED CERAMICS** - 5x / rotation, 2 credits

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

This is a hands-on course where you will use your knowledge of different techniques, materials, glazes, and decorative methods, as well as experimenting with new ones along the way. There is an emphasis on wheel- throwing, with the production of a cup, saucer, cylindrical vessel, and bowl. The curriculum is project-based, and instruction is designed to build confidence and skills while encouraging independent work habits.

## THEATER ARTS

**7596 ACTING & IMPROVISATION** - 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 of 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 build 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.

**7551 HONORS DRAMATIC ARTS** - 5x / rotation, 4 credits

Prerequisite: A Theater Arts semester-based course, or recommendation of the instructor. Open to grades 10-12 - Full Year

This course is intended to be a continuation of theater arts building language and literacy skills, emotional awareness and providing a greater academic challenge through a variety of practical activities and projects that will include styles of dramatic literature, styles of acting, voice and movement. Students will take an intense look at dance and directing, audition training, and techniques. Students will also work on projects that investigate the nature of drama and social issues. Students will perform projects or short plays for an audience.

**7559 HONORS DRAMATIC ARTS 2**- 5x / rotation, 4 credits

Prerequisite: Honors Dramatic Arts, advanced level training, or recommendation of the instructor. Open to grades 11-12 - Full Year

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

**7586 HONORS DRAMATIC ARTS 3-** 5x / rotation, 4 credits Prerequisite: Honors Dramatic Arts 2, advanced level production training. Open to grade 12 - Full Year

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

## GENERAL MUSIC

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

**7591 ADVANCED PLACEMENT MUSIC THEORY** - 6x / rotation, 4 credits

Prerequisite: Music theory or teacher recommendation - Open to grades 10-12 – Full Year

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

**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** - 4x / rotation, 4 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 our 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.

**7527 MUSIC PRODUCTION STUDIO III - 4x / rotation, 2 credits**

Prerequisite: Music Production Studio II or instructor permission Open to grades 10-12 – Semester

MPS 3 is open to students who have completed MPS 2. Students will collaborate with the instructor to plan a final capstone project that includes original composition, arranging, and mixing. Students will explore the creative and technical components of music production, as well as aspects of the music business.

## **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.

**7575 HONORS SINFONIA ORCHESTRA - 5x / rotation, 4 credits \*Prerequisite: Audition - Open to grades 10-12 – Full Year**

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

**7570 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 CHORUS - 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.

**7564 HONORS CONCERT CHOIR** - 5x / rotation, 4 credits \*Prerequisite: Audition. Chorale participation for at least one year or instructor permission. Open to grades 10-12 – Full Year

Honors Concert Choir is a select mixed voice vocal ensemble that explores advanced music from various genres. Repertoire chosen from standard choral literature will include a cappella pieces as well as pieces with instrumental accompaniment. Students will strengthen their vocal technique and music analyzation skills. As part of an ensemble, students will use critical and creative thinking skills as they study blend, diction, phrasing, ear- training, sight-reading, and musicianship. Students are required to attend rehearsals and concerts, which may occur in the evening. Students are encouraged to study voice privately.

**7561 CONCERT BAND** - 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** - 5x / rotation, 4 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.

**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.

**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.

## 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).

### 9442 LET ZUMBA MOVE YOU FITNESS ELECTIVE

Open to grades 10-12 – Semester 2

Students will learn a new upbeat way to exercise through [aerobic](#) elements and different zumba choreography such as, [hip-hop](#), [soca](#), [samba](#), [salsa](#), [merengue](#) and [mambo](#). The benefit of Zumba is it's a total body workout with cardio and muscle conditioning in disguise. Students will learn the history of Zumba, who created the fitness program and how it appeals to so many around the world. After learning a mix of high intensity and low intensity moves, students will work in small groups to choreograph their own Zumba dance as a final assessment for the course. Fun FACT: Approximately 14 million people take weekly Zumba classes in over 140,000 locations across more than 185 countries.

### 9444 PROJECT ADVENTURE II

Open grades 11-12 - Semester

Project Adventure 2 will be a continuation of the Project Adventure course taken Sophomore year. This course will be open to **3rd and 4th quarters to Juniors and Seniors** who have passed Project Adventure. Students will learn about game progression and theory, facilitation and debriefing skills, how to set up and maintain the high ropes, knot tying, communication, and leadership skills. The areas of focus will be: game play, and low and high ropes participation, facilitation, and maintenance. Students will learn how to build upon each step to enhance the group experience, and create an environment where people feel safe to take risks. There will also be opportunities to assist with a Sophomore class.

### 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.

### 9450 YOUTH LEADERSHIP

Open to grades 9-12 – Semester

This semester-long course will focus on preparing students to be future leaders. Students will learn skills to lead, organize and manage groups, such as clubs, athletic teams or service groups. We will focus on gaining multiple skills that can be translated into classrooms, future studies and the workplace. Students will complete the class with the skills and knowledge base to motivate and organize their peers.

## MEDIA

### **9640 TV PRODUCTION 1**

Open to grades 9-12

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

### **9641 TV PRODUCTION 2**

Open to grades 10-12

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

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

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

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

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

## **CAREER DEVELOPMENT AND INDEPENDENT STUDY**

### **9500 INDEPENDENT STUDY**

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

- Grades in this course are not included in the calculation of GPA.
- Students must carry five courses before consideration will be given to approval of an independent study option.
- The Independent Study option is available only as an additional, sixth major

### **ACADEMIC CENTER WORKSHOP**

This course will help students develop their academic skills. Students will learn metacognitive strategies such as planning, time-management, self-monitoring, and reflecting. Students will set goals and monitor their progress toward them. Students will learn strategies to help with test-preparation and test-taking. Students can also receive content area support as needed with teachers and peer tutors.

### **9986 ACADEMIC CENTER TUTOR**

Registering for this course grants students the opportunity to earn credits for serving as a tutor in the Academic Center. Interested students will work with the Academic Center Coordinator to identify at least two blocks per cycle when they will be present in the Academic Center to tutor. These students may also participate in additional projects in the Academic Center to improve their tutoring skills and/or to help WHS students. Students will need approval from content area teachers in the subjects that they wish to tutor. Credits awarded will be determined based on the number of blocks scheduled.

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

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

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

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

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

### **9740 TEC INTERNSHIP**

“What Do You Want To Be When You Grow Up?”

The Education Cooperative (TEC) provides a variety of custom real work internship experiences for high school juniors and seniors. Our career services program is a work-based educational internship learning experience that often helps to bridge the gap between academics and a potential career choice. These explorations can help enrich academics, motivate students to learn, and apply their education to real-world practices.

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

Please see details for the different programs below.

### **Summer Signature Internship Program**

- 4 consecutive weeks
- Average 15 hours each week
- 2 - 3 days each week
- 60 hours total

### **Academic Year Internship Program**

- 10 - 12 consecutive weeks
- 6 - 8 hrs after school each week
- 2 - 3 days after school each week
- 60 hours total

In lieu of compensation for their internship work, students receive Wayland High School credit for a successfully completed internship.

### **Extended Internship Program**

#### **This program can benefit a variety of students:**

- 10-15 hours per week for the entire school year
- Students who learn more effectively through hands-on experience
- High achievers and those who may not have a full academic course schedule and would like to engage in career exploration
- Students with little enthusiasm for academics

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

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

### **9741 TEC EXTENDED INTERNSHIP**

This program gives students opportunities to receive on-the-job skills and training in a career field that interests them during their junior and/or senior years in high school. Students take three academic courses and physical education and work at their internship placements. The time commitment is 8-12 hours/week and is individually worked out to best mesh with the student's academic schedule. Students develop proficiency in a field of their choosing that they are

considering for a career. This program involves work- based learning plans linked to the student’s high school curriculum. Students receive eight credits each year for this internship experience. Students develop and maintain a portfolio, which includes regular journal entries and materials developed at the worksite. The internship helps students focus on what they need to be successful in their chosen field, which, in turn, contributes greatly to their academic experience both in high school and in college. The internship helps students clarify their academic and career goals. Areas of study currently available are: Automotive Repair, Architecture, Building and Construction, Business and Financial Services, Computer Science, Energy and Environmental Science, Health Care and Bioscience, Learning and Education, Retail and Commerce, Telecommunications and Information Services, and Travel and Tourism. New areas of study are sometimes added each year to accommodate student interest. Students will receive eight credit hours each year for their participation in this program.

**Internship Costs:**

Signature Program - Academic year or summer: \$850 Extended Internship: \$1200 Applications are due by **April 15**

## 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
Java/Python	APCSP	APCSP/APCSA
APCSP	APCSA	APCSA/HACS
APCSA	HACS	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.

### 9540 ADVANCED PLACEMENT COMPUTER SCIENCE A

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

Students will learn the basics of computer programming using the Java language. The fundamentals of program design, basic algorithms, and data structures are explored. There is an emphasis on programming, both independently and in teams. Students are not required to have prior programming experience, but students studying math below the honors level are encouraged to take Computer Programming in Java prior to enrolling in this course. In order to receive credit for this course students are required to take the Advanced Placement Computer Science A exam and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

### 9542 AP COMPUTER SCIENCE PRINCIPLES

Prerequisite: B- or better in any honors level math course, or an A- or better in any college level math course, or completion of any WHS computer science course, or teacher/Department Head recommendation.

Open to grades 10-12, Full Year 4 Credits Grades 10-12

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. Students will learn the basics of computer programming using the Snap! and/or Python language. The fundamentals of program design, basic algorithms and data structures are explored. There is an emphasis on programming, both independently and in teams. Students are not expected, nor required to have prior programming experience, but students studying math below the honors level are encouraged to complete either Topics in Computer Science or College Programming in Python prior to enrolling in this course. Students are encouraged to take this course prior to APCS if planning on taking both courses.

In order to receive credit for this course students are required to take the Advanced Placement Computer Science Principles exam and pay the required fee. Scholarships are available through guidance for students for whom the fee poses a financial hardship.

#### **9544 HONORS APPLIED COMPUTER SCIENCE**

Prerequisite: B+ or better in AP Computer Science, or teacher recommendation Full Year 4 Credits Grades 11-12

Experienced programming students will work in teams to design, develop and launch software. They will work to identify a target audience, design a program to fit a need, and deliver their product to their audience. Students will hone their collaboration and presentation skills, and gain a wealth of programming skills and computer science knowledge in the process. This class will not focus on any one language or platform, as projects and content will be student driven.

#### **9546 HONORS APPLIED COMPUTER SCIENCE II**

Prerequisite: B- or better in Honors Applied Computer Science or teacher recommendation Full Year 4 Credits Grades 11-12

Experienced programming students will work in teams to design, develop and launch software. They will work to identify a target audience, design a program to fit a need, and deliver their product to their audience. Students will hone their collaboration and presentation skills, and gain a wealth of programming skills and computer science knowledge in the process. This class will not focus on any one language or platform, as projects and content will be student driven.

#### **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 student's 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.

## **APPENDIX A: Non-Discrimination Policy**

### **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

## APPENDIX B: Summary of Course Listings

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
<b>SCIENCE</b>							
1130	Honors Biology	7	4	Year	2	9	*
1220	College Biology	7	4	Year	1	9	None
1225	College Principles of Biology	7	4	Year	1	9	None
1230	Honors Chemistry	7	4	Year	2	10	*
1310	Foundations in Chemistry	7	4	Year	1	10	*
1320	College Chemistry – Quantitative	7	4	Year	1	10	*
1322	College Chemistry - Environmental	7	4	Year	1	10	*
1325	College Principles of Chemistry	7	4	Year	1	10	None
1330	Honors Physics	7	4	Year	2	11	*
1415	College Principles of Physics	7	4	Year	1	11	*
1420	College Prep Physics	7	4	Year	1	11	*
1440	Advanced Placement Biology	8	4	Year	2	11-12	*
1442	Advanced Placement Chemistry	8	4	Year	2	11-12	*
1444	Advanced Placement Physics	8	4	Year	2	12	*
<b>SCIENCE ELECTIVES</b>							
1435	College Environmental Science	6	4	Year	1	11-12	*
1436	Honors Environmental Science	6	4	Year	2	11-12	*
1515	College Forensic Science	6	4	Year	1 or 2	11-12	*
1516	Honors Forensic Science	6	4	Year	1 or 2	11-12	*
1521	College Astronomy	6	4	Year	1 or 2	12	None
1522	Honors Astronomy	6	4	Year	1 or 2	12	None
1455	College Anatomy & Physiology	7	4	Year	1 or 2	12	*
1456	Honors Anatomy & Physiology	7	4	Year	1 or 2	12	*
1530	College Robotics	6	4	Year	1	10-12	None
<b>SOCIAL STUDIES</b>							
2101	Foundation The Modern World	6	4	Year	1	9	*

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
2111	Introductory The Modern World	6	4	Year	1	9	None
2121	College The Modern World	6	4	Year	1	9	None
2210	Introductory The Old World and the New World	6	4	Year	1	10	*
2220	College The Old World and the New World	6	4	Year	1	10	*
2222	Foundation The Old World and the New World	6	4	Year	1	10	None
2230	Honors The Old World and the New World	6	4	Year	2	10	*
2300	Foundation United States History	6	4	Year	1	10	None
2310	Introductory United States History	6	4	Year	1	11	*
2320	College United States History	6	4	Year	1	11	*
2330	Honors United States History	6	4	Year	2	11	*
2340	AP United States History	6	4	Year	2	11	*
2400	Foundation Social Science	6	4	Year	1	12	None
2410	Introductory Social Science	6	4	Year	1	12	*
2421	College Social Science: Media	6	4	Year	1	12	*
2431	Honors Social Science: Media	6	4	Year	2	12	*
2422	College Social Science: Race and Racism	6	4	Year	1	12	*
2432	Honors Social Science: Race and Racism	6	4	Year	1	12	*
2441	AP European History	6	4	Year	2	11-12	None
2541	AP Government and Politics	4	4	Year	2	11-12	*
9850	The Connect Program			Year		12	None
<b>SOCIAL STUDIES ELECTIVES</b>							
2562	Current Events	6	2	Semester	1	9-12	*
2568	History Through Film	6	2	Semester	1	11-12	*
2575	Innovation Design and Engineering	6	4	Year	1	9-12	*
<b>ENGLISH</b>							
3100	English 1	8	4	Year	1	9	None
3220	College English 2	6	4	Year	1	10	*

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
3225	Foundation English 2	6	4	Year	1	10	*
3230	Honors English 2	6	4	Year	2	10	*
3310	Foundation American Literature	6	4	Year	1	11	*
3320	College American Literature	6	4	Year	1	11	*
3330	Honors American Literature	6	4	Year	2	11	*
3401	Foundation English 4	6	4	Year	1	12	*
3422	College English 4: <i>Mystery &amp; Adventure</i>	6	4	Year	1	12	*
3423	College English 4: <i>Science Fiction and Fantasy</i>	6	4	Year	1	12	*
3424	College English 4: <i>The Game of Life</i>	6	4	Year	1	12	*
3426	English 4: <i>Communicating Your World</i>	6	4	Year	1	12	*
3430	Honors English 4: <i>British and World Literature</i>	6	4	Year	2	12	*
3432	Honors English 4: <i>The Reading Life: Contemporary World Literature</i>	6	4	Year	2	12	*
3440	Advanced Placement English	6	4	Year	2	12	*
<b>ENGLISH ELECTIVES</b>							
3520	College Creative Writing	6	2	Semester	1	9-12	*
3525	College Journalism 1	6	4	Year	1	9-12	None
3526	Honors Journalism 1	6	4	Year	2	9-12	None
3527	College Journalism 2	6	4	Year	1	10-12	*
3528	Honors Journalism 2	6	4	Year	2	10-12	*
3529	College Journalism 3: WSPN Production	6	4	Year	1	11-12	*
3530	Honors Creative Writing	6	2	Semester	2	9-12	*
3533	Honors Journalism 2: WSPN Editorship	6	4	Year	2	10-12	*
3534	Honors Journalism 3: WSPN Production	6	4	Year	2	11-12	*
3535	Honors Journalism 3: WSPN Editorship	6	4	Year	2	11-12	*
3536	Honors Journalism 4: WSPN Editorship	6	4	Year	2	11-12	*

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
<b>WORLD LANGUAGE AND CLASSICAL STUDIES</b>							
4121	College Latin 1	6	4	Year	1	9-12	None
4122	College Latin 2	6	4	Year	1	9-12	*
4130	Honors Latin 2	6	4	Year	2	9-12	*
4220	Collete Latin 3	6	4	Year	1	10-12	*
4230	Honors Latin 3	6	4	Year	2	10-12	*
4320	College Latin 4	6	4	Year	1	10-12	*
4330	Honors Latin 4	6	4	Year	2	11-12	*
4331	Honors Classical Literature	6	4	Year	2	11-12	*
4334	College Latin 5	6	4	Year	1	12	*
4336	Honors Latin 5	6	4	Year	2	12	*
4431	Honors Medieval and Renaissance Literature	6	4	Year	2	12	*
4440	AP Latin 5	6	4	Year	2	12	*
<b>CLASSICAL STUDIES ELECTIVES</b>							
4521	College Philosophy	6	4	Year	2	9-12	*
4531	Honors Philosophy	6	4	Year	2	12	*
<b>FRENCH</b>							
5120	College French 1	6	4	Year	1	9-12	None
5123	College French 2	6	4	Year	1	9-12	*
5132	Honors French 2	6	4	Year	2	9-12	*
5221	College French 3	6	4	Year	1	10-12	*
5230	Honors French 3	6	4	Year	2	10-12	*
5320	College French 4	6	4	Year	1	11-12	*
5330	Honors French 4	6	4	Year	2	11-12	*
5420	College French 5: <i>French Film</i>	6	4	Year	1	12	*
<b>SPANISH</b>							
5115	Introductory Spanish 1	6	4	Year	1	9-12	None
5116	Introductory Spanish 2	6	4	Year	1	10-12	*
5119	Foundation Spanish 1	6	4	Year	1	9-12	*

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
5121	College Spanish 1	6	4	Year	1	9-12	None
5124	College Spanish 2	6	4	Year	1	9-12	*
5126	Foundation Spanish 2	6	4	Year	1	10-12	*
5133	Honors Spanish 2	6	4	Year	2	9-12	*
5222	College Spanish 3	6	4	Year	1	10-12	*
5231	Honors Spanish 3	6	4	Year	2	10-12	*
5321	College Spanish 4	6	4	Year	1	11-12	*
5331	Honors Spanish 4	6	4	Year	2	11-12	*
5421	College Spanish 5	6	4	Year	1	12	*
5430	Honors Spanish 5	6	4	Year	2	12	*
5441	Advanced Placement Spanish 5	6	4	Year	2	12	*
<b>MANDARIN</b>							
5720	College Mandarin 1	6	4	Year	1	9-12	None
5721	College Mandarin 2	6	4	Year	1	9-12	*
5730	Honors Mandarin 2	6	4	Year	2	9-12	*
5731	College Mandarin 3	6	4	Year	1	10-12	*
5732	Honors Mandarin 3	6	4	Year	2	10-12	*
5733	College Mandarin 4	6	4	Year	1	11-12	*
5734	Honors Mandarin 4	6	4	Year	2	11-12	*
5735	College Mandarin 5	6	4	Year	1	12	*
5736	Honors Mandarin 5	6	4	Year	2	12	*
<b>MATHEMATICS</b>							
6102	Foundation Mathematics 1	6	4	Year	1	9-12	*
6103	Foundation Mathematics 2	6	4	Year	1	10-12	*
6104	Foundation Mathematics 3	6	4	Year	1	11-12	*
6112	Introductory Geometry	6	4	Year	1	9	*
6119	Intermediate Algebra	6	4	Year	1	10	None
6121	College Algebra 2	6	4	Year	1	10	*
6122	College Geometry	6	4	Year	1	9	*

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
6130	Honors Algebra 2	6	4	Year	2	9-10	*
6132	Honors Geometry	6	4	Year	2	9	*
6310	Introductory Algebra 2	6	4	Year	1	10-11	*

6320	College Precalculus	6	4	Year	1	11	*
6330	Honors Precalculus	6	4	Year	2	11	*
6410	Introductory Precalculus	6	4	Year	1	11	*
6417	Applied Topics in Mathematics	6	4	Year	1	12	*
6421	College Calculus	6	4	Year	1	12	*
6435	AP Calculus AB	6	4	Year	2	12	*
6440	AP Calculus BC	6	4	Year	2	12	*
6540	Advanced Placement Statistics	6	4	Year	2	11-12	*

#### FINE ARTS

7554	Art 1	5	4	Year	-	9-12	None
7555	Art 2	5	4	Year	-	10-12	*
7530	Honors Art 3	5	4	Year	2	11-12	*
7531	Honors Art 4	5	4	Year	2	12	*
7532	AP Studio Art	5	4	Year	2	12	*
7535	Jewelry and Metalsmithing	5	2	Semester	-	9-12	None
7536	Advanced Jewelry and Metalsmithing	5	2	Semester	-	9-12	*
7541	Drawing	5	2	Semester	-	9-12	None
7537	Advanced Drawing	5	2	Semester	-	10-12	*
7542	Painting	5	2	Semester	-	9-12	None
7538	Advanced Painting	5	2	Semester	-	10-12	*
7545	Digital Art and Photography	5	2	Semester	-	10-12	None
7556	Ceramics	5	2	Semester	-	10-12	None
7558	Advanced Ceramics	5	2	Semester	-	11-12	*

#### THEATER ARTS

7596	Acting & Improvisation	5	2	Semester	-	9-12	None
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Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
7551	Honors Dramatic Arts	5	4	Year	-	10-12	None
7552	Communication Studies	5	2	Semester	-	9-12	None
7559	Honors Dramatic Arts 2	5	4	Year	-	11-12	*
7586	Honors Dramatic Arts 3	5	4	Year	-	12	*
<b>GENERAL MUSIC</b>							
7569	The History of Jazz, Rock & Rap	4	2	Semester	-	9-12	None
7591	AP Music Theory	6	4	Year	2	10-12	*
7594	Piano	3	2	Semester	-	9-12	None
7584	Guitar	3	2	Semester	-	10-12	None
7525	Music Production Studio 1	5	2	Semester	-	9-12	None
7526	Music Production Studio 2	5	2	Semester	-	9-12	*
<b>MUSIC PERFORMANCE</b>							
7560	String Orchestra	5	4	Year	-	9-12	None
7575	Honors Sinfonia Orchestra	5	4	Year	2	10-12	*
7570	Full Orchestra Sectional	1	1	Year	-	9-12	*
7562	Chorale	5	4	Year	-	9-12	None
7564	Honors Concert Choir	5	4	Year	2	10-12	*
7561	Concert Band	5	4	Year	-	9-12	*
7571	Honors Wind Ensemble	4	3	Year	2	9-12	*
7572	Honors Jazz Ensemble	4	3	Year	2	9-12	*
<b>HEALTH AND PHYSICAL EDUCATION</b>							
8150	Wellness Curriculum Grade 9	4	4	Year	-	9	None
8250	Wellness Curriculum Grade 10	3	4	Year	-	10	*
8350	Wellness Curriculum Grade 11	2	2	Semester	-	11	*
8450	Wellness Curriculum Grade 12	2	2	Semester	-	12	*
9442	Let Zumba Move You Fitness Elective	2	1	Semester	-	10-12	None
9444	Project Adventure II	2	1	Semester	-	11-12	None
9446	Healthy Culinary Skills	2	1	Semester	-	9-12	None
9450	Youth Leadership	2	1	Semester	-	9-12	None

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
<b>LEARNING RESOURCE TEAM</b>							
8556	Study Skills (LRT)	Var.	2-4	Year	-	9-12	None
<b>MEDIA</b>							
9640	TV Production 1	3	2	Semester	-	9-12	None
9641	TV Production 2	3	2	Semester	-	10-12	None
9645	Honors Script to Screen 1	6	4	Year	2	10-12	*
9646	Honors Script to Screen 2	6	4	Year	2	11-12	*
<b>BUSINESS</b>							
9520	Entrepreneurship and Business Management	6	4	Year	1	11-12	None
9521	Business Law	6	4	Year	1	10-12	None
9523	Investing and the Creative Economy	6	4	Year	1	10-12	None
<b>COMPUTER SCIENCE</b>							
9540	AP Computer Science A	6	4	Year	2	10-12	*
9542	AP Computer Science Principles	6	4	Year	2	10-12	*
9544	Honors Applied Computer Science	6	4	Year	2	10-12	*
9546	Honors Applied Computer Science II	6	4	Year	2	11-12	*
9548	College Computing with Java	6	2	Semester	1	9-12	*
9622	College Topics in Computer Science	6	2	Semester	1	9-12	None
9628	College Computing with Python	6	2	Semester	1	9-12	None
9650	Genius Bar	Var.	1-4	Var.	-	9-12	*
<b>CAREER DEVELOPMENT AND INDEPENDENT STUDY</b>							
9500	Independent Study						
9502-9505	Cooperative Education			Quarter		11-12	-
9700-9703	Cultural Identity Group Seminar (CIGS)						
9740	TEC Internship						
9741	TEC Extended Internship						