

**Wayland High School  
Wayland, Massachusetts**



**9<sup>th</sup> Grade Program of Studies  
2021-2022**

## Message from the Principal

Dear Students and Parents of the Class of 2025,

Welcome to Wayland High School! We are delighted that you will be joining us in the fall. An important part of your transition to the high school is the course selection process, which is most effective when it is a cooperative effort among students, parents/guardians, counselors, and eighth grade teachers. In this publication you will find important information about graduation requirements, guidance services, and specific course descriptions. If you do not find the information you need, please consult with a counselor.

Please pay attention to the following notes concerning the 2021-2022 Edition of the *9<sup>th</sup> Grade Program of Studies*:

1. **Some of the courses listed in this *Program of Studies* may not run next year.** This happens for two reasons: First, because we compile this document prior to finalization of the school budget, our staffing sometimes changes. Second, some courses are cancelled or combined because there is not enough student interest. However, in all instances students will be able to take the courses that are required for graduation.
2. **We cannot always schedule students into every course they want.** The master schedule is developed to maximize each student's opportunity to take at least one course (at the appropriate level) in English, Social Studies, Mathematics, Science, Classics/Modern Language and Fine Arts/Business. However, when students try to take courses out of the typical sequence or are trying to take six majors (such as doubling up in foreign language, Math, Science, etc.), we sometimes cannot accommodate their wishes. *We ask that you and your student select one or two electives carefully and try to refrain from changing these requests once they are made.*
3. **Sign up for ESchool Home Access Center!** In addition to giving parents access to their students' grades, discipline, and attendance data, ESchool also allows parents to participate in the course registration process in upcoming years. To sign up for an ESchool account, please see the WHS homepage.

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

Sincerely,



Allyson Mizoguchi  
Principal

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## Wayland High School Mission and Expectations Statement

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

### EXPECTATIONS FOR STUDENT LEARNING

#### Academic Expectations

*Wayland High School students will:*

- ❖ Read actively and critically
- ❖ Communicate effectively in both written and oral forms
- ❖ Understand and interpret the cultural and historical contexts of the world
- ❖ Use scientific and mathematical approaches to interpret information and solve problems
- ❖ Seek and use information effectively, creatively and ethically to construct knowledge

#### Social Expectations

*Wayland High School students will:*

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

#### Civic Expectations

*Wayland High School students will:*

- ❖ Serve their community and society actively through volunteerism
- ❖ Develop an awareness of local, national, and global issues
- ❖ Know their rights and responsibilities
- ❖ Value and respect the environment
- ❖ Engage in the democratic process in school and in society
- ❖ Conduct themselves with integrity in social and academic contexts

## GENERAL INFORMATION

Wayland High School is organized on a single session day that begins at 8:35 a.m. and ends at 3:10 p.m. (2:25 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.

## GUIDANCE SERVICES

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

The guidance counselors are available for meetings at the request of a student, parent/guardian, or teacher and are involved in helping to resolve academic and personal issues with their students. The formal guidance program begins in the spring before students enter the high school, when guidance counselors meet at the middle school with 8<sup>th</sup> graders in their math classes. The administration also conducts an evening information session for parents of incoming ninth grade students. Step Over Day in June, and Connections Day in August, are also programs to help with the 8th to 9th grade transition. Planned guidance activities continue each year as follows:

### **Grade 9**

Ninth Grade Seminar and Freshman Life and Identity Practicum (FLIP)  
Progress report, report card reviews  
Course selection 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 *Transitions/RTI (Response to Intervention) Counselor* supports students who have missed extended periods of school due to medical circumstances, as well as those who struggle with academic, emotional or social issues that interfere with their goals.

## **A PARENT'S GUIDE TO GUIDANCE SERVICES**

[Follow this link to view the Parent's Guide to Guidance Services online](#)

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

## **SPECIAL EDUCATION AND THE LEARNING RESOURCE TEAM**

The LRT is available to those students who have educational plans under IDEA regulations. The Learning Resource Team (LRT and ALRT), part of the system-wide special education department, is dedicated to the overall education of students with special needs, and their inclusion into the high school. The primary goals of the team are to strengthen students' academic skills, to encourage positive, active participation in their education, and to build their self-respect and respect for others. The ultimate goal is to empower students so that they need diminishing support as they progress through high school. Resource room instruction is individualized and based on the needs of the student's Individualized 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, National Honor Society members, and volunteers from the community. Students in need of support are paired with a peer tutor usually once or twice in the eight-day rotation of classes. Teachers, guidance counselors, or parents can refer students for tutoring. Students can also refer themselves for tutoring. Forms are located in the Academic Center for students to fill out, whether they need a tutor or they would like to volunteer to tutor other students. Students who volunteer to tutor receive community service hours. The Academic Center has classroom texts and school supplies available for students to use while working there or in the Media Center. Special programs are offered during the school year and are posted on the Academic Center website. All freshmen are introduced to the Academic Center during their freshman seminar at the start of the year.

## **LIBRARY MEDIA SERVICES**

**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 [SOAR](#) (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 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	7 Credits	Wellness each year the student is in attendance
Fine Arts	4 Credits	One year long or two semester courses
Additional Courses	21 Credits	

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

### **COURSE REQUIREMENTS FOR COLLEGE ADMISSION**

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

English	16 Credits	4 years
Social Studies	12 Credits	3 years (Including one course of US History and one year of World History)
*Mathematics	12 Credits	4 years (Algebra I & II and Geometry or Trigonometry or comparable coursework)
Science	12 Credits	3 years (All must include laboratory work)
Foreign Language	8 Credits	2 years (In a single language in high school)
Electives	8 Credits	2 courses (From the above subjects, from 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**

<u>Subject</u>	<u>Credits</u>
English	4
Social Studies	4
Science	4
Mathematics	4
Wellness	2
Additional Courses	4

**GRADE 10**

<u>Subject</u>	<u>Credits</u>
English	4
Social Studies	4
Science	4
Mathematics	4
Wellness	2
Fine Arts	2
Additional Courses	4

**GRADE 11**

<u>Subject</u>	<u>Credits</u>
English	4
Social Studies	4
Science	4
Wellness	1
Fine Arts	2
Additional Courses	6

**GRADE 12**

<u>Subject</u>	<u>Credits</u>
English	4
Mathematics	4
Wellness	1
Additional Courses	12

## **STUDY HALLS**

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

## **COMMUNITY SERVICE REQUIREMENT**

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

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

## **FRESHPERSON LIFE AND IDENTITY PRACTICUM (FLIP)**

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

## **COURSE SELECTION PROCESS**

Since the scheduling process operates on a strict timetable, it is **very important** that you meet the deadlines listed below for submitting your course requests. In mid-March, teachers confer with students and enter recommendations through eSchool's Home Access Center. April 30<sup>th</sup> is the deadline to submit an override appeal with evidence. May 28<sup>th</sup> students and parents will hear the resolution of override requests and placement onto waitlists.

To familiarize yourself with the courses that might be appropriate for you, first read the Course Level explanation on page 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 by late March.
- Starting mid-April, parents will be able to see teacher recommendations via their eSchool Home Access Center accounts. Students and parents/guardians should speak directly to the teacher if there are any questions 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 13). Only students who have earned a C+ in honors courses or B+ in college preparatory courses in the outset of the course selection process are eligible for the placement appeals process. An override request must be submitted to the department head no later than May 3<sup>rd</sup>.
- It is our intention to complete the scheduling process by June so that schedule conflicts can be resolved and class sizes can be balanced before the end of the school year. Opportunities for schedule changes during the summer vacation and fall are very limited.

## **COURSE LEVELS**

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

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

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

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

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

## **OVERRIDE PROCEDURE**

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

- ❖ A student who does poorly in a more advanced class weakens his/her record. Sometimes, difficulties in one course generate difficulties in others as well.
- ❖ To keep up with the class, the students may require more individual help than the teacher can reasonably be expected to provide. The demands of an advanced curriculum do not allow teachers to accommodate to the pace of a student who is misplaced. The teacher cannot provide individual tutoring.
- ❖ We cannot assume that a student who has difficulty in one level class will be able to move back to a lower level. Classes are tightly scheduled and it may not be possible to find a place in mid-semester. The student must then either drop the course or remain in the requested section despite diminished performance.
- ❖ When a transfer is possible, it may be necessary to reschedule other classes to accommodate the shift. This general disruption can cause problems in other courses where the student may have made a good adjustment.

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

## **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 Monday, May 3<sup>rd</sup>.
2. An appeal meeting involving the student and his or her parents/guardians, the teacher, the department head, and the guidance counselor will be scheduled before Friday, May 28<sup>th</sup> to discuss the request. A decision will be rendered at that time.

3. If agreement is still not reached between the requesting student and the department, the original teacher recommendation stands 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, guidance counselor, and parents/guardians regarding the advisability of a course change. Students must obtain parental permission for any change, except during the first several days of school in September.

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

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

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

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

### **HONOR ROLL**

**Honors** – Students who have earned a 3.0 GPA on an A = 4.0 scale in graded subjects are eligible for Honor Roll. See values on page 14 for course weights. Students who receive an incomplete or less than a C in any subject do not qualify. To be eligible a student must be taking a minimum of 16 credits in

graded courses. A supplementary honor roll will be issued for those students who qualify after making up incomplete grades.

**High Honors** – Students who earn a GPA of 3.6 and meet the requirements for the honor roll are named to the high honors list.

## 9<sup>th</sup> GRADE COURSE DESCRIPTIONS

### SCIENCE

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

#### Typical Science Sequence

Grade 9 – Biology

Grade 10 – Chemistry

Grade 11 – Physics

Grade 12 – Electives/APs

Most science courses include one double period laboratory sections within their structure. These sections meet with the same teachers as the normal class periods. The science department encourages high school students to take a minimum of one course in each of the major branches of science: biology, chemistry, and physics. Highly motivated students with a positive record of achievement have an opportunity to pursue their interests in science in advanced placement courses (AP Biology, AP Physics, 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 and 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 MCAS biology frameworks. Student evaluation is based on unit tests and quizzes (both objective and essay types), laboratory work, homework, and quarter projects.

### **1225 COLLEGE PRINCIPLES OF BIOLOGY**

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

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

### **1220 COLLEGE PREP BIOLOGY**

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

## **SOCIAL STUDIES**

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

### **2121 THE MODERN WORLD**

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

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



## SOCIAL STUDIES ELECTIVES

### **2562 CURRENT EVENTS** - 9th-12th grade - 1 semester

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

### **2580 \*New! PARTICIPATING IN GOVERNMENT**

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!

### **2575 INNOVATION DESIGN AND ENGINEERING** - 9th-12th grade - Year

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

Long version: This hands-on elective prepares students to become leaders who will shape our future. Following the Design Thinking process as formalized at Stanford University, students develop powers of observation and build deep empathy. They work collaboratively to uncover problems in the world and design and build novel solutions using cutting-edge engineering tools such as computer-aided design (CAD), 3D printing, laser-cutting, and Arduino microcontrollers (tiny cheap computers that can sense and act upon the world). Students refine their projects based on user feedback. Projects are documented in an online portfolio that can be referenced in resumes and college applications. By the end of the course students will have the creative confidence to tilt away from living life as a passive observer and toward living as an active creator, with the desire and skills to make the world a better place.

## ENGLISH

### **English 1**

For the 2021-2022 school year, 9th grade English at Wayland High School will be one level; that is, there will not be a "College Preparatory" or "Honors" level English course for 9th graders. Students will experience a heterogeneous classroom with differentiated instruction.

The WHS English department has decided that 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, next year English 1 will be an unleveled course similar to the ninth grade social studies course "The Modern World" that has been an unleveled course for decades. Of the four years, 9th grade has had the most overlap in the books taught between the two levels. 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 unlevleed course will be 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 unlevleed 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 in English 1 explore the rhetorical concepts of purpose, audience, and voice as they relate to writing. Process writing activities are an integral part of this course. 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 ELECTIVES**

The courses listed below are offered for either honors or college credit as indicated. English electives may not be used as a substitute for the English courses required for graduation.

#### **3520 COLLEGE CREATIVE WRITING or 3530 HONORS CREATIVE WRITING**

Open to grades 9-12 – Semester

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

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

No prerequisites. Offered for college preparatory or honors credit.

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

### **WORLD LANGUAGES AND CLASSICAL STUDIES**

The World Languages and Classical Studies Department offers language classes in levels one through five in Spanish, French, Latin and Mandarin. We believe that all students are capable of learning a language

and our goal is to promote communicative abilities, intercultural competence and global awareness. Our French, Mandarin and Spanish programs provide students with consistent access to authentic language in interactive, immersion-style classrooms. Our Latin and Classics programs focus on developing in students the skills necessary to appreciate, interpret, and analyze essential and relevant literature. Courses are full year and they are offered for College or Honors credit. These distinct levels are aligned thematically, yet unique in curriculum breadth and depth, as well as skill expectations.

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

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

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 Exceeds Expectations on grade 10 ELA MCAS

-Minimum Score of Advanced-Low on the 4 communication modes of an approved proficiency test

**Seal of Biliteracy** - Meets expectations 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 and Department Head or Curriculum Leader required. This course is also available at the Foundation level 5119 Foundation of Spanish 1

This course is designed specifically for students who require a modified pace but wish to complete two years of Spanish; this being the first year of the two-year sequence. Focus will be on the acquisition of thematic vocabulary, with priority on speaking and less emphasis on grammar. Students will learn to speak, read, and write at a beginning level about such topics as school, family, hobbies, health, food, sports, and shopping. They will be able to produce and understand simple conversations, relying on basic conversational prompts and the use of straightforward authentic audio and texts. Cultural segments within units will focus on developing an awareness of 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.

### **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 8th grade level. It is a fast paced, demanding course that challenges students to enhance and increase the breadth of their developing Spanish production. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; students are expected to use spoken Spanish exclusively on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading and the themes explored highlight teenage life, how people connect with others, why people travel and move, and how their lives are different from what they used to be.

Students will be able to present information on a variety of familiar topics using connected sentences and to handle short social interactions in everyday situations, including practice with asking and answering basic questions. Grammar lessons will support the communicative goals with a focus on skill growth and expertise in using the present and simple past tenses. Cultural segments within units will focus on continued awareness of 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.

## **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 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 in a variety of contexts. Courses are designed to increase the students' awareness, knowledge and appreciation of the diverse cultures of French-speaking countries. The department offers a popular, fee based, bi-yearly homestay or exchange program with a French-speaking country. Students who choose to participate in this exchange experience and benefit from a total linguistic and cultural immersion.

### **5120 COLLEGE FRENCH 1 (Novice High French) (Course may run in 2021-2022, 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: Novice High level of Spanish this can be demonstrated by meeting expectations in a Novice High (French 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 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 language teacher, have a very strong interest in language acquisition and/or exceed expectations in their language courses.

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

### **LATIN**

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

### **4121 COLLEGE LATIN 1 (Course may run in 2021-2022, 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**

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, archaeology and mythology.



**CLASSICAL STUDIES ELECTIVES**  
**(Not offered in 2021-2022)**

**4521 COLLEGE PHILOSOPHY**

**4531 HONORS PHILOSOPHY**

Open to grades 9-12

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

**MANDARIN**

The Mandarin program offers a five-level course of study. Classes focus on the four language skills of listening, speaking, reading, and writing, with an emphasis on authentic language and cultural understanding. The principal objective of the program is to lead students to proficiency, motivating them to use language in practical and communicative ways in a variety of contexts. Courses are designed to increase the students' awareness, knowledge and appreciation of Chinese culture. An enriching, fee-based, yearly exchange program with Wayland's sister high school in Beijing is available for freshmen and those who choose to participate will benefit from a total linguistic and cultural immersion.

**5720 COLLEGE MANDARIN 1 (Novice Mid Mandarin) (Not offered for 2021-2022)**

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 courses focus on the three modes of communication: interpersonal, interpretive and presentational. The emphasis is on the development of the four language skills: listening, speaking, writing and reading and the themes explored include, Who am I? My school, My Family and My community. Students will be able to identify, comment and describe using phrases and simple sentences, and to ask and answer some basic questions. Grammar lessons will support the communicative goals with a focus on Pinyin sound system and units will be infused with cultural lessons that focus on Chinese customs and perspectives. The course will be taught 80% in the target language and the ACTFL proficiency level target for this course is novice-mid.

**5721 COLLEGE MANDARIN 2 (Novice High Mandarin)**

Prerequisite: Novice Mid level of Mandarin this can be demonstrated by meeting expectations in a Novice Mid (Mandarin 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 Chinese world. Thematic units will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken Mandarin on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: listening, speaking, writing and reading and the themes explored highlight School, Professions, Hobbies, Routines, Home, Campus, Community, Restaurants and Movies. Grammar lessons



will support the communicative goals with a focus on skill growth in using the time frame, particles and auxiliary verbs indicating present, past and future. Units will be infused with cultural lessons that focus on Chinese customs and perspectives. 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 High Mandarin)**

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.

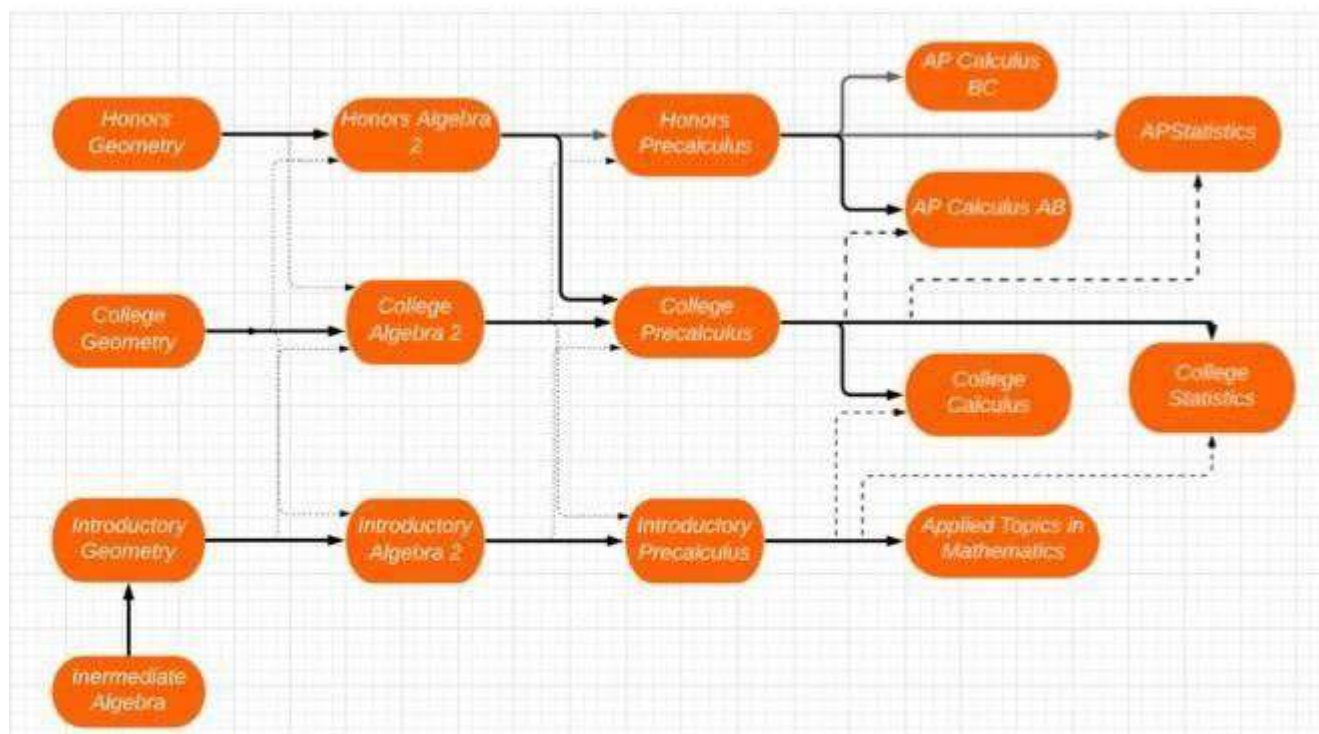
## **MATH**

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

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

All of our courses include investigation so that the use of either calculator or computer technology is an integral component. Students in Algebra 2 and above should have ready access to a graphing calculator. Below are typical mathematics department course sequences for students at Wayland High School. Students will be allowed to change levels throughout their high school careers if they meet the prerequisites for subsequent courses and/or have the recommendation of the teacher and department head. Some students may want to take more than 4 math courses during their high school career. We encourage these students to consider doubling after Algebra 2. Students wishing to take Geometry and Algebra 2 concurrently must have approval from their 8th grade teacher. Algebra 2 and Pre-calculus 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 a B- or better in Honors Algebra 2 or an A- or better in College Algebra 2 and teacher/department head approval. Sophomores require teacher/department head approval.

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

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

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

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

### Honors Program

The honors courses are deeper and faster-paced courses than the regular college courses, and assume a considerable amount of interest on the part of the student as well as a high level of performance. In general, students in this program completed Accelerated Algebra 1 in middle school. Students in honors

classes are generally expected to do formal proof, as well as reading of mathematics. Students in honors courses should expect daily homework assignments as well as long- term projects.

### **College Program**

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

### **Introductory Program**

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

### **Foundation Program**

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

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

Prerequisite: Permission of instructor required

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

### **6112 INTRODUCTORY GEOMETRY**

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

### **6122 COLLEGE GEOMETRY**

This course is a study of relationships involving points, lines, angles, and triangles in a plane. The topics include patterns, symmetry, and logic, the relationships among points, lines, and planes, the relationships in triangles among angles and sides, parallel lines and angles, congruence, perimeter and area, Pythagorean Theorem, similarity, trigonometry of the triangle, polygons, solid geometry, and analytic geometry including conics. Emphasis is on precision and logic in thought and expression. Algebraic skills are reviewed and employed throughout.

### **6132 HONORS GEOMETRY**

Prerequisite: Middle School math teacher recommendation

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

### **6119 INTERMEDIATE ALGEBRA**

This course is designed for students who did not complete or who had difficulty in the Algebra 1 course in middle school. It includes the solution of problems involving equations and inequalities of the first and second degree, systems of linear equations, the algebra of quadratic and polynomial expressions and the analytical geometry of the straight line.

### **6130 HONORS ALGEBRA 2**

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

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

## **FINE ARTS**

Coursework in the Fine Arts Department provides students the opportunity to further their study of the visual and performing arts. For those who have developed a strong proficiency, there is a wide array of challenging courses from which to choose. For students who have not yet delved deeply into arts content, there are survey and introductory courses available. Every student will need a minimum of 4 credits of fine arts coursework in fulfillment of the graduation requirement. There is something for everyone within the curricular day as well as many extracurricular opportunities.

### **VISUAL ART**

**7554 ART 1** - 5x / rotation, 4 credits open to grades 9-12 – Full Year

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

**7535 JEWELRY & METALSMITHING** - 5x / rotation, 2 credits open to grades 9-12 – Semester

This course is designed to introduce students to basic jewelry making and metalsmithing techniques through investigation of design strategies. Design skills will be enhanced as students learn the technical skills of annealing, soldering, forming, filing, and sawing metal. Students will be introduced to basic surface design techniques, as well as stone setting and resin inlay. Experience with both cold

connections, and heat connections will be practiced. Students will combine metals methods with personal voice through 3-D problem solving assignments.

**7536 ADVANCED JEWELRY & METALSMITHING** - 5x / rotation, 2 credits prerequisite: Jewelry & Metalsmithing open to grades 9-12 – Semester

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

**7541 DRAWING** - 5x / rotation, 2 credits open to grades 9-12 – Semester

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

**7542 PAINTING** - 5x / rotation, 2 credits Prerequisite: Art 1 or drawing open to grades 9-12 – Semester

This course will help students develop technical painting skills while visually expressing themselves. It is an introduction to endless painting possibilities with an emphasis on incorporating color theory into work. Students will learn various techniques in painting from observation using watercolor, gouache, acrylic paint. Students will also study alternative processes and vehicles of painting including mixed media and artists' books. Students will learn how to stretch a canvas to paint on. Advanced Painting may be taken as a follow-up to the Painting class.

## **THEATER ARTS**

**7596 ACTING I** - 5x / rotation 2 credits open to grades 9-12 – Semester

This semester course is designed to develop the creative mind of the actor through a variety physical and vocal techniques. You will learn that acting requires teamwork, concentration as well as strong writing, reading and speaking skills. The emphasis is on process and discovery, not on technical mastery. Also included is the unique discipline of improvisational performance. This very interactive class will explore the traditions of improvisational comedy, drama, dance, poetry, and storytelling. Focus will be on developing skills using body, voice, language, and movement. Say yes to new ideas while building confidence and teamwork.

**7552 COMMUNICATION STUDIES** - 5x / rotation 2 credits open to grades 9-12 – Semester

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

## **GENERAL MUSIC**

### **7569 THE HISTORY OF JAZZ, ROCK, AND RAP** - 4x / rotation 3 credits open to grades 9-12 – Year

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

### **7594 PIANO** - 4x / rotation 2 credits open to grades 9-12 – Semester

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

### **7584 GUITAR** - 4x / rotation 2 credits open to grades 9-12 –Semester

This course is open to beginners as well as more advanced guitarists. Students will build both skill and confidence as they study the basics of guitar, music theory, and musicianship. Students will work both individually and in small groups to create class projects and a diverse music portfolio. Many styles and genres will be studied over the course of the semester. Students may bring their own instrument or use school owned instruments.

### **7525 MUSIC PRODUCTION STUDIO I** - 5x / rotation 4 credits open to grades 9-12 – Year

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

### **7526 MUSIC PRODUCTION STUDIO II** - 4x / rotation 2 credits prerequisite: Music Production Studio I or instructor permission open to grades 9-12 – Semester

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

## **MUSIC PERFORMANCE**

### **7560 STRING ORCHESTRA** - 5x / rotation 4 credits open to grades 9-12 – Full Year

This ensemble is open to all string players and will focus on string and full orchestra repertoire. Course emphasis will include rehearsal techniques and advanced performing skills. The string orchestra will be a major performing group for the school and community. Periodically literature and rehearsals will include

full symphonic orchestra (strings, woodwinds, brass and percussion). This opportunity will require combining band and string students, as needed. Rehearsals and performances outside of school hours will be required.

**7570 HONORS FULL ORCHESTRA SECTIONAL** - 2x / rotation 1 credit prerequisite: Director recommendation and current band member open to grades 9-12 – Full Year

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

**7562 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. (Students must be in Chorale for one year in order to audition for Honors Concert Choir.)

**7561 CONCERT BAND** - 5x / rotation 4 credits open to grades 9-12 – Full Year

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

**7571 HONORS WIND ENSEMBLE** – 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 2 credits prerequisite: Audition, band/orchestra member open to grades 9-12 – Full Year

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

## HEALTH AND PHYSICAL EDUCATION

### 8150-8450 WELLNESS CURRICULUM

Wellness is required for all 4 years 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 lifetime sports. Sophomores have a quarter of project confidence and a quarter of health education. Juniors have a quarter of MVP and a quarter of Rape Aggression Defense (RAD). Seniors have a specialized program two days per eight- day cycle during first semester.

### 9450 YOUTH LEADERSHIP - Open to grades 9-12 – Semester

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

### 9446 HEALTHY CULINARY SKILLS - Open to grades 9-12 - Semester

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

## MEDIA

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

This exciting course is an introduction to a career of television production. Students will be working with the state of the art equipment located in WayCAM, the Wayland local cable studio. This one of a kind class you will learn all the basics in TV Production including, script writing, graphics, editing, sound and lighting. You will also have the opportunity to be the talent for a talk show or direct a production on a green screen. 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, sports or entertainment productions. The student's work produced in the class will air on the local cable studio channel and on-line. Students receive a pass or fail for this course.

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

The intent of METCO's Cultural Identity Group Seminar is to provide students with an opportunity to explore issues of race and racial, personal and cultural identity in a "safe" and constructive environment. In addition to these explorations, studies will address pertinent current events, plan for future course offerings and prepare for the college application and selection process.

This course endeavors to affirm the student's positive sense of self and a feeling of unity with others who share the same concerns, issues and experiences. (9701 grade 10, 9702 grade 11, 9703 grade 12)



## COMPUTER SCIENCE

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

Intro/College	College/Honors
AP CS Principles	AP CS Principles
AP CS A	APCSA
	HACS I
	HACS II

### 9650 GENIUS BAR INDEPENDENT STUDY

Prerequisites: Students should be comfortable with technology, be self-starters, and have the desire to figure out how to solve problems. Open to grades 9-12 - Semester (Semester 2 only for 9th grade)

This half-year course provides students with the skills to support the high school student and teacher mac laptops. Students will be required to attend one class session every rotation as well as man the genius bar at least one block per day, six out of eight days per rotation (2 credits) or 4 out of eight days per rotation (1 credit). Primary responsibility of a genius is to assist students and teachers with mac usage issues, including software and hardware. The genius will be trained in an "on-the-job" training environment, where hands on issues will be the primary training vehicle. The genius bar students maintain the genius bar web site where the students blog, tweet, create video tutorials and respond to emails. This internship has training flexibility, and therefore, the students involved will help drive what is taught. Each student creates their own technology learning goal and works toward meeting that goal throughout the semester.

## **Chapter 622 of the General Laws**

### **ACTS OF 1971**

#### **AN ACT TO PROHIBIT DISCRIMINATION IN THE PUBLIC SCHOOLS**

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

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

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

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

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

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

## SUMMARY OF COURSE LISTINGS

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
<b>SCIENCE</b>							
1130	Honors Biology	7	4	Year	2	9	-
1220	College Prep Biology	7	4	Year	1	9	-
1225	College Principles of Biology	7	4	Year	1	9	-
<b>SOCIAL STUDIES</b>							
2121	The Modern World	6	4	Year	1	9	-
<b>SOCIAL STUDIES ELECTIVES</b>							
2562	Current Events	6	2	Semester	1	9-12	-
2575	Innovation Design & Engineering	6	2	Semester	1	9-12	-
2580	Participating in Government		2	Semester		9-12	-
<b>ENGLISH</b>							
	English 1			Year		9	
<b>ENGLISH ELECTIVES</b>							
3520	College Creative Writing	6	2	Semester	1	9-12	-
3530	Honors Creative Writing	6	2	Semester	1	9-12	-
3525	College Journalism 1	6	4	Year	1	9-12	-
3526	Honors Journalism 1	6	4	Year	2	9-12	-

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
<b>WORLD LANGUAGES AND CLASSICAL STUDIES</b>							
<b>LATIN</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	*
<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	*
<b>SPANISH</b>							
5115	Introductory Spanish 1	6	4	Year	1	9-12	None
5121	College Spanish 1	6	4	Year	1	9-12	*
5124	College Spanish 2	6	4	Year	1	9-12	None
5133	Honors Spanish 2	6	4	Year	2	9-12	*
<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	*
<b>MATHEMATICS</b>							
6102	Foundations of Mathematics	6	4	Year	1	9-12	-
6112	Introduction to Geometry	6	4	Year	1	9-12	-
6119	Intermediate Algebra	6	4	Year	1	9-10	-
6122	College Geometry	6	4	Year	1	9	-
6130	Honors Algebra	6	4	Year	2	9-10	-
6132	Honors Geometry	6	4	Year	2	9	-

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
<b>FINE ARTS</b>							
7554	Art 1	5	4	Year	-	9-12	-
7535	Jewelry & Metalsmithing	5	2	Semester	-	9-12	-
7536	Adv. Jewelry & Metalsmithing	5	2	Semester	-	9-12	-
7541	Drawing	5	2	Semester	-	9-12	-
7542	Painting	5	2	Semester	-	9-12	-
<b>THEATER ARTS</b>							
7552	Communication Studies	5	2	Semester	-	9-12	-
7596	Acting	5	2	Semester	-	9-12	-
<b>GENERAL MUSIC</b>							
7525	Music Production Studio 1	5	2	Semester	-	9-12	-
7526	Music Production Studio 2	5	2	Semester	-	9-12	-
7569	The History of Jazz, Rock & Rap	4	2	Semester	-	9-12	-
7584	Guitar	4	2	Semester	-	9-12	-
7594	Piano	4	2	Semester	-	9-12	-
<b>MUSIC PERFORMANCE</b>							
7560	String Orchestra	5	4	Year	-	9-12	-
7561	Concert Band	5	4	Year	-	9-12	-
7562	Chorus	5	4	Year	-	9-12	-
7570	Honors Full Orchestra Sectional	2	1	Year	-	9-12	-
7571	Honors Wind Ensemble	5	4	Year	-	9-12	-
7572	Honors Jazz Ensemble	4	2	Year	-	9-12	-

Course #	Course Title	Per Cycle	Credits	Duration	Weight	Grade	Prerequisite
<b>HEALTH AND PHYSICAL EDUCATION</b>							
8150	Wellness Curriculum	4	2	Year	-	9	-
9446	Healthy Culinary Skills	2	2	Semester	-	9-12	-
9450	Youth Leadership	2	2	Semester	-	9-12	-
<b>MEDIA</b>							
9640	TV Production 1	3	2	Semester	-	9-12	
<b>COMPUTER SCIENCE</b>							
9650	Genius Bar	Varies	1-4	Varies	-	9-12	-