

Wellesley High School



2011-2012

## WELLESLEY HIGH SCHOOL DIRECTORY

To reach the main office dial 781-446-6290. The High School switchboard is open from 7:30 a.m. to 3:45 p.m. To report a student absence dial: 781-446-6305: Freshmen- x5500, sophomores- x5522, juniors- x5520, seniors- x5525

Public Information/School News: 781-446-6200 (available 24 hours per day)

Wellesley High School Web Site: [Wellesley.k12.ma.us/whs/WHS\\_HOME.HTM](http://Wellesley.k12.ma.us/whs/WHS_HOME.HTM)

WHS Athletic Department Web Site: [highschoolsports.net](http://highschoolsports.net)

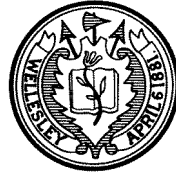
Principal: Dr. Andrew Keough .....	x 5517
Assistant Principal: Mr. Jamie Chisum-Classes of 2012 & 2014 .....	x 5522
Assistant Principal: Ms. Lynne Novogroski-Classes of 2013 & 2015.....	x 5520
Operations, Scheduling & Data Coordinator: Ms. Karen Archambault .....	x 5515
Art Department: Mr. Thomas Carter, Director .....	446-6250 x 4120
Athletic Department: Mr. John Brown, Director .....	x 5195
Classical and Modern Languages Department: Mr. Timothy Eagan, Department Head.....	x 5327
Communication /TV/Video Production: Mr. Rob Ford, Director.....	446-6210 x 4519
English Department: Ms. Amy Anderson, Department Head.....	x 5202
Family & Consumer Science Department: Ms. Lynne Novogroski, Department Head .....	x 5520
Fitness & Health Department: Ms. Joanne Grant, Director .....	446-6210 x 2020
Guidance & Counseling Department: Ms. Julie Trask, Director .....	x 5130
Homework for Extended Absences: Ms. Lucretia McCarthy .....	x 5500
Library: Ms. Carolyn Markuson, Director K-12 .....	446-6210 x 4519
Librarians: Ms. Deeth Ellis, Head Librarian and Ms. Rosemary Flaherty, Librarian .....	x 5167
Mathematics Department: Ms. Elisa Morris, Department Head.....	x 5227
METCO: Ms. Kalise Jacobs, Director K-12 .....	x 5132
Nurses: Ms. Pam Sheridan and Ms. Shari Johnson.....	x 5108
Performing Arts Department: Ms. Elizabeth Perry, Director.....	446-6250 x 4120
Science, and Technology/Engineering Departments: Dr. Douglas Brown, Department Head.....	x 5189
Social Studies Department: Mr. Michael Reidy, Department Head .....	x 5328
Student Services Department: Ms. Debra Levine, Department Head.....	x 5317
Transportation: Mr. Deane McGoldrick .....	446-6210 x 4514
Utilization of School Facilities: Ms. Kathy Loring .....	446-6210 x 4511
Virtual High School Coordinator: Ms. Karen Archambault .....	x 5515

# WELLESLEY HIGH SCHOOL

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www.wellesley.k12.ma.us

**Bella T. Wong**  
Superintendent of Schools

**Andrew W. Keough**  
Principal



**Jamie B. Chisum**  
**Lynne F. Novogroski**  
Assistant Principals

**Julie H. Trask**  
Director of Guidance

Dear Wellesley High School Student,

Welcome to the new school year! This Program of Studies describes the many courses available for the 2011-2012 school year. It captures who we are and what we value, and will provide you with a guide as you begin to chart your future. We are certain you will find our curriculum to be both broad-based and current and that the education you receive here to be of the highest caliber.

At Wellesley High School we have a rich tradition of preparing young people for life as productive citizens. As you make course selections, be sure to expose yourself to experiences and activities that will inspire you and assist you in meeting your short and long-range goals. This process should not be conducted alone. Take advantage of the experience and wisdom of the many adults around you, who can guide you with your choices. Your counselors, teachers, administrators and most importantly, your parents have “been there” and know you well. Be sure to take advantage their insights.

Remember, as you begin to develop your plans for next year, strive to build a schedule that will allow you to participate in a broad spectrum of activities. We have tremendous creative and performing arts offerings, athletic programs, and student clubs/organizations that you can participate in. Challenge yourself to try new things and expand your horizons. Do not be afraid! That is after all what high school should be all about. Discover yourself and discover your potential, and enjoy the journey!

I wish you all the best for an exciting and productive 2011-2012 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew W. Keough".

Andrew W. Keough

*Wellesley High School cultivates positive learning experiences and fosters responsibility and integrity so that, upon leaving, our students will continue to contribute to their worlds.*

## Table of Contents

Mission Statement.....	1
<b>Course Selection Guidelines</b>	
Introduction.....	2
Accreditation Statement.....	2
Availability of Courses.....	2
Course Descriptors.....	2
Credit Allocations.....	3
Early Graduation.....	3
Grade Point Average.....	3
Senior Project.....	3
Graduation Requirements.....	3
Honor Roll.....	4
Level Designations.....	4
Course Registration.....	4
Minimum Required Class Time.....	5
Planning for Further Education.....	5
Prerequisites: see Level Designations	
Promotion Policy.....	5
<b>Program Listing</b>	
Art Department.....	5
Classical and Modern Language Department.....	9
Communication /TV/Video Production.....	17
English Department.....	18
Family and Consumer Science Department.....	23
Fitness and Health Department.....	26
Guidance & Counseling Department.....	28
Mathematics Department.....	30
METCO Program.....	35
Performing Arts Department.....	35
Reading Department.....	43
Science Department.....	44
Social Studies Department.....	48
Student Services Department.....	53
Technology/Engineering Department.....	54
Additional Courses and Programs.....	56
Course Listings.....	57
Notice of Nondiscriminatory Policy.....	Inside Back Cover

# WELLESLEY HIGH SCHOOL

## MISSION STATEMENT

We cultivate positive learning experiences and foster responsibility and integrity so that upon leaving Wellesley High School our students will continue to contribute to their worlds.

Wellesley High School is a dynamic learning community guided by these core values:

- Academic excellence
- Cooperative and caring relationships
- Respect for human differences
- Commitment to community

### **ACADEMIC EXPECTATIONS:**

Our goal is that Wellesley High School students will:

- write effectively for a variety of purposes
- read actively and critically across the curriculum for a variety of purposes
- speak effectively in different settings
- express ideas creatively across the curriculum
- apply reasoning and problem-solving in all disciplines
- use technology effectively and responsibly for a variety of purposes
- perform physical and artistic skills
- identify, evaluate and utilize a variety of resources for obtaining information

Wellesley High School encourages our community to recognize the value of learning for learning's sake.

### **SOCIAL EXPECTATIONS:**

Our goal is that Wellesley High School community members will:

- contribute to the well-being and welfare of others within the school community
- assume responsibility for their own decisions and behavior
- demonstrate a willingness to resolve conflicts responsibly
- respect one another

### **CIVIC EXPECTATIONS:**

Our goal is that Wellesley High School community members will:

- foster respectful and productive relationships between the Wellesley High School community and the community at large
- exercise their rights and responsibilities in a democratic society

## INTRODUCTION

The course selection process is important. This *Program of Studies* contains a great deal of useful information; please read it carefully.

School counselors will help students plan their high school program. Because some courses are available only to students in grades 11 and 12, and because courses may have guidelines or prerequisites, students will need to plan ahead carefully. Counselors will help students:

- a. assess their interests, strengths, and aptitudes.
- b. plan for after graduation. Students may need to take specific courses to prepare for college entry requirements, for example, or to enter a chosen career immediately after high school.
- c. develop their potential as much as possible and in as many areas as possible. High school years are a time to stretch and to expand horizons in order for students to find out about themselves and the world around them.
- d. explore personal career interests. Counselors administer a career interest inventory in the tenth grade seminar to help students identify their interests, abilities and strengths.

## ACCREDITATION

Wellesley High School is accredited by the New England Association of Schools and Colleges, Inc., (NEASC) a private nationally recognized organization whose affiliated institutions include elementary schools through graduate schools.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria determined by a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also indicated by accreditation.

## AVAILABILITY OF COURSES DESCRIBED IN THE PROGRAM OF STUDIES

The *Program of Studies* contains a wide variety of courses, some of which are limited in enrollment. Staffing decisions are made in light of course enrollments and available resources. Low enrollment or staffing constraints may result in the cancellation of courses and/or sections of courses. Other courses or sections of courses may be closed before enrollments become too high. When enrollment is limited, preference will be given to seniors and juniors. ***Course assignments are final as of April 1.*** Counselors will assist students in making alternative selections when courses are cancelled or closed. Although average class size guidelines provide the basis for staffing allocations, these are averages and not minimum or maximum class sizes. Actual class sizes typically reflect a range above and below the guidelines and may vary considerably among courses.

Conflicts in the schedule of individual students may occur. It is therefore advisable to indicate and prioritize options when planning a program. In all cases, students are assured of being able to enroll in required courses and earn sufficient credits for graduation over the course of the four-year high school experience.

WHS advises students and parents that the taking of college courses during the regular WHS day may prevent students from taking certain WHS classes if course meeting times conflict.

## COURSE DESCRIPTORS

Each course listed and described in this booklet contains the following information: Course Name – which gives information about the course content. AP (before the course title) indicates Advanced Placement. After the course name there may be a class designation such as 9, 10, 11 or 12. This indicates the first year a student may enter this course. For courses in Classical and Modern Language, the number refers to the year of study; in Mathematics, the courses follow in sequence as described in the flow chart after the Mathematics section; in Science, the courses follow the flow chart at the end of the Science section; and in Social Studies, the sequence is World History in 9<sup>th</sup> grade, Modern World History in 10<sup>th</sup> grade, and US History in 11<sup>th</sup> grade. Social Studies electives have a grade designation following the course titles. The letter following the academic course name indicates the following level designation - **H** for Honors, **ACP** for Advanced College Preparatory, and **CP** for College Preparatory.

Certain courses are available to students in specific grades. Please refer to the section of this book that describes the courses in detail.

## **CREDIT ALLOCATIONS**

Full year major courses are worth six credits (science receives 7 credits), and semester major courses are worth three credits. Other credit allocations for courses meeting less frequently than major courses are noted in the course description. The credit awarded to transfer to students will be adapted to be comparable to Wellesley High School course credit.

### **Courses taken outside of Wellesley High School**

Wellesley High School students may take courses outside of the high school curriculum, but these courses will not receive Wellesley High School credit nor be listed on the report card or transcript unless they are needed to meet graduation requirements. Courses required for graduation must have the pre approval of the Department Head, Director of Guidance & Counseling and the Principal. A transcript from the original institution for enrichment or enhancement courses may be placed in the student's folder and forwarded to colleges.

## **EARLY GRADUATION**

Students may complete requirements for graduation at the end of the junior year by taking approved summer courses and extra courses in the freshman, sophomore, and junior years.

It is possible for a student to complete requirements for graduation at the end of the first semester of the senior year by taking approved summer school courses, extra courses in the freshman, sophomore, junior, and in the first semester of the senior year.

In order to qualify for early graduation, a student must meet all course and credit requirements for graduation.

A student participating in early graduation may take a full year course and receive partial credit upon completion of the first semester provided permission is obtained from the department head and an administrator prior to taking such courses. A written statement allowing the student this option must be placed in the student's folder identifying the course and the credit to be earned. A contract signed by all parties outlining the details for early graduation is required. The contract should be completed at least one semester, preferably two, prior to the expected date of graduation. It is imperative that the student and parents do the necessary long-range planning for early graduation. For more information about early graduation consult a school counselor.

## **GRADE POINT AVERAGE**

The level of the course and grade attained in the course are the basis for computing grade point average (GPA). All major academic courses and selected elective courses completed in grades 9-12 at Wellesley High School are counted. Only courses taken in Wellesley High School are computed. Transfer students' GPA will be calculated upon completion of their first semester at Wellesley High School. Weighted grade values are published in the *Student Handbook*.

## **SENIOR PROJECT**

Students are offered a unique opportunity for independent study in an area of personal or career interest during the fourth term of their senior year. Projects are individually designed and must meet the approval of the Senior Project Committee that is comprised of administrators, faculty, students, and community representatives. In most cases, the project takes place outside of school. Students will remain in AP courses, complete all work in courses that are required for graduation, and complete their other courses at the end of the third term.

## **GRADUATION REQUIREMENTS**

The following are required for graduation from Wellesley High School:

1. Earn 120 credits\* in grades 9-12.
2. Pass 4 years of English, 2 years of math, 2 years of science, 2 years of social studies (1 of which must be American history), and 4 semesters of fitness and health
3. Meet minimum class time requirements through 31 class hours per cycle, per semester. See "Minimum Required Class Time Policy."

\*Credits should not be confused with units. A "unit" is a year's work in a full-time subject. Colleges require 15 or 16 units for entrance.

## HONOR ROLL

The school recognizes scholarship by announcing a scholastic honor roll at the end of each marking period. All students who carry a minimum of four major subjects and who receive no grade below C in any subject are eligible for the honor roll. Students earn **High Honors** for all A's in all major subjects; **Honors** for A's and B's in all major subjects; and **Honorable Mention** for A's and B's in all but one major subject if a C in that major subject is offset by an A in another major subject. A major subject is one carrying 6 credits or more for the year or 3 credits or more for the semester. All other subjects are minors.

## LEVEL DESIGNATIONS

In order to meet the individual needs of a wide range of students, Wellesley High School offers a variety of courses taught at three different levels; H (Honors), ACP (Advanced College Preparatory) and CP (College Preparatory). It is recommended that students take no more than four courses at the H level at a given time due to the demanding workload required for these courses.

All Advanced Placement courses will have the A.P. designation preceding the course title. In courses designated as Advanced Placement, the Advanced Placement syllabus is generally used. These courses are the equivalent of college/university level courses, and students are encouraged to take the College Board Advanced Placement Examination.

**H** – Honors Level courses require a great deal of independent initiative and outside preparation. The pace is accelerated. Student work requires thoughtful analysis and attention to detail leading to synthesis of ideas and prior learning. Written work must exhibit complexity in structure, thought, and vocabulary. Outside reading, problem solving, and study usually precede classroom discussion. Advanced Placement courses are included at this level.

**ACP**-Advanced College Preparatory courses are demanding courses requiring a great deal of outside preparation. The pace is rigorous. Student work requires thoughtful analysis with substantiation of ideas under study. Consolidation and application of concepts are developed both independently and with teacher guidance. Written work must exhibit proficiency in sentence structure, sophistication of vocabulary, and in the development and integration of themes and concepts. Outside reading, problem solving, and study usually precede and follow classroom discussions.

**CP**-College Preparatory courses are designed to develop a thorough understanding of the fundamentals of a subject, the skills needed to understand relevant material, and the application of concepts. Material is presented at a deliberate pace in both abstract and experiential formats. Considerable instructional support is provided by the teacher with the goal of building independent study skills. Written work must be clear and thoughtful, demonstrating basic understanding of vocabulary and accuracy of expression. Outside reading, writing, and problem solving are structured by the teacher.

## COURSE REGISTRATION

**The Registration Process** - Teacher recommendations for level placement and a realistic assessment of the student's abilities and work habits should be considered seriously by both students and parents during the course selection process. These recommendations and assessments are intended to place students in courses where the pace, expectations and standards are appropriate to their needs and abilities. As students formulate their course registration plans, attention to the *Program of Studies* is essential because it contains statements of prerequisites, course recommendations, and course expectations.

### **The Course Registration Procedure:**

1. Students and school counselors discuss the overall course selection process and timetable in guidance seminars.
2. Student and parent discuss program choices for the following year, review specific language in the *Program of Studies*, and review the student's report card. The student completes the on-line registration form through the PowerSchool portal, which will already list the teacher recommendations. The student will print out his/her registration form from the PowerSchool portal and have a parent sign the form. The student will then submit the form to the main office by the deadline. All students who do not have access to a computer should contact the main office or counseling office to obtain a hard copy of the course selection sheet.
3. In academic courses where there is a disparity between request and recommendation, the level recommended by the teacher will be recorded. In order to resolve the disparity, all online selections must be made and the student/parent selection sheet must be returned to the main office by April 1st.

It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher recommendation differs from the level that the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the parents and students are always invited to discuss this with the teacher and/or department head. All level conflicts must be resolved by April 1st when all schedules become final. Once school begins, the student will be required to remain in his/her classes until the end of the first quarter.

### **MINIMUM REQUIRED CLASS TIME POLICY**

All students are required to be enrolled in any combination of semester and year courses totaling a minimum of 31 class hours per cycle each semester. Most students will have programs that consist of five majors and one or more electives. Juniors and seniors are not required to attend scheduled study periods etc., as written.

### **PLANNING FOR FURTHER EDUCATION**

Students who intend to continue their education after graduation must pay close attention to college admissions requirements when planning their high school programs. Since requirements vary, students should review school and college catalogues to insure that the appropriate entrance requirements are met. Through guidance seminars, counselors will help students explore the wide range of post-secondary opportunities available to them.

### **PROMOTION POLICY**

The requirements for promotion to the next class are as follows:

- A freshman must earn a minimum of 30 credits to be considered a sophomore.
- A sophomore must earn a minimum of 60 credits to be considered a junior.
- A junior must earn a minimum of 90 credits to be considered a senior.

Any exceptions to the promotion policy can be made only after careful consideration and approval of the administration and may be subject to review by the superintendent.

A student who does not meet the requirements for promotion will be retained in his/her present grade.

### **ART DEPARTMENT**

The department focus is on learning art principles and their application in all mediums. The department strives to deliver the best art experience possible for students enrolled in art courses for cultural and aesthetic development. Although not mandated, the program aims at fostering a degree of visual literacy for the entire school community. Career education, portfolio preparation, and counseling are an ongoing part of all art course offerings. Students have access to graphics resources that include Macintosh computers, still video, scanners, laser and large format color ink jet printers.

#### **2-D Design Courses**

##### **852-852L Learning to Draw 101 9**

*1.5 credits. Semester course; may be elected for ONE semester. This is not a prerequisite for Drawing and Painting.*

Want to learn to draw? Do you wish you could draw better? Through the use of traditional and nontraditional drawing media and techniques, you will learn to see and respond to the world around you as artists do. As the course proceeds, you will learn the basics of drawing and painting, gain confidence in your drawing abilities, and reap the rewards that come from doing so. There is a materials fee for this course.

##### **846-876 Drawing/Painting 9**

*1.5 credits. Semester course; may be elected both semesters.*

The course includes the basic principles of composition in objective and nonobjective art and the understanding of such art ingredients as line, color, shape, texture and space. A major emphasis is on the proper use of media and the development of technique on two-dimensional surfaces while learning to engage in one's artistic process. Specific assignments change annually to permit for individual challenge and growth. It is strongly recommended that any student anticipating an art or related career/education enroll in this course for a minimum of two years. There is a materials fee for this course.

## **879 Drawing/Painting Intensive 10 H**

*6 credits. Year course.*

This is a rigorous Honors level course that will count in the computation of the Grade Point Average. The objective of this course is to provide challenging, intensive art instruction and study for the student who is seriously committed to art and who may be considering further arts education as a major or minor at the college level. This course is open to sophomores, juniors and seniors and may be elected for three years. Specific assignments change annually to permit for individual challenge and growth.

This course is designed to help students assemble not only a classic visual arts portfolio but, through the completion of other requirements, demonstrate arts related proficiencies in writing, critical thinking, and presentation of one's work. Class work will focus on mastering a variety of mediums as well as new materials and processes in the completion of assignments. Students will be especially encouraged to use creative and imaginative approaches in the execution of their work. In addition, students will be accountable for: 1) a series of outside studio assignments agreed upon by the student and instructor; 2) the establishment of a sketch book/journal with two reviews per quarter; 3) the submission of one-page review of a gallery/museum show pending the approval of the instructor; 4) a classroom presentation highlighting the work of an artist and one's artistic response to it; 5) participation in a year's end group show.

Sophomores, juniors and seniors desiring to enroll in this class must consult with their guidance counselor and obtain the recommendation of the instructor. There is a materials fee for this course.

## **829-830 The Creative Journal 9**

*1.5 credits. Semester course; may be elected both semesters.*

Creative journaling is a way to artistically explore and express our inner worlds. In this semester long course, students will work with themes such as relationships, cultural reflection, adolescent issues and coping with life transitions, to elicit personal imagery. This course will explore two-dimensional journaling in a blank sketchbook in addition to working sculpturally with new materials. Through exercises, assignments, personal observations and individual conferences, each student will learn to use art tool for expressing a personal journey. There is a materials fee for this course.

## **872-873; Digital Art and Design 9**

*1.5 credits. Semester course; may be elected both semesters.*

A focused hands-on exploration of fundamental tools and techniques using Adobe® Photoshop™ the current world standard in image modification software. The course will focus on image as art and the unique qualities of this software. After learning basic image manipulation techniques such as selecting, color correction, photo retouching, etc., students will develop skills in digital montage and collage and learn to incorporate layers, masks, colorizing, duotones, and other image enhancements. Image inputting to include scanning reflective art, negatives, and slides, and using a digital camera will also be covered. No experience with digital art is necessary, however a basic visual art background and familiarity with the MacIntosh™ system is helpful. There is a materials fee for this course.

## **874 Digital Art and Design II 10**

### **875 Digital Art and Design II 9**

*1.5 credits. Semester course; may be elected both semesters.*

**PREREQUISITE:** *Digital Art and Design 9*

Building upon the skills learned in *Digital Art and Design 9*, this course will explore more advanced Adobe® Photoshop™ tools that utilize vector based graphics in the creation of digital art. In addition, the course will focus on learning some of the fundamentals of Adobe® Illustrator, while working on projects which employ both programs. Students will also be encouraged to experiment with mixed media and alternative printmaking processes that utilize digital images. There is a materials fee for this course.

## **831F Web Design 10**

### **831L Web Design 9**

*1.5 credits. Semester course; may be elected for ONE semester.*

**PREREQUISITE:** *Digital Art and Design 9*

Students in *Web Design* will be using elements and principles of design to build multimedia web sites. The fundamental of HTML will be taught to create web pages. Most of the programming will be created in Macromedia Dreamweaver, a

very user-friendly interface similar to Adobe® Photoshop™. In this course graphics will be created in Adobe® Photoshop™ and animations will be generated in Adobe Image Ready. Students' websites will be posed to the school server. There is a materials fee for this course.

### **828F-828L Animation 9**

*1.5 credits. Semester course; may be elected either semesters.*

Students will learn the basic principles of producing animated films through viewing and producing animated assignments. They will explore and learn the animation techniques of 2D cutouts, claymation and hand drawn animation. In addition, they will learn to develop and use storyboards, use cameras and edit both audio and video materials. All students will learn to explore basic movement, timing and soundtrack/dialogue synchronization. At the end of the course students will be able to put into motion their own vision and stories. There is a materials fee for this course.

### **862-862L Beginning Photography 9**

*1.5 credits. Semester course; may be elected for ONE semester.*

This course for the beginner covers the elementary technical aspects of camera, film, processing, basic darkroom techniques, and laboratory time. Students learn how to shoot and develop film, printing and dry mounting. The thrust of the course is factual, non-manipulative photography with a emphasis on journalism and portraiture stressing the application of basic art/design principles. Basic aesthetics and composition are stressed. A personally owned camera is highly desirable. A limited number of school cameras are available. All equipment and materials are supplied. There is homework. There is a materials fee for this course.

### **864 Intermediate Photography 10**

#### **864L Intermediate Photography 9**

*1.5 credits. Semester course; offered both semesters.*

**PREREQUISITE:** *Beginning Photography 9* or equivalent knowledge

This course presents a more complex understanding of the camera, film, and darkroom procedures. It introduces students to some manipulation of the medium, i.e. double exposures by way of the camera or enlarger, toning, photo-litho, solarizations, etc. A section of the course is devoted to portrait work and the art of lighting.

The course also covers the history of photography and introduces students to the work of several major photographers. A personally owned camera is highly desirable. A limited number of school cameras are available. All equipment and materials are supplied. There is a materials fee for this course.

### **871 Photography Intensive 10 H**

*6 Credits. Year Course.*

**PREREQUISITE:** *Beginning Photography 9 and Intermediate Photography 9*

This photography course is designed for students who wish to continue exploring the medium of photography beyond the beginning and intermediate levels. Photo Intensive investigates more sophisticated photographic exposure options and experimental darkroom techniques, including work in digital photography, and color theory. Students will develop an expansive portfolio and photographic presentation in the style of documentary tradition and/or a personal narrative. Printed thematic portfolios in digital and/or film formats will be encouraged with regular in-process critiques. Students will construct a traditional handmade album-style book of sequential images as their portfolio of images. Slide presentations and discussions, photographic book reviews, and regular homework assignments are required to fully explore the scope and power of this visual medium. Group critiques are designed to enhance perceptual skills, and individual conferences with the teacher will give feedback and direction on work in progress. This is a rigorous honors level course that will count in the computation of your grade point average and is only open to sophomores, juniors and seniors. There is a materials fee for this course.

## **3-D Design**

### **837-837L Introduction to Jewelry 9**

*1.5 credits. Semester course; may be elected for ONE semester.*

In this beginning course students will be introduced to the jewelry studio and basic metalsmithing techniques. Students will be introduced to design and layout principles, cutting and filing sheet metal, soldering, forging, carving, and finishing applications. Emphasis will be placed on correct use of metalsmith equipment, an understanding of studio routines and

health and safety precautions. Students will create original design solutions to assigned class projects. Students will leave the course with at least two complete projects. Projects could include, a pierced pendant, a carved ring, a cuff bracelet, a pair of earrings, a key chain, or a belt buckle. There is a materials fee for this course.

### **838 Intermediate Jewelry 10**

#### **839 Intermediate Jewelry 9**

*1.5 credits. Semester course; may be elected both semesters.*

**PREREQUISITE:** *Introduction to Jewelry 9* or recommendation from Middle School Jewelry Instructor.

Jewelry students will build on their metalsmith skills learned in *Introduction to Jewelry 9* and be introduced to new skills, techniques and applications. Stone setting, bezels, cold connection techniques, texturing, dapping, and patinas will be explored through assigned and student directed projects. Projects may included: creating a piece of jewelry using found objects, designing a ring around a stone, chain making, constructing a box or locket, and student generated projects. There is a materials fee for this course.

### **843-844 Advanced Jewelry 10**

*1.5 credits. Semester course; may be elected both semesters.*

**PREREQUISITE:** Two semesters of *Intermediate Jewelry*

Students will continue to fine-tune their skills and techniques acquired in *Intermediate Jewelry* and add new ones to their repertoire of metalsmith knowledge. Students will be encouraged to combine different metals, materials and non-traditional jewelry items to design a series of contemporary art jewelry pieces. Students will explore applying color to metal using resins, enamel, polymer clay and patinas. Students will create a digital portfolio of work. There is a materials fee for this course.

### **834-834L Ceramics: Wheel-throwing 9**

*1.5 credits. Semester course; may be elected both semesters.*

The primary focus of this course is to introduce students to the wheel forming of clay with special emphasis on the aesthetics and design of functional pottery. We will spend time learning wheel-throwing techniques as we look at work from other ceramic artists. In addition to the wheel, you will learn about the clay drying process and finishing techniques. Healthy studio habits and safety procedures will be stressed. Prior ceramics experience is not required. There is a materials fee for this course.

### **854-854L Ceramics: Sculpture 9**

*1.5 credits. Semester course; may be elected both semesters.*

In this course students will learn basic hand building techniques such as pinch, coil, and slab as building blocks for large-scale sculpture. We will explore the properties of clay, wire and found object as sculpture. Students will be challenged to find creative solutions to assigned projects and individual student projects. Healthy studio habits and safety procedures will be stressed. Prior ceramics experience is not required. There is a materials fee for this course.

### **858 Ceramics Intensive 10 H**

*6 credits. Year course.*

**PREREQUISITES:** *Ceramics: Wheel-throwing 9* and *Ceramics: Sculpture 9*

This full year ceramics course will stress understanding the principles of three-dimensional design, mastery of the manual skills of ceramics, creative problem solving, and developing the ability for critical analysis. While this is an advanced ceramics course with clay as the primary medium, students will explore other materials - balsawood, cardboard, paper, found materials, fabric, etc., through homework assignments. We will be working with wheel-throwing and sculpture throughout the course. Critiques will provide an opportunity for communication and development of a visual language. These regular group and individual critiques will enable the class to use critical thinking skills to solve visual problems. This is a rigorous honors level course that will count in the computation of your grade point average and is only open to sophomores, juniors and seniors. There is a materials fee for this course.

## **THE CLASSICAL AND MODERN LANGUAGE DEPARTMENT**

Language is a major academic area with each course earning six credits per year. French, German, Latin, Mandarin Chinese, and Spanish are offered as regularly scheduled courses. Other languages may be offered for independent study credit, depending upon teacher availability and student interest. Independent study opportunities are not offered for courses that are part of the regular sequence.

Students who are planning education beyond high school are strongly urged to study one classical or modern language, or a combination of languages. Students wishing to derive maximum benefit from language study and who wish to gain entrance to the most selective universities should follow the longest possible sequence.

All four-year state colleges and universities in Massachusetts require a minimum of two years of high school foreign language study or the equivalent for entrance. In addition, many colleges and universities nationwide have similar entrance requirements as well as a requirement of language study or proficiency for graduation. Some institutions give college credit or exempt students from degree requirements in languages for demonstrated proficiency in high school courses.

Language courses stress a proficiency approach, with primary emphasis on the context and purpose of communication through the three modes: Interpersonal (Two-way communication between individuals using receptive skills of listening and reading, and productive skills of speaking and writing); Interpretive (One-way communication using receptive skills of listening and reading); and Presentational (One-way communication using productive skills of speaking and writing).

While English may be necessary on occasion, the target language is the language of instruction in modern language courses. Latin courses also deal with oral aspects of the language, but greater stress is on reading, grammar, and vocabulary development. Students of modern languages use the language laboratory on a regular basis and are encouraged to use this facility after school or during free time. In some courses, students use the Macintosh computer lab to develop writing and communications skills. In most courses, audio and video media presenting authentic culture and language provide the basis for listening comprehension practice and role-playing activities.

Students are expected to develop the skills of understanding modern world languages spoken at normal speed and of speaking these languages within the confines of vocabulary and structures studied. Progress in oral skills greatly affects a student's grade and is measured in terms of proficiency guidelines for each course.

Evaluation of student achievement varies with the course. Due to the emphasis on oral proficiency development in modern languages, class participation, daily assignments, and listening/speaking work may count as a majority of a student's grade, especially in the first two years. Because of the cumulative nature of foreign language acquisition, it is imperative that students aim for complete mastery of structures and vocabulary. Students are expected to manifest a high degree of accuracy at each of the developmental stages of the course.

Students may continue in a sequential course with a C- or above; however, a grade of B or better is recommended when passing into Honors level courses, especially at the Advanced Placement level. A grade in the D range, while still considered passing, requires serious remediation during the summer and the passing of an exam to be administered before the start of the next school year. This exam must be passed with a C- or better for a student to be allowed to enter the next year of study in the sequence.

Students wishing to prepare for the Advanced Placement Exam should take honors level courses through the senior year for maximum benefit. Students wishing to prepare for the Achievement Test may take either honors level or ACP courses, but they should be in at least a fourth-year course to ensure that they have covered sufficient material for the test.

*All courses are full year, 6 credit courses.*

## Years One and Two of Study

511 French 1	521 French 2
661 German 1	671 German 2
611 Latin 1	621 Latin 2
695H Mandarin Chinese 1 H	697 Mandarin Chinese 2 H
561 Spanish 1	571 Spanish 2
560A Spanish Focus A	560B Spanish Focus

In years one and two of study in the high school, students master basic communicative competency, as well as vocabulary, syntactic and morphological structures, and aspects of culture and civilization in order to be properly prepared for and successful in subsequent years of advanced language study. We aim to build students' confidence, allow them to attain an adequate degree of proficiency, encourage them to experiment, practice unfamiliar concepts and words, and to gain sufficient practice in a learning environment reflective of the greater community in which the languages are spoken. In such an environment students will have the best opportunity to learn and decide their goals for continued study in the languages they have chosen. All students will receive Honors level credit for years 1 and 2 of all languages in the department.

Mandarin Chinese, French, German, Spanish I and II are open to all students in grades 9 to 12. Each provides an introduction to the language and culture. Students in all year 1 and 2 languages are heterogeneously grouped.

**Mandarin Chinese:** All modern languages taught in the Wellesley Public Schools are conducted exclusively in the target language. This practice is modified somewhat for Chinese because unlike the other modern languages in the department, Chinese has very few English cognates, and the pronunciation of Mandarin differs considerably from that of most Western languages. The tonal system presents yet another challenge in that the change in pitch of a speaker's voice in most cases correlates with the meaning of Chinese words. Therefore, Chinese at the introductory level is taught initially with a mixture of Chinese and English. By the second semester, however, Chinese should replace any English needed and used during the first semester. Students learn to engage in simple conversations in class, respond to questions posed by the teacher and classmates as well as record monologues in the language lab. Students learn to read Chinese characters as well as their pinyin transliteration. Students are expected both to recognize and to draw Chinese characters.

### **Communication Skills (Presentational, Interpretive, Interpersonal):**

**Speaking:** All modern languages taught in the Wellesley Public Schools, are conducted exclusively in the target language. Students learn to engage in conversations in class, respond to questions posed by the teacher and classmates as well as record a variety of speaking tasks in the language lab. **Listening:** Since the learning of accurate pronunciation is essential for achieving proficiency, students will hear the target language spoken by native speakers from various countries and regions through a variety of media (CDs, videos, CD-ROMs and music), as well as through their teacher and peers. **Reading:** Students are expected to learn to read for comprehension both from materials aimed at language learners, as well as authentic texts aimed at a native speaking audience. **Writing:** Students are expected to write coherent sentences, paragraphs, short essays and dialogues using the vocabulary and language structures presented in the curriculum. **Culture:** The courses concentrate on the cultures of countries where the languages are spoken as the official language of the country and in countries and regions where it is spoken by a large number of native speakers. Readings in the text, authentic texts, audio and video materials provide a student with insights to the mosaic that is the essential culture of the speakers of the language being studied.

In the second year of study students may be required to produce individual reports/projects or to independently complete one or two outside reading selections per year. By the end of this course in modern languages, students are expected to demonstrate strong skills in the three communication modes: They should be able to use interpretive skills within the range of contexts studied during the year. They should also be able to use presentational skills to explain, describe and narrate orally in complete sentences in past, present and future tenses. Their writing must communicate clearly and show synthesis of the verb forms, tenses, major grammatical concepts, and a strong control of vocabulary studied since the first year. They should be able to use interpersonal skills to negotiate meaning in conversations with peers around familiar topics.

**Latin:** Latin students are engaged in the essential grammatical concepts of Classical Latin as written and spoken during the first century B.C.E. and are exposed to the major cultural and historical events of this most tumultuous and important segment of Roman history. This is accomplished through a clever presentation of a reconstructed life of the Roman lyric poet known as Horace. As they progress through the course, students are expected to demonstrate the understanding and application of linguistic concepts, derivatives and root words through exact translations (Latin to English and English to Latin) in an uncoached environment within the cultural and historical contexts studied.

In the second-year of Latin, students are expected to read and translate with greater sophistication and to demonstrate control and application of the ever-widening range of grammatical forms and concepts studied during the course. Passages from the writings of Caesar, epigrams of Martial, and the original Latin of other authors are read, often at sight, as introductions to the substance and spirit of Latin literature.

### **560A Focus A-Spanish 11 ACP**

This course is designed primarily for juniors and seniors who find a foreign language learning a more challenging experience. Its purpose is to demonstrate the importance of knowing Spanish and to discover useful ways to study a language that make it easily accessible to the student. We will use a practical participatory approach to language learning in which the students will be exposed to the Spanish language and the culture that goes along with it. Class will involve speaking and will open our eyes to the fabulous world where Spanish is spoken. The material will be presented at a pace that allows for solid comprehension of a specific amount of Spanish. This course is open to juniors and seniors who have not taken Spanish 1

### **560B Focus B-Spanish 12 ACP**

This is the second year of study in the Focus sequence and is again designed to facilitate foreign language learning for those who find the experience more challenging. Students will review all of the basic material presented in Focus A and continue to build on this knowledge base. Students will be presented with several new verbs (regular, irregular and stem changing). In addition, students will continue to increase their breadth of vocabulary with topics such as food, family, sports and activities, household vocabulary, chores etc.

**Leveled offerings** begin in the third year of foreign language study. At this point we hope that students will be self-selecting in their choices of courses for continuation. Generally, students who choose Honors level should expect to engage in language-learning activities that will prepare them to take the advanced placement exams in the modern languages. If taking an Honors Level Latin sequence they will do ever more advanced reading of complicated texts and literary analysis. Students choosing ACP level courses can expect a rigorous experience in language and culture, but one that is more broadly based and not preparatory to the exams for advanced college placement. In all instances, student choice will be made in consultation with the student's present foreign language teacher(s) and/or the department head.

While engaging in this choice, we ask students to consider the following: *What degree of challenge do I want in my foreign language experience?*

As a student choosing courses offered by the Classical and Modern Language Department you must consider what your goals are in taking a given foreign language. These will vary considerably from student to student, ranging from something very basic, like improving one's control over English structure and vocabulary, to mastery and attainment of proficiency in the language or languages you have chosen to study.

To facilitate the achievement of your goals, the course descriptions clarify the level of preparation expected, the basic content of the courses, the degree of challenge each experience affords, and the future options available to students based on his or her successful completion of a given course.

Since we believe that students must have the opportunity to measure themselves vis-à-vis their goals in a more open environment, we have eliminated levels in our first and second year courses. Students have the opportunity during this time to experiment with their own degree of commitment to their goals and acceptance of challenge offered by the individual course. Thereafter, students may choose additional courses through and beyond Advanced Placement to meet their refined goals and specific aims in their study. This choice should be based on internal, personal motivation, not external criteria and pressures.

## Years 3 and Beyond

### French

#### 531 French 3 H

This course is for the student whose high degree of success in second year French (recommended: a grade of B or better) has encouraged him/her to want to pursue a fast-paced curriculum that goes beyond the basics. It will provide the motivated student with the opportunity to master the subtleties of the various tenses of the indicative, subjunctive and conditional moods, the grammar of various pronouns, especially those that differ significantly in their use from what the student may be used to in his/her first language. Opportunities will also be provided for the student to grow into someone with more fluent and idiomatic style through composition writing, classroom debates and discussions, and projects that include both writing and public speaking. The target vocabularies deal with themes that pertain to adolescence but that look forward to adulthood and presume an eventual interest in living or studying in France. Students will also begin to read extracts from literature, newspapers and Internet documents that have been created for an audience with strong reading skills and more sophisticated tastes. Chosen authors include LaFontaine, Edmond de Rostand, Louis Malle, René Goscinny, and Charles de Gaulle. Readings and films that cover the history of France, historical figures from Charlemagne to Charles de Gaulle, and the broader influence of the French language, culture, science, technology and politics will round out the course.

#### 532 French 3 ACP

This course assumes that students have demonstrated proficiency in the second-year French class (achieving on average C or better). French 3 ACP offers a challenging curriculum that goes beyond the basics. Students will learn to use a variety of tenses (the imperfect, the future, the conditional and the tenses of the subjunctive). We will also strive for proficiency in the use of all pronouns. Vocabulary shall be learned thematically through units pertaining to the home, hotels, hospitals, traveling, the city, etc. Participation in class discussions and exercises forms a significant portion of the student's involvement. The student also has the opportunity to practice and further develop oral skills in the language lab. Short compositions are frequent, and homework is daily. Readings along with the viewing of news programs and films, such as *Cyrano de Bergerac*, *Au Revoir Les Enfants*, *Amélie*, will enhance the student's knowledge and understanding of Francophone cultures. Additionally, the student will be assigned projects to be presented to the class that analyze art, music, and life in Francophone countries outside of France, particularly those communities and states in Canada and Africa. And yes, we do still play "Jacques a dit"!

#### 541 French 4 H

This accelerated fourth-year course is designed for students who are self-directed and highly motivated and who want to go on to French 51 and take the AP exam at the end of the fifth year. The students will use a college level text (Bravo) to help them review more sophisticated principles of grammar, including all verb tenses. They will be responsible for reading newspaper, magazine and internet articles in French and presenting these in class once per cycle and also for participating in classroom debates and discussions. Students will use the language lab to develop their listening and speaking skills using authentic videos. *Les Petits Enfants du Siècle* by Christiane Rochefort will be read to help in discussing the social problems in France in the 1960's, along with Albert Camus's *L'hôte*.

#### 542 French 4 ACP

This fourth-year course is designed for students who are self-directed and highly motivated to continue their study of French. The students will use a college level text (Bravo) to help them review more sophisticated principles of grammar, including all verb tenses. They will be responsible for reading newspaper, magazine and Internet articles in French and presenting these in class once per cycle and also for participating in classroom debates and discussions. Students will use the language lab to develop their listening and speaking skills using authentic videos. *35 Kg d'espoir* by Ana Galalda and *Oscar et la dame Rose* by Eric Emmanuel Schmitt will be read to help in discussing society in France. When combined by necessity with French 4 H, assessment and independent work expectations will be modified accordingly.

#### 551 Advanced Placement French 5 H

This accelerated honors course completes students' preparation for the Advanced Placement Examination in French language. It is highly recommended that students elect this course only if they earned a B or better in French 4 H. Several films, such as *Jean de Florette*, *Manon de la Source*, *Train de Vie*, *Adele H.*, *Chacun Cherche Son Chat*, will serve as the

basis for conversations and essays. In addition to weekly compositions covering both concrete and abstract themes, there are substantial vocabulary tests. It is assumed that the students have mastered all verb tenses and syntax. Thus we will spend the year refining and polishing these skills to the level of sophistication expected of a native speaker. We will also spend time in the language lab practicing oral skills in ways to prepare students for the AP exam. Shorter oral reports in class are also frequent, usually dealing with the presentation of current events without the aid of written notes. There are weekly reading assignments, which are college level and often extracts from works of authors such as Beckett, Ionesco, Camus, Sartre, Mariama Bâ, and Senghor. Finally, writing daily in a journal is required. All students should expect to take the AP exam, unless arranged otherwise with the teacher.

### **552 French 5 ACP**

This course is designed for students who are at the most advanced level of French, but have no intention of taking the AP exam. Students should still be highly motivated to continue the practice of their French skills, with a special emphasis on listening and speaking. In this course we will examine French films and their remaking in The United States. Each film shall serve as a cultural document through which we can attempt to understand the different manners in which the French and American societies depict and reveal themselves. Watching a foreign film is a bit like traveling abroad. Our goal is to travel together in the hope of understanding and being able to analyze the cultural logic of differences. There will be short writing assignments which review and critique films, but greater weight shall be directed towards participation in class discussions. In class we will watch several French films and extracts of their American counterparts. Some of the contrasting films viewed are: *Trois Hommes et un Couffin/Three Men and a Baby*, *La Cage aux Folles/The Bird Cage*, *A Bout de Souffle/Breathless*, *Diabolique/Diabolical*. The manner in which we discuss these films will then serve as a model for a midyear project in which the student presents and discusses a film and its remake. The year culminates in a project which involves group work on the making of an American movie as well as what might be considered its French remake.

### **German**

#### **681 German 3 H /682 German 3 ACP\***

Students in German 3 will make the transition from textbook-based instruction to study of the language and culture through thematic units and literature. Thematic units for this year include German short stories, music, and film. Examples of some of the short stories covered are Brecht, *Herr Keuner Geschichten*, Borchert, *Die Küchenuhr*, Aichinger, *Das Fenstertheater*. Films such as *Lola Rennt*, *Das Wunder von Bern* and *Die Krücke* provide the students with many aspects of German culture and life, and will help to acquire new and useful vocabulary words. In addition, the various themes of the movies always lead to interesting discussions and writing assignments. In addition, the mystery story *Das Römerzimmer*, and the audio short stories *Die Fälle des Kommissar Wagner* and a broad range of German music will supplement the curriculum and will help to improve areas of reading and listening. These authentic materials also provide the context for continued extension of grammar. Students in German 3 will complete most of the formal grammar required for clear and accurate expression in German.

#### **691 German 4 H /692 German 4 ACP\***

This accelerated fourth-year course is designed for students who are self-directed and highly motivated and who want to go on to German 51 and take the AP exam at the end of the fifth year. The students will use a college level text (*Kaleidoskop*) to help them review more sophisticated principles of grammar, including all verb tenses and cases. They will be responsible for reading newspaper, magazine and Internet articles in German and presenting these in class once per cycle and also for participating in classroom debates and discussions. Students will use the language lab to develop their listening and speaking skills using authentic videos. The students will also be exposed to the German Classical and Romantic Poetry and read various authentic works by *Wolfgang von Goethe* and *Friedrich Schiller*.

#### **693 A. P. German 5 H /694 German 5 ACP\***

The text of this course, *Kaleidoskop*, is appropriate for preparation for any student for the advanced placement exam given in German in early May. It offers a variety of thematically based units, e.g. *Freizeit*, *Kommunikation*, *Deutschland im 21. Jahrhundert*, which include culture, literature, and grammar for review, along with completion of the one or two grammatical points not covered in German H/ACP. Approximately five of the *Kaleidoskop* units will be completed during the year. To supplement the students' experience, three major themes are addressed during the course, one on the Rise and Fall of the Third Reich, and one on racism, beginning with considerations of the Third Reich, and then moving into modern Germany and the world in general, including Wellesley, and one on Post WWII Germany until the fall of the Berlin Wall. Throughout the year, students will present newspaper articles from German-language periodicals, participate in discussions and debates, and conduct and present research projects that have to do with material covered in class.

## Latin

### 631 Latin 3 H/641 Latin 4 H/651 Latin 5 H\*

These courses offer advanced students an opportunity to broaden and deepen their experience in Latin literature with continued emphasis on grammatical structure, vocabulary, and English derivatives.

In order to accommodate third-year, fourth-year, and fifth-year students, the following topics are addressed. Course offerings each year and expectations for student performance are determined according to the student's experience.

**Roman Authors I:** This course is designed to give the student an understanding of certain works of Latin prose and poetry and of their influence upon the Western literary tradition. Prose selections include Cicero's *First Catilinarian Oration* and excerpts from Sallust's *Catiline*. Readings from Ovid's *Metamorphoses*, *Fasti*, and *Tristia* form the poetry component of the course.

**Roman Authors II:** This course complements Roman Authors I in both spirit and intent, with special attention paid to the roles of the orator and poet in classical culture. The prose selection is Cicero's *Oration For Archias*; the poems are chiefly those of Catullus and Horace.

**Vergil's *Aeneid*:** This course involves the study of the language, achievement, and historical significance of Vergil's epic *Aeneid*. Reference to Homer's *Iliad* and *Odyssey* and to related works of Latin literature supplements this study.

### 632 Latin 3 ACP/642 Latin 4 ACP/652 Latin 5 ACP\*

Course descriptions are the same as those for Latin 3 H, Latin 4 H, and Latin 5 H. Due consideration is given to the student's experience and performance in previous Latin courses as well as to appropriate grading standards.

### 594 AP Vergil H

This course offers students the opportunity to explore in depth one of the great pieces of literature of the Golden Age of Ancient Rome. Following the syllabus that will enable participants to successfully navigate the demands of the Advanced Placement examination in Vergil's *Aeneid*, students will read the required selections in Books I, II, IV, VI, X, and XII in Latin, and the entirety of the work in English translation. Connecting the work to historical events of the first century BCE and the rising sense of nationalism amongst the Romans will be a prime area of concentration, along with understanding Vergil's exquisite Latin in its own right and the rhetorical, stylistic, and intertextual elements [allusions to other works, especially the Greek epics, *The Iliad*, *The Odyssey*, and *The Argonautica*]. All undertakings will prepare students for the AP examination.

*\*Honors Level/ACP Level Offerings: These courses can be taken for either Honors Level or ACP Level credit. Students are grouped together in the classes and the content covered is the same. This results from the aggregate number of students enrolled in these courses in German and Latin. Consideration is given in the appropriate grading of students enrolled at each level.*

## Mandarin Chinese

### 698 Mandarin Chinese 3 H

This course is for the student whose high degree of success in second year Mandarin Chinese (recommended: a grade of B or better) has encouraged him/her to want to pursue a fast-paced curriculum that goes beyond the basics. Students will develop a higher level of proficiency as they expand their vocabulary, study more complicated grammatical structures, and use the language in more sophisticated ways, building on the three modes of communication - interpretive, interpersonal, and presentational. Topics to be studied may include: dating, the internet and computers, Chinese geography, the beginning of the school year and choosing classes, life as a student, restaurants, shopping, traveling; asking directions, working part time, & sports.

### 699 Mandarin Chinese 3 ACP

This course assumes that students have demonstrated proficiency in the second-year Mandarin Chinese class (achieving on average C or better). Mandarin Chinese 3 ACP offers a challenging curriculum that goes beyond the basics. Students will develop a higher level of proficiency as they expand their vocabulary, study more complicated grammatical structures, and use the language in more sophisticated ways, building on the three modes of communication - interpretive,

interpersonal, and presentational. Topics to be studied may include: dating, the internet and computers, Chinese geography, the beginning of the school year and choosing classes, life as a student, restaurants, shopping, traveling; asking directions, working part time, & sports.

### **690 Mandarin Chinese 4 H**

### **689 Mandarin Chinese 4ACP**

This course is designed for the student who achieved a high degree of success in third year honors Mandarin Chinese (recommended: a grade of B or better). By now, students should be able to conduct themselves solely in Chinese in a wide variety of day-to-day situations, using the language to express and discuss general and specific interests, lifestyles, choices, traits, wants, needs, and desires. Now, in Chinese 4, students will be challenged to expand their abilities to include treatment of more abstract, high-level topics such as Chinese festivals, Chinese history (both ancient and modern), life and wellness, gender equality, environmental protection and energy conservation, money management, job interviews, and visiting China. Students will also be introduced to traditional characters, authentic Chinese texts (stories, myths, proverbs, etc.), and more formal ways of speaking in an effort to deepen their knowledge of this language and its culture. There will be some differences in assessment and grading depending on whether students are taking the course for Honors or ACP credit. *Pending FY12 budget approval.*

## **Spanish**

### **581 Spanish 3 H**

This accelerated third-year honors course is designed for the independent learner who is willing to pursue foreign language study at a rapid pace. The materials in the curriculum place emphasis on the mastery verbs in both the indicative and subjunctive moods along with literature. Literary works include *Un Perro Ha Muerto* by Pablo Neruda, *Un Día de Estos* by Gabriel García Márquez, *Abel y Caín* by Jorge Luis Borges, *La Camisa de Margarita* by Ricardo Palma, and others. Students are expected to understand the teacher and to be express themselves in more sophisticated Spanish. Listening and speaking activities are designed to help students to develop their communication and comprehension skills. Besides the text, *Ven Conmigo 3*, videos, listening and interactive CD-Rom activities are used during the year. Students are expected also to engage in class discussions using both old along with new vocabulary learned in the lesson.

### **582 Spanish 3 ACP**

This course is designed for the student with an interest in achieving proficiency in speaking, reading, listening and writing in Spanish. All communication in class and all assessments are in Spanish. In this course the student will learn the remainder of the indicative verb tenses and become proficient in the use of the present subjunctive in noun and adjective clauses. Oral presentations, including skits, monologues, dialogues and impromptu conversations will be balanced with written exams and compositions to continually assess student's oral and written proficiency. The text used is the third year of *Ven Conmigo*, as well as all ancillary materials. Films and authentic texts may be added to the curriculum.

### **584 Spanish 4 H**

This is a challenging course designed for the student who wants to augment his or her vocabulary and perfect his or her use of grammatical structures. Students who take this course should have the goal of moving into Advanced Placement Spanish the following year and taking the A.P. exam at the end of year five. Upon entering the course, the student is expected to be proficient in using all verb tenses and modes. We work throughout the year to attain a level of sophistication and accuracy in the three modes of communication (interpretive, presentational, and interpersonal) which reflect four years of study. New vocabulary may include up to 200 words per unit. The course theme is "El testimonio" and is broken into three segments: Immigration in the USA, Human Rights in Latin America and The Culinary Arts. The literature we read includes *Cuando era puertorriqueña* by Esmeralda Santiago, *La muerte y la doncella* by Ariel Dorfman, and *Como agua para chocolate* by Laura Esquivel. We examine each theme in depth through reading, class conversations, films and writing. This is a course for an independent, motivated learner. All assessments and all communication in and out of class are in Spanish.

### **585 Spanish 4 ACP**

This course offers an extensive review of all Spanish verb tenses with a broader presentation of grammatical irregularities, useful vocabulary for daily life, cultural information of various sorts, as well as literature. *The course is divided into thematic units which may typically include:* Hispanics in the US, Indigenous populations of Latin America, Human rights violations in Latin America, Hispanic music, dance & art, Hispanic cuisine.

In each thematic unit students will read selections of literature taken from one or more of the following: *La Casa en Mango Street* by Sandra Cisneros, *Como agua para chocolate* by Laura Esquivel and *La muerte y la doncella* by Ariel Dorfman), view one or more of such pertinent films as *La historia oficial*, *El Norte*, *Balseros*, and study advanced thematic vocabulary. All assessments and communication in and out of class are in Spanish.

### **591 A.P. Spanish 5 H**

This course is a rigorous preparation for the AP Spanish Language Examination given in early May. The main text, *Triángulo*, provides the students with 10 thematic units and exercises similar to those that will appear on the actual AP exam. The exercises include listening, reading, writing and speaking practice. The course also utilizes two additional books, *Abriendo Paso Literature* and *Abriendo Paso Grammar*. Besides these elements, students will study the Spanish Civil War, the poetry of Federico García Lorca (*Romancero gitano*), and Pablo Neruda (*Walking Around*), as well as the novela *Crónica de una muerte anunciada* by Gabriel García Márquez, and the movie *La lengua de las mariposas*.

### **592 Spanish 5 ACP**

This course is a full year and is designed for students with an interest in achieving a fine degree of fluency in speaking and reading. All communication in class and all assessments are in Spanish. Students will review and amplify vocabulary and grammatical concepts. The texts used are Spanish Vocabulary and *Una Vez Más*. Students must be prepared to discuss current events in addition to literary work from the text Album. In addition, students will study some political and cultural issues from Spain and Latin America through research and movies such as *La lengua de las mariposas*, *Hombres armados*, *Baila conmigo*, *Las verdaderas mujeres tienen curvas*, and others. Writing activities will include essays and literary criticism. Additionally, in the language lab students will review and expand vocabulary.

### **569 Spanish 6 H**

Spanish 6 provides frequent opportunities for students to integrate the three modes of communication (interpretive, presentational, and interpersonal) through the use of authentic texts, visual arts, music, and film. Students are expected to understand spoken and written Spanish at a very sophisticated level and to have mastered the necessary Spanish vocabulary, and structures to communicate confidently in speaking and writing.

Reading and listening comprehension skills are equivalent to those of other advanced Spanish language courses. Formal and informal assessments will consist of quizzes and tests, oral and written discussions, presentations, comprehension activities, compositions, reflections, and essays.

### **597 Spanish 6 ACP**

Spanish 6 provides frequent opportunities for students to integrate the three modes of communication (interpretive, presentational, and interpersonal) through the use of authentic texts, visual arts, music, and film. Students are expected to understand spoken and written Spanish at a high level and to have mastered the necessary Spanish vocabulary, and structures to communicate confidently in speaking and writing.

Reading and listening comprehension skills are equivalent to those of other advanced Spanish language courses. Formal and informal assessments will consist of quizzes and tests, oral and written discussions, presentations, comprehension activities, compositions, reflections, and essays.

### **601/602 La Historia de Latinoamérica: Precolonialismo al presente 3 H/ACP**

*3-6 credits. Semester course.*

En este curso estudiaremos la historia de los países de Latinoamérica (América del Sur, América Central, El Caribe y México), empezando con sus pasados precoloniales, el colonialismo, su independencia, la variedad de gobiernos (democracia hasta dictadura) y sus relaciones con los demás países en el pasado y el presente. Habrá una variedad de latinoamericanos que vendrán a la clase para hablar de sus países.

El curso será exclusivamente en español y hay que haber terminado el tercer año de español a Wellesley High School o mostrar facilidad nativa con la lengua para matricularse.

### **603/604 La Historia de la España Moderna, 1492-Presente 3 H/ACP**

*3-6 credits. Semester course.*

Empezando con la unificación de España en 1492, hablaremos de la boda de Fernando e Isabel y el nacimiento del imperio español con el descubrimiento de América por Cristóbal Colón. Hablaremos de «La Edad de Oro» y los años

magníficos del imperio en el siglo diez y seis hasta el derrote de la flota española en 1588 por los británicos. Estudiaremos muy brevemente el ocaso lento del imperio durante casi trescientos años, hasta la guerra entre España y los Estados Unidos de 1898. Partiendo de este punto, el curso estudiará la temporada anterior a la Guerra Civil Española, y pasaremos a estudiar La Primera República de 1931-36, la Guerra Civil de 1936-39, y la Dictadura del Generalísimo Francisco Franco de 1939-75.

### **593 Advanced Language 6 H/ACP**

This course can provide an additional year of foreign language study for the rare, (usually transfer) student or native speaker who has completed the normal language sequence at the end of the junior year. In the senior year, the student will meet with the normally scheduled advanced course, but, because of an alternating year curriculum, will be studying material which differs from that of the preceding year.

## **COMMUNICATION/TV/VIDEO PRODUCTION**

### **739-740 Introduction to TV/Video Production**

*3 credits. Semester course, offered both semesters.*

In the intro course, students are taught proper video techniques using digital video cameras on a tripod. After learning to film, they learn the basics of editing using *Final Cut Pro*. Students in this course have a community service requirement where they must film a school or community event. No prior experience is necessary. If students wish to continue their studies in TV/Video, they can sign up for the intermediate course.

### **739I-769I Intermediate TV/Video Production**

*3 credits. Semester course, offered both semesters.*

**PREREQUISITE:** *Introduction to TV/Video Production*

This course deals with advanced features of TV/Video production, video integration and camera techniques. Continuing to practice the basics of good composition, students film their own original videos. Students learn advanced editing techniques of *Final Cut Pro*, work with advanced features of studio production and produce and direct the principal's TV show, *Keough's Corner*. Students in this course have a community service requirement where they must film a school or community event. If students wish to continue their studies in TV/Video, they can sign up for the advanced course.

### **745-746 Advanced TV/Video Production**

*3 credits. Semester course, offered both semesters.*

**PREREQUISITE:** *Intermediate TV/Video Production*

Students in the advanced course are independent workers, self-motivated, and committed to their studies of TV/Video production. Students will master sophisticated *Final Cut Pro* editing techniques and will produce independent video projects both in and out of TV studio. Students will learn software programs within *Final Cut Studio* such as *LiveType*, and *DVD Studio Pro*. Students in this course have a community service requirement where they must film a school or community event.

### **738-738L TV/Video Intensive 11 H**

*3 credits. Semester course, offered both semesters.*

**PREREQUISITE:** Juniors or seniors who wish to experience a more in-depth TV/Video course must have teacher approval to take Intensive TV/Video.

TV/Video students who have taken the prerequisite course, Advanced TV/Video, and who meet department standards for excellence as demonstrated by their work and commitment, are eligible. Students in the Intensive TV/Video course complete independent projects approved by the teacher, assist in introductory or intermediate TV/Video classes, and film morning and evening activities outside of class. Intensive students must enter a video project into the WHS Film Festival.

### **748-749 Independent Study of TV/Video**

*3-5 credits. Semester course, offered both semesters.*

**PREREQUISITE:** *Intermediate TV/Video Production* and teacher and guidance department approval.

Students will work independently on a specified video project approved by the video production teacher. This course will be a combination of both in-school and out-of-school class activities. The student must be self-motivated, organized and able to work independently within a structured time deadline. Projects must be approved in advance and edited in school.

## ENGLISH DEPARTMENT

The English Department is dedicated to teaching literature and the skillful use of language. In every grade and at every academic level, students develop and hone writing, reading, critical thinking, speaking, listening, and responding skills. In addition to required English classes, the English Department offers a rich array of 3-credit elective courses that allow students to deepen their engagement in focused areas of literature and the language arts.

Students must pass English 9, English 10, English 11 and English 12 to graduate; these core courses are all full-year, 6-credit courses that are offered at three academic levels. The Department strongly encourages students to choose levels carefully, keeping in mind the Department's emphasis on reading and writing. In selecting a level, students should consider their own work habits, reading speed, writing facility, abstract reasoning ability, comfort working independently and teacher recommendation. Regardless of level, each grade level course begins the year with required summer reading and guides students through selected core literature and additional works which vary in number, difficulty, and length. Students work through processes to produce three to four major papers or projects per term and have reading and/or shorter writing assignments due at nearly each class meeting. The English program is supported by the existence of the Writing Lab, a drop-in center staffed by English teachers. Students are encouraged to bring written work in any stage of the writing process to the Writing Lab for one-on-one conferencing and support.

**Honors - (H)** is a course designed for students who have demonstrated high achievement in prior English classes. Students who choose the Honors level should be prepared to move through material quickly, to read and write analytically and independently, to think critically and creatively, to take initiative and assume responsibility for their own learning. Students who opt for honors should be able to do the work without help from tutors, parents, or extensive help from the teacher. A teacher recommendation for Honors is based on superior achievement in a previous English course.

**Advanced College Preparatory – (ACP)** is a course designed for students who have demonstrated effective reading, writing and speaking skills. Reading and writing assignments are substantial at the Advanced College Preparatory level and require consistent and effective study habits. Students are supported as they hone abstract reasoning and critical thinking skills in both class discussions and analytical papers. Major assignments are broken into process steps as students work to develop independent skills. A teacher recommendation for ACP is based on considerable achievement in a previous English course.

**College Preparatory – (CP)** is a course designed for students who are focusing on skill development. Assignments are structured to emphasize process and the importance of developing effective study habits. Homework is designed to reinforce in-class instruction, and to provide the practice required for the acquisition of independent skills. Modified pacing allows for an emphasis on depth over breadth in coverage of literature, and smaller class size allows for more individualized instruction.

### Grade 9

The English program in grade 9 is comprehensive, emphasizing composition, literature, grammar, spelling, punctuation, and vocabulary. Students study literature by themes such as coming of age, searching for justice, ethics of technology, and cultural identity, coupled with an exploration of genres. Courses focus on the development of reading skills and the promotion of greater appreciation of literature through class discussions and writing assignments.

#### 111 English 9 H

This honors program is designed for students with high achievement. Students in this level assume great responsibility for independent learning. Honors students should expect to complete extensive outside reading and written homework assignments. Representative examples of the literature include *Romeo and Juliet* and *Julius Caesar*, *Great Expectations* or *A Tale of Two Cities*, *Jane Eyre*, *The Chosen*, *Frankenstein*, *A Separate Peace*, *Lord of the Flies*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 30-35 pages per night.

#### 112 English 9 ACP

This advanced college preparatory program is designed for students with above average achievement and interest in reading and composition. Students should expect considerable outside reading and written homework. Representative examples of the literature include *Romeo and Juliet*, *Night*, *A Raisin in the Sun*, *Lord of the Flies*, *A Separate Peace*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 20-25 pages per night.

### **113 English 9 CP**

This college preparatory program is designed for students whose achievement indicates the need for additional help and practice in learning and understanding fundamental skills. Students should expect outside reading and written homework on a regular basis. Representative examples of the literature include *Romeo and Juliet*, *Raisin in the Sun*, and selected short stories. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 10-20 pages per night.

### **136 English Foundations 9**

### **151 English Foundations 10**

*6 credits. Year course.*

This is a non-leveled course designed for ninth and tenth grade students who will benefit from an instructional focus reading skills, language processing, or expressive language production, in either oral or written form. The course is co-taught by members of the Special Education and English departments. Literature based, intensive work will revolve around a two year cycle, allowing students to remain in the program for one or two years.

## **Grade 10**

The tenth grade English program focuses on the study of American literature. Writing instruction places emphasis on the analytical essay in which students synthesize information from several sources. There is a core major paper assignment in the 10th grade on an American author.

### **121 English 10 H**

This honors program is designed for the student with high achievement and interest in English who is willing to assume much of the responsibility for his/her own learning. Conducted as a seminar, this course emphasizes critical reading, writing, and thinking. Extensive outside reading, homework, and preparation are expected; students should be able to do the work without extensive help from tutors or others. A 3,500-5,000-word primary source thesis on a significant American author is required. Representative examples of the literature include *The Scarlet Letter*, *Native Son*, *Walden*, *The Great Gatsby*, *Death of a Salesman*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 40-45 pages per night.

### **122 English 10 ACP**

This advanced college preparatory program is designed for students with above average achievement and interest; it is aimed at increasing students' abilities to read critically literature of all genres and to write essays based on students' own interpretations. Considerable outside reading, homework and preparation are expected. A 2,000 word primary source thesis on an American author is required. Representative examples of literature include short stories by Hawthorne and Hemingway, *The Catcher in the Rye*, *A Streetcar Named Desire*, *The Great Gatsby*, *Adventures of Huckleberry Finn*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 30-35 pages per night.

### **123 English 10 CP**

This college preparatory program is designed for students whose achievement indicates the need for additional help and practice in mastering fundamental skills. Outside reading, homework, and preparation are expected. A 1,000 word primary source thesis on an American author is required. Examples of representative literature include *Of Mice and Men* and works by Twain, Miller or Williams. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 15-25 pages per night.

## **Grade 11**

The 11th grade English program extends students' abilities to analyze literature and strengthen critical and expository writing skills. A required speech is also part of the core curriculum. The year is divided thematically into four units: Conflicts with Society, Tragedy, Comedy, and Men/Women/Family.

### **131 English 11 H**

This honors program contains highly challenging material for students who have scholarly interest and who have the time and motivation to accept responsibility for extensive outside preparation. This course presumes mastery of basic skills, and the ability to read and write complex material; students should be able to do the work without help from tutors or others. The writing will require the formulation of concise hypotheses, the integration of outside resources, and sophisticated vocabulary and sentence construction. Classes operate as seminar discussions that require daily preparation, the ability to infer theories and conclusions, and higher level abstract thinking. All students will write a literary research

paper of 3,000-3,500 words on a significant novel. Extensive outside reading, homework, and preparation are expected. Representative examples of literature include *Crime and Punishment*, *Macbeth*, *Catch-22*, *Song of Solomon*, *Pride and Prejudice*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 50 pages per night.

### **132 English 11 ACP**

This advanced college preparatory program is for students of above average achievement and motivation. It emphasizes analytical and expository writing and skills usage. Students will be expected to read literature critically and participate in focused class discussions. A considerable amount of outside preparation is expected. Key writing skills taught in the course include unity, development, concreteness, clarity, and conciseness. Representative examples of literature include *Oedipus the King*, *Macbeth*, *Song of Solomon*, *Ordinary People*, and *One Flew Over the Cuckoo's Nest*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 35-40 pages per night.

### **133 English 11 CP**

This college preparatory program is designed for students who are interested in improving their language and reasoning skills. Oral and writing skills are emphasized. Outside work is expected. Assignments include reading, vocabulary building, research, thesis statement development, and summary writing. Additionally, the course will include drill and practice, a variety of exercises to reinforce learning, and an emphasis on clarity in writing. Outside reading, homework, and preparation are expected. Representative examples of literature include *Macbeth*, *The Bluest Eye*, *Maus*, and *Antigone*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 20-25 pages per night.

## **Grade 12**

The 12th grade program builds on the strengths of the preceding years and provides more sophisticated challenges for students. The writing component will include both analytical and creative opportunities culminating in a senior paper. This project will be based on student interest, and will be presented in oral and written form. The search for self is the focus for the year, and the texts explore the issue of identity, philosophy, and personal journeys.

### **141 English 12 H**

This honors program consists of highly challenging material for students who have scholarly interest and who have the time and motivation to accept responsibility for extensive outside preparation. This course presumes mastery of basic skills and the ability to read and write complex material; students should be able to do the work without help from tutors or others. Writing assignments will require the formulation of concise hypotheses, the integration of outside resources, and sophisticated vocabulary and sentence construction. Classes operate as seminar discussions that require daily preparation, the ability to infer theories and conclusions, and higher level abstract thinking. Extensive outside reading, homework, and preparation are expected. Representative examples of literature include *Hamlet*, *The Odyssey*, *All the King's Men*, *Heart of Darkness* and stories by Borges and Kafka. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 50 pages per night.

### **142 English 12 ACP**

This advanced college preparatory program is designed for students of above average achievement and interest. Students will be expected to demonstrate advanced writing skills such as coherence and conciseness, to read literature critically and to participate in focused class discussions. Expository and analytical formats include description, narration, argumentation, and definition. Considerable outside reading, homework and preparation are expected. Representative examples of literature include *Hamlet*, *The Color Purple*, *Deliverance*, *The Stranger*, *No Exit*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 40 pages per night.

### **143 English 12 CP**

This college preparatory program is designed for students who are interested in improving their language reasoning skills. Oral and writing skills are emphasized. Outside work is expected. Assignments include reading, vocabulary building, research, thesis statement development and analytical writing. Additionally, the course will include drill and practice, a variety of exercises to reinforce learning, and an emphasis on clarity in writing. Representative examples of literature include *Hamlet*, *Deliverance*, *The Stranger*. Although quantity of reading assigned varies with the difficulty of the work, typical reading is 25 pages per night.

### **140A Humanities 12 H**

### **140 Humanities 12 ACP**

*6 credits. Year course.*

This course must be taken with Social Studies Humanities course. *Humanities 12* earns a total of 12 credits.

**PREREQUISITES:** All candidates must earn first semester and final grades of B- or better in both ACP level English and American History courses or be recommended specifically for this course by a current teacher. This course meets a one year social studies and a one year English graduation requirement. Class size is limited to 30 and balanced by gender. Should course requests exceed 30, a lottery will be held to determine enrollment and a waiting list.

The aim of this course is to examine the shapers and reflectors of identity, the experiences that are unique and individualistic in conjunction with those that are part of more collective, sometimes universal, human experience. Our approach will progress from the broad to the narrow over the course of the year, moving through large units of study on Popular Culture and Post-Modernism, Societal Conflict, Religion, The American Dream, and The Immediate Influences on Identity. This challenging, team-taught, double period course will draw from a myriad of literary and social science sources and includes the fine arts as well. A 3,000 word “self-paper” is an important component of the course and complements an emphasis on inquiry and trust. Representative readings include *The Stranger; Angels in America; Twilight: Los Angeles, 1992; Heart of Darkness; Guns, Germs, and Steel; A People’s History of the United States* and *The World’s Religions*.

### **144 Shakespeare 11 H**

### **145 Shakespeare 11 ACP**

*3 credits. First semester course. Meets 5 times a cycle*

This semester course provides students with the opportunity to study Shakespeare's plays from performance. We will use film clips, in-class performance, and live productions (when available) to explore a variety of Shakespeare's tragedies, comedies, and histories. Students will respond to plays through reader's response papers, short analytical essays, and group performance projects. No acting experience required. Possible Texts: *Romeo and Juliet, Merchant of Venice, Richard III, Othello, Henry V, King Lear, and the sonnets*. Offered with an H or ACP level option. This course does not fulfill graduation requirements in English.

### **150 Creative Writing 9**

*3 credits. First semester course. May be taken multiple times. Meets 5 times a cycle.*

This course is a writing workshop for students who wish to pursue creative writing. Through teacher lessons and models, students will learn about various genres of creative writing--including memoir, fiction, poetry, and drama--and the craft of writing well. We will gain material for writing from our imaginations and our own life experiences. While writing assignments will be given, students will have ample opportunity to pursue their own writing interests and projects. Sharing one’s work and receiving feedback from others is a central part of the course. This individualized course can be taken more than once. This course does not fulfill graduation requirements in English.

### **146 Words Without Borders 11 H**

### **148 Words Without Borders 11 ACP**

*3 credits. Second semester course. Meets 5 times a cycle.*

This course will examine novels, plays, short stories, poems, and critical essays of roughly the past twenty years, with a focus on non-Western writers who are currently writing and publishing and who provide a global perspective on universal themes such as identity, justice, exile, censorship, isolation, war, nation building, etc. Representative readings include selections from the *Axis of Evil, Words Without Borders, What is the What, and Infidel*. Offered with an H or ACP level option. This course does not fulfill graduation requirements in English.

### **149-149L Media Matters 9**

*3 credits. Semester course, offered both semesters.*

It takes more than writers to produce a newspaper! In this course students will explore the fundamentals of journalism: news writing and reporting, features, editorials, and movie reviews, as well as photojournalism, electronic journalism, Web publishing, podcasts, video, and blogs. Students will also have the opportunity to contribute articles to the print and online editions of the school newspaper, *The Bradford*. This course does not fulfill graduation requirements in English. This course is a prerequisite for *160 Journalism/Bradford*.

### **160 Journalism-Bradford 10**

### **161 Journalism-Bradford 10 H Intensive**

*6 credits. Year course. May be taken multiple years. Seniors anticipating senior project may opt for first semester only.*

**PREREQUISITE:** *Media Matters* or permission from the instructor.

In this course students produce the school's newspaper, *The Bradford*, in print and online. *The Bradford* encourages writers, photographers, techies, videographers, and artists to join the course. Topics of the course include ethics and responsibility in journalism, writing skills, and desktop and Web publishing. Students plan the newspapers' goals; solicit and write articles; edit and revise copy; design and execute layout; envision, maintain and update thebradford.org; plan printing and distribution; and devise a business strategy for self-sufficiency. The class emphasizes the cooperative pooling and allocation of talents. Students who apply and earn editorships on *The Bradford* may elect to take Bradford Intensive. Editors lead the paper and model responsible journalism. Bradford Intensive demands significant commitment in and out of class. Students interested in this course must obtain the signature of the instructor. The final class list will be comprised of editors and qualified applicants. A wait list will be established. Class size limited to 24. This course does not fulfill graduation requirements in English.

### **160S Journalism – Bradford 9**

*3 credits. Second semester course.*

**PREREQUISITE:** *Media Matters* or permission of the instructor.

*See description for 160 Journalism-Bradford 10 and 161 Journalism-Bradford 10 H Intensive.*

### **109-109L Speech/Debate 9**

*3 credits. Semester course. May be taken multiple years. Meets 5 times a cycle.*

This course is designed to provide students with the opportunity to develop skills and confidence needed for effective public speaking. Course coverage will include various styles of speeches, i.e., personal, persuasive, humorous, impromptu, and demonstration. Students will conceptualize, write, and perform each speech. Students will also be responsible for personally critiquing other students' speeches. Proper speaking etiquette will be stressed, i.e., posture, effective use of gesture, volume control, diction, enunciation, and projection. The latter part of the semester will focus on debating skills. Students will come to understand the elements of successful debating through research, active participation in, and critique of debates. This course does not fulfill graduation requirements in English.

### **130 Film I 9**

*3 credits. First semester course. Meets 5 times a cycle.*

This course explores the history of cinema by returning to the genesis of the silent days of the first three decades of the 20th century, through the Hollywood Studio Star System in the 30's and 40's, to the prominence of the director of the 50's and 60's. By viewing such classic films as *Citizen Kane*, *Casablanca*, *The Searchers*, *Butch Cassidy and the Sundance Kid*, *Singin' in the Rain*, *Rear Window*, *North by Northwest*, *Psycho*, and *Dr. Strangelove* we will discuss how the director makes meaning with his camera as well as examining the acting, screenwriting, music, and other important components of film making. Significant genres to be analyzed are comedies, dramas, suspense/mysteries, musicals, and westerns-- some in glorious color and many in luminous black and white. Short response papers as well as longer essays will be required in a class that emphasizes critical thinking in both discussion and writing contexts. This course does not fulfill graduation requirements in English.

### **129L Film II 9**

*3 credits. Second semester course. Meets 5 times a cycle.*

Directorial heavyweights Francis Ford Coppola, Stephen Spielberg, Martin Scorsese, Spike Lee, Woody Allen, and Stephen Soderbergh display their power behind the camera in a course that focuses not only on the cinematic genius of these and other modern filmmakers, but also the socio-cultural and political issues embedded in works that include *The Godfather*, *Schindler's List*, *Goodfellas*, *Do the Right Thing*, *American Beauty*, and *Traffic*. Short response papers and longer essays will be required in course that is based on both classroom discussion and written analysis. This course does not fulfill graduation requirements in English.

### **147 African-American Studies 11 H**

### **137 African-American Studies 11 ACP**

*3 credits. First semester course. Meets 5 times a cycle. Open to juniors and seniors.*

This course traces the African American experience through the reading of nonfiction and fiction, and the viewing of video documentaries. Course coverage includes an examination of slavery, reconstruction, media stereotypes and their

effect on American culture. In addition, this course analyzes various political and social movements from the early 1900s to present. Class discussion and analysis of videos and literary forms will provide the foundation of this thought-provoking course. Representative examples of literature include *Crossing the Dangerous Water* (anthology), *The Fire Next Time*, *The Ways of White Folks*, *The Bluest Eye*, and a collection of informative videos. Offered with an H or ACP level option. This course does not fulfill graduation requirements in English.

### **135 The Bible and Mythology 11 H**

### **138 The Bible and Mythology 11 ACP**

*3 credits. Second semester course. Meets 5 times a cycle. Open to juniors and seniors.*

Both the Bible and myths are a major part of human literary heritage. From the story of creation in Genesis to the surreal and apocalyptic vision of the Book of Revelation, the Bible is not only great literature in itself, but also the source of inspiration in later literature and in music, painting, film and other related arts. Mythology is also an integral part of our heritage and has been a profound source of inspiration for writers and other artists. This course will provide a close study of selected portions of the Old and New Testaments, as well as of some basic myths from a variety of cultures to see what they contribute to our understanding of the human condition. Offered with an H or ACP level option. This course does not fulfill graduation requirements in English.

## **FAMILY AND CONSUMER SCIENCE DEPARTMENT**

The Family and Consumer Science Department merges the Home Economics and Business Administration programs into one with its primary objective to provide students with the essential knowledge and skills to manage the challenges of living in a diverse, global society. The course offerings stimulate independent thinking, creative problem solving, decision-making, communication, and management of resources. The content of the courses has been constructed to contribute to the general education of all students, regardless of their educational, occupational or professional goals. Students who are planning to continue their education beyond high school with a major in Business and/or Family and Consumer Science related careers are strongly urged to enroll in the program.

### **701F Fitness and Wellness for Life 10**

### **702L Fitness and Wellness for Life 9**

*1.5 credits. Semester course, offered both semesters. Meets the Fitness and Health requirement.*

The goal of this course is to encourage students to sustain a healthy mind and body. Throughout the semester, students will explore different food pyramids and fad diets that are bombarding the media with sure guarantees of weight loss. Students will analyze personal eating habits through food journals, log daily steps with pedometers, develop strategies to manage everyday stress and apply goal and decision making skills to daily choices. Simple lifestyle changes have a significant impact on self-esteem and the awareness of our bodies; each component of the course is designed to empower students to develop the extraordinary potential within him/herself.

### **704F-705L Introduction to Child Development 9**

*1.5 credits. Semester course, offered both semesters.*

This course begins with the study of prenatal development. In order to fully understand the growth patterns of the whole child, topics of research and discussion include: nutrition, genetics, environment, and other factors that impact human development. Areas of physical, social, emotional, and cognitive growth from birth through year 5 are the second focus of this course. Instructional activities include observations of children, hands-on activities, class discussions, projects, and interpretation and analysis of various developmental theories.

### **706F-706L Teaching Young Children 9**

*1.5 credits. Semester course, offered both semesters.*

Teaching Young Children focuses on the study of developmental expectations for children, ages 2 to 5, to prepare for direct contact teaching in the Child Development Lab School. Lectures, discussions, videos, readings, research, and hands-on activities help high school students explore the needs of the preschool child, the value of play, and the importance of managing a safe and healthy preschool environment. Students will prepare for actual involvement with the children through studying and planning lessons from several areas, including; creative arts, math, science, and dramatic play. Upon successful completion of this course, students will have created a portfolio of activities that they may use when they enter Child Study Lab.

### **707F-708L Child Study Lab 10**

*3 credits. Semester course, offered both semesters.*

**PREREQUISITE:** Completion of either Introduction to Child Development 9, Teaching Young Children 9, or approval of the department head.

The Child Development Laboratory program offers students who have completed an introductory child development course an opportunity to combine classroom instruction in child development along with a practical experience in the Child Study Laboratory School. This course will examine the development of the physical, emotional, social, cognitive and language growth of preschool children. In this laboratory, each student will participate in planning, organizing, implementing, and evaluating the laboratory school activities. For the student who elects this course more than once, many opportunities are available for more in-depth work with the preschoolers. Students may be assigned as Team Leaders or Head Teacher. Team Leaders are responsible for organizing a teaching team. This includes planning, implementing, and evaluating lessons that are taught by the team. Head Teachers act as the Family and Consumer Science teacher's assistant. They are responsible for classroom management and overall guidance of the preschoolers. The Head Teacher also aids the teaching team with their daily lessons and helps to critique lessons after taught. Further opportunities afforded seniors is the intensive component. Intensive students plan the classroom environment, develop newsletters, create web pages, and organize other major components of the class.

### **713F-714L Joy of Cooking 9**

*1.5 credits. Semester course, offered both semesters.*

With the explosion of new scientific information and evidence this course is designed to examine nutrition through the study of a variety of healthy and valued food pyramids. By preparing unusual breakfast, lunch and dinner menus, a wide variety of low fat, no fat and vegetarian recipes, analyzing recipes, and substituting ingredients, students will increase their knowledge of healthy eating. Each student will conduct a computer analysis of his/her own diet and individual eating patterns with a goal of making enjoyable and healthy heart choices.

### **716F-722L Food, Culture, and Society 9**

*1.5 credits. Semester course, offered both semesters.*

Throughout the ages food choices have been influenced by six primary factors: food availability, technology, socio-economic class, religion, politics, seasons and climate. This course offers students the opportunity to study and analyze the effect of culture and food and the relationship of diet to good health within each society. Students will discover, share, and develop an appreciation for diverse tastes passed from generation to generation within cultures all around the world. Students will plan and prepare various international dishes.

### **718F-719L Culinary Arts 10**

*3 credits. Semester course, offered both semesters.*

**PREREQUISITE:** The successful completion of two semesters in a foods class.

Culinary Arts will expose students to the many facets of food service operation. Students will practice professional cooking methods, create menu-planning skills, and become familiar with tools and techniques used in quantity food preparation. Students will develop the fine art of marketing, packaging and pricing for a profit. Laboratory periods will be devoted to developing skills, which will be utilized in operating a small student-run café.

## **Business Courses**

### **730F Computer Keyboarding 9**

*1.5 credits. Semester course.*

Keyboarding has become a universal writing skill. It has become increasingly important in the technological age because it provides students with the "touch method" of inputting data into the computer. To receive maximum value from a computer's high-speed output, the user must be competent at the input end--the keyboard. This course gives students intensive instruction in mastering the keyboard, formatting, graphics, and word processing techniques. This course is recommended prior to taking other computer applications courses.

### **731L Advertising and Marketing 9 ACP**

*3 credits. Second semester course.*

The goal of this course is to provide students with the fundamental skills needed to analyze, evaluate, and develop marketing and effective advertisements. *Photoshop 7.0* and *Adobe InDesign CS* are the tools that will be used and mastered by the students in developing an advertising plan, analyzing market situations, formulating marketing objectives, identifying potential target audiences, and developing an integrated marketing plan. This course is recommended for students taking yearbook, business courses, or who are interested in marketing.

### **703F Introduction to Yearbook Design & Production 9**

*1.5 credits. Semester course.*

This course provides opportunities for students to learn about the elements of planning, design and publication through the project-based environment of The *Wellesleyan* yearbook class. Students develop skills in problem solving, photojournalism and visual communications. Topics of study include graphic design, introduction to journalism and print production. Students participate in the planning of the yearbook's theme, design, revise copy, layouts, and plan print deadlines. Prerequisite for *Yearbook Design & Production* course.

### **726S Yearbook Design & Production 9**

*3 credits. Semester Course*

### **726I Yearbook Design & Production 10**

*6 credits. Year course.*

**PREREQUISITE:** *Introduction to Yearbook Design & Production 9*

This course provides opportunities for students to apply their knowledge of elements of design as they plan and produce the school's yearbook, The *Wellesleyan*. Students further develop skills in visual communications and decision making. Course topics include graphic design, journalism, networking and media production. Students plan the yearbook's theme, edit and revise copy, design and execute layout, plan printing and distribution deadlines and maintain a self-sufficient business model. Cooperative pooling and allocation of talents are emphasized.

### **729F-729L Business Law 10 ACP**

*3 credits. Semester course, offered both semesters.*

This semester course will engage students in a comprehensive study of business law. Students will learn to critically examine their legal responsibilities and rights, apply legal principles to the issues confronted by individuals. Case analysis and class activities ---will help students to understand legal issues. Course topics include understanding ethics and the law, fundamentals of contracts, criminal and civil law, laws related to consumer protection, employment, business organization, ownership or property and the financial markets.

### **725 Business Entrepreneurship and Economics 10 ACP**

*6 credits. Year course.*

This interactive, hands-on course provides students with an opportunity to explore the world of business and economics, and to develop entrepreneurial skills. The students will study business and economic concepts including supply and demand, the free-enterprise system, competition, marketing and sales, productivity, financing a business, leadership, and business strategy. To integrate the learning, the students will participate, and operate a student-run corporation. A consultant from the business community will visit the class regularly, providing a school/business partnership that provides a real-world connection with the curriculum. Some of the skills the students will develop throughout the course include: leadership, organization, critical thinking, problem solving, decision-making, and oral and written communication skills. Technological resources will be utilized to augment the learning. The skills and lessons learned in the class are relevant for all students, not just those looking to study business in college.

### **711 Finance and Investments 11 H**

*6 credits. Year course.*

This introductory course in the field of personal finance and investments will help students build solid financial habits and arm them with the knowledge and tools necessary to become more financially independent. The course teaches economic and decision-making concepts of saving, spending, and investing. Students will gain an understanding of current events and economic conditions and how these effect their financial future. Throughout the year the class will complete in a realistic stock market simulation. Financial professionals and field trips to financial institutions throughout the year will provide the students with valuable learning experiences.

## **724 Global Marketing 10 ACP**

*6 credits. Year course.*

Countries and businesses have become increasingly interconnected as a result of technology and the improved understanding and appreciation of different cultures. In this course, students will look beyond the United States and develop skills in analyzing, identifying and addressing foreign market opportunities. Students will learn about the marketing mix (product, price, promotion, place) and other functions of marketing: purchasing, selling, pricing, product planning, marketing information management, promotion, distribution, financing and risk management. Students will participate in interesting and interactive projects and will create products to export, identify products to import, and develop marketing strategies within different countries. Current events, trends and case studies will be integrated and evaluated throughout the course. This class is recommended for all students interested in studying marketing and learning about different countries.

## **732 AP Economics 12 H**

*6 credits. Year course.*

**PREREQUISITE:** Completion of either Global Marketing, Finance & Investments, or Business Entrepreneurship & Economics, or permission of the department head.

AP Economics is a full year course that covers both microeconomics and macroeconomics. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Primary emphasis is placed on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The macro part of the course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measure, the financial sector, stabilization policies, economic growth, and international economics. The pace of the course requires a significant amount of independent study. The course will prepare students for analyzing and applying the economic concepts covered and will prepare them for the Advance Placement Microeconomics and Macroeconomics exams.

### **FITNESS AND HEALTH DEPARTMENT**

Students are required to pass four semesters of Fitness and Health before graduation. Each course may only be taken once during the required five semesters. Introduction to Fitness Center Training is required first semester freshman year and Health Issues is required during sophomore year.

**001 Adventure I 10** *1.5 credits. Maximum 15 students. Semester course, offered both semesters.*

**002 Adventure I 9** *1.5 credits. Maximum 15 students. Second semester course.*

Students taking this course will participate in group challenges based on trust and team building. Spotting techniques and safety procedures will be emphasized. Knot tying and equipment maintenance will be part of the instruction. A progression of individual and group initiatives will prepare the student for using the indoor climbing wall and belaying other students. Students are expected to attempt climbing. This is a prerequisite for *Adventure II*. This is not considered an aerobic activity but one that requires average physical capabilities.

**003 Introduction to Fitness Training 9** (Fitness Center)

*1.5 credits. First semester course. Required for freshman. Open to all classes.*

The main purpose of the course is to train all incoming freshman and new students, to safely use the various exercise equipment and stations in the fitness center. Successful completion of certification classes will allow students access to the fitness center during and after school. Instruction will focus on the components of fitness and how they contribute to optimal health. Principles of strength training, elements of cardiovascular health, basic anatomy and physiology, nutrition, sports injury prevention, and the elements of a personal fitness plan are topics covered during the course.

**004-005 Health Issues 10**

*1.5-3 credits. Semester course, offered both semesters. Required for sophomores.*

The topics for instruction in the Health Issues course predominantly relate to human sexuality and include relationships, growth and development, sexual behavior, realities and responsibilities of sexual behavior, decision making, sexual

assault and sexually transmitted diseases. Another focus of the course is substance abuse prevention. The study circle discussion model may be used to address this issue. The curriculum is available for review in the high school library or by contacting a fitness and health teacher.

**006 Fitness Center Workout 10** *1.5 credits. First semester course.*

**007 Fitness Center Workout 9** *1.5 credits. Second semester course.*

This course is designed for the motivated student who is interested in making a difference in their fitness level. A personal fitness plan will be designed with input from the instructor and closely monitored for progress. Students should plan to work out vigorously for the entire class period. Fitness plans will be customized for each student's short and long term goals i.e.; weight management, overall conditioning for health, sports specific training, muscle strength and conditioning.

**008 Sports Education 10**

*1.5 credits. First semester course.*

Using a variety of team sports, students will practice skill improvement, learn the history of sport, develop strategies for successful game play, develop coaching skills, rules interpretation, and the basics of officiating. Activity sessions include: officiating, coaching, organization, game play, strategies, team building, sportsmanship, sports literacy and sports specific fitness training. Students will gain an understanding of the roles associated with being a member of a sports program; player, coach, official, statistician.

**009 Rackets, Bats, and Clubs 9**

*1.5 credits. Second semester course.*

Racquet sports, golf and whiffle ball are often a choice for lifetime physical activity. Participating in this course challenges students to improve agility and fine tune eye-hand coordination. Students will learn the components of participation: skills development, related fitness components, specific training guidelines, single and doubles strategy, game strategies, golf fundamentals, sportsmanship, etiquette, and rules for play. Tournament play will be included. The racquet sports offered are tennis, badminton and pickle ball—an indoor version of paddle tennis.

**010-011 Adventure II 10**

*1.5 credits. Maximum 15 students. Semester course, offered both semesters.*

**PREREQUISITE:** Adventure I and teacher permission.

Students electing this course will participate in challenges based on trust and group cohesiveness. A progression of team building activities will prepare students to climb the high ropes of the outdoor **Project Adventure** course. The emphasis will be on developing climbing teams. Experiential learning will include: safety procedures, rappelling, prusik climbing and dynamic and static belay. The major portion of instruction will be on the outdoor course-weather permitting. Inside work may include designing and teaching challenge initiatives, learning facilitation skills and personal reflection. This is not considered an aerobic activity but one that requires average physical capabilities. Students are required to climb and be responsible for belaying other team members.

**012 Power Up 10** *1.5 credits. First semester course.*

**013 Power Up 10** *1.5 credits. Second semester course.*

*Space limited to 20 students. Only 2 sections offered each semester.*

Confidence - Power - Safety - this class will help give students the skills to take control of their lives. Students are taught to stay calm and focused through Introductory Yoga, and to appropriately respond in the moment of fear and intimidation. This course will address boundary settings, assertiveness skills, relationships and dating safety. Students will learn different techniques and behaviors, which will empower them in an actual assault. All verbal and physical skills will be practiced through simulated attacks against a padded assailant in a safe, supportive environment.

Everyone has the right to live all aspects of life in safety and confidence. This course is highlighted by a full-day in-school fieldtrip (retreat). Come be empowered! There is a materials fee for this course.

**014 Adapted Fitness and Health**

The Fitness and Health Department offers opportunities required under Chapter 71B of the Massachusetts State Law for individualized instruction. An Individualized Education Program (IEP) describes the specific services which each special education student will receive in Fitness and Health.

**017 Functional/Core Training 10** 1.5 credits. First semester course.

**018 Functional/Core Training 9** 1.5 credits. Second semester course.

Student will focus on functional circuit training outside the realm of the fitness center. The training approach for the first half of the course will primarily consist of the use of medicine balls and strength training bands. Functional training emphasizes the training of full body movements, not isolated muscle exercises. The core training for the second half of the course will consist of a variety of pilates and stability ball work-outs. The goal of this course is to demonstrate meaningful ways to engage in fitness programs without the use of a fitness center or gym. Functional training instruction, core training, related nutritional education and designing individual fitness plans are featured in this course.

**019 Personal Fitness Training 10** 1.5 credits. First semester course.

**020 Personal Fitness Training 9** 1.5 credits. Second semester course.

**PREREQUISITE:** *Fitness Center Workout.*

This course is designed for the serious fitness enthusiast interested in substantially improving their knowledge of fitness concepts and workout practices. Students will design and follow a comprehensive personal fitness plan. Workout regimens will be monitored and assessed during the semester. Students will work independently with the instructor functioning in the role of a personal trainer. Personal fitness goals are determined and assessed by both the student and the instructor.

**023 Fitness Yoga 10** 1.5 credits. First semester course.

**024 Fitness Yoga 9** 1.5 credits. Second semester course.

*Space limited to 20 students.*

This course is designed for students who would like to learn and use yoga as the focus of their fitness routine. Through a variety of workouts using hatha yoga poses and correct breathing techniques, students will strive to increase their flexibility, balance and strength. Students will also learn ways to reduce their daily stress levels through regular breathing practice. Creating and performing an original yoga routine will be expected of each student in the class.

**027 Let's Dance! 10** 1.5 credits. First semester course.

**027L Let's Dance! 9** 1.5 credits. Second semester course.

In this introduction to ballroom dance, students will learn the basics of the waltz, foxtrot, cha-cha, rumba and swing. All students will be encouraged to share their individual talents through peer teaching. The possibilities are endless from hip-hop to tap - you bring it! The class will also explore the history and influence of dance on society by viewing several films throughout the semester.

**032 Games, Initiatives & Problem Solving 10** 1.5 credits. First semester course.

**032L Games, Initiatives and Problem Solving 9** 1.5 credits. Second semester course.

This fitness and health course will develop problem-solving skills in an active group setting. This class will include icebreakers, problem solving activities and debriefing exercises. Health-related components will be addressed in each activity.

**701-702 Fitness and Wellness for Life 10-9**

*See description in Family and Consumer Science section.*

### **GUIDANCE AND COUNSELING DEPARTMENT**

The Guidance & Counseling Department provides a variety of services in three areas: personal/social, career/college and academic counseling. Within these three broad areas are nine specific services: guidance seminars, individual counseling, teacher consultation, resource coordination, information delivery, parent education/consultation, placement, evaluation/planning and records/testing. While students are the primary focus of these activities, counselors also work closely with parents, teachers and administrators.

Counselors spend the majority of their time working directly with students. Through individual counseling and guidance seminars, counselors address the developmental needs of students and provide crisis intervention. They are also in frequent communication with faculty, staff and parents in order to coordinate services and provide an optimum school experiences for all students. Counselors work closely with the Special Education Department, serving as referral agents and as members of evaluation teams. Counselors coordinate the 504 process and monitor the implementation of the plans. They also meet regularly with the Student Support Teams that are composed of the assistant principals, school psychologist and special educator to share information and develop strategies to meet the specific needs of individual students.

Any student who wishes to meet with his/her counselor individually should make an appointment in advance. In emergencies, however, a student should feel free to come in to see his/her counselor without advance notice. If the counselor is not available, the student should schedule an appointment or leave a note. Parents are encouraged to use the guidance services, calling (781-446-6305 x 5135) with questions or requesting a conference when appropriate

### Counseling Resources

The Counseling Department website is: [http://fc.wellesley.k12.ma.us/~WHS\\_Guid/](http://fc.wellesley.k12.ma.us/~WHS_Guid/).

There are several parent evening presentations throughout the year.

The Planning and Placement Center in room 171 serves as an educational resource for students and their parents. Parent volunteers maintain the center, which provides students with up-to-date post secondary education and career information.

- Admissions officers from over 100 colleges and vocational schools visit the high school throughout the year. Visits are scheduled at 10:45, 11:30, and 1:30.
- Post high school opportunities are publicized throughout the school regularly.
- Updates on information and services are published monthly in the PTSO Newsletter.

### Guidance Seminars

All students meet with their school counselor in small groups once per cycle for one semester; freshmen and seniors meet first semester, sophomores and juniors meet second semester. These seminars are designed to address the developmental needs of adolescents, maximize their learning experience and help them plan for the future.

**Freshman Guidance Seminar** - The primary focus of the program is the orientation of freshmen to Wellesley High School. Students meet during the first semester to become familiar with their new school, to get to know each other and their counselor. Counselors review with the students the Student Handbook, the Program of Studies, and other materials to help them understand the procedures, rules, regulations, and the general high school program, services and opportunities. In addition, students learn about the composition of their class, discrimination/diversity, conflict resolution, teacher expectations, study skills, time management and other topics of importance to ninth graders.

**Sophomore Guidance Seminar** - This second semester program focuses on decision-making skills and self-assessment. Students use the "Do What You Are" software (which is part of the guidance department's *Naviance* program) to explore personality types, career interests and possible college selections. In addition, students assess their academic and extracurricular participation and progress, their strengths and weaknesses and begin discussion of the college planning timeline with an emphasis on the testing appropriate for the end of the sophomore year. Students will discuss the Massachusetts Comprehensive Assessment System (MCAS). There are also units on depression and suicide prevention, as well as resources and ways of coping with stress.

**Junior Guidance Seminar** - This second semester program focuses on post-high school planning with particular emphasis on the college search process. Through a systematic approach, students come to understand their own personal requirements for college as well as what colleges look for in applicants. Students learn how to determine their eligibility for different colleges and to understand the importance of investigating colleges with a wide range of selectivity. Techniques for investigation, tours, interviews and narrowing down one's list of colleges are also discussed so that students are prepared to make the best use of the summer for continuing their research.

### Senior Guidance Seminar

In the first term of the year, students planning to attend college after high school review and revise their previous choices and finalize their plans. In addition to refining their list of schools, students will learn about their own and their counselor's responsibilities in the application process, and they will discuss interviews, essays and application preparation. Lastly, students will gain an understanding of the financial aid process.

Students who wish to pursue a gap year or options other than college will work with their counselor, either in groups or individually, to develop their post high school plans.

**College Testing** - Wellesley High School is a test center for the College Board. Registration Bulletins and college testing booklets describing the testing programs listed below are available in the counseling office.

**ACT - AMERICAN COLLEGE TESTING** - This assessment is used throughout the country by college and university admission offices. Somewhat like an SAT Reasoning Test and SAT Subject Tests combined, it is curriculum based and includes tests related to high school content areas: English, mathematics, reading and science reasoning.

AP - ADVANCED PLACEMENT TESTS - Three-hour tests administered in May each year at Wellesley High School for students seeking advanced standing in college in certain subject areas.

PSAT/NMSQT - PSAT NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST - The PSAT is a practice test for the SAT Reasoning Test for students who are considering education after high school.

SAT – Reasoning Test - Taken in the junior year and often taken again in the fall of the senior year, it is required for admission to many colleges. The SAT Reasoning is primarily a multiple-choice test designed to measure verbal and mathematical reasoning abilities. There is a 25-minute essay that is required.

SAT - Subject Tests- These tests cover a variety of academic subjects and are designed to test your level of knowledge. Colleges requiring these tests usually require either two or three. Students must investigate college requirements carefully, and be aware of when tests are given.

Testing plans are discussed in Guidance Seminars; a typical testing pattern follows:

Sophomore Year - All sophomores will take the state mandated MCAS in the spring of tenth grade. Sophomores may consider taking an SAT Subject Test in subjects that will not be studied again, such as Chemistry or World History. Some sophomores may elect to take the PSATs in October.

Junior Year - The PSAT/NMSQT is administered in October. Test booklets and scores returned in December provide a study guide to assist students in their preparation for the SAT Reasoning Test in the spring. It is also the qualifying exam for the National Merit Scholarship Program.

The SAT Reasoning and Subject Tests are usually taken in May and June of the junior year. Students who plan to apply to college as early action or early decision candidates are encouraged to have taken three subject tests by the end of the junior year. Advanced Placement Exams are administered in May.

Senior Year – Seniors typically take the SAT Reasoning or Subject Tests in October or November, often for the second time. Advanced Placement Exams are administered in May. Students who wish to take the ACT in addition to or in lieu of the SAT Reasoning Tests, generally take it once, in either their junior or senior year.

TEC - Various special courses are available after school through the TEC collaborative. For more information, please see your school counselor.

ELL services are provided to limited English proficient students who are identified as eligible for support by referral and formal assessment of their English proficiency. Students are taught in small groups. In addition, students are offered modifications to the curriculum as needed and may be graded on a pass/fail basis if necessary.

### **MATHEMATICS DEPARTMENT**

Each student must pass two years of mathematics, not including computer programming courses, in order to fulfill graduation requirements. Wellesley High School strongly encourages enrollment in a mathematics course in each of a student's four years in high school.

Courses are offered ranging from Cognitive Tutor Geometry to Advanced Placement Calculus or Statistics in the senior year, many at three levels of difficulty. Students are recommended for a specific level based upon demonstrated achievement and interest in mathematics. It is strongly urged that students consider these factors when selecting courses of study in mathematics. As a general guideline, students who achieve a grade of B or better in their present course and have their teacher's recommendation will be prepared for the next course at that level.

**Honors Level:** honor courses are designed for gifted and highly motivated students who have demonstrated high achievement and the ability to handle an accelerated pace. Student work requires thoughtful analysis and attention to detail leading to synthesis of new ideas and prior learning. Diversified strategies and skills to solve complex, challenging problems, and the ability and desire to think, reason, work independently and in teams, and communicate mathematically on an abstract and symbolic level will be expected of all students. Nightly homework may include previewing new material, applying and extending concepts discussed in class, researching various aspects of mathematics, and completing team projects. This sequence leads to the study of Calculus or Statistics at the Advanced Placement level in the senior year. Students should have a teacher recommendation based on superior achievement in a previous mathematics course.

**ACP Level:** courses are a demanding part of the advanced college preparatory program. The pace is rigorous and a great deal of outside preparation is expected. Students must demonstrate effective mathematical skills or be sufficiently motivated and determined to acquire these skills. The ability to think, reason, and communicate mathematically is required. Consolidation and application of math concepts are developed both independently and with the guidance of the teacher. Written and oral work must exhibit proficiency in a multi-faceted approach to solving problems. Nightly homework may involve applying and extending concepts discussed in class; previewing new material; and, at times, carrying out independent projects. This sequence leads to an introduction to college mathematics in the senior year. Students should have a teacher recommendation based on solid success in a previous mathematics course.

**CP Level:** is a college preparatory program for students who need substantial structure and a focus on skill development. Material is presented at a deliberate pace in both abstract and experiential formats. The goal of these courses is to enable students to be confident learners who are solidly based in the fundamentals of mathematics. Those fundamentals must include the ability to think, reason and communicate effectively about mathematics. There is a continual emphasis on applying problem solving skills to real life situations. There is considerable variety in approaches to the course work. Nightly homework may involve applying and extending concepts discussed in class; previewing new material; and, at times, carrying out independent projects. Students generally require additional help and practice in understanding and learning new materials. This sequence leads to a Trigonometry course in the senior year, which includes the study of various algebraic and trigonometric functions. Students should have a recommendation from the teacher of their previous math course.

*All courses are full year, 6 credit courses.*

### **300 Foundations in Mathematics 9/10 CP**

This course is designed to provide instructional focus on numeracy, basic mathematical skills, and problem solving. This general education course is co-taught by members of the Mathematics and Special Education departments. Students will review basic skills and apply them to new situations while learning more about problem solving strategies. Enrollment is by teacher recommendation.

### **353 Skills Math 9-12**

The focus of this course is on practical math skills. Students will apply these skills to everyday life experiences. Through an experiential approach, students will continue to develop basic math skills. Enrollment is by teacher recommendation.

## **The Interactive Mathematics Program**

In this course, students study mathematics in the context of meaningful themes and complex problems. The IMP curriculum challenges students of all skill levels to actively explore open-ended situations, in a way that closely resembles the inquiry method used by mathematicians and scientists in their work. Students work in teams as well as individually. They conduct experiments with real data, look for and articulate patterns and then make, test, and prove conjectures. They strategize, solve problems and present ideas both in writing and orally. Graphing calculators are used regularly as a problem-solving tool throughout the course. IMP classes are heterogeneously mixed. Students may elect to earn IMP + (Honors Level) credit by extending the concepts in each unit with additional investigations. Homework is an integral part of this program, and students can expect to spend from 45 minutes to an hour (and at times more) per class. The IMP sequence begins in grade 9 and continues through grade 11, allowing students to take Discrete Mathematics, AP Calculus, or AP Statistics in senior year.

### **301 Interactive Mathematics Program + - Year 2 9 H**

### **302 Interactive Mathematics Program Year 2 9 ACP**

In year two, students will work with powerful mathematical ideas presented through five units. Students extend their work on algebraic expressions and graphs, learn a variety of approaches to solving equations, use statistical reasoning and the chi-square test, solve geometric problems, and work with fractional, negative and whole number exponents and logarithms, and linear programming. Problem contexts include statistical comparisons of populations, the geometry of the honeycomb, and the maximization of profits for a cookie store.

### **303 Interactive Mathematics Program + - Year 3 10 H**

### **304 Interactive Mathematics Program Year 3 10 ACP**

In year three, students extend their understanding of material studied in preceding years of the curriculum. The year is divided into five units, examining combinatorics and permutations; the binomial distribution and statistical reasoning;

extending linear programming to problems with several variables; functions and inverses; locus problems; congruence and similarity; coordinate geometry; rate of change using slope and derivative; exponential functions; logarithms; curve fitting; matrix operations; and solving systems of up to six equations using matrix inversion on graphing calculators. Some of the problem contexts in which students study these mathematical concepts include a baseball pennant race, population growth, and decision-making on land use.

### **305 Interactive Mathematics Program + - Year 4 11 H**

### **306 Interactive Mathematics Program Year 4 11 ACP**

In year four, students examine circular trigonometric functions, graph sine and cosine functions, prove the quadratic formula, and study the physics of falling objects. They study geometric transformations and their matrix representations, three-dimensional geometry, least squares approximation and regression as part of curve fitting, the central limit theorem, and families of functions. Students investigate the binomial distribution, extend the concepts of mean and standard deviation for binomial samplings, and work with concepts of confidence interval, confidence level, and margin of error.

### **311 Geometry 9 H**

### **312 Geometry 9 ACP**

The course will deepen a student's understanding of shapes and their properties, with an emphasis on applications. Physical models and other real-world objects will be used to develop a student's geometric intuition and understanding of abstract ideas. Students will form conclusions based upon their observations and experimentation, and will make generalizations based upon their examinations and an axiomatic system carefully developed in class. Connections between geometry and algebra will be explored using the Cartesian coordinate system and transformations. The computer will be used to reinforce spatial course notions. The Honors level course will emphasize the Euclidean axiomatic system, and both courses will explore experimental and inductive reasoning approaches to proof.

Students taking this course will be expected to have mastered the content of previous math courses, and should demonstrate a clear understanding of Algebra 1 topics. Some independent work both at home and in class and cooperative work are expected of all students. Nightly homework, ranging from 30 to 45 minutes (and at times more) per class, is generally used to practice skills learned in class.

### **313 Geometry 9 CP**

This course will deepen a student's understanding of shapes and their properties, with an emphasis on basic skill development and problem solving through applications. Physical models and other real-world objects will be used to develop a student's geometric intuition and understanding of abstract ideas. Students will form conclusions based upon their observations (experimentation) and make generalizations based upon their examinations and a simplified axiomatic system carefully developed and used in class. Connections between geometry and algebra will be explored using a variety of sources. The computer will be used to reinforce spatial notions and to develop conjectures. Students taking this course will be expected to have successfully completed an algebra course and will use their algebraic skills. Nightly homework may range from 30 to 45 minutes (and at times more) per class. This course will follow the Cognitive Tutor curriculum.

### **321 Advanced Algebra 10 H**

Functions are one of the fundamental notions of mathematics. This course will rely upon and extend the knowledge and skills obtained in the studies of first year algebra and geometry. The study of increasingly complex families of functions will be approached from a variety of perspectives (e.g., symbolically and graphically), emphasizing the basic concepts, importance, and representations of functions in "real world" applications. Topics in advanced algebra, include the complex number system, rational expressions and relations, linear programming, and matrices, quadratics, exponential functions, conics, probability and the introduction of derivatives. Graphing calculators will be integrated into the course. Students enrolled in this course will be expected to synthesize the skills they learn from direct teacher instruction and the text and then independently apply them to larger conceptual problems during group work in class and on their own.

Students enrolled in this course will be expected to have fully mastered the content of previous math courses, especially first year algebra. Nightly homework may range from 45 minutes to an hour (and at times more) per class.

### **322 Advanced Algebra 10 ACP**

The fundamental notion of function is the primary focus of this course. This course will rely on and extend the knowledge obtained in first year algebra and geometry. The study of functions will be approached from a variety of perspectives (e.g., symbolically and graphically), emphasizing the importance and representation of functions in "real world" applications.

Families of functions of particular concern in this course include linear through quadratic and higher power polynomial functions, as well as absolute value, square root, and rational functions. Graphing calculators will be extensively used, as well as appropriate computer software.

Students enrolled in this course will be expected to have mastered the content of previous math courses, especially first year algebra. Nightly homework may range from 30 to 45 minutes (and at times more) per class.

### **330 Pre-Calculus 11 H**

Trigonometry is an important topic in this course. Associated topics, such as parametric equations, vectors, and polar coordinates are studied, as well as data analysis, sequences and series, and matrices. The study of mathematical induction and an introduction to limits serve as a transition for students who elect Advanced Placement Calculus H as their next course. Real life applications of all topics are fundamental in this course, and the graphing calculator is an indispensable tool used for investigations. Students taking this course are expected to spend 45 minutes to an hour (and at times more) on homework per class.

### **332 Analysis 11 ACP**

This course is designed to emphasize the language of graphs and solving various types of equations and application problems. Students will be required to explain their thinking and solutions (verbal and written) within the context of a problem. A large part of the course is studying the exponential function, logarithmic function, and trigonometric function families. While graphing calculators will be used as tools throughout the course, students will be assessed with and without their calculators. Students taking this course are expected to spend 30 - 45 minutes on homework per class.

### **344 Pre-Calculus 12 ACP**

This course is designed to add to a student's knowledge of the various families of functions by looking at the polynomial function and rational function families and expanding on their previous knowledge of trigonometric family of functions. Student will also develop an understanding of radians, angular and linear speed, vectors, and limits. This course is intended for students who will continue mathematics in college with a Calculus course. Graphing calculators will be used as a tool throughout the course but students will be assessed with and without the graphing calculator. Students taking this course are expected to spend 30 to 45 minutes on homework per class.

### **364 Intermediate Algebra 10 CP**

Intermediate Algebra is designed to help the student understand the basic structure of algebra and its connections to geometry. The use of real-world situations, cooperative learning, making mathematical connections, open-ended problem solving and technology will be emphasized throughout the course. Students will continue the use of the Cognitive Tutor curriculum used in the Concepts in Algebra course in the Middle School and Geometry CP in the High School.

### **365 Algebra 2 and Personal Finance Part I 11 CP**

Year 3 of the CP curriculum offers a course designed to develop student understanding of core Algebra 2 concepts and personal finance. Topics explored include the quadratic and exponential families of functions as well as an introduction to personal financial planning. This introduction will focus on creating a personal financial plan with an emphasis on budgeting and investing.

### **366 Introduction to Statistics & Personal Finance II 12 CP**

Year 4 of the CP curriculum offers a course designed to develop further understanding of mathematical concepts including statistics, basic trigonometry and personal finance. In addition to the exploration of the introduction of statistics, this course is designed to enable students to make informed personal financial planning decisions. Topics explored include credit cards, checking accounts, savings plans, insurance, income and taxes.

### **341 Advanced Placement Calculus 12 AB H**

This is a demanding college-level calculus course. Many colleges grant one semester's advanced placement credit to students who successfully complete the course and who score sufficiently high on the AB Advanced Placement Examination. This course covers all topics in the AB syllabus and fully integrates the content of previous math courses. It builds on the foundations of those courses, and students taking Advanced Placement Calculus will be expected to have fully mastered that content. Graphing calculators will be used.

Students enrolling in Advanced Placement Calculus AB must have successfully completed either WHS' Pre-Calculus course at the honors level or IMP Year 4 at the honors level and should have a clearly demonstrated, high level of interest, motivation and achievement in all previous math courses. Students should expect to spend a minimum of 1 hour daily, and at times a great deal more, on out-of-class work. The ability to work independently and to learn math by reading and experimenting on one's own are expected of students in this course.

### **351 Advanced Placement Calculus BC 12 H**

This is a rigorous college-level calculus course. The topics covered in this course are the equivalent of a full year of college calculus. Many colleges grant two semester's advanced placement credit to students who successfully complete the course and who score sufficiently high on the BC Advanced Placement Examination. This course covers all topics taught in Calculus AB plus additional topics in the BC syllabus. Details on the content are contained in the course description booklet published by the CEEB and ETS. Extensive use of graphing calculators will be made. Students taking this course will be expected to have successfully completed WHS' Pre-Calculus course or IMP Year 4 at the honors level. Students should expect to spend a minimum of one hour daily, and at times a great deal more, on homework. The ability to work independently and to learn math by reading and experimenting on one's own are expected of students in this course.

### **361 Advanced Placement Statistics 12 H**

This course is intended for students who have completed Analysis and have the interest and skill level to take an Advanced Placement course. Topics may include, but are not limited to: observing patterns and departures from patterns using exploratory data analysis; using random samples, blocks and stratification to plan a study; modeling using probability and simulation; and using statistical inference to confirm models. Students who take this course will be prepared to take the Advanced Placement Examination in statistics. Extensive use of graphing calculators will be made throughout the course. Students taking this course will be expected to have mastered fully the content of previous mathematics courses, especially Algebra and Advanced Algebra. Students should expect to spend from 45 to 60 minutes per class or longer on homework.

### **352 Discrete Mathematics 12 ACP**

This course is intended for students who have completed Analysis and is designed to supplement previous learning in mathematics. Topics may include but are not limited to: graph theory, combinatorics, probability, an introduction to statistics, social choice mathematics, an introduction to modular arithmetic, codes and check digits, iteration, fractals, and dynamical systems. Students will use graphing calculators in solving real world problems. Students taking this course will be expected to have mastered fully the content of previous mathematics courses, especially first and second year algebra. Students should expect to spend from 30 to 45 minutes (and sometimes more) per class on homework.

### **371 Introduction to Calculus 12 H**

This is a demanding Honors level course that provides an introduction to the concepts of differential and integral calculus and their application to real world problems. Students will develop proficiency in finding the derivative of polynomial, trigonometric and exponential functions, and will learn to use the change of variable method to calculate integrals. Throughout the course, the relationship of the derivatives and integrals of functions to their graphs is emphasized. Students taking this course will be expected to have mastered fully the content of previous mathematics courses, especially Advanced Algebra and Analysis. Students should expect to spend from 45 to 60 minutes (and at times more) per class on homework.

### **362-362L Introduction to Computer Programming 9**

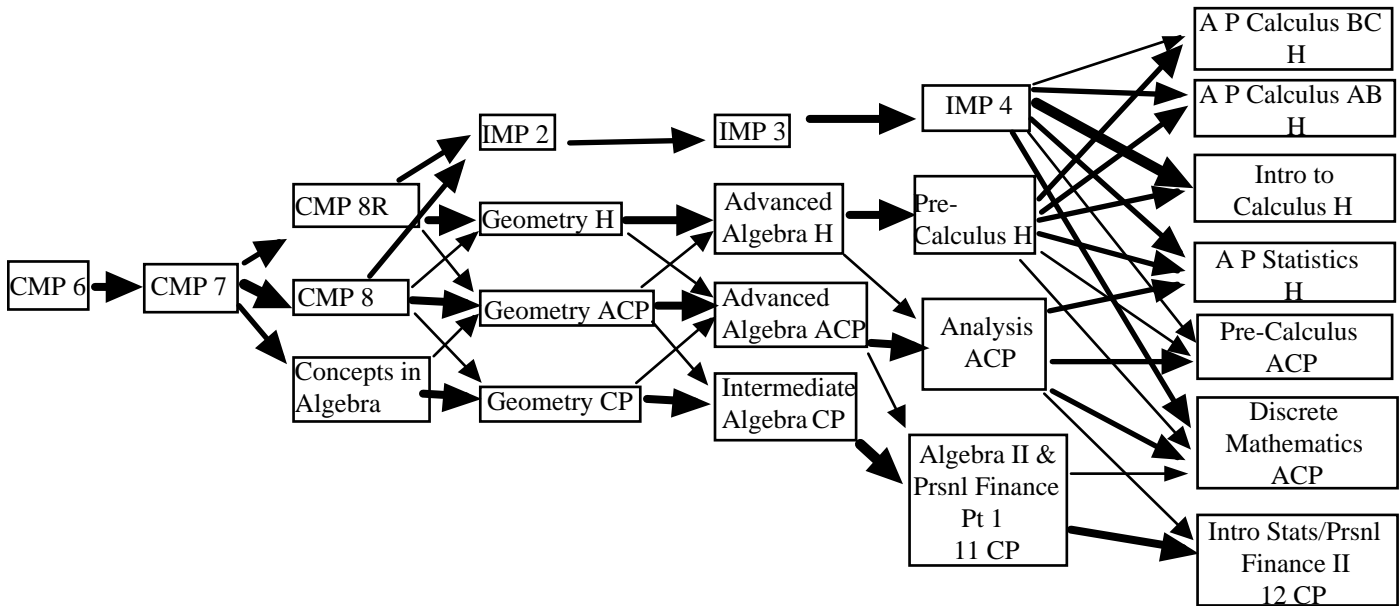
*1.5 credits. Semester course, offered both semesters. Offered 2011-2012.*

Students who enjoy interacting with computers and who are looking beyond using the computer as a tool should investigate computer programming by taking this course, which will introduce students to The C++ and Java languages. Students must have a sound mathematical background and be capable of working independently, as well as have a serious commitment to cooperative work. This course prepares students for the Advanced Placement Computer Science course that will be based on the Java programming language. Students in this course work at their own pace, but students are expected to push themselves to their highest ability and to seek help from the teacher and their classmates, as well as offering help to others.

### 363 Advanced Placement Computer Science 10 H

6 credits. Year course. Offered 2012-2013.

The goals of this course are comparable to those of a first-year course offered in college and university computer science departments. The course prepares students to take the Advanced Placement Examination, the results of which may result in advanced standing in college computer science courses. This course will be taught using the Java programming language and will include topics such as: arrays, strings, sorting and searching algorithms, methods, constructors, and files.



### METCO PROGRAM

#### 1090 METCO College Prep

METCO College Prep is designed to complement the Senior Guidance Seminar. The students are able to receive individual attention to further pursue their plans for college or other post-secondary endeavors.

### PERFORMING ARTS DEPARTMENT

The Performing Arts Department provides experiences in the three allied arts; Music, Drama, and Dance. Through classroom, rehearsal and performance, students develop skills, techniques and knowledge that foster their intellectual, emotional and physical growth and development. Students of all levels are encouraged to participate. Students who have a serious vocational interest in music or drama can gain a solid foundation of pre-professional training through four years of study in the program area as well as through the intensive opportunity. Course meeting patterns and credits vary.

### REQUIRED CONCERT ATTIRE FOR MUSIC ENSEMBLES

Members of Symphonia, Advanced Strings, Concert Choir, Song Sisters, Brooks Brothers, Keynote Singers, and Rice Street Singers are required to purchase standardized uniforms or dresses. These articles can be purchased as needed from POPS (Parents of Performing Students). Standardized tuxedo jackets (boys) will be provided by the department for a school year's usage. In addition, members of Keynote Singers and Rice Street Singers are required to purchase separate performance attire. Concert Band members wear department-issued red blazers with personally-owned black bow ties, black slacks, and white collared shirts in all public performances. Black dress shoes are required for all performers in all ensembles. A user fee is charged for tuxedo and band jackets to cover the cost of dry cleaning upon the return of these items after the final concert of the year. Fee subsidy is available in cases of need. Jazz Band members will wear uniform concert attire consisting of personally owned black dress shirt and black dress slacks.

### "INTENSIVE" COURSES

Seniors who wish to experience more in depth study can apply and audition for admission into "Intensive" versions of selected courses offered by the department. Grades awarded for "Intensive" courses will be averaged into the student's GPA at Honors Level. Music seniors who have taken the prerequisite course, 901 THE COMPLETE MUSICIAN, or its equivalent, who achieve a score of 75 or higher on the COMPLETE MUSICIAN final exam, and who meet standards assessed by a pre-entry audition, exam, and interview will complete enrichment projects designed with the teacher in

addition to the regular course assignments. Drama seniors desiring admittance to Intensive ACTING 12 must complete ACTING 11 and interview/audition with the instructor. Intensive students who elect to do a Senior Project must continue to attend the meetings of the Intensive course and participate in public performances required for that course during the Senior Project term.

N.B. Course numbers ending in “A” indicate that an audition or interview is prerequisite to admission. Course numbers ending with other letters indicate combined ensemble options.

### **Interdisciplinary Courses**

#### **900 Critic’s Guide to the Performing Arts 9**

*1.5 credits. Second semester course.*

This course is designed to help students to become thoughtful and perceptive consumers of the Performing Arts. Course content will be linked to the arts calendar of the Greater Boston area. A minimum of five professional, semi-professional, and community performing arts events will be booked for students to attend as a group. Students will be prepared for these performances by in-class discussions and research on the genres and periods included in the event. Seminar-style discussions and critical writing subsequent to the events will heighten students’ awareness of the characteristics inherent in a variety of performing art forms. Students will be expected to keep a portfolio of their research and critical reviews. Personal outlay for tickets (\$100 maximum) and transportation will be incurred. Subsidy is available in cases of need. This course may be taken more than once.

### **Music Courses**

#### **901 The Complete Musician 9**

*3 credits. Year course.*

This course helps students develop into well-rounded musicians through study of the fundamentals of music theory, sight singing, ear training, conducting, and composition. Students in this course should be interested in serious study of music. This course, or equivalent studies, is a prerequisite for all senior music “Intensive” courses. The content of this course provides a core body of knowledge and skills for those intending to minor or major in music in college.

#### **902 History of Jazz 9**

*1.5 credits. First semester course.*

This course offers a complete historical perspective of the evolution of jazz beginning in the early days of blues and ragtime to contemporary modern jazz. Students will analyze authentic historical jazz performances and closely examine the social contexts from which each style emanated. Course work will include listening to primary sources of jazz performances, viewing videotapes of jazz masters in performance, attending and critiquing live performances, and hearing guest lecturers. Students will prepare and present Power Point presentations on two significant jazz composers.

#### **903 Beginning Music Technology 9**

*3 credits. Year course.*

This course will give students an introduction to MIDI sequencing and recording techniques. Students will learn to operate a modern synthesizer and to setup and operate a MIDI connection between a computer and a synthesizer. They will also learn about current digital recording techniques, miking and mixing techniques, and how these pertain to current careers in music such as “recording engineering” and “studio production.” While employing technology, students will simultaneously gain song writing skills in the style(s) of their choosing. By the end of this course, students will have completed approximately ten original songs using the technology and composition skills introduced in class. There is no prerequisite coursework or musical experience needed for this course. All are welcome!

#### **904 Advanced Music Technology 10**

*3 credits. Year course.*

**PREREQUISITE:** Successful completion of *903 Beginning Music Technology*.

This course will explore MIDI sequencing and recording in depth. Students will learn advanced techniques employed by music engineers and producers including digital recording and editing, microphone choice and placement, software-based effects, mixing and CD mastering. Students will design their own projects and may collaborate with others in the class. Students will gain deeper understanding of the song writing process through the study and analysis of professionally recorded songs by artists of their choosing. Students are highly encouraged to collaborate with colleagues taking TV/video courses to create soundtrack music for films. Advanced seniors may apply for the Intensive version (905) of this course.

### **905A Music Technology Intensive 12 H**

*3 credits. Year course.*

**PREREQUISITE:** Successful completion of *901 the Complete Musician* (or equivalent studies), and 904 Advanced Music Technology, audition, interview, and private voice lessons. Juniors desiring to enroll in this Senior Intensive must consult with the instructor the prior spring.

This is a rigorous Honors level course that will count in the computation of the Grade Point Average. The objective of this course is to provide opportunities for students to use electronic hardware and software in creating original and sophisticated music compositions and/or inventive technology projects.

In addition to the course requirements for 904, seniors must complete one of the following: (1) set up recording equipment and microphones to record all fall and spring high school music concerts (total of six); (2) compose, notate, record, and critique a CD of five or more songs and maintain a "journal" for collecting ideas to be used in composition and for documenting one's thinking process during composition. (3) create a film score for a TV studio production; OR a major Senior Project agreed upon and designed with the teacher. Students choosing the Senior Project option must work on the project throughout the school year and continue to attend Music Tech classes during the Senior Project term.

### **908 Concert Band 9**

*6 credits. Year course.*

This woodwind, brass and percussion ensemble offers players a substantial playing experience with music from the standard band repertoire. Students will learn music theory and ear training through the study of this repertoire. The Concert Band will join with the Wind Ensemble to serve as a Pep Band during football season, playing at all home games. Band members are expected to perform in all public performances that include winter and spring concerts, the MICCA Ensemble Festival, home football games, and other school and community events. Concert Band members are strongly encouraged to take private lessons on their instruments.

### **909A Concert Band Intensive 12 H**

*6 credits. Year course.*

**PREREQUISITE:** Successful completion of *901 The Complete Musician*, as well as audition and interview. Private lessons are strongly recommended. Juniors desiring to enroll in this Senior Intensive must consult with the director the prior spring.

This is a rigorous Honors level course that counts in the computation of the Grade Point Average. The objective of this course is to provide students with advanced musical and leadership experience working with a performing ensemble.

In addition to fulfilling the requirements for 908, the Intensive student will function as a student conductor for various sectional and full rehearsals as well as some performances of the ensemble. Intensives are expected to analyze recordings of pieces being studied to form an understanding of proper stylistic interpretation and other musical nuances. In sectional and regular rehearsals Intensives will be called upon to think critically and expected to contribute constructively to the musical shaping of each piece being prepared. Thorough understanding and preparation of their parts as well as detailed understanding of the pieces as a whole will be vital. Other leadership roles will include: acting as a mentor for incoming freshmen band members, researching and announcing program notes at concerts, serving as a stage manager or technical assistant at concerts, maintaining the bandroom facility and school-owned instruments, and librarian duties. Intensives may also perform a solo concerto with the ensemble or may choose to do a Senior Project that would benefit or involve the ensemble. Students choosing to do a Senior Project must continue to attend all rehearsals and performances during the Senior Project term.

### **908B Concert Band and Concert Choir 9**

*6 credits. Year course.*

Students alternate attendance between band and choir offered simultaneously during Elective Priority Block.

### **908AW Wind Ensemble 9**

*6 credits. Year course.*

**PREREQUISITE:** Audition and interview. Private lessons are strongly recommended.

This advanced woodwind, brass and percussion ensemble has fixed instrumentation and will offer students a substantial playing experience performing demanding music from the standard band repertoire. Students will also learn music theory and ear training through the study of this repertoire. Membership is established by audition. The Wind Ensemble will join

with the Concert Band to serve as a Pep Band during football season playing at all home games. Wind Ensemble members are expected to perform in all public performances that include winter and spring concerts, the MICCA Ensemble Festival, home football games, and other school and community events.

### **908AWI Wind Ensemble Intensive 12 H**

*6 credits. Year course.*

**PREREQUISITE:** Successful completion of *901 The Complete Musician*, as well as audition and interview. Private lessons are strongly recommended. Juniors desiring to enroll in this Senior Intensive must consult with the director the prior spring.

This is a rigorous Honors level course that counts in the computation of the Grade Point Average. The objective of this course is to provide students with advanced musical and leadership experience working with a performing ensemble.

In addition to fulfilling the requirements for 908AW, the Intensive student will function as a student conductor for various sectional and full rehearsals as well as some performances of the ensemble. Intensives are expected to analyze recordings of pieces being studied to form an understanding of proper stylistic interpretation and other musical nuances. In sectional and regular rehearsals Intensives will be called upon to think critically and expected to contribute constructively to the musical shaping of each piece being prepared. Thorough understanding and preparation of their parts as well as detailed understanding of the pieces as a whole will be vital. Other leadership roles will include: acting as a mentor for incoming freshmen band members, researching and announcing program notes at concerts, serving as a stage manager or technical assistant at concerts, maintaining the bandroom facility and school-owned instruments, and librarian duties. Intensives may also perform a solo concerto with the ensemble or may choose to do a Senior Project that would benefit or involve the ensemble. Students choosing to do a Senior Project must continue to attend all rehearsals and performances during the Senior Project term.

### **922 Advanced String Ensemble 9**

*6 credits. Year course.*

**PREREQUISITE:** Audition

String Ensemble is an advanced-level string ensemble comprising the most advanced and committed string players of Wellesley High School. Membership is by audition. String Ensemble performs a wide variety of string orchestra literature and occasionally performs with special guest soloists. String Ensemble combines with Symphonia for many concerts and performs in the Masterworks Concert, featuring full symphonic chorus and orchestra. After-school or evening rehearsals may be required to this end. Small-group instruction and sectional rehearsals are sometimes offered as adjunct activities. String Ensemble meets 5 days out of the 7-day cycle. Participation all 5 days of the cycle is required. Individual practice outside of rehearsals is required. On time class attendance is critical and participation in private lessons is strongly recommended.

### **911 Symphonia 9**

*6 credits. Year course.*

**PREREQUISITE:** Ability to play string instrument; violin, viola, cello, bass, harp.

*Symphonia* is an intermediate- to advanced-level string ensemble for students who play violin, viola, cello or bass. Membership in *Symphonia* is open to all string players who have developed proficiency on their instrument that enables them to play the repertoire of the ensemble. *Symphonia* performs music for string orchestra and occasionally for full orchestra, and performs in the Masterworks Concert, featuring full symphonic chorus and orchestra. Repertoire is drawn from the Baroque, Classical, Romantic and Contemporary eras and occasionally includes other genres such as bluegrass, movie music, and jazz. Small-group instruction and sectional rehearsals are sometimes offered as adjunct activities. *Symphonia* meets 5 days of the 7-day cycle. While it is highly recommended that students participate in *Symphonia* all 5 days of the cycle, with permission from the instructor, it is possible to participate in *Symphonia* 3 or 4 days of the cycle in order to accommodate another performing ensemble, a science lab, or another course. Participation in private lessons is strongly recommended. Any wind or percussion players selected to play in the Symphonia (911AG) must also play in Concert Band.

**910 C      Symphonia and Brooks Brothers 9**

**910 D      Symphonia and Song Sisters 9**

**910AE     Symphonia and 1:00 Jazz Band 9**

**910AF     Symphonia and 2:00 Jazz Band 9**

*6 credits. Year courses.*

### **910AG Symphonia/Concert Band 9** (winds and percussion only)

*6 credits. Year course.*

**PREREQUISITE:** Audition and membership in Concert Band.

Auditioned woodwind, brass, and percussion players enrolled in this section attend two specified rehearsal blocks of Orchestra and three specified rehearsal blocks of Concert Band each cycle. The specific blocks for Band and Orchestra rehearsals will be designated by the conductors. This section requires FIVE REHEARSAL BLOCKS per cycle and is awarded full credit as a major course.

### **910AH Symphonia/Concert Band 9** (winds and percussion only)

*2 credits. Year course.*

**PREREQUISITE:** Audition and membership in Concert Band.

This section of Orchestra is for auditioned woodwind, brass, and percussion players who would like to be in Concert Band full time for five blocks each cycle and, in addition, to play in Orchestra for two blocks each cycle. Students who sign up for this class must also be enrolled in Concert Band (908). This section in combination with Concert Band requires SEVEN REHEARSAL BLOCKS per cycle.

### **911A Symphonia Intensive 12 H**

*6 credits. Year course.*

**PREREQUISITE:** Successful completion of *901 The Complete Musician*, as well as audition and interview. Private lessons are strongly recommended. Juniors desiring to enroll in this senior Intensive must consult with the director the prior spring.

This is a rigorous Honors level course that will count in the computation of the Grade Point Average. The objective of this course is to provide opportunities for senior instrumentalists to reach a sophisticated level of performance skill in preparation for a college major or minor in music. The Intensive student will function as a student leader of the ensemble and of the orchestral department as a whole. The student will assist the Director as needed. In addition to the course requirements of 911, Intensive Students must complete the following requirements: (1) attend three professional or semi-professional performances and write critical reviews (2) engage in a leadership seminar one time per cycle to discuss elements of leadership and application to the performing arts department; (3) perform in or organize a library concert; (4) propose and complete an approved project per semester.

### **912A 1:00 Jazz Band 9**

*3 credits. Year course.*

**PREREQUISITE:** Audition and interview as well as membership in Concert Band, Orchestra (bass players) or Chorus (guitar and piano players). Private lessons are strongly recommended.

1:00 Jazz Band has flexible instrumentation. Woodwind, brass, percussion, guitar, piano, and bass players are eligible to audition. Jazz Lab is designed to teach students to play jazz styles and to improvise on their instruments. Students will learn to play “head charts,” assemble backing parts, improvise solos, and rehearse big band charts. Students are encouraged to form combos outside of class. Combos that rehearse regularly and achieve a high level of proficiency may be eligible to play outside “gigs” (hired performances) and attend adjudicated festivals. Combos judged to be ready to gig can be listed on the department web site for bookings. Jazz Lab members must be taking private lessons on their instruments. Students in this class are required to perform in a major ensemble including Concert Band, Symphonia (upright bass players), and Chorus (pianists and guitarists). Students enrolled in this course who are members of the Symphonia will be excused from one Jazz Lab meeting per cycle to attend Orchestra rehearsal. Members of 2:00 Jazz Band may take this course to improve skills in improvisation.

### **913A 2:00 Jazz Band 9**

*3 credits. Year course.*

**PREREQUISITE:** Audition and interview as well as membership in Concert Band, Orchestra (bass players) or Chorus (guitar and piano players). Private lessons are strongly recommended.

This advanced jazz big band has fixed instrumentation limited to alto, tenor, and baritone saxes; trumpets; trombones; guitar; piano; bass; and drum set. Membership is established by audition. Other instrumentalists (clarinets, flutes) may be called in as needed (e.g., for tunes prepared for the annual Essentially Ellington festival). Jazz band is designed to provide students with playing experience in various jazz styles. Some introduction to the skill of improvisation will be provided in rehearsals, but students are expected to study this skill further in private lessons and/or in 1:00 Jazz Band 9 (course 912A).

Performances will include school concerts, community events, and adjudicated festivals. Students in this class are required to perform in a major ensemble including Concert Band, Symphonia (upright bass players), and Chorus (pianists and guitarists) and it is strongly recommended that they take private lessons on their instruments.

### **914B 1:00 Jazz Band Intensive 12 H**

### **914A 2:00 Jazz Band Intensive 12 H**

*3 credits. Year course.*

**PREREQUISITE:** Successful completion of *901 The Complete Musician*, as well as audition and interview. Private lessons are strongly recommended. Juniors desiring to enroll in this Senior Intensive must consult with the director the prior spring.

This is a rigorous Honors level course that will count in the computation of the Grade Point Average. The objective of this course is to provide opportunities for advanced students to gain sophisticated experience in playing varied jazz styles with an emphasis on increased skill in improvisation and in preparation for a college major or minor in music.

The Intensive student will function as the Student Conductor of the ensemble. The Student Conductor must keep a year-long journal which contains consistent entries showing evidence of reflective, imaginative, analytical, and critical thinking. Intensive students will also research, write, and deliver program notes about repertoire pieces performed in all concerts. In addition to the course requirements for 912A or 913A, students must complete two of the following: (1) attend six professional, semi-professional, or community jazz performances and write critical reviews of these; (2) view videotapes of all WHS Jazz Band performances and write critical reviews with musically specific commendations and suggestions for improvement; (3) compile an annotated discography of the works of a jazz “great” using resources from libraries and other individuals; (4) memorize the melody and chord changes to three jazz “standards.” Perform and improvise over the chord changes with a trio or quartet; (5) transcribe a recorded solo by a jazz “great” and play it; OR a major Senior Project agreed upon and designed with the teacher. Students choosing the Senior Project option must work on the project throughout the school year and continue to attend rehearsals and perform in concerts during the Senior Project term.

### **915 Concert Choir 9**

*6 credits. Year course.*

This course will provide students with a substantial experience singing in a large choral ensemble of mixed voices (soprano, alto, tenor, bass). A wide repertoire of choral music is studied through the year ranging from classical to contemporary styles. Students will also develop music literacy skills and proper vocal technique. Members in Concert Choir perform several times during the year in school. Occasionally off-campus performances are scheduled including music festivals and community events. A biennial Masterwork Concert of a major choral work with Symphonia is a tradition.

### **915AI Concert Choir Intensive 12 H**

*6 credits. Year course.*

**PREREQUISITE:** Students must complete an interview and audition for admission to this course. The student must have a history of productive contributions to the Choral Department and be in good standing with the teacher of the course and the administration of Wellesley High School.

This is a rigorous Honors level course that will count in computation of the Grade Point Average. The objective of this course is to provide opportunities for advanced student vocalists to reach a highly sophisticated level of musicianship in preparation for a college major or minor in music.

The Intensive student will function as a student leader of the ensemble and of the choral department as a whole. The student will assist the Choral Director as needed. In addition to the course requirements of 915 Intensive Students must complete the following requirements: (1) perform with Song Sisters or Brooks Brothers in addition to the Concert Choir; (2) engage in a leadership seminar one time per cycle to discuss elements of leadership and application to the performing arts department; (3) perform in or organize a library concert; (4) propose and complete an approved project per semester.

### **916 Song Sisters 9**

*3 credits. Year course.*

Song Sisters is a non-auditioned choir that performs music specifically written for women’s voices (soprano, mezzo soprano, alto). Literature is drawn from traditional and contemporary styles. Students will develop their vocal skills through exercises designed to meet the needs of the developing female voice. The Song Sisters perform several times in

school. Occasionally off-campus performances are scheduled including music festivals and community events. The Song Sisters will perform with Brooks Brothers and/or the Concert Choir to gain experience in singing with a mixed ensemble.

### **917 Brooks Brothers 9**

*3 credits. Year course.*

Brooks Brothers is a non-auditioned choir that performs music specifically written for men's voices (tenor, baritone, bass). Literature is drawn from traditional and contemporary styles. Students will develop their vocal skills through exercises designed to meet the needs of the developing male voice. The Brooks Brothers perform several times in school. Occasionally off-campus performances are scheduled including music festivals and community events. The Brooks Brothers will perform with Song Sisters and/or the Concert Choir to gain experience in singing with a mixed ensemble.

### **918A Rice Street Singers 10**

*6 credits. Year course.*

**PREREQUISITE:** Students must complete an audition and it is highly recommended that they engage in private voice lessons while registered for the course.

Rice Street Singers is an advanced small ensemble of male and female singers who learn jazz singing techniques, styles, improvisation skills, and a variety of vocal jazz and popular music. The students are also expected to sing the classical masterworks performed by the department and occasional choral projects may require study of music outside of the jazz and popular genres. Membership is limited to grades 10-12 and is by audition only. Singers in this course will study advanced choral techniques and repertoire in addition to elements of ear training and music theory. This ensemble performs at regularly scheduled concerts and additional performances on and off campus.

### **919A Rice Street Singers Intensive 12 H**

*6 credits. Year course.*

**PREREQUISITE:** Students must complete an interview and audition for admission to this course. The student must have a history of productive contributions to the Choral Department and be in good standing with the teacher of the course and the administration of Wellesley High School.

This is a rigorous Honors level course that will count in computation of the Grade Point Average. The objective of this course is to provide opportunities for advanced student vocalists to reach a highly sophisticated level of musicianship in preparation for a college major or minor in music.

The Intensive student will function as a student leader of the ensemble and of the choral department as a whole. The student will assist the Choral Director as needed. In addition to the course requirements of 919A, Intensive Students must complete the following requirements: (1) perform with Song Sisters or Brooks Brothers in addition to the Rice Street Singers; (2) engage in a leadership seminar one time per cycle to discuss elements of leadership and application to the performing arts department; (3) perform in or organize a library concert; (4) propose and complete an approved project per semester.

### **920A The Wellesley Keynote Singers 10**

*6 credits. Year course.*

**PREREQUISITE:** Students must complete an audition and it is highly recommended that they engage in private voice lessons while registered for the course.

The Keynote Singers is an advanced choral ensemble of male and female singers who perform classical and contemporary repertoire with and without accompaniment. Membership is limited to students in grades 10 through 12 and is by audition only. Singers in this course will study advanced choral techniques and repertoire in addition to elements of ear training and music theory. This choir performs at regularly scheduled concerts and additional performances on and off campus.

### **921A The Wellesley Keynote Singers Intensive 12 H**

*6 credits. Year course.*

**PREREQUISITE:** Students must complete an interview and audition for admission to this course. The student must have a history of productive contributions to the Choral Department and be in good standing with the teacher of the course and the administration of Wellesley High School.

This is a rigorous Honors level course that will count in computation of the Grade Point Average. The objective of this course is to provide opportunities for advanced student vocalists to reach a highly sophisticated level of musicianship in preparation for a college major or minor in music.

The Intensive student will function as a student leader of the ensemble and of the choral department as a whole. The student will assist the Choral Director as needed. In addition to the course requirements of 920A, Intensive Students must complete the following requirements: (1) perform with Song Sisters or Brooks Brothers in addition to the Keynote Singers; (2) engage in a leadership seminar one time per cycle to discuss elements of leadership and application to the performing arts department; (3) perform in or organize a library concert; (4) propose and complete an approved project per semester.

## Drama Courses

### 934 Acting I 9

3 credits. Year course.

Improvisation opens the imagination allowing first-year actors to develop scenes, plays, and entire alternate realities on the spot. Students will learn the skills needed to improvise effectively and collaboratively. Classes will cover the “accepting” rule, character development, the physical life of the actor onstage, collaboration techniques, scripting versus playing, and more. This course is recommended for all freshmen and others new to high school drama. Course curriculum includes the following units: *Playing Is The Thing!*, *Introduction to Acting Theory*, *Children’s Theater*.

### 935 Acting II 10

3 credits. Year course.

**PREREQUISITE:** *Acting I 9* or permission of instructor.

Acting is a means for self-study and self-exploration. This class will provide second-year actors with an opportunity to explore and apply the basic principles and techniques of effective, imaginative, and honest stage acting. Students will be engaged in experiential exercises, structured improvised scenes and monologues, as well as scripted scenes. The class will culminate in informal presentations of student work. Course curriculum includes the following units: *Introduction to Improvisation*, *Introduction to Scene Study*, *Theater Around the World*.

### 936 Acting III 11

3 credits. Year course.

**PREREQUISITE:** *Acting II 10* or permission of instructor.

Third-year students will explore the art of physicalizing characters and have the opportunity to explore some of the greatest characters in the theater. Working in a creative and positive atmosphere, students will gain expertise with characterization, objective, inner and outer action, beats, units, given circumstances, relaxation and imagination, partner and group action/reaction. The course will culminate in an informal performance of scenes. Course curriculum includes the following units: *The Complete Audition*, *Shakespearean Scene Study*, *Improvisational Theater*.

### 937 Acting IV 12

3 credits. Year course.

Fourth-year students are expected to direct and rehearse independently one-act plays and scenes outside of class. In-class work will focus on directing and advanced scene study. The class will culminate in a full-scale public performance. Course curriculum includes the following units: *Student-Directed One Act Festival*, *Advanced Scene Study*, *Senior Class Drama Production*.

### 938A Acting Intensive 12 H

3 credits. Year course.

**PREREQUISITE:** Successful completion of *936 Acting III 11* (or equivalent studies), audition, interview with instructor. Juniors desiring to enroll in this senior Intensive must consult with the instructor the prior spring.

This is a rigorous Honors level course that will count in computation of the Grade Point Average. The objective of this course is to provide opportunities for advanced student actors to reach a highly sophisticated level of preparation for a college major or minor in acting or directing.

Intensive students will periodically lead class warm-ups and discussions and direct class scene work. Each Intensive student will keep a detailed journal showing evidence of reflective, imaginative, and critical thinking about topics assigned by the instructor. In addition to the course requirements for 937, Intensive students must complete one of the following project options: OPTION ONE (1) Read two additional plays and write critical response papers, and (2) attend two additional off campus theater performances and write critical reviews. OPTION TWO with the approval of the instructor, take on the role and responsibilities of Assistant Director for either the Festival one-act play or the spring play.

OPTION THREE Complete a major Senior Project agreed upon and designed with the teacher. Any student intending to produce a Senior Project in theater must be enrolled in this course. Intensive students choosing the Senior Project option must work on the project throughout the school year and continue to attend class during the Senior Project term.

### **940 Play Reading Seminar 9**

*1.5 credits. First semester course.*

Like all artists, playwrights use their medium to reflect and comment upon their society and times. By examining scripts, one can gain insight into playwrights' views on the philosophy, values, and political issues of their eras. Through reading and discussions, students will explore the sociopolitical climates that playwrights reflected in their works as well as the structural components of the plays. Students will examine five scripts to understand how the plays reflected and affected their times. Each time this course is offered, the plays studied will be organized around a central theme. The theme will change each year so that students can take this course several times. This course is highly recommended for students intending to take *941 Playwrights' Workshop*.

### **941 Playwrights' Workshop 9**

*1.5 credits. Second semester course.*

This course is designed for students who wish to learn to write plays. Students will learn different methods of generating ideas, plots, and characters through writing monologues and scenes. The course will culminate in a finished one-act play. It is highly recommended that students take *940 Play Reading Seminar 9* prior to enrolling in this course.

### **942 Stagecraft 9**

### **943 Stagecraft 9**

*1.5 credits. Semester course.*

This course is designed to provide students with a basic understanding of the fundamentals of technical theater. The coursework will include set design, set construction, set painting, lighting, light design, and sound. Students will learn about the different aspects of stagecraft through hands-on experiences, discussions, and independent projects. Students will be involved in set construction for school plays and encouraged to serve on running crews for productions. This course may be taken for one or both semesters.

## **READING DEPARTMENT**

The goal of the Reading Department is to provide experiences that will assist students in becoming engaged, fluent, and proficient readers of the variety of materials they will encounter in their personal and academic lives. To this end, students are instructed in the use of text to access and interpret information, recognize the large questions, purposes, and habits of mind that characterize specific academic disciplines, and to recognize and evaluate varying viewpoints. The skills of word analysis, fluency, and comprehension are directly addressed in each course in order to build independence, motivation, and a love of reading.

### **962D Dimensions of Reading**

*3 credits. Year course.*

**PREREQUISITE:** Enrollment is through recommendation of the Literacy Specialist only.

This course targets word analysis of multisyllabic academic vocabulary. Students are taught to approach novel words strategically, using phonetic, morphemic, and semantic cues to determine meaning. Reading speed is addressed through opportunities for imbedded practice with texts at students' Independent reading levels. Direct instruction in developing persistence in reading difficult material, monitoring comprehension, questioning, summarizing, and clarifying is provided.

### **962L Academic Literacy**

*3 credits. Year course. Offered 3 times a cycle.*

**PREREQUISITE:** Enrollment is through recommendation of the Literacy Specialist only.

Facility with academic texts and personal engagement with reading are the dual foci of this course. Students will become familiar with specialized vocabulary, semantics, concepts, phrases, and idioms of different disciplines and discourses. They will learn to identify and use text features such as signal words and structure in order to access and interpret information in text books and other course materials. In the personal dimension, students will become aware of preferences, habits, processes, and growth as readers, set goals for purposeful engagement with reading, and increase their confidence, risk taking and persistence in reading.

## SCIENCE DEPARTMENT

Students are required to pass two years of science as well as the MCAS STE exam for graduation. The Science Department strongly encourages enrollment in a science course in each of the four high school years.

Courses in four major scientific disciplines (earth science, chemistry, biology, and physics) are offered. Each of the science courses is offered at three levels. While the activities at each level are determined according to the needs and abilities of the students, a core curriculum forms the basis for all courses. Chemistry and Biology courses are aligned with state standards to ensure students are prepared to pass the MCAS STE exams in these subjects. Students begin science with a ninth grade earth science course. Advanced courses are offered as first year courses for biology and physics. An advanced placement course in chemistry is available as a second year elective in grades 11 or 12. All science offerings provide laboratory experiences, as well as demonstrations and problem-solving exercises. Project-based courses are offered as a more structured and hands-on alternative to traditional courses. A variety of teaching methods are used to ensure maximum understanding of science concepts. Students in Honors classes in grades 9, 10 and 11 are required to complete a group research project.

### **420 Conceptual Biological Chemistry 9 CP**

#### ***Two-Year Course.***

This two-year course is designed to give students an opportunity to develop prerequisite skills in order to build a working knowledge of biology. The course will focus on teaching students the key concepts in biology and chemistry that explain why living organisms function and exist. A highly supportive, differentiated teaching model will be used to ensure that each student has the opportunity to build their understanding. The curriculum will be primarily aligned to the Massachusetts Biology Framework but will also draw heavily on the Chemistry Framework so that students can develop a basic knowledge of chemistry to understand the basis of life. Students completing this two-year course will have met the graduation requirement for science. Enrollment is by teacher and department head recommendation.

### **411 Earth Science 9 H**

Earth Science at the Honors level is a comprehensive course that asks students to develop a detailed understanding of the function and history of our planet. Students will investigate four main topic areas: astronomy, meteorology, oceanography, and physical geology. Students are expected to work independently, and gain understanding of basic concepts with minimal support from the teacher. Teacher support and class time are focused on development of advanced concepts and skills, which build on this basic understanding. Students are expected to master a conceptual understanding of how the earth works, and use this understanding to make predictions and interpret data. In addition, students learn foundational science skills such as experimental design, data analysis and scientific reading and writing. Students are expected to develop strong problem solving and inferential skills, apply algebra with a minimum amount of review, and express understanding in clear, coherent writing. Students also are required to complete a group research project. Nightly homework and readings focus on the development of new ideas for class discussion and preparation for class work.

### **412 Earth Science 9 ACP**

Earth Science at the ACP level is a comprehensive course that asks students to develop an understanding of the function and history of our planet. Students will investigate four main topic areas: astronomy, meteorology, oceanography, and physical geology. With guidance from the teacher, students will be expected to develop independence and build a basic understanding of earth science concepts. Once mastery of these is developed, students will move towards mastery of more advanced ideas. Students are expected to master a conceptual understanding of how the earth works, and use this understanding to make predictions and interpret data. In addition, students learn foundational science skills such as experimental design, data analysis and scientific reading and writing. With teacher support, students will develop strong problem solving skills, apply algebra and express understanding in clear, coherent writing. Nightly homework and readings are given concurrently or following the presentation of classroom material and serve to reinforce concepts learned in the classroom.

## **402 Project Earth Science 9 ACP**

### **403 Project Earth Science 9 CP**

Project Earth Science is a hands-on project-based course that asks students to develop an understanding of the function and history of our planet. Students will build understanding through the completion of a series of major and minor projects that allow them to investigate four main topic areas: astronomy, meteorology, oceanography, and physical geology. With structured support from the teacher, students will build a basic understanding of earth science concepts and develop the ability to recognize patterns and solve problems. Students are expected to develop an understanding of how the earth works, and use this understanding to explain various phenomena that occur on the earth and in space. In addition, students be guided to develop foundational science skills such as experimental design, mathematical reasoning, data analysis and scientific reading and writing. The project based approach allows students to demonstrate mastery of material through a variety of approaches and allows for the accommodation of a range of learning styles. Homework and readings focus on reinforcing and expanding concepts learned in class, completion of projects and the directed gathering of information to aid in class activities.

### **421 Chemistry 10 H**

**PREREQUISITE:** Student should have completed a year of science and have the recommendation of their grade 9 science teacher.

Chemistry at the Honors level is an investigation of the theoretical and quantitative aspects of chemistry including chemical bonding, atomic structure, stoichiometry, periodicity, kinetics, and equilibrium. Students are expected to work independently, and gain understanding of basic concepts with minimal support from the teacher. Teacher support and class time are focused on development of advanced concepts and skills, which build on this basic understanding. Students are expected to master a conceptual understanding of the behavior of matter at the atomic level, and use this understanding to make predictions and interpret data. Concepts and ideas are presented through class discussion, readings, demonstrations and laboratory experiments. Strong algebraic skills and ability to use quantitative reasoning are expected of all students. Towards the end of the year, all students are required to complete a group research project. Nightly homework and readings focus on reviewing and expanding class concepts, problem solving, and preparation for new material the following day.

### **422 Chemistry 10 ACP**

**PREREQUISITE:** Student should have completed a year of science and have the recommendation of their grade 9 science teacher.

Chemistry at the Advanced College Preparatory level is an investigation of theoretical and quantitative aspects of chemistry including, chemical bonding, atomic structure, stoichiometry, periodicity, kinetics, and equilibrium. With teacher support, students are expected to master a basic understanding of the behavior of matter at the atomic level, and use this understanding to make predictions and interpret data. Building on this understanding, students will then move on to more advanced topics. Concepts and ideas are presented through class discussion, readings, demonstrations and laboratory experiments, with support and guidance from the teacher as needed. Readings and nightly homework focus on reviewing class concepts, problem solving, and preparation for new material the following day.

### **452 Chemistry in the Community 10 ACP**

### **453 Chemistry in the Community 10 CP**

**PREREQUISITE:** Student should have completed a year of science and have the recommendation of their grade 9 science teacher.

Chemistry in the Community is a hands-on project-based course that asks students to develop an understanding of the behavior of matter at the atomic level. Topics covered include chemical bonding, atomic structure, stoichiometry, periodicity, kinetics, and equilibrium, and are taught through teacher-directed, project-based units. Students learn important chemistry concepts while investigating major societal problems involving water, energy, petroleum, and nuclear chemistry. Structured teacher support helps students develop effective strategies for learning and problem solving so that students can gain a basic mastery of chemistry. Experiments and group collaboration on projects are central components of this course. Nightly homework and reading focuses on reviewing class notes, applying concepts learned in class, and laboratory reports. Assignments and activities are differentiated by level as needed.

### **451 Advanced Placement Chemistry 11 H**

**PREREQUISITE:** Students must have completed a year of chemistry at the Honors level at WHS and have the recommendation of their previous year's science teacher. Students wishing to take chemistry outside of WHS to prepare them for AP Chemistry must have the outside course evaluated by the department head of science and technology prior to taking the course.

This is a second-year honors chemistry course for those students who have successfully completed a year of chemistry. The content of the course will include topics covered under the Advanced Placement Chemistry syllabus such as bonding, periodicity, equilibrium, kinetics and electrochemistry. The course emphasizes a much more detailed and quantitative study of theory than did the first-year course and expects students to have a strong understanding of basic chemistry and mathematical reasoning. Students learn to use a variety of analytical equipment and techniques.

### **431 Biology 11 H**

**PREREQUISITE:** Students should have completed two years of science, one of which is chemistry and have the recommendation of their most recent science teacher. Biology at the Honors level is an investigation of the major themes and ideas of modern biology, including cell and molecular biology, biochemistry, genetics, evolution, ecology, anatomy and physiology. Students are expected to work independently, and gain understanding of basic concepts with minimal support from the teacher. Teacher support and class time are focused on development of advanced concepts and skills, which build on this basic understanding. A strong understanding of chemistry is expected of all students, as this is used as the foundation for developing a strong understanding of how living organisms function and interact. Students learn through laboratory projects, class discussion, problem solving and independent reading and modeling exercises. All students are required to complete a group research project. Nightly homework and readings will focus on reinforcing and expanding current class discussion, problem solving and preparation for new material the following day.

### **461 Advanced Placement Biology 11 H**

**PREREQUISITE:** Students should have completed two years of science (one of which is chemistry) and have the recommendation of their most recent science teacher. Any student wishing to drop AP Biology H after will be required to go to Bio ACP. Requests to drop must be submitted by April 1.

AP Biology is a rigorous and fast-paced approach to the understanding of all aspects of biology, including molecular biology, genetics, evolution, ecology, anatomy and physiology, and animal behavior as defined by the Advanced Placement syllabus. The course focuses on exposing students to all the material covered by the syllabus, and helping them become independent learners. Students are expected to perform laboratory experiments and write reports with a minimum of support. They are expected to do independent reading on a nightly basis and develop a basic understanding of the reading that can be refined and built upon in class. Students will be expected to identify points of confusion and take responsibility for asking questions in class for clarification. Students are expected to be able to take the concepts that they learn and apply them to new situations, to work independently, to develop their factual and conceptual knowledge, to apply chemistry skills with a minimum of review and be able to express understandings in clear, coherent writing. Students are encouraged (but not required) to take the Advanced Placement exam in biology at the end of the year. In order to complete the A.P. curriculum, students will be assigned summer reading. A textbook, reading list, and assignment sheet will be issued in June, and students are expected to come to class having completed the work

### **432 Biology 11 ACP**

**PREREQUISITE:** Students should have completed two years of chemistry and have the recommendation of their most recent science teacher.

Biology at the Advanced College Preparatory level is an investigation of the major themes and ideas of modern biology, including cell and molecular biology, biochemistry, genetics, evolution, ecology, anatomy and physiology. With review and support from the teacher, students will draw upon their chemistry knowledge and develop skills in problem solving, inferential reasoning and modeling so that they can gain a thorough understanding of modern biology. Students learn through laboratory projects, class discussion, problem solving, independent reading and modeling exercises, with support and guidance from the teacher as needed. Nightly homework and reading are used to reinforce concepts discussed in class.

### **462A Biology and the Body 11 ACP**

### **463A Biology and the Body 11 CP**

This course is a conceptual, hands-on, intuitive, project-based treatment of the major themes of biology. Through the study of the human body, students learn about cell and molecular biology, biochemistry, genetics, evolution, ecology, anatomy and physiology. Structured teacher support focuses on learning and the development of problem solving skills so

students can build a basic understanding of biology. Experiments and group projects, involving collaborative work are core components of the course. Nightly homework and reading focuses on applying concepts learned in class, and laboratory reports. Assignments and activities are differentiated by level as needed.

#### **491 Physics 12 H**

**PREREQUISITE:** Students should have completed three years of science and have the recommendation of their most recent science teacher.

Physics at the Honors level is an in-depth investigation of the fundamental topics of Physics. Topics that may be explored are: mechanics, thermodynamics, waves and optics, magnetism, and electricity. Students are expected to gain a deep understanding of key theories and concepts and be able to independently apply them in new and novel situations. Students are expected to enter the class with a strong understanding of algebra and trigonometry, as the class will focus on using these mathematical skills to understand physics concepts. Class time will be devoted to problem solving and laboratory exercises, allowing students opportunity to develop and hone understanding so that they can apply Physics concepts to real life situations. Nightly homework will often focus on novel problem solving.

#### **441 Advanced Placement Physics 12 H**

**PREREQUISITE:** Students in this course should have completed three years of science and have the recommendation of their most recent science teacher.

*Advanced Placement Physics* is a rigorous and fast-paced course that covers mechanics, thermodynamics, waves and optics, magnetism, electricity and modern physics in preparation for the AP exam. Students are expected to perform laboratory experiments, to do independent reading and enter class ready to apply concepts to new situations and be able to apply mathematics skills with a minimum amount of review. Students will be expected to express understanding in clear, coherent writing and to demonstrate mastery of problem-solving techniques. Students will be encouraged to take the Advanced Placement Exam in Physics at the end of the course. Nightly homework will often focus on novel problem solving and will average one hour per night.

#### **442 Physics 12 ACP**

Physics at the Advanced College Preparatory level is an investigation of the fundamental topics of Physics. Topics that may be explored are: mechanics, thermodynamics, waves and optics, magnetism, and electricity. Class time will be devoted to guiding students through the problem solving process and helping them develop understanding so that they can apply physics concepts to real life situations. Students will learn through labs, activities, demonstrations and in-class problem solving. Nightly homework problems and reading are used primarily to reinforce concepts discussed in class and students should enter class prepared to discuss their homework in depth. Mathematical concepts will be reviewed as needed, but students are expected to enter the class with a basic understanding of algebra.

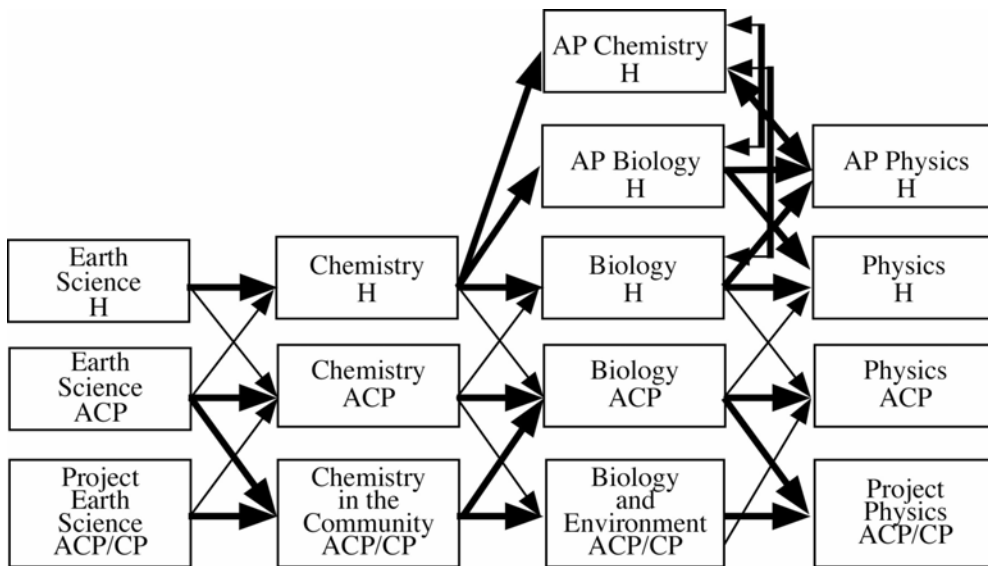
#### **472 Project Physics 12 ACP**

#### **473 Project Physics 12 CP**

This course is a conceptual, hands-on, intuitive, project-based treatment of physics content. Topics covered may include mechanics, thermodynamics, waves and optics, magnetism, and electricity. Students perform a number of experiments and projects and derive concepts and principles of physics from these activities. Topics include: motion, forces, sound and electricity. Nightly homework focuses on reading, applying concepts learned in class, and writing project reports. Assessments of assignments and activities are differentiated by level.

#### **471 Environmental Chemistry 10 H**

**PREREQUISITE:** Student should have completed a year of science and have the recommendation of their grade 9 science teacher. In this course, students will use the fundamental principles of chemistry to gain an understanding of the impact of Chemistry on our world. Students will gain an understanding of basic chemical concepts discussed in the standard chemistry curriculum. These concepts will be applied to an understanding of nature, resources, energy, and prevention of air, water, and land pollution. Environmental issues to be discussed could include climate change, air pollution, petroleum use and processing, nuclear power and radiation, and treatment of water sources. Students are also expected to complete independent reading, to apply algebra skills with minimal review, to solve novel problems, and to express their understanding in clear, coherent writing. All students are required to complete an in depth, group research project applying concepts discussed in class. Nightly homework focuses on reviewing class notes, problem solving, and research in current chemistry related topics.



### SOCIAL STUDIES DEPARTMENT

The social studies program follows a logical progression of courses offered at each grade level. It is strongly recommended that courses be taken in each of the four grades. Two years of social studies, including one year of U.S. history, are required for graduation.

Students in grades 9 and 10 are exposed to courses that provide background in the broad scope of world history from classical to modern times.

In grade 11, all students take U.S. History. In this core course, there is an assumption that students will have acquired some background on issues that have influenced our own national development and policies from the courses mentioned above. This allows teachers of U.S. History to examine some significant areas in depth as well as provide a comprehensive view of the span of U.S. history. Juniors can also enroll in the department's elective program. Russia, Philosophy, East Asian History, You and the Law, Contemporary Global Problems, and The Caribbean: Past and Present are one-semester courses open to juniors.

The grade 12 electives allow students to pursue courses more varied in nature than those in the other three grades ranging through the entire spectrum of the social sciences. Students may wish to take several half-year offerings that provide in-depth study in diverse disciplines. The one-semester offerings include Political Science, Economic History and Theory, Sociology, Psychology, Philosophy, East Asian History, Russia, You and the Law, Contemporary Global Problems, and The Caribbean: Past and Present. Full-year offerings are AP Psychology and Humanities.

### Grade 9

#### **World History from 500-1815 C.E. H, ACP, CP**

*6 credits. Year course.*

Students investigate the roots of world civilizations as they developed from ancient times into the nineteenth century. The course includes a review of the legacy of Greece and Rome that emphasizes historical, political, and cultural development. Islamic Civilization, the cities and states of ancient Africa, as well as the early history of China will be explored. The course continues with the study of the breakdown of central authority and the corresponding rise of the feudal system and the power of the Catholic Church during the Middle Ages, and the emergence of modern Europe beginning with the Renaissance and Reformation and continuing with the emergence of the nation state. The consequence of this emergence is additionally examined in relation to civilizations in the Americas. Students will also study the dramatic events and consequences of the rise of constitutionalism in England, and The French and Scientific Revolutions.

**211 World History from 500-1815 C.E., 9 H** is an honors course for students who have done superior work in eighth grade social studies and have been recommended by their teacher, who have a high level of interest in history, excellent reading skills and who can do the work without extensive outside help from tutors, parents, or the teacher. Students will be expected to read and write extensively and do independent research.

**212 World History from 500-1815 C.E., 9 ACP** is a course for students who have maintained a strong standard of performance in social studies, and who possess solid reading and writing skills, which will be further refined throughout the year. The course itself differs primarily from honors in the difficulty of the reading assigned and in the amount of supplemental reading and independent research that is required. Students will write on numerous topics covered in the course in an effort to support the development of essay writing and research skills.

**213 World History from 500-1815 C.E., 9 CP** meets the needs of students whose skill development requires a more intensive emphasis possible in smaller classes, and a pace that is modified to permit multiple approaches to developing a deep understanding of important concepts. The reading level of materials and writing assignments are tailored to individual needs. Nightly homework focuses on reading and applying concepts studied in class.

### **Grade 10**

#### **Modern World History from 1815-present H, ACP, CP**

*6 credits. Year course.*

Students explore the world in the nineteenth and twentieth centuries through two essential questions: How do the forces of nationalism and industrialization promote and challenge the common good? How do the different visions of human society of the nineteenth and twentieth centuries create both hope and despair? The course begins with an investigation of the impact of the Industrial Revolution on nineteenth-century life and philosophy and continues with an examination of the forces of nationalism and imperialism in Europe, Africa, and Asia. Students then examine the causes and events of World War I, the Russian Revolution, the economic collapse in the inter-war period and the rise of fascism, and the causes, events, and consequences of World War II. The course concludes with an investigation of the dynamics of a bipolar world and the ultimate shift to a multi-polar world.

**221 Modern World History 10 H** is an honors course for students who have done superior work in ninth grade social studies at a comparable level, who have a high level of interest in history, and excellent reading, writing, analytical skills, and who can do the work without extensive outside help from tutors, parents, or the teacher. Students will be expected to read and write extensively and to be independent learners. The course will refine the skills of critical evaluation and interpretation of data, development of historical hypotheses, and research techniques.

**222 Modern World History 10 ACP** is a course for students who have maintained a strong standard of performance in social studies, and who possess solid reading, writing, comprehension, and analytical skills which will be further refined throughout the year. The course itself differs primarily from honors in the difficulty of the reading assigned and in the amount of supplemental reading and independent research that is required. Students will write both analytical and descriptive essays.

**223 Modern World History 10 CP** meets the needs of students who have an interest in history, but whose skill development requires a more intensive emphasis possible in smaller classes, and a pace that is modified to permit multiple approaches to developing a deep understanding of important concepts. The reading level of materials and writing assignments are tailored to individual needs. Outside research into current events is expected. Nightly homework focuses on reading and applying concepts studied in class.

### **Grade 11**

#### **U.S. History H ACP, CP**

*6 credits. Year course.*

This course surveys U.S. history from Reconstruction to the present. Such topics as the Constitution and its ongoing effects on our actions and policies, our basic political and economic philosophies and their applications, the effects of reform movements and wars, and the role of the United States as a world leader are studied in the context of our development as a diverse people living in a pluralistic society. Not only will the course provide a thorough foundation in historical knowledge, but it will also emphasize critical thinking, analysis and interpretation of significant issues from a range of perspectives. By using both primary and secondary sources, students will broaden their knowledge and further their understanding of the United States and its history. A research paper is required of all students.

#### **231 U.S. History 11 H**

This is a rigorous course designed for highly motivated history students who wish to explore topics in depth and examine essential questions in American history. Students will be expected to work independently and complete assignments covering approximately a chapter a week in a college level text, participate fully in class discussions about the issues

raised in the readings, and comprehensively analyze and interpret in writing what they read. A variety of historical writings, including primary and scholarly sources, will be read. There are three volumes of additional readings, which include many United States Supreme Court cases, and two volumes of primary source readings. By the end of the course, a student will understand the complexity of the issues facing this nation since its founding and have a deeper understanding of American history.

### **231AP Advanced Placement U.S. History 11 H**

This course is designed for highly motivated history students who work well independently and who wish to study the material at the college level. The course surveys material from the Columbian Exchange to the Reagan era. In addition to the course text, students will read multiple scholarly journal articles, selections from historical monographs, and primary sources, and they will complete formal papers and/or presentations based on these readings. In addition, students will write a number of timed essays in preparation for the essay questions on the AP Exam. Strong readers can expect to do an hour per night of work in preparation for class. Class participants are encouraged to take both the AP exam and the SAT II exam in U.S. history. Students who enroll in AP U.S. History should have completed Modern World History, should have the recommendation of their teacher, and are expected to complete a substantive summer assignment. A research paper is also required of all students.

**NOTE: Any student wishing to withdraw from AP U.S. History H or U.S. History H will be required to go to U.S. History ACP. No changes will be made between these classes after April 1.**

**232 U.S. History 11 ACP:** Students will be expected to complete assignments covering approximately a chapter a cycle in the text, participate in class discussions about the issues raised in the readings, and read & interpret primary sources, as well as secondary material. Students will write 4-5 major essays per year on many of the topics studied and be responsible for reading the equivalent of two supplementary books.

**233 U.S. History 11 CP:** Students will be expected to complete assignments covering textual and supplemental readings in and out of class, to participate in class discussions, and to complete research projects. Instruction emphasizes strategies for synthesizing concepts and information to explain historical events. The pace of the class is modified to permit multiple approaches to developing a deep understanding of important concepts.

### **Grade 11 and 12 Elective Courses**

Elective courses must have 15 or more students to run

### **234-234L Russia 11 H**

### **235-235L Russia 11 ACP**

*3 credits. Semester course, offered both semesters.*

The geography, history, culture, and politics of Russia are studied. An overview of the history of Muscovy and the early Russian tsars, including Ivan the Terrible and Ivan the Great, Peter, Catherine, and Nicholas are used as a background to the Russian Revolution. The events that led to the Revolution, the theory behind it, and the role of Lenin will be examined. Post Revolutionary events, the rule of Stalin and his successors, the breakdown of the Soviet system and the current attempts at replacing it, and Russian-U.S. relations form the focus of the concluding units. Translated documents and secondary accounts will be used. Students in both Russia H and Russia ACP may be in the same class. All students will complete a research project. One level honors students will have additional readings, write longer papers and have more difficult tests.

### **236A-236L Philosophy 11 H**

*3 credits. Semester course.*

Philosophy is an honors course that asks the student to reflect on his/her intellectual experience and to consider the nature of knowledge and the purpose, methodology, and dilemmas involved in the various areas of study. Themes include logic and rationalism; the senses and empiricism; ethics; and the relationship between intuition, science and faith. Writings will include selections from Plato, Aristotle, Aquinas, Descartes, Locke, Hume, Kant, Sartre, Nietzsche, Rand, and Sagan, among others. This course is writing intensive and requires students to critique several philosophical essays and other scholarly works. Students are expected to demonstrate a high degree of mastery of these readings in seminar-style discussions.

**237-237L East Asian History: China and Japan 11 H****238-238L East Asian History: China and Japan 11 ACP**

*3 credits. Semester course, offered both semesters.*

This course provides a study of China, Korea and Japan as well as their political and economic roles in the world today. The first part of the course provides an overview of the development and interrelation of Chinese, Korean and Japanese culture and socio-political structures. This includes the effects of Confucianism and Buddhism, the unification of the three nations, the Chinese dynastic empire and the Korean and Japanese feudal systems. The latter part of the course examines the impact of contact with the West and their development as modern nations. This includes the Meiji restoration and subsequent military state in Japan, the rise of Communist China and the war and partition in Korea. Throughout the course students will relate the historical content to contemporary issues by examining current events including economic policy, nuclear proliferation and human rights. Course requirements include the writing of a number of short reflective essays, longer research papers, and class presentations.

**256-256L You and the Law 11 H/ACP**

*3 credits. Semester course.*

This is a one semester elective course for juniors and seniors. The course is designed for students motivated by the desire to learn about the role of the legal system and her/his responsibilities and rights as a citizen of the United States. In the course, students will be expected to read a text, various legal cases, and some other writings. Students are expected to fully participate in all aspects of class, which will include interactive experiences and simulations, as well as more traditional instruction. Some of the major areas of study will include an introduction to law & the legal system, criminal law & juvenile justice, civil law, family law, and individual rights and civil liberties. In lieu of a final examination, students will participate in a mock trial.

**257-257L Contemporary Global Problems 11 ACP**

*3 credits. Semester course.*

This course provides opportunity for original student analysis of the issues of their times. A representative list of units covered in the past includes: Globalization, Population Growth and Demographic Shifts, Failed States, The Natural Resource Curse, The Struggle for Individual Rights in the Post Cold War World, The Increasing International Wealth Gap, Nuclear Proliferation and Weapons of Mass Destruction, Violent Worldwide Fundamentalism, Global Climate Change and Environmental Decay, The Energy Crisis and Renewable Resources, AIDS and Other Infectious Diseases, International Drug Trafficking, Human Trafficking, Bias in the Age of Media Conglomerates, and the Effectiveness of the UN and other International Bodies. Contemporary Global Problems is offered for Advanced College Preparatory level credit to globally and socially conscious juniors or seniors. Coursework will be crafted to facilitate the participation and success of all levels of students. Student work would consist of: individual and group reaction papers, participation in Socratic Seminars, and other structured class discussions and activities. Fostering active citizenship through awareness and participation in the democratic process would be an underlining goal of this course. Interested students may take the course a second time and receive credit. However students wishing to enroll for a second semester must get approval from the teacher and agree to some additional class expectations.

**242-242L The Caribbean: Past and Present 11 ACP/CP**

*3 credits. Semester course, offered both semesters.*

In an era of globalization, this course is designed to inform students about the history of the Caribbean and how this has impacted the role it plays in our world today. Students will analyze the impact of imperialism, the role of revolution, the issue of human rights, and the development of a unique regional culture influenced by imperial rule. While this history is often viewed from a European and North American point of view, we will examine the histories of the Dominican Republic, Haiti, Cuba, and Puerto Rico through the eyes of Caribbean peoples. In addition to focusing on these countries, there will be opportunity to spotlight other Caribbean countries students may have interest in. The examination of the region's history, along with a heavy emphasis on the 20<sup>th</sup> and 21<sup>st</sup> centuries, will be examined through literature, art, music, and primary and secondary sources. Unit goals and questions will be assessed through a variety of methods including, discussions, debates, papers, projects and other activities, and the course will culminate with a demonstration of their understanding of the course material by reflecting on their own cultural identity. This course will be offered as an Advanced College Prep/College Prep credited elective to juniors and seniors and is committed to fostering respect for human differences, regardless of ethnicity and learning ability and to the development of cooperative and caring relationships within the Wellesley High School community.

**601, 601L La Historia de Latinoamérica: Precolonialismo al presente 3 H/ACP**

**602, 602L La Historia de Latinoamérica: Precolonialismo al presente 3 H/ACP**

*3 credits. Semester course.*

En este curso estudiaremos la historia de los países de Latinoamérica (América del Sur, América Central, El Caribe y México), empezando con sus pasados precoloniales, el colonialismo, su independencia, la variedad de gobiernos (democracia hasta dictadura) y sus relaciones con los demás países en el pasado y el presente. Habrá una variedad de latinoamericanos que vendrán a la clase para hablar de sus países.

El curso será exclusivamente en español y hay que haber terminado el tercer año de español a Wellesley High School o mostrar facilidad nativa con la lengua para matricularse.

**603, 603L La Historia de la España Moderna, 1492-Presente 3 H/ACP**

**604, 604L La Historia de la España Moderna, 1492-Presente 3 H/ACP**

Empezando con la unificación de España en 1492, hablaremos de la boda de Fernando e Isabel y el nacimiento del imperio español con el descubrimiento de América por Cristóbal Colón. Hablaremos de <La Edad de Oro> y los años magníficos del imperio en el siglo diez y seis hasta el derrote de la flota española en 1588 por los británicos. Estudiaremos muy brevemente el ocaso lento del imperio durante casi trescientos años, hasta la guerra entre España y los Estados Unidos de 1898. Partiendo de este punto, el curso estudiará la temporada anterior a la Guerra Civil Española, y pasaremos a estudiar La Primera República de 1931-36, la Guerra Civil de 1936-39, y la Dictadura del Generalísimo Francisco Franco de 1939-75.

**Grade 12 Elective Courses**

Elective courses must have 15 or more students to run

**241-241L Political Science 12 H/ACP**

*3 credits. Semester course, offered both semesters.*

This course introduces students to the discipline of political science. The course analyzes the evolution of western political theory, examines the principles that guide international relations today, and assesses the rights and responsibilities of government and citizens in contemporary society. Philosophical readings from Plato, Aristotle, Machiavelli, Hobbes, Locke, Paine, Rousseau, Marx, and Nietzsche are used in the analysis of political theory. Excerpts from Morgenthau, Huntington, and Walzer are used in conjunction with case studies, various essays, and a contemporary text for the international relations portion of the course. Class discussions and activities are grounded in the students' willingness to engage in an open exchange of ideas, which includes the analysis and evaluation of contemporary issues and events. The course closes with an in-class simulation that allows students to apply various political principles learned in the course. Students who enroll should have a minimum grade of B- in U.S. History H or ACP or the recommendation of a teacher in U.S. History.

**245-245L Economic History and Theory 12 H**

*3 credits. Semester course.*

Economic Theory is an introductory course in macroeconomics which investigates current economic theory and practices in light of the development of the discipline during the past 200 years. Blocks of study include: the economic problem; market structures; evolutions of capitalism; supply and demand; the circular flow; GDP; economic conditions; money; investment; the stock market; the developing world and globalization. The course compares and contrasts theorists such as Smith, Marx, Mill, Veblen, Keynes, Friedman and Galbraith. Extensive reading is required. Texts: Making of Economic Society, Understanding Macroeconomics, and Worldly Philosophers. Students who enroll should have minimum grade of B- in U.S. History H or ACP or recommendation of a teacher in U.S. History.

**252-252L Sociology 12 ACP**

*3 credits. Semester course.*

This course is an introductory study of society in which students will examine their own value structure, its origins and its impact on society, and their role within a larger social world. An awareness and understanding of social diversity and a global perspective will allow students to discover and appreciate all aspects of American culture and society. Students will be expected to complete the following forms of assessment: tests, projects, oral presentations, and papers. This course is open to all seniors.

## **255 AP Psychology 12 H**

*6 credits. Year course.*

This is a fast paced, college level course in general psychology which explores the vocabulary, concepts, theories, and methods in the study of human behavior. Units include: research techniques and ethics, intelligence, the physiological basis of behavior, motivation and emotion, learning theory, memory and thinking, sensation and perception, stress and frustration, social psychology, human growth and development, personality theory, abnormal psychology, and psychotherapy. The varied format uses a college level text, several outside reading books, case study analyses, class discussion, experiments, demonstrations and labs. Activities are offered for each student to explore his/her own self-awareness. There is a small amount of required summer reading. Students are expected to contribute to class discussions, complete a project each term and carry out a self-designed research study. Students who enroll should be highly motivated seniors with a B+ or better in U.S. History or with teacher recommendation.

## **254-254L Psychology 12 ACP**

*3 credits. Semester course.*

This is an introductory course that presents the major concepts, theories, and methods of psychology. Different views of human behavior will be explored in order to acquire an understanding of personality, motivation, and adjustment. Other areas examined include human growth and development, learning, memory, intelligence, creativity, emotion, and abnormal behavior. The course format incorporates a variety of materials and methods including projects, tests, oral presentations, papers, and experiments. This course is open to all seniors.

## **240A Humanities 12 H**

## **240B Humanities 12 ACP**

*6 credits. Year course.*

This course must be taken with (English) Humanities. Humanities students earn a total of 12 credits.

**PREREQUISITES:** All candidates must earn first semester and final grades of B- or better in both ACP English and U.S. History courses or be recommended specifically for this course by a current teacher. This course meets a one year social studies and a one year English graduation requirement. Class size is limited to 30 and balanced by gender. Should course requests exceed 30, a lottery will be held to determine enrollment and a waiting list.

The aim of this course is to examine the shapers and reflectors of identity, the experiences that are unique and individualistic in conjunction with those that are part of more collective, sometimes universal, human experience. Our approach will progress from the broad to the narrow over the course of the year, moving through large units of study on Popular Culture and Post-Modernism, Societal Conflict, Religion, The American Dream, and The Immediate Influences on Identity. This challenging, team-taught, double period course will draw from a myriad of literary and social science sources and includes the fine arts as well. A 3,000 word "self-paper" is an important component of the course and complements an emphasis on inquiry and trust. Representative readings include *The Stranger*, *Their Eyes Were Watching God*, *Angels in America*, *Twilight L.A.*, *Heart of Darkness*, *Guns, Germs, and Steel*, *A People's History of the United States*, and *The World's Religions*.

## **STUDENT SERVICES DEPARTMENT**

### **970 The Transfer Program**

This course is offered by the Special Services Department with referrals from the Guidance Department. It is designed to help support new students as they adjust to WHS. Student who have taken the course before can elect to take it again and serve as peer leaders to new students. The Transfer program includes a first day orientation, weekly groups, peer support, and outreach to new students and their families.

### **977-1000 Academic Strategies 9**

*Credits and periods to be determined.*

This course is designed to assist students with special needs in the acquisition or enhancement of a variety of academic skills and strategies in accordance with their Individualized Education Programs. Students will work individually or in small groups. Credits will be based on each student's individual educational plan and time in the learning center.

### **960 Personal Growth Seminar**

*Credits and periods to be determined.*

This course consists of either individual or group sessions with a psychologist or social worker. Time is devoted to topics such as problem solving, decision-making and goal setting. Students may also discuss issues that interfere with their progress in school.

### **010 Adaptive Fitness and Health**

*3 credits. Year course.*

A diversified program is offered to students who require a modified or supplementary adaptive fitness and health experience.

### **963 Language Program Resource**

*Credits to be determined.*

The language program accommodates students for intensive support for one to several periods of the day in a Learning Center environment. Each student's program is individualized for basic academic skills, organization, and study techniques. The building of self-esteem and peer relationships is an integral part of the program. Students are placed in regular classes based on their performance levels. Language Program credits are determined on an individual basis.

### **136 English Foundations 9**

### **151 English Foundations 10**

*6 credits. Year course.*

This is a non-leveled course designed for ninth and tenth grade students who will benefit from an instructional focus reading skills, language processing, or expressive language production, in either oral or written form. The course is co-taught by members of the Special Education and English departments. Literature based, intensive work will revolve around a two year cycle, allowing students to remain in the program for one or two years.

### **300 Foundations in Mathematics 9/10 CP**

This course is designed to provide instructional focus on numeracy, basic mathematical skills, and problem solving. This general education course is co-taught by members of the Mathematics and Special Education departments. Students will review basic skills and apply them to new situations while learning more about problem solving strategies. Enrollment is by teacher recommendation.

### **353 Skills Math 9-12**

The focus of this course is on practical math skills. Students will apply these skills to everyday life experiences. Through an experiential approach, students will continue to develop basic math skills. Enrollment is by teacher recommendation.

### **Transition Program**

This is a program with classes and support services designed to help students develop self-advocacy skills, maintain consistent academic performance, and learn independent problem solving techniques. Students are enrolled in mainstream classes as well as Transition Program classes based on their individual needs.

### **964 Transition Skills**

This course meets 5 times per cycle to support students in their academic programs on both an individual basis and through group experiences. This course is designed for the student who would benefit from developing a trusting relationship with adults in a supportive environment and from close monitoring of school/classroom attendance.

### **962 Speech and Language Services**

*Credits and periods to be determined.*

Services are available to assist students whose language skills, such as articulation or fluency, may be interfering with their ability to make effective progress in the regular education curriculum.

## **TECHNOLOGY/ENGINEERING DEPARTMENT**

The Wellesley High School technology/engineering program is designed to prepare students for the future in an increasingly technological world and for collegiate engineering and advanced vocational/technology programs. Students will apply basic scientific and mathematical principles and solve a myriad of technological and engineering problems. They will develop an appreciation for technology in our society while learning the proper safe use of tools, machines and

materials. Students will develop problem-solving skills and cultivate their own creative talents as they use techniques associated with engineering principles. Lab Fees offset higher prices for supplies and materials.

Because the design and engineering process is an essential component of applying any form or technology, all students entering the Technology Program at WHS will be required to take Introduction to Engineering Technology. Following this course, students may choose to further their understanding of the engineering process by taking Engineering Technology, or use their planning and design skills in a specific area of technology such as woodworking, robotics, mechanical and architectural drawing or automotive.

### **741 Introduction to Design & Technology 10**

#### **771 Introduction to Design & Technology 9**

*1.5 credits. Semester course; may be elected both semesters.*

**PREREQUISITE:** *Introduction to Engineering Technology*

This is the exploration of modern drafting technology. The students will learn proper techniques of layout and dimensioning. Various projects will guide the students through aspects of plane geometry, descriptive geometry and solids. Students will examine practical architectural and engineering applications both through paper and through the use of computer assisted drafting and design software. There is a materials fee for this course.

### **751 Design & Technology 10**

#### **781 Design & Technology 9**

*1.5 credits. Semester course; may be elected both semesters.*

**PREREQUISITE:** *Introduction to Design & Technology*

Design technology builds upon the principles and concepts developed in Introduction to Design Technology 9. Student projects will focus on geometric functions, solids, modeling and rendering in areas of engineering design and mechanical drawing. Computer aided design programs will be the primary computer application used by the students. Professional standards and quality will be stressed through the course to prepare the students for related career considerations. There is a materials fee for this course.

### **742 Introduction to Engineering Technology 9**

*1.5 Credits. First Semester Course.*

This introductory course provides students with the opportunity to learn the engineering and design process. Students apply science, mathematics, communication and problem solving skills to evaluate a problem and then propose, design and execute solutions. Students will engage in a number of group projects that allow them to develop and apply the engineering process. Projects may involve work in technology areas such as woodworking, technical drawing, robotics, mechanics, and electronics and computers. This course is a prerequisite for the more advanced Engineering and Technology, Drafting and Architecture, Woodworking and Robotics courses. There is a materials fee for this course.

### **744L Engineering Technology 9**

*1.5 Credits. Second semester course.*

**PREREQUISITE:** *Introduction to Engineering Technology*

This course affords students the opportunity to apply science, math, and communication skills in the design, testing, and construction of a major project. The course is designed as a continuation of Introduction to Engineering Technology where students will expand and refine their problem-solving skills, as well as explore more complex aspects of engineering. Students work in multidisciplinary teams on activities that develop problem solving and creative thinking skills. Representative activities may include: designing, building, programming and testing robotic devices; designing and building machines to compete against each other in competitions; and opportunities to work with industry professionals on advanced projects. There is a materials fee for this course.

### **743 Robotics 10**

### **773 Robotics 9**

*1.5 credits. Semester course; may be elected both semesters.*

**PREREQUISITE:** *Introduction to Engineering Technology*

The course is designed to give the student exposure to the engineering of computers and robotics. The course emphasizes the application of science and math skills in the design and construction of electronic and computer controlled mechanical robots to perform complex tasks. Students work in a lab environment and learn the safe and proper use of tools, as well as the basic concepts of electronics and computer assisted design. Students have an opportunity to participate in Botball and US FIRST, and other competitions both locally and nationally. There is a materials fee for this course.

### **755-785 Wood Manufacturing 9**

*1.5 credits. Semester course; may be elected both semesters.*

**PREREQUISITE:** *Introduction to Engineering Technology* or by permission of instructor

This course will allow students to design and construct individual projects using the principles of good design, sound construction and safety. Students will learn to operate power machinery and proper construction procedures. Emphasis will be on quality, craftsmanship, good work ethic, and proper use of tools. A lab fee will be assessed based on types and quantities of materials used in projects. There is a materials fee for this course.

## **ADDITIONAL COURSES AND PROGRAMS**

### **944 Virtual High School 9**

*3 credits. Semester course, offered both semesters.*

Virtual High School (VHS) is a consortium of schools from around the US and around the world that provide online instruction in a variety of subjects to students at the middle and high school level. Many of the VHS offerings are unique and represent an opportunity for WHS students to take courses beyond what is offered in the WHS curriculum. As a member school, Wellesley High School can enroll 25 students a semester in VHS courses. Students interested in taking an online course through VHS should be prepared to spend 6-8 hours a week working on class material. Much of that time will be spent online reading and writing assignments, posting to discussion boards and contributing to online discussions. Although there are no set class times, assignments and discussions are required on a weekly basis. WHS students participating in VHS are required to reserve 5 blocks a cycle in their schedule for VHS class time, during which they must participate in VHS online. As the course progresses, the requirement to spend school time on VHS will be reduced as appropriate.

Students interested in taking a course through VHS can go to [WHS@VHS](mailto:WHS@VHS) read the WHS requirements and to download the application. The application must be submitted to the VHS coordinator for approval. Students wishing to take courses already offered at WHS must also get the approval of the appropriate department head. Once students are accepted, they will be given login information and be invited to an orientation session to learn how to access VHS.

Wellesley High School  
Course Listings for 2011-2012

(F)=First Semester  
(L)=Last Semester  
(R)=Required

Cr=Credits  
H=Honors

CP=College Preparation  
Per=Periods Per Cycle

ACP=Advanced College Preparation

Course #	Course	Year/Sem	Cr	Per	Course #	Course	Year/Sem	Cr	Per
<b>Art Department</b>					551	A P French 5 H	Y	6	5
852	Learning to Draw 101 9 (F)	S	1.5	3	552	French 5 ACP	Y	6	5
852L	Learning to Draw 101 9 (L)	S	1.5	3	681	German 3 H	Y	6	5
846	Draw/Paint 9 (F)	S	1.5	3	682	German 3 ACP	Y	6	5
876	Draw/Paint 9 (L)	S	1.5	3	691	German 4 H	Y	6	5
879	Draw/Paint Intensive 10 H	Y	6	5	692	German 4 ACP	Y	6	5
829	The Creative Journal 9 (F)	S	1.5	3	693	A. P. German 5 H	Y	6	5
830	The Creative Journal 9 (L)	S	1.5	3	694	German 5 ACP	Y	6	5
872	Digital Art and Design 9(F)	S	1.5	3	631	Latin 3 H	Y	6	5
873	Digital Art and Design 9(L)	S	1.5	3	641	Latin 4 H	Y	6	5
874	Digital Art and Design II 10(F)	S	1.5	3	651	Latin 5 H	Y	6	5
875	Digital Art and Design II 9(L)	S	1.5	3	632	Latin 3 ACP	Y	6	5
831F	Web Design 10(F)	S	1.5	3	642	Latin 4 ACP	Y	6	5
831L	Web Design 9(L)	S	1.5	3	652	Latin 5 ACP	Y	6	5
828F	Animation 9(F)	S	1.5	3	594	AP Vergil H	Y	6	5
828L	Animation 9(L)	S	1.5	3	581	Spanish 3 H	Y	6	5
862	Beginning Photography 9(F)	S	1.5	3	582	Spanish 3 ACP	Y	6	5
862L	Beginning Photography 9(L)	S	1.5	3	584	Spanish 4 H	Y	6	5
864	Intermediate Photography 10(F)	S	1.5	3	585	Spanish 4 ACP	Y	6	5
864L	Intermediate Photography 9(L)	S	1.5	3	591	A.P. Spanish 5 H	Y	6	5
871	Photography Intensive 10 H	Y	6	5	592	Spanish 5 ACP	Y	6	5
837	Introduction to Jewelry 9(F)	S	1.5	3	569	Spanish 6 H	Y	6	5
837L	Introduction to Jewelry 9(L)	S	1.5	3	597	Spanish 6 ACP	Y	6	5
838	Intermediate Jewelry 10(F)	S	1.5	3	601	Historia Lat/amér: 3 H/ACP (F)	S	3	5
839	Intermediate Jewelry 9(L)	S	1.5	3	602	Historia Lat/amér: 3 H/ACP	S	3	5
843	Advanced Jewelry 10 (F)	S	1.5	3	603	Historia Moderna 3 H/ACP (F)	S	3	5
844	Advanced Jewelry 10 (L)	S	1.5	3	604	Historia Moderna 3 H/ACP	S	3	5
834	Ceramics: Wheel-T 9 (F)	S	1.5	3	593	Advanced Language 6 H/ACP	S	3	5
834L	Ceramics: Wheel-T 9 (L)	S	1.5	3	<b>Communication TV Video Production</b>				
854	Ceramics: Sculpture 9 (F)	S	1.5	3	739	Intro TV/Video Production(F)	S	3	5
854L	Ceramics: Sculpture 9 (L)	S	1.5	3	740	Intro TV/Video Production(L)	S	3	5
858	Ceramics Intensive 10 H	Y	6	5	739I	Intermediate TV/Video(F)	S	3	5
<b>Classical and Modern Languages</b>					769I	Intermediate TV/Video(L)	S	3	5
511	French 1 H	Y	6	5	745	Advanced TV/Video Prod(F)	S	3	5
521	French 2 H	Y	6	5	746	Advanced TV/Video Prod(L)	S	3	5
661	German 1 H	Y	6	5	738	TV/Video Intensive 11 H(F)	S	3	5
671	German 2 H	Y	6	5	738L	TV/Video Intensive 11 H(L)	S	3	5
611	Latin 1 H	Y	6	5	748	Independent S of TV/Video(F)	S	3	5
621	Latin 2 H	Y	6	5	749	Independent S of TV/Video(L)	S	3	5
695H	Mandarin Chinese 1 H	Y	6	5	<b>English Department</b>				
697	Mandarin Chinese 2 H	Y	6	5	111	English 9 H	Y	6	5
698	Mandarin Chinese 3 H	Y	6	5	112	English 9 ACP	Y	6	5
699	Mandarin Chinese 3 ACP	Y	6	5	113	English 9 CP	Y	6	5
689	Mandarin Chinese 4 ACP	Y	6	5	121	English 10 H	Y	6	5
690	Mandarin Chinese 4 H	Y	6	5	122	English 10 ACP	Y	6	5
561	Spanish 1 H	Y	6	5	123	English 10 CP	Y	6	5
571	Spanish 2 H	Y	6	5	131	English 11 H	Y	6	5
560A	Focus A-Spanish 11 ACP	Y	6	5	132	English 11 ACP	Y	6	5
560B	Focus B-Spanish 12 ACP	Y	6	5	133	English 11 CP	Y	6	5
531	French 3 H	Y	6	5	141	English 12 H	Y	6	5
532	French 3 ACP	Y	6	5	142	English 12 ACP	Y	6	5
541	French 4 H	Y	6	5	143	English 12 CP	Y	6	5
542	French 4 ACP	Y	6	5	140A	Humanities 12 H	Y	6	5

Course #	Course	Year/Sem	Cr	Per	Course #	Course	Year/Sem	Cr	Per
140	Humanities 12 ACP	Y	6	5	010	Adventure II 10	S	1.5	3
144	Shakespeare 11 H(F)	S	3	5	011	Adventure II 10	S	1.5	3
145	Shakespeare 11 ACP(F)	S	3	5	012	Power Up 10(F)	S	1.5	3
150	Creative Writing 9(F)	S	3	5	013	Power Up 10(L)	S	1.5	3
146	Words W/O Bord 11 H(L)	S	3	5	017	Functional/Core Training 10(F)	S	1.5	3
148	Words W/O Bord 11 ACP(L)	S	3	5	018	Functional/Core Training 9(L)	S	1.5	3
149	Media Matters 9(F)	S	3	5	019	Personal Fitness Training 10(F)	S	1.5	3
149L	Media Matters 9(L)	S	3	5	020	Personal Fitness Training 9(L)	S	1.5	3
160	Journalism-Bradford 10	Y	6	5	023	Fitness Yoga 10(F)	S	1.5	3
160S	Journalism-Bradford 9(L)	S	3	5	024	Fitness Yoga 9(L)	S	1.5	3
161	Journal-Bradford 10 H Intensive	Y	6	5	027	Let's Dance! 10(F)	S	1.5	3
109	Speech/Debate 9(F)	S	3	5	027L	Let's Dance! 9(L)	S	1.5	3
109L	Speech/Debate 9(L)	S	3	5	032	Games, Init & Prob 10(F)	S	1.5	3
130	Film I 9(F)	S	3	5	032L	Games, Init & Prob 9(L)	S	1.5	3
129L	Film II 9(L)	S	3	5	<b>Mathematics Department</b>				
147	Afr-Am. Studies 11 H(F)	S	3	5	300	F in Mathematics 9/10 CP	Y	6	5
137	Afr-Am. Studies 11 ACP(F)	S	3	5	353	Skills Math 9-12	Y	6	5
135	Bible and Myth. 11 H(L)	S	3	5	301	I M P + - Year 2 9 H	Y	6	5
138	Bible and Myth. 11 ACP(L)	S	3	5	302	I M P Year 2 9 ACP	Y	6	5
<b>Family and Consumer Science Department</b>					303	I M P + - Year 3 10 H	Y	6	5
701F	Fitness -Wellness for Life 10	S	1.5	3	304	I M P Year 3 10 ACP	Y	6	5
702L	Fitness -Wellness for Life 9	S	1.5	3	305	I M P + - Year 4 11 H	Y	6	5
704F	Intro to Child Development 9	S	1.5	3	306	I M P Year 4 11 ACP	Y	6	5
705L	Intro to Child Development 9	S	1.5	3	311	Geometry 9 H	Y	6	5
706F	Teaching Young Children 9	S	1.5	3	312	Geometry 9 ACP	Y	6	5
706L	Teaching Young Children 9	S	1.5	3	313	Geometry 9 CP	Y	6	5
707F	Child Study Lab 10	S	3	5	321	Advanced Algebra 10 H	Y	6	5
708L	Child Study Lab 10	S	3	5	322	Advanced Algebra 10 ACP	Y	6	5
713F	Joy of Cooking 9(F)	S	1.5	3	330	Pre-Calculus 11 H	Y	6	5
714L	Joy of Cooking 9(L)	S	1.5	3	332	Analysis 11 ACP	Y	6	5
716F	Food, Culture, & Society 9(F)	S	1.5	3	344	Pre-Calculus 12 ACP	Y	6	5
722L	Food, Culture, & Society 9(L)	S	1.5	3	364	Intermediate Algebra 10 CP	Y	6	5
718F	Culinary Arts 10	S	3	5	365	Alg 2 and Pers Fin Part I 11 CP	Y	6	5
719L	Culinary Arts 10	S	3	5	366	Intro Stats & Per Fin II 12 CP	Y	6	5
730F	Computer Keyboarding 9	S	1.5	3	341	A P Calculus 12 AB H	Y	6	5
730L	Computer Keyboarding 9	S	1.5	3	351	A P Calculus BC 12 H	Y	6	5
731L	Advert & Marketing 9 ACP(L)	S	3	5	361	A P Statistics 12 H	Y	6	5
703F	Intro Ybook Dsgn & Prod 9(F)	S	1.5	3	352	Discrete Mathematics 12 ACP	Y	6	5
726I	Ybook Design & Prod 10	Y	6	5	371	Introduction to Calculus 12 H	Y	6	5
726S	Ybook Design & Prod 10	S	3	5	362 <sup>(11-12)</sup>	Intro Computer Programming 9	Y	6	5
729F	Business Law 10 ACP(F)	S	3	5	362L <sup>(11-12)</sup>	Intro Computer Programming 9	Y	1.5	3
729L	Business Law 10 ACP(L)	S	3	5	363 <sup>(12-13)</sup>	A P Computer Science 10 H	Y	6	5
725	Business E and E 10 ACP	Y	6	5	<b>METCO Program</b>				
711	Finance & Investments 11 H	Y	6	5	1090	METCO College Prep	S	1.5	3
724	Global Marketing 10 ACP	Y	6	5	<b>Performing Arts Department</b>				
732	AP Economics 12 H	Y	6	5	900	Critic's Guide to PA 9(L)	S	1.5	3
<b>Fitness and Health Department</b>					901	The Complete Musician 9	Y	3	3
001	Adventure I 10(F)	S	1.5	3	902	History of Jazz 9(F)	S	1.5	3
002	Adventure I 9(L)	S	1.5	3	903	Beginning Music Technology 9	Y	3	3
003(R)	Intro Fitness Training 9(F)	S	1.5	3	904	Advan Music Technology 10	Y	3	3
004(R)	Health Issues 10(F)	S	1.5	3	905A	Music Tech Intensive 12 H	Y	3	3
005	Health Issues 10(L)	S	1.5	3	908	Concert Band 9	Y	6	5
006	Fitness Center Workout 10	S	1.5	3	909A	Concert Band Intensive 12 H	Y	6	5
007	Fitness Center Workout 9	S	1.5	3	908B	Concert B & Concert Choir 9	Y	6	5
008	Sports Education 10 F	S	1.5	3	908AW	Wind Ensemble 9	Y	6	5
009	Rackets, Bats, and Clubs 9 (L)	S	1.5	3	908AWI	Wind Ensemble 12 Intensive H	Y	6	5

Course #	Course	Year/Sem	Cr	Per	Course #	Course	Year/Sem	Cr	Per
922	Advanced String Ensemble 9	Y	6	5	<b>Social Studies Department</b>				
911	Symphonia 9	Y	6	5	211	World History 9 H	Y	6	5
910C	Symphonia and Brooks B 9	Y	6	5	212	World History 9 ACP	Y	6	5
910D	Symphonia & Songs Sis 9	Y	6	5	213	World History 9 CP	Y	6	5
910AE	Symphonia & 1:00 9	Y	6	5	221	Modern World History 10 H	Y	6	5
910AF	Symphonia & 2:00 9	Y	6	5	222	Modern World History 10 ACP	Y	6	5
910AG	Symphonia/Concert Band 9	Y	6	5	223	Modern World History 10 CP	Y	6	5
910AH	Symphonia/Concert Band 9	Y	2	2	231	U.S. History 11 H	Y	6	5
911A	Symphonia Intensive 12 H	Y	6	5	231AP	A P U.S. History 11 H	Y	6	5
912A	1:00 Jazz Band 9	Y	3	3	232	U.S. History 11 ACP	Y	6	5
913A	2:00 Jazz Band 9	Y	3	3	233	U.S. History 11 CP	Y	6	5
914B	1:00 Jazz Band Intensive 12 H	Y	3	3	234	Russia 11 H	S	3	5
914A	2:00 Jazz Band Intensive 12 H	Y	3	3	234L	Russia 11 H(L)	S	3	5
915	Concert Choir 9	Y	6	5	235	Russia 11 ACP	S	3	5
915AI	Concert Choir Intensive 12 H	Y	6	5	235L	Russia 11 ACP(L)	S	3	5
916	Song Sisters 9	Y	3	3	236A	Philosophy 11 H	S	3	5
917	Brooks Brothers 9	Y	3	3	236L	Philosophy 11 H(L)	S	3	5
918A	Rice Street Singers 10	Y	6	5	237	E.Asian History 11 H	S	3	5
919A	Rice St. Singers Intensive 12 H	Y	6	5	237L	E.Asian History 11 H(L)	S	3	5
920A	Wellesley Keynote Singers 10	Y	6	5	238	E.Asian History 11 ACP	S	3	5
921A	Wellesley Keynote S Inten12 H	Y	6	5	238L	E.Asian History 11 ACP(L)	S	3	5
934	Acting I 9	Y	3	3	256	You and the Law 11 H/ACP	S	3	5
935	Acting II 10	Y	3	3	256L	You and the Law 11 H/ACP(L)	S	3	5
936	Acting III 11	Y	3	3	257	Cont Global Prob 11 ACP	S	3	5
937	Acting IV 12	Y	3	3	257L	Cont Global Prob 11 ACP(L)	S	3	5
938A	Acting Intensive 12 H	Y	3	3	242	Caribbean: 11 ACP/CP	S	3	5
940	Play Reading Seminar 9(F)	S	1.5	3	242L	Caribbean: 11 ACP/CP (L)	S	3	5
941	Playwrights' Workshop 9(L)	S	1.5	3	241	Political Science 12 H/ACP	S	3	5
942	Stagecraft 9(F)	S	1.5	3	241L	Political Science 12 H/ACP (L)	S	3	5
943	Stagecraft 9(L)	S	1.5	3	245	Economic History & T 12 H	S	3	5
<b>Reading Department</b>					245L	Economic History/T 12 H (L)	S	3	5
962D	Dimensions of Reading	Y	3	3	252	Sociology 12 ACP	S	3	5
962L	Academic Literacy	Y	3	3	252L	Sociology 12 ACP (L)	S	3	5
<b>Science Department</b>					255	AP Psychology 12 H	Y	6	5
411	Earth Science 9 H	Y	7	6	254	Psychology 12 ACP	S	3	5
412	Earth Science 9 ACP	Y	7	6	254L	Psychology 12 ACP (L)	S	3	5
402	Project Earth Science 9 ACP	Y	7	6	240A	Humanities 12 H	Y	6	5
403	Project Earth Science 9 CP	Y	7	6	240B	Humanities 12 ACP	Y	6	5
420	Conceptual Biological Chem 9 CP				<b>Technology and Engineering Department</b>				
421	Chemistry 10 H	Y	7	6	741	Intro to Design & Tech 10(F)	S	1.5	3
422	Chemistry 10 ACP	Y	7	6	771	Intro to Design & Tech 9(L)	S	1.5	3
452	Chemistry/Community 10 ACP	Y	7	6	751	Design & Technology 10(F)	S	1.5	3
453	Chemistry/Community 10 CP	Y	7	6	781	Design & Technology 9(L)	S	1.5	3
451	A P Chemistry 11 H	Y	7	6	742	Intro to Engineering Tech 9(F)	S	1.5	3
431	Biology 11 H	Y	7	6	744L	Engineering Technology 9(L)	S	1.5	3
461	A P Biology 11 H	Y	7	6	743	Robotics 10(F)	S	1.5	3
432	Biology 11 ACP	Y	7	6	773	Robotics 9(L)	S	1.5	3
462A	Biology and the Body 11 ACP	Y	7	6	755	Wood Manufacturing 9(F)	S	1.5	3
463A	Biology and the Body 11 CP	Y	7	6	785	Wood Manufacturing 9(L)	S	1.5	3
491	Physics 12 H	Y	7	6	<b>Additional Courses and Programs</b>				
441	A P Physics 12 H	Y	7	6	944	Virtual High School 10	S	3	5
442	Physics 12 ACP	Y	7	6	Freshman Guidance Seminar				
472	Project Physics 12 ACP	Y	7	6	Sophomore Guidance Seminar				
473	Project Physics 12 CP	Y	7	6	Junior Guidance Seminar				
471	Environmental Chem 10 H	Y	7	6	Senior Guidance Seminar				

**NOTICE OF NONDISCRIMINATORY POLICY**  
**UNDER TITLE IX AND CHAPTER 622 TITLE IX**

The governing regulation of Title IX covers all aspects of sex discrimination in schools with regard to admissions, treatment of students, and employment. Specifically, Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving federal financial assistance.

Copies of Title IX may be obtained from: Office for Civil Rights  
8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921  
Phone (617) 289-0111 FAX (617) 565-3809 TDD (617) 565-1343

**CHAPTER 622**

Chapter 622 is referred to as "An Act to Prohibit Discrimination in the Public Schools." 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 courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

This law makes it clear that all aspects of public school education must be fully open and available to members of both sexes and 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, national origin, or sexual orientation of such child.

The regulations of Chapter 622 address five areas of school policy: school admissions, admission to courses of study, guidance, course content, and extracurricular and athletic activities.

If you have any questions regarding Chapter 622 and how it affects you, please do not hesitate to contact the administration or your counselor. Copies of the law and the regulations can be obtained from the Department of Education, 75 Pleasant Street, Malden, MA 02148-3000. Telephone: (781) 338-3000.

**Students and parents who are not comfortable reading or communicating in English, or who require some other accommodation, should notify the Guidance Office at the High School. School staff will make arrangements for all relevant information from the Program of Studies to be available in the family's primary language and will make any other accommodations necessary to communicate appropriately.**