

Wilmington High School

Program of Studies 2012-2013

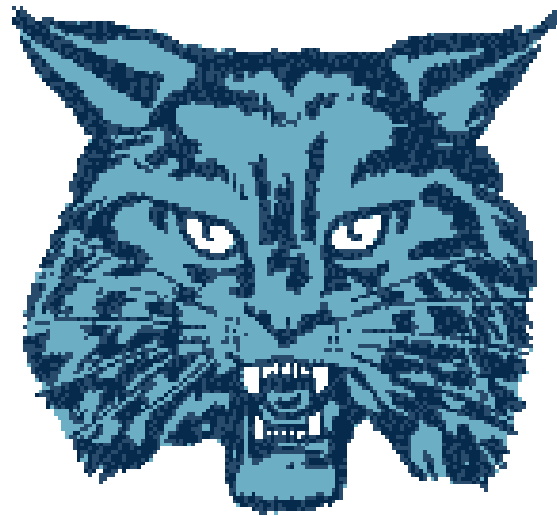


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Policy of Non-Discrimination

It is the policy of the Wilmington Public Schools not to discriminate on the basis of race, gender, color, religion, sexual orientation, national origin, age, or disability in its educational programs, services, activities, or employment practices. Inquiries regarding the application of the Wilmington Public Schools' nondiscrimination policy may be referred to: Paul Ruggiero, Director of Administration and Finance.

WILMINGTON HIGH SCHOOL MISSION STATEMENT

Wilmington High School will provide a student-centered education that promotes academic, personal, and social growth and achievement for all learners. Our school, with the support of the community, will ensure a learning environment that includes a challenging, quality standards-based curriculum, varied technological tools, current instructional materials and resources, up-to-date facilities and a safe and respectful environment. It is our goal that the students leave WHS with the appreciation for learning, and are capable of living and working in a global society. (Adopted by faculty 9/10/2007)

WHS Graduates will be:

Academic Expectations

Effective Communicators, who receive, interpret, and convey knowledge and ideas clearly and purposefully in a variety of modes.

Innovative Problem Solvers, who use inductive and deductive reasoning to address current and emerging issues, organize and analyze information, and pursue promising solutions with flexibility.

Self-Directed Learners, who understand themselves, make informed choices concerning their cognitive, physical, and emotional well-being; and monitor and accept responsibility for their continuous learning.

Social Expectations

Skilled Leaders who use interpersonal and leadership skills to work effectively with peers and groups to accomplish common goals.

Cultured individuals, who understand, appreciate and respond to the aesthetics of the arts, literature, and the natural world.

Civic Expectations

Community Contributors, who contribute actively to the good of their local and global environments.

This course catalog has been prepared to guide students through the planning of their educational programs. The course selection process is on going and should involve as many people as possible, including students, parents, teachers, and guidance counselors.

The guidance counselors have a broad overview of the entire curriculum and are experts in their knowledge of the graduation requirements for Wilmington High School. They are able to provide good advice in planning a suitable program, which will accommodate the needs of students as they pursue their post high school plans.

The teachers have an in-depth knowledge of the content of the various courses offered in their curriculum areas and have a strong sense of the expectations within each course. Knowing learning profiles of students, a teacher can make a valid recommendation for proper placement.

GENERAL INFORMATION

I. PROGRAM DESCRIPTIONS

Wilmington High School's courses are designed and organized to challenge the unique aptitudes of all students. There are various plans of study for each curriculum area: **ADVANCED PLACEMENT, HONORS, AND COLLEGE PREPARATORY**. Each plan offers challenging courses over 4 years which promote critical thought and which provide opportunities to problem solve. Electives are offered in several curriculum areas.

Advanced Placement

Advanced Placement courses indicate the greatest degree of difficulty and are taught in compliance with the AP curriculum recommended in each subject area by the College Board. All AP courses require extensive summer work that will be assessed at the beginning of the school year. Placement at this level is determined by an application process and approval by the subject area CTL. Students wishing to take AP courses must apply to the corresponding Curriculum Team Leader. The application form can be found on the last page of this program. Other requirements may be required at the discretion of the individual department. **Students enrolled in the AP program must take and pay for the College Board AP Exam.**

Honors

Courses at this level indicate a great degree of difficulty and are taught in great depth for college bound students with highly developed study and subject skills. Course content demands critical, relative and analytical thinking. Course requirements include a major research project, formal oral presentations, and frequent substantive, critical written responses to material studied.

College Preparatory A

College Preparatory A courses denote intensive coverage for college bound students with highly developed study skills. Classroom activities are more student directed. Course content tends to be abstract and conceptual.

College Preparatory B

College Preparatory B courses are comprehensive, concrete and organized with a moderate to maximum amount of teacher assistance. Concepts or skills are often acquired through hands-on, interactive, and authentic task assignments and tend to be more teacher directed.

II. COURSE CREDIT

Course credit is determined by the number of times a course meets per cycle for each semester. A course that meets 7 times per cycle for the entire year carries 5 credits. A course that meets 7 times per cycle for one semester carries 2.5 credits.

III. GRADUATION REQUIREMENTS

To meet graduation requirements, students in the classes of 2011, 2012 and 2013 must earn a total of 115 credits over 4 years and meet all State MCAS competency requirements. **Class of 2014 and beyond must earn a total of 120 credits over 4 years** and meet all State MCAS competency requirements. Students must carry 35 credits per year. **WHS seniors must pass 25 credits in their major subjects during their senior year in order to be eligible for graduation.** Credits needed in each subject area are listed below. **Class of 2012 and beyond – 50 hours of community service required for graduation to be documented by Assistant Principals.** (Grade 9-10 hrs., Grade 10 – 10 hrs., Grade 11 – 15 hrs., Grade 12 – 15 hrs.)

IV. WILMINGTON HIGH SCHOOL GRADUATION REQUIREMENTS

•English	20 credits
•Math	15 credits, 20 Credits (2014 & beyond)
•Science	15 credits
•Health Dynamics	10 credits
•Social Studies	15 credits
(2009 and beyond - 2 yrs. U.S. History and 1 yr. of World History)	
• Managing your Money	2.5 credits (2015 & beyond)
• Computer Applications I	2.5 credits
•Art or Music or Business or Technology Education or Family and Consumer Science	5 credits
•Electives	32.5 credits

Class of 2012 and beyond – 50 hours of community service required for graduation

Classes of 2011, 2012 and 2013 must earn a total of 115 credits over 4 years. Class of 2014 and beyond must earn a total of 120 credits over 4 years.

All students must meet the Massachusetts Department of Elementary and Secondary Education's MCAS competency requirement by scoring a 240 or higher on the ELA and Math MCAS and a score of 220 or higher on the Science and Technology MCAS.

V. GUIDANCE CURRICULUM

The WHS Guidance Department seeks to provide comprehensive support services that are responsive to student and parent needs. These programs include:

- **Freshman Seminars** to ensure adjustment to the high school setting and respond to student questions and concerns in the first days of the high school experience.
- **Sophomore Seminars** for future planning using cutting edge on-line platforms designed to direct career exploration inquiry and self-discovery.
- **Junior Seminars** to expose students to the college planning and application process.
- **Senior Seminars** to review the logistics of applying to college discussed in the Junior Seminars and to clarify any questions that may have arisen during college visits and online searches.
- **Alumni Roundtable** where recent graduates share their experiences in the college setting and answer questions about the realities of "life after high school".
- **Financial Aid Information Night** designed to de-mystify the funding of college and the process of applying for student aid for higher education.
- **Informational college visits** to expose students to the varied post-graduate opportunities available.

On a daily basis, counselors assist students with academic counseling, psycho-social developmental issues, personal growth, and interpersonal relations. In addition, the Guidance staff members publicize and promote scholarships and programs that benefit and challenge our students both personally and academically.

VI. MA STATE COLLEGES AND UNIVERSITIES - MINIMUM REQUIRED UNITS

The following is a list of high school college preparatory course work recommended and required to meet minimum eligibility standards for admission to the public 4-year colleges and universities in Massachusetts:

English - 4 Units
Foreign Languages - 2 Units in a single language (3 Units are recommended)
Mathematics - 3 Units (Algebra I, Algebra II, Geometry or Trigonometry/Analysis)
Science - 3 Units (Minimum 2 Lab Courses)
Social Studies - 2 Units (1 including U.S. History)
Electives - 2 Units

ONE UNIT IS EQUAL TO 5 CREDITS OR 1 YEAR.

Some colleges require additional and/or specific units for special programs such as engineering or nursing. College admissions officers should be consulted for details.

VII. DROP/ADDS

Dropping and adding courses after the master schedule is constructed is very disruptive and has an adverse effect on the school and the resources that were allocated for each class. As a general rule, **schedule changes will not be permitted after the course selection sheets have been signed and returned.** Students who fail to return course selection sheets will be assigned courses by the counselor and will not be allowed to make changes. If any extenuating circumstances result in a withdrawal after the 4th week of a course, a grade of WF (withdrawn/fail) or WP (withdrawn/pass) will appear on the student's permanent transcript depending on the grade at the time of the course drop.

VIII. CHANGE IN LEVELS; HONORS LEVEL MAINTENANCE

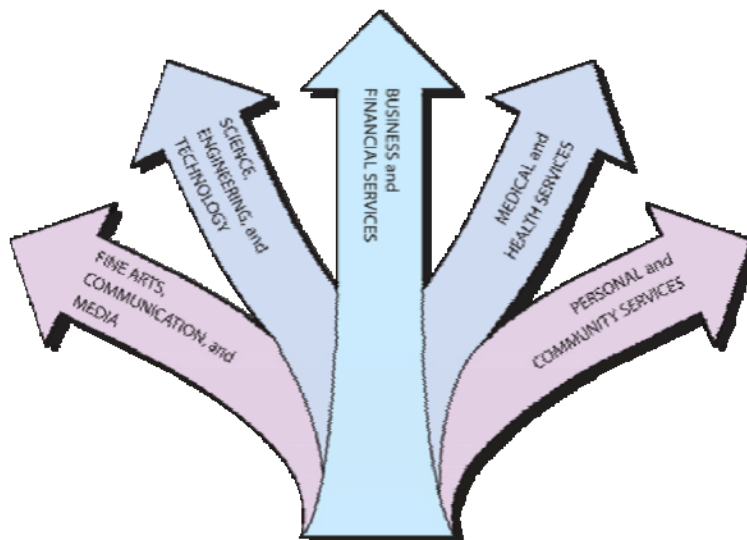
Students who request to change to a more advanced level of a course must attain an A- average or better in the current level and receive a teacher's recommendation. Students may not change the level of a course without approval by teacher, parent, and CTL. The Administration must approve all changes. Students making a level change in a course will take their grades with them and will receive a final grade in the new course. **Maintenance in the Honors program requires a Cumulative C or better in the previous Honors course.**

IX. IMPORTANT NOTICES

Not every course described in this Program of Studies may be offered in the 2011-2012 academic year. Every effort will be made to offer all courses. Unfortunately, student enrollments, changes in professional staff and availability of budgeted funds may result in certain courses not being offered or in other changes. Summer school students' schedules will be adjusted at the conclusion of the Summer School Program.

Career Pathways

Career Pathways have been included in the Program of Studies so that students and parents can choose elective courses that will develop a focus on a possible career choice. Our career pathways model is intentionally broad in scope so that students have the flexibility to change paths throughout their four years of study at WHS. Elective courses have been identified that correspond to one of the five major pathways. Students can use the codes outlined below to identify the elective class that fits within their intended path. The Career Pathway codes are located at the end of each elective course description. As an example, if a student wanted to follow the Business/Financial Career Path, he/she would choose elective courses with "C" as a Career Path code.



Career Path	Code
Fine Arts, Communication, Media	A
Science, Engineering, Tech	B
Business, Financial	C
Medical, Health Services	D
Personal, Community Services	E

Why do you need to think about a Career Pathway?

Believe it or not, as a high school student you will need to start thinking about the future. The Career Pathway model along with advice from your guidance counselor, questioning local professionals during our Career Fair and a possible internship during senior year can help you to obtain a better focus on an area of future employment. The WHS model also allows for some flexibility so that students can make changes and adjustments as they gain more experience related to possible careers.

Honing in early on a career choice can also help with your college decision making. As you know, colleges are financially challenging for you and your family. Having a clear focus can save you and your parents from spending thousands of dollars on a career choice you may not be fully interested in doing.

What's in it for me?

Getting an early focus can mean the difference in having a job that just pays the bills as opposed to having a dream job that you love! Choosing a Career Pathway early in high school can help you and your parents to make a smooth transition towards your future.

How do I start?

First, talk with your parent/guardian about your interests. Your guidance counselor will also help you with this throughout your four years. Based on your discussion(s), choose a Career Path you may be interested in pursuing. For example, if you decide on Medical and Health Services (code D), then choose electives that have "D" as a Career Path code whenever you make course selections. As you progress to your senior year, make sure you attend the Career Fair. Try to speak with professionals at the Career Fair who are in the Medical Field (or whatever field you may be interested). Ask lots of questions and don't be afraid to see if you can shadow someone during their work day. Each year, juniors and seniors are able to participate in the job shadow day. This is an excellent time to connect with someone who has a career that you may have an interest. Attainment of your goals will depend on a good plan. We hope the Career Pathways model in conjunction with our guidance curriculum and the many other options available throughout the school year will make the path to your future much easier!

21st Century Global Skills

Wilmington High School is committed to developing a high quality curriculum that integrates 21st century skills. These skills include the following:

1. Learning and Innovation Skills
 - a. Critical Thinking and Problem Solving
 - b. Communication and Collaboration
 - c. Creativity and Innovation
2. Information, Media and Technology Skills
3. Life and Career Skills

As the complexity of our world changes, our students will be challenged to integrate these skills into their everyday lives. The Association for Supervision of Curriculum Development has begun to support changes in teaching, learning, and leadership that adequately prepare students for the 21st century who:

- Acquire and apply core knowledge and critical-thinking skill sets that are essential in an information age.
- Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals.
- Make decisions and solve problems ethically and collaboratively.
- Use technology to gather, analyze, and synthesize information for application in a global economy.
- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons.
- Display leadership skills that inspire others to achieve, serve, and work together.

Each of our course offerings touch upon one or more of the skills and in many cases integrate all of the skills in some capacity. We will continue to support changes in teaching, learning and leadership that will prepare our students to adapt and address the changes in the global environment they will experience in the future.

Virtual High School (online courses)

Virtual High School provides a wealth of quality online education options for high school seniors. VHS has allowed VHS to expand the number of courses available and for our students expand their worldview as they attend class with students from across the country and around the world. Currently there are over 300 course offerings through VHS. Students gain access to a wide variety of courses not typically available and have the flexibility to take these courses anytime and anyplace as best fits their schedule. See your guidance counselor if you are a senior and interested in taking an online course. There are 25 seats per semester available.

Why take a VHS course?

As a Virtual High School student you will:

- Have scheduling flexibility – whenever or wherever you have Internet access you can go to class!
- Gain essential 21st century learning skills, such as multimedia presentation, online collaboration, communication, and team-building.
- Collaborate with students from other states and countries.
- Have access to unique courses that might not be available at your local school.

What courses can I take?

- Choose from a full catalog of semester length courses, including honors, technical and specialized courses.
- Select from a variety of Advanced Placement courses.
- Enroll in unique courses not traditionally available, such as Pre-Veterinary Medicine or Entrepreneurship.

How do I sign up for VHS?

If your school is already a participating member, please contact your local VHS site coordinator for information on how to sign up for a VHS class.

If you've never taken a VHS class and want to find out if Virtual High School is for you, take the VHS Pre-Student Survey Questionnaire.

VHS is reserved for high school seniors. If seats are available, they will be offered to other members of the high school on a first come, first served basis.

Note: Adapted from the Virtual High School Website

Wilmington High School Senior Intern Study Pilot Program

The Wilmington High School Senior Internship Pilot Program will allow qualifying seniors to participate in active 21st Century Learning. Students will focus on strengthening skills essential for success in today's world: critical thinking, problem solving, communication and collaboration. They will learn to apply practical knowledge outside of the traditional classroom setting while gaining real world experience. Students will also learn to blend their skills, content knowledge and expertise with support from their intern host to master the multi-dimensional abilities required of them in the 21st century.

Internships for deserving seniors will take place during the fourth quarter of senior year. Placements may be in a wide variety of experiences including: business, social services, health agencies, government, science, education, entertainment and service industries. Students may contract their own internship to be approved by high school administration.

Students may design their internship program by remaining in some classes and participate in the Internship program part-time or they may terminate their classes after third quarter and focus on the internship full time during quarter 4.

Requirements for participation in the student internship program:

- A senior scheduled for sufficient credits/courses to receive a diploma in June
- The student must have an overall 85 average or better, no discipline issues and less than 15 absences to date in the school year.
- Students must have teacher sign-off/approval form; no outstanding obligations.
- If the student is an AP student he/she must continue enrollment in that class until the exam in May. Students not taking the AP exam enrolled in an AP course must have teacher approval to participate in the internship program.

Grading:

1. Final grades for Semester Two courses to equal the third quarter grade;
2. Credit for these courses to be ½ the normal value;
3. The fourth quarter course "Intern Study Program" will be added to each participant's schedule. This course will be assigned five credits. These credits will not calculate toward the GPA.
4. The intern study grade will be based on student attendance, mid-quarter review, site evaluation, project presentation and final paper.

Applications for the internship program are available in the Guidance Department through the student's guidance counselor. The Internship Committee will read and review all applications and students will begin quarter 3 pending approval of their application.

BUSINESS TECHNOLOGY

The courses in the Business Technology Department are designed to develop employable skills, knowledge, and competencies necessary for students to meet the challenges of our highly technological society in business, industry and post-secondary education. The Wilmington High School graduate will apply technologies to conduct research and enhance productivity. In required computer courses, students will learn how to use appropriate technologies to locate, retrieve, organize and store information. Students will learn to use several types of software, including word- processing, spreadsheets, databases, and graphics. The opportunity to research information, create and communicate written, visual, and multimedia presentations is provided.

COURSE OFFERINGS

Accounting I (A)
 Accounting II (A)
 Business and Personal Law (A)
 Web Design – Internet Marketing (A)
 Entrepreneurship (A)
 Managing Your Money (A)
 Introduction to Business (A)
 Marketing/Advertising (A) (H)
 School to Career Internship (B)
 Sports and Entertainment Marketing (A) (H)

GRADE	HONORS	COLLEGE PREP A	COLLEGE PREP B
9		Accounting I (A) Intro to Business (A) Managing Your Money (A) Business and Personal Law (A)	
10		Accounting I (A) Business and Personal Law (A) Entrepreneurship (A) Intro to Business (A) Managing Your Money (A)	
11	Marketing Advertising (H) Sports and Entertainment Marketing (H)	Accounting I (A) Accounting II (A) Business and Personal Law (A) Entrepreneurship (A) Managing Your Money (A) Introduction to Business (A) Internet Marketing (A)	
12	Marketing Advertising (H) Sports and Entertainment Marketing (H)	Accounting I (A) Accounting II (A) Business and Personal Law (A) Entrepreneurship (A) Managing Your Money (A) Intro to Business (A) Internet Marketing (A)	School To Career Internship (B)

COLLEGE PREPARATORY A PROGRAM

COLLEGE ACCOUNTING I (A) - COURSE #6130

2.5 credits

Accounting I includes instruction in establishing and maintaining a set of accounting records for a service business owned by a proprietor through an entire accounting cycle. This includes use of general journal, general ledger, cash control systems, worksheets and recording adjustments and closing entries. Knowledge and use of Accounting terminology and application of Accounting concepts and processes is embedded in all learning activities to understand how to use financial data in making effective business decisions. This course will also explore and provide a foundation for students who wish to pursue a career in Accounting. Extensive use of Aplia, an online accounting software. Students will participate in school store operations and be eligible to participate in DECA.

Prerequisite: None

Open to grades 9, 10, 11, and 12

Career Pathway: C

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders, Cultured, Community Contributors*

COLLEGE ACCOUNTING II (A) - COURSE #6131

2.5 credits

This is an advanced course in double entry accounting where material covered in Accounting I is both reviewed and expanded. Instruction will include special journals, valuation of accounts, taxes, corporate and partnership accounting, payroll, cost accounting (inventory management) plant and asset depreciation and economic problems. Students will focus on completion of specific projects and complex accounting problems and demonstrate their understanding by completion of a simulation and use of Peachtree accounting software. Extensive use of Aplia, an online accounting software. Students will participate in school store operations and be eligible to participate in DECA.

Prerequisite: Students must have a grade of C or better in College Accounting I to enroll in this course.

(Open to grades 11 and 12)

Career Pathway: C

Primary Academic Expectation: *Self-directed Learner*

Supporting Academic Expectation: *Effective Communicator, Skilled Leaders, Cultured, Community Contributors*

BUSINESS AND PERSONAL LAW (A) - COURSE # 6135

2.5 credits

The Business and Personal Law course is designed to provide students with a basic understanding of laws and legal issues that regulate the economy, businesses, individuals, people and consumers. This semester course covers the basic foundations of business law and the current American values and virtues in our society today. Law and justice, contracts, property, employment law, consumer finance and product liability, corporate regulation, forms of business organizations and the law of finance will be introduced. Emphasis is on critical thinking, analyzing conflicts and making ethical decisions in the workplace. This is a DECA qualified course.

(Open to grades 9, 10, 11, and 12)

Career Pathway: C

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals*

Supporting Academic Expectation: *Community Contributors*

ENTREPRENEURSHIP (A) - COURSE # 6125

2.5 credits

This course concentrates on starting and growing new businesses. During this semester course, students will investigate the concepts, tools, and practices of entrepreneurship. We will concentrate on: Identifying new venture opportunities (versus ideas), Evaluating the viability of a new venture, Writing a business plan, Understanding which skills are necessary for success, Marketing, Selecting a type of business ownership, financial management strategies. At the end of this course, students will be able to write, and present a business plan that will be ready for investor review, and possess a better understanding of their personal entrepreneurial capacity. This is a DECA qualified course.

Prerequisites: One of the following courses: Introduction to Business, Accounting or Marketing

(Open to grades 10, 11, and 12)

Career Pathway: C

Primary Academic Expectation: *Self-directed Learner*

Supporting Academic Expectation: *Effective Communicator, Innovative Problem Solver, Skilled Leaders*

INTRODUCTION TO BUSINESS (A) - COURSE # 6332

2.5 credits

This semester course will unlock the mysteries of what businesses are, how they work, and the impact they have on students' everyday lives. This course introduces students to basic economic concepts, business ethics and social responsibility, entrepreneurship, business ownership and operations, business in a global economy, the role of government in business, money and financial institutions, marketing, advertising and business finances. This is a DECA qualified course.

(Open to grades 9, 10, 11, and 12)

Career Pathway: C

Primary Academic Expectation: *Effective Communicator, Self-directed Learner*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders, Cultured, Community Contributors*

MANAGING YOUR MONEY (A) - COURSE # 6126

2.5 credits

In this course students will gain knowledge and skills that will enable them to become knowledgeable consumers, savers, investors, users of credit, money managers, and members of a global workforce and society. In this class students will learn strategies to manage personal finances and develop sound money management and financial planning skills. Topics will include personal budgets, savings, stocks and bonds, credit, investment opportunities, insurance and banking. Use of internet required. Students will have the opportunity to participate in the Stock Market Game and utilize Virtual Business—Personal Finance. This is a DECA qualified course. **Requirement for YOG 2015 and beyond.**

(Open to grades 9, 10, 11, and 12)

Career Pathway: C

Primary Academic Expectation: *Self-directed Learner*

Supporting Academic Expectation: *Effective Communicator, Skilled Leaders, Cultured Individuals, Community Contributors*

MARKETING AND ADVERTISING (H) - COURSE #6133

2.5 credits

This course is designed to introduce students to key marketing concepts while enhancing their ability to become successful business managers. Students will explore the marketing process and discuss the economic benefits of marketing. Students will learn: business and marketing concepts, product development, advertising, branding, pricing, promotion, market research, sales, inventory management and global business. Students will participate in school store operations and be eligible to participate in DECA.

(Recommended to grades 11 and 12)

Prerequisite: Introduction to Business

Career Pathway: A,C,D,E

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured, Community Contributors*

SPORTS AND ENTERTAINMENT MARKETING (H) #COURSE # 6132

2.5 credits

Sports and entertainment marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Students will develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment marketing and event management. This course will also delve into the components of promotional plans, sponsorship proposals and the key elements needed in sports / entertainment marketing plans. Real world experience is an integral part of this course. Students will also use Virtual Business Sports software to simulate the operation of a sports franchise. Students must have taken Introduction to Business to qualify.

(Recommended to grades 11 and 12)

Career Pathway: A,C,D,E

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured, Community Contributors*

COLLEGE PREPARATORY B PROGRAM

SCHOOL TO CAREER INTERNSHIP (B) - COURSE #0014

5 credits

This course is offered for seniors only. Students will be involved in course work intended to prepare them for the transition they will make going from a school setting into a career setting. Class meetings will offer discussion on career decisions, employment skills, attitudes for success, and strategies for making progress on personal goals. Together with classroom participation, students will be released to job sites that they have secured themselves or through job placements coordinated by the school. The class will meet once a week on average, and students will also be attending job internships. (Open to grade 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Skilled Leaders, Community Contributors, Self-directed Learner,*
Supporting Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

ELECTIVES

Internet Marketing (A) - COURSE #6333

2.5 credits

Students are introduced to both the creative and business applications of technology to drive business, visual impact, identity, clarity, narrative, organization and presentation of information for the interactive environment of the web. Students learn strategies for the marketing of goods and services via the Internet, and investigate and evaluate various marketing and communication strategies and tactics. Emphasis is placed on evaluation skills as well as web site planning, development, design, and other factors which contribute to a successful marketing campaign. Students will also explore and utilize techniques for integrating social media marketing as an integral component of marketing. Students will discover the impact of internet forums, message boards, blogs, wikis, podcasts, picture sharing, video sharing, and social networking on business decisions. Students will have the opportunity to create and present a written plan for achieving success for various business goals.

Career Pathway: **A,C**

Primary Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*
Supporting Academic Expectation: *Effective Communicator, Cultured Individuals*

ENGLISH

The core of Wilmington High School English department reflects content and concepts advocated by the Massachusetts English/Language Arts Frameworks. In response to these frameworks recommended by the state, the English Department at Wilmington High School presents challenging opportunities for all students to be lifelong learners. The WHS graduate will read and analyze diverse literature and use language creatively and powerfully when writing and speaking. With an emphasis on helping students develop strengths as critical thinkers and effective communicators and on providing a strong foundation of reading and writing skills, the English curriculum will prepare students to meet their next level of challenges. A required summer reading program for all classes and additional summer assignments for students enrolled in Honors and AP courses enrich the analytical skills and the study of literature covered in our curriculum.

COURSE OFFERINGS

AP Literature and Composition	Creative Writing (A)
English 9 (A)	Expository Writing (A)
English 9 (H)	Facing History and Ourselves (A) (<i>see History Electives for description</i>)
English 10 (A)	Film Studies (A)
English 10 (H)	Language Arts Workshop (B)
English 11 (A)	
English 11 (B)	
English 11 (H)	
English 12 (A)	
English 12 (B)	
English 12 (H)	

GRADE	ADV. PLACEMENT	HONORS	COLLEGE PREP A	COLLEGE PREP B
9		English 9 (H)	English 9 (A)	Language Arts Workshop (B)
10		English 10 (H)	English 10 (A)	Language Arts Workshop (B)
11		English 11 (H)	English 11 (A)	English 11 (B)
12	AP Literature and Composition	English 12 (H)	English 12 (A)	English 12 (B)

Electives	Creative Writing (A) Expository Writing (A) Facing History and Ourselves (A) (<i>see History Electives for description</i>) Film Studies (A) Language Arts Workshop (B)
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ADVANCED PLACEMENT PROGRAM

AP LITERATURE AND COMPOSITION - COURSE #1541

5 credits

The AP Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the in-depth reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. **Students are required to take the AP examination in May at their own expense.**

Prerequisites: English 9A or 9H, English 10H, English 1H

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders*

HONORS PROGRAM

ENGLISH 9 (H) - COURSE #1140

5 credits

English 9H will consist of the material outlined in English 9A, but all phases of the program will be taught in greater depth and at a much quicker pace. In addition to the works taught in 9A, students will read *Great Expectations*, *The Adventures of Huckleberry Finn*, and *A Midsummer Night's Dream*, as well as additional poetry, short stories, and independent reading. Vocabulary instruction encompasses words taken directly from the literature so students may learn to use and understand vocabulary in context. Language instruction will give students a solid foundation as outlined by the Common Core State Standards; other elements are covered at the teacher's discretion after assessing the capabilities of the students. This course includes more extensive writing. Students are expected to be excellent readers and high-level thinkers.

Prerequisite: Grade 8 English teacher recommendation

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders, Community Contributors*

ENGLISH 10 (H) - COURSE #1240

5 credits

English 10H is a course that covers all aspects of English 10A; however, 10H students are taught at a much quicker pace and invited to engage in a more in-depth, detailed examination and discussion of works of literature. In English 10H, students typically read and study 8-12 literary works. Students are expected to be skillful, perceptive readers and writers, as well as eager classroom contributors. Students will explore aspects of the novel such as plot, theme, motif, symbolism, characterization and archetypes. 10H students have the opportunity to also study more challenging texts such as *A Tale of Two Cities*, *Frankenstein*, *The Jungle*, and *Jane Eyre* focusing on historical context and authors as social critics. This course includes more extensive writing. Vocabulary instruction encompasses words taken directly from the literature so students may learn to use and understand vocabulary in context. Language instruction will give students a solid foundation as outlined by the Common Core State Standards; other elements are covered at the teacher's discretion after assessing the capabilities of the students.

Prerequisite: English 9 teacher recommendation

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders, Community Contributors*

ENGLISH 11 (H) - COURSE #1340**5 credits**

The focus of 11 Honors is American literature ranging from colonial times to modern day. In addition to the works taught in 11A, students may also read *The Turn of the Screw*, *The Awakening*, *Death of a Salesman*, *The Grapes of Wrath*, as well as additional poetry, short stories and independent reading. Students will evaluate and respond to what they read using critical reading strategies and will be expected to respond in a sophisticated manner, both written and orally. A strong base for writing is expected and assignments may include literary analysis, persuasive essays, personal narratives and research. The study of dialect and accent in American English will be explored through regional literature and independent research. Vocabulary will be literature based – and is also developed through the study of Greek and Latin roots. Grammar will be studied based on student and class needs.

Prerequisites: English 10H or English 10 teacher recommendation.

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders*

ENGLISH 12 (H) - COURSE #1440**5 credits**

Students explore a selection of texts from British and World literature such as *Oedipus Rex*, *The Iliad*, *Beowulf*, *The Canterbury Tales*, *Hamlet*, *Pride and Prejudice*, *Animal Farm* and *Pygmalion*. Taught from a literary perspective, students will examine poetry, dramas, and novels in a historical context. The thread of social, cultural, and historical themes are followed throughout each piece and then related to current social and cultural practices. Frequent class discussions occur in order to highlight topics of analysis. In addition to extensive reading assignments, students develop their writing skills with a focus on self-editing. Extensive vocabulary lists are literature based. Presentation skills are also honed. An individual, year-long author research project culminates in a Capstone paper and presentation at the end of the school year. Assignments geared towards this project will be assessed during each quarter and will make up a significant portion of the cumulative grade. Students of this class should expect an increased workload and exhibit a high level of academic independence.

Prerequisites: English 9, English 10, English 11H or English 11 teacher recommendation

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

COLLEGE PREPARATORY A PROGRAM**ENGLISH 9 (A) - COURSE #1130****5 credits**

English 9A is a course that is designed to expose students to classic and contemporary works which may include *Of Mice and Men*, *To Kill a Mockingbird*, *The Odyssey*, and *This Boy's Life*. Students will also read a variety of poetry and short stories, as well as be introduced to Shakespearean and Greek tragedy, including *Romeo and Juliet* and *Antigone*. Emphasis is placed on the structure of an analytical essay; students will write and revise essays based on the literature. Vocabulary instruction encompasses words taken directly from the literature so students may learn to use and understand vocabulary in context. Language instruction will give students a solid foundation as outlined by the Common Core State Standards; other elements are covered at the teacher's discretion after assessing the capabilities of the students.

Prerequisite: None

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders, Community Contributors*

ENGLISH 10 (A) - COURSE #1230**5 credits**

English 10A is a course designed to fully engage students in the structure, content, and idea of the novel. Students read several literary works, which may include *The Catcher in the Rye*, *The House on Mango Street*, *1984*, *Macbeth*, and *The Lord of the Flies*. Literary works are examined as examples of genres, such as coming of age, dystopias, and tragedy. A study of the novel lends itself to learning and understanding narrative point of view, characterization, plot, theme, symbol, and motif. Students continue to sharpen literary analysis skills, including writing open responses and longer written pieces. Focus is also placed on writing and revising long compositions and answering open-response and multiple choice questions for the English Language Arts MCAS. Students read poetry to identify and analyze poetic devices. Vocabulary instruction encompasses words taken directly from the literature so students may learn to use and understand vocabulary in context. Language instruction will give students a solid foundation as outlined by the Common Core State Standards; other elements are covered at the teacher's discretion after assessing the capabilities of the students.

Prerequisite: English 9

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders, Community Contributors*

ENGLISH 11 (A) - COURSE #1330**5 credits**

English 11A is a course that exposes students expressly to American literature from the colonial to the contemporary. This literature will be taught in the context of its historical connection to the growth of America. Students will read a variety of literary genres, which includes such works as *The Scarlet Letter*, *The Great Gatsby*, *The Crucible*, *The Old Man and the Sea*, and *A Streetcar Named Desire*. Students will also read a variety of poetry and short stories from writers such as Edgar Allan Poe, Emily Dickinson, William Faulkner, Washington Irving, and Herman Melville. Various writing assignments include literary analysis, research, personal narratives, and creative essays. Vocabulary instruction is based on words taken from SAT materials, and also includes Greek and Latin roots as well as vocabulary gleaned from the literature.

Prerequisite: English 9 and English 10

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders, Community Contributors*

ENGLISH 12 (A) - COURSE #1430**5 credits**

Students explore a selection of texts from British and World literature like *The Things They Carried*, *Oedipus Rex*, *The Iliad*, *Beowulf*, *The Canterbury Tales*, *Hamlet*, *Animal Farm*, *Pygmalion*, and an independent selection. Taught from a literary perspective, students will examine poetry, dramas, and novels in a historical context and then relate them to current social and cultural practices. The thread of social, cultural, and historical themes are followed throughout each piece. Frequent class discussions occur in order to highlight topics of analysis. In addition to extensive reading assignments, students develop their writing skills with a focus on literary analysis and grammar. Extensive vocabulary lists are literature based. Students of this class should expect frequent independent assignments.

Prerequisite: English 9, English 10, English 11

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

COLLEGE PREPARATORY B PROGRAM

ENGLISH 11 (B) - COURSE #1320

5 credits

Students who have demonstrated a need for more focus on English fundamentals and individual attention should select English 11B. This course covers essentially the same material as taught in English 11A, but with more emphasis on basic skills. Selections from American literature include drama, the novel, short stories and poetry. Various forms of writing include literary analysis, personal narratives, and creative writing. Vocabulary skills are developed through words from the literature, and Greek and Latin roots. Grammar and usage are dealt with on an individual basis through student writing.

Prerequisites: English 9 and English 10

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders, Community Contributors*

ENGLISH 12 (B) - COURSE #1420

5 credits

Students explore a selection of texts from British and World literature like *The Things They Carried*, *Beowulf*, *Anthem*, *Hamlet*, *Animal Farm*, an independent selection and nonfiction. Taught from a literary perspective, students will examine poetry, dramas, and novels in a social and cultural context. Frequent class discussions occur in order to highlight topics of analysis and students write extensively about personal applications in a memoir style. In addition to reading assignments, students develop their writing skills with a focus on literary analysis, organization, and conventions. Extensive vocabulary lists are literature based.

Prerequisites: English 9, English 10, and English 11

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders, Community Contributors*

ELECTIVES PROGRAM

CREATIVE WRITING (A) - COURSE # 1221 Semester 1 COURSE # 1222 Semester 2

2.5 credits

2.5 credits

This course can be taken up to two times during a high school career. This semester-long course takes students through four genres of writing: memoir, the short story, script writing and poetry. Students will critically examine samples of writing in each genre, along with other writers' perspectives. Students will write reflectively to examine themselves as writers and analyze writing perspectives. Additionally, students will work in writing circles for the purpose of reading and critiquing each other's work. Students are encouraged to pursue avenues of publication, including writing contests, nation-wide or regional writing events, and Wilmington High School's art and literary magazine, *Expressions*.

Prerequisite: English 9

(Open to grades 10, 11, and 12)

Career Pathway: A

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Community Contributors*

EXPOSITORY WRITING (A) - COURSE # 1225

5 credits

Expository Writing is a one-year course in which students are exposed to the major types of writing: narrative, descriptive, process analysis, comparison/contrast, argument and persuasion, cause and effect, and division/classification. Students will study, analyze, and look at different examples (published student examples and well-known author examples) of writing; for example, when narrative writing, students will read the student piece entitled "A Vacation with my Mother" and Annie Dillard's "The Chase." After a brief study of a type of writing, students will compose their own pieces. In doing so, students will learn about the vital steps in the writing process: brainstorming, journaling, free writing, drafting, self-editing, sharing, peer editing, final drafting, and publishing. Moreover, students will be given the opportunity to publish their work, as well as learn to properly format essays, a works cited page, and a bibliography using MLA guidelines.

Prerequisite: none

(Open to grades 9, 10, 11, and 12)

Career Pathway: A

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders*

FILM STUDIES (A) – COURSE # 1336**5 credits**

Film Studies is a year long course designed for students who desire an in-depth examination of the visual communication arts. The primary components of this course will include the history of film, film production (including shots and techniques), and the study of film as a form of visual literature. Students will examine early classic films from the silent era and progress to contemporary films. These may include the works of Orson Welles, John Ford, Alfred Hitchcock, Billy Wilder, and Martin Scorsese. Through the critical examination of film, students will read and develop critical film reviews. Students will do projects which may include writing screenplays; learning more about the eras that produced the films, and comparing and contrasting films within a genre.

Prerequisite: English 10
(Open to grades 11 and 12)

Career Pathway: A

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Community Contributors*

LANGUAGE ARTS WORKSHOP – COURSE #1131**5 credits**

Language Arts Workshop is an English elective that is taken in addition to the four years of English required for graduation. The purpose of the course is to provide students with a variety of additional opportunities to increase their language arts skills, particularly in writing. Students will write in the three areas detailed by the Common Core State Standards: analytical, informal, and narrative. Additionally, students will have opportunities to prepare for the English Language Arts MCAS exam.

Prerequisite – None
(Open to grades 9, 10 or as needed)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner*

Supporting Academic Expectation: *Skilled Leaders, Cultured Individuals*

FAMILY AND CONSUMER SCIENCE

The Family and Consumer Sciences Program strives to encourage the development of the full potential of each student. Courses in this program are designed to focus on the concerns that students may have now and in the future. We hope that our courses enable students to access resources available to them to enhance their quality of life. By empowering the individual, we aim to strengthen the family unit, which in turn enriches the community.

COURSE OFFERINGS

Food and Nutrition (A)

Independent Living (A)

GRADE	HONORS	COLLEGE PREP A	COLLEGE PREP B
9		Food and Nutrition (A)	
10		Food and Nutrition (A)	
11		Food and Nutrition (A) Independent Living (A)	
12		Food and Nutrition (A) Independent Living (A)	

COLLEGE PREPARATORY A PROGRAM

FOOD AND NUTRITION (A) - COURSE #8130

2.5 credits

In this course students will learn how nutrients work and the link between diet and healthy bodies. Some of the many topics covered are food technology, convenience foods, cultural diversity in foods, vegetarian diets, sports nutrition, eating disorders, and food budgeting. Learn how to plan nutritious meals for single adults and busy families. Learn how to shop, store, prepare, and serve food for the best nutritive value and how good nutrition relates to the quality of life.

Prerequisite: None

(Open to grades 9, 10, 11, and 12)

Career Pathway: **D,E**

Primary Academic Expectation: *Self-directed Learner*

Supporting Academic Expectation: *Effective Communicator, Innovative Problem Solver, Community Contributors*

INDEPENDENT LIVING (A) - COURSE #8230

5 credits

This course will cover topics such as consumer credit, insurance, consumer buying, autos (lease, purchase, used, new), checking accounts, health care, interior design, housing, finding a job, and much more. Learn management and decision making skills that relate to individuals and families. Take this course to be prepared for life after high school.

Prerequisite: None

(Open to grades 11 and 12)

Career Pathway: **D,E**

Primary Academic Expectation: *Innovative Problem Solver*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Community Contributors*

FOREIGN LANGUAGES

Learning a foreign language is learning to communicate. Interaction with other countries has become easier and more necessary due to the increasingly sophisticated technology of the new millennium. Being able to speak a second language could very well be a deciding factor in getting a job. The goal of our Foreign Language Department is to develop communicative proficiency in listening, speaking, reading and writing in order to prepare our students for any language endeavor. Students will be presented with a variety of conventions, which will expose them to the different cultures and civilizations that exist in the world. The Wilmington High School graduate will appreciate the arts, heritage, and customs of other cultures throughout history.

COURSE OFFERINGS

French I (A)	Spanish I (A)	Introduction to American Sign Language (A)
French II (A)	Spanish II (A)	Latin I (H)
French II (H)	Spanish II (H)	
French III (A)	Spanish III (A)	
French III (H)	Spanish III (H)	
French IV (H)	Spanish IV (A)	
French V (H)	Spanish IV (H)	
Italian I (A)	Spanish V (A)	
Italian II (A)	Spanish V (H)	
Italian III (A)	AP Spanish	

GRADE	ADV. PLACEMENT	HONORS	COLLEGE PREP A	COLLEGE PREP B
9		French II (H) Spanish II (H)	Italian I (A) French I (A) French II (A) Spanish I (A) Spanish II (A)	
10		French II (H) French III (H) Spanish II (H) Spanish III (H)	Italian I (A) Italian II (A) French I (A) French II (A) French III (A) Spanish I (A) Spanish II (A) Spanish III (A) Sign Language(A)	
11		French II (H) French III (H) French IV (H) Spanish II (H) Spanish III (H) Spanish IV (H)	Italian I (A) Italian II (A) Italian III (A) French I (A) French II (A) French III (A) Spanish I (A) Spanish II (A) Spanish III (A) Spanish IV (A) Sign Language(A)	

12	AP Spanish	French II (H) French III (H) French IV (H) French V (H) Spanish II (H) Spanish III (H) Spanish IV (H) Spanish V (H) Latin I (H)	Italian I (A) Italian II (A) Italian III (A) French I (A) French II (A) French III (A) Spanish I (A) Spanish II (A) Spanish III (A) Spanish IV (A) Spanish V (A) Sign Language(A)	
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ADVANCED PLACEMENT PROGRAM

ADVANCED PLACEMENT SPANISH - COURSE # 3550

5 credits

The AP Spanish Language course is designed to bring students to an advanced level of proficiency in listening, speaking, reading and writing. The course will be conducted entirely in Spanish and students must use Spanish exclusively with other class members and their instructor. Students will learn how to synthesize information gleaned from authentic texts, accurately compose expository passages and recognize significant products of the target culture, including but not limited to major works of art and literature, music, traditions, historical and political figures. **Students are required to take the AP examination in May at their own expense.**

Prerequisite: Spanish II H, Spanish III H, Spanish IV H, Interview with CTL and Instructor and Department Recommendation
(Open to grade 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

HONORS PROGRAM

FRENCH II (H) - COURSE #3141

5 credits

Students will be able to reinforce and strengthen the skills they have already acquired. All previously studied topics will be expanded as students acquire more vocabulary and syntax. New topics will include professions, transportation, vacations, health, communications and customs. French will be used extensively. Students will use French to express their needs, make requests, and ask and answer questions. They will describe events in both the past and future. Throughout the year, students will read and discuss reading selections on Francophone culture and civilization.

Prerequisite: Student must have a grade of A- or better in Grade 8 French or French I
(Open to grades 9, 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

FRENCH III (H) - COURSE #3241**5 credits**

Students will continue to reinforce and strengthen all their previously acquired skills. The everyday topics that have been introduced will continue to be expanded as more vocabulary and syntax is acquired. Students will begin to broaden their horizons as they read, discuss and write about literature, history, the arts, social issues, and world events.

Prerequisite: Student must have a grade of B- or better in French II honors.
(Open to grades 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

FRENCH IV (H) - COURSE #3341**5 credits**

Students will continue to gain mastery of new and previously studied vocabulary, tenses, and grammatical structures. Topics will continue to include both everyday situations and themes that connect students to the world. Spontaneous and directed conversation will increase students' ability to communicate in French. Reading a variety of materials will increase their vocabulary and comprehension. Writing about selected topics will improve their written communication skills.

Prerequisite: A student must have a grade of B- or better in French III or teacher recommendation.
(Open to grades 11 and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

FRENCH V (H) - COURSE #3441**5 credits**

Students who are college bound should take French 5. Many colleges now have not only pre-college foreign language requirements, but also in-college foreign language requirements. This course will give the unique opportunity of advancing to a more sophisticated level in all language skills. Students will be using a variety of interesting advanced texts which will serve as a basis for class discussions and written work.

Prerequisite: A student must have a grade of B- or better in French IV Honors.
(Open to grade 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

LATIN I (H) - COURSE #3100**5 credits**

Over fifty percent of English words come from Latin roots. Knowing Latin grammar helps students understand the structure of English. In Latin I, students will begin to learn the fundamentals of Latin grammar as well as basic vocabulary. Students will use this grammar and vocabulary to read and write in Latin at an elementary level. Throughout the year, students will be identifying English derivatives either directly from Latin or from other romance languages. Students will be introduced to the people who lived in the Roman Empire and will also study Greek and Roman mythology.

Prerequisite: Previous honors level foreign language course(s): Must have approval of Foreign Language Curriculum Team Leader.
(Open to grade 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Skilled Leaders, Community Contributors*

SPANISH II (H) - COURSE #3142**5 credits**

Students will be able to reinforce and strengthen the skills they have already acquired. All previously studied topics will be expanded as students acquire more vocabulary and syntax. New topics will include professions, transportation, vacations, health, communications, and customs. Spanish will be used extensively. Students will use Spanish to express their needs, make requests, and ask and answer questions. They will describe events in both the past and future. Throughout the year students will read and discuss reading selections on Hispanic culture and civilization.

Prerequisite: A student must have a grade of A- or better in Grade 8 Spanish or Spanish 1.
(Open to grades 9, 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

SPANISH III (H) - COURSE #3242**5 credits**

Students will continue to reinforce and strengthen all their previously acquired skills. The everyday topics that have been introduced will continue to be expanded as more vocabulary and syntax is acquired. Students will begin to broaden their horizons as they read, discuss and write about literature, history, the arts, social issues, and world events.

Prerequisite: A student must have a grade of B- or better in Spanish II Honors.
(Open to grades 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

SPANISH IV (H) - COURSE # 3342**5 credits**

Students will continue to gain mastery of new and previously studied vocabulary, tenses, and grammatical structures. Topics will continue to include both everyday situations and themes that connect students to the world. Spontaneous and directed conversation will increase students' ability to communicate in Spanish. Reading a variety of materials will increase their vocabulary and comprehension. Writing about selected topics will improve written communication skills.

Prerequisite: A student must have a grade of B- or better in Spanish III Honors.
(Open to grades 11 and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

SPANISH V (H) - COURSE #3442**5 credits**

Students who are college bound should take Spanish 5. Many colleges now have not only pre-college foreign language requirements but also in-college foreign language requirements. This course will give the unique opportunity of advancing to a more sophisticated level in all language skills. Students will be using a variety of interesting advanced texts which will serve as a basis for class discussions and written work.

Prerequisite: A student must have a grade of B- or better in Spanish IV Honors.
(Open to grade 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

COLLEGE PREPARATORY A PROGRAM

INTRODUCTION to AMERICAN SIGN LANGUAGE #3158

2.5 credits

This course is designed to present the basic grammatical rules of American Sign Language. Introduces basic vocabulary, finger spelling, numbers and facial grammar. In addition the course provides cultural knowledge and increases understanding of the Deaf Community.

(Open to grades 10, 11, 12)

Primary Academic Expectation: *Effective Communicator*

FRENCH I (A) - COURSE #3133

5 credits

Students who elect French 1 will be studying the second most frequently taught language in the world after English. From the very first day, students will be speaking, and writing in French as they acquire the necessary skills to talk and write at a beginner's level about a variety of topics in their everyday environment: weather, time, date, numbers, greetings, themselves, friends, school, family, house, food, clothes, and activities. Special emphasis will be placed on pronunciation. Students will begin to learn about the Francophone world which includes thirty-three counties where French is an official language.

Prerequisite: None

(Open to grades 9, 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

FRENCH II (A) - COURSE #3131

5 credits

Students will be able to reinforce and strengthen the skills acquired in French 1. All previously studied topics will be expanded as students acquire more vocabulary and syntax. Students will use French to ask and answer questions, express their needs, and make requests. They will describe events in both the past and the future. Throughout the year, students will read and discuss reading selections on Francophone culture and civilization.

Prerequisite: A student must have a grade of B- or better in grade 8 French or C- or better in French I at the high school level.

(Open to grades 9, 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

FRENCH III (A) - COURSE #3233

5 credits

Students will continue to reinforce and strengthen all their previously acquired skills. New topics will include professions, transportation, vacations, travel, communications and customs. French will be used extensively in the classroom. Students will continue to read and discuss reading selections on Francophone culture and civilization.

Prerequisite: A student must have a grade of C- or better in French II.

(Open to grades 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

ITALIAN I (A) - COURSE #3155**5 credits**

From the first day of class, students will be speaking and writing in Italian as they learn the skills necessary for oral and written proficiency at a beginner's level. Special emphasis will be placed on pronunciation. Students will also study a variety of cultural topics relevant to Italy, such as food, fashion, travel and tourism, science, history and fine arts. Students will also learn vocabulary for communication about family, school and leisure activities.

Prerequisite: None

(Open to Grades 9, 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

ITALIAN II (A) – COURSE # 3156**5 credits**

Students will be able to reinforce and strengthen their skills acquired in Italian 1. They will learn more vocabulary and syntax and be able to communicate more effectively in the target language. Throughout the year, students will learn about Italian culture with emphasis on the fine arts, cinema, food, fashion, historical milestones and the Italian-American heritage.

Prerequisite: A grade of C- or better in Italian I.

(Open to grades 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

ITALIAN III (A) – COURSE # 3157

Students will continue to strengthen and reinforce their previously acquired oral and written skills acquired in Italian 2. Students will continue to read and discuss reading selections on Italian civilization and culture. Italian will be used extensively in the classroom.

Prerequisite: A grade of C- or better in Italian II.

(Open to grades 11 and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative problem Solver, Self-directed Learner, Skilled Leaders, Community*

SPANISH I (A) - COURSE #3134**5 credits**

From the very first day, students will be speaking, and writing in Spanish as they acquire the necessary skills to talk and write at a beginner's level about a variety of topics in their everyday environment: weather, time, date, numbers, greetings, themselves, friends, school, family, house, food, clothes, and activities. Special emphasis will be placed on pronunciation. Students will begin to learn about the Hispanic world.

Prerequisite: None

(Open to grades 9, 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

SPANISH II (A) - COURSE #3132**5 credits**

Students will be able to reinforce and strengthen the skills acquired in Spanish 1. All previously studied topics will be expanded as students acquire more vocabulary and syntax. Students will use Spanish to ask and answer questions, express their needs, and make requests. They will describe events in both the past and the future. Throughout the year, students will read and discuss reading selections on Hispanic culture and civilization.

Prerequisite: A student must have a grade of B- or better in Grade 8 Spanish or C- or better in Spanish I on the high school level.

(Open to grades 9, 10, 11, and 12)

Career Pathway: A,B,C,D,E

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

SPANISH III (A) - COURSE #3232**5 credits**

Students will continue to reinforce and strengthen all their previously acquired skills. New topics will include professions, transportation, vacations, travel, communications and customs. Spanish will be used extensively in the classroom. Students will continue to read and discuss reading selections on Hispanic culture and civilization.

Prerequisite: A student must have a grade of C- or better in Spanish II.

(Open to grades 10, 11, and 12)

Career Pathway: A,B,C,D,E

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

SPANISH IV (A) - COURSE # 3332**5 credits**

Students will continue to reinforce and strengthen all their previously acquired skills. The everyday topics that have been introduced will continue to be expanded as more vocabulary and syntax is acquired. Students will begin to broaden their horizons as they read, discuss and write about literature, history, the arts, social issues, and world events.

Prerequisite: A student must have a grade of C- or better in Spanish III.

(Open to grades 11 and 12)

Career Pathway: A,B,C,D,E

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

SPANISH V (A) - COURSE # 3432**5 credits**

Students will continue to gain mastery of new and previously studied vocabulary, tenses, and grammatical structures. Topics will continue to include both everyday situations and themes that connect students to the world. Spontaneous and directed conversation will increase students' ability to communicate in Spanish. Reading a variety of materials will increase their vocabulary and comprehension. Writing about selected topics will improve written communication skills.

Prerequisite: A student must have a grade of C- or better in Spanish IV.

(Open to grade 12)

Career Pathway: A,B,C,D,E

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

HEALTH & PHYSICAL EDUCATION

The Health and Physical Education Department of Wilmington High School provides students with comprehensive courses in order that they may plan and implement personal fitness/wellness programs. Students will demonstrate basic knowledge and understanding of rules and social values of daily fitness activities, understand concepts in health and prevention, and will be able to identify healthy habits and their effects on the individual and society. The Wilmington High School graduate will make informed and responsible judgments regarding physical and mental health for self and society.

COURSE OFFERINGS:

Health Dynamics 9
Health Dynamics 10
Health Dynamics 11
Health Dynamics 12

GRADE	REQUIRED FOR ALL
9	Health Dynamics 9 Course # 0003
10	Health Dynamics 10 Course # 0004
11	Health Dynamics 11 Course # 0009
12	Health Dynamics 12 Course # 0011

HEALTH DYNAMICS – COURSE #0003, 0004, 0009, 0011

2.5 credits

Health dynamics is a comprehensive program dealing with health, wellness and life skills. The course will meet for one semester per year, each of the four years of high school. At each grade level, students will study in-depth, age appropriate health topics, including the following: substance abuse, nutrition, physical fitness, human sexuality, mental health, and stress management. A full complement of physical activities designed to reinforce the concepts studied will be offered to ensure a comprehensive program. **As a result of class size limitations, students who fail this course must re-take it in summer school.**

Grade 9

Primary Academic Expectation: *Community Contributors*

Supporting Academic Expectation: *Effective Communicator*

Grade 10

Primary Academic Expectation: *Innovative Problem Solver*

Supporting Academic Expectation: *Self-directed Learner*

Grade 11

Primary Academic Expectation: *Self-directed Learner*

Supporting Academic Expectation: *Cultured Individuals*

Grade 12

Primary Academic Expectation: *Self-directed Learner*

Supporting Academic Expectation: *Effective Communicator*

MATHEMATICS

The goal of the Mathematics Department at Wilmington High School is that all students will develop mathematical power through critical thinking, problem solving, and investigation. Communication of their mathematical ideas and connections to real world situations are essential for students to maintain mathematics as an integral part of their everyday lives. All mathematics courses at Wilmington High School make appropriate use of technology when it is available. The Wilmington High School graduate will use mathematics to solve real world and theoretical problems by demonstrating knowledge of geometry concepts and skills, and by using mathematical reasoning in problem solving. Students are expected to organize and analyze information and to use inductive and deductive reasoning to formulate possible solutions to problems. The following courses offered through the Mathematics Department are designed to provide a program for all students in order to assist them in meeting performance standards, which have been designated for stated expectations of student learning.

COURSE OFFERINGS

Algebra I (A)	Geometry (B)
Algebra II (A)	Geometry (H)
Algebra II (B)	Algebra III (B)
Algebra II Part A (B)	Mathematics Workshop 9 (B)
Algebra II Part B (B)	Mathematics Workshop 10 (B)
Algebra II (H)	Intro to Trigonometry (A)
Pre-Calculus (A)	Intro to Probability & Statistics (A)
Pre-Calculus (H)	Statistics (A)
AP Calculus AB	Visual Basic (A)
Calculus AB (H)	Gaming with C# and XNA (A)
Geometry (A)	Engineering Design (H)
	Engineering Design (A)

GRADE	ADV. PLACEMENT	HONORS	COLLEGE PREP A	COLLEGE PREP B
9		Geometry (H)	Algebra I (A) Geometry (A)	
10		Algebra II (H)	Geometry (A) Algebra II (A)	Geometry (B)
11		Pre-Calculus (H)	Algebra II (A) Pre-Calculus (A)	Algebra II (B) Algebra II Part A (B)
12	AP Calculus AB	Calculus AB (H)	Pre-Calculus (A) Statistics (A)	Algebra II Part B (B) Algebra III (B)
Electives		Engineering Design (H)	Visual Basic (A) Gaming with C# and XNA (A) Intro to Trigonometry (A) Intro to Probability & Statistics (A) Statistics (A) Engineering Design (A)	Math Workshop 9 (B) Math Workshop 10 (B)

NOTE: It is suggested that classes needing a Graphing Calculator use the Texas Instruments TI-83 or TI-84 and classes needing a Scientific Calculator use the Texas Instruments TI-30

ADVANCED PLACEMENT PROGRAM

AP CALCULUS AB - COURSE #4450

5 credits

An Advanced Placement (AP) course in Calculus AB consists of a full high school year of work that is comparable to calculus courses in colleges and universities. The AP Calculus curriculum, which is approved by the College Board, is designed to develop the student's understanding of the concepts of calculus and to provide experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Concepts include limits, continuity of functions, methods of differentiation, applications of the derivative, methods of integration, and applications of the integral. **A graphing calculator is required. Students who enroll in this course are required to have successfully completed coursework in Honors Pre-Calculus. Students accepted to this course will be required to take the Advanced Placement Exam in May at their own expense.**

Prerequisites: A minimum grade of 85 in Pre-Calculus (H), a completed application form, an interview with the Mathematics Curriculum Team Leader.

(Open to grade 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

HONORS PROGRAM

ALGEBRA II (H) - COURSE #4240

5 credits

This course will be a demanding, in-depth study of algebra with opportunities to explore and apply algebraic concepts to real world interests. The course will consist of linear equations, inequalities, functions, matrices and systems of equations. Other topics include analytic geometry as well as quadratic, polynomial, exponential, logarithmic, trigonometric, and rational functions. **A graphing calculator is required.**

Prerequisite: A minimum grade of 80 in Grade 8 Mathematics and recommendation of Geometry (H) teacher.

(Open to grade 10)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

PRE-CALCULUS (H) - COURSE #4340

5 credits

This course is comprehensive and demanding. It requires students to apply their algebra and geometry skills learned previously. Students must be proficient in both of these areas in order to be successful in Pre-Calculus (H). Students will work with linear, polynomial, rational, exponential, logarithmic and trigonometric functions in detail. If time permits students will study polar equations and vectors.

A graphing calculator is required.

Prerequisite: A minimum grade of 80 or better in Algebra II (H)

(Open to grade 11)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

CALCULUS AB (H) - COURSE #4440

5 credits

This course consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is intended to be challenging and demanding, requiring a commitment to one hour of homework daily. Topics include limits of functions, continuity, derivatives, application of derivatives, integrals, applications of integrals, and techniques of anti-differentiation. Students taking this course may opt to take the AP Calculus AB examination. **A graphing calculator is required.**

Prerequisite: Successful completion of Pre-Calculus (H) or Pre-Calculus (A) and recommendation of the Pre-Calculus teacher.

(Open to grade 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

GEOMETRY (H) - COURSE #4140**5 credits**

Students will use methods of exploration, which include classroom activities to discover the theorems of Geometry. There is some emphasis on formal axiomatic proofs. Topics include congruence and similarity, perpendicularity and parallelism, coordinate geometry of the straight line, transformations, and three-dimensional geometry.

A project will be assigned each term.

Prerequisite: A minimum grade of 80 in Grade 8 Mathematics and recommendation of the Grade 8 teacher.

(Open to grade 9)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders, Cultured*

COLLEGE PREPARATORY A PROGRAM

ALGEBRA I (A) - COURSE #4130**5 credits**

The emphasis of this course will be two fold: using algebraic tools to solve problems and mastering basic algebraic concepts to apply to daily situations. Students will learn to solve linear equations and inequalities and to graph their solutions. Students will also learn to work with polynomials, including factoring and simplifying rational expressions. Additional topics include solving systems of equations, solving quadratic equations, simplifying expressions with radicals and solving rational equations. **A scientific calculator is required.**

Prerequisite: Recommendation of Grade 8 Mathematics teacher.

(Open to grade 9)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

ALGEBRA II (A) - COURSE #4330**5 credits**

Students will learn to solve and graph linear and quadratic equations and inequalities and systems of equations and inequalities. Other topics will include complex numbers, polynomial and radical equations, conic sections, and polynomial functions. **A scientific calculator is required (graphing calculator is highly recommended.)**

Prerequisites: A minimum grade of 75 in Algebra I (A) or Grade 8 Mathematics teacher, successful completion of Geometry (A).

(Open to grade 10 & 11)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

PRE-CALCULUS (A) - COURSE #4430**5 credits**

Students will explore linear, polynomial, composite, exponential and logarithmic functions in detail. Trigonometric functions, their graphs and applications will be studied along with analytic trigonometry. Technology is integrated into this course by using a graphing utility to solve applied problems and promote visualization. **A graphing calculator is required.**

Prerequisite: A minimum grade of 75 in Algebra II (A)

(Open to grades 11 and 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

GEOMETRY (A) - COURSE #4230**5 credits**

This course presents an axiomatic development of congruence and similarity, perpendicularity and parallelism, and area. Also covered are quadrilaterals, right triangles and the Pythagorean relation. There is some emphasis on formal axiomatic proofs. Some transformational and solid geometry will be introduced.

Prerequisite: A minimum grade of 70 in Grade 8 Mathematics and recommendation of Grade 8 teacher.

(Open to grades 9 and 10)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders, Cultured*

COLLEGE PREPARATORY B PROGRAM

ALGEBRA II (B) - COURSE #4420

5 credits

Students will learn to solve a variety of linear, quadratic, cubic, rational, and radical equations along with solving inequalities and systems of inequalities. Other topics include properties of exponents, complex numbers, various factoring methods, and the many characteristics of graphing polynomial and rational functions. **A scientific calculator is required. (A graphing calculator is highly recommended).**

Prerequisite: Successful completion of Algebra 1.

(Open to grade 11)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

ALGEBRA II PART A (B) - COURSE #4424

5 credits

Students will learn to solve linear systems of equations and inequalities. A review of factoring and solving quadratic equations, simplifying rational expression and solving rational equations will follow. Graphical methods will be used throughout the course. Use of the graphing calculator will also be taught. This course is designed for self-contained students and will be specifically recommended for eligible students.

Prerequisite: Successful completion of Algebra 1 and recommendation of teacher.

(Open to Grade 11)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

ALGEBRA II PART B (B) - COURSE #4425

5 credits

Students will continue to work with the Algebra 2 concepts with the exploration of exponents and their properties, matrix algebra, complex numbers, and solving radical equations. Graphical methods will also continue in this part of the course with the study of the conic sections with emphasis on the parabola. This course is designed for self-contained students and will be specifically recommended for eligible students.

Prerequisite: Successful completion of Algebra 2 Part A and recommendation of teacher.

(Open to grade 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

GEOMETRY (B) - COURSE #4320

5 credits

Topics covered in this course will be congruence, parallelism, similarity and area. Angle relationships, polygons, and circles are also part of the coursework. There will be less emphasis on formal proofs. However, proofs will be demonstrated and studied. Algebra skills will be used and reinforced.

Prerequisite: Recommendation of the Algebra 1 teacher

(Open to grade 10)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders, Cultured*

ELECTIVES PROGRAM

ALGEBRA III (B) - COURSE #4423

5 credits

Algebra III B is a course designed for seniors who are not planning to pursue future study in the science or mathematics fields, but who may need to fulfill a mathematics requirement in their first year of college. Coursework will include a review of mathematics necessary for SAT preparation, a review of linear and quadratic functions, rational and irrational expressions, an introduction to trigonometry, graphing rational, irrational, polynomial, exponential, and logarithmic functions, and arithmetic and geometric sequences and series. **Prerequisite:** Successful completion of Algebra II (A) or Algebra II (B).

(Open to Grade 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

MATH WORKSHOP 9 (B) - COURSE # 4131**5 credits**

This full year course is designed to support those students enrolled in the Algebra 1 B course, although any Algebra 1 student may enroll. Students will be provided with extra opportunities to practice and reinforce basic skills. Course content will coincide with topics that are being presented in the Algebra 1 classes so that students may get extra practice with these concepts. **This course does not count towards mathematics graduation requirement.** (Open to Grade 9)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*
Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

MATH WORKSHOP 10 (B) - COURSE #4263**5 credits**

This full year course is geared to all tenth grade students who scored in the warning or needs improvement categories of their eighth grade MCAS exam. It will be taken in addition to the required three-course mathematics curriculum. The purpose of the course is to provide students with additional opportunities for applying strategies to solve problems. Problems will involve number sense and operations, patterns, relations, and algebra, as well as data analysis, statistics, and probability. Some geometric concepts will be covered. Students will be guided on test-taking strategies, ways to approach open-ended questions, and how to read and write mathematics.

This course does not count towards mathematics graduation requirement.

(Open to grade 10)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*
Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

VISUAL BASIC (A) - COURSE #4132**2.5 credits**

In this half year course, Visual basic 2008 is presented. Students are introduced to the field of computer science and the logical steps of programming. Students will learn how to solve problems through programming using arrays, loops, if then statements, as well as learn Visual Basic controls and forms. It is a hands-on course and requires long-term projects. **This course does not count towards mathematics graduation requirement.**

Prerequisite: Recommendation of current math teacher.

(Open to Grades 10, 11 and 12)

Career Pathway: **B**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver*
Supporting Academic Expectation: *Self-directed Learner*

GAMING WITH C# AND XNA (A) - COURSE #4133**2.5 credits**

This half year course introduces students to C# programming and builds on the fundamentals taught in Visual Basic. Gaming with C# and XNA is a game programming course with a strong focus on developing programming skills, practical problem solving, and introduction to C#. Object Oriented Programming will be a major emphasis. Long term projects will be assigned using Microsoft's XNA Game Studio Express.

This course does not count towards mathematics graduation requirement.

Prerequisite: A minimum grade of 80 in Visual Basic.

(Open to Grades 10, 11, 12)

Career Pathway: **B**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver*
Supporting Academic Expectation: *Self-directed Learner*

INTRO TO TRIGONOMETRY (A) - COURSE #4432**2.5 credits**

During three years of college preparatory mathematics (Algebra I, Geometry, and Algebra II), students are exposed to various trigonometric concepts. This course is an extension of these topics including right triangle trigonometry, graphs and identities of trigonometric functions, real world applications of trigonometric functions. Coursework may include polar coordinates and circular functions.

A graphing calculator is required.

Prerequisite: A minimum grade of 80 in Algebra II (B) or successful completion of Algebra II (A)
(Open to grade 12).

Career Pathway: **B**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

INTRO TO PROBABILITY & STATISTICS (A) - COURSE #4431**2.5 credits**

Probability is the mathematics of chance and has applications in almost all fields from biology to the social sciences. Statistics is the science that deals with the collection and tabulation of numerical data, with the methods of analyzing such data and the procedures for testing hypotheses. This course will cover concepts and applications in Elementary, Joint and Conditional Probability including permutations, combinations, odds, independent/dependent events and set theory. Statistical topics include both Descriptive and Inferential Statistics containing the normal curve, measures of central tendency, measures of dispersion, and descriptions of individual performance. Students will be trained in the proper techniques of correlation, comparative and experimental research. **A graphing calculator is required**

Prerequisite: A minimum grade of 80 in Algebra II (B) or successful completion of Algebra II (A).
(Open to Grade 12)

Career Pathway: **B,C,D**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

STATISTICS (A) – COURSE - # 4421**5 credits**

Statistics is the science that deals with the collection and tabulation of numerical data, with the methods of analyzing such data and the procedures for testing hypotheses. Students will begin their study with the basic concepts of statistics such as identifying data sets and describing data with graphs. Other statistical topics include measures of central tendency, measures of dispersion, probability distributions, and hypotheses testing. Students will be trained in the proper techniques of correlation, comparative and experimental research. Each chapter offers a case study to begin the exploration of the concept. **A graphing calculator is required.**

Prerequisite: A minimum grade of 75 in Algebra II (A)
(Open to Grade 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver,*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders*

ENGINEERING DESIGN (A) – COURSE - # 4451**2.5 credits**

In this course students are introduced to the basic principles behind engineering with a focus on problem solving using different engineering disciplines. Students will learn to apply the Engineering Design Process to independent and team based projects throughout the semester. The field of engineering is all encompassing in its subject matter and real world challenges. Engineers use their science and math knowledge and skills to explore possible options when faced with solving a problem. The focus of this course is to guide students toward becoming technological thinkers and leaders by providing them with opportunities to explore the world around them and develop skills to address real world problems, and to plan and test their solutions. This course is offered during each semester.

Prerequisites: Successful Completion of Pre Calculus

(Open to Grade 12)

ENGINEERING DESIGN (H) – COURSE - # 4452**2.5 credits**

In this course students are introduced to the basic principles behind engineering with a focus on problem solving using different engineering disciplines. Students will learn to apply the Engineering Design Process to independent and team based projects throughout the semester. The field of engineering is all encompassing in its subject matter and real world challenges. Engineers use their science and math knowledge and skills to explore possible options when faced with solving a problem. The focus of this course is to guide students toward becoming technological thinkers and leaders by providing them with opportunities to explore the world around them and develop skills to address real world problems, and to plan and test their solutions. This course is taught with Engineering Design A. The base projects will be the same for each student, but students wishing to receive honors credits will be expected to complete additional work with each project.

This course is offered during each semester.

Prerequisites: Successful Completion of Pre Calculus

(Open to Grade 12)

PERFORMING AND VISUAL ARTS

VISUAL ARTS

The Performing and Visual Arts Department offerings are designed to provide an outstanding academic and cultural enrichment curriculum for all students and a more intense course of study for the student considering the arts as a career. In meeting the graduation requirement of 5 credits in the performing or fine arts, students will acquire greater knowledge of our cultural heritage and nurture creative skills and talents. Our program will provide students at Wilmington High School with opportunities to effectively convey ideas and views using their choice of various tools, materials, and media in the areas of fine arts or performing arts. We will encourage an appreciation of the various forms of artistic expression and assist students in the use of different artistic elements, materials and media. The Wilmington High School graduate will communicate original ideas and personal expression through use of varied tools, materials, and media, and will identify and appreciate varied forms of artistic expressions.

COURSE OFFERINGS:

Animation (A)	Advanced Art II (H)	Graphic Design I, II (A)
Art I, II (A)	Ceramics I, II (A)	Photography I, II (A)
Art III, IV (A)	Drawing & Painting (A)	Advanced Photo I,II (A)
Advanced Art I (H)	Digital Video (H)	Mixed Media I (A)
Adv. Ceramics I (A)	Adv. Ceramics II (A)	Figure Drawing (A)

ADV. PLACEMENT	HONORS	COLLEGE PREP A	COLLEGE PREP B
9		Ceramics I and/or II (A) Art I and/or II (A) Photo I and/or II (A)	Mixed Media (A)
10		Art I and/or II (A) Art III, IV (A) Graphic Design I (A) Photo I and/or II (A) Advanced Photo I, II (A) Ceramics I and/or II (A) Advanced Ceramics I, II (A)	Mixed Media (A)
11	Advanced Art I (H) Advanced Art II (H) Digital Video (H)	Advanced Photo I (A) Art I and/or II (A) Art III, IV (A) Graphic Design I (A) Graphic Design II (A) Photo I and/or II (A) Drawing & Painting (A) Figure Drawing (A) Ceramics I and/or II (A) Animation (A) Advanced Ceramics I, II (A)	Mixed Media (A)
12	Advanced Art I (H) Advanced Art II (H) Digital Video (H)	Advanced Photo II (A) Art I and/or II (A) Art III, IV (A) Graphic Design I (A) Graphic Design II (A) Photo I and/or II (A) Drawing & Painting (A) Figure Drawing (A) Ceramics I (A) and/or II (A) Animation (A) Advanced Ceramics I, II (A)	Mixed Media (A)

HONORS PROGRAM

ADVANCED ART I (H) - COURSE #9342 Semester 1

2.5 credits

This course is designed to guide students towards finding a personal style and voice. Observational studies, imaginative expression, and contextual issues will be explored in a variety of two-dimensional and three-dimensional media. Subject matter will include self-portraits, landscapes and still life. Students will also design, build and glaze a large ceramic sculpture of their choice. Art historical references will be used to illustrate different ideas from different artists, cultures and time periods. Keeping a visual diary as homework assignments is an important component of this class. Fee: \$10.00

Prerequisite: Passing Art I/II & Art III/IV and/or approval of teacher
(Open to grades 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

DIGITAL VIDEO (H) - COURSE #9440

2.5 credits

This half-year course is dedicated to exploring the medium of digital video. Using digital video cameras and editing software, students will create a short film experimenting with a variety of visual elements and film editing techniques. From writing a screenplay to directing action, students will participate in the various roles involved in the filmmaking process. In addition to hands on assignments, students will be expected to watch and reflect on film techniques, read and write film criticisms, and investigate the different technologies used in filmmaking both in and out of class. Fee: \$10.00

Prerequisite: Photography 1 & 2 (Open to grades 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals, Community Contributors*

ADVANCED ART II (H) - COURSE #9343 Semester 2

2.5 credits

This class will concentrate on figure studies in a variety of drawing and painting techniques. Students will study the skeleton and use it as an impetus for both realistic and personal expressions. Subject matter will also include nature drawing, perspective, and cubistic and surrealist images. Once again, contemporary and historical art history references will be studied. Students will also have the opportunity to create a large three-dimensional sculpture that will be personally designed, constructed and glazed. Keeping a visual diary as homework assignments is an important component of this class. Fee: \$10.00

Prerequisite: Art I/II & Art III/IV and/or approval of art teacher. (Open to grades 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

ADVANCED PHOTO I (H) - COURSE # 9335

2.5 credits

ADVANCED PHOTO II (H) - COURSE # 9336

2.5 credits

In each course, Advanced Photo I and II, students will deal with more independent projects in a variety of areas. Technical procedures such as alternative photographic process, documentary photography, and portfolio preparation are included. History of photography is an integral part of these courses. Students will also be introduced to the different vocational and avocation choices for photographers. Advanced Photo I and II are semester courses.

Something different will be taught in each course and taken out of sequence. Fee: \$10.00

Prerequisites: Passing grades in Photography I, II (Open to grades 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals, Community Contributors*

Supporting Academic Expectation: *Skilled Leaders*

COLLEGE PREPARATORY A PROGRAM

ANIMATION (A) – COURSE #9333

2.5 credits

Working both by hand and with digital filming and editing equipment, students will explore a variety of animation techniques. Projects will include several short animated pieces using techniques including frame-by-frame drawn, stop-motion, and computer animation. Students will also examine how animation has evolved over the past century from the early days of film to the advent of today's digital technology. This course requires much drawing both by hand and on the computer, so a strong interest in drawing and cartooning is highly recommended. Fee: \$10.00

Prerequisite: Art 1 and Art 2 (Open to grades 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Skilled Leaders, Community Contributors*

ART III, IV (A) - COURSE #9231

5 credits

This course is an advanced version of Art I and II. It is a survey course incorporating drawing, painting, design, ceramics and sculpture. Projects are more involved and allow for greater personal expression. As usual, Art history is included in the presentations. Fee: \$10.00

Prerequisite: Passing grade in Art I or II. Keeping a visual diary as homework assignments is an important component of this class.

(Open to grades 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals, Community Contributors*

CERAMICS I (A) - COURSE #9235**2.5 credits**

Students will be introduced to the three methods of hand building with clay; pinch, coil and slab techniques. They will learn these processes to construct both relief and three-dimensional forms. They will also make forms that are decorative and functional, and sometimes both. Students will work with white and brown clays and learn their different properties. Students will learn the chemistry and variety of glazes. They will learn how to glaze so as to best create their desired effect. This course will introduce students to the fundamental vocabulary of ceramics. Ceramic artists and world cultures will be introduced, studied and discussed and used for inspirational ideas. Fee: \$10.00

(Open to Grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders, Community Contributors*

CERAMICS II (A) - COURSE #9236**2.5 credits**

Students will use their knowledge of the hand building techniques to create larger and more personal ceramic forms. Focus will be on both realistic and stylistic interpretations of various personal and conceptual ideas. Students will also be introduced to the pottery wheel to create bowls and vases. Students will add more complicated decorating techniques such as sgraffito and mishima to their repertoire as well as expanded glazes and techniques. Students will continue their study of contemporary ceramic artists and world cultures towards understanding the role of decorative and functional ceramics within both periods. Fee: \$10.00

Prerequisites: Ceramics I

(Open to Grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Skilled Leaders, Community Contributors*

DRAWING AND PAINTING (A) - COURSE #9245**2.5 credits**

Students will be exposed to a variety of drawing and painting media such as various charcoal materials, drawing and colored pencils, inks, watercolors, and acrylics. Students will do both observational and imaginary images, using realistic and abstract styles. They will be challenged to develop a personal style and solve complicated visual problems. Techniques will also include combining materials and creating relief collages to expand their two-dimensional repertoire. Students will study a wide range of artists, both historical and contemporary who used drawing and painting to develop meaningful images.

Prerequisites: Art I/II & Art III/IV and/or approval of the teacher

(Open to Grades 10, 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders, Community Contributors*

FIGURE DRAWING (A) - COURSE #9232**2.5 credits**

The figure has been an important subject matter from pre-historic times to the present. It has been portrayed in stark realism to abstract renditions in two-dimensional; to installations. This course is an opportunity for students to study the anatomy of the figure and depict it in a variety of materials and contexts. Students will view artists' works that have depicted the figure in observational, imaginary and symbolic representations across different time periods and cultures. Work will include quick sketches, finished drawings and paintings and three-dimensional representations.

Prerequisites: Art I/II, Art III/IV (Open to

Grades 10, 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders, Community Contributors*

GRAPHIC DESIGN I (A) - COURSE # 9133**5 credits**

Students will study the role of the artist in preparing commercial materials: including typography, package design, CD covers, personal logos, posters etc. Students will use traditional artist's materials as well as learn computer graphic software such as Adobe Photoshop & Adobe Illustrator. Fee: \$10.00

Prerequisite: None.

(Open to grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

GRAPHIC DESIGN II (A) - COURSE # 9334**5 credits**

Students will further develop graphic design skills through use of computer design programs Adobe Illustrator and Adobe Photoshop. Students will explore multi-media presentation methods such as internet display and professional printing. Primary focus of the course will be concept and project development in Adobe Photoshop, although students will also work with Adobe Illustrator and Adobe InDesign. Students must have taken Graphic Design I with permission of the instructor in order to enroll in this course. Fee: \$10.00

Prerequisite: Graphic Design I (Open to grades 10, 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals, Community Contributors*

Supporting Academic Expectation: *Skilled Leaders*

ART I (A) - COURSE #9120 Semester 1**2.5 credits**

Students will be introduced to the fundamentals and vocabulary of visual art. Curriculum will include drawing, color, design and composition in the 2-D and 3-D realms. Students will also be introduced to different drawing and painting mediums and techniques as well as ceramic and glazing methods. Students will be assigned projects that will allow them to demonstrate this learning with creative and personal imagery. They will come to understand the process and cognitive as well as the technical ability to produce a work of art. Art history, self and peer critique, aesthetic judgment and assessment methods will also be covered.

Prerequisite: None

(Open to grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders, Community Contributors*

ART II (A) - COURSE #9121 Semester 2**2.5 credits**

In this course, students will draw, paint, and sculpt realistically from observation as well from the imagination. They will expand and apply their knowledge of the art elements and principles in order to create more sophisticated projects. Students will also continue to use self and peer critique, and aesthetic judgment to reflect on their artwork. Art historical reference will be used for inspiration.

Prerequisite: Passing grade in Art I (Open to grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicators, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

PHOTOGRAPHY I (A) - COURSE #9220 Semester 1**2.5 credits**

This course covers the necessary technical information for students to understand using a 35mm camera. Lens settings, shutter speed, depth of field are all areas that will be covered. Students will develop film and print their own black and white photographs. Composition and self-expression will be emphasized. History of photography will be taught as well. Fee: \$10.00

Prerequisite: None

(Open to grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders, Community Contributors*

PHOTOGRAPHY II (A) - COURSE #9221 Semester 2**2.5 credits**

Students will explore style and composition while experimenting with advanced techniques such as multiple printing and cyanotypes. This is a half-year course. History of photography will be taught as well. Fee: \$10.00

Prerequisite: Passing grade in Photography I (Open to grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

ADVANCED CERAMICS I (A), COURSE #9238**Credits: 2.5****ADVANCED CERAMICS II (A) COURSE #9239****Credits: 2.5**

In each course, Advanced Ceramics I and Advanced Ceramics II, students will focus on more independent, self-motivated projects, as well working on conceptual development and advanced ceramic techniques. Students will expand their knowledge of hand-building and learn intermediate wheel-throwing techniques. Students will continue to study historic and contemporary ceramic artists and the function of ceramics during these periods in time. At the end of each course students are expected to present a portfolio of pieces and a written artist statement that represents their personal and artistic development in Ceramics.

Fee: \$10.00

(Open to Grades 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Self-directed Learner Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

COLLEGE PREPARATORY B PROGRAM

MIXED MEDIA (A) – COURSE # 9125 Semester 1**2.5 credits**

This class will introduce students to a wide variety of two-dimensional and three-dimensional materials. We will explore a variety of techniques such as paste paper, printmaking and bookmaking. We will study various cultures to help us to understand the background of both functional and non-functional objects in their social context. Students will investigate the juxtaposition of words and images through collage, books and cards. If you like to work with your hands and experiment with materials, then this class is for you!

(Open to grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders, Community Contributors*

PERFORMING ARTS

COURSE OFFERINGS:

- Concert and Marching Band (A)
- Concert Choir (A)
- Theatre Arts (H)
- Introduction to Theater Arts (A)
- Jazz Rock Ensemble (H)
- Music Theory (A)
- Popular Music 1920 – Present (A)
- Speak Up (A)
- String Orchestra (A)

GRADE	ADV. PLACEMENT	HONORS	COLLEGE PREP A	COLLEGE PREP B
9		Jazz Rock Ensemble (H)	Concert Choir (A) Concert and Marching Band (A) Introduction to Theater Arts (A) Music Theory (A) Popular Music 1920 – Present (A) String Orchestra (A)	
10		Jazz Rock Ensemble (H)	Concert Choir (A) Concert and Marching Band (A) Introduction to Theatre Arts (A) Music Theory (A) Popular Music 1920 – Present (A) Speak Up (A) String Orchestra (A)	
11		Theater Arts (H) Jazz Rock Ensemble (H)	Concert Choir (A) Concert and Marching Band (A) Introduction to Theatre Arts (A) Music Theory (A) Popular Music 1920 – Present (A) Speak Up (A) String Orchestra (A)	
12		Theater Arts (H) Jazz Rock Ensemble (H)	Concert Choir (A) Concert and Marching Band (A) Introduction to Theatre Arts (A) Music Theory (A) Popular Music 1920 – Present (A) Speak Up (A) String Orchestra (A)	

HONORS PROGRAM

INTRODUCTION TO THEATER ARTS (H) - COURSE # 9240

5 credits

Through the reading of eight different plays throughout the year, the students will examine various facets of theatre, for example, theatre's representation of, and effect on, society through class discussion and journal writing. The class will also focus on acting, character study and scene study by utilizing improvisation exercises and acting exercises to improve their understanding of these topics. The students will also further their studies in set and lighting design, focusing on mood, atmosphere and composition. Plays read throughout the year will include, but not be limited to *The Glass Menagerie* by Tennessee Williams, *Long Day's Journey Into Night* by Eugene O' Neill, *Who's Afraid of Virginia Woolf?* By Edward Albee, *Angels in America* by Tony Kushner, *The Importance of Being Earnest* by Oscar Wilde, *Arcadia* by Tom Stoppard, *Six Characters in Search of An Author* by Luigi Pirandello, and *Waiting for Godot* by Samuel Beckett.
(Open to grades 11 and 12 with approval of course instructor)

Career Pathway: A

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals*

Supporting Academic Expectation: *Community Contributors*

JAZZ ROCK ENSEMBLE (H) - COURSE #9140

2.5 credits

This course is open by audition to band members who have achieved an outstanding level of performance on the following instruments: saxophone, trumpet, trombone, tuba and percussion. Non-band members may audition on the following: piano, electric bass and rhythm guitar. (Instrumentation is limited to standard stage band.) Audition dates will be announced in the spring of each year. The Jazz Rock Ensemble plays popular music and jazz and performs several times during the school year.

Prerequisite: Previous instrument training, membership in band and audition.

(Open to grades 9, 10, 11, and 12)

Career Pathway: A

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Community Contributors*

COLLEGE PREPARATORY A PROGRAM

CONCERT CHOIR (A) - COURSE #9141

5 credits

This course is intended to provide students with the opportunity to learn or improve upon participation in a vocal ensemble through rehearsal and performance of choral music of varying genres, eras and languages including but not limited to Latin, German, Spanish, French, English and Zulu. Students will also study proper vocal health and pedagogy through various warm-ups and exercises. Concert Choir performs frequently in both formal concerts and community outreach programs.

ATTENDANCE AT ALL PERFORMANCES IS A MANDATORY REQUIREMENT.

Prerequisite: Consent of vocal instructor

(Open to grades 9, 10, 11, and 12)

Career Pathway: A

Primary Academic Expectation: *Effective Communicator, Skilled Leaders, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Community Contributor*

CONCERT AND MARCHING BAND (A) - COURSE #9130**5 credits**

In Concert and Marching Band, students prepare varied repertoire for performance, learn field drills, maneuvers and shows requiring precision and concentration and further develop individual playing technique. Band performances include, but are not limited to: football games, Memorial and Veterans Day parades, concerts, exchange concerts, high school graduation, academic convocation, etc.

ATTENDANCE AT ALL PERFORMANCES IS A MANDATORY REQUIREMENT.

Prerequisite: Junior high school band and/or audition
(Open to grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals, Community Contributors:*

INTRODUCTION TO THEATER ARTS (A) - COURSE # 9132**5 credits**

This course is intended to give the student of *any grade* the opportunity to explore and experience essential elements of theatre arts and their effects on the world around us. We begin the year closely examining the origins of theatre, including Greek Theatre and Native American theatrical performances. Soon after we study theatre from other regions of the world including but not limited to Japanese Kabuki Theatre, Commedia Del Arte and Pantomime. Students will also utilize various theatre games and improvisational exercises to study physical movement, vocal manipulation and improve students' comfort on stage. Other topics will be studied as well, such as playwriting, set and lighting design and production/publicity. Students interested in taking Honors Theatre Arts are highly encouraged to take this class beforehand.

(Open to Grades 9, 10, 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals*

Supporting Academic Expectation: *Community Contributors*

POPULAR MUSIC 1920 – PRESENT – COURSE #9242**2.5 credits**

There is no denying that music has both influenced, and been influenced by society more in the past century than in any other time in history. This course will study the progression of popular music from jazz, be-bop and swing to the evolution of rock and roll, hip-hop and electronic music. The course will also examine the part that historical and political events have played in the evolution and advancement of popular music. Non-musicians are invited and encouraged to take this course.

(Open to grades 9, 10, 11 and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

MUSIC THEORY (A) – COURSE #9243**2.5 credits**

This course is designed to examine music in its most basic form, both from the inside out and from the outside in. The course will begin by introducing students to basic theoretical concepts culminating in examination of harmonic structure within major works such as *Mozart's 40th Symphony in g minor*. The students will frequently be asked to compose basic melodies, rhythmic arrangements or full harmonically structured pieces using pre-determined instrumentation utilizing the on-line compositional tool www.notefight.com. This course is encouraged for those who have much experience playing music as well as those who have an appreciation of music and are interested in exploring the subject further.

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

SPEAK UP (A) - COURSE # 9237**2.5 credits**

This semester-long course is designed for the older student who is either an accomplished public speaker who wishes to improve and grow, or the student who has little experience speaking in front of an audience and would like to explore the topic further. Students will develop poise and self-confidence by utilizing techniques designed to assist in every day situations, which require effective oral communication. Students will gain skills and practice in organizing and delivering informative, persuasive and demonstrative speeches. Students will work on organizing their thoughts for maximum persuasiveness. Students will also study diction, body language/movement, and timing through the investigation and performance of dramatic oratory

(Open to grades 10, 11, and 12)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: *Effective Communicator, Skilled Leaders*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Cultured Individuals, Community Contributors*

STRING ORCHESTRA (A) - COURSE #9131**5 credits**

String Orchestra is a course offered to students of Violin, Viola, Cello and Bass. String students will study a varied repertoire for performance in concerts, shows and instrumental demonstrations. The course requires a high level of discipline and concentration, which will further develop individual performance technique.

ATTENDANCE AT ALL PERFORMANCES IS A MANDATORY REQUIREMENT.

Prerequisite: Open to all students who have studied Strings in Middle School or by audition.

(Open to grades 9, 10, 11, and 12)

Career Pathway: **A**

Primary Academic Expectation: *Effective Communicator, Skilled Leaders, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Community Contributors*

SCIENCE

In this academic area students will learn more than basic knowledge about this most relevant discipline. The skills developed through scientific study and reasoning will be of life-long value. In our ever advancing, global and highly technological society this study is more than an asset, it is a necessity. The Wilmington High School graduate will understand and apply the principles, laws and organizing ideas of the natural sciences, will use inquiry methods to conduct scientific investigations and engage in problem solving, and will address science and technology issues in the context of human affairs. Students electing science courses will be afforded all the support services necessary to experience success. These services include, but are not limited to, hands-on learning, organizational skills development, and the increased incorporation of technology in all classes. Students enrolled in science classes will have access to the 12 station PC Lab and the Microcomputer-Based Laboratory (MBL) provided by the Science Department. Regardless of where the student is placed to begin his/her study of science, it is suggested that all students plan to complete a full-year course in biology, chemistry, and physics in order to be best prepared for a college experience. Students should plan to complete first-year courses in all three disciplines before enrolling in any second year or elective course.

COURSE OFFERINGS

AP Biology	Biotechnology (A)
Anatomy/Physiology (A)	Chemistry (A)
Anatomy/Physiology (H)	Chemistry (B)
Aquaculture (A)	Chemistry (H)
Astronomy (A)	Physical Science (A)
Environmental Studies (A)	Physical Science (B)
Biology (A)	Physics (A)
Biology (B)	Physics (B)
Biology (H)	Physics (H)
	Advanced Physics (H)
	Organic Chemistry (H)

GRADE	ADV. PLACEMENT	HONORS	COLLEGE PREP A	COLLEGE PREP B
9		Biology (H)	Physical Science (A)	Physical Science (B)
10		Chemistry (H) Biology (H)	Biology (A) Chemistry (A)	Biology (B)
11	AP Biology	Chemistry (H) Physics (H) Anat./Phys.(H) Organic Chemistry (H)	Chemistry (A) Physics (A) Anat./Phys.(A) Astronomy (A) Environmental Studies (A)	Chemistry (B) Physics (B) Biology (B)
12	AP Biology	Physics (H) Anat./Phys. (H) Organic Chemistry (H)	Physics (A) Anat. /Phys. (A) Astronomy (A) Environmental Studies (A)	Physics (B) Biology (B) Chemistry (B)

Electives (Open to grades 11, 12)	Aquaculture (A) Biotechnology (A) Environmental Studies (A) Anatomy/Physiology (A) Anatomy/Physiology (H) AP Biology Advanced Physics (H)
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ADVANCED PLACEMENT PROGRAM

AP BIOLOGY - COURSE # 5350

5 credits

The AP Biology course is designed to be the equivalent of a college introductory biology course. Topics covered are typical of introductory biology with an emphasis on Molecules and Cells, Heredity and Evolution, and Organisms and Populations. The course is designed for students who have successfully completed one year of biology and one year of chemistry. A field trip to City Lab is a required activity for this course.

Prerequisites: Chemistry (H), approval by Curriculum Team Leader, written commitment to take the AP exam at student expense.

(Open to grades 11 and 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

HONORS PROGRAM

BIOLOGY (H) - COURSE #5150

5 credits

Honors Biology is a rigorous course emphasizing a molecular and biochemical approach to the subject. Many fascinating topics covering all phases of the living condition are investigated in a laboratory-oriented program. This course also prepares students to take the Biology MCAS which, if passed, satisfies the Science MCAS graduation requirement.

Prerequisite: Grade 8 teacher recommendation; A- in Grade 9 Physical Science (A).

(Open to grade 9 and 10)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals, Community Contributors*

Supporting Academic Expectation: *Skilled Leaders*

CHEMISTRY (H) - COURSE #5240

5 credits

Chemistry is the study of materials, their composition and structure and the changes they undergo. By studying chemistry students will be able to understand the nature of the materials around them and the ways in which they change. This course also prepares students to take the Chemistry MCAS which, if passed, satisfies the Science MCAS graduation requirement (grade 10 only).

Prerequisite: minimum C in Biology (H); minimum C in Algebra 1

Co-requisite: Algebra 2 (H) or (A)

(Open to grades 10 and 11)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner,*

Supporting Academic Expectation: *Skilled Leaders, Cultured Individuals, Community Contributors*

PHYSICS (H) - COURSE #5340

5 credits

Physics investigates the principles controlling the behavior of matter and energy. Topics include: Newton's Laws of Motion and Gravitation, conservation of momentum and energy, kinetic theory, heat and thermodynamics, wave motion and sound, light and optics, electricity and magnetism. The approach is highly mathematical and major emphasis is placed on problem-solving and developing critical thinking skills through project work. Use of MBL equipment is a major thrust in the lab component of this course. Students electing this course should be capable of doing independent and open-ended laboratory investigations.

Prerequisite: minimum C in Chemistry (H); minimum C in Algebra 2

Co-requisite: Pre-Calculus (H) or (A)

(Open to grades 11 and 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals, Community Contributors*

ADVANCED PHYSICS (H) - COURSE #5341**5 credits**

This course is for those students who, having taken Honors Physics, wish to continue their studies in the mathematical and analytical sciences. Students who aspire to careers in engineering, physics or other non-life science careers may want to consider enrolling in this course. While Honors Physics concentrates on topics in Mechanics, this course will focus on Electricity and Magnetism, Special Relativity and Quantum Mechanics. Students electing this course should be capable of doing independent and open-ended laboratory investigations.

Prerequisite: minimum C in Physics (H) or A in Physics (A); minimum C in Pre-Calculus

Co-requisite: Calculus (H) or (A)

(Open to grade 12)

Career Pathway: **B**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals, Community Contributors*

ANATOMY AND PHYSIOLOGY (H) - COURSE #5440**5 credits**

In this rigorous honors level course, students study the structure and function of the body and its component parts. They learn how anatomy, histology, genetics and biochemistry underlie the science of physiology in a laboratory oriented, investigative program of study.

Prerequisite: minimum C in Chemistry (H)

(Open to grades 11 and 12)

Primary Academic Expectation: *Effective Communicator, Self-directed Learner*

Supporting Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

ORGANIC CHEMISTRY (H) - COURSE # 5250**5 credits**

What do fragrances, fuel, and medicine have in common? They all contain products of organic chemistry. This course will introduce and explore the structures of organic chemical compounds and the general reactions that produce these chemicals. We will study processes from the pharmaceutical and petroleum industries. The class will also dive into the strange and wonderful world of nature's organic chemicals. This course will provide a solid organic chemistry background for anyone interested in a healthcare or scientific career.

Prerequisite: minimum C in Chemistry (H) or minimum B in Chemistry (A)

(Open to grades 11 and 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner*

Supporting Academic Expectation: *Skilled Leaders, Cultured Individuals, Community Contributors*

COLLEGE PREPARATORY A PROGRAM**PHYSICAL SCIENCE (A) - COURSE #5131****5 credits**

This course is designed to prepare students for successful completion of the Introductory Physics MCAS by integrating concepts and skills related to the physical sciences and technology through inquiry. Students are expected to learn through discovery, experimentation and interactive involvement. This course also prepares students to take the Technology Education MCAS which, if passed, satisfies the Science MCAS graduation requirement.

Prerequisite: Grade 8 teacher recommendation

(Open to grade 9)

Primary Academic Expectation: *Effective Communicator, Self-directed Learner, Community Contributors*

Supporting Academic Expectation: *Innovative Problem Solver, Skilled Leaders, Cultured Individuals*

BIOLOGY (A) - COURSE #5130**5 credits**

College Biology uses the fundamental principles of biological science as guidelines to the development of a comprehensive survey of general biology from molecular, physiological and ecological perspectives. While the course is similar in many respects to Honors Biology, the learning pace is less accelerated. This course also prepares students to take the Biology MCAS which, if passed, satisfies the Science MCAS graduation requirement.

Prerequisite: minimum C in Physical Science (A)

(Open to grade 10)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Skilled Leaders, Community Contributors*

CHEMISTRY (A) - COURSE #5230**5 credits**

Chemistry is the science of materials, their compositions, properties, interactions and transformations. This laboratory oriented course presents fundamental principles such as chemical equations, energy concepts, rates and equilibrium, molecular structure, and chemical bonding. These principles, as well as others, will give students a foundation for further study in college. This course also prepares students to take the Chemistry MCAS which, if passed, satisfies the Science MCAS graduation requirement (grade 10 only).

Prerequisite: minimum C in Biology (A); minimum C in Algebra 1

(Open to grades 10 and 11)

Primary Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Skilled Leaders, Community Contributors*

PHYSICS (A) - COURSE #5330**5 credits**

This course covers essentially the same topics as Honors Physics but in a more descriptive fashion. Students electing this course should possess good algebra skills. The course also includes topics in atomic and nuclear physics. Projects and contests are an integral part of the course.

Prerequisite: minimum C in Chemistry (A); minimum C in Algebra 1

(Open to grades 11 and 12)

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Self-directed Learner, Skilled Leaders, Community Contributors*

ANATOMY/PHYSIOLOGY (A) - COURSE #5332**5 credits**

This course concerns itself with the structure and function of the human body and its component parts. It is designed for those students who plan a career in nursing, medical technology or other related health fields. The pace and scope of this level course will be somewhat more limited than the honors program.

Prerequisite: minimum C in Chemistry (A)

(Open to grades 11 and 12)

Career Pathway: **B,D**

Primary Academic Expectation: *Effective Communicator, Self-directed Learner*

Supporting Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

ASTRONOMY (A) - COURSE #5331**5 credits**

In Astronomy, students will explore the advances made as a result of space probes, satellites and the Apollo missions. If students are interested in a study of the stars and planets, come along and study astronomy. Laboratory exercises and demonstrations will be an integral part of this course. Activities using Redshift II interactive software are integrated into the course.

Prerequisite: minimum C in Algebra 1

(Open to grades 11 and 12)

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

ENVIRONMENTAL STUDIES (A) - COURSE #5337**5 credits**

Environmental Studies is an ecology-based integrated science elective course. The curriculum consists of investigations of various topics explored throughout the year. Students will learn ecological techniques and ecological modeling as they examine topics such as changing climate, Earth history and geology, population dynamics, risk exposure and health, and biochemical cycles, and energy issues. Environmental Studies students should be capable of thinking through problems, working individually and in groups, and possess basic computer skills as aspects of the course rely on interpreting computer data and computer modeling.

Prerequisite: This course is recommended for A or H level students with cumulative science grades of C or better. (Open to grades 11 and 12)

Career Pathway: **B,D**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

Supporting Academic Expectation: *Cultured Individuals*

COLLEGE PREPARATORY B PROGRAM**PHYSICAL SCIENCE (B) - COURSE #5121****5 credits**

This course is designed to prepare students for successful completion of the MCAS by integrating concepts and skills related to the physical sciences and technology through inquiry. While similar to Physical Science (A) with respect to the learning standards that are addresses, this course offers more support for students who need extra time to learn concepts. This course is designed to help students find success through participation in science activity. This course also prepares students to take the Introductory Physics MCAS which, if passed, satisfies the Science MCAS graduation requirement.

Prerequisite: Grade 8 teacher recommendation
(Open to grade 9)

Supporting Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals, Community Contributors*

BIOLOGY (B) - COURSE #5220**5 credits**

This course will explore all fundamental concepts of life science including: the chemistry of life, the structure and function of cells, genetics, human anatomy & physiology, evolution, biodiversity, and ecology. Understanding of these topics is supported by structured learning and student interaction at an appropriate pace. This course also prepares students to take the Biology MCAS which, if passed, satisfies the Science MCAS graduation requirement (grade 10 only).

Prerequisite: Physical Science (B)
(Open to grades 10, 11, and 12)

Primary Academic Expectation: *Community Contributors*

Supporting Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals*

CHEMISTRY (B) - COURSE # 5321**5 credits**

In this course, the concepts of chemistry are taught with little emphasis on calculations. While this course connects to the same learning standards as chemistry A, the pace and approach offer more support for students. Success is achieved through participation in science activities.

Prerequisite: Physical Science
(Open to grades 11 and 12)

Primary Academic Expectation: *Innovative Problem Solver, Self-directed Learner*

Supporting Academic Expectation: *Effective Communicator*

PHYSICS (B) - COURSE #5320**5 credits**

This course provides an introduction to the chemical and physical properties of matter, forms of energy and the laws of nature. Laboratory activities and investigations will be an integral part of this course as will be the use of MBL tools in the PC lab. Although major emphasis is placed on the concepts of physics, some basic mathematical skills are necessary.

Prerequisite: Physical Science

(Open to grades 11 and 12)

Primary Academic Expectation: *Innovative Problem Solver, Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders, Community Contributors*

SEMESTER COURSE ELECTIVES**AQUACULTURE (A) - COURSE # 5334****2.5 credits**

Aquaculture can be defined as the farming of aquatic organisms (e.g., fish, shellfish, crustacea, aquatic plants, etc.) in natural or controlled marine or freshwater environments. Aquaculture has recently developed into one of the fastest growing segments of agriculture in the United States. Aquaculture is a student oriented lab-driven semester course. Participants in this half-year course will choose a finned fish species and will be required to become knowledgeable with this organism and make presentations to the class. The course is designed to enable students to learn to set up an existing professionally engineered closed water re-circulating system. The large mouth bass project connected to Catcove Aquaculture Research Center in Salem represents a large part of this course and requires daily system maintenance.

Prerequisite: minimum C in Chemistry

(Open to grades 11 and 12)

Career Pathway: **B,D**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner*

Supporting Academic Expectation: *Skilled Leaders, Cultured Individuals, Community Contributors*

BIOTECHNOLOGY (A) - COURSE #5335**2.5 credits**

Biotechnology is a rapidly emerging industry which makes use of organisms in order to provide goods, services, and environmental management thus improving the quality of life. Participants in this “hands-on” course will learn laboratory techniques for extracting and manipulating DNA, as well as other areas of this discipline and how this “engineered living material” can be applied to industrial problems. The emphasis in this course will be laboratory work. A field trip to City Lab is a required activity for this course.

Prerequisite: minimum C in Biology

Co-requisite: Chemistry

(Open to grades 11 and 12)

Career Pathway: **B,D**

Primary Academic Expectation: *Effective Communicator, Cultured Individuals*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

SOCIAL STUDIES

The Social Studies Department of Wilmington High School offers a program that is designed to assist students in becoming informed citizens who appreciate the value and worth of each individual. The goals of the Social Studies Department are realized through a variety of full-year and half-year courses that draw their content from a wide spectrum of the areas referred to as the “Social Studies.” The courses have been structured and developed to meet the goals of the Massachusetts History and Social Science Curriculum Framework. A student should pursue the most challenging courses available to him/her in accordance with his/her interests, abilities, possible college major(s), and career goals. Students must pass U.S. History 9, U.S. History 10 and World History 11 to meet graduation requirements. Wilmington High School strongly believes that involvement in the Social Studies program will encourage students to contribute in a positive fashion to the interdependent society they will inherit. The Wilmington High School graduate will explain democratic/constitutional principles and practices and will demonstrate the ability to take action within a political system; will analyze basic economic problems confronting individuals, nations, and the world; will use historical evidence and primary sources to formulate positions and demonstrate understanding of both past and current issues; will analyze social problems for global and historical perspectives; and will appreciate the heritage, customs, and arts of other cultures throughout history.

COURSE OFFERINGS

U.S. History 9 (H)	Civil War Era/Civil Rights Movement & Vietnam War (H)
U.S. History 9 (A)	Economics (H)
AP U.S. History	American Law (A)
U.S. History 10 (H)	Psychology/Sociology (A)
U.S. History 10 (A)	World Religions and Cultures (A)
AP World History	Government in America (A) 1 st Semester
World History 11 (H)	Facing History & Ourselves (A) 1 st or 2 nd Semester
World History 11 (A)	World War II (A) 1 st Semester
	Current Events I (A) – 1 st Semester
	Current Events II (A) – 2 nd Semester

GRADE	ADV. PLACEMENT	HONORS	COLLEGE PREP A
9		U.S. History 9 (H)	U.S. History 9 (A)
10	AP U.S. History	U.S. History 10 (H)	U.S. History 10 (A)
11	AP World History	World History 11 (H) Civil War Era/Civil Rights Movement & Vietnam War (H) Economics (H)	World History 11 (A) American Law (A) Psychology/Sociology (A) World Religions and Cultures (A) Government in America (A) Facing History & Ourselves (A) World War II (A) Current Events I (A) Current Events II (A)
12		Civil War Era/Civil Rights Movement & Vietnam War (H) Economics (H)	American Law (A) Psychology/Sociology (A) World Religions and Cultures (A) Government in America (A) Facing History & Ourselves (A) World War II (A) Current Events I (A) Current Events II (A)

ADVANCED PLACEMENT PROGRAM

AP U.S. HISTORY - COURSE # 2340

5 credits

This course will investigate, in-depth, the political, social, military, and international development of the United States from pre-colonial days to the present. Students will be required to complete assigned readings and written work throughout the summer prior to the beginning of the fall semester. During the school year, the course will include challenging reading, comprehensive essays and simulated AP and college level tests. The course content will include major research projects, including a research paper. Students must take the AP Exam in order to receive AP credit for the course.

Prerequisites: Recommendation of the U.S. History 9 teacher; successful completion of application process; commitment to take the AP Exam at own expense.

(Open to grade 10)

Primary Academic Expectation: *Effective Communicator*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner*

AP WORLD HISTORY - COURSE # 2242

5 credits

World History AP is the equivalent of a college level class in World History. World History AP students will investigate the major political, social, economic and cultural developments of the world from 8000 BCE to the present. For each of the specific time periods students will have an outline of major developments they are expected to know and be able to use in making comparisons across cultures and identifying what is unique and what is the same about each time period, political unit or group of people.

These developments and comparisons relate to the following five overarching themes:

1. **Interaction Between Humans and the Environment**
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology
2. **Development and Interaction of Cultures**
 - Religions
 - Belief systems, philosophies, and ideologies
 - Science and technology
 - The arts and architecture
3. **State-Building, Expansion, and Conflict**
 - Political structures and forms of governance
 - Empires
 - Nations and nationalism
 - Revolts and revolutions
 - Regional, transregional, and global structures and organizations
4. **Creation, Expansion, and Interaction of Economic Systems**
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism
5. **Development and Transformation of Social Structures**
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes

This class will also help students develop the following **historiography skills or habits of mind**.

1. Crafting historical arguments from historical evidence.
2. Chronological reasoning
3. Comparison and contextualization
4. Historical interpretation and synthesis

Students will be required to complete assigned readings and written work throughout the summer prior to the beginning of the fall semester. During the school year, the course will include challenging reading, comprehensive AP essays and simulated AP and college level tests. The course *Key Ideas* will include major research projects, Socratic seminars, debates, jigsaws, class presentations and class discussion. It is imperative that students keep up with course readings in order to be active participants in this class. Students are also required to take the AP exam in May in order to receive AP credit for the course.

¹ *Portions of Course Description taken from the College Board Advanced Placement World History Course Description found at*
http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf

Prerequisites: Recommendation of the AP U.S. History teacher or the U.S. History 10 teacher; successful completion of application process; commitment to take the AP exam at own expense.
(Open to grade 11)

Primary Academic Expectation: *Effective Communicator*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals*

HONORS PROGRAM

U.S. HISTORY 9 (H) - COURSE #2141

5 credits

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.¹

Students in this course will be expected to complete a major research project.

¹ *Course Description taken from the Massachusetts History and Social Science Framework, published in August, 2003.*

Prerequisites: This course is designed for those incoming freshmen who have demonstrated the following in the World History I course: exceptional reading and writing abilities; a willingness to be a frequent contributor to classroom discussions; and a consistently dedicated work ethic. Students must be recommended for the course by their 8th Grade World History I teacher.

(Open to grade 9)

Primary Academic Expectation: *Effective Communicator*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner*

U.S. HISTORY 10 (H) - COURSE # 2243

5 credits

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.¹ The course content also includes a major research paper.

¹ *Course Description taken from the Massachusetts History and Social Science Framework, published in August, 2003.*

Prerequisites: Recommendation of the U.S. History 9 teacher

(Open to grade 10)

Primary Academic Expectation: *Effective Communicator*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner*

WORLD HISTORY 11 (H) - COURSE # 2342

5 credits

Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.¹

¹ *Course Description taken from the Massachusetts History and Social Science Frameworks, published in August, 2003.*

Prerequisites: Recommendation of the AP U.S. History Teacher or the U.S. History 10 Teacher

(Open to grade 11)

Primary Academic Expectation: *Effective Communicator*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals*

COLLEGE PREPARATORY A PROGRAM

U.S. HISTORY 9 (A) - COURSE # 2130

5 credits

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.¹

Students in this course will be expected to complete a major research project.

¹ *Course Description taken from the Massachusetts History and Social Science Framework, published in August, 2003.*

Prerequisites: Recommendation of the Grade 8 World History I teacher

(Open to grade 9)

Primary Academic Expectation: *Effective Communicator*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner*

U.S. HISTORY 10 (A) - COURSE # 2232

5 credits

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.¹ The course content also includes a major research paper.

¹ *Course Description taken from the Massachusetts History and Social Science Framework, published in August, 2003.*

Prerequisites: Recommendation of the U.S. History 9 teacher

(Open to grade 10)

Primary Academic Expectation: *Effective Communicator*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner*

WORLD HISTORY 11 (A) - COURSE # 2337

5 credits

Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.¹

¹ *Course Description taken from the Massachusetts History and Social Science Frameworks, published in August, 2003.*

Prerequisites: Recommendation of the U.S. History 10 teacher

(Open to grade 11)

Primary Academic Expectation: *Effective Communicator*

Supporting Academic Expectation: *Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals*

ELECTIVES-FULL YEAR- HONORS

ECONOMICS (H) - COURSE # 2335

5 credits

Economics examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

¹ *Course Description taken from the Massachusetts History and Social Science Framework, published in August, 2003.*

Prerequisite: Recommendation of the current US or World History teacher
(Open to grades 11 and 12)

Career Pathway: **C,E**

Primary Academic Expectation: *Innovative Problem Solver*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders*

THE CIVIL WAR ERA/CIVIL RIGHTS MOVEMENT & VIETNAM WAR (H) - COURSE # 2439

5 credits

The first semester of this course will examine the Civil War Era, which consists of the Antebellum, Civil War, and Reconstruction Periods. The main focus of the semester will be on the events from 1850-1877. The social, political, and economic aspects of this turbulent historical timeframe will be analyzed, as well as the long term effects on our national makeup and psyche. Class discussions, videos, outside reading, primary sources, and projects will help us better understand one of the most significant and critical chapters in our American History.

The second semester of this course focuses on an evaluation of two major events in history: the Civil Rights Movement and the Vietnam War. Each event will be analyzed in an effort to better understand what happened, why it happened, and how it impacts us today. The use of primary sources, especially video and newsreel footage of actual events, will help students experience what it was like to live during these turbulent times.

Students in this course will be required to write a book review as well as a major research paper.

Prerequisite: Recommendation of the current US or World History teacher
(Open to grades 11 and 12)

Career Pathway: **E**

Primary Academic Expectation: *Innovative Problem Solver*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders*

ELECTIVES-FULL YEAR COLLEGE A

AMERICAN LAW: A SURVEY OF THE AMERICAN LEGAL SYSTEM (A) – COURSE #2430 5 credits

American Law takes a look at the laws of America in a broad sense. This course takes students from philosophies of social control to modern Massachusetts law. Students will participate in debates on controversial topics, write papers on various legal issues, and visit agencies of our criminal justice system.

Prerequisite: Recommendation of the current US or World History teacher
(Open to grades 11 and 12)

Career Pathway: **C,E**

Primary Academic Expectation: *Innovative Problem Solver*

Supporting Academic Expectation: *Effective Communicator, Self-directed Learner, Skilled Leaders*

PSYCHOLOGY/SOCIOLOGY (A) - COURSE # 2432 5 credits

The first semester of this full-year course will focus on the study of the psychological human behavior. Students will explore various ideas relative to the workings of the mind and the effects they have on human behavior. Among the areas of investigation are perception, sensation, personality, therapy, learning patterns, levels of consciousness, stress, motivation, emotion, memory, and mental disorders. Students will also learn proper research method and design. During the second semester the objective of the course will shift. The sociology part of this course is designed to aid students in understanding today's complex social environment. Specifically, students will study culture, socialization, social structure, groups and formal organizations, race and ethnicity, deviance, and social stratification. Completion of both segments of this course is required to receive credit. Outside research projects and class participation are essential components of this course.

Prerequisite: Recommendation of the current US or World History teacher
(Open to grades 11 and 12)

Career Pathway: **A,C,D,E**

Primary Academic Expectation: *Self-directed Learner*

Supporting Academic Expectation: *Effective Communicator, Innovative Problem Solver, Skilled Leaders*

WORLD RELIGIONS AND CULTURES (A) - COURSE # 2135 5 credits

Students will study world cultures with an emphasis on the role of religion in past and present societies. The evolution of Hinduism, Buddhism, Taoism, Judaism, Christianity and Islam and their short and long-term effects on the world and their respective cultures will be a focus through the course. This will be accomplished through evaluation of primary sources throughout history and in present-day society. Specific connections will be made with the cultures of Africa, Asia, Latin America, and Western and Eastern Europe. A study of religion in the United States will also be explored as well as the cultures of New England, the South, the Midwest and West Coast. The cultural background of the class will also provide more subject matter as students will act as a resource as they share their own experiences with each other.

Prerequisite: Recommendation of the current US or World History teacher
(Open to grades 11 and 12)

Career Pathway: **A,E**

Primary Academic Expectation: *Cultured Individuals*

Supporting Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Community Contributors*

ELECTIVES-SEMESTER-COLLEGE A

FACING HISTORY AND OURSELVES (A) - Course # 2440 Semester 1 **2.5 credits** **- Course # 2441 Semester 2** **2.5 credits**

This English and History interdisciplinary course explores the emergence, evolution and underlying causes of genocide and crimes against humanity in the 20th and 21st centuries. Using the Holocaust and other case studies, students will examine the origins of the atrocities, the role ordinary citizens played and what we can do today to prevent these crimes from happening again. Students will have the opportunity to reflect not only upon the universality of racism and social injustice but also upon the importance of global awareness. Students will use inquiry, analysis and interpretation in order to confront moral questions imbedded in history and literature. Students will be exposed to the material through engaging readings, extensive primary source materials, oral histories, artwork, poetry, music, video and other media. Students will be assessed through personal reflection, analytical and creative writing, project based learning, classroom discussion and debate.

Prerequisites:

- Successful completion of United States History 10 and English 10
- Teacher recommendation from both History and English teacher
- Students may only take this course during one semester

(Open to grades 11 and 12)

Career Pathway: **E**

Primary Academic Expectation: Innovative Problem Solver

Supporting Academic Expectation: Effective Communicator, Self-directed Learner, Skilled Leaders, Cultured Individuals, Community Contributors

GOVERNMENT IN AMERICA (A) - COURSE # 2332 **2.5 credits**

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.¹ Students will also study the effect of the media on politics and American value formation. Current political happenings will be utilized throughout the course.

¹ *Course Description taken from the Massachusetts History and Social Science Framework, published in August, 2003.*

Prerequisite: Recommendation of the current US or World History teacher
(Open to grades 11 and 12 during 1st semester)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: Community Contributors

Supporting Academic Expectation: Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders

WORLD WAR II (A) - COURSE # 2435 **2.5 credits**

World War II transformed the state and people of Europe, East Asia, and the United States forever. Students will examine diplomatic and military aspects of the war as well as how it affected the lives of the people in the countries involved. Topics include the prelude to the war, military campaigns in Europe and the Pacific, the Holocaust, science and the atom bomb, the US home front, as well as the immediate and long term consequences of the war. The integration of technology and primary sources will be used as often as possible in order to help students to experience what life was really like during this monumental time.

Prerequisite: Recommendation of the current U.S. or World History teacher
(Open to grades 11 and 12 during 1st Semester)

Career Pathway: **E**

Primary Academic Expectation: Effective Communicator

Supporting Academic Expectation: Innovative Problem Solver, Self-directed Learner, Skilled Leaders

CURRENT EVENTS I (A) - COURSE # 2333**2.5 credits**

Current Events is a discussion course that provides students with the opportunity to study current events on domestic and foreign issues. Students will examine, but not be confined to, economic, social, political, and military events. In addition to focusing on current events, where applicable, in-depth research will be conducted to determine the historical causes for current situations. Students are expected to follow the news on a daily basis and should come to class each day prepared to discuss the local, national, and international events that have occurred since the previous class.

Prerequisite: Recommendation of the current US or World History teacher
(Open to grades 11 and 12 during 1st semester)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: Innovative Problem Solver

Supporting Academic Expectation: Effective Communicator, Self-directed Learner, Cultured Individuals

CURRENT EVENTS II (A) - COURSE # 2334**2.5 credits**

Current Events is a discussion course that provides students with the opportunity to study current events on domestic and foreign issues. Students will examine, but not be confined to, economic, social, political, and military events. In addition to focusing on current events, where applicable, in-depth research will be conducted to determine the historical causes for current situations. Students are expected to follow the news on a daily basis and should come to class each day prepared to discuss the local, national, and international events that have occurred since the previous class.

Prerequisite: Recommendation of the current US or World History teacher
(Open to grades 11 and 12 during 2nd semester)

Career Pathway: **A,B,C,D,E**

Primary Academic Expectation: Innovative Problem Solver

Supporting Academic Expectation: Effective Communicator, Self-directed Learner, Cultured Individuals

TECHNOLOGY EDUCATION

Technology education courses in grades nine and ten have been developed and aligned to the Massachusetts Science and Technology/Engineering Curriculum Frameworks. Students thinking of pursuing an engineering degree after Wilmington High will find these courses helpful. All of the technology education courses are beneficial to all students through the application of classroom learning to real life situations. Rather than providing vocational training, the department offers students exploratory and enrichment experiences. All courses are designed to help students develop the relevant knowledge, practical skills, appropriate attitudes, and work ethics necessary to pursue meaningful and productive lives. Learning experiences are a blend of classroom and hands on activities. While the primary goal is to apply academic knowledge to practical situations, technology education also develops an appreciation for a variety of tools, materials, and processes. Consumer values and leisure time pursuits are brought to the attention of students who are soon to become active citizens, wage earners, and purchasers of the products of industry. All young men and women are encouraged to investigate technology education and to acquire the life-long skills available through the program. The Wilmington High School graduate will understand and apply the design process to address technological problems.

COURSE OFFERINGS

Computer Aided Drafting (A)
 Architectural Design (H)
 Introduction to Technology (A)

GRADE	ADV. PLACEMENT	HONORS	COLLEGE PREP A	COLLEGE PREP B
9			Intro to Technology (A)	
10			Intro to Technology (A) Computer Aided Drafting (A)	
11		Architectural Design (H)	Computer Aided Drafting (A) Intro to Technology (A)	
12		Architectural Design (H)	Computer Aided Drafting (A) Intro to Technology (A)	

HONORS PROGRAM

ARCHITECTURAL DESIGN (H) - COURSE #7340

5 credits

In this course, students will be introduced to DATA CAD 12 software. Students will develop an understanding of the elements of residential architecture and design. Students will explore concepts that include plot plans, foundation plans, floor planning and framing. The elements of window, door, and stair design will be included in the overall development of three dimensional stick and solid models. The use of the O2C viewer will be incorporated to enable perspective views of residential designs.

(Open to grades 11 and 12)

Career Pathway: **B**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Skilled Leaders, Cultured Individuals, Community Contributor*

Supporting Academic Expectation: *Self-directed Learner*

COLLEGE PREPARATORY A PROGRAM

COMPUTER AIDED DRAFTING (CAD) (A) - COURSE #7335

5 credits

Computer Aided Drafting and Design will introduce students to the fundamentals of CAD. Students will explore concepts that include geometric construction and design, isometric drawing, and various sectional views. Explore your interests in CAD, 3D Design, Solid Modeling, Drafting and Engineering Technology.
(Open to grades 10, 11 and 12)

Career Pathway: **B**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Self-directed Learner, Skilled Leaders, Cultured Individuals, Community Contributors*

INTRODUCTION TO TECHNOLOGY (A) - COURSE #7131

5 credits

This is an exploratory course in which students will investigate the nature of technology as it applies to their daily lives. Through a series of technology learning activities, students will use the design process to solve problems in the areas of construction and manufacturing, transportation and energy. The students will participate in a variety of individual and small group laboratory activities related to the study of each of the different areas of technology as outlined in the Massachusetts Science & Technology/Engineering Frameworks. This course also prepares students to take the Technology Education MCAS which, if passed, satisfies the Science MCAS graduation requirement.
(Open to grades 9, 10, 11 and 12)

Career Pathway: **B**

Primary Academic Expectation: *Effective Communicator, Innovative Problem Solver, Skilled Leaders, Cultured Individuals, Community Contributors*

Supporting Academic Expectation: *Self-directed Learner*