Wareham High School
Program of Studies

2020-2021

HOME OF THE VIKINGS
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**HOW TO USE THIS CATALOG**

The **Program of Studies** and the course registration process will be explained to you during class assemblies. After discussing course offerings with your teachers, you will have an opportunity to meet with your counselor to review graduation requirements, Wareham High School Graduation Expectations, career goals, and college entrance requirements. During this conference, your counselor will discuss course / level placements and elective options. **You are advised to take this process seriously and make your choices wisely.** Before you meet with your counselor, please be prepared with:

1. Review your **past academic performance**.
2. Discuss **your plans** with your family and your counselor to develop your long-range program.
3. Consider your **goals** and the courses that will help you to achieve these goals.
   - Take courses that will challenge you to stretch your mind and your imagination.
   - What subjects do I need to meet graduation requirements?
   - What courses do colleges and employers want me to have?
   - What subjects am I most interested in?
   - Which subjects are usually hardest / easiest for me?
   - What would I like to do after graduation?
   - What is my career goal?
   - What activities will I be involved in next year? How might they affect my choice of courses?
4. Discuss course descriptions / requirements with your teachers and Department Chairpersons.
5. **Taking AP, IB or DUAL ENROLLMENT COURSES WILL REQUIRE A SIGNIFICANT ALTERATION OF YOUR OUT-OF-SCHOOL RESPONSIBILITIES.**
6. Fill in the course registration form PRIOR to your scheduled conference with your counselor.

Finally, **YOUR SCHEDULE OF COURSES IS THE MOST IMPORTANT THING YOU WILL HAVE TO DECIDE ON IN HIGH SCHOOL.** Our general requirements ensure that you will receive a balanced education in all areas, with strong emphasis on the skills and competencies required to live successfully in the rapidly changing world of the 21st century. The elective programs that you choose should prepare you, in a meaningful way, for your future and should give you the opportunity to expand your horizons by providing new learning opportunities.

**PLEASE BE AWARE THAT IN THIS YEAR, AS IN EVERY YEAR, LOW ENROLLMENT MAY RESULT IN THE ELIMINATION OF COURSE OFFERINGS DURING THE REGISTRATION PROCESS.**

**Wareham High School**

The course selection process is extremely important and deserves your fullest attention because you will live for the next school year with the decisions you make now. Those decisions will either limit or open opportunities for you upon graduation. This **Program of Studies** has been prepared to help you make wise course selections for the next school year. To help you in your course selection process, this booklet contains valuable information, including:

* Wareham Public Schools” graduation requirements
* Academic expectations from a variety of college admissions offices
* NCAA eligibility requirements
* Course descriptions that include the skill and content learner outcomes that are assessed in each course

You should be familiar with all of these items so you can plan a program of studies that will help you achieve your goal of graduation and success after high school. **School and learning are the top priorities for every high school student.** Therefore, you should take a course of studies that will challenge you to **stretch your mind, to explore new areas of interest and learning** while, at the same time, allowing you to fulfill your out of school responsibilities. The entire staff, teachers, department leaders, guidance counselors, and administrators are ready to answer your questions and guide you toward a program that will meet your individual needs. Please select your courses with care. **The schedule that you develop during this time will be treated like a contract - you will be expected to take all the courses on your schedule.**
NEASC ACCREDITATION STATEMENT: The New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction accredits Wareham High School. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and give reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by The New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact: NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, 209 BURLINGTON ROAD, BEDFORD, MASSACHUSETTS 01890 (781) 271-0022, FAX (781) 271-0950. Wareham High School is accredited by the Massachusetts State Department of Education and is a member of the New England Association of Colleges and Secondary Schools.

Wareham High School
Core Values and Beliefs

The mission of Wareham Public Schools is to educate all students for life’s responsibilities, challenges and opportunities.

The vision of the Wareham Public Schools will provide challenging, engaging, innovative, globally minded educational experiences providing a competitive advantage for our students, our schools, and our community, creating a better world.

We believe…
- All children can achieve
- Education is key to a successful life
- Education sets high expectations for each individual in the school community
- Education requires respect for one another, the community, and ourselves
- Education requires a commitment to lifelong learning
- Education requires diligent effort and responsibility
- Education is a partnership among home, school, and community
- Communication is a cornerstone to fulfilling our vision

Wareham High School will prepare its students for further academic and occupational opportunities, social responsibility, and commitment to community. By maintaining high academic standards through a rigorous course of study, students will be expected to apply effective effort in order to master skills and to value scholarship, leadership, citizenship, craftsmanship, and sportsmanship. Students will demonstrate that they are independent and critical thinkers who can make sound judgments and decisions as citizens, consumers, and lifelong learners.
Wareham High School 21st Century Learning Expectations
(Must be used for Classes 2019 and Beyond)

A. Students will be active learners and ACQUIRE information through technology and other appropriate 21st Century tools, demonstrating innovation and adaptability in authentic learning opportunities.

C. Students will COMMUNICATE by writing and speaking clearly and effectively in an appropriate manner.

I. Students will INTERPRET information by applying the processes of analysis, evaluation and critical thinking to problem solve independently and collaboratively.

R. Students will RESPECTFULLY and RESPONSIBLY demonstrate character through:

- Personal responsibility
- Cultural appreciation
- Ethical behavior
- Academic integrity

Wareham High School’s 21st Century Expectations for Student Learning are demonstrated in the Comprehensive Student E-Portfolio.

*MassCore Course of Studies is required for all students.

MassCore as defined by the Massachusetts Department of Elementary and Secondary Education

The Massachusetts High School Program of Studies (MassCore) is a recommended, rigorous course of study based on standards in Massachusetts’s world-class curriculum frameworks that align high school coursework with college and workforce expectations.

The recommended program of studies includes: four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same foreign language, one year of the arts and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

A committee comprised of secondary and postsecondary educators, high school students, guidance counselors, members of the business community, Department of Higher Education and Department of Elementary and Secondary Education staff met several times from spring through fall and winter of 2006-2007 to identify the courses and the number of units in the recommended program of studies.

A complete list of committee members is available at http://www.doe.mass.edu/hsreform/masscore/members.html
**Junior/Senior Dual Enrollment Programming**

Wareham High School encourages upperclassmen, juniors and seniors, to challenge themselves through a dual enrollment course of study where they attend local colleges to take courses that result in both college and WHS credit.

Wareham High School and Bridgewater State University (BSU) have partnership that will provide our students with a unique and cost-savings opportunity. Students will benefit from this BSU partnership in two ways: a greatly reduced tuition cost per course as well as transportation to and from BSU each day.

Wareham students can also participate in cost-saving dual enrollment programs with other area colleges as well, such as Bristol Community College, Cape Cod Community College, Massachusetts Maritime Academy, Massasoit Community College, and the University of Massachusetts – Dartmouth. In each of these programs, the basic prerequisite is a 3.0 GPA and students must provide their own transportation, but students should see their guidance counselor for information and registration forms specific to each college.

**8th Grade Dual Enrollment Program**

8th grade students will attend 9th grade classes at Wareham High School where they will meet 8th grade and high school graduation requirements while earning high school credits. This highly competitive program requires an application process that will be open to 7th grade students in their 2nd trimester so they can register for grade 9 Honors courses during the high school’s course selection process in the spring. Students will be enrolled in 8th grade classes when not enrolled in dual enrollment classes.

**8th GRADE PROMOTION REQUIREMENTS**

In order to be promoted from 8th grade as a Grade 9 student in Wareham High School, a student must have met the following requirements:

- Attendance - Must meet the guidelines as set forth in the Student Code of Conduct for Wareham High School. Students must not exceed 4 unexcused absences in a semester course or 9 unexcused absences in a year-long course.
- Grades - Must pass at least 6 courses, including English and math.
- Summer School Remediation - Must attend summer school to make up for attendance or failed courses. If students fail to meet either the Grades or Attendance requirements as noted above, summer programming may be offered. If students successfully complete summer school according to their policies for both attendance and the “5th Quarter” guidelines, students may still be promoted to grade 9.
- Retained students, as well as those who were in danger of retention but were promoted due to successful summer school remediation, may be placed in a Student and Learning Skills course in the new school year as a means to support student success.

**Recommended College Admission Requirements:**

<table>
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<tr>
<th>TESTS:</th>
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<tbody>
<tr>
<td>PSAT: SOPHOMORE YEAR - OCTOBER</td>
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<tr>
<td>JUNIOR YEAR – OCTOBER</td>
</tr>
<tr>
<td>SAT I: TRADITIONAL COLLEGES – (Minimum of 920 Critical Reading plus Math); SELECTIVE COLLEGES - (1100-1600 Critical Reading plus Math) – JUNIOR YEAR – MAY</td>
</tr>
<tr>
<td>SENIOR YEAR – NOVEMBER</td>
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<tr>
<td>SAT Subject Tests: SENIOR YEAR – OCTOBER &amp; DECEMBER</td>
</tr>
<tr>
<td>AP EXAMS: (AS REQUIRED)</td>
</tr>
<tr>
<td>ACT: JUNIOR AND/OR SENIOR YEAR</td>
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</tbody>
</table>

**CAUTION: STUDENTS SHOULD ALWAYS CONSULT THEIR COUNSELOR ABOUT COLLEGE CHOICE!! COLLEGES MAY OR MAY NOT BE FLEXIBLE ABOUT THEIR ADMISSIONS STANDARDS. STUDENTS SHOULD START THIS PROCESS IN THEIR JUNIOR YEAR.**

**GRADUATION REQUIREMENTS**

In order to graduate from the Wareham High School, a student must have earned the required credits and completed all state and local requirements.

**PROMOTION REQUIREMENTS**

To Grade 10 . . . . . . . . . . . . 30 credits and pass Grade 9 English and Math
To Grade 11 . . . . . . . . . . . . 60 credits
To Grade 12 . . . . . . . . . . . . 90 credits

**COURSE WEIGHTED: AP, IB & Dual Enrollment + 8 Honors + 4, all other courses are weighted.**
REQUIRED CREDITS FOR GRADUATION:

130 credits are required for graduation along with completion of all state and local requirements.

Students are not allowed to earn more than 30 credits outside of day school. These courses will be limited to courses a student has failed in his/her previous years of high school. Dually enrolled students attending local colleges as part of their approved academic experience may earn 40 credits.

Portfolio Requirement for Graduation: All students are required to present their comprehensive portfolio in an exit interview as part of their graduation requirement.

Important: All students are required to carry 8 subjects unless an approval for less is recommended by the Guidance Department and approved by the Principal. The only exceptions to this rule will occur if all classes are fully enrolled. In this case, preference will be given to upper class students.

COURSE REQUIREMENTS:

Graduation Requirements that will meet the MassCore requirements:

<table>
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<tr>
<th>Credit Requirement</th>
<th>Description</th>
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<tbody>
<tr>
<td>20 credits English</td>
<td>English 9, 10, 11, 12</td>
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<tr>
<td>20 credits Mathematics</td>
<td>5 credits Algebra 1 and 5 credits Geometry</td>
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<tr>
<td></td>
<td>Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.</td>
</tr>
<tr>
<td>15 credits of a lab-based science</td>
<td>Technology/engineering courses may count for MassCore science credit; however, admissions standards for public colleges and universities require three (two lab-based) physical and natural science units and do not currently recognize technology/engineering as a science course.</td>
</tr>
<tr>
<td>15 credits of Social Studies</td>
<td>5 credits World History, 5 credits of US History I, and 5 credits US History II</td>
</tr>
<tr>
<td>10 credits of Foreign Language</td>
<td>2 years of the same language</td>
</tr>
<tr>
<td>10.0 credits of Physical Education</td>
<td>2.5 per grade level</td>
</tr>
<tr>
<td>2.5 credits Health</td>
<td>(can be integrated into Physical Education, science, or taught as a stand-alone course.)</td>
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<tr>
<td>5 credits Fine Arts/Applied Arts/Music Education</td>
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<tr>
<td>5 credits Business Technology</td>
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<tr>
<td>2.5 credits SAT Prep</td>
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<tr>
<td><strong>2.5 credits of Personal Finance</strong></td>
<td>These credits count as part of the 25 credits of additional courses noted above.</td>
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<tr>
<td>17.5 credits of additional courses: Business Education, Career and Technical Education Health, Technology (e.g. desktop publishing, multimedia and web design), or any of the subjects above.</td>
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### MassCore

**Massachusetts High School Program of Studies**

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<th>Subject</th>
<th>Units</th>
<th>Notes</th>
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<tr>
<td>English/Language Arts</td>
<td>4 Units*</td>
<td></td>
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<tr>
<td>Mathematics</td>
<td>4 Units</td>
<td>Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year.</td>
</tr>
<tr>
<td>Science</td>
<td>3 Units of lab-based science</td>
<td>Coursework taken in technology/engineering may count for MassCore science credit. Note: The Board of Higher Education admissions standards for public colleges and universities require three (two lab-based) physical and natural science units and do not currently recognize technology/engineering as a science course.</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>3 Units</td>
<td>Including US History and World History.</td>
</tr>
<tr>
<td>Foreign Language**</td>
<td>2 Units</td>
<td>Of the same language.</td>
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<tr>
<td>Physical Education</td>
<td>As required by law</td>
<td>State law (M.G.L. c. 71,s. 3) states: “Physical education shall be taught as a required subject in all grades for all students.” Health can be integrated into Physical Education, science, or taught as a stand-alone course.</td>
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<tr>
<td>The Arts**</td>
<td>1 Unit</td>
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<tr>
<td>Additional Core Courses</td>
<td>5 Units</td>
<td>Business Education, Career and Technical Education (CTE), Health, Technology (e.g. desktop publishing, multi-media and web design), or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study.</td>
</tr>
<tr>
<td>Additional Learning Opportunities</td>
<td>Complete as many of the following as possible:</td>
<td>Advanced Placement (AP) (IB); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning.</td>
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</table>

22 Units - Is a minimum that students should take in high school

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

** Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.
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<td>Software Solutions II</td>
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<tr>
<td>Sports &amp; Ent. Marketing CP</td>
<td></td>
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<tr>
<td>Business Principles Honors</td>
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<tr>
<td>Bus. Mktg. &amp; Project Mgmt. CP</td>
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<tr>
<td>Hospitality &amp; Tourism Mgmt. CP</td>
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<tr>
<td>Entrepreneurship</td>
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<td>Financial Literacy for Teens</td>
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<tr>
<td>Fashion Marketing</td>
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<td>Study and Learning Skills</td>
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<tr>
<td>Distributive Ed. - OJT</td>
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<tr>
<td>Careers in Child Care CP</td>
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<td>Accounting I CP</td>
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<td>DECA Prep</td>
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<td>Marketing I, Marketing Hon.</td>
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<td>Personal Finance</td>
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<td>School to Career Community Engagement</td>
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<td>School to Career Career Placement</td>
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<tr>
<td>Virtual Business CP</td>
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<td>Culinary Arts I,II</td>
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<td>Culinary III,IV</td>
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<td>Valetian III, IV</td>
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<td>School to Career Community Engagement</td>
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<td>School to Career Career Placement</td>
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<td>Virtual Business CP</td>
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<th>Physical Education &amp; Health Programs:</th>
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<td>Challenge Activities</td>
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<td>Fitness &amp; Conditioning</td>
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<tr>
<td>Net Sports</td>
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<tr>
<td>Science of Athletic Cond.</td>
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<tr>
<td>Competitive Team Sports</td>
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<tr>
<td>Health 9</td>
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<tr>
<td>Nutrition</td>
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<tr>
<td>Contemporary Issues in Medicine</td>
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<tr>
<td>Power-Up Personal Safety</td>
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<td>Mindful Yoga</td>
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<td>Couch 2 -5K</td>
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<tr>
<td>Creative Writing I, II</td>
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<tr>
<td>Journalism I, II</td>
<td></td>
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<tr>
<td>Film Study CP</td>
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<tr>
<td>Film Study II</td>
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<td>Literature from Female Perspective</td>
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<td>Critical Writing</td>
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<tr>
<td>Age of Mythology CP</td>
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<tr>
<td>Vietnam, the 1960’s and American Culture</td>
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<tr>
<td>Contemporary Writers</td>
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<tr>
<td>SAT Prep/College Communication</td>
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<tr>
<td>Introduction to Dramatic Arts II</td>
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<th>Fine Arts Program:</th>
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<td>Art 1, 2, 3 &amp; 4</td>
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<tr>
<td>Foundation of Fine Arts</td>
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<tr>
<td>Foundation in Digital Arts</td>
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<tr>
<td>Architectural Drafting &amp; Design</td>
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<td>3-D Design: Wearable Art</td>
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<td>Portfolio Preparation</td>
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<td>Ceramics 1, 2, 3</td>
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<td>Web Design/Photo</td>
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<td>Computer Animation, II</td>
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<td>Video Production I, II, III, IV</td>
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<td>Discoveries in Art</td>
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<td>Graphic Design 1</td>
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<td>Graphic Design 2</td>
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<td>Crafts Studio 1, 2</td>
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<td>AP Art Studio</td>
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<td>Technical Drawing</td>
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<tr>
<td>Introduction to Engineering Design I</td>
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<tr>
<td>Plastics Art</td>
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<td>Creative Arts and Learning CP</td>
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<th>Performing Arts Program:</th>
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<td>Concert Band I, II</td>
<td></td>
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<tr>
<td>Concert Choir I, II</td>
<td></td>
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<tr>
<td>Intro to Music and Songwriting</td>
<td></td>
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<tr>
<td>Music Appreciation Seminar</td>
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<td>Finale Music Comp.</td>
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<td>Piano</td>
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<tr>
<td>Intro to Musical Theater</td>
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<tr>
<td>Guitar I</td>
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<td>AP Music Theory</td>
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<tr>
<td>String Orchestra</td>
<td></td>
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<tr>
<td>Piano II</td>
<td></td>
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<tr>
<td>8th gr. Concert Band</td>
<td></td>
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<tr>
<td>8th gr. Concert Choir</td>
<td></td>
</tr>
<tr>
<td>Guitar II</td>
<td></td>
</tr>
<tr>
<td>Make a Beat: Recording, Mixing/Arranging</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Foreign Language Program:</th>
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<tbody>
<tr>
<td>French I, II, III, IV, V</td>
<td></td>
</tr>
<tr>
<td>Spanish I, II, III, IV, V</td>
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<table>
<thead>
<tr>
<th>Mathematics Program:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Advanced Mathematical Decision Making</td>
<td></td>
</tr>
<tr>
<td>Statistics CP</td>
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<table>
<thead>
<tr>
<th>Science and Technology Programs:</th>
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<tbody>
<tr>
<td>Intro to Computer Science</td>
<td></td>
</tr>
<tr>
<td>Grade 8 STEM</td>
<td></td>
</tr>
<tr>
<td>Intro to Astronomy CP</td>
<td></td>
</tr>
<tr>
<td>Forensic Science CP</td>
<td></td>
</tr>
<tr>
<td>CAD I (Technical Drawing)</td>
<td></td>
</tr>
<tr>
<td>Computer Science Essentials, Gr 8</td>
<td></td>
</tr>
<tr>
<td>Computer Science Essentials</td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
</tr>
<tr>
<td>CAD II (Architectural Design)</td>
<td></td>
</tr>
<tr>
<td>CyberSecurity 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td></td>
</tr>
<tr>
<td>Earth Science CP</td>
<td></td>
</tr>
<tr>
<td>Intro to Engineering</td>
<td></td>
</tr>
<tr>
<td>Woodworking Tech I, II, III, IV</td>
<td></td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td></td>
</tr>
<tr>
<td>Computer Science Capstone</td>
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</table>

<table>
<thead>
<tr>
<th>Intro to Game Design</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Design 2</td>
<td></td>
</tr>
<tr>
<td>Electric Auto Systems Lab</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Social Studies Program:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Affairs</td>
<td></td>
</tr>
<tr>
<td>American Politics CP Seminar</td>
<td></td>
</tr>
<tr>
<td>Psychology CP Seminar</td>
<td></td>
</tr>
<tr>
<td>AP Economics</td>
<td></td>
</tr>
<tr>
<td>Intro to Economics CP</td>
<td></td>
</tr>
<tr>
<td>Intro to Political Science CP</td>
<td></td>
</tr>
<tr>
<td>Sociology Seminar</td>
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</tr>
<tr>
<td>Constitutional Law Honors</td>
<td></td>
</tr>
<tr>
<td>Case Studies in Law CP Seminar</td>
<td></td>
</tr>
<tr>
<td>Massachusetts Studies CP</td>
<td></td>
</tr>
<tr>
<td>Death &amp; Dying</td>
<td></td>
</tr>
<tr>
<td>Herstory: Intro to women’s history</td>
<td></td>
</tr>
</tbody>
</table>

9
EARLY GRADUATION

Each year, a number of high school students request permission to graduate prior to their anticipated graduation date because they feel they have educational or vocational needs which mandate that they be exempted from the traditional four-year program. For the early graduation application procedure, students electing early graduation or release shall not have a four-year final rank in class.

I. Criteria for Early Graduation (Full Year Release)
   A. Student has grade average C or better, first 2 years.
   B. Student has good attendance record.
   C. Student exhibits good citizenship.
      1. Conduct
      2. Effort - Maturity
      3. Activities
   D. Student has completed core curriculum. There shall be no waiver of any course or credit requirements. The Principal may waive the last year of Physical Education.
   E. Early release is requested to pursue further education.
      1. Are the educational opportunities of such a nature that they can not be met while attending WHS? Is early graduation required because of a job opportunity or for monetary reasons?
      2. Timeline - the formal school application procedure should be initiated by June 1st of the sophomore year.
   F. Early release is requested in order to pursue a Career.
      1. Are the career opportunities of such a nature that they require early release?
      2. Is the work experience related to the high school curriculum?
      3. Timeline - the formal school application procedure should be initiated by June 1st of the sophomore year.
   G. Student has achieved competency determination on MCAS.

II. Requirements for Early Graduation
   A. A letter from the student requesting early graduation detailing the goals which require early release
   B. A letter from the student's parent or guardian in support of the request
   C. If the goal involves further education, a statement from the institution verifying acceptance of the applicant who will be released early
   D. If the goal involves a career, a statement from the employer specifying the job and his/her acceptance or employment
   E. An interview with the Principal, parent, counselor, and student
   F. Complete three years of high school education

III. Timeline
   A. Full-year Release
      1. June 1 of sophomore year - Letter of application and parent's letter to be sent to the Principal
      2. June 15 - Decision by the Principal
      3. December 1 – Recommendation of the Principal to the Superintendent
      4. End of Semester II – Final Review: Principal approves releases at the end of 2nd Semester

IV. Conditions of Release
   A follow-up will be initiated by the Guidance Department, agreed to by the Administration. Students are entitled to participate in the graduation exercises of class and are eligible for most scholarships.
International Baccalaureate Diploma Program (IBDP)

All students entering their junior and senior years at Wareham High School may choose to participate in higher level or standard level IBDP courses. This IBDP program is respected by leading universities across the world.

“The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centered education. IBDP program promotes the development of schools that:

- create educational opportunities that encourage healthy relationships, individual and shared responsibility and effective teamwork and collaboration
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to bring about meaningful change
- inspire students to ask questions, to pursue personal aspirations, to set challenging goals and to develop the persistence to achieve them
- encourage the creation of rich personal and cultural identities.

These educational outcomes are profoundly shaped by the relationships between teachers and students; teachers are intellectual leaders, who empower students to develop confidence and personal responsibility. A challenging learning environment helps students to develop the imagination and motivation to meet their own needs and the needs of others.

IB program emphasize learning how to learn, helping students interact effectively with the learning environments they encounter and encouraging them to value learning as an essential and integral part of their everyday lives” (adapted from http://www.ibo.org)

### IB DP Scope and Sequence

<table>
<thead>
<tr>
<th>DP Group</th>
<th>DP Course</th>
<th>SL/HL</th>
<th>Junior Year</th>
<th>Senior Year</th>
<th>Time Requirements (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>HL</td>
<td>✔</td>
<td>✔</td>
<td>240</td>
</tr>
<tr>
<td>2</td>
<td>Language B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td>SL</td>
<td>✔</td>
<td>✔</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Individuals &amp; Societies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of the Americas</td>
<td>HL</td>
<td>✔</td>
<td>✔</td>
<td>240</td>
</tr>
<tr>
<td>4</td>
<td>Experimental Sciences</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Biology SL (2yrs)</td>
<td>SL</td>
<td>✔</td>
<td>✔</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Environmental Systems &amp; Societies</td>
<td>SL</td>
<td>✔</td>
<td>✔</td>
<td>150</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics: Analysis &amp; Approaches</td>
<td>SL</td>
<td>✔</td>
<td>✔</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Mathematics: Applications &amp; Interpretation</td>
<td>SL</td>
<td>✔</td>
<td>✔</td>
<td>150</td>
</tr>
<tr>
<td>6</td>
<td>The Arts &amp; Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>HL</td>
<td>✔</td>
<td>✔</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>HL</td>
<td>✔</td>
<td>✔</td>
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<td>DP Core</td>
<td>Course</td>
<td>Junior Year</td>
<td>Senior Year</td>
<td>Time Requirement (hours)</td>
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</tr>
<tr>
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<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theory of Knowledge</td>
<td>✓</td>
<td>✓</td>
<td>100</td>
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</tr>
<tr>
<td></td>
<td>Creativity, Activity, &amp; Service</td>
<td>✓</td>
<td>✓</td>
<td>150</td>
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</table>

**Multiple Pathways to Access DP by Departments**

**Pathways to IB English HL**

<table>
<thead>
<tr>
<th></th>
<th>Pathway 1</th>
<th>Pathway 2</th>
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</thead>
<tbody>
<tr>
<td>8th Grade</td>
<td>8th Grade ELA</td>
<td>8th grade dual enrollment English 9</td>
</tr>
<tr>
<td>9th Grade</td>
<td>English 9</td>
<td>English 10 Honors</td>
</tr>
<tr>
<td>10th Grade</td>
<td>English 10 Honors</td>
<td>Language A1-English A Literature (HL) Year 1</td>
</tr>
<tr>
<td>11th Grade</td>
<td>Language A1-English A Literature (HL) Year 1</td>
<td>Language A1-English A Literature (HL) Year 2</td>
</tr>
<tr>
<td>12th Grade</td>
<td>Language A1-English A Literature (HL) Year 2</td>
<td>English 12 AP or BSU dual enrollment in English</td>
</tr>
<tr>
<td></td>
<td>English 12 AP</td>
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</table>

**Pathways to IB History HL**

<table>
<thead>
<tr>
<th></th>
<th>Pathway 1</th>
<th>Pathway 2</th>
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</thead>
<tbody>
<tr>
<td>8th Grade</td>
<td>8th grade History</td>
<td>8th Grade Dual enrollment – World History</td>
</tr>
<tr>
<td>9th Grade</td>
<td>World History</td>
<td>US History 1 Honors</td>
</tr>
<tr>
<td>10th Grade</td>
<td>U.S. History I</td>
<td>History HL Year I</td>
</tr>
<tr>
<td>11th Grade</td>
<td>History HL Year 1</td>
<td>History HL Year 2</td>
</tr>
<tr>
<td>12th Grade</td>
<td>History HL Year 2</td>
<td>Social Studies electives or BSU Dual enrollment in History</td>
</tr>
</tbody>
</table>
### Pathways to IB Mathematics: Applications & Interpretation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pathway 1</th>
<th>Pathway 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>8th Grade Math or Pre-Algebra</td>
<td>Algebra 1</td>
</tr>
<tr>
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<td>(dual enrollment or credit from another school)</td>
<td>(dual enrollment or credit from another school)</td>
</tr>
<tr>
<td>9th</td>
<td>Algebra 1</td>
<td>Geometry</td>
</tr>
<tr>
<td>10th</td>
<td>Geometry</td>
<td>IB Mathematics: Applications &amp; Interpretation</td>
</tr>
<tr>
<td></td>
<td>(Year 1)</td>
<td>(Year 1)</td>
</tr>
<tr>
<td>11th</td>
<td>IB Mathematics: Applications &amp; Interpretation</td>
<td>IB Mathematics: Applications &amp; Interpretation</td>
</tr>
<tr>
<td></td>
<td>(Year 1)</td>
<td>(Year 2)</td>
</tr>
<tr>
<td>12th</td>
<td>IB Mathematics: Applications &amp; Interpretation</td>
<td>Pre-Calculus or AP Stats or Dual Enrollment at a College/University</td>
</tr>
</tbody>
</table>

Note: Other pathways must be approved by the Math Department Head and/or Principal/Assistant Principal.

### Pathways to IB Mathematics: Analysis & Approaches

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pathway 1</th>
<th>Pathway 2</th>
<th>Pathway 3</th>
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</thead>
<tbody>
<tr>
<td>8th</td>
<td>8th Grade Math or Pre-Algebra</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
</tr>
<tr>
<td></td>
<td>(dual enrollment or credit from another school)</td>
<td>(dual enrollment or credit from another school)</td>
<td>(dual enrollment or credit from another school)</td>
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<td>Algebra 1</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>and Algebra 2</td>
</tr>
<tr>
<td>10th</td>
<td>Geometry and Algebra 2</td>
<td>Algebra 2</td>
<td>IB Mathematics: Analysis &amp; Approaches</td>
</tr>
<tr>
<td>11th</td>
<td>IB Mathematics: Analysis &amp; Approaches</td>
<td>IB Mathematics: Analysis &amp; Approaches</td>
<td>AP Calculus AB or AP Statistics or Dual Enrollment at a College/University</td>
</tr>
<tr>
<td>12th</td>
<td>AP Calculus AB or AP Statistics or Dual Enrollment at a College/University</td>
<td>AP Calculus AB or AP Statistics or Dual Enrollment at a College/University</td>
<td>AP Calculus BC or AP Statistics or Dual Enrollment at a College/University</td>
</tr>
</tbody>
</table>

Note: Other pathways must be approved by the Math Department Head and/or Principal/Assistant Principal.

### Pathways to IB Science SL

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pathway 1 to IB Diploma</th>
<th>Pathway 2 to IB Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>8th Grade Science</td>
<td>Hon IPW OR Computer Science Essentials</td>
</tr>
<tr>
<td>9th</td>
<td>IPW Hon IPW OR Computer Science Essentials</td>
<td>Biology Hon Biology AP Biology Computer Science Essentials</td>
</tr>
</tbody>
</table>
### Grade 10
- **Biology**
- Hon Biology
- IB Bio SL (Yr 1)
- select science electives
- Chem*
- Hon Chem*
- AP Biology
- IB Bio SL (1 Yr)
- select science electives

### Grade 11
- Chemistry*
- Honors Chemistry*
- IB Bio SL (Yr2)
- IB Bio SL (Yr2)
- IB Env Systems & Society,
  OR
- AP Physics, Chem, or Bio, any science topic electives

### Grade 12
- IB Env Systems & Society
  OR
- AP Physics, Chem, or Bio, any other science electives
- College Dual Enrollment,
  OR
- IB Env Systems & Society,
  OR
- AP Physics, Chemistry, any other science electives

*It is highly recommended that students complete Chemistry prior to enrolling in IB Biology or Env. Systems & Societies.

### Pathways to IB Language Acquisition: Spanish SL

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Language Acquisition: Spanish SL (Year 1)</td>
<td>IB Language Acquisition: Spanish SL (Year 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway 1</th>
<th>Pathway 2</th>
<th>Pathway 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Spanish Course</td>
<td>Spanish 1</td>
<td>Spanish 1</td>
</tr>
<tr>
<td>Spanish 2</td>
<td>Spanish 2</td>
<td>Spanish 2</td>
</tr>
<tr>
<td>IB Language Acquisition: Spanish SL* (Year 1)</td>
<td>IB Language Acquisition: Spanish SL* (Year 2)</td>
<td>IB Language Acquisition: Spanish SL* (Year 1)</td>
</tr>
<tr>
<td>IB Language Acquisition: Spanish SL (Year 2)</td>
<td>IB Language Acquisition: Spanish SL (Year 2)</td>
<td>IB Language Acquisition: Spanish SL (Year 2)</td>
</tr>
</tbody>
</table>

### Pathways to IB Language Acquisition: French SL

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 1</td>
<td>French 2</td>
<td>French 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Language Acquisition: French SL (Year 1)</td>
<td>IB Language Acquisition: French SL (Year 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway 1</th>
<th>Pathway 2</th>
<th>Pathway 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No French Course</td>
<td>French 1</td>
<td>French 1</td>
</tr>
<tr>
<td>French 2</td>
<td>French 2</td>
<td>French 2</td>
</tr>
<tr>
<td>IB Language Acquisition: French SL* (Year 1)</td>
<td>IB Language Acquisition: French SL* (Year 2)</td>
<td>IB Language Acquisition: French SL* (Year 1)</td>
</tr>
<tr>
<td>IB Language Acquisition: French SL (Year 2)</td>
<td>IB Language Acquisition: French SL (Year 2)</td>
<td>IB Language Acquisition: French SL (Year 2)</td>
</tr>
</tbody>
</table>

*Requires teacher and/or department head approval.

Note: Other pathways must be approved by the Department Head and/or Principal/Assistant Principal

### Pathways to IB Business Management HL

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>Pathway 2</th>
<th>Pathway 3</th>
<th>Pathway 4</th>
<th>Pathway 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality and Tourism Marketing*</td>
<td>Sports and Entertainment</td>
<td>Marketing 1*</td>
<td>Entrepreneurship*</td>
<td>Personal Finance*</td>
</tr>
</tbody>
</table>

*14
Three programs of study (College, Honors, IB or AP) are available for students at Wareham High School. Courses are recommended for each grade level (Freshman, Sophomore, Junior, and Senior) within each program of study. Students must take the courses in sequence. Higher-level courses have prerequisites that are identified in the course catalogue.

Requirements for course advancement are listed below. A student may move from one course within a program to another course by meeting any one of the four options.

**COURSEWORK:** (A) Although a passing grade (65) is required for admission into the next course in all programs except Honors, it is recommended that a 70 or above be attained to do so. (B) If a student wishes to change levels from a College course to an Honors or AP course, he/she must have a grade of "90" or better in the present course. (C) To remain in an Honors or AP course, the student must receive a grade of 80 or better.

**RECOMMENDATIONS:** A student may gain admission to a higher-level course with the written recommendation of the Department Head.

**TESTS** If students are unable to meet any of the above requirements for entrance into higher level courses, they may take the departmental entrance test for the specific course. If they meet appropriate standards according to the criteria established by the department, they will be admitted to this higher-level course.

**SPECIAL PERMISSION:** If students fail to meet at least one of these prerequisites, they will not be recommended for the higher-level course. If students still wish to take these courses, the parent or guardian may then submit a written request to meet with the High School principal and appropriate faculty members for the purpose of petitioning for admission into the desired course. Instructors will not modify lessons or requirements to accommodate students who may be admitted to these courses without recommendation.

*These courses are highly recommended but not required

Note: Other pathways must be approved by the Business Department Head and/or Principal/Assistant Principal.

### REQUIREMENTS FOR COURSE ADVANCEMENT AND AP/IB TESTING

<table>
<thead>
<tr>
<th>Grade</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Principles</td>
<td>Business Management/Marketing (HL) Year 1</td>
<td>Business Management/Marketing (HL) Year 2</td>
</tr>
<tr>
<td>10th</td>
<td>Business Principles</td>
<td>Business Principles</td>
<td>Business Principles</td>
</tr>
<tr>
<td>11th</td>
<td>Business Management/Marketing (HL) Year 1</td>
<td>Business Management/Marketing (HL) Year 1</td>
<td>Business Management/Marketing (HL) Year 2</td>
</tr>
<tr>
<td>12th</td>
<td>Business Management/Marketing (HL) Year 2</td>
<td>Business Management/Marketing (HL) Year 2</td>
<td>Business Management/Marketing (HL) Year 2</td>
</tr>
</tbody>
</table>

To qualify for an AP course designation, students should maintain a passing score. At the midterm, students who do not meet this criteria may stay in the class but have their work and grades modified down one level (AP/IB to Honors). Some honors students might
be recommended by teachers and respective department chairs to take an AP/IB exam if there is no AP/IB level course offered. By March 1, the AP/IB coordinator must approve all students taking the exam. All AP/IB students are expected to take the AP Exam and are responsible for the testing fees. In instances of extreme financial hardship, financial assistance may be available.

MMSI (Massachusetts Math and Science Initiative) AP COURSE EXEMPTION

As required by WHS’s participation in a MMSI grant (2013-2019), the requirements for any English, math, or science AP course can be waived. If the student is motivated and wishes to challenge themselves in a STEM-related AP course, then discussion with a guidance counselor and/or Department Chair will help direct course selection as deemed appropriate.

COURSE OPPORTUNITIES

**BUSINESS LEADERSHIP TECHNOLOGY & WELLNESS**

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**APPLIED BUSINESS TECHNOLOGY PROGRAM**

The Applied Business Technology Program is designed to provide students with information and competencies needed by all individuals to manage business as well as personal affairs. The courses in this program focus on developing skills necessary for initial employment as well as advancement in clerical and management occupations. The goal of Business Technology is to develop competencies that foster success in employment and post-secondary education.

Tech Prep is a challenging two-year program of study linking the junior and senior years of high school with post secondary education. In collaboration with the Massachusetts’ Community College System, Wareham High School will be offering the following CVT Linkage Tech Prep programs:

**1043 STUDY AND LEARNING SKILLS**

*Grade 8*

This semester course emphasizes defining personal values and high expectations, goal-setting and planning, organization and time management skills, and the importance of reflection. Instructional material will include the Google platform to incorporate the use of digital media as a tool for communicating and working with others. Students will develop the competencies required to effectively communicate and collaborate using 21st century learning skills. May be recommended for students transitioning into 8th or 9th grade and/or retained 8th and 9th grade students.
WHS Learning Expectation “C” Communicate Information

1044 STUDY AND LEARNING SKILLS
Grade 9
This semester course emphasizes defining personal values and high expectations, goal-setting and planning, organization and time management skills, and the importance of reflection. Instructional material will include the Google platform to incorporate the use of digital media as a tool for communicating and working with others. Students will develop the competencies required to effectively communicate and collaborate using 21st century learning skills. May be recommended for students transitioning into 8th or 9th grade and/or retained 8th and 9th grade students.
2.5 Credits
WHS Learning Expectation “C” Communicate Information

692 TECHNOLOGY DESIGN LAB I
College Prep
Grades 9 - 12
Students will learn about the design process incorporating technology tools as they create products to demonstrate their learning.
Students will - Inquire and Analyze - Develop Ideas - Create Solutions - Evaluate
Students will master the operation of the Chromebook. Students will demonstrate knowledge of appropriate times to use Google Apps, Extensions, the Chromebook Browser, and Functionality Settings. The Google Platform (Gmail, Google Docs, Google Sheets, Google Forms and Google Add-ons) will be the primary focus for this course. Students will also learn how to manage and upload documents to their Electronic Portfolio. Elements of Digital Citizenship will include topics related to social media, identity theft, secure internet connections, and current use of technology. Students will create presentations using digital media applications which include elements of text, graphics, animation, sound, video and digital imaging for various formatting. Students will also be introduced to drag and drop coding and will experiment with learning through gamification. With so much of our lives online, it’s important that students exhibit, promote, and understand digital citizenship. Understanding the permanence and accessibility of one’s online presence is crucial. Daily choices when interacting and communicating online often have lasting repercussions.
2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

MARKETING EDUCATION (DECA)
Applicants for the Marketing Education program are screened at the school level in the areas of career interest fundamental skills, reliability and employability. Marketing Education is available to any student that is interested in exploring the possibility of a career in marketing, finance, accounting, advertising, or management. Students who are planning to attend college and major in the various areas of Business Administration should also consider Marketing Education. Students that wish to join DECA will need to pay a small membership fee that must be paid in the fall, which is forwarded to Massachusetts DECA and National DECA.

643 BUSINESS MARKETING AND PROJECT MANAGEMENT (Senior DECA)
Honors
Grade 12
This course is designed for students planning careers and college majors in Marketing or Business Management. Students will learn the principles of project management and will demonstrate their knowledge and skills through authentic learning experiences that WHS DECA is responsible for throughout the year including but not limited to: National DECA membership drive, DECA Month, the Home Show, the Spaghetti Supper and Auction, The Gateman Stand, the Free Enterprise Promotional Project, and the WHS Community Service Project. In addition, students will conduct a market research paper and act as a consultant for a company by preparing a proposal/plan for the situation being addressed for their DECA category. In this course, students will work independently as they continue to develop leadership skills, professional attitudes, business competency, citizenship characteristics and social growth in and out of the classroom while creating a deeper understanding of management and marketing principles.
This is a DECA eligible course.
● prerequisite of Business Principles or Marketing I
● This course is highly recommended if you are an active and competitive DECA member.
● This course is part of Senior DECA and is designed in conjunction with 646 Marketing 12 honors
● Students are expected to be in good academic and discipline standing so that the student warrants permission to leave the school premises during class to attend to project responsibilities.
5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

186 DECA Prep
College Prep
Grades 10-12
All Marketing Vocational Studies students are encouraged to enroll in DECA Prep during grades 10, 11, and 12 consecutively with their Marketing Education course. The DECA Prep class includes hands-on experiences. Lessons learned in the Marketing Education courses are applied to real life situations. DECA Competition preparation is the major component of this course with extra-curricular
participation in DECA required of all students. This course will be student-centered; each student will have an individualized curriculum tied to their personal career focus. Students selecting this course must also select course #643, #644, #636, #645 OR #646

- Prerequisite - 2.5 credits of a successfully completed business course
- This course is highly recommended if student is an active and competitive DECA member. 2.5 Credits

WHS Learning Expectation “C” Communicate Information

- Prerequisite – 2.5 credits of a successfully completed business course
- This course is highly recommended if you are an active and competitive DECA member. 2.5 Credits

188 DECA PREP 2
College Prep
Grades 10 - 12

All Marketing Vocational Studies students are encouraged to enroll in DECA Prep 2 during grades 10, 11, and 12 consecutively with their Marketing Education course. The DECA PREP 2 class includes hands-on experiences. This class builds on previous learning experiences garnered from DECA Prep and competition. Lessons learned in the Marketing Education courses are applied to real life situations. DECA Competition preparation is the major component of this course with extra-curricular participation in DECA required of all students. This course will be student-centered; each student will have an individualized curriculum tied to their personal career focus. Students selecting this course must also select course #643, #644, #636, #645 OR #646

- Prerequisite - 2.5 credits of a successfully completed business course
- This course is highly recommended if a student is an active and competitive DECA member. 2.5 Credits

WHS Learning Expectation “C” Communicate Information

189 DECA PREP 3
College Prep
Grades 10 - 12

All Marketing Vocational Studies students are encouraged to enroll in DECA Prep 3 during grades 10, 11, and 12 consecutively with their Marketing Education course. The DECA PREP 3 class includes hands-on experiences. This class builds on previous learning experiences garnered from DECA Prep 2 and competition. Lessons learned in the Marketing Education courses are applied to real life situations. DECA Competition preparation is the major component of this course with extra-curricular participation in DECA required of all students. This course will be student-centered; each student will have an individualized curriculum tied to their personal career focus. Students selecting this course must also select course #643, #644, #636, #645 OR #646

- Prerequisite - 2.5 credits of a successfully completed business course
- This course is highly recommended if a student is an active and competitive DECA member. 2.5 Credits

WHS Learning Expectation “C” Communicate Information

187 FASHION MARKETING
College Prep
Grades 10 - 12

This project based course focuses on the fashion industry and the merchandising of fashion related products. The Fashion Marketing class will explore the nature of fashion and visual merchandising, trace the history of fashion, and identify the trends in the fashion industry. Students will study a variety of fashion related careers in the retail industry and practice merchandising fashion products. Students interested in the fashion industry should also consider taking 3-D Design: Wearable Art. The Career Closet and The Prom Closet will provide an opportunity for applied learning.

2.5 CREDITS

WHS Learning Expectation “C” Communicate Information

644 BUSINESS MARKETING AND PROJECT MANAGEMENT (SENIOR DECA)
College Prep
Grade 12

DECA Competition Eligible

This course is part of Senior DECA. Enrolling in this course makes the student eligible for membership in DECA. This college-oriented course is designed to build leadership skills in the various marketing competencies. Instruction in advertising, communication, display, human relations, management, mathematics, merchandising, operations, product and service technology and selling will be given. In addition to classroom activities, the student will be assigned independent projects. A final examination will be administered at the end of each semester. This is an articulated component of the Tech Prep Program. Students selecting this course must also select course #645 or #646. This course is articulated with Cape Cod Community College. Students who take the class for (5 credits) may earn credits with CCCC if they score a B or better in the class and they enroll at CCCC within two years of high school graduation.

This is a DECA eligible course.

- prerequisite: 5.0 credits from courses within the Marketing Education Program
- This course is highly recommended if you are an active and competitive DECA member.
● This course is part of Senior DECA and is designed in conjunction with 646 Marketing 2 Honors Students are expected to be in good standing (behaviorally & academically) so that the student warrants permission to leave the school premises during class to attend to project responsibilities.

5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

636 BUSINESS PRINCIPLES
Honors
Grades 10 and 11
This is the basic course for students who plan to go to college and major in Marketing or Business Management. This survey course addresses the national business core curriculum and prepares students for competing in DECA competitive events. All students are required to compete at the district level. Students will be provided with a solid foundation for more advanced business classes emphasizing concepts, vocabulary and standard performance measures, including the one-hundred question assessment and situational role-plays. Because this course is a 2-part course, students are introduced to the major concepts important to understanding and participating in the business world during Part 1. This includes; topics in ethics, communication, financial analysis, economics, and much more. During Part 2, students participate in a management simulation. The simulation transforms the classroom into a business community, with students managing one of several businesses in that community. The activity gives students first-hand experience with the procedures of running a business. This course is articulated with Cape Cod Community College. Students who take the class for a full year (5 credits) may earn credits with CCCC if they score a B or better in the class and they enroll at CCCC within two years of high school graduation.
This is a DECA eligible course.

● Prerequisite: 2.5 credits from either of the following courses, Fashion Marketing or 648 S&E Mktg. or 647 H&T Mgmt.

● This course is highly recommended if you are an active and competitive DECA member.

5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

1016 BUSINESS MANAGEMENT/MARKETING (HL) (2 years)
IB
Grades 10 and 11
IB Business and Management SL, HL is a Group 3 or a Sixth Subject option for juniors and seniors in the International Baccalaureate Program. Students will be encouraged to join our Local DECA Chapter. DECA is a professional student organization for future marketing and management leaders. DECA is co-curricular, meaning its mission is to provide opportunities to apply the knowledge and skills learned in the classroom. Designed for the college-bound student, this 2-year higher level IB course gives students an understanding of business principles, practices and skills. The curriculum content includes: Accounts and Finance, Human Resources, Operations Management, Marketing, and Business Organization and Environment, as they apply to the six concepts: Change, Culture, Ethics, Globalization, Innovation and Strategy. Learning strategies include the application of tools and techniques of analysis to enhance the understanding of complex business activities. Students will appreciate the ethical concerns and issues of social responsibility in the global business environment. Case studies will demonstrate the context of the forces and circumstances that drive change in an interdependent and multicultural world. Real world applications will enable students to become critical and effective participants in local and world affairs. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity. A research project with an authentic business partner is a course requirement (internal assessment) to be completed June of their Junior year through October of their Senior year.
IB Business & Management provides a demanding, yet dynamic curriculum that provides students with a wide range of knowledge in business theory and activity. Business and Management is a challenging subject that incorporates a wide range of topics and situations. Students will sit for their IB (HL) exam May of their Senior year. a $275 registration fee is associated with this exam. The IB exam may earn a student college credit dependent upon their score and the policy of the college or university.

10.0 CREDITS
WHS Learning Expectation “C” Communicate Information

1017 Creativity, Action, and Service (CAS) (2 years)
IB
Creativity, Action and Service (CAS) is a required component of the International Baccalaureate (IB) program for all Diploma students. All students pursuing the IB Diploma Program at Wareham High School are required to complete CAS activities during the junior and senior year. Creativity, Action and Service (CAS) are fundamental parts of the International Baccalaureate Program (IB). The emphasis of the CAS program is experiential learning. Students are required to choose activities that will promote opportunities for personal growth and awareness of the world around them. A wide range of activities will be available to the students and participation in selected activities should be voluntary. Students should balance their activities equally between the three areas: creativity, action and service. Each student will keep record of participation by completing the appropriate forms that will be provided. Evaluation by the CAS Coordinator, and a self-evaluation by the student are required elements of the CAS program. Diploma candidates are required to successfully complete the CAS program. Failure to meet the requirements will result in no IB diploma being awarded.

10.0 Credits
WHS Learning Expectation “C” Communicate Information
673s CAREERS IN CHILD CARE
College Prep
Grade 10 - 12
The course is designed for those students that would like to pursue a career in Child Care Education or may eventually want to own their own Child Care business. Students will learn about the development of young children from prenatal development through the preschool years. Students will study the physical, emotional, intellectual, and social development of young children. Students will also learn about age appropriate lesson planning, teaching lessons, and how to conduct observations. High school students will create integrated lessons that include stories, games, music, and art projects that could be used at a preschool. Students will apply entrepreneurship skills by writing a business plan for a potential daycare. The skills learned in this class can be transferred to any career related to young children. Students who plan to pursue careers involving early childhood education and childcare are recommended to take this course consecutively with Entrepreneurship. As a senior, students may follow-up this class by interning at a preschool through the School to Career program.
2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

648s ENTREPRENEURSHIP
College Prep
Grades 8-10
DECA Competition Eligible
Do you know someone who owns his or her own business? Do you want to be your own boss? Do you have the goal of owning a highly successful company? These are only a few of the reasons why thousands of people in the United States become entrepreneurs. This course will take you on a step-by-step journey through the entire process of owning your own business. You will select a product or service to sell, determine who your customers are, learn how to market your business, obtain financing, manage your employees, and more. You will also learn how to put together a business plan and will have created a complete plan by the end of the course. Student’s assessment will be based upon tests, quizzes, class work, individual and group projects, homework, and class participation.
2.5 CREDITS (9th & 10th grade only)
WHS Learning Expectation “C” Communicate Information

190 FINANCIAL LITERACY FOR TEENS
Grade 8-10
In this foundation financial literacy program, students will learn basic personal finance skills that are relevant to the lives of teens. The course content is designed to help students make wise spending and saving decisions, and to make effective use of income to achieve financial success and deal with the realities of their financial decisions now and in the future.
This course does not fulfill the Personal Finance graduation requirement.
2.5 CREDITS (9th and 10th grade only)
WHS Learning Expectation “C” Communicate Information

647s HOSPITALITY AND TOURISM MANAGEMENT
College Prep
Grades 9-10
This course will provide students with an understanding of the importance of one of the largest and most exciting industries in the world. Hospitality and Tourism involves all aspects of the travel, leisure, foods, and lodging industries. This class will focus on those four industries separately. Travel involves airplane, cruise ship, and train travel. Leisure is all forms of recreation including amusement parks, sports arenas, and other attractions. Restaurants and food service are in the foods industry. Lodging includes hotels and resorts for overnight stay. The course is for those students interested in exploring the travel industry, international travel, tours, food and beverage, destination geography, meetings/conventions, and hospitality marketing and sales management and retail management. Students will explore the interaction and management of departments relative to generating profit while displaying a positive company image to the public. Students will also prepare personal resumes and interviewing techniques for hiring in this competitive career choice. Class activities will include hands-on projects, pertinent classroom guest speakers and current Internet podcasts, just to name a few. Relevant field trips to local hospitality and tourism businesses will be attempted. Students will also prepare personal resumes and interviewing techniques for hiring in this competitive career choice.
This is a DECA eligible course.

● Prerequisite: none
● This course follows a sequential career and college ready pathway in marketing/business management.
● Students whom are active dues paying DECA members are expected to participate in fundraising, community service, social and competitive DECA activities.
2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

645 MARKETING II

20
**College Prep**  
Grade 12  
**DECA Competition Eligible**

This course is part of Senior DECA. Enrolling in this course makes the student eligible for membership in DECA. This course is designed in conjunction with the retailing management vocational program for Grade 12. This course is an integral component of classroom instruction; DECA activities provide authentic, experiential learning methods to prepare students for college and careers. Students put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes. This course gives students realistic insights into business/industry and promotes meaningful, relevant learning. **This course is articulated with Cape Cod Community College. Students who take this course may earn credits with CCCC if they score an B or better and enroll at CCCC within two years of high school graduation. Students who take this course MUST take Course 643 or 644.**

This is a DECA eligible course.  
- Prerequisite: 5.0 credits from courses within the Marketing Education Program  
- This course is highly recommended if you are an active and competitive DECA member.

This course is part of Senior DECA and is designed to be taken consecutively with 643 or 644 Business Marketing and Project Management. Students are expected to be in good academic and discipline standing so that the student warrants permission to leave the school premises during class to attend to project responsibilities.  
5.0 CREDITS  
WHS Learning Expectation “C” Communicate Information

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**646 MARKETING 2**  
**Honors**  
Grade 12  
**DECA Competition Eligible**

This course is part of Senior DECA. Enrolling in this course makes the student eligible for membership in DECA. This course is designed in conjunction with the retailing management vocational program for Grade 12. This course is an integral component of classroom instruction; DECA activities provide authentic, experiential learning methods to prepare students for college and careers. Students put their knowledge into action through rigorous project-based activities that require creative solutions with practical outcomes. This course gives students realistic insights into business/industry and promotes meaningful, relevant learning. **This course is articulated with Cape Cod Community College. Students who take this course may earn credits with CCCC if they score an B or better and enroll at CCCC within two years of high school graduation. Students who take this course MUST take Course 643 or 644.**

This is a DECA eligible course.  
- Prerequisite: 5.0 credits from courses within the Marketing Education Program  
- This course is highly recommended if you are an active and competitive DECA member.

This course is part of Senior DECA and is designed to be taken consecutively with 643 or 644 Business Marketing and Project Management. Students are expected to be in good academic and discipline standing so that the student warrants permission to leave the school premises during class to attend to project responsibilities.  
5.0 CREDITS  
WHS Learning Expectation “C” Communicate Information

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**699 MARKETING EDUCATION: OJT (CO-OP)**

*College Prep*  
Grade 12  
**DECA Competition Eligible**

This course is an optional part of Senior Marketing/DECA. To be eligible for the Marketing Education O. J. T. Program, students must enroll in the full Marketing Education program in their senior year. Students will receive work experience related to their classroom instruction in a local business establishment. Each student will be evaluated on the basis of his/her work performance. The instructor at the beginning of the school year in September schedules this course.  
5.0 CREDITS  
WHS Learning Expectation “C” Communicate Information

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**610s ACCOUNTING I**

*College Prep*  
Grades 10 - 12  
**DECA Competition Eligible**

This first course in accounting will provide the skills and knowledge necessary to understand the financial statements of a proprietorship. Students will be involved in analyzing and journalizing transactions, posting to a ledger, completing a worksheet, financial statements, and the ending fiscal term work for a service and merchandising business. Homework will be assigned regularly and tests scheduled at the end of each chapter.  
2.5. CREDITS-  
WHS Learning Expectations “A” Acquire Information

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**684s ACCOUNTING 2**  
**Honors**  
Grade 10-12  
This course is a continuation course to Accounting I. Students will determine the value of assets, liabilities and equity according to generally accepted accounting principles. Students will prepare, interpret, and analyze financial statements using systems for
merchandising businesses. Students have learned the basic accounting concepts and procedures in the first course and are now ready to apply this knowledge in more complexity. Students will learn the basics of computerized accounting, using cloud-based software, and Intuit Quickbooks. The student will complete accounting simulations and projects that will provide an authentic learning experience.

(Prerequisite: Accounting I)
2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

1041 SCHOOL TO CAREER (STC) - Community Engagement
College Prep
Grade 11 and 12
Students will participate in a variety of community engagement/volunteer opportunities. School to Career - Community Engagement provides students with an opportunity to participate in a variety of volunteer opportunities to help them learn about themselves while assisting others in need. Grades are based on Non-Profit volunteer organization feedback, attendance, and a written journal. A variety of volunteer opportunities will be provided including those developing creativity, activity, and service skills. Students will be required to keep a written journal, create a portfolio with evidence and reflections on each volunteer activity, and make a final presentation based on volunteer experiences. Students will volunteer up to three days each week for a total of up to six hours per week. Students will not go out to volunteer opportunities on Early Release or Half Days - on these days students will participate in classroom instruction in topics such as Career Development, College Readiness, and Personal Finance. Any serious disciplinary action such as in school or out of school suspension may result in removal from the STC program. This course may be taken only once during a student’s tenure at the high school.
10 CREDITS
WHS Learning Expectation “C” Communicate Information

1042 SCHOOL TO CAREER (STC) - Career Placement
College Prep
Grade 12
Begin now to focus on a career to make informed decisions about one’s future. School to Career - Career Placement provides students with an opportunity to work in a supervised internship in the community to help reach their career goals. Grades are based on employer evaluations, attendance, timesheets, and a written journal. Current topics in the workplace, such as professional ethics and etiquette, will be integrated into coursework. Students will develop marketable job skills and become technically proficient while preparing academically for college, postsecondary education, or the workforce. Students will be required to keep a written journal, create a portfolio and make a final presentation based on the internship experience.
Students will work up to three days each week for a total of up to six hours per week. Students will not go out to internships on Early Release or Half Days - on these days students will participate in classroom instruction in topics such as Career Development, College Readiness, and Personal Finance. Any serious disciplinary action such as in school or out of school suspension may result in removal of STC program. This course may be taken only once during a student’s tenure at the high school. Prerequisite: Due to the nature of this course, the student’s discipline record is subject to review.
10 Credits
WHS Learning Expectation “C” Communicate Information

649S SPORTS AND ENTERTAINMENT MARKETING
College Prep
Grades 9 -10
DECA Competition Eligible
This course is part of the DECA program. Enrolling in this course makes the student eligible for membership in DECA. Get ready to jump into two of the most exciting and competitive businesses in the world, sports and entertainment. Sports and Entertainment Marketing is one of the hottest majors on college campuses all over the country. Sports and Entertainment Marketing is a subject to which all students can relate. Sports and entertainment are everywhere not just in ballparks and theaters, but also at schools, on television and radio, in stores and on the Internet. Topics covered but not limited to college and amateur sports, professional sports, public image, sports marketing, entertainment industry, recreational marketing, and marketing/legal issues for sports and entertainment. Student’s assessment will be based upon tests, quizzes, class work, individual and group projects, homework, and class participation.
2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

093 PERSONAL FINANCE
College Prep
Grades 11-12
In this introductory course, students will learn best practices for managing their own finances and investments that will help students build solid financial habits and give them the tools necessary to become more financially independent. The topics covered in the course will include: budgeting, financial planning, consumer purchasing, banking, credit cards and debt, saving, risk and return, and investments. The course content is designed to help students make wise spending, saving, and credit decisions and to make effective use of income to achieve financial success and deal with the realities of the financial decisions they will face throughout their lives.
This is a course that is required of all students for graduation.
2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

22
681 CULINARY ARTS I
College Prep
Grades 9-12
This course is designed to expose students to careers and opportunities in the Food Service Industry. Students will be required to learn about Personal hygiene and Sanitation by completing the Servsafe Food Handlers Course Certification. Students will also learn kitchen safety and knife safety. Students will also be introduced to the basic cooking methods and techniques by preparing various foods such as appetizers, fruits, starches, meats, pies, muffins, and cookies. Students will convert recipes, understand weights and measures, and basic food costs. This course is taught from the Massachusetts CTE Culinary Frameworks. **This course uses the design cycle to identify a problem (local or global), analyze the problem, identify feasible solutions, and fully develop one solution to the problem.**
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

682 CULINARY ARTS II
College Prep
Grades 9 - 12
This course is designed to expose students to the different facets of the food service industry. Students will be exposed to various hot and cold food presentations. Students will produce various types of salads, dressings, soups, sandwiches, rolls, breads, quick breads, and desserts. Students will also be exposed to dining room service, portion control, and food cost percentage. This course is taught from the Massachusetts CTE Culinary Frameworks.
(Prerequisite: Culinary Arts I)
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

685 CULINARY ARTS III
College Prep
Grade 10-12
This course is designed to expose students to the different facets of the food service industry. Students will build upon prior knowledge in culinary arts and produce lunch and dinner entrée’s using various meats, poultry, seafood, and vegetarian recipes. Students will use various cooking methods and sauces to complement these dishes. Students will build on dining room service and dessert preparation, including pies, cakes, and specialty desserts.
This course is taught from the Massachusetts CTE Culinary Frameworks.
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

686 CULINARY ARTS IV
College Prep
Grade 10-12
This course is designed to expose students to the different facets of the food service industry. Students will build upon prior knowledge in culinary arts and produce lunch and dinner entrée’s as well as catering and small functions using various meats, poultry, seafood, and vegetarian recipes. Students will use various cooking methods and sauces to compliment these dishes. Students will build on dining room service and dessert preparation, including pies, cakes, and specialty desserts. Food costs, menu design, and point of sale functions will be covered. This course is taught from the Massachusetts CTE Culinary Frameworks.
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

The Junior Reserve Officers' Training Corps (J.R.O.T.C.)

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<td>044</td>
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<td>11-12</td>
<td>049</td>
<td>LET 3B Career Planning</td>
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<td>045</td>
<td>LET 4A Command and Staff Responsibilities</td>
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<td>11-12</td>
<td>046</td>
<td>LET 4B Leadership Theory and Application</td>
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The Wareham Junior Reserve Officers Training Corps (JROTC) Program is a cooperative effort between the United States Army and Wareham High School. JROTC has one mission: “To motivate young people to be better citizens.” The curriculum that supports this mission is entitled Leadership Education and Training (LET), and is divided into 8 sequential semester courses (LET 1A through LET 4B). Each LET course is approximately 90 hours of classroom and laboratory work and draws on material from seven primary areas of study:

1. Citizenship in Action
2. Leadership theory application
3. Foundations for success
4. Wellness fitness and first aid
5. Geography, map skills, and environmental awareness
6. American History and Government
7. Service learning

Students will be required to wear uniforms once per week. The program provides these uniforms.

The JROTC course of instruction is administered by military staff made up of retired army personnel who must have a minimum of over 20 years experience in various leadership positions and Department of the Army Certification and approval for appointment.

Students who complete two consecutive semesters of JROTC in a calendar year are exempt from the PE requirement for that year.

**040 LET 1A INTRO TO JROTC**
*College Prep*
*Grades 9 - 12*
This is an overview of the purpose and objectives of the JROTC Program. Special emphasis is placed on American democratic values, military traditions, team building, wear of the uniform, drill and ceremony, and basic squad organization.
*(Prerequisite - Must be enrolled in Junior ROTC)*
2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

**041 LET 1B CITIZENSHIP IN ACTION**
*College Prep*
*Grades 9 - 12*
Through a study of early American History and an examination of our founding political documents (Mayflower Compact, Declaration of Independence, Articles of Confederation, the Constitution and the Bill of Rights) this course will provide a framework for understanding the institutions and values that support our democracy. Cadets will examine the rights and responsibilities of democratic citizens.
*(Prerequisite – LET 1A)*
2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

**042 LET 2A INDIVIDUAL RESPONSIBILITY AND LEADERSHIP**
*College Prep*
*Grades 10 - 12*
This course is comprised of three separate but related modules: first aid and achieving a healthy lifestyle, geography and earth science, and the citizen’s role in American Democracy. These three topics are used to show the cadet that there is a direct correlation between individual and collective responsibility. Successful completion of LET2A may satisfy a Health requirement.
*(Prerequisites – LET 1A and B or recommendation from SAI)*
2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

**043 LET 2B BUILDING A HIGH-PERFORMANCE TEAM**
*College Prep*
*Grades 10 - 12*
This course will focus on a value-based approach to team building. The basic principles of command and staff organization will be used to plan, organize, and evaluate a major service-learning project. Students can earn Physical Education credit in this course, if a full year of JROTC is taken.
*(Prerequisites – LET 1A and B and 2A or recommendation from SAI)*
2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

**8051 8th Grade LEADERSHIP**
This course is designed to teach high school students the value of citizenship, leadership, service to the community, and personal responsibility. By providing an interactive environment which instills self-esteem, teamwork, and self-discipline, the goal is for students to gain a sense of accomplishment and confidence. The course will prepare high school students for responsible leadership roles while making them aware of the rights, responsibilities, and privileges American citizens possess. The program provides the tools to successfully meet the challenges students encounter during their high school careers and motivates each student to reach her or his full potential. The leadership course will also provide rewarding opportunities that will benefit the student, the community and the nation. The curriculum focuses on developing better citizens through the instruction of skills in leadership, citizenship, life success, geography and wellness in a structured interactive environment. Being a year-long course, there will be numerous tasks assigned that will allow students to apply the leadership theory.

WHS Learning Expectation “R” Respect & Responsibility

**044 LET 3A LEADERSHIP AND COMMUNITY SERVICE**
*College Prep*
*Grades 11-12*
This course focuses on the leadership strategies required to lead oneself and others. Special emphasis is placed on the importance of understanding and respecting cultural and individual diversity, negotiating and managing conflict, and finally, decision making and problem solving. Students can earn Physical Education credit in this course.
*(Prerequisites – LET 1A and 1B, LET 2A and 2B, or recommendation from SAI)*
2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

**049 LET 3B CAREER PLANNING**
*College Prep*
*Grades 11-12*
This course will continue the focus on leadership strategies required to lead. They will do more independent studies in the area of Communication, Leadership, and Career opportunities and Technology Awareness. The course will also be an introduction to National Endowment for Financial Education (NEFE) prior to the LET 4+ year. Students can earn Physical Education credit in this course. Students can earn Physical Education credit in this course, if a full of JROTC is taken. Successful completion of LET3B may also satisfy a Business Course requirement.
*(Prerequisite – LET 1A and 1B, LET 2A and 2B, LET 3A and B or recommendation from SAI)*
2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

**045 LET 4A COMMAND AND STAFF RESPONSIBILITIES**
*College Prep*
*Grades 11 or 12*
Using the National Endowment for Financial Education (NEFE) Program this course begins with an extensive module on student financial planning and individual financial responsibility. The remainder of the course is devoted to the study and application of leadership and management principles, and an extensive examination of the teaching skills required to develop lesson plans, deliver instruction, and listen to and act on student feedback. Special attention will be placed on thinking maps and graphic organizers. Students can earn Physical Education credit in this course, if a full year of JROTC is taken.
*(Prerequisites – LET 1A and 1B, LET 2A and 2B, LET 3A and B or recommendation from SAI)*
2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

**046 LET 4B LEADERSHIP THEORY AND APPLICATION**
*College Prep*
*Grades 11 or 12*
In this final LET semester cadets will use their acquired skills to conduct extended and complex command and staff assignments, and plan, execute, and evaluate class instruction for the LET 1 & 2 cadets. A large portion of the semester will be devoted to the planning and completion of a major service-learning project. Students can earn Physical Education credit in this course.
*(Prerequisite – LET 4A)*
2.5 CREDITS WHS Learning Expectations “R” Respect & Responsibility

* It is highly recommended that students complete Chemistry prior to enrolling in IB Biology or Env. Systems & Societies.

**WELLNESS: PHYSICAL EDUCATION and HEALTH PROGRAMS**

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<tr>
<th>Grade</th>
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<tr>
<td>8</td>
<td>#8050 Health 8</td>
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<td>9</td>
<td>#007 Health 9</td>
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**PE - 1 course per year, graduation requirement**

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<tr>
<th>Grade</th>
<th>Course Offered</th>
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<tr>
<td>8</td>
<td>*8001 Grade 8 Physical Education</td>
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<td>9-10</td>
<td>*001/002 Physical Education Boys/Girls</td>
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<td>11-12</td>
<td>*003/004 Physical Education Boys/Girls</td>
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**Electives fulfilling PE requirements**

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<tr>
<th>Grade</th>
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<tr>
<td>9-12</td>
<td>*688 Mindful Yoga</td>
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<td>9-12</td>
<td>*689 Couch 2 – 5K</td>
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<td>10-12</td>
<td>*022 Fitness and Conditioning</td>
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<td>*024 Challenge Activities</td>
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<td>*687 Power-Up Personal Safety</td>
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<td>*018 Science of Athletic Conditioning</td>
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<td>*027 Leadership 101</td>
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<td>9-12</td>
<td>JROTC may count for PE with permission</td>
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**Non-PE Wellness Electives**

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<tr>
<th>Grade</th>
<th>Course Offered</th>
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<tr>
<td>9-12</td>
<td>*017 American Red Cross Lifeguard Training Course</td>
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<tr>
<td>10-12</td>
<td>*021 Nutrition</td>
</tr>
<tr>
<td>10-12</td>
<td>*564 Contemporary Issues in Medicine</td>
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The Physical Education courses are an integral part of a student’s total education at Wareham High School. Classes are planned and organized to provide students with the physical, emotional, and cognitive skills necessary for lifelong learning and a physically active lifestyle. Physical assessment is based on active participation, effort, psychomotor skill acquisition, skill improvement, and physical fitness testing. Cognitive assessment is based on knowledge acquisition and includes integrating physical education across the curriculum in areas such as writing, social studies, science and mathematics.

The health courses provide students with the skills necessary to remain physically, socially, intellectually, and emotionally healthy. Students will learn that relationships with others are an important part of their life experience and that through commitment and communication these relationships can be both healthy and long lasting. Students will acquire the knowledge and skills necessary for making health-enhancing decisions regarding substance use/abuse prevention and violence prevention. Students will participate in the Life Skills program, Substance Use/Abuse Prevention/Nutrition/CPR/First Aid. Students will also participate in the RAPP program (Responsible Attitudes Toward Pregnancy Prevention). This program will cover human anatomy, disease prevention, decision-making, teenage pregnancy, and children care.

Both the Health and Physical Education program reflect the Massachusetts Health Curriculum Frameworks and will include a student assessment component involving selected response questions, constructed response questions, performance events and performance tasks.

**8050 8th Grade HEALTH**

*Grade 8*

The health course is designed to teach fundamental health concepts, promote health-enhancing behaviors and wellness, and present conceptual frameworks for developing healthy family, school and community relationships. Some topics of focus include: online safety, basic substance abuse and addiction prevention, and well-balanced nutrition.

**SEMESTER**

WHS Learning Expectations “A” Acquire

**007 HEALTH**

*College Prep*

*Grade 9*

The health course is designed to extend upon prior health concepts, promote behaviors enhancing health concepts, promote health-enhancing behaviors and wellness, and present conceptual frameworks for developing healthy family, school and community relationships. Some topics of focus include: healthy relationship decisions, healthy decisions avoiding substance abuse and addiction, reproductive health, and CPR/AED.

**2.5 CREDITS**

WHS Learning Expectations “A” Acquire

**8001 8th Grade PHYSICAL EDUCATION**

*Grade 8*

Students will participate in many of the following units of study: fitness, aerobics, individual and team sports, and lifetime fitness activities. This course will focus on basic skills, strategies, and game play.

**SEMESTER**
001 PHYSICAL EDUCATION 9-10 Boys
002 PHYSICAL EDUCATION 9-10 Girls
College Prep
Grade 9-10
Students will participate in many of the following units of study: fitness, aerobics, individual and team sports, and lifetime fitness activities. This course will focus on basic skills, strategies, and game play.
2.5 CREDITS
WHS Learning Expectations “R” Will act Respectfully & Responsibly

003 PHYSICAL EDUCATION 11-12 Boys
004 PHYSICAL EDUCATION 11-12 Girls
College Prep
Grade 11-12
Students will participate in many of the following units of study: fitness, aerobics, individual and team sports, and lifetime fitness activities. This course will focus on more advanced skills, strategies, and game play.
2.5 CREDITS
WHS Learning Expectations “R” Will act Respectfully & Responsibly

688 MINDFUL YOGA
College Prep
Grade 9-12
This yoga class will empower students through the basic postures, breathing techniques, and relaxation methods of yoga. Students will experience the benefits of stretching, moving, and breathing freely as they relieve stress, learn relaxation strategies, and develop mindful awareness practices to bring peace, happiness and acceptance to their daily lives. Emphasis will be placed on poses and postures designed to develop flexibility, muscular strength, and muscular endurance while focusing on correct alignment and safe practice. Students will build their individual yoga practice to increase happiness, confidence and resilience.
2.5 CREDITS
WHS Learning Expectations “R” Will act Respectfully & Responsibly

689 COUCH-2-5K
College Prep
Grade 9-12
The hardest part is just getting your shoes on. If you hate to run or if you love to run, this class is for you! This class is designed to build both confidence and cardio-respiratory endurance through a progressive jogging training program. Workouts are prescribed individually to meet each participant at his/her own fitness level and aimed at slowly increasing and improving confidence through competence. Students will learn proper form, postures, warm-up and cool-down procedures for injury prevention. Emphasis will be placed on learning how to track heart rate (HR), the importance of monitoring HR and the benefits of cardiorespiratory exercise for lifelong health and happiness.
2.5 CREDITS
WHS Learning Expectations “R” Will act Respectfully & Responsibly

022 FITNESS & CONDITIONING
College Prep
Grade 10 - 12
This course is designed for students in grades 11-12 interested in learning about all aspects of personal fitness training. The class will take place in the high school fitness room or in our new weight room facility beside the track. Students will learn to design their own personal fitness plan and follow it throughout the course. Students will gain an understanding of their personal fitness levels and needs through discussion and practice of health related components, cardio-respiratory endurance, muscular endurance, muscular strength, flexibility and body composition. Activities may include yoga, weight training, jogging, basic anatomy and physiology, fitness assessment and fitness games. By the end of the class, students will have the knowledge to enter a fitness club, safety use the equipment and develop a well-rounded personal fitness plan.
2.5 CREDITS
WHS Learning Expectations “R” Will act Respectfully & Responsibly

024 CHALLENGE ACTIVITIES
Individual and group activities in a problem-oriented approach, which requires students to address issues of leadership, decision-making, commitment, fear, risk-taking, stress, and compassion. These activities help to build self-confidence, self-esteem, group support, initiative and responsibility.

(This course may not be repeated. Students may not be added into this course after the first week.)

2.5 CREDITS

WHS Learning Expectations “R” Will act Respectfully & Responsibly

**025 NET SPORTS**

*College Prep*

Grade 10 - 12

Students will learn the history, rules, skills, and strategies of several team and dual/individual sports such as tennis, badminton, pickleball, and volleyball that will provide them with options for lifetime physical activities.

2.5 CREDITS

WHS Learning Expectations “R” Will act Respectfully & Responsibly

**026 COMPETITIVE TEAM SPORTS**

*College Prep*

Grade 10 - 12

This course is designed for students in grades 10 -12 who enjoy a competitive physical environment with a focus on skill development, rules and game participation. Among the activities include flag football, basketball, soccer, floor hockey, lacrosse, softball, ultimate Frisbee, wiffle ball, team handball, and volleyball. This course will also include some coaching techniques, sports management and officiating.

2.5 CREDITS

WHS Learning Expectations “R” Will act Respectfully & Responsibly

**687 POWER-UP PERSONAL SAFETY**

*College Prep*

Grade 11-12

Power-Up is a unique personal safety and self-defense course that teaches students effective strategies to resist threats, intimidation and violence perpetrated by strangers and/or people they know and will give students skills to take control of their lives. Students will learn to stay calm and focused, and to appropriately respond in the moment of fear and intimidation. This class will help students navigate peer culture and offer skills to address bullying, while also learning how to manage the body's natural response to stress. Topics covered include: boundary setting, assertiveness, relationships, dating safety, and assault. Students will practice verbal and physical skills through simulations with a padded assailant. This course offers experiential learning in a safe and supportive environment.

2.5 CREDITS

WHS Learning Expectations “R” Will act Respectfully & Responsibly

**018 SCIENCE OF ATHLETIC CONDITIONING**

*College Prep*

Grade 11 - 12

The course is designed for students in grades 11-12 interested in learning about sport-specific athletic training. By the end of the course students will be able to demonstrate knowledge of the muscular and skeletal systems and have the ability to develop, implement and assess their personal training methods. This course will be conducted at the Wareham Boys and Girls Club back room.

2.5 CREDITS

WHS Learning Expectations “R” Will act Respectfully & Responsibly

**027 LEADERSHIP 101**

*College Prep*

Grade 11 - 12

Students will learn about different types of leadership techniques with an emphasis on coaching and athletics. Students will study different coaches and how their leadership style plays a role in team success. There will be a focus on athletes as leaders and their effect on society. The course will also introduce several other effective leadership styles: Laissez-fair Leadership, Democratic Leadership, and autocratic Leadership will be studied. Decision-making and how it plays a role in leadership will be a main topic of discussion. During this course, students will also benefit by having the opportunity to interview leaders within the Wareham community. Students will be evaluated through class participation, projects, weekly journals, homework, and class work.

2.5 CREDITS

WHS Learning Expectations “R” Will act Respectfully & Responsibly

**017 AMERICAN RED CROSS LIFEGUARD TRAINING COURSE**

*College Prep*

Grade 9 - 12
This program includes a lifeguard-training course with aquatic specific first aid and cardiopulmonary resuscitation (CPR) training. (This course is offered at the Wareham YMCA and students may not take this course during normal school hours. See YMCA for class availability).

2.5 CREDITS
WHS Learning Expectations “R” Will act Respectfully & Responsibly

021 NUTRITION
College Prep
Grades 10-12
This course is designed for students in grades 10, 11, or 12 that are interested in learning about all aspects of nutrition. Students will learn how to plan healthy diets improve their food choices, read food labels and analyze their diet and activity level. Modern individualized technology (smartphone apps and Chromebooks) will be utilized to evaluate individual nutritional values. This course will explore different agricultural interventions for better productions, sustainability and nutritional content in today’s global society. Eating disorders, fad diets, and special dietary needs will also be addressed.

2.5 CREDITS
WHS Learning Expectations “A” Acquire

564 CONTEMPORARY ISSUES IN MEDICINE
College Prep
Grades 10-12
This course will explore current trends in medical diagnosis and treatment. The content will include genetic disorder, infectious disease, chronic and acute disease, emotional disorders and psychosomatics illness. Students will also explore the diverse complicated world of pharmaceutical drug business; FDA approved drugs and their effects, complementary and or alternative medicines as well as different healthcare systems and insurance offerings.

(Prerequisites Health & CP Biology or Higher)

2.5 CREDITS
WHS Learning Expectations “A” Acquire

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<th>ENGLISH LANGUAGE ARTS PROGRAM</th>
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**175 AGE OF MYTHOLOGY**  
*College Prep*  
Grades 9 – 12  
This course will explore the “age of mythology” and will focus on the myths and legends of ancient Greece, Rome, Egypt and Scandinavia. Students in this class will read a variety of stories and view films that will immerse them in a world of creation, intrigue, scandal, heroes and adventure. They will also learn how these stories have influenced western culture for thousands of years through an examination of artwork, music, poetry and literature that are connected to these great myths and legends.  
2.5 CREDITS  
WHS Learning Expectation “C” Communicate Information

**137 AP LANGUAGE & COMPOSITION**  
*Advanced Placement*  
Grade 11  
This course offers Juniors an opportunity to focus primarily on American Literature. It will prepare students to analyze the rhetoric of prose passages and allow them to demonstrate their skill in composition by writing essays in various rhetorical modes. At the end of the course, students will take the AP exam. **Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee. Summer work is required.**  
(Prerequisite: Minimum grade of A- in previous English class and teacher recommendation)  
5.0 CREDITS  
WHS Learning Expectation “C” Communicate Information

**147 AP LITERATURE & COMPOSITION**  
*Advanced Placement*  
Grade 12  
In AP English class, students can expect to read, write and comprehend various pieces of World Literature at a college level. At the end of the course, students will take a standardized test and those who prevail will be truly able to say, “We are the champions”. **Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee. Summer work is required.**  
(Prerequisite: Minimum grade of A- in previous English class, (or minimum of B- in previous AP English class), and teacher recommendation)  
5.0 CREDITS  
WHS Learning Expectation “C” Communicate Information

**160 CONTEMPORARY WRITERS**  
*College Prep*  
Grades 11 - 12  
This class is an exquisite and in-depth look into the writers of the 20th and 21st centuries. This class will focus not only on the literature of the time period, but will also delve into the how each work connects with the culture both of the time in which it was written and the story’s setting. This class is bound to challenge all your previous beliefs and understandings of Contemporary literature and is offered to juniors and seniors as an elective.  
2.5 CREDITS  
WHS Learning Expectation “C” Communicate Information

**185 CORE ENGLISH 8**  
*Grade 8*  
This course is for students who would benefit from additional support with their writing, reading or language arts skills. Students will be recommended for the course by the humanities department chair, guidance counselor or Student Support Council. **Automatic placement will occur for students who qualify based on their most recent MCAS results or the final grade in the most recent completed English class.**  
2.5 credits  
WHS Learning Expectation “C” Communicate Information

**115 CORE ENGLISH 9**  
*Grade 9*  
This course is meant for students who need work on basic English skills. Students will work on test taking and study strategies along with reading and writing skills. The major goal of the course is to help prepare students for the MCAS test taken in Grade 10 and to
supplement their current English class. Students will be enrolled in this class using teacher recommendation, Grade 8 MCAS scores, and WCAS scores as a basis for placement.

2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

151 CORE ENGLISH 10
Grade 10
This course is meant for students who need work on basic English skills. Students will work on test taking and study strategies along with reading and writing skills. The major goal of the course is to help prepare students for the MCAS test taken in Grade 10 and to supplement their current English class. Students will be enrolled in this class using teacher recommendation, Grade 8 MCAS scores, and WCAS scores as a basis for placement.

2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

CORE ENGLISH 11/12
Grade 11-12
This course is meant for students who need work on basic English skills. Students will work on test taking and study strategies along with reading and writing skills. The major goal of the course is to help students who failed the MCAS test taken in Grade 10. Students will be enrolled in this class using teacher recommendation and Grade 10 MCAS scores.

2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

150 CREATIVE WRITING
College Prep
Grades 10 - 12
Do you want to be the next Rick Riordan? Long to create your own Harry Potter? Is Maya Angelou or Steven Spielberg your role model? Creative writing is the course for you. Students will examine and critique a variety of literary forms with a view towards explication and experimentation using these forms as models. Writing will be extensive, and this course should be elected only by students who have faculty with the language.
(Prerequisites – “C” average or better in most recent English class and teacher recommendation)

2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

157 CREATIVE WRITING II
College Prep
Grade 10-12
Creative Writing II offers more of a good thing. This course is intended for dedicated writers with thick skin, interested in improving their craft. We offer soup to nuts, everything under the sun from poetry to novel and screenwriting.
(Prerequisites – a grade of B or better in Creative Writing I and teacher recommendation)

2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

138 CRITICAL WRITING
College Prep
Grade 9
In this course students will read articles, essays and editorials that address 21st Century issues and concerns. In response to these cross-curricular readings, students will come to a better understanding of current issues through the critical thinking process and personal reflection expressed in their own writings.

2.50 CREDITS
WHS Learning Expectation “C” Communicate Information

8010 8th Grade LANGUAGE ARTS
Students will explore themes relating to the discovery of self and the individual's response to the forces of social conformity or repression. In this course, students will read classic works of literature such as Of Mice and Men and The Diary of Ann Frank in addition to poetry, drama and engaging short stories. Additionally, students will work to actively prepare for high school, and high school level benchmark tests, by learning to effectively communicate in their academic writing.
WHS Expectation C-Communicate Information

114 ENGLISH 9
College Prep
Grade 9
“Practice makes perfect” is a saying that is very true in English 9. Write, rewrite, and write again, but learn to enjoy it. Investigate a topic through research and learn the MLA format for properly citing your sources. Respond to such questions as: What is a hero? How can I adjust to a new school? Can there be a rainbow of harmony? How do people maintain integrity in difficult times? Read and write about
such themes, as you learn about yourself and human behavior through stories, drama, poems, and nonfiction.
5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

114B ENGLISH 9
College Prep
Grade 9
This course has the same requirements as course 114, English 9, but will emphasize high interest reading, thinking, and basic writing skills and will provide significant MCAS preparation. Smaller class size and individual attention will be stressed.
(Prerequisite – Teacher recommendation)
5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

116 ENGLISH 9
Honors
Grade 9
This Honors course will study the same topics as English 9 College but with proper modifications for Honors-level students. These modifications will include such items as additional novels, writing assignments, and group projects.
(Prerequisites – Advanced standing in the eighth grade ELA portion of the MCAS, above proficient score on English 9 Honors Placement Test and recommendation of previous English teacher or 2 of 3 of these requirements)
5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

124 ENGLISH 10
College Prep
Grade 10
Have you always wished that you could "go where no man has gone before"? Are you nervous about the MCAS test? Read, practice, and write as you fight back against book burners, learn about people who hear orange, formulate a position on a major issue, and search for your identity with Holden Caulfield. As you consider these varied topics, you will improve reading, creative writing and research skills preparing you for the MCAS.
5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

124B ENGLISH 10
College Prep
Grade 10
This course has the same basic requirements as 124, English 10, but will emphasize high interest reading, thinking, and basic writing skills and will provide significant MCAS preparation. Smaller class size and individual attention will be stressed.
(Prerequisite – Teacher recommendation)
5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

126 ENGLISH 10
Honors
Grade 10
This Honors course will study the same topics as English 10 College but with proper modifications for Honors-level students. These modifications will include such items as additional novels, writing assignments, and group projects.
(Prerequisite-Minimum grade of A- in English 114; minimum grade of B- in English 116 and teacher recommendation)
5.0 CREDITS
WHS Learning Expectation “C” Communicate Information-

134 ENGLISH 11
College Prep
Grade 11
Does Old Scratch wander in the forests of New England? Were Salem witches really hanged? How did the struggles of Frederick Douglass and modern civil rights leaders help black Americans gain equality? Investigate these topics as you read short stories, poetry, drama, and nonfiction. Also, in our library, research a topic relating to American literature and bring it to publication. Additionally, work on skills needed to score well on the new PSAT and the SAT that will be taken during your junior year.
5.0 CREDITS
WHS Learning Expectation “C” Communicate Information
136 ENGLISH 11  
*Honors*  
Grade 11  
This Honors course will study the same topics as English 11 College Prep but with proper modifications for Honors-level students. These modifications will include such items as additional novels, writing assignments, and group projects.  
(Prerequisite – Minimum grade of A- in 124 English 10 or minimum grade of B- in 126 English 10 or teacher recommendation)  
5.0 CREDITS  
WHS Learning Expectation “C” Communicate Information  

144 ENGLISH 12  
*College Prep*  
Grade 12  
Do you want the keys to the executive washroom? Do you want “to talk pretty and influence people”? Well, perhaps 12th grade English is for you. As part of a study of English Literature, we will explore Macbeth’s unsuccessful bid for power, as well as examine Heathcliff’s efforts to secure love and revenge. In addition to these works, we will also examine five hundred years of British poetry and find some relevance in the poems for the snapchat generation.  
5.0 CREDITS  
WHS Learning Expectation “C” Communicate Information  

146 ENGLISH 12  
*Honors*  
Grade 12  
This Honors course will study the same topics as English 12 College Prep, with proper modifications for Honors-level students. These modifications will include such items as additional novels, writing assignments, and group projects.  
(Prerequisite – Minimum grade of A- in English (134 or 137) or minimum grade of B- in English 136 or teacher recommendation)  
5.0 CREDITS  
WHS Learning Expectation “C” Communicate Information  

1013 Language A1—English A Literature (HL) (2 years)  
*IB*  
Grades 11-12  
This is a two-year course that will culminate in the IB Language A1 exams to be taken in May of the second year. As a Higher Level course, the course will require a total of 240 hours. The course aims: to develop further each student’s appreciation of literature as an art form; to cultivate lifelong learners by developing each student’s critical thinking and communication skills in both oral and written forms; and to instill in each student an understanding and appreciation of internationalism, fueled by a compassion for people of all backgrounds. All genres of literature will be analyzed in an effort to construct a student’s understanding of the art of rhetoric, open interpretation and criticism grounded in the reader’s knowledge of literary elements, the cultural background of a work, the shared enduring human experience, and the reader’s own sensitivity and creativity. Through the development of this understanding, each student’s cognitive and communicative skills will be matured. A variety of written and oral assessments will be used to determine student progress. In the written aspect, these include, but are not limited to, externally assessed written exams on assigned topics and externally assessed papers on student-chosen topics. In the oral aspect, assessments include, but are not limited to, internally assessed (externally moderated) oral presentations on student-chosen topics, and similarly assessed oral commentaries on assigned sections of literature. Students will be exploring writers from at least 4 continents, including Africa, United States, South America and parts of Europe. Authors Scott F. Fitzgerald, Shakespeare, Chinua Achebe, Albert Camus, Sophocles, Nikki Giovanni, Truman Capote, Samuel Beckett, Kate Chopin will be studied and discussed. Through the reading and analysis of these works, students will be guided to an understanding of internationalism that fosters not only tolerance but ultimately an appreciation of all people and cultures throughout the world. Students will be required to take the IB exam at the end of year 2. Each student is responsible for paying his/her registration fee. The IB exam may earn a student college credit dependent upon their score and the policy of the college or university.  
10.0 CREDITS  
WHS Learning Expectation “C” Communicate Information  

1014 TOK (Theory of Knowledge) (2 years)  
*IB*  
Theory of Knowledge is a two-year interdisciplinary course. It will promote higher level thinking and inquiry-based learners. The focus is on “how” we know material; rather than, “what” we know and who takes ownership of this knowledge. TOK probes into countless topics and issues; stemming from two categories: ways of knowing (i.e. sense perception, language, reason, emotion) and areas of knowing (i.e. arts, history, natural sciences, mathematics, human sciences, and ethics). Theory of Knowledge will include an oral presentation (internal assessment) of on an issue of their choice; it must connect to ways of knowing and areas of knowing. Students will also write a paper on a prescribed topic provided by the International Baccalaureate Organization (external assessment). Each of these assessments will contribute to the student’s IB grade and will count towards the earning of an IB Diploma. The TOK course is necessary to receive an IB diploma and is deeply interwoven in all other IB courses.  
5.00 Credits  
WHS Learning Expectation “C” Communicate Information  

1022 EXTENDED ESSAY (2 years)
IB
Grade 12
Students will research a subject they choose, connected or interconnected to various disciplines. This course will prepare and support students who are writing the IBDP required 4,000 word extended essay as part of the IB-diploma program, we will work on developing research and compositional skills. We will also consider what it means to be “knowledgeable. We will investigate ideas and concepts from the high school courses of study through readings from across the academic disciplines. These readings will mostly be from essays and other non-fiction readings with a few stories thrown in to provide a different way of seeing these subjects.

5.00 Credits
WHS Learning Expectation “C” Communicate Information

164 FILM STUDY CP
College Prep
Grades 10 – 12
Film Study will introduce interested students to the artistic elements of film. Students will view an eclectic mix and quality cannon of movies in a variety of genres including animation, comedy, documentary, drama, horror, western. Central to the course will be discussion and written film reactions which will include analysis of theme, acting, writing, and technical elements. Course requirements include film reviews, a final exam, and other assignments deemed appropriate by the instructor. Parents must sign off on the film list in order for students to remain in the class. In the event that a film is questioned, a student may be allowed another similar and appropriate title to receive credit.

(Prerequisites – “C” average or better in current English course and teacher recommendation)

2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

178 FILM STUDY II CP
College Prep
Grades 10 – 12
Film Study II picks up where Film Study I left off. In this course, we will delve deeper into filmmaking and what elements go into a feature film. This course will go beyond the basics and will see how short stories become movies. Also, this course will look at the role of directors and their crew and how they truly shape film. New genres that will be investigated include war, musicals, science fiction and sequels. Like Film I, central to the course will be discussion and written film reactions which will include analysis of theme, acting, writing, and technical elements. Course requirements include film reviews, research paper, group project, a final exam, and other assignments deemed appropriate by the instructor. Parents must sign off on the film list in order for students to remain in the class. In the event that a film is questioned, a student may be allowed another similar and appropriate title to receive credit.

(Prerequisites – a passing grade in Film Study CP)

2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

153 INTRODUCTION TO CREATIVE WRITING
College Prep
Grades 8 – 10
Dying to write the next big blockbuster? Are you a young poet, screenwriter or rapper? Do you find you need an outlet for your creative genius? Look no further. Intro to Creative Writing will not only expose you to different genres, but hopefully will help you to develop your own writing into a potent and influential work of art. Learn the basics from writing poetry and short stories to screenplays. Students who choose this elective are asked to have a sincere interest in creative writing.

(Prerequisite – “C” average or better in most recent English class, approval of current English Teacher or Department Head)

2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

154s JOURNALISM 1 CP
College Prep
Grades 9 - 12
This course is articulated with Bristol Community College. Students who take the class for a full year (5 credits) may earn credits with BCC if they score a B- or better in the class and they enroll at BCC within two years of high school graduation. This course is designed to teach students the rudiments of newspaper reporting. Students will be expected to write articles of their own and to contribute to the class newspaper. Topics such as layout, headlines and leads will be discussed and analyzed. This is a writing-intensive course and is not intended for students who do not like to write. This course may be offered at the Honors level with the approval/recommendation of the Journalism teacher. This course is also offered as a semester course for 2.5 CREDITS (154S).

(Prerequisites – “B” average in English, presentation of high quality portfolio and recommendation of Department Head)

5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

155 JOURNALISM II
Honors
Grades 11 - 12
This course is articulated with Bristol Community College. Students who take the class for a full year (5 credits) may earn credits with
BCC if they score a B- or better in the class and they enroll at BCC within two years of high school graduation. This course is offered to Grade 11 and Grade 12 who have completed Journalism I. The Honors curriculum places heightened demand upon students to “do as the professionals do.” Emphasis will be placed on editorial and opinion based writing. A long-term research paper is a course requirement. Only students with a passion for and commitment to written communication skills should enroll. There is a possibility of an internship available upon qualification.
(Prerequisite – “A” average in Journalism I or recommendation/approval of Journalism teacher)

5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

159 LITERATURE FROM THE FEMALE PERSPECTIVE
College Prep
Grades 11 - 12
Why is it that we only learn about male writers? If you have ever found yourself asking that question, then this class is for you! It will feature an exhilarating and inspiring look at female writers and female characters throughout American literature, focusing on how women have changed and inspired the country from all aspects beginning with Abigail Adams up through contemporary authors like Toni Morrison or Mary Higgins Clark. This class is offered to juniors and seniors as an elective.

2.5 CREDITS

WHS Learning Expectation “C” Communicate Information

156 SAT PREP
College Prep
Grades 11 - 12
This intensive course is required for all juniors. It is designed to help students prepare to take the SAT exam using various methods and tools including an online program, test prep workbook activities, SAT essay clinics, a root-based vocabulary curriculum, and a selection of non-fiction and technical reading and response activities geared to increase student proficiency in various critical reading skills.

2.5 CREDITS

WHS Learning Expectation “C” Communicate Information

180 YEARBOOK CONSTRUCTIONS AND DESIGN
College Prep
Grades 10 – 12
Yearbook is both an extra-curricular activity and a year-long class in which students can earn 5 credits. It is a project-based, production-intensive course in which students will create an accurate historical account of the school year for the student body in the form of a yearbook. Students with a love of photography, design, and the written word, or those looking for a creative outlet are encouraged to take this course. This course provides an opportunity for students to develop their leadership and time management skills in addition to an array of journalistic and desktop publishing techniques.
(Prerequisites – Recommendation of current English teacher and interview with Yearbook Advisor)

5.00 CREDITS

WHS Learning Expectation “C” Communicate Information

184 YEARBOOK CONSTRUCTION & DESIGN II
College Prep
Grades 10-12
The year-long course will continue with the previous year’s skills and activities. In addition, students will focus on completion of the yearbook with final page development, completion of the advertisement section, student directory, and the inclusion of all salient activities of the current school year. Students will also begin the marketing strategy for the upcoming summer months and for the next year’s yearbook.
(Prerequisites – Recommendation of current English teacher and interview with Yearbook Advisor)

5.00 CREDITS

WHS Learning Expectation “C” Communicate Information

142 INTRODUCTION TO THE DRAMATIC ARTS: THE ART OF READING, DIRECTING AND STAGING PLAYS
College Prep
Grades 10-12
This course introduces fundamental practices and creative processes in the dramatic arts. Through experimentation and examination, students will gain greater insight and appreciation of the dramatic arts as an agent of change that is a vital part of humanities. Aspects of theatre production and collaboration will be covered through lecture, group discussion and participatory projects. Students will analyze scripts and productions and study different forms of character creation based on acting styles. We will also focus on the questions, artistic choices, methodologies, and approaches of an actor/director/designer in the preparation of a production.

2.5 CREDITS

WHS Learning Expectation “C” Communicate Information

568 INTRODUCTION TO DRAMATIC ARTS II
College Prep
Grades 10-12
In this second part of Introduction to Dramatic Arts, students will be able to focus on particular elements of the dramatic arts that match their personal interests and talents. Students who have taken the first part of the course will be able to continue their exploration of dramatic arts by specializing in an area of interest to them. In Part 1 the student's experimented with various parts of theatre arts; in this course students will be able to specialize in one aspect such as acting, directing, stage management, lighting and set design. Students will analyze dramatic characterization in scripts and types of acting styles.
Students will implement the artistic choices and methodologies of actors/directors/designers in the preparation of a production score prior to the first rehearsal. While this course is “part two”, students who participate in Drama Club can enroll in part II without having taken part I with instructor approval.
2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

277 VIETNAM, THE 1960’S AND AMERICAN CULTURE
College Prep
Grades 10 - 12
This cross-disciplinary course will seek to discover the cultural impact of the Vietnam War and its influence on the art, music, literature, and culture of its time, the 1960’s and early 1970’s. Students will be required to read several books whose subject is the Viet Nam Conflict. These will include primary source material, historical monographs and works of fiction. Appropriate film offerings, guest speakers and the study of music will supplement the course which will culminate in a cross-curricular writing assignment in which students will synthesize the information studied and investigate the rifts caused by this “undeclared war”. (Prerequisite – a grade of no less than B in previous English and History course)
2.5 CREDITS
WHS Learning Expectation “C” Communicate Information

FINE ARTS PROGRAM
All students are encouraged to enroll in Visual Arts electives to broaden their range of experiences. This course of study is highly recommended for the college bound student who will benefit through experiences, which provide the background for lifelong cultural enrichment.

RECOMMENDED SEQUENCING

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The WHS Fine Arts Curriculum is aligned with the Massachusetts Arts Framework and in compliance with the school’s goals requires in all course work. Courses used to calculate rank in class require the following:

- written critiques of student work, which follow the WHS English Department guidelines for writing
- exhibition of student work
- study of art history
- portfolio assessment
913 3-D DESIGN: WEARABLE ART
College Prep
Grade 11-12
Utilizing problem solving techniques and design skills, students will draft proposals in which they will design their own collection of wearable art. Emphasizing cross-curricular connections, students will learn about the history of jewelry and clothing, while looking into the properties of various materials. Students will also explore a variety of surface design and construction techniques. A "green" project will require students to create clothing/accessories using recycled media. The course will culminate with “Prom” attire made from duct tape. Students will be responsible for reflective writing assignments and a sketchbook/notebook. Students looking to prepare portfolios both for college admission, Advanced Placement Art exams, or add to their IB Diploma Higher level art project(s) may use projects from this course in their portfolios. This course is recommended for anyone pursuing a career in fashion merchandising, design and retailing.
(Prerequisite Art 1)
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

1511 3-D Design: Sculpture 1
College Prep
Grades 9-12
With this course, the student will explore a variety of materials and tools as they create 3-Dimensional works of art. Students will explore both additive and subtractive methods of sculpture, including but not limited to mold making and casting, basic woodworking, and modelling basics incorporated with the elements and principles of design to create original, meaningful artwork. Students will learn to critique their work, the work of their peers, and other artworks in oral and written form.
2.5 CREDITS
WHS Learning Expectation “R” Respect and Responsibility

1061 FOUNDATIONS IN FINE ARTS
Grade 8-10
In this semester long course students will explore the elements and principles of design using a wide variety of media. Through drawing, painting, sketching, and building, the students will create both 2D and 3D works to represent a range of concepts and ideas. The class will explore art history and other famous art works. They will keep a portfolio and a sketchbook that contains documentation, writings, and sketches to show their progression throughout the term. Students will be evaluated on class participation, assigned work, the quality and uniqueness of the work.
2.5 credits (9th and 10th grade only)

1060 FOUNDATIONS IN DIGITAL ARTS
Grade 8-10
This semester long course introduces students to the variety of digital media offered in Art programs at Wareham High School. Students will experiment with Video Production, Graphic Design and Animation techniques. Students will try video editing and design software such as Final Cut Pro and Adobe Photoshop. Students will learn to use filming equipment and a variety of technology throughout this course. This course uses the design cycle to identify a problem (local or global), analyze the problem, identify feasible solutions, and fully develop one solution to the problem.
2.5 credits (9th and 10th grade only)
WHS Learning Expectation “R” Respect & Responsibility

921 ART I
College Prep
Grades 9-12
Art 1 integrates the four art disciplines; art production, art history, art criticism, and aesthetics. Students will apply a variety of new media techniques to create innovative two-dimensional and three-dimensional works of art including, but not limited to, self-portraits, printmaking, sculpture, and ceramics. Students will explore careers in art and learn the importance of art and design within a global society. Students will recognize and apply color theory, the elements of art and principles of design to their own creations. Students will learn to critique their work, the work of their peers, and other artworks in oral and written form.
2.5 CREDIT
WHS Learning Expectation “R” Respect & Responsibility

923 ART II
College Prep
Grades 10-12
The purpose of the course is to allow students with a motivation, talent, and interest in art the opportunity for in-depth instruction in use of materials and methods. Students will work intensely in the following: figure, landscape, interior and still life drawing. The student will be given increased responsibility for creating studies, sketches, and experimenting with techniques in order to develop personal and complex ideas. Students will be expected to explain the rationale behind each idea. They will also learn about art history. This part of the course is completed through homework assignments and incorporated into the course through idea development, critique, and exams. Students will be evaluated on the quality of their projects and class participation by keeping a sketchbook that includes reflective writing,
models and sketches, and completed works. They will complete an electronic portfolio, which will be published on the Internet. All work must be original.

(Prerequisites - Art 1 with a 74 average or better and approval of Art Department Head)

5.0 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

924 ART III

Honors
Grades 11-12
This third level of Art is an advanced studio course that requires the student to develop a series of works using materials and techniques from Art 1 and Art 2. The course adopts the AP Studio objectives. The student will use a thematic approach within a studio setting. Student and Instructor will develop the ideas together. The student will be assessed through portfolio work, which includes a sketchbook, homework, and art history research. She/he will defend the work through written and oral critiques and a final presentation, which include the historical and cultural context of the arts. All work must be original.

(Prerequisites - Art 1 and Art 2 with a 79 average or better and approval of the Art Department Chair)

5.0 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

981 ART IV

Honors
Grades 11-12
This fourth level of Art is an advanced studio course that is taken in conjunction with A.P. Art. The course adopts the AP Studio objectives. This course encourages creativity and the investigation of formal and conceptual issues. Emphasis is placed on the fact that art is an ongoing process that involves the student in informed decision-making. Students will develop and refine technical skills, while familiarizing themselves with the functions of the principles and elements of design. Finally, Art 4 encourages students to become independent thinkers who will contribute inventively and critically to their culture through the production of art.

(Prerequisites - Art 1, Art 2, and Art 3 with a 79 average or better and approval of the Art Department Chair)

5.0 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

1020 VISUAL ARTS: HIGHER LEVEL (HLA) (2 Years)

IB
Grade 11-12
This is the first year of a two-year curriculum. This studio-based course emphasizes both the creative process and the final artistic product in 2-dimensional and 3-dimensional arts forms. This course will emphasize making art as an ongoing process that involves the student in informed and critical decision making. While encouraging divergent thought processes, students will work towards developing technical proficiency and a confident visual voice. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to become independent thinkers who will contribute inventively through the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Students in this course will be evaluated on 4 major components: The Visual Arts Journal, Comparative Study, Process Portfolio, and participation in a culminating Exhibition.

Prerequisite: Art 1 and Art 2. The IB exam may earn a student college credit dependent upon their score and the policy of the college or university.

10.0 Credits
WHS Learning Expectation “R” Respect & Responsibility

1120 AP 2-D ART and DESIGN

Advanced Placement
Grade 11-12
The AP Art Studio class is designed for students who are seriously interested in the practical experience of art. AP Studio Art students submit portfolios to the College Board for evaluation at the end of the school year. The student’s portfolio must show a fundamental competence and range of understanding in visual concerns and methods. Students who choose the 2-D Design portfolio option must demonstrate a depth of investigation and process of discovery through a concentration section. In a breadth section, the student is asked to demonstrate a serious grounding in visual principles and material techniques. Students must create a total of 24-30 pieces. In addition, students may use traditional 2-D methods of creating, such as drawing and painting, along with digital means of producing art when choosing the 2-D Portfolio option.

(Prerequisite - Art 2 with a 79 average or better and approval of the Department Chair)

5.0 Credits
WHS Learning Expectation “R” Respect and Responsibility

1122 AP DRAWING

Advanced Placement
Grade 11-12
The AP Art Studio class is designed for students who are seriously interested in the practical experience of art. AP Studio Art students submit portfolios to the College Board for evaluation at the end of the school year. The student’s portfolio must show a fundamental competence and range of understanding in visual concerns and methods. Students who choose the “Drawing” portfolio option must demonstrate a depth of investigation and process of discovery through a concentration section. In a breadth section, the student is asked to demonstrate a serious grounding in visual principles and material techniques. Students must create a total of 24-30 pieces. Only traditional 2-D methods of creating, such as drawing, painting, printmaking, etc. may be used when choosing the “Drawing” Portfolio option.
(Prerequisite - Art 2 with a 79 average or better and approval of the Department Chair)
5.0 Credits
WHS Learning Expectation “R” Respect and Responsibility

1121 AP 3-D ART and DESIGN
Advanced Placement
Grade 11-12
The AP Art Studio class is designed for students who are seriously interested in the practical experience of art. AP Studio Art students submit portfolios to the College Board for evaluation at the end of the school year. The student’s portfolio must show a fundamental competence and range of understanding in visual concerns and methods. Students who choose the 3-D Design portfolio option must demonstrate a depth of investigation and process of discovery through a concentration section. In a breadth section, the student is asked to demonstrate a serious grounding in visual principles and material techniques. Students must create a total of 24-30 pieces. Students choosing the “3-D Design” portfolio option only explore 3-dimensional media and techniques.
(Prerequisite - Art 2 with a 79 average or better and approval of the Department Chair)
5.0 Credits
WHS Learning Expectation “R” Respect and Responsibility

925 CERAMICS
College Prep
Grades 9 - 12
This course introduces students to the basics of three-dimensional design and the technical aspects of clay. The students will learn how to make pottery and sculpt clay objects that are both functional and decorative using basic hand building methods including pinch, coil, and slab. Students will gain inspiration from historical and modern pieces as well as write about their work and the work of others in the field. Students will learn the creation process from beginning to the final firing while practicing fine craftsmanship. Projects include utilitarian items such as bowls and sculptural pieces.
2.5 CREDIT
WHS Learning Expectation “R” Respect & Responsibility

926 CERAMICS II
College Prep
Grades 9 - 12
In this course, students will concentrate on sculpture. They will build upon the technological knowledge gained in Ceramics 1 to develop their own signature style in pottery making and sculpture. Students will sculpt pieces that explore meaning and emotion, such as a memorial/tribute piece. Students will learn the use of the pottery wheel, as well. In the second term, students will explore an idea/theme of their choice and create a resolved “series” of 5 pieces that reflect that common theme. Students will critique their work, the work of their peers, and other artworks in oral and written form.
(Prerequisites - Ceramics 1 with a 74 average or better and approval of Art Department Head)
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

917 CERAMICS III
College Prep
Grades 10 - 12
In this course, students will participate in a self-directed studio environment. They will build upon concepts learned in Ceramics 2 with emphasis placed on personal development. Students may choose to work with the potter’s wheel, hand building, tiles and various surface techniques. Students will also study art history through examining well-known art works. They will keep a portfolio and a sketchbook that contains documentation, writings, sketches and homework. Students will be evaluated on class participation, assigned work, the quality and originality of the work, and reflective writing.
(Prerequisite - Ceramics 2 with a 74 average or better)
2.50 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

929 COMPUTER ANIMATION
College Prep
Grades 9-12
This course explores the animation of images and ideas using digital animation/video software, traditional drawing techniques, stop motion, and Claymation. Students will learn how to animate 2D and 3D objects for an audience. Students will learn how to animate gravity, movements, facial expressions and scenery. Students will explore using different software such as Adobe Flash MX, Final Cut
Pro and Audio recording programs. Students will also learn to animate clay and stop motion using photography techniques. Some projects this course will cover: Bouncing a ball, walking/dancing/flying cycles, fairytale animations, flip-books, developing characters, storyboard writing, set building, sound effects, video editing and stop motion Claymation. This course uses the design cycle to identify a problem (local or global), analyze the problem, identify feasible solutions, and fully develop one solution to the problem.

(Prerequisite Art 1)
2.5 Credits
WHS Learning Expectation “R” Respect & Responsibility

914 COMPUTER ANIMATION II
College Prep
Grades 9–12
Animation II will build off the techniques learned in Section I. The class will explore the same materials such as computer animation, traditional drawing techniques, stop motion, and Claymation. Students in Animation II will be challenged to become more independent and create more original animations. Students will fully develop characters with longer story lines. Students will improve their animation techniques such as creating graphics, moving scenery, adding sound effects, and editing animations. Students will have exposure to software and technology such as Flash MX, Final Cut Pro, Cameras, and Audio Recording tools.
(Prerequisite – Computer Animation I and approval of the Art Department Chair)
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

927 CRAFTS STUDIO I
College Prep
Grades 9–12
Crafts Studio is an enrichment class offered to all students who have an interest in learning the artisan skills of designing and creating objects by hand. The study and/or review of the Principles and Elements of design will prepare students for the rest of the course. After that, the four materials of concentration will be textiles, metals, clay, and paper. Students will also study art history through examining well-known art works. They will keep a portfolio and a sketchbook that contains documentation, writings, sketches, and homework. Students will be evaluated by class participation and completion of projects, and level of skill development. All design work must be original.
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

919 CRAFT STUDIO II
College Prep
Grades 9–12
In this course students will build upon methods and materials learned in Craft Studio 1 with an emphasis placed on personal development. In addition, the use of wood, metals and clay will be included in the concentration of this class. Students will also study art history through examining well-known art works. They will keep a portfolio and a sketchbook that contains documentation, writings, sketches, and homework. Students will be evaluated by class participation and completion of projects, and level of skill development. All design work must be original.
(Prerequisite - Crafts Studio 1 with a 74 average or better and approval of Art Department Head)
2.50 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

838 GRAPHIC DESIGN I
College Prep
Grades 10–12
Graphic Design is a class that teaches art and technology. In this class students will use design as a creative process in communication. Students will explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students will use the basic elements and principles of art and also learn how to use the computer programs Adobe Photoshop and Adobe Illustrator. A major focus of the course is to develop students’ abilities to think creatively and generate good ideas. Assignments will deal with aesthetics (what is visually pleasing) and with functionality (what does the job). Students will explore visual representation of ideas - literal, metaphorical, symbolic and/or abstract. Students will create design solutions for “clients” in the school community. Students will be evaluated on class participation, originality of assigned work, completion of lesson objectives and attention to quality workmanship.
2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

839 GRAPHIC DESIGN II
College Prep
Grades 10–12
In this course students will develop their abilities to think visually and think creatively to solve design challenges. Students will increase their visual literacy to better “read” visual information and better manipulate the visual language to communicate ideas. Studio assignments will range from theoretical exercises to practical designs for “clients” in the community. Students will use both traditional art-making materials and computers as tools to create their work. Students will continue to use the basic elements and principles of art and
continue to use the computer programs Adobe Photoshop and Adobe Illustrator. Students will be evaluated on class participation, originality of assigned work, completion of lesson objectives and attention to quality workmanship. Students will be required to create an online portfolio of their work.

(Prerequisite – Graphic Design 1 and approval of the Art Department Chair)

2.5 CREDITS

WHS Learning Expectation “R” Respect & Responsibility

932 PORTFOLIO PREPARATION

College Prep

Grades 11-12

This course is for juniors and seniors who are preparing for application to college as art majors. The students will prepare a portfolio of artwork to be presented to colleges as part of the admissions requirements. In this course, the students will produce a minimum of 15 works of art and prepare for the college interview. If the college requires slides of the artwork, the student will incur the cost of development. Students will be evaluated on class participation, and portfolio completion. All work must be original. In the event there is insufficient enrollment to warrant a portfolio class, the students may elect this course to be taken during Art 2, or Art 3 class periods.

(Prerequisites - Art I and Art 2)

5.0 CREDITS

WHS Learning Expectation “R” Respect & Responsibility

933 VIDEO PRODUCTION I

College Prep

Grades 9-12

This foundation course is designed to introduce students to the use of modern audio, video and computer technologies used in communications today. Skills to be developed include writing, organization, teamwork, graphics, mechanics and art. Besides technical skills, students will learn art history through examining the development of film. Examples of video communication would be video/audio production and editing, multimedia production, and general authoring procedures. This class requires considerable out-of-class time for the purpose of logistics i.e. scripting, planning, taping, logging and editing. Students will have access to the school’s camera equipment after school, but it is recommended that students use their own video equipment at home and the projects will be edited in school. Students are quizzed and asked to recall important facts and information from the movies that are viewed in class. Students will keep a portfolio and sketchbook that demonstrates development of storyboards, characterizations, and homework.

2.5 CREDITS

WHS Learning Expectation “R” Respect & Responsibility

930 VIDEO PRODUCTION II

College Prep

Grades 9-12

In this intermediary course students will utilize the skills learned in Video Production I to develop longer works with a theme. Writing, organization, teamwork, graphics, mechanics and art will be incorporated into project-based assignments. This class requires considerable out-of-class time for the purpose of logistics i.e. scripting, planning, taping, logging and editing. Investigative reports, documentaries, and demonstration projects require research beyond the classroom. Students will examine the history of video. Examples of video communication would be video/audio production and editing, multimedia production, and general authoring procedures. Students will keep a portfolio and sketchbook that demonstrates development of storyboards, characterizations, and homework. It is recommended that this class be taken within one year of Video Production I so that the student is current with the latest technology.

(Prerequisite – Video Production I with a 74 average or better)

2.5 CREDITS

WHS Learning Expectation “R” Respect & Responsibility

964 VIDEO PRODUCTION III

Honors

Grades 10-12

In this advanced course, students will utilize the skills that they learned in Video Production I and II to develop longer works with a theme. Writing, organization, and working independently will be incorporated into project-based assignments. This class requires considerable out-of-class time for the purposes of interviews or filming on location. Class time will be used to practice more advanced camera techniques, editing, and using the school production facilities in creating special effects shots. It is recommended that this class be taken within one year of Video Production II so that the student is current with the latest technology.

(Prerequisites – Video Production I and II with a 74 average or better)

2.5 CREDITS

WHS Learning Expectation “R” Respect & Responsibility

973 VIDEO PRODUCTION IV

Honors

Grades 10-12

The purpose of this class is to help prepare a student who is interested in creating a portfolio in pursuing further education in the Video Production or Communications field. The student will be required to complete 3 major original video projects, each a minimum of 3
minutes in length, during the semester that demonstrate their skills in the planning, preparing, filming and editing. The student will be responsible for researching college requirements for acceptance into a Video Production or Communications program and tailoring their work to meet those requirements. Students will learn to use a more advanced video-editing program, Final Cut Pro, which is currently used in most college video production programs.
(Prerequisites – Video Production I, II, and III and approval of the Art Department Head)

2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

**934 WEB DESIGN I**
*College Prep*
Grades 10-12
This course is designed as an introduction to web page design. Students will use MacroMedia Studio MX to design and edit their web pages. The students will learn to evaluate websites. They will plan and create websites designed for business, education, information, and art works. Art standards of design will be taught and applied. Students will be evaluated on class participation, completion of assignments, and quizzes. They will keep a digital portfolio that contains photographs, research, and writing. All work must be original.
(Prerequisite – Also qualifies as Business Technology Credit)

2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

<table>
<thead>
<tr>
<th>Music Department</th>
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</thead>
<tbody>
<tr>
<td>8048 8th Grade Concert Choir</td>
</tr>
<tr>
<td>941 Concert Choir 1 (First Year)</td>
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<td>942 Concert Choir 2 (Second Year)</td>
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<td>943 Concert Choir 3 (Third Year)</td>
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<td>944 Concert Choir 4 (Fourth Year)</td>
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<td>950 Guitar I</td>
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<td>957 Finale Music Composition</td>
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<td>690 Piano II</td>
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<td>983 Percussion</td>
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<td>896 Intro to Musical Theater</td>
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</table>

**984 AP MUSIC THEORY**
*Advanced Placement*
Grades 10-12
This course is a continuation of the material presented in 976 Fundamentals of Music. Students will exam the structure of music and the compositional rules of classical music. Throughout the course we will compare classical techniques to current popular music. Material covered will include basic part writing and music analysis. Students will be evaluated through class participation, homework, written tests and quizzes, and music composition projects.
(Prerequisite – Successful completion of 976 Fundamentals of Music)

2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

**1040 INTRO TO MUSIC AND SONGWRITING**
*College Prep*
Grades 9-12
This class will be an introduction to the following music experiences: reading, listening, composing and performing. Students will learn the fundamental elements of these music experiences. They will gain beginning tools in piano and guitar performance. They will also gain the understanding of core rhythmic and melodic values to enhance their involvement in each musical experience.

2.5 Credits
WHS Learning Expectation “R” Respect & Responsibility

**8047 8th Grade CONCERT BAND**

42
The course is designed to provide a platform for students interested in learning the basics of instrumental performance. Students will be learning music theory and will work to gain an understanding of core musical elements to boost performance abilities. Students will showcase performance capabilities and develop performance elements for their own personal well-being. Students must listen and make creative decisions in collaboration with peers.

WHS Learning Expectation “R” Respect & Responsibility

**CONCERT BAND**
*College Prep*
Grades 9-12
966 Band I 968 Band III
967 Band II 969 Band IV

The Wareham Viking Band is open to students in grade 9 -12 who wish to improve their musical aptitude and ability on an instrument. The course is open to traditional band (wind and percussion) instrumentalists. Music performed will include a variety of musical styles from the 14th century to the present. Performances include, but are not limited to, winter and spring concerts, graduation ceremony and other community and school district appearances. Students will be evaluated on class participation, musical skill development, and concert performance. Please note this course may require attendance at after school rehearsals.

5.0 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

**CONCERT CHOIR**

**8048 8th Grade CONCERT CHOIR**
The course is designed to provide a platform for students interested in learning the basics of vocal performance. Students will be learning music theory and will work to gain an understanding of core musical elements to boost performance abilities. Students will showcase performance capabilities and develop performance elements for their own personal well-being. Students must listen and make creative decisions in collaboration with peers.

941 CONCERT CHOIR 1 943 CONCERT CHOIR 3
942 CONCERT CHOIR 2 944 CONCERT CHOIR 4

**1007 STRING ORCHESTRA**
*College Prep*
Grades 8-12

The Wareham Viking Orchestra is open to students in grades 8-12 who wish to improve their musical styles from the 14th century to the present. Performance opportunities include, but are not limited to, Winter & Spring concerts, graduation ceremony and other community and school district appearances. Students will be evaluated on class participation, musical skill development, and concert performance. These evaluations will include written self-critiques, teacher critique, teacher evaluations of skills and participation. Please note this course may require attendance at after school rehearsals.

5.0 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

**957 FINALE MUSIC COMPOSITION**
*College Prep*
Grades 10-12

Students will copy existing music and create original musical compositions through the understanding of music theory and the use of computer software. Students will work individually and in teams, and will come to a richer understanding of the mechanics of music and its related technology. Students will be evaluated by class participation, assigned work, quizzes and portfolios. Students are strongly encouraged to take 976 Fundamentals of Music as a preparation for this class.

2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility
FUNDAMENTALS OF MUSIC  
*College Prep*  
*Grades 9-12*

This course is designed to introduce students to the theory behind music. This is a course aimed toward students who have a desire to learn more about music and its underlying structure. Course time is spent learning to read basic musical notation, analyzing music, and listening to music from all periods. Students will be graded on participation, homework, tests, and projects. This course serves as a prerequisite for Advanced Music Theory and Composition.  
2.5 CREDITS  
WHS Learning Expectation “R” Respect & Responsibility

MAKE A BEAT: RECORDING, MIXING, AND ARRANGING  
*College Prep*  
*Grades 9-12*

Need a place to make and record some beats of your own, or looking for ways to improve you skills? This course is focused on creating, learning how to play, and recording your own music. Students will learn how to work with various software and instruments, music theory, and analysis of some of our favorite artists from yesterday and today. Evaluation will take place through participation, group and individual projects, and written assignments.  
2.5 CREDITS  
WHS Learning Expectation “R” Respect & Responsibility

GUITAR I  
*College Prep*  
*Grades 9-12*

The purpose of this course is to provide instruction in guitar. Beginning and experienced students are eligible. Guitarists are required to provide their own instrument. The course is designed to develop increased proficiency in the areas of technique, tuning, reading music, and chord symbols. Emphasis will be placed on the understanding of music notation (music symbols and terminology). Students will be evaluated through class participation, written self-assessments, assigned work and level of progress.  
2.5 CREDITS  
WHS Learning Expectation “R” Respect & Responsibility

GUITAR II  
*College Prep*  
*Grades 9-12*

The purpose of this course is to further instruction with playing guitar, both in solo and ensemble settings. This course is designed to develop increased proficiency in the areas of technique, tuning, reading music, and chord symbols, as worked on in Guitar Class. In this course, we will study music ranging from the 14th century to modern day, gaining experience with playing in multiple styles. Emphasis will be placed on the understanding of music notation (music symbols and terminology), class technique, and coordination with playing alongside other students within the class. Students will be evaluated through class participation, written self-assessments, and level of progress. Guitarists are strongly encouraged to have their own guitar. *(Prerequisite - Guitar I).*  
2.5 CREDITS  
WHS Learning Expectation “R” Respect & Responsibility

INTRO TO MUSICAL THEATER  
*College Prep*  
*Grades 9 - 12*

Intro to Musical Theater is an overview of the history of American musical theater. The course will examine the development of the modern musical from its origins in opera, to musical classics like *Oklahoma!* and *Show Boat*, to modern musicals like *RENT*. We will also examine the musical production process. Time will be spent listening to recordings and watching Broadway productions. Students will be evaluated on class participation, homework, tests, and projects throughout the semester.  
5.0 CREDITS  
WHS Learning Expectation “R” Respect & Responsibility

MUSIC APPRECIATION Sem.  
*College Prep*  
*Grades 10 -12*

Music Appreciation is an overview of the history of music. The course aims to help students understand what they are hearing when they listen to music of all forms. Emphasis is placed on the elements of music, form, composers, terminology, and the varying musical styles of historical periods. Students will be evaluated on class participation, homework, tests, and projects throughout the semester. Projects are designed to expand the student’s personal music library.  
2.50 CREDITS  
WHS Learning Expectation “R” Respect & Responsibility

PIANO  
*College Prep*
Grades 9 - 12
The purpose of this course is to provide instruction in piano and keyboard instruments. Beginning and experienced students are eligible. The course is designed to develop increased proficiency in the areas of technique, reading music and chord symbols. Emphasis will be placed on the understanding of music notation (music symbols and terminology). Students will be evaluated through class participation, written self-assessments, assigned work and level of progress. This class is limited in size to 12 students!

2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility

690 PIANO II
College Prep
Grades 9 - 12
The purpose of this course is to provide intermediate instruction in piano and keyboard instruments. The course is designed to develop increased proficiency in the areas of technique, reading music, group playing and chord symbols. Emphasis will be placed on the understanding of music notation (music symbols and terminology) and the development of individual musicianship. Students will be evaluated through class participation, assigned work and level of progress and growth. This class is limited in size to 12 students.

2.5 CREDITS
WHS Learning Expectation “R” Respect & Responsibility
(Prerequisites - successful completion of Piano I or teacher recommendation)

<table>
<thead>
<tr>
<th>FOREIGN LANGUAGE PROGRAM</th>
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<tbody>
<tr>
<td>*8072SP Grade 8 Spanish</td>
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<tr>
<td>*8053 Grade 8 French</td>
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<td>*301 French 1</td>
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<td>*328 Spanish 1</td>
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<td>*329 Spanish 2</td>
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<td>*330 Spanish 3</td>
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<tr>
<td>1008 IB Language Acquisiton: Spanish SL – 2 Years</td>
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</table>

The Wareham High School Foreign Language Department will encourage students to communicate in another language, respect and understand other people and their cultures, develop a sense of community, and explore career opportunities.

Foreign language courses, levels II, III, and I are offered at the college preparatory level, while levels III, IV, and V are available at the Honors level. The level III honors courses use the same texts as the college level courses; however, the approaches in methodology and the amount of material covered do vary. Hence, upon successfully completing any language course, students who wish to continue their study of the language will be required to advance to the next numerical level.

324 ELL ENGLISH 1
Course not weighted
This first course in ELL has been designed to develop, within the non-English speaking student, the ability to speak English and comprehend English when it is spoken. Therefore, the major emphasis of the course is on speaking and listening skills. In addition, the skills of reading and writing in English are introduced. The materials used give the student practice in phonetics, spelling skills, vocabulary development, and basic grammatical structures. An introduction to reading and writing skills is presented. The student's progress is evaluated through oral work in class, written classroom assignments, homework assignments, quizzes, and tests.

5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

325 ELL ENGLISH 2
Course not weighted
This intermediate course in ELL has been designed to continue development of the skills of listening, speaking, reading and writing. Much emphasis is given to listening and speaking skills. As the course progresses, increasing attention is given to the skills of reading and writing. Materials used emphasize proper usage of grammatical structures, spelling skills, and vocabulary development. Self-expression through writing is stressed. Students are introduced to American Culture mainly by studying the geography of the United
States. The student's progress is evaluated through oral work in class, writing assignments, classroom and homework assignments, quizzes, and tests.

5.0 CREDITS-
WHS Learning Expectation “C” Communicate Information

326 ELL ENGLISH 3
Course not weighted
This intermediate course in ELL has been designed to continue the development of the skills of listening, speaking, reading, and writing. The major emphasis of the course focuses upon reading and writing skills. Materials used introduce new grammatical structures while at the same time reinforce previously learned grammar. This is accomplished with emphasis on sentence structure. Composition skills are introduced and developed as students write about a variety of topics. Spelling skill development is continued. Introduction of real-life skills, which are needed to function in English in the adult world, commences in this course. The student's progress is evaluated through oral work in class, writing assignments, classroom and homework assignments, quizzes and tests.

5.0 CREDITS-
WHS Learning Expectation “C” Communicate Information

327 ELL ENGLISH 4
Course not weighted
This final course is designed for the nearly proficient ELL student. The skills of listening and speaking are further developed and practiced. The skills of reading and writing are emphasized. Grammatical structures are reinforced and further developed. Higher-level vocabulary words and comprehension questions are introduced within the readings. The student is able to practice existing skills in writing while acquiring new skills and approaches. The student continues to study appropriate English responses to real-life situations. The student's progress is evaluated through oral work in class, writing assignments, classroom and homework assignments, quizzes, and tests.

5.0 CREDITS-
WHS Learning Expectation “C” Communicate Information

8053 8th GRADE FRENCH
Grade 8 French serves as an introduction to French language and French culture. The main objective of this first-year course is to enable students to attain a measurable degree of communicative competency and proficiency in the four language skills: reading, writing, speaking, and listening. Instruction includes an exploration of many aspects of culture from the French-speaking world. Students will cover much of the French I curriculum, but at a slower pace. Students will be assessed and graded on materials studied through chapter tests and quizzes. Projects will be assigned that will include performance-based assessments with visual aids. Oral participation in French is a mandatory requirement. Mid-year and final exams will be required and are 20% or the year-end grade.

WHS Learning Expectation “C” Communicate Information

301 FRENCH 1
College Prep
The main objective of this first-year course is to enable students to attain a measurable degree of communicative competency and proficiency in the four language skills: reading, writing, speaking, and listening. Instruction includes an exploration of several aspects of French culture. Students are assessed through chapter tests and quizzes as well as through performance-based assessments with visual aids. Oral participation in French is a mandatory requirement. Proficiency activities build oral and written skills. Mid-year and final exams are required. These comprise 20% of the year-end grade.

5.0 CREDITS
WHS Learning Expectation “C” Communicate Information
(A.1, C.1, I.2)

301A FRENCH 1
Honors
The main objective of this first-year course is to enable students to attain a measurable degree of communicative competency and proficiency with a stronger emphasis on the communication skills: reading, writing, speaking, and listening. Instruction includes an exploration of several aspects of French culture. Students are assessed through chapter tests and quizzes as well as through performance-based assessments with visual aids. Oral participation in French is a mandatory requirement. Proficiency activities build oral and written skills. Mid-year and final exams are required. These comprise 20% of the year-end grade. (Prerequisite – A 90 or better in 8th grade English and a recommendation from Teacher)

5.0 CREDITS-
WHS Learning Expectation “C” Communicate Information

302 FRENCH 2
College Prep
This course is a continuation of French I with a stronger emphasis on the communication skills: listening, reading, speaking, and writing. Aspects of grammar, vocabulary and culture are emphasized and reinforced with audio materials. Students are assessed through chapter tests and quizzes on all topics studied. Occasional projects are assigned that may include performance-based assessments with visual aids.
Oral participation in French is a mandatory requirement. Proficiency activities build oral and written skills. Instruction is conducted in French when appropriate. Mid-year and final exams are required; these comprise 20% of the year-end grade.

(Prerequisite – Successful completion of French 1)

5.0 CREDITS-
WHS Learning Expectation “C” Communicate Information

304 FRENCH 2
Honors
This second -year course is a continuation of French I with a stronger emphasis on the communication skills: listening, speaking, reading and writing. Students are expected to use French at Stage I proficiency in a variety of oral and written activities and assessments. Instruction is given in French when appropriate. Aspects of French culture, grammar and vocabulary continued to be explored. Chapter tests and quizzes are given. Mid-year and final exams are required; these comprise 20% of the year-end grade.

(Prerequisite- French 1 students who have a 90 average or better)

5.0 CREDITS-
WHS Learning Expectation “C” Communicate Information

303 FRENCH 3
College Prep
This third -year course is a continuation of French II. Students are expected to have average to above average proficiency. Coursework increases speaking, writing, reading and listening skills through a variety of activities. Occasional projects are assigned that may include performance-based assessments with visual aids. Oral participation in French is a mandatory requirement. Proficiency activities build skills that are assessed frequently. Students are assessed on their understanding of spoken and written French through chapter assessments and tests. Instruction is conducted in French when appropriate. Mid-year and final exams are required; these comprise 20% of the year-end grade.

(Prerequisite – completion of French 2 with a 70 or greater average)

5.0 CREDITS-
WHS Learning Expectation “C” Communicate Information

306 FRENCH 3
Honors
This third -year course is a continuation of French II with high expectations regarding proficiency for advanced-level students. Coursework includes written work, oral interviews, listening to French recordings, and research projects. Occasional projects are assigned that may include performance-based assessments with visual aids. Oral participation in French is a mandatory requirement. Proficiency activities build skills that are assessed frequently. Instruction is conducted in French when appropriate. Mid-year and final exams are required; these comprise 20% of the year-end grade.

(Prerequisite – completion of French 2 with a 90 average or French II Honors with an 80 average)

5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

319 FRENCH 4
College Prep
This fourth- year course is a continuation of French III with high expectations regarding proficiency for advanced levels. Students are required to speak, write, understand, and read French as part of their assessment. Instruction is given in French when appropriate. There is an emphasis on the study of diverse peoples, their cultures, and their customs. The coursework includes independent work and research projects, some of which may include performance-based assessments with visual aids. Chapter assessments and/or exams are required with periodic quizzes on reading, points of grammar and auditory skills. Mid-year and final exams are required. They comprise 20% of the year-end grade.

(Prerequisite- French 3 with an 80 average)

5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

307 FRENCH 4
Honors
This fourth- year course combines the communicative aspect of language and the traditional emphasis on literature and cultural refinement. This course presents a study of the diverse peoples, customs, ideas, and attitudes that are intertwined within the Francophone countries of today. The study of nineteenth and twentieth century French authors is incorporated with detailed activities and patterns for oral practice while presenting finer points of grammar and syntax. Coursework includes review exercises, extensive practice of new vocabulary items, and questions for class discussions, and/or assessment. Chapter written and oral assessments are required with periodic quizzes on reading and points of grammar. Oral participation is a mandatory requirement. Instruction is given in French when appropriate. Mid-year and final exams are required. They comprise 20% of the year-end grade.

(Prerequisite - French 3 CP with a 90 average or French 3 Honors with an 80 average)

5.0 CREDITS-
WHS Learning Expectation “C” Communicate Information
308 FRENCH 5

Honors
This fifth -year course continues the communicative instruction that is designed to gain a stage 4 proficiency. With appropriate assistance, students read increasingly complex texts with cultural understanding and literacy appreciation. Oral and written compositions, quizzes, and projects are graded requirements. Instruction may help to prepare students, upon completing semester one, to qualify and be recommended by the instructor to take the Advanced Placement exam or the SAT II in French. Mid-year and final department exams will be required. They comprise 20% of the year-end grade.

(Prerequisite – French 4 Honors with an 80 average or French 4 College with a 90)

5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

1064 LANGUAGE ACQUISITION: French SL (2 Years)

IB

Grades 11-12
The focus of this course will be the continuing development of more sophisticated language skills and acquisition. Skills will emphasize comprehension and communication of language in oral and written form. Interactions will have an expectation of appropriate register and consideration of audience and purpose with fluency. Materials for study will be chosen from a range of written and spoken exercises including everyday conversations, authentic literary texts, social media, and pop culture. Students will be expected to develop their intercultural understanding, comprehend and use the language in various contexts and for varying purposes, acquire an appreciation of the perspectives of people from other cultures, and have the ability to recognize the relationship between the language and the culture from which it comes. IB French requires a variety of internal and external written and oral assessments which will begin in the junior year and conclude during the senior year. Students will be required to take the IB exam at the end of year 2. Each student is responsible for paying his/her test registration fee. The IB exam may earn a student college credit dependent upon their score and the policy of the college or university. Prerequisite: French 3 or French 2 with teacher recommendation.

10.0 Credits

WHS Learning Expectations “C” Communicate Information

8072SP 8th GRADE SPANISH

Grade 8 Spanish serves as an introduction to Spanish language and Spanish culture. The main objective of this first-year course is to enable students to attain a measurable degree of communicative competency and proficiency in the four language skills: reading, writing, speaking, and listening. Instruction includes an exploration of many aspects of culture from the Spanish-speaking world. Students will cover much of the Spanish I curriculum, but at a slower pace. Students will be assessed and graded on materials studied through chapter tests and quizzes. Projects will be assigned that include performance-based assessments with visual aids. Oral participation in Spanish is a mandatory requirement. Mid-year and final exams will be required and are 20% or the year-end grade.

WHS Learning Expectation “C” Communicate Information

311 SPANISH 1

College Prep
The main objective of this first-year course is to enable students to attain a measurable degree of communicative competency and proficiency in the four language skills: reading, writing, conversing, and listening. Instruction includes an exploration of many aspects of culture from the Spanish-speaking world. Students will be assessed and graded on materials studied through chapter tests and quizzes. Occasional projects will be assigned that may include performance-based assessments with visual aids. Oral participation in Spanish is a mandatory requirement. Mid-year and final exams will be required and are 20% or the year-end grade.

5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

329 SPANISH 1

Honors
The course emphasizes communication skills with some merging level of proficiency in listening, reading, oral conversations/dialogues and writing. Instruction includes an exploration of many aspects of culture from the Spanish-speaking world. Students will be assessed and graded on materials studied through chapter tests and quizzes. Occasional projects will be assigned that may include performance-based assessments with visual aids. Daily oral participation in Spanish is a mandatory requirement. Mid-year and final exams will be required and are 20% or the year-end grade.

(Prerequisite – A 90 or better in 8th grade English and a recommendation from Teacher)

5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

312 SPANISH 2

College Prep
This course is a continuation of Spanish I with a stronger emphasis on the communication skills: listening, reading, conversing, and writing. The course will present more grammar and vocabulary, as well as cultural perspectives of the Spanish-speaking world. Students will be required to take chapter tests and quizzes on materials studied. Occasional projects will be assigned that may include performance-based assessments with visual aids. Oral presentations and brief interviews in Spanish are mandatory requirements. Mid-year and final department exams will be required. They are 20% of the year-end grade.

(Prerequisite – Successful completion of Spanish 1)

5.0 CREDITS
WHS Learning Expectation “C” Communicate Information

323 SPANISH 2
Honors
This course is offered to students of Spanish I with a year average grade of 90% or greater. The course emphasizes communication skills with some emerging level of proficiency in listening, reading, oral conversations/dialogues and writing. Students are expected to listen to authentic Spanish and audio materials and be able to express their ideas using their knowledge. The course involves the learning of grammar, vocabulary and cultural perspectives in a Spanish-speaking context. Students will be required to take chapter tests and quizzes on material studied as well as to perform dialogues and oral presentations focusing on specific vocabulary and grammar. Unit projects focusing on performance based-assessment and some basic computer applications will be assigned. Daily oral participation in Spanish is a mandatory requirement. Mid year and final exams will be required. They are 20% of the year-end grade.
(Prerequisite- Spanish 1 students who have a 90 average or better)
5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

313 SPANISH 3
College Prep
This third-year course is a continuation of Spanish II. Students are expected to be proficient enough in Spanish to use the language for most of the class time. The course will increase speaking, writing, reading and listening proficiency in Spanish. Students will be required to take chapter tests and quizzes in Spanish that include oral interviews and audio activities. Occasional projects will be assigned that may include performance-based assessments with visual aids. Daily oral participation in Spanish is a mandatory requirement. Both mid-year and final department examinations will be required. They are 20% of the year-end grade.
(Prerequisite – completion of Spanish 2 with a 70 or greater average)
5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

316 SPANISH 3
Honors
This course is a continuation of Spanish II with a greater emphasis on reading, writing, listening, and speaking. Students are expected to read for cultural insights and to complete translations of cultural readings, dialogues, etc. Students are responsible for unit tests, quizzes, and oral participation. Occasional projects will be assigned that may include performance-based assessments with visual aids. Daily oral participation in Spanish is a mandatory requirement. Mid-year and final department examinations are required. They are 20% of the year-end grade. (Prerequisite – completion of Spanish 2 College with a 90 average or Spanish 2 Honors with an 80 average)
5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

317 SPANISH 4
Honors
This fourth-year course continues the communicative instruction with an emphasis on culture. Well known authors and genres will be read. Diverse customs, ideas, and attitudes from the Hispanic world will be discussed through the literature. Students will be required to prepare for oral presentation/role plays and written compositions in Spanish, as well as take quizzes on readings and grammatical points. Oral participation in Spanish is a mandatory graded requirement. Mid-year and final department exams will be required. They are 20% of the year-end grade.
(Prerequisite - Spanish 3 College with a 90 average or Spanish 3 Honors with an 80 average)
5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

318 SPANISH 5
Honors
This fifth-year course continues the communicative instruction to gain a stage 4 proficiency. With appropriate assistance, students read increasingly complex texts with cultural understanding and literary appreciation. Oral and written compositions, quizzes, and projects are graded requirements. Instruction prepares students, upon completing semester one, to qualify and be recommended by the instructor to take the Advanced Placement exam or the SAT II in Spanish. Mid-year and final department exams will be required. They are 20% of the year-end grade.
(Prerequisite – Spanish 4 with an 80 average)
5.0 CREDITS

WHS Learning Expectation “C” Communicate Information

1008 LANGUAGE ACQUISITION: Spanish SL (2 years)
IB
Grades 11-12
The focus of this course will be the continuing development of more sophisticated language skills and acquisition. Skills will emphasize comprehension and communication of language in oral and written form. Interactions will have an expectation of appropriate register and consideration of audience and purpose with fluency. Materials for study will be chosen from a range of written and spoken exercises
including everyday conversations, authentic literary texts, social media, and pop culture. Students will be expected to develop their intercultural understanding, comprehend and use the language in various contexts and for varying purposes, acquire an appreciation of the perspectives of people from other cultures, and have the ability to recognize the relationship between the language and the culture from which it comes. IB Spanish requires a variety of internal and external written and oral assessments which will begin in the junior year and conclude during the senior year. Students will be required to take the IB exam at the end of year 2. Each student is responsible for paying his/her test registration fee. The IB exam may earn a student college credit dependent upon their score and the policy of the college or university. Prerequisite: Spanish 2 or Spanish 3 with teacher recommendation.

10.0 Credits

WHS Learning Expectations “C” Communicate Information

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<th>MATHEMATICS PROGRAM</th>
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MCAS and MCAS Retest include topics from: Number and Quantity; Algebra and Functions; Geometry and Measurement; Statistics and Probability.
The SAT I include topics from: Arithmetic, Algebra I, Geometry, Algebra II and Probability.

8046 8th GRADE MATH
Grade 8 Math focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Emphasis will be placed on preparing students for the MCAS and future standardized tests such as the PSAT, SAT, and/or ACT. Students must keep a three-ring binder/notebook, complete all assignments and take periodic tests and quizzes. A scientific calculator that generates tables of data is strongly recommended. WHS suggests the TI-30XS or similar. WHS Learning Expectation “I” Interpret Information

410 ALGEBRA 1
College Prep
Grade 9
The fundamental purpose of high school Algebra 1 is to formalize and extend the mathematics that students learned in the middle grades. The scope is limited to linear, quadratic, and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined. An in-depth study of these functions includes graphs and applications to real life. Building on prior experiences with data, students explore a more formal means of assessing how a model fits data. Students will increasingly engage with the subject matter to describe relationships between quantities, construct graphical representations, make judgments, and predictions. Emphasis will be placed on preparing students for the MCAS and future standardized tests that they might take (PSAT, SAT, ACT). Students must keep a three-ring binder/notebook, complete all assignments and take periodic tests and quizzes. A scientific calculator that generates tables of data is strongly recommended. WHS suggests the TI-30XS or similar.
(Prerequisites - Grade 8 mathematics)

5.0 CREDITS

WHS Learning Expectation “I” Interpret Information
416 ALGEBRA I
Honors
Grade 9
As students work to deepen their understanding of mathematics they will focus on four critical areas: deepening and extending understanding of linear and exponential relationships; contrasting linear and exponential relationships with each other and engaging in methods for analyzing, solving, and using quadratic functions; extending the laws of exponents to square and cube roots; and applying linear models to data that exhibit a linear trend. Linear, quadratic, exponential and absolute value functions will be a central focus for study along with graphing and modeling real life problems. Topics from probability and statistics will be covered. Emphasis will be placed on preparing students for the MCAS and future standardized tests (PARCC, PSAT, SAT, ACT). Students who are successful in Algebra 1 Honors should plan on continuing their studies to Geometry Honors, Algebra 2 Honors and Calculus AP. Students must keep a three-ring binder/notebook. **A TI-84 C graphing calculator is strongly recommended.**

(Prerequisites – 90 or better in Grade 8 Math and Teacher recommendation)

5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

420 GEOMETRY
College Prep
Grade 10
The fundamental purpose of Geometry is to formalize and extend students’ experiences from the middle grades. Students will explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. This course has been designed to make Geometry accessible and inviting to a wide range of students. The content and teaching strategies reflect the curriculum, teaching and assessment standards of the National Council of Teachers of Mathematics and the Massachusetts Frameworks. Geometry emphasizes reasoning and logical thinking, balances coordinate, synthetic, and transformational geometry, integrates technology, and connects Geometry to Algebra, data analysis, probability, Trigonometry, and discrete mathematics. Students are offered opportunities to incorporate exploratory activities, applications, writing and communicating. Students can measure their mathematical growth in a variety of ways, including cooperative learning activities, open-ended problems, journal writing, and projects. Particular emphasis will be placed on preparing students for the MCAS and future standardized tests they might take. Students must keep a three-ring binder/notebook, complete all assignments and take periodic tests and quizzes. Each student must have either a scientific or graphing calculator.

(Prerequisite – Algebra I or Algebra I Honors; students of grade 9 are not eligible for this course)

5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

426 GEOMETRY
Honors
Grade 9 - 10
The fundamental purpose of Geometry is to formalize and expand students’ experiences from the middle grades. Students will explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. This course has been designed for students with a strong mathematical background. The content and teaching strategies reflect the curriculum, teaching and assessment standards of the National Council of Teachers of Mathematics and the Massachusetts Frameworks. Geometry emphasizes reasoning and logical thinking, balances coordinate, synthetic, and transformational Geometry, integrates technology, and connects Geometry to Algebra, data analysis, probability, Trigonometry, and discrete mathematics. Students are offered opportunities to incorporate exploratory activities, applications, writing and communicating. Students can measure their mathematical growth in a variety of ways, including cooperative learning activities, open-ended problems, journal writing, and projects. Honors Geometry students investigate topics to a greater depth and intensity. Particular emphasis will be placed on preparing students for the MCAS and future standardized tests they might take (PSAT, SAT). Students must keep a three-ring binder/notebook, complete all assignments and take periodic tests and quizzes. Each student must have either a scientific or graphing calculator.

(Prerequisites –90 or better in Algebra 1CP, 80 or better in Algebra 1 Honors and Teacher recommendation, can be taken concurrently with Algebra 2 Honors)

5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

430 ALGEBRA II
College Prep
Grades 10 - 12
For this second course in algebra students will focus on interpreting and modeling data. Students must have a firm understanding of Algebra 1 concepts. Building upon their work with linear, quadratic, and exponential functions, students extend their study to include logarithmic, polynomial, rational, trigonometric, and radical functions. Particular emphasis will be placed on application of the curriculum to real-life situations. Graphing calculators and other technology will be used throughout the course. A great deal of emphasis will be placed on solving problems and communicating results. Students will accomplish this by writing, completing projects, making presentations, using graphs and charts, etc. Included in this course is a short preparation for the PSAT (Preliminary Scholastic Aptitude Test) and SAT (Scholastic Aptitude Test). Students must keep a three-ring binder/notebook. **A TI-83 or TI-84 Plus graphing calculator is required.**

(Prerequisites - Algebra I and Teacher recommendation)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

436 ALGEBRA II
Honors
Grades 10 - 12
For this second course in Algebra students will focus on interpreting and modeling data. Students must have a firm understanding of Algebra I concepts. Building on their work with linear, quadratic, and exponential functions, students extend their study to include logarithmic, polynomial, rational, trigonometric, and radical functions. Students continue to interpret and model data. Students enrolling in this course must have a strong mathematics foundation. Particular emphasis will be placed on application of the curriculum to real-life situations. Graphing calculators and other technology will be used throughout the course. A great deal of emphasis will be placed on solving problems and communicating results. Students will accomplish this by writing, completing projects, making presentations, using graphs and charts, etc. Included in this course is a short preparation for the PSAT (Preliminary Scholastic Aptitude test) and SAT (Scholastic Aptitude Test). Students must keep a three-ring binder/notebook. A TI-84 C graphing calculator is strongly recommended. (Prerequisites - Algebra I - 90 or better; and Geometry - 90 or better or Geometry Honors - 80 or better; and Teacher recommendation; can be taken concurrently with Geometry Honors)
5.0 CREDITS-
WHS Learning Expectation “I” Interpret Information

1047 MATHEMATICS: APPLICATIONS AND INTERPRETATION (2 years)
IB
Grade 11-12
IB Mathematical Applications and Interpretation is a two-year course which caters to students who have varied mathematical backgrounds and abilities. The course is designed to build confidence and encourage an appreciation for mathematics for students who do not anticipate a need for higher level mathematics in their future studies. Students taking this course, however, should be already equipped with fundamental skills and a rudimentary knowledge of basic processes. In addition, the course will enable students to develop logical, critical, and creative thinking, employ and refine their powers of abstraction and generalization, develop patience and persistence in problem solving, and appreciate the multiplicity of cultural and historical perspectives of mathematics including the international dimension of mathematics. The course will include content from a traditional Algebra 2 curriculum as well as the content set forth by IB. This course prepares students for the IB Mathematical Studies SL exam. IB Mathematical Studies SL requires a variety of internal and external assessments throughout the two-year course. Students will be required to take the IB exams at the end of the course. Each student is responsible for paying his/her test registration fees. The IB exams may earn a student college credit depending upon their score and the policy of the college or university.
Prerequisite: Geometry
5.0 Credits
WHS Learning Expectations “I” Interpret Information

1049 MATHEMATICS: ANALYSIS AND APPROACHES (1 year)
IB
Grades 11-12
IB Mathematics Analysis and Approaches is a one-year course which caters to students who anticipate a need for a sound math background in preparation for their future studies. Students must possess knowledge of basic concepts and be equipped with the skills needed to apply mathematical techniques correctly. It is a demanding course since it contains a broad range of math topics. The students most likely to select this subject expect to study subjects which have a significant mathematical content (Engineering, Biology, Chemistry, Economics, Geography, Psychology and Business Administration) or plan to attend a highly selective university requiring calculus. Independence in mathematical learning will occur through the “exploration” component in which students will investigate an area of mathematics. All candidates study: Number and Algebra; Functions and Equations; Circular Functions and Trigonometry; Matrices; Vector Geometry; Statistics and Probability, and both Differential and Integral Calculus. This course prepares students for the IB Analysis and Approaches exam. IB Mathematics Analysis and Approaches requires a variety of internal and external assessments throughout the course. Students will be required to take the IB exam at the end of the course. Each student is responsible for paying his/her test registration fees. The IB exam may earn a student college credit dependent upon his/her score and the policy of the college or university. Students must keep a three-ring binder/notebook. A TI-84 C graphing calculator is strongly recommended. Prerequisite: Algebra 2
5.0 Credits
WHS Learning Expectations “I” Interpret Information

446 PRE-CALCULUS
HONORS
Grades 11-12
Students electing this course have a strong background in algebra and geometry. Topics covered include functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, linear systems and matrices. Real life situations will assist the student in understanding the applications of Pre-Calculus. A TI-84 graphing calculator is required. (Pre-requisites - Algebra II - 90 or better or Algebra II Honors - 80 or better and teacher recommendation)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information
449 AP CALCULUS AB

Advanced Placement

This course integrates the student's skills and knowledge of Algebra, Geometry and Trigonometry. A basic introduction to the differential and integral calculus is combined with the above topics to provide the student with a new mathematical perspective. Emphasis is placed on analytical geometry, limits, continuity, the derivative, the differential, anti-differentiation, the definite integral, and techniques of integration. Technology, real-life data, practical applications, and mathematical models will be integrated into the course. Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee. Additionally, students will prepare for the Advanced Placement Calculus exam that is administered in May. This course is approved by the College Board and follows the College Board AP Calculus AB curriculum. A graphing calculator is required. (Prerequisites - Pre-Calc, Trigonometry Adv. Math – 80 or better and teacher recommendation)

5.0 CREDITS

WHS Learning Expectation “I” Interpret Information

459 AP CALCULUS BC

Advanced Placement

This course is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Both courses are intended to be challenging and demanding. Broad concepts and widely applicable methods are emphasized. The focus of the courses is neither manipulation nor memorization of an extensive taxonomy of the functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of these courses. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representatives of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through and use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. These themes are developed using all the functions listed in the prerequisites. This course is approved by the College Board and follows the College Board AP Calculus BC curriculum. (Prerequisites – Pre-Calc, Trigonometry Adv. Math -80 or better and teacher recommendation)

5.0 CREDITS

WHS Learning Expectation “I” Interpret Information

448 AP STATISTICS

Advanced Placement

The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data (describing patterns and departures from patterns), Sampling and Experimentation (planning and conducting a study), Anticipating Patterns (exploring random phenomena using probability and simulation), and Statistical Inference (estimating population parameters and testing hypotheses). Students will be actively engaged in analyzing data with calculators and computers, conducting experiments, completing individual and group projects, and performing simulations. Moreover, the course will accommodate students with a wide variety of interests and serve those with a wide range of math proficiency. Students must keep a three-ring binder, complete all assignments and take periodic tests and quizzes. Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee. This course is approved by the College Board and follows the College Board AP Statistics curriculum. A TI-83 or 84 Plus graphing calculator is required. A computer will be necessary to utilize required/provided statistical software as students gather and interpret data.

(Prerequisites – Algebra II with a 90 or better or Algebra II Honors with an 80 or better)

5.0 CREDITS

WHS Learning Expectation “I” Interpret Information

405 ADV MATHEMATICAL DECISION MAKING

College Prep

Grade 12

AMDM is an engaging and rigorous course that prepares students for a range of future options in non-mathematics-intensive college majors or for entering workforce-training programs; it may also be an appealing elective for students pursuing pre-calculus and calculus. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. (Can be taken concurrently with Algebra 2 and meets a wide variety of needs)

5.0 CREDITS- WHS Learning Expectation “I” Interpret Information

442 COLLEGE MATH

College Prep

Grade 12

This course prepares students for college level studies. Areas of study will include rational functions, data analysis and statistics, sequences and series, quadratic relations and conic sections, trigonometric ratios and functions and trigonometric graphs identities and equations. Students must keep a three-ring binder/notebook, complete all assignments and take periodic tests and quizzes. Each student must have either a scientific or graphing calculator.

(Prerequisites – Successful completion of Algebra II or Algebra II Honors (C or better)

5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

411B CORE MATH 8
Grade 8
Core Math is an academic support class for each of grades 8-12. Core Math is designed to support students with their present math course, strengthen basic skills and remediate areas of weakness. A major focus of the course will be to assist students with mathematics instruction for standardized tests. This course does not fulfill the 3-year math requirement for graduation. Students are required to keep a three-ring binder/notebook, complete assigned work, and take periodic tests and exams.

(Prerequisites – Not Meeting on Grade 7 MCAS and/or Administrative and/or teacher recommendation)

2.5 CREDITS

WHS Learning Expectation “I” Interpret Information

410B CORE MATH 9
Grade 9
Core Math is an academic support class for each of grades 9-12. This course is offered in addition to a regular mathematics class to students requiring an Education Proficiency Plan (EPP). Core Math is designed to support students with their present math course, strengthen basic skills and remediate areas of weakness. A major focus of the course will be to assist students with mathematics instruction for standardized tests. This course does not fulfill the 3-year math requirement for graduation. Students are required to keep a three-ring binder/notebook, complete assigned work, and take periodic tests and exams.

(Prerequisites – Warning on Grade 8 MCAS and/or Administrative and/or teacher recommendation)

2.5 CREDITS

WHS Learning Expectation “I” Interpret Information

420B CORE MATH 10
Grade 10
Core Math is an academic support class for each of grades 9-12. This course is offered in addition to a regular mathematics class to students requiring an Education Proficiency Plan (EPP). Each course is designed to support students with their present math course, strengthen basic skills and remediate areas of weakness. A major focus of the course will be to assist students with mathematics instruction for standardized tests. This course does not fulfill the 3-year math requirement for graduation. Students are required to keep a three-ring binder/notebook, complete assigned work, and take periodic tests and exams.

(Prerequisites – Warning or Needs Improvement on Grade 8 MCAS Math and administrative recommendation)

2.5 CREDITS

WHS Learning Expectation “I” Interpret Information

430B CORE MATH 11/12
Grades 11-12
Core Math is an academic support class for each of grades 9-12. This course is offered in addition to a regular mathematics class to students who must take the MCAS Math Retest. Core Math requiring an Education Proficiency Plan (EPP). Each course is designed to support students with their present math course, strengthen basic skills and remediate areas of weakness. A major focus of the course will be to assist students who have not taken or have not passed the math portion of the MCAS. This course does not fulfill the 3-year math requirement for graduation. Students are required to keep a three-ring binder/notebook, complete assigned work, and take periodic tests and exams.

(Prerequisites – Administrative placement - students who are eligible for MCAS Retest)

2.5 CREDITS

WHS Learning Expectation “I” Interpret Information

156 SAT PREP
College Prep
Grades 11-12
This intensive course is a required course for all juniors. It is designed to help students prepare to take the SAT exam using various methods and tools including an on-line program, test prep work-book activities, SAT essay clinics, a root-based vocabulary curriculum, and a selection of non-fiction and technical reading and response activities geared to increase student proficiency in various critical reading skills. In preparation for the mathematics portion of the SAT, this course includes a review of mathematics concepts from Algebra 1 and 2, Geometry, Probability and Statistics. Students will practice taking actual SAT’s.

2.5 CREDITS

WHS Learning Expectation “I” Interpret Information

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<th>Grade</th>
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<th>Core Courses</th>
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<td>*8030 8th Grade Science</td>
<td>*541 Intro to Physical World Honors</td>
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<td>*539 Intro to the Physical World CP</td>
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<td>*588 Computer Science Essentials/CSE</td>
<td>*526 Biology Honors</td>
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### Science, Technology, & Engineering Electives

**See Grade Level and Course Prerequisites Below**

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<th>*S816 CAD 1, Technical Drawing</th>
<th>*523 Intro to Computer Science (Gr 8 -10 Semester)</th>
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<td><strong>Options 9-12</strong></td>
<td>*550 Introduction into Astronomy</td>
<td>*548 Forensic Science CP</td>
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<td>*576 or 556 Human Anatomy &amp; Physiology</td>
<td>*570 Zoology</td>
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<td>*S816 CAD I, Technical Drawing</td>
<td>*569 Introduction to Engineering Design</td>
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<td>*571 CAD II, Architectural Drafting &amp; Design</td>
<td>*1039 Introduction to Game Design</td>
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<td>*1066 Introduction to Game Design 2</td>
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### 8030 8th Grade SCIENCE

**Grade 8**

This full year integrated science course continues students’ learning from Middle School through extending and deepening previous topics and introducing new, more advanced topics. Students will study and conduct laboratory investigations in the areas of biology, chemistry, physics, earth, space, and environmental sciences. New topics of focus include earth systems and cycles, energy transfer, motion, genetics & heredity, and the sun-earth-moon system. Students will also design and conduct an independent laboratory investigation and present their findings to the broader community.

**WHS Learning Expectation “I” Interpret Information**

### 8082 8th Grade DUAL ENROLLMENT STEM SURVEY

**Grade 8**

This term long course year integrated science course is meant for dual-enrollment grade 8 students as means of supplementing those topics included on the Gr 6-8 MCAS that are not explored in IPW. These include genetics & heredity, earth systems & cycles, and the
sun-earth-moon system among others. Dual enrollment 8th graders take this course in place of one of their exploratory electives in Arts or Business.

WHS Learning Expectation “I” Interpret Information

539  INTRO TO THE PHYSICAL WORLD / LAB
College Prep
Grade 9
In this lab-centered introductory physics course, students recognize the nature and scope of physics, including its relationship to other sciences. Students will use hands-on, practical activities to investigate motion and forces, conservation of energy, momentum, heat and how thermal energy is transferred through different phases of matter, waves and how they carry energy, electric current, voltage, and resistance, and magnetism. Students may take an MCAS test upon completion of this course.
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

541  INTRO TO THE PHYSICAL WORLD / LAB
Honors
Grade 9
In this lab-centered introductory physics course, students recognize the nature and scope of physics, including its relationship to other sciences. Students will use hands-on, practical activities to investigate motion and forces, conservation of energy, momentum, heat and how thermal energy is transferred through different phases of matter, waves and how they carry energy, electric current, voltage, and resistance, and magnetism. Students may take an MCAS test upon completion of this course.
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

588  COMPUTER SCIENCE ESSENTIALS / CSE
College Prep
Grade 9-10
Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. The course is meant as an extension of the WMS STEAM Academy and as a part of involvement with Project Lead the Way (PLTW). The course serves as a comprehensive, applied introduction to high school science, with emphasis on using computer science to solve practical problems and to describe foundational concepts in Physics, Biology, Chemistry, and Environmental Science. This course will empower students to develop computational thinking skills while building confidence that prepares interested students to advance to Computer Science Principles and/or Computer Science A.
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

524  BIOLOGY
College Prep
Grade 10
This course will give students a solid understanding of the processes of life and allow students to make scientifically informed decisions related to their health and to the health of the planet. Students will study life through cell biology and genetics (molecular level), vertebrate anatomy and physiology (tissue and organ levels), and ecology (organism and population levels). Organism evolution, a concept fundamental to understanding modern biology, will unify these diverse topics. This course adheres to the Massachusetts State Frameworks. Students may take an MCAS test upon completion of this course.
(Prerequisite - Successful completion of Introduction to the Physical World)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

525  GENERAL BIOLOGY
College Prep
Grade 10 - 11
This course uses the practical applications of biology to teach the Massachusetts Science and Technology/Engineering Curriculum Framework. Students will work in the field, with interfacing and computers, and at the lab bench to attain the goals established in the Frameworks.
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

526  BIOLOGY
Honors
Grades 9 - 10
In addition to the topics covered in Biology 524, this course develops critical thinking and problem solving skills through inquiry-based activities, role-playing and case studies to allow students to transfer and apply knowledge to new situations.
(Prerequisite – Concurrent with Honors Geometry)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

527 AP BIOLOGY
Advanced Placement
Grades 10-12
AP Biology is a college level course and will use a college level textbook. Students who elect this course should be high functioning, independent readers and note takers. Major lecture topics will include: molecules and cells; genetics and evolution; and organisms and populations. Each of these areas will be thoroughly covered. Note that the AP examination is based on these three categories using a percentage formula. There are eight required laboratory experiments. Topics for these laboratories include: osmosis and diffusion, enzymes, respiration, molecular biology, genetics, transpiration, physiology of the circulatory system, behavior, and dissolved oxygen analysis. Students will be required to complete summer/evening work. Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee. (Prerequisites – successful completion of Honors Biology, or instructor permission.)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

1019 BIOLOGY SL (2 year)
IB
Grades 10-12
This two year course predicated upon students successfully completing a full year of Biology prior to enrolling. The course is designed to help students increase their skills and knowledge as young scientists. Students will use relevant scientific evidence to critically evaluate, analyze, argue, and comprehend biological topics: Chemistry of Life, Cells, Genetics, Ecology and Evolution, Human Health and Physiology, and Statistics. All students will also study from two optional topics, such as, Ecology and Conservation, and/or Human Physiology. IB Biology may require a variety of internal and external assessments in the summer prior to the course and/or during academic breaks and throughout the entire year. Students will be required to take the IB exam at the end of the course. Students are responsible for the registration fee. The IB or AP exams may earn a student college credit dependent upon their score and the policy of the college or university. (Prerequisites: 1 years of High School Science. Students must also have completed or be concurrently enrolled in Chemistry by the end of their second year.
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

534 CHEMISTRY
College Prep
Grades 11 - 12
Students will study atomic structure, physical and chemical changes, the structure and properties of elements and compounds, types of chemical reactions, and energy associated with chemical changes. Evaluation will include laboratory activities and reports, quizzes and chapter exams. This course adheres to the Massachusetts State Frameworks.
(Prerequisite – Concurrent or successful completion of Algebra II)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

535 GENERAL CHEMISTRY
College Prep
Grades 11 - 12
This is a general overview of chemistry and its applications in our world. Material covered will include an overview of chemistry, including some vocabulary and general principles. Topics include biochemistry, forensic science, and environmental chemistry.
(Prerequisite – Successful completion of CP Biology or Applied Biology and a passing score on a science MCAS)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

536 CHEMISTRY
Honors
Grades 10 - 11
This course covers all topics presented in Chemistry 534. In addition, enrichment topics that prepare a student for the AP Chemistry course will be covered. (Prerequisites – Successful completion of Biology Honors and Concurrent or successful completion of two years of HS Math, passing score on science MCAS, or instructor permission). Students will be required to do summer/evening work.
537 AP CHEMISTRY
Grades 11-12
Advanced Placement
AP Chemistry is a college-level course and will use a college-level textbook. Students who elect this course be highly motivated and have above average ability in mathematics. Scientific investigation will be pursued at a college level. The course will cover basic chemical concepts, electronic structure, chemical bonding, physical properties of substances, solutions, thermodynamics chemical equilibrium, electrochemistry, kinetics, acid-base theory, nuclear chemistry and a survey of the chemistry of elements. Laboratory experiments will reinforce material covered in class. Evaluation will include problem solving skills, quizzes and tests. Students will prepare for the AP exam that is administered in May. Students will be required to do a summer/evening work. (Prerequisites - Completion of Honors Algebra II and Honors Chemistry, and concurrently enrolled in Pre-Calculus or Higher, and instructor permission)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

532 EARTH SCIENCE
College Prep
Grades 11 - 12
This course will provide students with an opportunity to explore the various physical phenomena that affect the earth. Course curriculum, which encompasses experimental/research design concepts, will help students become more aware of their surroundings through the study of physical and historical geology, meteorology, climate science, and oceanography. (Prerequisite – Passing grade on any high school science/technology MCAS)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

566 AP PHYSICS I
Advanced Placement
Grades 10-12
AP Physics I is a college level, algebra-based course and will use a college level textbook. Major lecture topics will include: Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Each of these areas will be thoroughly covered. Note that the AP examination is based on these three categories using a percentage formula. There are nine required laboratory experiments. Topics for these laboratories include: 1D and 2D Kinematics, Newton’s Second Law, Circular Motion, Conservation of Energy, Impulse and Momentum, Harmonic Motion, Rotational Motion, Mechanical Waves, Resistor Circuits. Students will be required to do a summer/evening work. Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee. (Prerequisites –successful completion of Geometry and concurrent with Algebra II or higher and instructor permission.)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

1044 ENVIRONMENTAL SYSTEMS & SOCIETY SL (1 year)
IB
Grades 11-12
Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students are required to evaluate the scientific, ethical and socio-political aspects of issues. The course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods. IB NOTE: ES&S is one of two interdisciplinary courses offered in the IB Diploma Program thus IB Diploma students can study this course and have it count as either an individuals and societies or a science course, or both. This gives students the opportunity to study (an) additional subject(s) from any group.(Prerequisites: (2 years of High School Science, including 1 year of Biology, and having passed the Science MCAS.)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

529 AP ENVIRONMENTAL SCIENCE
Advanced Placement
Grades 11-12
AP Environmental Science is a college level course and will use a college level textbook. The parts of the ecosystem and the connections among them will be studied. The impact of populations and communities on ecosystems will be the focus of this course. Solutions to global and local environmental issues will be investigated. Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee. (Prerequisites – Biology and Chemistry)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

542 CORE SCIENCE
Course not weighted
Grades 9-10
This class will focus on passing the biology content area MCAS Test. Topics will include; Cells, Chemistry of Life, Genetics, Evolution, Ecology, Anatomy and Physiology. All students enrolled in the class will take the biology MCAS examination.
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

8049 COMPUTER SCIENCE ESSENTIALS / CSE GRADE 8 COMPUTER SCIENCE
Grade 8
In this year long in-depth course, students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. The course is meant as an extension of the WMS STEAM Academy and as a part of involvement with Project Lead the Way (PLTW). The course serves as a comprehensive, applied introduction to high school science, with emphasis on using computer science to solve practical problems and to describe foundational concepts in Physics, Biology, Chemistry, and Environmental Science. This course will empower students to develop computational thinking skills while building confidence that prepares interested students to advance to Computer Science Principles and/or Computer Science A. Students opting to take this course as a year long elective in Grade 8 should note that it requires a level of maturity to succeed in the required independent and group work meant to challenge students at a high school level.
WHS Learning Expectation “I” Interpret Information

523 INTRO TO COMPUTER SCIENCE
Grade 8-10
This semester long introductory course will focus on learning how computers work and problem solving by learning how to program. Students will use command line programming with Python and work towards building an app for the smartphone. This elective course serves as an all-purpose introduction to computer science for 8th – 10th grade students and will prepare students for yearlong comprehensive course work in high school.
WHS Learning Expectation “I” Interpret Information

550 INTRODUCTIONS TO ASTRONOMY
College Prep
Grades 9* - 12
Where are we in the Universe? Where have we been? Where are we going? Learn how scientists and engineers apply physics, chemistry, biology and technology to piece together the 13.5 billion year story of the observable universe. Laboratory exercises, computer simulations, access to real professional scientific data, and observing time with telescopes will help students understand how we are as much a part of the Universe as all of the stars and planets we can see in the night sky.
(Prerequisite – Successful completion of one or more semesters Physics or Intro to the Physical World* or instructor permission)
2.5 CREDITS
WHS Learning Expectation “I” Interpret Information

548 FORENSIC SCIENCE
College Prep
Grades 11 - 12
Forensic science is the application of scientific knowledge toward crime investigation. Topics and activities include crime scene investigation, collection, handling and examination of trace evidence, fingerprints, blood and blood spatter evidence. This class uses an inquiry-based approach towards the subjects of biology, chemistry and physics.
(Prerequisite - Successful completion of any high school physical or life science course and having passed the Science MCAS)
2.5 CREDITS
WHS Learning Expectation “I” Interpret Information

556 ANATOMY AND PHYSIOLOGY
Honors
Grades 11 - 12
This is a yearlong course that will include a review of chemical, cellular and tissue organization, as well as, an extensive study of all body systems. (Prerequisites – Successful completion of Honors Biology and Honors Chemistry with a B or higher.)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

576 ANATOMY AND PHYSIOLOGY
College Prep
Grades 11 - 12
This course will include an introduction to the human body, a review of the chemical level of organization, a review of the cellular level of organization, a study of the tissue level of organization, a study of the reproductive system, the integumentary system, the skeletal system, and the muscular system. Topics will include a study of the nervous system, the endocrine system, the cardiovascular system, the lymphatic system, respiratory system, the digestive system, and the urinary system.
(Prerequisites – Successful completion of any Biology and concurrent enrollment or successful completion of Chemistry)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

570 ZOOLOGY
College Prep
Grades 11 - 12
This course will study the animal kingdom. Topics will include basic anatomy, behavior, and habitat. Special attention will be given to natural selection, evolution of species, and adaptation.
(Prerequisite – Successful completion of Biology CP)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

589 COMPUTER SCIENCE PRINCIPLES/CSP
Honors
Grades 10-12
Using Python® among other tools, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they’ve learned to tackle challenges like app development and simulation. The main goal of the course is to broaden your understanding of computer science for use in a diversity of applications, college majors and careers. Topics include the fundamentals of computing, including designing programs to solve specific social or technical problems, working with data, understanding the Internet, cybersecurity, and programming broadly. Students may also serve as mentors to students other the CSE course. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam and students will be prepared to take this exam at the conclusion of the course.
(Prerequisites: Grade 11-12, Algebra I, Grade 10 with CSE and/or instructor approval.)
5.0 CREDITS
WHS Learning Expectation “I” Interpret Information

1045 CYBERSECURITY 1
College Prep
Grade 11-12
Identify cybersecurity threats and protect against them. Detect intrusions and respond to attacks. Begin to examine your own digital footprint and better defend your own personal data. Learn how organizations protect themselves in today’s world. Whether seeking a career in the emerging field of cybersecurity or learning to defend their own personal data or a company’s data, students in PLTW Cybersecurity establish an ethical code of conduct while learning to defend data in today’s complex cyberworld. The course exposes high school students to the ever growing and far reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. This course is aligned to the Project Lead the Way national frameworks and students will be prepared to take this exam at the conclusion of the course.
(Prerequisites: Grade 11-12)
2.5 CREDITS
WHS Learning Expectation “I” Interpret Information

1065 CYBERSECURITY 2
Honors
Grades 11-12
This course extends on cybersecurity concepts by extending beyond personal cybersecurity and that of small local networks to focus on broader system security. Students will learn collaboratively to analyze and improve system security. The course also periodically requires students to critique the work of and mentor Cybersecurity 1 students.
(Prerequisites: Grade 11-12)
2.5 CREDITS
WHS Learning Expectation “I” Interpret Information

593 COMPUTER SCIENCE A/CSA
Honors
Grade 11-12

Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases, as well as creating a game for their friends or an app to serve a real need in their community. The main goals of this course are to develop deeper skills for future study or a career in computer science or other STEM fields. Course projects require students to delve deeper into the fundamentals of programming to solve practical computing problems. Students may also serve as mentors to students other computer science courses. Use of Java is stressed for students wishing to take the AP CSA exam as part of this course. This course is aligned to the AP CSA framework and students will be prepared to take this exam at the conclusion of the course.

(Prerequisites: Grade 10-12, Geometry, CSE and/or CSP or instructor approval.)

5.0 CREDITS

WHS Learning Expectation “I” Interpret Information

591 COMPUTER SCIENCE CAPSTONE / CS Capstone
College Prep
Grade 12

Students create original solutions to problems of their own choosing by designing, testing, refining, and implementing computer applications to solve problems for a client or clients in their community. Students also serve as mentors and project managers for teams working in other computer science courses. Depending on client needs and opportunities, students may combine this course with a remote or off-site computer science internship. All students are required to present their capstone research, findings, and experience to the community at the conclusion of the course.

(Prerequisites: Grade 12 or instructor approval, Algebra 2, CSE and/or CSP and/or CSA.)

5.0 CREDITS

WHS Learning Expectation “I” Interpret Information

Engineering & Technology

569 INTRODUCTION TO ENGINEERING DESIGN I
College Prep
Grades 9-10

This course meant for 9th and 10th grade students, introduces various aspects of the engineering world by designing solutions to real-world problems. Students work individually and in teams on a series of projects. Students will use the engineering design process and apply math and science knowledge to solve various engineering problems. Topics covered will include tools and materials, forces, power and energy, and design and drafting.

2.5 CREDITS

WHS Learning Expectations “R” Respect & Responsibility

S816 CAD I, TECHNICAL DRAWING
College Prep
Grade 8-10

This course introduces students to the tools, materials, principles and techniques used by professionals to produce blueprints and other line drawings for the manufacturing and construction trades. Students will use drafting tools to create single view, three-view and pictorial drawings. Students will use drafting tools and techniques to solve geometric problems without calculations. Students will also gain experience using the engineering design process. This course is great for students interested in architecture and engineering, and is a great complement for the geometry student. This course uses the design cycle to identify a problem (local or global) analyze the problem; identify feasible solutions, and fully develop one solution to the problem. Who Are Successful in This Course are Prepared for college level CAD coursework in preparation for professional certification.

2.5 CREDITS

WHS Learning Expectations “R” Respect & Responsibility

571 CAD II, ARCHITECTURAL DRAFTING & DESIGN
College Prep

This course has been developed for drafting students who have an interest in architectural drawing and design or a related field. With the emphasis on residential construction, each student will design a house and develop and draw a complete set of working drawings for it. Students use traditional drafting tools as well CAD (computer aided drafting) systems to produce sections and details necessary for projecting elevations. 3D modeling is an additional option for interested and capable students. Topics explored include: Basic house design; Primary considerations/ financing; Floor plan drawing instruments & techniques; Area planning; Foundations; Local, state, national codes; Symbols; Plot planning; Wall sections; Elevation views; Mechanicals; Alternative structures; Model making; Career opportunities and educational pathways.

(Prerequisite: CAD I or Engineering I)

2.5 CREDITS

WHS Learning Expectations “R” Respect & Responsibility

1038 ELECTRIC AUTOMOTIVE SYSTEMS LAB
Students will collaboratively build a functioning electric car. This course introduces students to the materials, principles and systems that function together in electric vehicles. Students will first learn to interpret detailed design schematics for the car’s structure and electrical systems. Students will then learn the essential vehicle systems from AC circuits and motors to battery systems management and everything in between. Students will also learn to conduct environmental impact studies as they relate to electric vehicles as well as everything that is required by Federal Vehicle Safety Standards to safely get their vehicle -- code name: “Sparkticus” -- safely out of the lab and onto the road. Students who are successful in this course are prepared for additional coursework in Electronics, Automobile Design, Engineering, and Computer Aided Drafting (CAD).

2.5 CREDITS
WHS Learning Expectations “R” Respect and Responsibility

1039 INTRODUCTION TO GAME DESIGN
College Prep
Grades 10-12
Grade 10-12
This course begins by breaking down the design process step by step. Students first learn the fundamentals of games through play, analysis, strategy, and deconstruction. Then students will make modifications to studied games before later, prototyping a variety of games. The course will culminate in students designing, testing, and refining their own game. Students will have the option of learning Unity to refine and modify two dimensional (2D) games. Throughout the semester, students will create a number of basic games by working independently and part of different collaborative teams. Students who are successful in this course are prepared for additional coursework in Game Design.

2.5 CREDITS
WHS Learning Expectations “I” Interpret Information

1066 GAME DESIGN 2
College Prep
Grade 11-12
Game Design 2 focuses more fully on computer game design. It combines concepts from Introduction to Game Design any full year course in Computer Science. The course reviews then applies college-level programming concepts by building 2D games. Students will use Unity (or similar), a language sufficient to build skills transferable to many other programming languages from Python to C++. Students must apply their prior CS and game design experience to modify existing games, and design a new game.

2.5 CREDITS
WHS Learning Expectations “I” Interpret Information

801 WOODWORKING I:
College Prep
Grades 9-10
This course will give 9th or 10th grade students the knowledge and skills that are important to manufacturing technology. In groups, students will manufacture a wooden product using manufacturing systems of mass production as well as custom production. Multi-view drawings, mock-ups and prototypes will be utilized in the manufacturing process. Proper material and tool selection as well as machine safety will also be covered. This course is designed to address Technology/Engineering standards on the areas of Materials, tools, and machines, Engineering design, and Manufacturing. This course uses the design cycle to identify a problem (local or global), analyze the problem, identify feasible solutions, and develop a solution to the problem.

2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

802 WOODWORKING II:
College Prep
Grades 10-12
This course exposes students to manufacturing processes using the engineering design process. Students will develop a new product through research and mock-up development. Students will produce a prototype product and, in groups, develop manufacturing processes to mass-produce the product. Wood will be the primary material used in the manufacturing process. Emphasis will be on multi-view drawings, scale and proportion, safe and proper tool usage, and manufacturing processes. Students will calculate material costs for each project, and a nominal fee may be requested to cover the costs of major projects. This course follows the Science and Technology/Engineering frameworks. This course is useful for students considering other courses in the fields of engineering and technical drawing.

(Prerequisite: Woodworking I)
2.5 CREDITS
WHS Learning Expectations “R” Respect & Responsibility

806 WOODWORKING III: ADVANCED WOODWORKING
College Prep
Grades 11-12
This course is designed for students who are interested in learning advanced techniques in woodworking. Students will be required to develop working shop drawings for an individual project, produce a bill of materials with cost calculations, and manufacture their project
using appropriate tools and machines. Students will calculate material costs for each project, and a nominal fee may be requested to cover the costs of major projects.

(Prerequisite: Woodworking II)

2.5 CREDITS

WHS Learning Expectations “R” Respect & Responsibility

822 WOODWORKING IV: WOODWORKING TECHNOLOGY

*College Prep*

Grades 11-12

This course is designed for students who are interested in learning advanced techniques in woodworking. Students will be required to develop working shop drawings for an individual project, produce a bill of materials with cost calculations, and manufacture their project using appropriate tools and machines. Students will calculate material costs for each project, and a nominal fee may be requested to cover the costs of major projects.

(Prerequisite: Woodworking III)

2.5 CREDITS

WHS Learning Expectations “R” Respect & Responsibility

### SOCIAL STUDIES PROGRAM

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Note: Electives May be taken in conjunction with regular required classes.

229 AMERICAN POLITICS CP Sem.

*College Prep*

Grades 9-10

In this semester course, students will learn and discuss Americans and their struggles in creating a nation. They will also analyze key components of the American political system starting with the various branches of government to the modern political parties. Students examine foundational documents of American government, such as the Declaration of Independence and the Constitution. During second term, students will explore basic economic concepts such as supply and demand, competition in the marketplace, labor and distribution. By the end of the course, students will be ready to take an active role as a responsible citizen in our democratic society and in our economy.


2.5 CREDITS
WHS Learning Expectations “A” Acquire Information

237 AP US HISTORY
Advanced Placement
Grade 11-12
AP US History is an opportunity for high school students to take and receive either college credit or placement in this field. The course is the equivalent of a full year’s study in a college US History course. It is designed to stress critical thinking and problem solving. Writing skills are an important component to this course where students must learn how to answer open response questions and document-based questions (DBQ). Students will be required to take exams that will include both objective and open-ended responses. Students will take a midyear and a final exam. They will also produce an alternative assessment project during the last quarter. Summer work is required.

Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee.

(Prerequisite – A- or better in US History I honors)
5.0 CREDITS  WHS Learning Expectations “A” Acquire Information

1012 HISTORY HL
IB
Grade 11-12
This two-year course is designed to help students broaden their skills as young historians, while focusing on American historical topics. Students will use historical evidence to critically evaluate, analyze, and comprehend the social, political, economic, as well as foreign policy developments within the Americas and other related topics. Moreover, students will use a variety of sources and materials that will allow them to construct arguments using their own knowledge, research, and objective opinions, as well as those from around the world, in order to form new historical ideas and concepts. Finally, this course will offer a wide range of differing historical research and opinions, often leaving the final answers and solutions up to the student. Candidates will be assessed in a number of ways, but not limited to the following requirements: an Internal Assessment paper (Historical Investigation), and an External Assessment (three written examination papers), as well as class work, exams, essays and projects to be evaluated by the educator and applied to their grade. Students will be required to take the IB exam at the end of year 2. Each student is responsible for paying his/her registration fee. The IB exam may earn a student college credit dependent upon their score and the policy of the college or university.

10 CREDITS
WHS Learning Expectations “A” Acquire Information

1062 GLOBAL POLITICS HL
IB-DP
Global Politics is a two year Higher Level course that will explore political concepts such as power, equality, sustainability and peace in a range of contexts. This course will allow students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The core units of the course together make up a central unifying theme of “people, power and politics”. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens. Students will be required to take the IB exam at the end of the course. The IB exam may earn a student college credit dependent upon his/her score and the policy of the college or university.

5.0 Credits
WHS Learning Expectations “A” Acquire Information

270 CASE STUDIES IN LAW
College Prep
Grade 11 - 12
In this semester course, students will learn and understand reasons for and the roles of criminal law. Of primary concern will be legal rights, obligations, and procedures for adults in our society. The course will use a variety of cases, video presentations, and discussions to allow the students to apply the theories to current problems and issues. The basic skills that will be stressed will be those of reading, writing, and analysis. Activities will include role-playing, court monitoring, and case studies. Students will be required to take tests that will include both essay and objective questions, and a final exam that will include both essay and objective questions. Class participation is an integral part of the class and grade.

2.5 CREDITS
WHS Learning Expectations “A” Acquire Information

262 CONSTITUTIONAL LAW
Honors
Grade 11 - 12
As students become adults, it becomes especially important that they understand the reasons for and the roles of criminal law and civil law. Of primary concern will be legal rights, obligations, and procedures for adults in our society. This will be done through a rigorous examination of the history of the US Constitution as a basis for discussion of the major theoretical areas of law. The basic skills that will be stressed will be those of reading, writing, and analysis. The course will use a variety of cases, video presentations, and discussions to allow the students to apply the theories to current problems and issues. Activities will include role-playing, court monitoring, and case studies. Students will be required to take written tests which will include both essay and objective questions, make oral presentations, and
take a final exam which will include both essay and objective questions. Class participation is an integral part of the class and grade.
(Prerequisite – B- or better in Honors US History or A- or better in US History CP)
5.0 CREDITS
WHS Learning Expectations “A” Acquire Information

260 CONTEMPORARY AFFAIRS
College Prep
Grades 10 – 12
As we go on with our daily lives it is easy to lose track of the events that are going on in the world around us. This course will focus on issues with immediate and long-range effects at the local, state, national and international levels with research of the historical backgrounds of the events. The topics that will be included will depend on the issues that are having a major impact in our society at the time the students are enrolled in the class. Methods of instruction will be but are not limited to daily current events, debates and discussions, written position papers and evaluating social and political opinion in television and movies.
2.5 CREDITS
WHS Learning Expectations “A” Acquire Information

272 INTRODUCTION TO ECONOMICS
College Prep
Grades 10 - 12
At the end of this course, students will be able to demonstrate mastery of fundamental economic concepts and explain how the principal concepts of economics relate to each other. This course will also help students to understand the structure of various economic systems such as Capitalism, Communism, and Socialism. Students will be able to explain the differences between microeconomics and macroeconomics and the importance of banking and money in their everyday lives. This course will more than adequately prepare students for continued success in Advanced Placement Economics in their senior year.
(Prerequisite – World History CP)
2.5 CREDITS
WHS Learning Expectations “A” Acquire Information

233 INTRODUCTION TO POLITICAL SCIENCE
College Prep
Grades 11-12
In this semester course, students learn and discuss the origins of the American political system starting with the Federalist versus Anti-Federalist to the modern political landscape that is the 21st century U.S. Students examine the ever changing political landscape in the United States and how the Republicans and Democrats have evolved from their beginnings into the parties that they are today. The course uses a wide variety of material, from primary source documents to modern day political magazines, to learn, to discuss, and to develop an interest in the American Political System. Citizenship is an important aspect of the course where students learn the rights and responsibility of citizens and how to exercise them.
2.5 CREDITS
WHS Learning Expectations “A” Acquire Information

232 MASSACHUSETTS STUDIES
College Prep
Grades 9-10
This semester course is a comprehensive study of Massachusetts where students will analyze local history and local government primarily in the Plymouth / Bristol Counties. The course is centered around class meetings that consist of brief lectures and class discussions on assigned readings. Writing exercises will be emphasized, and students will participate in several projects, field trips, and guest lectures throughout the course. Ultimately, students will be able to understand the value of civic responsibility and the spirit of preservation.
2.5 CREDITS
WHS Learning Expectations “A” Acquire Information

265 PSYCHOLOGY Sem.
College Prep
GRADES 11 – 12
This semester course is designed to introduce students to the field of psychology and the major perspectives including the biological basis of behavior, sensation, perception, learning, memory, motivation, emotion, personality, stress, as well as abnormal psychology. Students will be challenged to analyze the human mind and to use critical thinking skills to look at human behavior through a new perspective. Students will be required to show mastery through experimentation, summative assessments, papers, projects, and a final exam.
2.5 CREDITS
WHS Learning Expectations “A” Acquire Information

248 SOCIOLOGY Sem.
College Prep

Grades 11 - 12
This semester course examines human behavior and groups in society. Students will study both historical and current issues facing society today. Current issues, combined with an emphasis on self, culture, socialization, and social organization, will be analyzed in this course. Students will be required to use critical thinking, problem solving, and decision-making skills as well as written and oral communication. In addition, students will take tests that include both objective and subjective responses, will create a research project, and will complete periodic projects.

2.5 CREDITS
WHS Learning Expectations “A” Acquire Information

220 US HISTORY I 1763 – 1877
College Prep
Grade 10
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 US Constitution. Students also study the basic framework of American democracy and the basic concepts of America 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. Students, who complete Let1A & B and Let A & B (JROTC), do not have to take this course.
(Prerequisite – World History)

5.0 CREDITS
WHS Learning Expectations “A” Acquire Information

221 US HISTORY I 1763 – 1877
Honors
Grade 10
This Honors course will study the same topics as US History I, but with proper modifications for Honors-level students. These modifications will include such items as portfolio work, writing assignments, and group projects. There is a summer reading requirement to be completed prior to the start of the course.
(Prerequisite – A- or better in World History CP)

5.0 CREDITS
WHS Learning Expectations “A” Acquire Information

238 US HISTORY II 1877 – 2001
College Prep
GRADES 11-12
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.
(Prerequisite – US History I)

5.0 CREDITS
WHS Learning Expectations “A” Acquire Information

239 US HISTORY II
Honors
Grades 11-12
This honors course will study the same topics as US History II College, but with proper modifications for Honors-level students. These modifications will include such items as portfolio work, writing assignments, and group projects. There is an outside reading assignment each semester.
(Prerequisite – B- or better in US History I honors or A- or better in US History I CP)

5.0 CREDITS
WHS Learning Expectations “A” Acquire Information

1063 UNITED STATES, MASSACHUSETTS GOVERNMENT AND CIVIC LIFE
Grade 8
In this course, students will learn about the origins and foundations of our state and federal systems of government and how they have evolved over time. The course will also focus on the important role individual citizens play in a democracy, a role students will actively assume as they participate in the state-mandated 8th grade civics project that will be embedded in this course. Upon completing this course, students will be able to explain the various institutions of the United States and Massachusetts state governments, how the Bill of Rights applies to individuals on both the state and federal level and how one can be a more responsible, productive citizen of the United States and our home state.
5.0 Credits
WHS Learning Expectations “A” Acquire Information
200 WORLD HISTORY  
*College Prep*  
Grade 9  
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 explain 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.

5.0 CREDITS

WHS Learning Expectations “A” Acquire Information

095 AP GOVERNMENT AND POLITICS  
*Advanced Placement*  
Grades 11-12  
AP Government and Politics will give students an analytical perspective on government and politics in the United States. The course will include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will be able to explain the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations of various behaviors and outcomes in the political economy. **Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee.** (Prerequisite - Recommendation by US History Honors instructors)

5.0 Credits

WHS Learning Expectations “A” Acquire Information

097 AP MICROECONOMICS  
*Advanced Placement*  
Grades 11-12  
The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course prepares students for the AP Economics Examination. Students must be competent in algebra and geometry, and they must meet school requirements for honors classes. The course content and student requirements are the equivalent courses taught in universities and colleges. Summer work is required. **Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee.** (Prerequisite - Recommendation by US History Honors, Business, and/or Math instructors)

5.0 CREDITS

WHS Learning Expectations “A” Acquire Information

096 AP MACROECONOMICS  
*Advanced Placement*  
Grades 11-12  
The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. There is no single approach that an AP Macroeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses. The following is a brief discussion of these topics and some aspects of them that a teacher may choose to explore. This course prepares students for the AP Economics Examinations. Students must be competent in algebra and geometry, and they must meet school requirements for honors classes. The course content and student requirements are the equivalent courses taught in universities and colleges. Summer work is required. **Students will prepare for the AP exam that is administered in May. Each student is responsible for paying his/her test registration fee.** (Prerequisite - Recommendation by US History Honors, Business, and/or Math instructors)

5.0 CREDITS

WHS Learning Expectations “A” Acquire Information

094 DEATH AND DYING  
*College Prep*  
Grades 10-12  
This course will examine the institution of death in the United States and around the world. It will include a broad, multicultural, interdisciplinary approach that will focus on the sociological, psychological, historical, ethical, cultural, and religious approaches to death, dying, and bereavement across time and culture. The course will focus on the dying process, death rituals, the grieving process, bereavement practices, and theories and beliefs regarding the afterlife.

2.5 CREDITS

WHS Learning Expectations “A” Acquire Information
911S “HERSTORY”: INTRODUCTION TO WOMEN’S HISTORY

College Prep

Grades 11-12

This course will provide an interdisciplinary introduction to the status, achievements, and experiences of women in society, analyzes past and current theories of gender, power, and equity and take a multicultural approach to studying history. Students will understand the contributions of American women and women around the world to global culture and history. The course aims to sharpen students' understanding of how gender operates in institutional and cultural contexts and women’s social and the influence of class, race, ethnicity, age, religion, and other forces in shaping the feminine identity.

2.5 CREDITS

WHS Learning Expectations “A” Acquire Information
Online Learning Opportunities
Wareham High School offers standards-based online courses through Edgenuity, an online learning platform. While progressing through course curriculum content, students engage in reading, writing, and note-taking, view videos by experts in the field, and are assessed for understanding through quizzes, tests, and assignments. Pacing and grading is determined by Edgenuity software and is immediately reported to the student. Students engage in these courses during regularly scheduled blocks in the Library, and are expected to also work outside of school if needed. If you are interested in taking an Edgenuity course, see the Learner Profile below to help determine if online learning in Edgenuity is a good fit for you.

**Online Learner Profile: Edgenuity**

The student is….

- self-motivated
- able to take effective notes and rely on their own notes for study
- able to stay focused and away from distractions
- able to manage time effectively and self-pace
- able to work in an environment without teacher or peer interaction
- able to perform well on tests, quizzes, and assignments
- able to study for assessments
- able to approach the site coordinator with any timely concerns or questions

The student has…

- regular access to the online program outside of school hours using an internet-connected device
- had success in other online classes (if applicable)
Courses: Edgenuity

ART

Introduction to Art  (EL1086)
Credits: 2.5

Course Description:
Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Art History I  (EL4002)
Credits: 2.5

Course Description:
Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers an in-depth overview of art throughout history. Students enrolled in this one-semester course will cover topics including early Medieval and Romanesque art; art in the 12th, 13th, and 14th centuries; 15th-century art in Europe; 16th-century art in Italy; the master artists; high Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; 18th- and 19th-century art in Europe and the Americas; and modern art in Europe and the Americas.

BUSINESS & TECHNICAL EDUCATION

Career Planning and Development  (EL4222)
Credits: 2.5

Course Description:
A one-semester course, Career Planning and Development introduces students to the vast working world. This course helps students: investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. Throughout the course, students develop useful career documents, including a self-assessment profile, a cover letter and a résumé, using video and written step-by-step instructions.

Introduction to Business  (EL3501)
Credits: 2.5

Course Description:
In this one-semester introductory course, students will learn the principles of business using real-world examples by learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to costs and profit; business types; techniques for managing money, personally and as a business, and taxes and credit, financing a business; how a business relates to society, locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.
Game Design  (EL5727)
Credits:  2.5

Course Description:
Utilizing the Multimedia Fusion software program, this one-semester course allows students to build a foundation in the fundamentals of game design and development. Students create interactive, engaging games such as a classic two-player Ping-Pong game, a block-breaking action game, and a maze game with moving obstacles. Students learn the language of events, conditions, and actions; game objects that track scores, lives, time, and more; and automated, random, and user-controlled movement.

Career Explorations  (EL3401)
Credits:  2.5

Course Description:
This semester-length course prepares high school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of each student’s skills and interests.

Computer Applications: Office 2016  (EL3520)
Credits  2.5

This semester course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft® Office®. Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit and share Office 2016 documents for both personal and professional use. By the end of this course, students will have developed basic proficiency in the most common tools and features of the Microsoft Office suite.

Introduction to Information Technology  (EL3701A)
Credits:  2.5

Course Description:
This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT.

HEALTH & WELLNESS

Foundations of Personal Wellness  (EL2082)
Credits:  2.5

Course Description:
Exploring a combination of health and fitness concepts, this course is a comprehensive and cohesive course that explores all aspects of wellness. Offered as a semester course designed for high school students, this course uses pedagogical planning to ensure that students
explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle.

**Healthy Living  (EL2081)**
Credits: 2.5

**Course Description:**
Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, this course is a one-semester course that provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Designed for high school students, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks.

**Lifetime Fitness  (EL2083)**
Credits: 2.5

**Course Description:**
Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

**Introduction to Health Science  (EL3601A)**
Credits: 2.5

**Course Description:**
This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

**Health Science Concepts  (EL3602)**
Credits: 5.0

**Course Description:**
Introduces the fundamental concepts of anatomy and physiology – including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students will learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students will investigate basic medical terminology as well as human reproduction and development. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.

**Nursing Assistant Skills I  (EL3610) Seniors Only**
Credits: 2.5

**Course Description:**
This one-semester course provides an introduction to the activities of daily living and medical care for the adult patient in hospital, long-term care, and home settings. Students are taught the basics of nurse assisting, including the physiologic and psychosocial aspects, infections and infection control, and safety and emergencies. This course may help the student prepare for an education in the Nursing field.
Nursing Assistant Skills II (EL3610) Seniors Only
Credits: 2.5

Course Description:
This one-semester course details the activities of daily living and medical care for the adult patient in hospital, long-term care, and home settings. Students are taught the basics of nurse assisting, including communication, mobility and positioning, common procedures, and optional procedures. This course may help the student prepare for an education in the Nursing field.

Nursing Assistant Skills (EL 3610) Seniors Only
Credits: 5.0

Nursing Assistant Skills I and II are combined in this two-semester course.

Medical Terminology Skills (EL3620) Senior Only
Credits: 2.5

Course Description:
This semester-long course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course provide students entering the healthcare field with a deeper understanding of the application of the language of health and medicine.

Pharmacy Technician Skills I (EL3630) Seniors Only
Credits: 2.5

Course Description:
Students learn the basics of pharmacy assisting, including pharmacy technician roles, pharmacy environments, pharmacology, drugs and body systems, and drug classifications. Successful completion of this one-semester course may help the student prepare for an education in the Pharmacy field.

Pharmacy Technician Skills II (EL3630) Seniors Only
Credits: 2.5

Course Description:
Students learn the basics of pharmacy assisting, including processing of prescriptions, calculations and measurements, compounding, pharmacy law, and inventory management. Successful completion of this one-semester course may help the student prepare for an education in the Pharmacy field.

Pharmacy Technician Skills (EL3630) Seniors Only
Credits: 5.0

Course Description:
Pharmacy Technician I and II are combined in this year-long course.
HUMANITIES

Psychology (EL2084)
Credits: 2.5

Course Description:
This semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. Course components include an introduction to the history and perspectives of psychology; an understanding of topics such as the biological aspects of psychology; cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Sociology (EL1120)
Credits: 2.5

Course Description:
Providing insight into the human dynamics of our diverse society, this course is an engaging one-semester course that delves into the fundamental concepts of sociology. This interactive course covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

U.S. Government
Credits: 2.5

Course Description:
Providing students with the opportunity to learn about the democratic foundations of this nation, this course introduces high school students to the Founding Fathers and exposes them to the ideas that shaped the nation. Students will identify important political leaders and trace the development and organization of federal, state, and local government. In addition, students will explain the political process and analyze the United States’ role as a global, political, and economic participant. The course targets the foundations of government, the branches of government, government on a state and local level, and civil liberties and laws.

Economics
Credits: 2.5

Course Description:
This full-year course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy,
and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading activities.

**Human Geography (SS2045)**
*Credits: 5.0 (may be able to offer a semesterised version of course)*

**Course Description:**
Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. This course challenges students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering content that will grow students’ understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

**Strategies for Academic Success (EL1087)**
*Credits: 2.5*

**Course Description:**
Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this course encourages high school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

**Introduction to Communications and Speech (LA1097)**
*Credits: 2.5*

**Course Description:**
Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

**MATHEMATICS & SCIENCE**

**Financial Math (MA2007)**
*Credits: 2.5*

**Course Description:**
Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of
financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

Mathematical Models with Applications (MA4072)
Credits: 5.0
Prerequisite Courses: Algebra I

Course Description:
Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

Personal Finance (EL5734)
Credits: 2.5

Course Description:
In this introductory personal finance course, students will learn what it takes to understand the world of finance and make informed decisions about managing personal finances. The course focuses on developing core skills that help students become more confident and successful in setting and reaching personal financial goals. Students will learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Stories from finance professionals and individuals who have reached their financial goals are included to inspire students to achieve goals in their own personal finances.

The Virtual High School

Wareham High School offers students the opportunity to engage in AP, Standard, and Honors level online courses in a variety of subject areas through Virtual High School. These courses require a high level of independent participation and self-discipline. If you are interested in taking a VHS class, consider the Online Learner Profile below to help determine if this type of class would be a good fit for you. Students enrolled in VHS courses are assigned a regularly scheduled block in the school Library to work within their courses, and are expected to dedicate a generous amount of time outside of school to complete coursework. Student work is expected to follow the highest standards of academic honesty, and when submitted is vetted through Turnitin. Virtual High School online teachers follow their own pacing, structure, grading, and curriculum for these courses.

Online Learner Profile: Virtual High School

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Students are...

- able to work in an environment with delayed feedback (no face-to-face teacher interaction)
- able to study on their own without collaborative support from other students
- self-motivated, moving forward in a course independently
- able to take effective notes and rely on their own notes for study
- able to stay focused and away from distractions
- able to read teacher feedback and take action to improve
- able to manage time effectively and self-pace
- able to initiate communication with their online teacher when questions or concerns arise
- able to approach the site coordinator with any timely concerns or questions

Students have...

- regular access to the online program outside of school hours using an internet-connected device
- had success in other online classes (if applicable)
- demonstrated high achievement in past courses

See your Guidance counselor if you are interested in VHS. There are 300+ courses to choose from @ www.vhslearning.org

Courses engaged in by current and prior Wareham students:

- AP Psychology
- Investing in the Stock Market
- Video Game Design
- AP Computer Science Principles
- Personal Finance