



Woodbridge High School

2019-2020 SCHOOL YEAR COURSE CATALOG

www.whsraiders.net
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Woodbridge High School

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Philosophy of Education

The Woodbridge Board of Education believes in promoting and maintaining an educational environment that is dedicated to the total personal development of each student.

The environment, while maintaining a certain degree of flexibility in adapting to an ever-changing world, will provide students with a sequentially coordinated curriculum, which allows for individual differences.

Through the Board's policies, staff members will strive to assist each student's intellectual, physical, moral, emotional, aesthetic, and social growth. It is the intent of the Board for each student to become a useful and responsible member of their home, community, and society, while leading a personally fulfilling life.

The Board recognizes that such achievement is best accomplished through the efforts of parents, community, and school. Therefore, parent and community involvement in the school program is encouraged.

Mission Statement

*The mission of the Woodbridge School District
is to educate all students to become highly
successful, healthy, and contributing citizens in a global
society.*

The Woodbridge School District is an Equal Opportunity Employer and does not discriminate in employment or educational programs, services, or activities, based on race, color, national origin, sex, or handicap, in accordance with State and Federal Laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title VI of the Civil Rights Act of 1964.

The Woodbridge School District has designated the following Coordinators:

Title IX Coordinator - Derek V. Prillaman, Assistant Superintendent

Section 504 Coordinator - Elyse Baerga, Supervisor of Student Services

Title VI Coordinator - Derek V. Prillaman, Assistant Superintendent

FOIA Coordinator - Nina Colegrove, Administrative Assistant

Inquiries should be directed to these individuals at the Woodbridge School District Office, 16359 Sussex Highway, Bridgeville, DE 19933, (302) 337-7990 or FAX (302) 337-7998

GRADUATION REQUIREMENTS

English	4.00	Physical Education	1.00
Math	4.00	Health	0.50
Science	3.00	Career Pathway	3.00
Social Studies	3.00	Electives	4.50
World Language	2.00		

Students must accumulate a total of **25 credits** in the required subject areas as listed above to graduate in addition to their Senior Project. Senior Projects are a mandatory component of the curriculum in all Programs of Study or pathway areas and must be approved and satisfactorily completed in order to fulfill Woodbridge School District graduation requirements.

WOODBIDGE SCHOOL DISTRICT PROMOTION POLICY AND COURSE WEIGHT

Promotion to grade 10:

Students must earn **6 credits**
Must have one English credit and one Math credit.

Potential Credits:

- 1- English
- 1- Math
- 1- Science
- 1- Social Studies
- 1- World Language/Other Elective
- 1- PE (.50)/Health (.50)
- 2- Pathway

Promotion to grade 11:

Students must earn **12.5 credits**
Must have two English credits and two Math credits.

Potential Credits:

- 1- English
- 1- Math
- 1- Science
- 1- Social Studies
- 1- PE (.75)/Drivers Ed (.25)
- 3-World Language/Pathway/Electives

Promotion to grade 12:

Students must earn **18.5 credits**
Must have three English credits and three Math credits.

Potential Credits:

- 1- English
- 1- Math
- 1- Science
- 1- Social Studies
- 4-Pathway/Other courses and/or Electives

COURSE	COURSE WEIGHT
University Credit and Advanced Placement	1.15
Academic Challenge	1.15
Honors	1.10
Academic	1.00

CAREER PLANNING PROCESS (CHANGES BEGINNING 19-20 SY)

1. Complete aptitude and interest assessments to learn about your aptitudes, interests, values, and personality on Naviance throughout grades 9-12.
2. Learn as much as you can about a variety of careers and the preparation needed.
 - Complete Career Cluster Survey and Career Interest Profiler in 9th and 10th grade pathway classes.
3. Develop personal and career objectives through the Delaware Student Success Plan.
 - Explore RoadTrip Nation "What's your road?" in 10th grade pathway classes.
4. Investigate options for education and training. Learn the skills to seek and keep a job.
 - Register and take the Armed Services Vocational Aptitude Battery (ASVAB) test in grades 10-12.
 - Create a Resume in 11th grade English classes.
5. Select the courses and/or training needed that will prepare you for your future.
 - Complete scheduling request forms for following school year each spring, grades 9-11.
 - Complete the SuperMatch College Search in 12th grade English classes.
 - Attend Senior Seminars to learn about post-secondary options, scholarships, and financial aid.

THE SCHEDULING PROCESS

The following is a brief overview of our scheduling process:

1. In mid spring, course catalogs are available on the Woodbridge High School Website: www.whsraiders.net
2. School counselors will host grade level assemblies to review course requirements and changes for the upcoming school year.
3. Students will be given the grade-specific course selection sheet and will review courses with parents. Students have the ability to make individual appointments with their grade-specific counselor to discuss their schedule prior to the Scheduling Day at WHS.
4. **Scheduling day at WHS**
 - a. Students will receive a grade-specific course selection sheet.
 - b. Students will receive teacher recommendations and signatures on this sheet throughout the school day.
 - c. Students will be expected to complete the grade-specific course selection sheet in its entirety. If students do not select the correct amount of courses, courses will be selected for the student and the student forfeits their right to change these selected courses.
 - d. Students must submit a grade-specific course selection sheet at the end of the Scheduling Day.
5. Junior and Senior students will be given the opportunity to enter their electives and course level (if the student meets the prerequisites for the class) in Home Access Center at Woodbridge High School under their student account.
6. A copy of the student's course requests will be available to view on Home Access Center for final review with parent/guardian.
7. Any further question, please call Student Services at (302) 232-3333

A course may not be offered or could be cancelled due to insufficient enrollment or staffing changes.

SCHEDULE CHANGES

Student schedules and course offerings are created by the number of course requests made by students. Therefore, if there is an insufficient enrollment number in a specific course, the course may not be offered. Due to this, students must make sure to list alternate course requests on their grade-specific course selection sheet (see The Scheduling Process). If students fail to list alternate course requests, these courses will be picked for the student depending on schedule availability and the student will not be permitted to change classes after schedule has been created. Alternate electives may be chosen if a course is full or direct conflict with graduation requirement.

Once course requests are complete, a Master Schedule is created for Woodbridge High School. This is generally completed in the spring and summer prior to the beginning of the school year.

Changes can only be made to a student's schedule for the following reasons:

- Correction of a clerical or computer error
- Student requested a course that is not being offered and must pick an alternate course
- Verified and documented incorrect level of course
- Student completed credits in summer school
- Compliance with an IEP or 504

Student Schedule Change Procedure

Student schedules will be mailed during the month of August with directions and appointments available with school counselors. If one of the criteria for a schedule change listed above exists for a student, the student should follow the below procedures prior to the start of the school year.

1. The student will fill out a "Request for Schedule Change" form which will be submitted to Student Services for review.
2. Student should make an appointment with their school counselor.
3. The school counselor will determine if the request to change a course meets the criteria established above.
 - a. If the request to change a course meets the criteria, the counselor will change the course.
 - b. If the request to change does not meet the criteria above, a change will not be made.

Please note: An entire schedule may need to be changed to change a specific class. This may change the class periods and teachers of the student's schedule.

The drop/add date for each school year will be the last school day before Labor Day.

Educational Programs

ALL COURSE OFFERINGS ARE SUBJECT TO COURSE REQUEST NUMBERS AND TEACHER AVAILABILITY. There are also several courses offered that require additional prerequisites at the Honors, Advanced Placement, and Dual Enrollment level that have increased academic expectations and rigor.

Selecting the Correct Level of Academic Challenge

College Preparatory Courses (CP) are designed to provide a rigorous curriculum aligned with the Common Core standards. These courses prepare all students to be college and career ready.

Honors Courses (H) differ from CP courses in terms of the depth of content studied and the pace at which the material is covered. Honors courses are designed to challenge students and provide the best preparation for students who are considering applying for admission to highly competitive colleges and universities. Students in these courses should expect more frequent reading and writing assignments and work that is completed often outside of the general school day.

Prerequisites for Honors courses:

- Student cumulative grade (end of third MP) of 85% in the prior specific **Honors** content class.
- Student cumulative grade (end of third MP) of 90% in the prior specific **College Prep** content class
- Test scores on the following assessments: SBAC (incoming 9th), Woodbridge High School Benchmark exams, PSAT 8/9/10, SAT and DeSSA specific content assessments.
- Teacher Recommendation
- Attendance record

Advanced Placement Courses (AP) are rigorous, college-level classes offered at Woodbridge High School in a variety of subjects that give students an opportunity to gain the skills and experience higher education institutions recognize. Through the College Board's AP program, students may earn college credit by successfully passing the AP exam. Students in these courses will regularly complete assignments and reading outside of the general school day. If a student signs up for an AP course, the student is required to attend a pre-summer meeting with the AP teacher, obtain the summer work assignments and complete the assigned summer work by the specific due dates throughout the summer. Students are responsible for the fees that will apply in this course to take the AP exam.

Prerequisites for AP courses:

- Student cumulative grade (end of third MP) of 85% in the prior specific **Honors** content class.
- Test scores on the following assessments: Woodbridge High School Benchmark exams, PSAT 10, SAT and DeSSA specific content assessments.
- Teacher Recommendation
- Attendance record

Dual Enrollment Courses are rigorous, college-level classes at Woodbridge High School that partner with Delaware Technical and Community College so that WHS students can get a head start on their college education earning college credits for English and Math. Dual Enrollment courses are offered to WHS juniors and seniors and are a regularly scheduled class taken during the school day. Although this course is taught at WHS, the expectations and guidelines are created by Del Tech. *Students will be enrolled as a student at Del Tech and will begin their college transcript. Students must achieve an overall grade percentage of 70 or higher to earn college credit.*

Prerequisites for Dual Enrollment courses:

- Currently be a junior or senior in high school
- Must successfully pass the Accuplacer exam provided by Del Tech or meet minimum scores required on SAT for both Math (score 530) and/or English (score 480).
- Teacher Recommendation
- Attendance record

Additional Programs offered:

Academic Challenge Courses (AC) are courses offered in partnership with Delaware Technical and Community College and the Sussex County School Districts in the areas of English and Math. Students are selected for participation in the Academic Challenge Program during the third marking period of seventh grade. During the first three years of this five-year program, students are offered the standard high school curriculum in math and English at an accelerated pace. This allows the students to take college courses in junior and senior year. These courses are taught by Del Tech instructors on campus, and the students earn form college credit for transfer to Universities.

Focus (Response to Intervention)

The Woodbridge School District believes in providing the highest quality of education for our students. To meet this goal, we are using a three-tiered approach to enhance the instruction program. This three-tiered approach is known nationally as Response to Intervention (RTI). It is required as part of federal IDEA law where these practices have been established as an approach to identify and provide early intervention for struggling students specifically in the areas of reading and math.

All students participate in the core curriculum or their regular class schedule where they focus on credit bearing content and career pathway courses. If students qualify due to WHS Benchmark assessments.

Students who need extra support if not on grade level: There are three levels (tiers) of interventions for students who demonstrate at-risk skills in reading, math and general academics or behavior. Each tier provides increasing support beyond their regular classes. All students will be screened three times a year to measure their progress to determine if they are performing at grade-level. Behavioral expectations will also be monitored on a regular basis throughout the year.

- **Tier One** – Teachers will use different strategies within the core curriculum to address all student educational needs. Students assigned to Tier 1 classes during the intervention period will receive college and career ready skill building curriculum and instruction and additional interest area learning.
- **Tier Two** – Based on screening and progress data, students who are not performing at grade level for Tier 1 will be provided supplemental research-based curriculum and instruction matched to their needs.
- **Tier Three** – Students who continue to struggle in Tier Two will receive more intensive curriculum and instruction strategies to help them move towards grade level indicators. Students who continue to display limited progress in this setting may then be considered for further evaluation and services.

Special Education and Student Accommodations

Woodbridge School District offers additional support for special education student's placement in classrooms when it is determined by the students Individualized Education Program (IEP). The IEP enables our team of support teachers to provide accommodations, modifications, and support services in the TAM, SGI or PASE classroom settings. Special Education teachers work with English, Math, Science and Social Studies in regular classrooms to allow our students to be educated in the least restrictive environment. SGI placement offers special education students a lower student/teacher ratio with modifications in materials and instruction. For our students who require more intensive services, our self-contained PASE setting maximizes the students potential with a modified curriculum. All of our special education students have access to the vocational programs and electives that are offered at the high school. Counseling services are also available to facilitate transition from school to post-secondary education, employment, and career opportunities. Students in these areas have a specific classroom setting in their IEP.

Woodbridge High School Pathways

What is a Career Pathway?

The Delaware Department of Education requires each high school student to complete a Career Pathway in order to receive a Delaware Diploma. A Delaware Pathway is defined as three (3) credits of planned and sequential courses designed to develop knowledge and skills in a particular career or academic area

Every student in a public high school in the state of Delaware must identify and complete a Career Pathway to fulfill the requirements for graduation. The Career Pathway is not a part of a required core academic program as it is an additional requirement of a planned, sequential series of at least three related courses. These courses will provide a student with effective technical and academic preparation for entry into highly-skilled and high-demand occupations while also preparing the student for postsecondary learning.

Woodbridge High School Career Pathways

CTE Pathways

<p><u>Academy of Finance</u></p> <ol style="list-style-type: none"> 1. Fundamentals of Finance 2. Principles of Accounting 3. Financial Services 	<p><u>Animal Science</u></p> <ol style="list-style-type: none"> 1. Foundations of Animal Science 2. Growth and Development of Domestic Animals 3. Domestic Animal Management 4. Veterinarian Tech 	<p><u>Computer Science</u></p> <ol style="list-style-type: none"> 1. Exploring Computer Science 2. AP Computer Science Principles 3. AP Computer Science A
<p><u>Jobs for Delaware Graduates</u></p> <ol style="list-style-type: none"> 1. JDG 10 2. JDG 11 3. JDG 12 	<p><u>Manufacturing (partnership with Del Tech)</u></p> <ol style="list-style-type: none"> 1. Principles of Manufacturing 2. MLT I 3. MLT II 4. MLT III 	<p><u>Patient Care Technician (partnership with Del Tech)</u></p> <ol style="list-style-type: none"> 1. Certified Nursing Assistant 2. Certified Phlebotomy Technician 3. Patient Care Technician
<p><u>Plant Science</u></p> <ol style="list-style-type: none"> 1. Foundations of Plant Science 2. Plant and Soil Systems 3. Plant Systems Management and Sustainability 	<p><u>Structural Systems</u></p> <ol style="list-style-type: none"> 1. Structural Systems I 2. Structural Systems II 3. Structural Systems III 4. Structural Systems IV 	<p><u>Teacher Academy</u></p> <ol style="list-style-type: none"> 1. Human Growth and Development 2. Teaching as a Profession 3. Foundations of Curriculum and Instruction

Visual/Performing Arts/MCJROTC Pathways

<p><u>Visual Art</u></p> <ol style="list-style-type: none"> 1. Art I 2. Art II 3. Art II 4. Art IV 	<p><u>Instrumental</u></p> <ol style="list-style-type: none"> 1. Concert Band I 2. Concert Band II 3. Concert Band III 4. Concert Band IV 	<p><u>Vocal</u></p> <ol style="list-style-type: none"> 1. Chorus I 2. Chorus II 3. Chorus III 4. Chorus IV 	<p><u>MCJROTC</u></p> <ol style="list-style-type: none"> 1. Lead I 2. Lead II 3. Lead II 4. Lead IV/Lead Lab
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English

College Prep English Language Arts 9 ELA093

Each student will read and analyze characteristics of literature in various genres, compose textual analysis in several written formats, including essays and research reports, and complete extended-thinking projects emphasizing speaking and listening language skills appropriate to the ninth grade level. Additionally, each student will study contextual vocabulary and grammar.

Honors English 9 ELA092

**Honors Prerequisite*

Each student will read and analyze literature in various genres, produce compositions in several formats like essays and research reports, and complete extended-thinking projects emphasizing speaking and listening language skills accelerated beyond the ninth grade level. Additionally, each student will study contextual vocabulary and grammar. Importantly, each student will be expected to independently prepare for class instruction through daily homework and other responsibilities inherent in an accelerated class.

College Prep English Language Arts 10 ELA103

Each student will continue to explore and critically analyze characteristics of literary elements in various genres with an emphasis on informational text, compose expanded textual and informational analyses, and complete extended-thinking projects emphasizing listening and language skills. An argumentative research paper will be completed following writing guidelines. Students must excel in CP English 10 for consideration in AP Language & Composition.

Honors English Language Arts 10 ELA102

**Honors Prerequisite*

Course will be accelerated beyond the 10th grade level with each student exploring and critically analyzing characteristics of literary elements in various genres with an emphasis on informational text, composing expanded textual and informational analyses, and completing extended-thinking projects emphasizing listening and language skills. An argumentative research paper will be completed following writing guidelines. Importantly, each student will be expected to independently prepare for class instruction through daily homework and other responsibilities inherent in an accelerated class.

College Prep English Language Arts 11 ELA113

This course provides students with a general background in American literature. The course of study models and serves as reinforcement for the historical periods discussed in U.S. History. Students explore and analyze the writings of various American authors while improving their critical thinking and writing skills. A formal research project following a writing format is required. Development of grammar and vocabulary skills occurs through reading context and guided practice. Students must complete outside independent reading. Instructional focus shifts toward improving scores on the SAT and other college placement exams.

Advanced Placement Language and Composition ELA111 (Grade 11)

**AP Prerequisite*

Advanced Placement Language & Composition “engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing (College Board AP, 2010). This course will afford advanced students an opportunity to earn high school and college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination, and if they attend one of the many college or universities that recognize students’ participation in the College Board’s Advanced Placement Program. A required summer assignment will be given prior to the course.

College Prep English Language Arts 12 ELA123

This course is designed to expose students to a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Considerable emphasis will be placed on reading comprehension and writing skills. Supplemental texts will be used to provide reading experiences in a variety of genres covering many different time periods.

Dual Enrollment English DTCC_ENG (Grade 12)

**Dual Enrollment Prerequisite*

- **English 101 Critical Thinking and Academic Writing ENG101 (Semester 1)**

This college-level course is designed to teach the concepts of critical thinking and reading skills in the context of written response and essay writing. This course introduces and reinforces the skills necessary to complete academic essays and to respond to diverse texts in meaningful ways. Taking this course does not guarantee college credits.

- **English 102 Composition and Research ENG102 (Semester 2)**

Prerequisite: Successful completion of Dual Enrollment English 101

This college-level course is designed to enhance writing, research, and speaking skills and to provide academic writing and reasoning skills to foster lifelong learning. Taking this course does not guarantee college credits.

Advanced Placement English–Literature and Composition ELA121 (Grade 12)

**AP Prerequisite*

This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. The course includes intensive study of representative works from various genres and periods, concentrating on works of literary merit. The course will use a variety of texts. Writing is an integral part of the AP English course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. A primary goal is to increase students' ability to explain clearly, precisely, and even elegantly what they understand about literary works and why they interpret them as they do. Required summer assignments will count as 10% of the first marking period grade. Students will be required to take the AP Exam in the spring.

Mathematics

College Prep Algebra I MA093

The fundamental purpose of this course is to formalize and cover the mathematics that students learned in the middle grades. The modules develop understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Algebra I MATH092

**Honors Prerequisite*

The course will focus on promotion of higher level thinking, problem solving, and extend the mathematics that students learned in the middle grades. The instruction for this course will be rigorous and require students to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and,

together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. In addition to the course description above, students enrolled in the Honors course will be expected to complete homework assignments and outside projects.

College Prep Geometry MATH103 (Grade 10)

Prerequisite: Successful completion of Algebra I

This course is the second of the four required courses. Topics include the following domains from the Common Core State Standards: congruence, similarity, right triangles, trigonometry, circles, expressing geometric measurement and dimension, and modeling with Geometry.

Honors Geometry MA102

**Honors Prerequisite*

The course will focus on promotion of higher level thinking and problem solving in Geometry. Students will apply skills and knowledge to formalize and extend students' geometric experiences from the middle grades. The instruction for this course will be rigorous and requiring students to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. In addition to the course description above, students enrolled in the Honors course will be expected to complete homework assignments and outside projects.

College Prep Algebra II MA113 (Grades 10 or 11)

Prerequisite: Successful completion of Geometry

This course is the third of four required courses that extend the topics from Algebra I. Topics include the following from the Common Core State Standards: the real number system, quantities, seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, interpreting functions, linear, quadratic, and exponential models, trigonometric functions, interpreting categorical and quantitative data, interpreting categorical and quantitative data and using probability to make decisions.

Honors Algebra II MA112

**Honors Prerequisite*

The course will focus on promotion of higher level thinking and problem solving in extended topics from Algebra I. Topics include the following from the Common Core State Standards: the real number system, quantities, seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, interpreting functions, linear, quadratic, and exponential models, trigonometric functions, interpreting categorical and quantitative data, interpreting categorical and quantitative data and using probability to make decisions. . In addition to the course description above, students enrolled in the Honors course will be expected to complete homework assignments and outside projects.

Pre-Calculus MATH112 (Grade 11 or 12)

Prerequisite: Successful completion of Algebra II.

This course is the fourth of four required courses that extends the topics from Algebra and Geometry. Topics include the following from the Common Core State Standards: the complex number system, vector quantities and matrices, arithmetic with polynomials and rational expressions, interpreting functions, trigonometric functions, similarity, right triangles and trigonometry, expressing geometric properties with equations, geometric measurement and dimension, interpreting categorical and quantitative data, and using probability to make decisions.

Honors Calculus MA122 (Grade 12)

**Honors Prerequisite in Pre-calculus*

The instruction for this course will be rigorous and will require students to deepen and extend their understanding of the meaning of derivatives in terms of rate of change and local approximations, as well as working with functions represented graphically, numerically, analytically, or verbally, and understand the connections among those representations. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. In addition to the course description, students enrolled in this Honors course will be expected to complete homework assignments and outside projects.

Financial Algebra Math1231 (Grade 12)

Financial Algebra is a comprehensive learning program aligned to the Common Core State Standards. It is an applications-rich, algebra-based, technology-oriented program that incorporates mathematical skills from Algebra 2, Pre-calculus, Calculus, Probability, and Statistics in real-world contexts. Topics include: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings.

Foundations of College Math MATH_001 (Grade 12)

Prerequisite: All seniors may take this course, but will not be eligible for the following if they do not meet these requirements: Attainment of 70% or higher in Algebra II and SAT Math score between 400-500. Students who are enrolled in this course will be able to enter into a credit bearing math course at any Delaware college, if they receive a final grade of 77 or higher.

This mathematics course is designed to be taken during the senior year. Students enrolled in this course have demonstrated success in applying basic Algebra and Geometry concepts in previous coursework. The course emphasizes applications of algebra, geometry and descriptive statistics as aligned with the Common Core State Standards for Mathematics, and supports students in transitioning into credit-bearing college mathematics coursework. Throughout the course, students will demonstrate advanced mathematical reasoning and communication skills. Emphasis will be placed on numerical and graphical representations, mathematical modeling and interpreting data as tools for making sense of real world situations and as tools for clear mathematical communication. Students will rely on their knowledge of linear, quadratic and exponential functions, as well as their prior experience in working with equations, inequalities and systems of linear equations and inequalities as they extend their mathematical experience to include understanding function representations and function behaviors. Mathematical study will extend to polynomial, rational, and radical relationships and applying a variety of functions, beyond linear, quadratic and exponential, to problem situations.

Dual Enrollment Math DTCC_MATH (Grade 12)

**Dual Enrollment Prerequisites*

- **MAT180 College Algebra MAT180**

This course will focus on the promotion of higher level thinking and problem solving, which will require students to apply skills and knowledge to information including: algebra of functions, graphs and applications, absolute value equations and inequalities, polynomial, rational, radical, quadratic and piecewise functions, and the application of basic right triangle trigonometry. In addition to the

course description above, students enrolled in this course will be expected to maintain a collegiate level atmosphere in class as well as complete homework assignments (online) and outside projects/labs.

- **MAT190 Pre-calculus** MAT190

This course will focus on the promotion of higher level thinking and problem solving, which will require students to apply skills and knowledge to information including: a study of exponential, logarithmic, and trigonometric functions; vector applications; complex numbers; simple curve sketching of algebraic and trigonometric functions; nonlinear systems; matrix methods; polar coordinates; and properties of conic sections. In addition to the course description above, students enrolled in this course will be expected to maintain a collegiate level atmosphere in class as well as complete homework assignments (online) and outside projects/labs.

Science

College Prep Integrated Science SCI093 (Grade 9)

This course is an inquiry approach to science with emphasis on physical science, basic chemistry, earth science, and applications to real life. Students will develop problem-solving skills that are essential to meet the state standards.

Honors Integrated Science SCI092 (Grade 9)

Honors Integrated an inquiry approach to science with emphasis on physical science, basic chemistry, earth science, and applications to real life. Students will be expected to demonstrate mastery of standards using a wide range of scientific practices and cross-cutting concepts. This course will ask students to use mathematics, computational thinking, writing, and modelling to provide deep explanations of science phenomena. Coursework is more intensive and requires additional independent work inside the classroom and at home compared to college prep.

College Prep Biology SCI103 (Grade 10)

This course is an inquiry approach to science with emphasis on Biology using the state curriculum for the 10th grade. The units to be covered are Genetics/Biotechnology, Nature of Science and Evolution, and Chemical Biology.

Honors Biology SCI102 (Grade 10)

This course is an inquiry approach to science with emphasis on Biology using the state curriculum for the 10th grade. The units to be covered are Genetics/Biotechnology, Nature of Science and Evolution, and Chemical Biology. Students will be expected to demonstrate mastery of standards using a wide range of scientific practices and cross-cutting concepts. This course will ask students to creatively combine mathematics, computational thinking, writing, and modelling to provide deep explanations of science phenomena. Coursework is more intensive and requires additional independent work inside the classroom and at home compared to college prep.

College Prep Chemistry SCI123 (Grade 11)

This course covers the Delaware Standards to prepare students for college chemistry. A rigorous course, it includes the mathematics needed to deal with chemical relationships. Lab techniques are also covered.

Honors Chemistry SCI122 (Grade 11)

This course covers the Delaware Standards to prepare students for college chemistry. A rigorous course, it includes the mathematics needed to deal with chemical relationships. Lab techniques are also covered. Students will be expected to demonstrate mastery of standards using a wide range of scientific practices and cross-cutting concepts. This course will ask students to creatively combine

mathematics, computational thinking, writing, and modelling to provide deep explanations science phenomena. Coursework is more intensive and requires additional independent work inside the classroom and at home compared to college prep.

Physics SCI113 (Grade 11 or 12)

A conceptual approach to physics, this course fulfills the requirements of the Delaware Standards. Units on experimental design, linear and non-linear motion, and electricity are covered. Many types of learning activities are included, from traditional lab activities to computer simulations.

Advanced Placement Biology SCI121 (Grade 11 or 12)

**AP Prerequisite*

This course is a laboratory approach to science with emphasis on Biology using the College Board curriculum for advanced placement. There are a wide variety of units to be covered and this class will move at a faster pace. Students will be required to take the AP exam in the spring.

Environmental Science and Natural Resources ENV200 (Grade 11 or 12)

Full Year Course

A hands on approach to sustaining life through the management of natural resources will be the focus of this course. Students will study the answers to the following questions: What are natural resources? What is environmental science? How are natural resources and environmental science global industries? Why is natural resources considered a dynamic process? Why environmental science is considered a dynamic process? How does the study of natural resources and environmental science help develop life skills? In what ways do natural resources serve enhance the quality of life?

Social Studies

College Prep World History and Geography SS0931 (Grade 9)

The World History and Geography course familiarizes students with the skills of a geographer by using combined concepts across world history. Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course should compare and contrast these themes across the history of mankind. Students are able to apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction will include the integration of concepts and principles from history, economics, geography, and civics.

Honors World History and Geography SS0921 (Grade 9)

**Honors Prerequisite*

The course will focus on the promotion of higher level thinking and problem solving, which will require students to apply skills and knowledge to content information involving different regions of the world. The instruction for this course will be rigorous and relevant that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. In addition to the course description above, students enrolled in the Honors course will be expected to complete homework assignments and outside research assessments/projects. Emphasis is put on developing writing and primary/secondary source analysis skills.

College Prep Civics and Economics SS103 (Grade 10)

Civics/Economics is a course that is comprised of two disciplines. In Civics, students will learn the general ways in which societies differ and how these differences tend to influence how they organize their governments. Students will explore issues about U.S. citizenship and their rights and responsibilities that will enable them to acquire the skills necessary to participate in our country's democratic processes. This portion of the course will focus on the state civics standards (government, politics, citizenship, and participation).

Economics is a course that teaches students how to make reasoned economic choices and provide ways they can effectively participate in an increasingly competitive and interdependent global economy. Students will assess the impact of market influences and governmental actions on our economy and analyze how different economic systems interact. The major focus of the course is on the state economics standards (microeconomics, macroeconomics, economic systems, and international trade).

Honors Civics and Economics SS102 (Grade 10)

**Honors Prerequisite*

The course will focus on the promotion of higher level thinking and problem solving, which will require students to apply skills and knowledge to content information involving civics and economic concepts. The instruction for this course will be rigorous and relevant that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. In addition to the course description above, students enrolled in the Honors course will be expected to complete homework assignments and outside research assessments/projects. Emphasis is put on developing writing and primary/secondary source analysis skills.

College Prep United States History SS113 (Grade 11)

This class examines American history from the Civil War to the present. Students will acquire an understanding of the relationships between American political, social, economic, and diplomatic events. Emphasis will be placed on developing the necessary reading, writing and analytical skills needed to pass the Delaware state assessment.

Advanced Placement United States History SS111 (Grade 11, 12)

**AP Prerequisite*

This course is designed to provide students with the analytical skills and factual knowledge necessary to critically assess the problems and patterns found throughout United States history. The program makes demands on students that are equivalent to introductory college courses. Students learn to assess historical materials and to weigh evidence in order to respond to higher order questions. There will be homework most nights of the week to enhance understanding of material covered in class. Assessments will be rigorous and will align with the requirements and synthesis found on the nationwide examination, which course students will take in May of the school year. Students are required to take the AP exam and may receive college credit for this course if they are successful on the test.

Spanish

Students who take Spanish I in 8th grade at Woodbridge Middle School, will have the opportunity to take the STAMP Proficiency exam at the end of their 8th grade year. Students who successfully meet the proficiency requirements could enter advanced levels of Spanish at Woodbridge High school and/or satisfy the World Language State of Delaware graduation requirement. Successfully passing Spanish I in 8th grade does not earn high school credit. Woodbridge High School Spanish credit is only earned by meeting the proficiency requirements on the STAMP exam or passing a Spanish class offered at the high school level.

College Prep Spanish I SPA093

Spanish I is an introduction to Spanish. Students will understand, speak, read and write the language on a primary level as well as the culture of Hispanic people and countries. Activities that the student will experience include role playing, cooperative learning, and project completion. The course book "Realidades 1" incorporates visual aids, CD listening activities and access to online materials.

College Prep Spanish II SPA103

Prerequisite: Successful completion of Spanish I

In this class students will achieve a basic understanding of the mechanics of the Spanish language. Listening, speaking, reading, and writing increase in length, difficulty, and complexity. Activities that enhance this experience include interviews, opinion surveys, role-plays and oral presentations. The course textbooks are "Realidades I and II", incorporate visual aids, CD/DVD listening activities, and access to online resources.

Honors Spanish III SPA112

**Honors Prerequisite*

This course is designed for students who have demonstrated a strong work ethic and competence in CP Spanish II. Listening, speaking, reading and writing will continue to progressively increase in rigor in order to prepare the student for Honors IV or AP Spanish Language and Culture. Students will continue to explore and be exposed to Spanish and Latin American literature through a variety of genres, such as short stories and poetry. Opportunities to improve speaking proficiency will be provided in the form of oral presentations, conversations, and hands on projects. The use of "College Board" recommended materials in grammar, culture, and literature will be employed to supplement lessons. The course textbook, "Realidades III", further enhances the learning experience by incorporating visual aids, DC/DVE listening activities, and online resource/practice materials II.

Honors Spanish IV SPA122

**Honors Prerequisite*

This course is strongly recommended for those non-heritage learners who are interested in AP Spanish Language and Culture course. This course will solidify grammatical concepts, vocabulary, and cultural perspectives learned in Spanish I-III. Emphasis will be placed on the presentational and guided conversation aspect of the AP exam. Students will continue to explore and be exposed to Spanish and Latin American literature through variety genres, such as short stories and poetry. Opportunities to improve speaking proficiency will be provided in the form of oral presentations, conversations, and time spent in our language lab. The use of "College Board" recommended materials in grammar, culture, and literature will be employed to supplement lessons. The course textbook, *Conexiones*, further enhances the learning experience by incorporating visual aids, CD/DVD listening activities, and online resource/practice materials.

Advanced Placement Spanish Language SPA121

**AP Prerequisite*

This is a college level course designed for students who have demonstrated a strong work ethic and competence in Spanish Honors IV and plans to take the AP Spanish Language test at the end of the year. Listening, writing, speaking, and reading will be rigorous. Students will continue to explore and have exposure to authentic texts as well as Spanish and Latin American literature through a variety of literary genres such as, novels, short stories, and poetry. Opportunities to improve speaking proficiency will be provided in the forms of oral presentations and interpersonal conversations. Writing skills will be emphasized in interpersonal and presentational writing assignments. College Board recommended materials in grammar, culture, and literature are employed in all lessons. Students will be required to take the AP exam in the spring.

Health/Physical Education/Drivers Ed

Health HEA100 (Grade 9)

Health Education emphasizes the concept of wellness. Students are encouraged to focus on total health: mental, physical, and social. Included in the course of study are units on health and wellness, physical fitness, drug/alcohol/tobacco use, human sexuality, nutrition, care of the body, and mental health. Finding a way to raise one's level of wellness by making healthy decisions is a major component for this course.

Physical Education I PE100 (Grade 9)

Physical Education aims to provide knowledge, attitudes, and skills necessary for worthy use of leisure time, the ability to engage in activities conducive to healthful living, and the development of physical, mental, and social health. These courses offer the student an opportunity to participate in team, individual, and dual sports. The components of physical fitness are emphasized by providing activities to increase flexibility, muscle strength, muscle endurance, and cardiovascular endurance.

All incoming 9th grade students will be scheduled into this course combination.

Drivers Education DE200 (Grade 10 only)

Prerequisite: Students must be at least 15 years of age or older by December 31 of their 10th grade year and must have earned the appropriate credits to be considered a 10th grader. See more prerequisites below.

The course Driver and Safety Education is available to students currently enrolled in the 10th grade. This course shall include a minimum of 40 class hours of instruction consisting of a minimum of 30 classroom instructions, 7 hours in the car behind-the-wheel instruction, and 7 hours of observation. Each student will be required to take a final examination on the classroom work. Each student successfully completing the classroom work and the road instruction will receive a certificate. Students are only eligible to take this course one (1) time during their high school career.

Driver's Education provides for students to acquire knowledge of good practices in traffic safety and highways. It requires that students satisfactorily pass both the classroom and roadwork in order to receive a certificate. **Per the State of Delaware requirements, a student must earn a 70 or better during the classroom portion in order to be eligible to complete the road portion of this course.** The final class grade will be determined by averaging the grades given for the year's work in each of the following areas of class work: class participation, test and quizzes, notebook and the final examination.

Physical Education II PE 200 (Grade 10)

Physical Education II is designed for students to actively participate in a wide variety of activities. The emphasis is to provide each student with positive attitudes, knowledge and skills necessary for the development of a healthy and physically active lifestyle. The course will offer the student an opportunity, to participate in individual, dual as well as team activities.

Academy of Finance Pathway

Principles of Finance FOF001 (First Semester-Grade 10)

Principles of Finance gives students a thorough introduction to the concepts, tools, and institutions of finance and serves as a foundation for the core courses offered by the Academy of Finance. Principles of Finance begins with the basics of financial literacy and the function of finance in society. Students then study income and wealth, including budgeting, personal banking, credit and borrowing, and planning for retirement. Next, students examine financial institutions and the role of finance in organizations. They learn about common methods by which businesses raise capital, and they study key investment-related terms and concepts, including the time value of money. Students also explore specific topics of importance in today's world of finance, risk management, taxes, and ethics. They research how technological and international innovations have changed the financial services field.

As an integral part of the course, students also participate in an in-depth study of a particular finance topic. Students use a Project Based Learning approach to become personal finance experts and lead a schoolwide exhibition on issues critical to financial literacy. Working in groups of three or four, students choose a topic to investigate and examine their topic from various perspectives, including its importance to an individual's understanding of finance as well as its relevance to the finance industry and society. Groups synthesize their learning and create a three-panel display, public service pamphlet, and talking points, all of which they present to an invited audience at a financial literacy fair. Finally, students explore the types of careers that exist in finance today.

Financial Planning (Second Semester-Grade 10)

Financial Planning provides students with an overview of the job of a financial planner. Students look at financial planning in an objective way that requires them to regard all aspects of financial planning as relevant to a potential client. Students learn about the importance of financial planning in helping people reach their life goals, how to set personal financial goals and a budget, the ethical code of certified financial planners, time-and-money relationships, and tax-reduction strategies. The course includes lessons on saving, borrowing, credit, and all types of insurance. It covers various types of investments, including income and growth investments. The course also discusses retirement and estate planning. Students apply their knowledge in an integrated culminating project, in which they create a basic financial plan for themselves as they imagine themselves to be at the age of 25. The project allows students to actively practice the key services provided by financial planners. At the end of selected units, students use their knowledge to complete sections of a financial planning template, setting financial goals, determining insurance needs, creating investment strategies, and planning for retirement. In addition to giving students a forum in which they can demonstrate their learning, the project provides a framework for students to create a pathway to financial independence.

Principles of Accounting POA002 (First Semester-Grade 11)

Prerequisite: Principles of Finance and Financial Planning

Principles of Accounting provides students with an understanding of the critical accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. Students learn that accounting is an integral part of all business activities and that accounting plays an important role in the everyday accountability of a business as well as in high-stakes decision making and analysis. In addition, students learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets. Students apply the basic concepts of accounting to the culminating project, creating and running a real estate development business. Students play a modified version of the game Monopoly® over the duration of the course and record their evolving financial statements, analyze their data, and assess their company's performance over time. They then prepare and give a presentation at an accounting fair for their peers, family, and members of the local business community. Students also examine career opportunities and the professional certifications and designations earned by individuals in the accounting profession.

Managerial Accounting (Second Semester-Grade 11)

Prerequisite: Principles of Finance, Financial Planning and Principles of Accounting

The Managerial Accounting course introduces the fundamentals of management accounting, including manufacturing and cost accounting, budgeting, accounting for managerial decision making, and financial statement analysis. Students learn how to use accounting information for internal decision making and for planning and control. Because accounting knowledge is beneficial to business professionals in every discipline, this course provides them with the financial acumen necessary to make informed personal and business decisions. For the course's culminating project, students apply what they have learned about using managerial accounting processes and techniques to decision making in order to maximize profit. Students work in teams of three or four to determine the most profitable way for their company to expand into the snack-mix assortment market by performing a series of financial analyses designed to determine how best to meet or exceed a net income goal. The project incorporates costing and pricing, sales mix analysis, performance-report preparation and financial ratio comparisons, and profitability. Teams determine and recommend a strategy that will enable the corporation to meet its needs most effectively. For students interested in pursuing accounting as a career or in using its techniques in any business discipline, this course is an appropriate follow-up to Principles of Accounting.

Financial Services FSV003 (First Semester-Grade 12)

Prerequisite: Principles of Finance, Financial Planning, Principles of Accounting, Managerial Accounting

Financial Services provides students with an overview of banks and other financial services companies. The course begins by introducing students to the origins of money and banking, and then examines the early history of banking in the United States. Students move into an in-depth study of the financial services industry and explore the types of companies that make up this industry. Students learn about the services offered by such companies and analyze the ways these companies earn profits. This course also introduces students to the main concepts behind investing and discriminates among different ways to invest money. Students examine contemporary issues, including the level of personal saving in the United States, ethics in the financial services industry, and the industry's effect on communities and families. Students apply what they have learned over the course to the culminating project, making recommendations for two financial services products that will serve to both benefit their own community and be profitable at the same time. Working in strategy teams, students identify needs in their community that might be addressed through two financial services products. They then develop these ideas into a formal presentation that they give before an invited audience of community leaders. Finally, students get a chance to consider the types of careers that exist in financial services companies.

Professional Ethics (Second Semester-Grade 12)

Prerequisite: Principles of Finance, Financial Planning, Principles of Accounting, Managerial Accounting, Financial Services

This course gives students a solid understanding of the role ethics holds across the professions. It develops students' ability to evaluate ethical issues with reason and logic, and it gives them the tools they need to resolve ethical dilemmas that they will encounter during their careers. Employers today are actively looking for employees with these skills. An introduction to the philosophies that have informed ethical reasoning since antiquity helps students to realize that thinking through ageless questions such as "what is justice?" and "what does being an ethical person really mean?" is the first step to discovering what they value and how they can use ethics to guide them in their careers. Students then explore the qualities that characterize an ethical professional. Students practice using a decision-making framework to locate the underlying question that must be answered to resolve a range of ethical dilemmas. They practice using the ethical theories and framework they have learned to propose solutions to ethical issues presented as case studies. With these ethical tools on hand, students investigate ethics in the workplace, the kinds of ethical problems that employees frequently confront, and the systems that protect employees from such unethical practices as discrimination and unlawful termination. Students see that management has a different set of ethical challenges. They consider the relationship between obedience and authority and analyze the qualities of effective leaders, as well as the ways managers can inspire ethical behavior and create an ethical workplace culture. Students learn about ethical issues specific to online

professional communication and digital professional etiquette. They expand their investigation to look at corporate ethics and the ethics of marketing before delving into the ethical landscape of the industry they are preparing to enter. Their culminating projects require students to bring the knowledge and skills they have developed in this course to bear on a serious ethical issue that their industry faces today. Students work in groups to present their findings and proposed solutions to an audience of industry professionals. Alternatively, they participate in an ethics bowl to exhibit their skills with reasoning and productive discussion.

Animal Science Pathway

Foundations of Animal Science ANI100

This course focuses on the fundamentals of animal science which include animal origin, domestication and uses, careers in the animal industry, animal safety and sanitation, ways animals help humans, taxonomy and breeds, basic nutrition and health, biosecurity principles and environmental conditions on animals and animal rights vs. welfare. Students are introduced to the foundational leadership skills, responsibility, and cooperation needed to be a successful and productive citizen through a school-based agricultural education three-component model which includes FFA activities, Supervised Agricultural Experience programs, and career and leadership development events.

Growth and Development of Domestic Animals ANI200

Prerequisite: Successful completion of Animal Science I

This course enables students to apply animal science principles including: biosecurity principles and environmental conditions on animals, scientific principles of anatomy, physiology and reproduction, nutrition, animal health and management, animal products and processing, laws and sustainable practices, and industry standards on the animal selection process. Students develop leadership skills, increase levels of responsibility, and engage in cooperative activities through FFA activities, Supervised Agricultural Experience programs, and career and leadership development events through a school-based three-component agricultural education model.

Domestic Animal Management ANI300

Prerequisites: Successful completion of Animal Science I and II

This course enables students to demonstrate their mastery of the content covered in FSA and GDDA and apply their technical knowledge and skills in the field of animal agriculture. Students apply their mastery of biosecurity principles and environmental conditions on animals, global applications of animal agriculture, reproduction and genetics, animal nutrition, animal health care and evaluation, selection and marketing, and legal responsibilities through hands-on activities. Students apply skills gained through Supervised Agricultural Experience programs, FFA leadership activities, and career and leadership development events to better serve the community through a school-based three-component agricultural education model.

Veterinary Technology ANI400 (Grade 12 only)

Prerequisite: 90 or better average in Animal Science I, II, and III

The Veterinary Technology class is for students who have a true desire to work in veterinary medicine. Students will be required to intern at a Veterinary clinic accumulating 500 hours of clinical time. This time must begin in the summer before they enroll in this class. Students will also study the Veterinary Assisting curriculum independently. The final portion will be a certification test administered. The clinical hours, the written test, and a skills checklist must be completed and meet program grade requirements for students to graduate as a certified Veterinary Assistant. Students must provide their own transportation to the veterinary clinic.

Animal Science CO-OP AG500 (Grade 12)

Prerequisite: Parental, teacher, and administrative approval are required

This one credit course will provide students with the opportunity to gain work experience in an area related to their educational and career goal as defined by the Agriculture Technologies Program of Studies requirements. Prior to placement students will receive instruction related to employer-employee relations, positive work attitudes, job performance, punctuality, and attendance. The student will also maintain a journal of work experiences.

Computer Science Pathway

The Computer Science program of study is a three (3) course Career & Technical Education (CTE) instructional program that engages students in open-ended problem solving where students study computational practices such as algorithm development, problem solving and programming within the context of problems relevant to their everyday lives. They are also introduced to topics such as interface design, limits of computers, and societal and ethical issues. The program prepares students for further education and careers in information technology and computer science. The CTE program consists of three courses, Exploring Computer Science (ECS), AP Computer Science Principles (CSP), and AP Computer Science A (CSA).

Exploring Computer Science CSC100 (Grade 10)

This introductory course allows students to focus on the conceptual ideas of computing to understand why certain tools or languages might be utilized to solve particular problems. The goal of the course is to develop computational practices of algorithm development, problem solving and programming within the context of relevant and authentic problems. Topics such as interface design, limits of computers, as well as societal and ethical issues are explored.

AP Computer Science Principles CSC200 (Grade 11)

AP Prerequisite and successful completion of Exploring Computer Science

This course will allow students to understand the real-world impact of computing applications and programming literacy using a multidisciplinary approach. Students are introduced to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the internet and issues of cybersecurity, as well as impacts of computing that affect different populations. CSP gives students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. Students are required to take the AP exam in the spring.

AP Computer Science A CSC300 (Grade 12)

AP Prerequisite and successful completion of AP Computer Science Principles

This rigorous course allows students to solve problems, work with design strategies and methodologies, organize data through data structures, apply data processing techniques, analyze potential solutions, and investigate ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. The CSA course curriculum is compatible with many CS1 courses at the college and university level.

Jobs for Delaware Graduates Pathway

The JDG program is designed to help students reach academic and career goals. The curriculum includes 20 school-to-work transition competencies per year. JDG is an approved career pathway. All JDG students are eligible for membership in the Delaware Career Association (DCA), a youth organization that enhances the classroom instruction with field trips, group activities, and state conferences. The four goals of the DCA are leadership, community service, social skills, and career preparation. The JDG Specialist is available to assist JDG students in finding jobs in the career of their choice during the school year, in the summer, and for 12 months following graduation.

JDG 9

The JDG Grade 9 course includes: Study skills, personal grooming, goal planning, decision making, choosing a career path, maintaining a positive attitude, coping with change, values clarification, image assessment, enhancing necessary workplace success skills, group dynamics, conflict resolution, and life skills math.

JDG 10

The JDG Grade 10 course includes: Problem solving, teamwork, goal setting, money management, workplace math, courtesy and respect, customer service, workplace diversity, writing job applications, career interests, entrepreneurship, leadership, and understanding insurances.

JDG 11

The JDG Grade 11 course includes: Career vocabulary, listening skills, resume writing, sources of jobs, telephone skills, stress management, personal budgeting, career manual, verbal presentations, critical thinking, constructive criticism, occupational preferences, and professional ethics.

JDG 12

The JDG Grade 12 course includes: Time management, cover letters, choosing career attire, employment interview, job survival, business etiquette, employee rights, performance evaluations, pay and benefits, financial planning, career travel, writing a letter of resignation, and career portfolio. Each senior will develop a Career Portfolio that includes a resume and references, sample job application, and commendations.

Leadership Education (MCJROTC) Pathway

The Marine Corps Junior Reserve Officers' Training Corps Program is a Military Service, Academic elective of the High School Curriculum. The Program of Instruction provides Leadership Education by teaching five major subjects. These include Leadership, Citizenship, Personal Growth, Responsibility, Public Service, Career Exploration, and general military subjects.

Leadership Education I LEA100

LE I is the first of four levels of the U. S. Marine's Junior Reserve Officer Training Corps (JROTC) program. JROTC is not a recruiting tool for the military or a boot-camp for juvenile delinquents. This introductory course focuses on the JROTC mission "to develop character, leadership, and civic responsibility." Students learn basic leadership, teamwork, citizenship, drill & ceremony, and military style physical training. Classes are taught in both a structured classroom environment and outdoors. Military customs, courtesies and traditions are explained and observed. Uniforms are issued at no charge to the student and required to be worn once a week for the entire course and students are required to maintain Marine Corps grooming standards. Extracurricular activities include: Drill Team, Color Guard, and Raider Challenge Training. Selected students may voluntarily attend weekend Leadership Camps and week-long summer camps where they practice leadership and

teamwork skills with students from other high schools, on actual military installations. This course may only be repeated with Senior Marine Instructor (SMI) approval.

Leadership Education II LEA200

Prerequisite: Leadership I and teacher recommendation

LE II is the second of four levels of JROTC. The focus is similar to LE I, but in greater depth. Students are required to wear JROTC uniforms once a week for the entire course and students are required to maintain Marine Corps grooming standards. Students are introduced to the values and principles of leadership, aspects of wellness, fitness, first aid, map reading, and the role of the U.S. Military in American History. Platoon drill & ceremony and assumption of low level leadership positions within the Battalion are emphasized. Participation in extracurricular activities is encouraged and community service is required.

Leadership Education III LEA300

Prerequisite: Leadership II

This advanced MCJROTC course focuses on the roles of leadership in various staff positions, peer counseling and leadership assessment techniques. At this level students demonstrate their acquired leadership and communication skills by mentoring subordinate cadets and teaching them skills acquired in previous LE courses. Students are required to wear JROTC uniforms once a week for the entire course and students are required to maintain Marine Corps grooming standards. Participation in community service projects is required. Completion of this (LE III) level may enable students to enter the U.S. Marine Corps two pay grades higher than other enlistees.

Leadership Education IV LEA400

Prerequisite: LE III, Promotion to the rank of Sergeant or invitation by SMI

This is the highest level of JROTC, reserved for Cadets of the highest caliber. It is conducted in a direct-study format under the personal direction of the Senior Marine Instructor. The focus of this course is the practical application of leadership principles and techniques as they apply to the JROTC Company. LE IV Cadets are responsible for planning, coordinating, and executing major JROTC activities and functions in school and in the community. They act as role models and mentors, and conduct supervised classroom instruction of subordinate LE I and LE II cadets in basic LE subjects. Students are required to wear JROTC uniforms once a week for the entire course and students are required to maintain Marine Corps grooming standards. Only students who have excelled as LE II and III level Cadets will be considered for participation in the LE IV program.

Leadership Laboratory LEA500 (Grade 10, 11, or 12)

Prerequisite: Leadership I

This course is designed for cadets who wish to further pursue their interest in fundamentals of marksmanship, competitive drill, color guard, physical fitness for Raider Challenge activities. This course allows additional practical application of Leadership under instructor supervision while participating in JROTC related activities. Cadets must exhibit a high level of dedication, self-discipline, concentration, and a desire to participate in teamwork related activities. Cadets who desire to pursue these specialized interests will have an opportunity to compete up to the National Level in Marksmanship, Drill Team, or Raider Challenge events.

MCJROTC Marksmanship/Drill Team I-III DRL400 (Grade 10, 11, or 12)

Prerequisite: Leadership I

This course is designed to develop and perfect competitive drill routines, fundamentals of marksmanship, and physical fitness. The cadet must exhibit a high level of dedication, self-discipline, concentration and teamwork. Cadets will be evaluated on their mastery of close order drill and application of the marksmanship fundamentals during competitions. Both the marksmanship and drill teams will be recognized separately during competitions but have the opportunity to be recognized up to the National Level.

Manufacturing Pathway ***Delaware Technical and Community College Partnership***

In partnership with Delaware Technical and Community College and the Delaware Manufacturing Association, the initiative will involve developing a two-year, comprehensive program in manufacturing technologies for Delaware high school juniors and seniors. The program – which results in nationally recognized advanced manufacturing certificates, in addition to a high school diploma and potential college credits – allows students to attend classes at WHS part of the week, while spending the remainder at the community college getting hands-on training. All students will complete the Principles of Manufacturing course as an introduction to the pathway and then students will choose between two areas: Production Technician or Logistics Technician to complete the remaining courses.

Manufacturing Production Technician (MPT)

The program of study is a two (2) year; four (4) semester CTE instructional program that engages students in the application of manufacturing processes, fabrications, automation and control systems. Instruction regarding electrical systems and controls, fluid power, and electro-magnetic systems are the highlighted areas in the remainder of the program.

Principles of Manufacturing (Grade 11- Semester 1)

This course is the first level for Manufacturing Logistics and Production pathways. Students will be provided with the foundations skill to start a career in manufacturing. Students will learn about tool use, production assembly, print reading, wiring, welding lock-out tag OSHA safety, and key manufacturing mathematical concepts.

MPT I: Electrical Systems and Controls (Grade 11- Semester 1/2)

Prerequisite: Principles of Manufacturing

This course provides students with applications in electrical systems and controls with a focus on applied mathematics for electricity, AC and DC electrical circuits, electrical motor controls, and concepts of Lean Manufacturing and 5-S.

MPT II: Fluid Power (Grade 11 & 12-Semester 2/1)

Prerequisite: Electrical Systems and Controls

This second level course will provide students with real-world applications in fluid power, this course will focus on hydraulics, pneumatics and electro-fluid power.

MPT III: Electro-Mechanical Systems (Grade 12- Semester 1/ part of 2)

Prerequisite: Fluid Power

This course provides students with real-world applications in electro-mechanicals systems. This course will focus on mechanical drives and programmable logic controllers (PLCs).

Manufacturing CO-OP (Grade 12, Semester 2)

Students will participate in a paid cooperative learning experience and craftsmanship experience, where they will be paired with a local company that will provide oversight as students utilize the skills obtained from their training in a work environment. Students will be required to provide their own transportation to and from the internship and will be required to report on time and be present for the required hours set forth by the manufacturer. Students will receive quarterly visits for evaluation.

Manufacturing Logistics Technician (MLT)

The program of study is a two (2) year; four (4) semesters CTE instructional program that engages students in the application of manufacturing processes and familiarizes students with logistical operations in a manufacturing facility. Instruction regarding quality, safety practices, processes and production, and advanced handling and logistics are the highlighted areas of the program.

Principles of Manufacturing (Grade 11- Semester 1)

This course is the first level for Manufacturing Logistics and Production pathways. Students will be provided with the foundations skill to start a career in manufacturing. Students will learn about tool use, production assembly, print reading, wiring, welding lock-out tag OSHA safety, and key manufacturing mathematical concepts.

MLT I: Manufacturing Quality, Safety, and Practices (Grade 11- Semester 1/2)

Prerequisite: Principles of Manufacturing

This course will focus on quality and measurement, emergency and fire safety, emergency and incident management, basic life support, material handling equipment, and computer spreadsheet applications.

MLT II: Manufacturing Processes and Production (Grade 11/12- Semester 2/1)

Prerequisite: Manufacturing Quality, Safety and Practices

This course provides students with advanced knowledge of Manufacturing Processes and Production with a focus on tool and equipment safety, equipment maintenance and repair, and the 5-S and Lean Manufacturing processes.

MLT III: Advanced Handling and Logistics (Grade 12- Semester 1/2)

Prerequisite: Manufacturing Processes and Production

This course provides students with advanced handling and logistics skills with a focus on supply chains, manufacturing processes, packaging, material processing, inventory control, and transportation

Manufacturing CO-OP (Grade 12, Semester 2)

Students will participate in a paid cooperative learning experience and craftsmanship experience, where they will be paired with a local company that will provide oversight as students utilize the skills obtained from their training in a work environment. Students will be required to provide their own transportation to and from the internship and will be required to report on time and be present for the required hours set forth by the manufacturer. Students will receive quarterly visits for evaluation.

Patient Care Technician Pathway ***Delaware Technical and Community College Partnership***

In partnership with Delaware Technical and Community College, The Patient Care Technician Pathway is a program that Woodbridge High School offers to juniors and seniors. Students will have a DTCC Instructor for all 3 courses but will take classes at Woodbridge High School. This is a competitive pathway at WHS and students must meet several requirements to enter the program as there are limited spots. Students will be required to take the Fundamentals of Health Sciences class as a prerequisite course and pass this course with an 85% or higher in their sophomore year. Additionally, students will be required to meet the standards of the Honors prerequisites at WHS including behavior expectations and maintain a 3.0 GPA or higher. If a student is accepted into the program their junior year, student must complete all 3 courses in the program that will be completed by the end of their senior year. In addition, the student must complete the clinical hour(s) component of each course. To successfully receive credit for each course, the student must receive a passing grade in the course and complete all required skill and clinical hours.

Each student will be responsible for their own transportation to and from the facilities to complete their clinical hours. Clinical hours will include Saturday hours. The student is responsible for all additional fees including uniform cost, drug screening, background check, and fee for certified exams. Additional guidelines are outlined in the course syllabus.

Fundamentals of Health Sciences PCT100 (Grade 10)

**Prerequisite- student must successful pass this course in order to be considered for entry into the Patient Care Tech Program.*

This course introduces students to careers in healthcare and is a prerequisite to the other Patient Care Technician Program. This course will explore the National Consortium for Health Science Education (NCHSE) National Health Science Standards and entry level healthcare skills as well as the language of medicine. Students begin preparation for the National Consortium for Health Science Education (NCHSE) National Health Science Assessment.

Certified Nursing Assistant PCT200 (Grade 11, 1st semester)

Prerequisite: Fundamentals of Health Sciences, see additional prerequisites listed above in program description.

In this 150- hour course, students learn to safely perform basic nursing skills under the supervision of the licensed nurse in a health care facility. Communication, observation, and documentation skills are incorporated to aid the student in meeting the psychological, physical and environmental needs of the patient. Following successful completion of the course (75 theory/lab and 75 hours of clinical) the student will be qualified to take the Nurse Aid Competency Examination for certification. Student is responsible for the examination fee of this course.

Certified Phlebotomy Technician PCT201 (Grade 11, 2nd semester)

Prerequisite: Certified Nursing Assistant

This 220- hour course is certified by the American Society of Phlebotomy Technicians (ASPT). Students are trained to perform a variety of blood collection methods using proper techniques and precautions. Classes are taught in lecture, student laboratory and through a 120 -hour clinical experience. Following successful completion of the course (120 theory/lab and 100 hours of clinical) the student will be qualified to take the ASPT certification exam. Student is responsible for the examination fee of this course.

Patient Care Technician PCT300 (Grade 12)

Prerequisite: Certified Nursing Assistant and Certified Phlebotomy Technician

This 275- hour course covers basic laboratory skills of the profession to include anatomy and physiology, EKG terminology including how to perform and read an EKG, legal and ethical issues pertaining to patient care, social and emotional support, nutrition, and basic communication skills. Universal precautions are integrated with all performed procedures. Competency in CNA and Phlebotomy is required. Students will complete the instruction portion of this class during the first semester senior year and will complete the clinical hours in the second semester senior year. Following successful completion of the course (195 theory/lab and 80 hours of clinical) the student will be qualified to take the certification exam for Patient Care Technician. Student must be at least 18 years of age and have a high school diploma to take the exam. Student is responsible for the examination fee of this course.

Nursing Assistant/Patient Care III MED400 (Grade 12, Graduating Class of 2020)**1st Semester Course**

In this 150- hour course, students learn to safely perform basic nursing skills under the supervision of the licensed nurse in a health care facility. Communication, observation, and documentation skills are incorporated to aid the student in meeting the psychological, physical and environmental needs of the patient. Following successful completion of the course (75 theory/lab and 75 hours of clinical) the student will be qualified to take the Nurse Aid Competency Examination for certification. Student is responsible for the examination fee of this course

Plant Science Pathway

Foundations of Plant Science PLT100

This course explores the plant industries and food system of the United States in order to foster an understanding of the steps involved in growing crops for food, as well as plants for ornamental and aesthetic purposes. Students study the major characteristics of plant life, plant structures and functions, nutrient needs of plants, fundamentals of soil science, water management, cultural practices, pest management, and explore career options in the horticulture industry through classroom and laboratory instruction. Students are introduced to the foundational leadership skills, responsibility, and cooperation needed to be a successful and productive citizen through a school-based agricultural education three-component model which includes FFA activities, Supervised Agricultural Experience programs, and career and leadership development events.

Plant and Soil Systems PLT200

Prerequisite: Foundations of Plant Science

This course enables students to build on the knowledge and experiences gained fundamentals of plant and soil science. Students apply knowledge and concepts of plant science, soil science, water management, pest management, and various crop production characteristics through hands on laboratory and experiential learning. PSS uses a combination of classroom and laboratory instruction that includes land labs, greenhouses, landscape beds, floral production, and hydroponics. Students develop leadership skills, increase levels of responsibility, and engage in cooperative activities through FFA activities, Supervised Agricultural Experience programs, and career and leadership development events through a school-based three-component agricultural education model.

Plant Systems Management and Sustainability PLT300

Prerequisite: Plant and Soil Systems

This course enables students to apply principles of horticulture production and facility maintenance and design. Students learn soil conservation and land management practices, as well as concepts related to integrated pest management and how to properly use and apply pesticides, as well as principles of business management and record keeping. Students explore global economic systems, sustainability of plant life, and the multifaceted role plants play in sustaining and improving the quality of life. Students apply skills gained through Supervised Agricultural Experience programs, FFA leadership activities, and career and leadership development events to better serve the community through a school-based three-component agricultural education model.

Structural Systems Technology Pathway

The focus of this four-year construction program is to provide students an educational opportunity for success in the many aspects of the Building Trades using new technology combined with traditional values and methods to prepare the students for a successful career in the Construction industry. Students are prepared for a choice of two or four year post-secondary education by gaining valuable course credits through the Tech Prep program associated with many institutions of higher learning or receives one year credit towards apprenticeship training. Students may also enjoy the benefits of membership to the school's FFA chapter to enhance their leadership and career skills of their chosen field of study.

Structural Systems I STR100

The students enrolled in this course will research the education and skills needed to be successful in the many careers available in the construction industry. The student will receive instruction related to materials (wood, metal, plastics, etc.), hand and power tools, safety and the many building procedures for project completion. The students will utilize the shop area for projects involving carpentry, plumbing, electrical and finish woodworking with hands-on instruction. The students will learn the many benefits of the FFA Organization and have the opportunity to join the school's chapter.

Structural Systems II STR200

Prerequisite: Structural Systems I

This course is designed to take the students who have passed Structural Systems 1 to the next level of construction knowledge and skills. Advanced framing, structure design, and specialty items, such as metal framing work in all aspects of residential, commercial, industrial and agricultural construction will enhance the student's construction knowledge. The basics of exterior and interior finishing including the many materials and building procedures used in modern construction will be covered in this course. Students will study blueprint reading and build challenging projects from blueprint specifications for the school, community and themselves. Students will have the opportunity to job shadow in the construction trades while in this course and also enter projects in FFA competition.

Structural Systems III STR300

Prerequisite: Structural Systems II

This advanced course will focus the students' construction knowledge and skills from Structural Systems I and II to the layout and building site prep work using the modern instruments found in the industry today. The emphasis of this includes all aspects of masonry construction, plumbing and materials, and welding and torch-cutting methods. Using new advanced technology, students will design, estimate materials and construct actual high-level projects for the school and community. Students will also learn the proper maintenance techniques for machinery and power equipment used in the construction industry of today.

Structural Systems IV STR400

Prerequisite: Structural Systems III

This course will focus on advanced design, research, and through the development of the senior project, the demonstration of the student's mastery of concepts presented in the Structural Systems curriculum. Students will be expected to use advanced technology in the preparation and presentation that combines research and fabrication of the senior project. A daily work journal will also be maintained. Students will also be directly involved in the construction of a project for the Woodbridge School district and/or surrounding communities. Students will be required to estimate costs; purchase materials, schedule subcontractors and class work when appropriate, and fabricate the actual project. Students will perform client interviews in the project planning process and will comply with all state, county, and municipal codes. This course will be two periods long as a capstone to the pathway.

Structural Systems CO-OP STR500 (Grade 12)

Prerequisite: Structural Systems III or Structural Systems IV

This one credit course will provide students with the opportunity to gain work experience in area related to their educational and career goal as defined by the Structural Systems Technologies Program of Studies requirements. Prior to placement students will receive instruction related to employer-employee relations, positive work attitudes, job performance, punctuality, and attendance. The student will also maintain a journal of work experiences. Parental, teacher, and administrative approval are required.

Teacher Academy Pathway

Human Growth and Development TA100

This course focuses on human development, theory, and the development of a child from birth through adolescence. It includes aspects of human development and behavior, family and environmental influences, conception and birth, an overview of the major theories, and research and observation techniques. Students will participate in child-centered activities as well as the Baby Think it over project. Students are encouraged to participate in the Educators Rising student organization.

Teaching as a Profession TA200

Prerequisite: Successful completion of Human Growth and Development

This course focuses on becoming a teaching professional. The emphasis will be on schools and the role of the teacher. Students will learn qualities of effective teachers, teaching challenges and rewards, careers in education, the history of education, and school law and ethics. Students will explore college requirements and compare educational institutions in the U.S. and around the world. Students will be able to expand their Educators Rising experience.

Foundations of Curriculum and Instruction TA300

Prerequisite: Successful completion of Teaching as a Profession

In this course, students will be able to put into practice what they have learned in Teacher Academy I and II. They will be exposed to curriculum components and create lesson plans, evaluate assessments, and review data to guide instruction. Students will also have an opportunity to explore different ways technology is used in the classroom. They will be given direction on application preparations, resume writing, and job interview skills. Educational observations and events will be used to enhance the learning opportunities. Educators Rising career development events will be used to enhance students' educational opportunities.

Teacher Academy CO-OP TA400 (Grade 12) or Early Childhood CO-OP ECE400 (Grade 12, Graduating Class of 2020)

Prerequisite: Successful completion of Teaching as Profession and Foundations of Curriculum and Instruction

The co-op is the culminating course of the Teacher Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher. This internship may be with a teacher in their school or a neighboring elementary or middle school. The students will complete their working portfolio and present it for critique. Students are responsible for providing their own transportation to and from their internship. Students complete the internship during the same school year as completing the Foundations of Curriculum and Instruction course.

Visual and Performing Arts

Art

Art I ART100

Students will learn the basics of Fine Art (the Elements of Art and the Principles of Design). They will be completing a variety of projects using line, color, contrast, balance, value, texture, movement, etc. Once these basics are learned, the students will master the Elements and Principles through a variety of structured assignments and projects.

Art II ART200

Prerequisite: Art I

This studio course designed for students who have a desire to learn the fundamental skills of drawing from reality. Students will take the basics they have mastered from Art I, and utilize them to complete original artworks using paint, graphite, pen and ink, charcoal and printmaking. This course is designed to master various mediums and techniques. A variety of wet and dry drawing media are used to render complex subject matter. The Elements and Principles of Design are studied and applied to the creative process of planning and executing various drawing challenges; personal interpretation and design exploration are strongly encouraged.

Art III ART300

Prerequisite: Art I and Art II

This advanced art course is designed for each student who wishes to further develop skills and techniques that were introduced in previous art courses as well as focus on the individual interests and capacities of each student. This is a desirable course for any student wishing to develop a portfolio for college. Students will be continually encouraged to expand their creative ideas as well as their technical potential. The course will approach various art making skills that utilize new techniques and materials while focusing on more complex creative problem solving strategies.

Art IV ART400

Prerequisite: Art I, Art II and Art III

The class uses Adobe Photoshop and Illustrator so students can learn Computer Graphics and Photography. Adobe is one of the most widely used image processing and photo manipulation applications for the computer. The class computers are equipped with the latest Adobe Creative Suite software. Students explore painting, color correction, and retouching tools, as well as basic concepts such as background replacements, face swaps, etc. The students will also learn the basics of photography and composition as they will be using their own

original photographs to create their Graphic Design images. Students will also explore painting, color correction, and retouching tools, as well as basic drawing, fonts, stationary design, poster design, menu design, logos and knowledge about the Graphic Design Industry.

Music/Choral

Concert Band I BND100

Prerequisite: Middle School Band and/or prior approval of the director

Musicians enrolled in Band I will participate in all phases of the concert band program including festivals and concerts. Students will be able to perform with their instrument as an appropriate part of the ensemble with expression and technical accuracy. Students will have the opportunity to experience continued growth on their instrument as well as the expansion of their knowledge of music through music theory, history, and performance.

Concert Band II BND200

Prerequisite: Band I

Musicians enrolled in Band II will participate in all phases of the concert band program including festivals and concerts. Students will be able to perform with their instrument as an appropriate part of the ensemble with expression and technical accuracy. Students will have the opportunity to experience continued growth on their instrument as well as the expansion of their knowledge of music through music theory, history, and performance. Students will develop sight-reading skills, analyze aural examples of a varied repertoire, and develop a more extensive knowledge of the technical vocabulary of music.

Concert Band III BND300

Prerequisite: Band II

Musicians enrolled in Band III will participate in all phases of the concert band program including festivals and concerts. Students will be able to perform on their instrument as an appropriate part of the ensemble with expression and technical accuracy. Students will have the opportunity to experience continued growth on their instrument as well as the expansion of their knowledge of music through music theory, history, and performance. Students will develop sight-reading skills, analyze aural examples of a varied repertoire, and develop a more extensive knowledge of the technical vocabulary of music.

Concert Band IV BND400

Prerequisite: Band III

Musicians enrolled in Band IV will participate in all phases of the concert band program including festivals and concerts. Students will be able to perform with their instrument as an appropriate part of the ensemble with expression and technical accuracy. Students will have the opportunity to experience continued growth on their instrument as well as the expansion of their knowledge of music through music theory, history, and performance. Students will develop sight-reading skills, analyze aural examples of a varied repertoire, and develop a more extensive knowledge of the technical vocabulary of music.

Chorus I CHR100

Musicians enrolled in Chorus I will sing daily in class and perform for the school and community. A variety of multicultural music will be sung from many time periods. All chorus members will learn basic music notation and how to read a choral score through basic music theory and develop sight-reading skills. Students will have the opportunity to audition for solos and small ensembles as determined by the director.

Chorus II CHR200

Prerequisite: Chorus I

Musicians enrolled in Chorus II will sing daily in class and perform for the school and community. A variety of multicultural music will be sung from many time periods. All chorus members will learn basic music notation, how to read a choral score through basic music theory and develop sight-reading skills.

Chorus III CHR300

Prerequisite: Chorus II

Musicians enrolled in Chorus III will sing daily in class and perform for the school and community. A variety of multicultural music will be sung from many time periods. All chorus members will learn basic music notation, how to read a choral score through basic music theory and develop sight-reading skills. Students will have the opportunity to audition for solos and small ensembles as determined by the director.

Chorus IV CHR400

Prerequisite: Chorus III

Musicians enrolled in Chorus IV will sing daily in class and perform for the school and community. A variety of multicultural music will be sung from many time periods. All chorus members will learn basic music notation, how to read a choral score through basic music theory and develop sight-reading skills. Students will have the opportunity to audition for solos and small ensembles as determined by the director.

Select Ensemble MUS500

By Audition Only

Select Ensemble is the advanced chorus. The pieces are more difficult and rehearsal moves at a faster pace. Musicians enrolled in Select Ensemble will sing daily in class and perform for the school and community. Students must demonstrate the ability to perform music at a level in solos and small ensembles. In addition to performance, members of this group will sing from memory a varied repertoire of solo and choral literature that includes many independent parts.

Elective Courses

Accelerated Team Sports HPE500 (Grade 11 or 12)

Full Year Course

Prerequisite: Students must currently be on a Woodbridge High School athletic team and/or enrolled in MCJROTC.

Team Sports is designed for students to actively participate in a wide variety of team activities at an accelerated level. The emphasis is to provide each student with conditioning and knowledge and skills necessary for the development of a healthy and physically active lifestyle.

Advanced Placement Psychology PSY002 (Grade 11 or 12)

Full Year Course

**AP Prerequisite*

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within Psychology. They also learn about the ethics and methods psychologists use in their science and practice.

American Criminal Justice ACJ001 (Grade 11 or 12)

Full Year Course

Prerequisite: Students are to receive a recommendation by their current Social Studies teacher before enrolling in this course.

This introductory Criminal Justice course provides an overview of the concept of crime, criminal law, criminal procedure, United States law enforcement agencies, the American court system, and the corrections system. Students will analyze various true-life cases as well as the role that the United States Constitution plays in the justice system. Though not a pathway, this course is designed like an introductory course to a career field that offers a wide-range of opportunities for students. Students will be successful in this course if they are willing to think outside the box, actively participate in discussions, and be willing to develop public speaking skills.

Computer Applications COMP001 (Grade 10, 11 or 12)

Full Year Course

Computer Applications will provide students with the knowledge and skills to become competent computer operators. Students will become proficient in touch keyboarding and word processing skills. These skills will be used to produce a variety of professional and personal documents that can be used in college, future careers, and the students' personal lives. Students will review standard grammar usage and will develop proofreading and editing techniques that will enable the student to compose, organize and edit documents. Students will have the opportunity through integrated projects to utilize the Internet and design a web page.

Environmental Science and Natural Resources ENV200 (Grade 11 or 12)

Full Year Course

A hands on approach to sustaining life through the management of natural resources will be the focus of this course. Students will study the answers to the following questions: What are natural resources? What is environmental science? How are natural resources and environmental science global industries? Why is natural resources considered a dynamic process? Why environmental science is considered a dynamic process? How does the study of natural resources and environmental science help develop life skills? In what ways do natural resources serve enhance the quality of life?

Floral Design FDE001 (Grade 11 or 12)

Full Year Course

This course requires students to identify plants and create flower arrangements. Students will also demonstrate skills in propagation and the preparation of floral and foliage products for sale.

Landscaping/Turf Management LTM200 (Grade 11 or 12)

Full Year Course

This course tests students' skills in aspects of maintaining landscape plants and related products, evaluating equipment and services, and landscape design. Students will identify plants and use hands-on experiences to help implement the skills learned.

Marching Band- After School MRCH100

Marking Period Course

Marching Band Class focuses on the combination of music and movement in both exhibitive and competitive environments. Evening and weekend performances as well as summer marching camp are required for successful completion of the course. This class meets Wednesday from 5:00-7:00 p.m. during the months of September, October, and November. Members experience exciting travel opportunities, as well as a great sense of community involvement and service. You can participate in marching band and play a fall sport.

Music Theory MUS200

Prerequisite: Successful completion of one year of a performing ensemble at a high school level.

Music Theory students will study in depth the intricate workings of music. They will broaden and strengthen their music reading skills. Music literature will be broken down into its parts and analyzed. Students will begin to read and write basic music notation as well as apply their knowledge to beginning piano.

Psychology PSY001 (Grade 11, 12)

Semester Course

Psychology is an introductory summary course designed to familiarize the students with the study of psychology. The course examines the history of the field and the theoretical perspectives within psychology. The main focus will be on such topics as personality, motivation, emotions, growth and development, mental illness, and social behavior.

Dual Enrollment Sociology SOC001 (Grade 11 or 12)

Semester Course

**Dual Enrollment Prerequisite*

Students are strongly encouraged to take Psychology prior to Sociology

This course provides an analysis of American Social organization and culture through a cross-cultural perspective. Sociology investigates, describes, and analyzes patterns of human behavior in all areas of human experience for purpose of understanding the human condition.

Stretching and Toning STT001 (Grade 11 or 12)

Full Year Course

This course offers students an opportunity to use yoga and different strength training techniques to get into shape. Students will be able to increase flexibility, and overall body composition while using breathing techniques to relieve stress and create relaxation. Students will become familiar with the yoga sequence and be able to use these skills throughout their lifetime.

Theater Arts THR100

Full Year course

Theater Arts is a performing arts elective introducing students to the components of theatrical performance. Each student will study the basic concepts/skills of acting and experience the different roles of an actor/actress while performing and analyzing scenes of various genres and playwrights.

Video Productions VID001 (Grade 10, 11, and 12)

Full Year Course

Prerequisite: Student Application and Teacher approval

Video Productions' primary responsibility is the production of the Daily Announcements. Students will learn the basic skills associated with videography, interview/news reporting and story development and apply them to segments featured in the Daily Announcements. Students will also develop a familiarity with software utilized to produce the Daily Announcements, including but not limited to iMovie and Adobe Creative Cloud (including Premier Pro and After Effects). Curriculum will also include news etiquette, standards and copyright law as applicable.

Weight Lifting HPE300 (Grade 11 or 12)

Full Year Course

The key components of physical fitness will be stressed in this course. Students will evaluate their own level of physical fitness and set goals for advancement or maintenance of their physical fitness. The students will be active participants in the development and implementation of their physical fitness plan. Students will document their progress through the use of charts, graphs, and a personal physical fitness journal. Weightlifting is an integral part of the curriculum of this class.

Women's Choir MUS400 (Grade 9, 10, 11, 12)

This is a year-long course offered to female voices. The core curriculum is a deeper exploration of vocal technique, music theory, and music history through the study of a wide variety of choral music written for women's voices. Concerts, including outside of school hours, as indicated on the syllabus and requested by the director are required. A year of Chorus is recommended but not required.

Yearbook WRT001 (Grade 11 and 12)

Full Year Course

Prerequisite: Student Application and Teacher approval

The yearbook course is an elective offered to upperclassmen who are interested in publications. The class is designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. Students will gain skills in the following areas: reporting, interviewing, writing, captions, editing, photography, design, graphics, campaigns, teamwork, responsibility, advertising and distribution. Those enrolled in yearbook will gain useful, real world skills in time management, marketing, and design principles. Students will also learn the design software (yearbookave) needed to complete the project. The publication class strives to produce a creative and innovative yearbook in which the school and the community can take pride.