



WILLIAMSBURG

CHARTER HIGH SCHOOL

2019-2020
COURSE CATALOG

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MISSION

The Williamsburg Charter High School unites youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world, preparing them in their journey to become citizens of the local and global community.

Young people will accomplish this through participation in a liberal arts education that includes language, literature, writing, science, history, mathematics, the visual and performing arts, technology and explorations in disciplines designed to teach justice, independent-thinking, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.

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12th Grade

Shante Martin
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Dr. Ikone Mason
Academic Counselor

PROGRAM PLANNING

The purpose of the course catalog is to assist parents and students in the planning of each student's educational career. We encourage you to review all contents in this catalog, and use this document to help you make good decisions regarding your future.

The course catalog is divided into sections based upon subject areas, and the subject area first lists required course offerings and then elective course offerings. Each entry gives a basic course description, the length of the course, and the number of course credits given. In addition, any pre-required courses or grade average are listed to assist in determining eligibility.

The teachers and staff at WCHS provide the best possible education for our students. In partnership with students and families, we work together to ensure all students reach their full potential. Daily attendance, hard work and promptness to all classes are all necessary for success. We hold high expectations, both in behavior and academics, for all of our students. Do your best, every day.

Grade-Level Academies

WCHS is designed into small learning communities we call Grade-Level Academies. The Grade-Level Academies are comprised of a guidance counselor, social worker, and two Academy Leaders: Social-Emotional and Instructional.

The Grade-Level Academies were created with the purpose of providing students with a multi-tiered support system to ensure students' academic and social-emotional success during their high school career.

Parents are invited to meet with school counselors and Academy Leaders to take advantage of the opportunity to learn about the rigorous shift in curriculum requirements in New York State, college admissions, learning styles and pre-college testing, and school activities. Counselors and Academy Leaders are also available throughout the day to help in a variety of ways to ensure that all WCHS students remain on the track to graduation.

COURSE OF STUDY

CLASSES	9TH	10TH	11TH	12TH
English	Reading Comp Writing Comp Reading & Writing	Reading Comp Writing Comp Reading & Writing	3 Terms of Course Offerings	3 Terms of Course Offerings
Mathematics	Algebra 1	Geometry	Algebra 2	Pre- Cal/Calculus/ Stat (Optional)
Social Studies	Global 9	Global 10	US History	Government/ Economics
Science	Living Environment	Earth Science	Chemistry	Optional
LOTE	Survey of Language	Latin 2/ Spanish 2/ French 2	Latin 3/ Spanish 3/ French 3	Latin 4/ Spanish 4/ French 4
PE/Health	PE	PE + Health	PE	PE
The Arts	Visual/Performing Arts	Visual/Performing Arts	If Necessary	If Necessary
Electives	Student Choice	Student Choice	If Necessary	If Necessary

***Math and science levels can change depending the math and/or science level of the student when he/she enters the school as a freshman.**

PROMOTIONAL PATHWAYS & REGENTS EXAM

GRADE	CREDITS	REGENTS
9	N/A	Algebra 1 or Geometry Living Environment or Earth Science
10	Must have earned a minimum of 8	Geometry or Algebra 2 English Global Studies Earth Science
11	Must have earned a minimum of 20 Passed ENG 100, 200 and SS 100, 200	Algebra 2 English US History Chemistry
12	Must have earned a minimum of 30 Passed ENG 300 and SS300	Students may need to take any missing Regents or Regents for advanced diplomas

- WCHS requires all students to score College Readiness on English Language Arts (75+) Regents and Math (70+) and a passing grade in Algebra II.
- Students who obtain lower than the college ready score but scored a 65 or higher are required to retest until they obtain the readiness score (up to 2 additional re-test administrations). Scoring College Readiness on these exams allows a student to enroll in college-level courses in English and Math at CUNY and SUNY schools.

GRADUATION REQUIREMENTS

To graduate from The Williamsburg Charter High School, all students must:

- Earn a minimum of 44 credits (see chart below)
- Pass all classes with a minimum grade of 70
- Pass all required Regents exams, with a college readiness score ELA 75 & Algebra 1 or Geometry 70, and a 65 on the Alg II Regents

SUBJECT AREA	REQUIRED NUMBER OF UNITS OF CREDIT	REQUIRED REGENTS EXAMS
ENGLISH (ELA)	8 Credits (4 Years)	English Language Arts
SOCIAL STUDIES	8 Credits (4 years) <ul style="list-style-type: none"> • 4 Global Studies credits • 2 U.S. History credits • 1 Participation in Government credit • 1 Economics credit 	Global History and Geography U.S. History and Government
MATHEMATICS	6 Credits (3 years)	Algebra I (Common Core/Next Gen) Geometry (Common Core/Next Gen) Algebra II (Common Core/Next Gen)
SCIENCE	6 Credits (3 years) Credits must be earned in both physical and life science	Life Science: Living Environment, Anatomy Physical Science: Chemistry, Earth Science, Physics
HEALTH	1 Credit	
THE ARTS	2 Credits	
FOREIGN LANGUAGE (LOTE)	2 Credits (6 Credits for Advanced Regents Diploma)	NYC Local Latin Exam or other LOTE exams
PHYSICAL EDUCATION	4 Credits	
ELECTIVES	7 Credits	

TYPES OF DIPLOMAS

NYS DIPLOMA CATEGORIES

TYPE OF DIPLOMA	CREDIT REQUIREMENTS	ASSESSMENT REQUIREMENTS
REGENTS	<p><u>44 units of credit distributed as follows:</u> 8 ELA 8 social studies 6 science 6 mathematics 1 health 2 arts 2 language other than English (LOTE)* 4 physical education 7 electives</p>	<p>5 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment; or 4 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential</p> <p>www.p12.nysed.gov/part100/pages/1005.html#regents</p>
REGENTS WITH ADVANCED DESIGNATION	<p><u>44 units of credit distributed as follows:</u> 8 ELA 8 social studies 6 science 6 mathematics 1 health 2 arts 6 language other than English (LOTE)* 4 physical education 3 electives</p> <p>A student must earn an additional 4 units of credit (6 total) in LOTE** or a 10 unit sequence in the Arts or CTE. These credits can be included in the 44 required credits.</p>	<p>Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations and/or Department approved alternatives if applicable:</p> <p>a. Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>b. Pathway(2) Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments</p> <p>c. STEM (Mathematics) Pathway(2) Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>d. STEM (Science) Pathway(2) Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>In addition a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE.</p> <p>www.p12.nysed.gov/part100/pages/1005.html#regents</p>

<p>REGENTS WITH ADVANCED DESIGNATION WITH HONORS</p>	<p><u>44 units of credit distributed as follows:</u> 8 ELA 8 social studies 6 science 6 mathematics 1 health 2 arts 6 language other than English (LOTE)* 4 physical education 3 electives</p> <p>A student must earn an additional 4 units of credit (6 total) in LOTE** or a 10 unit sequence in the Arts or CTE. These credits can be included in the 44 required credits.</p>	<p>Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</p> <p>Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average.</p> <p>www.p12.nysed.gov/part100/pages/1005.html#regents</p>
<p>WCHS ENDORSED DIPLOMA</p>	<p><u>50 units of credit distributed as follows:</u> 8 ELA 8 social studies 8 science 8 mathematics 1 health 2 arts 6 language other than English (LOTE)* 4 physical education 5 electives</p>	<p>5 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment; or en</p> <p>4 required Regents exams with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential</p> <p>www.p12.nysed.gov/part100/pages/1005.html#regents</p>
<p>LOCAL</p>	<p>Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan</p> <p>44 units of credit distributed as follows:</p>	<p>a. Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment(2) , or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assessment; or</p> <p>b. Low Pass Safety Net and Appeal: I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as</p>

	<p>4 ELA, 4 social studies, 6 science, 6 mathematics, 1 health, 2 arts, 2 language other than English (LOTE)*, 4 physical education, 7 electives.</p>	<p>follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment(2) ;or</p> <p>II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <p>c. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm; or</p> <p>d. Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p>
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<http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaCredentialSummary.pdf> (Revised February 2017)

PROGRAMS

ADVANCED PLACEMENT AND HONORS PROGRAM

Students are offered advanced level classes including honors and college level courses through the Advanced Placement Program (“AP”) of the College Board. These courses help to develop advanced skills and content background to prepare students for college-level work. These courses may include a required Regents exam in June and Advanced Placement courses including an AP examination in May.

AP courses are open to all students at the appropriate level, who also meet the individual course prerequisites for enrollment. AP course-work carries a considerable heavier workload, 3-5 hours of homework a day per class. Please note: Students who take an AP course are encouraged to take the respective AP Examinations that are administered by the College Board. Summer assignments may be given for AP courses, though they are not required for the class, the completion of the assignments are essential for a students’ success in the class.

SYRACUSE UNIVERSITY PROJECT ADVANCED (SUPA)

SUPA classes offer:

- innovative and challenging Syracuse University courses to qualified high school students at their local high schools, during their regularly scheduled high school day;
- increase students’ college readiness by providing college readiness tools, programs, and services;
- provide continuous professional development for teachers and ongoing dialogue between the University faculty and the high school teachers;
- conduct extensive ongoing research and evaluation in support of systemically improving instruction and smoothing the transition from high school to postsecondary education.

Since SUPA classes are advanced classes, they are only offered to juniors and seniors. Students must also meet the individual course prerequisites for enrollment.

CAREER DEVELOPMENT OCCUPATIONAL STUDIES (CDOS)

Career Development Occupational Studies (CDOS) are a set of work readiness learning standards developed by the State. Students can earn CDOS credentials by participating in Career and Technical Education (CTE) and /or Work-Based Learning (WBL) experiences. **At WCHS we make CDOS available for current seniors as a work readiness certificate in addition to a diploma; as a supplement to a diploma (4+CDOS); and also a pathway to exit high school.**

Students are engaged in developing their personal portfolio while also gaining skills to become workplace ready. Projects students complete also lean on the side of fostering entrepreneurial growth and development as they are steered into developing niche business activities that capture their personal strengths, experiences and interests. To further bolster their learning experiences, students are required by the State to participate in 216 hours of WBL that can be

attained through a mix of in class activities and internships (inside and out of school). If you believe you qualify for CDOS, please speak with your counselor.

INDEPENDENT STUDY

Independent study is designed to allow a student to explore a topic or subject beyond the classroom. Whether a student wants to discover more about the history of New York City or the effects of Climate change, Independent Study provides students the opportunity to study these topics and more. Requirements a student must find a teacher willing to sponsor the Independent Study topic. Students can earn up to 2 credits for their completion of the Independent Study.

SEMINARS/WORKSHOPS

Seminars give students the opportunity recover missing PE credit. Students who take this course must complete a total of 54 hours for one credit. These classes will take place after school or on Saturday.

ADVISORY

The fundamental purpose of the advisory program is to develop a meaningful and supportive relationship between a teacher and the students in the advisory group. Every student needs to have a relationship with at least one adult in the school which is characterized by warmth, concern, and understanding. The advisor should be the adult in the school who knows the most about the student's life and is able to act as the student's advocate during the student's time in the school. The advisor supports and assists his/her advisees with all aspects of school life and is the primary contact for parents. Students earn 2 elective credits for advisory.

ASSESSMENTS

In addition to the many programs we offer and our rigorous curriculum, we administer a number of diagnostic assessments to ensure student learning and to prepare students for their Regents.

STAR ASSESSMENT

Three times a year all WCHS students participate in our norm-referenced benchmark assessments called STAR Math and STAR Reading. The results of the STAR assessments assist teachers in planning supportive learning environments for our students and allow us to monitor progress towards goals and mastery of Common Core aligned skills. The STAR assessment is a computer-adaptive assessment that students take on the computer. As students get questions correct, the assessment will increase in difficulty. If students begin to make errors, the assessment will decrease in difficulty until it finds the highest level of understanding.

INTERIM ASSESSMENTS

Interim assessments are given in the four core subjects at the 6-week mark of each trimester. These assessments are designed to assess students on the standards midway through the trimester, to allow teachers to monitor student learning and inform their instruction through the end of the trimester, while preparing students for the Regents.

MOCK REGENTS

Mock Regents are given twice a year to prepare students for the Regents. The Mock Regents is designed to provide students with an opportunity to interface and practice with a past Regents prior to the exams in January and June. Students are given a print out of their performance on the Mock Regents to provide them with a study guide for the upcoming Regents.

ACADEMIC AND GRADING POLICIES

TRIMESTERS

Grading periods are divided into 12-week trimesters. Students will receive a progress report at the 6-week mark, and a report card in week 12. The trimester format is as follows:

- Each trimester students will earn .67 credits.
- Students will have the opportunity to receive an INC at the end of trimester 1 and 2 if they receive a failing grade of 64-69.
- If a student fails a trimester of an ELA class, the student will be able to repeat the ELA class the following trimester for credit.
- If a student fails a trimester of a year-long class, the student will have the opportunity to repeat that trimester during summer school or the following school year.

EARLY GRADUATION

Students who wish to graduate early must:

1. Petition the building principal by the first day of the beginning of their expected sophomore year.
2. Complete a form in the Guidance Office after discussing an appropriate plan for senior year and beyond with parent and the counselor.

CREDIT FOR OUTSIDE COURSES

Students requesting credit for courses taken in local colleges or universities must obtain approval from the Williamsburg Charter High School Principal prior to the first day the student attends these classes.

HIGH SCHOOL CREDIT BY EXAMINATION

A student can earn up to 6 ½ units of credit by examination if approved by administration. This entails a passing score of at least an 85% or its equivalent on a State Education Department approved examination, the successful completion of either an oral or written examination or project, and a meeting with the assigned teacher. All students interested in credit by examination must file an application with their counselor to obtain approval.

PROGRAM CHANGES

Be aware that courses are to be offered only if a sufficient number of students register for the course. Some courses listed may not be given if registration is too low.

Classes are not changed due to teacher preferences. Only when a parent, student, teacher, and Academy Leader are in agreement that a change is in the best interest of a student, will a change be made.

The master schedule of classes and the assignment of teachers to teach those classes are based on courses students chose in the spring; therefore, *changes are made for academic misplacement or programming errors.*

POLICY FOR DROPPING A CLASS

A student who drops a course not required for graduation during the first three weeks of the grading period may do so without any entry on his/her permanent record. This change will only be permitted if the student schedule and master schedule limits permit.

GRADING POLICY

At the Williamsburg Charter High School we maintain a fair grading policy, accurately reflecting each individual student's achievement efforts based on the NYS Common Core Learning Standards and Next Generation Standards. Each grade measures competency in course content by tracking students' academic progress and classroom performance.

Grades reflect a combination of classwork, homework, projects, papers, examinations, and participation in each subject area. All assignments are calculated using a points system, whether points are out of 10 or 100. Absence and excessive lateness may contribute to lower grades or course failure since they often result in a student's inability to participate in lessons and achieve full competency in course material.

To maintain consistency and provide transparency to students and their parents, WCHS teachers provide an overview of how grades are determined in their classes in their syllabus. The overall categories and associated percentage range will remain fixed; however, teachers will have flexibility on the weights given to each subcategory and specific measures and assessments they utilize. Detailed explanations are provided below:

Summative Assessments: (30 %)

A minimum of two (2) measures (from among exams, essays, trimester projects, research/term papers, etc.) are required for all students in each class during each trimester. All examinations will be aligned with the applicable standards and will be returned to students with constructive feedback and/or reflective questions to guide students in improving their understanding. The frequency and specific percentage value of examinations are established by department guidelines and rubrics for all students. Regents exams may be used as one of these measures, but cannot amount to more than 33% of the final grade for any course culminating in a Regents exam.

Performance Assessments: (40 %)

Quizzes, short projects/presentations, classroom and homework assignments are an essential way for teachers to gauge students' understanding of materials and allow the teacher to inform instruction. Formative assessments prepare students for the next day's lesson, reinforce former lessons taught, and develop critical thinking skills. Each department is required to have a uniform late policy for submission of assignments that all department members will follow consistently. Homework assignments cannot amount to more than 10% of the overall grade.

Classroom Standards: (30 %)

Students' classroom readiness is determined by being on time to class, regardless of what class period of the day, and being ready to work when the class begins. It is up to the teacher to give out readiness grades on a daily or weekly basis, but the teacher must be

transparent in communicating objective measures of readiness in the curricular document. Readiness cannot amount to more than 10% of the overall grade.

Classroom participation is determined by the quality and frequency of performance in class activities, including: written and oral assignments, presentations, as well as participation in group and individual activities, exercises, discussions, and projects in the class. Teachers must be transparent on the measures used to determine participation grades.

The specific weight given to each of the aforementioned components will contribute to the determination of students' cumulative final grades. A student must earn a 70 to pass the class.

Extra Points

Extra points can be assigned as "bonus" points for any assignment. All of our teachers use a "points" system so any additional or extra points for any given assignment can and will be added to the summative amounts for any given category. Not all assignments may have an opportunity for extra points. The teacher should communicate any assignments for which a student can earn extra points.

Students who are failing 3 or more classes at any grading period will be scheduled for a parent meeting with the Guidance Counselor and the Academy Leader to discuss student progress and necessary interventions.

Weighted Assignments

Weighted assignments are clearly denoted on the syllabus. For the most part, teachers can and will weight assignments if the assignment either spans over a long period of time or necessitates a more rigorous level of work.

INCOMPLETE POLICY

Any student who has received any grade lower than a 70 in trimester 1 or 2 is eligible for a grade of an incomplete. An Incomplete will not be given for trimester 3. The Incomplete can be satisfied upon completion of all applicable conditions below:

- Meeting the completion requirements of the Regents/course portfolio project assigned by the teacher. Students will have a maximum of 6 weeks to complete and submit the required project with a minimum of 2 check-ins with the teacher from whom they received the incomplete during the 6 weeks.
- Completing the assignments/make-up work designated by the teacher. Students will have a maximum of 6 weeks to complete and submit the assignments with a minimum of 2 check-ins with the teacher from whom they received the incomplete during the 6 weeks.
- Students with an Incomplete cannot achieve higher than a 70 in the class.
- The individual teacher can determine the option a student is required to complete in order to fulfill the requirements of the policy.

GRADE SCALE

The following chart describes WCHS' grading scale. A student's Grade Point Average is computed at the end of 3rd trimester.

Grade	GPA
100-95	4.5-4.0
94-85	3.9-3.0
84-75	2.9-2.0
74-70	1.9-1.5
69 and below	1.4-0.0

GRADE WEIGHTING

The grade weighting protocol recognizes that some academic courses are more challenging than others and therefore the protocol creates a relationship between all courses. The grades in all Advanced Placement, College Credit are weighted by 1.25 and Honors Classes are weighted by 1.1.

HONOR ROLL

Students who have earned a core class average of 85 or higher are listed on the Honor Roll. Students who have earned a core class average of 90 or higher are listed on the High Honor Roll. Students who have earned a core class average of 95 or higher are listed on the Principal's Honor Roll.

ATTENDANCE AND COURSE CREDIT

Students are expected to attend all scheduled classes. Academic achievement can be adversely affected by poor student attendance associated with unexcused or excused absences, tardiness, and/or missing portions thereof. Students are expected upon returning to class to consult with their teachers regarding missed work. Students shall be considered absent from a class if they are absent from a class for 30 or more minutes of the class period. Three instances of tardiness of less than thirty (30) minutes to class shall be deemed equal to one absence. If a student has accumulated more than 10 (unexcused absences) he/she will receive an incomplete in the class and will have to attend seat recovery time to receive a grade for the course. Not attending appropriate seat recovery time may result in the student failing the course.

SPECIAL EDUCATION & INTERVENTION

Students who have been identified by the Committee on Special Education (CSE) as having a disability or special needs will be provided with appropriate special education services in the least restrictive environment, in accordance with the needs of the student as described in their Individualized Education Program (IEP).

Certain students in the program may be exempted from the foreign language requirement in high school, provided their disability is so severe as to prevent them from participation in the program. This exemption would be valid only in cases where the CSE, in reviewing all possible evaluative information, recommends it to be appropriate, and indicates it on the student's IEP. The school administrator would be informed of the recommendation by the CSE so as to avoid scheduling difficulties and maintain consistency with the student's program.

Transition services are provided for all students in the program to prepare each student for transition from high school to college or the workforce for children fourteen years and older. Part of the IEP includes an Individual Transition Plan (ITP), which focuses on the student's career interests and goals and the services that will be provided to lead to employment and/or further education after high school. The student, parents, or guardian, teachers, and counselors, and, when appropriate, service providers should all contribute to the ITP.

ENGLISH AS A NEW LANGUAGE (ENL)

WCHS offers a comprehensive English as a New Language (ENL) Program. Students can develop social and academic language through a variety of services including ELA co-taught classes, individualized tutoring in other content area classes, and extra help after school. In addition, the ENL classes can count as an English course (with appropriate credit) for graduation purposes. All rules practices, and policies mandated by New York State will be followed for ENL instruction.

LITERACY INTERVENTION

This program is crafted to ensure students learn research based reading intervention strategies while incorporating technology and station activities to increase student motivation. Students whose reading level is 2 or more grade levels below their current grade placement are included in these courses. Each week, students will rotate through five -45 minute stations to receive targeted instruction on the primary components of reading; stations focus on reading comprehension, writing workshop, word study, small group instruction, and independent reading. Through regular and rigorous engagement in these stations, students and instructors will monitor and determine growth using a variety of assessments.

MATH INTERVENTION

This course will serve students in grade 9 whose current math skill levels are between 2-4 years below their current grade placement. Students will be in groups of approximately 8-10 and receive two types of instruction, direct-instruction with the teacher and individualized program instruction using Math180. Teacher led instruction focuses on key math skills that relate to core math classes while the individualized program allows students to work specifically on goals determined by their initial entry assessment. Instructors and students will monitor growth through a variety of assessments, including triennial assessments and individual block assessments within the Math180 program.

PLANNING FOR COLLEGE

College admission officers consider your high school record, special required examinations, personal qualities, and goals in determining your qualifications for admission. It is generally accepted that the best indicator of success is a student's high school record. This record begins in the freshman year or, in some cases, earlier. Selection of appropriate courses, good achievement, study habits, and attitudes are important every year. Students who plan to attend college should take during their high school years at least four years of English, four years of Social Studies, three years of Regents Science, three years of Regents Mathematics, three years of Foreign Language, computer and additional electives in their specific areas of interest.

From time to time, students seek advice on whether to take a more difficult program even if it runs the risk of "lowering their grade point average." It is the position of the school and the Guidance Department that students should take the most challenging program possible, given the appropriate advice by professionals. Colleges prefer students to take academically oriented courses with increasing frequency and are asking for descriptions of program options available to students. It is, in general, not in the student's best interest to aim at protecting the grade point average; rather we advise to "challenge" and to get extra help that is offered before and after school.

A student should make tentative college selections early. By the time the junior year program is planned, the student should have some idea about the type of college he or she wishes to attend. The choice should become more specific upon entering senior year, and the students should make applications to colleges early in the senior year. Parents are urged to discuss these decisions with the student, college counselor, guidance counselor, and any other persons who may offer assistance.

Some students graduating from high school will not continue their education on the college level. The important thing to remember is that a sound high school education is as important to the student not planning on college as it is to the student who plans to attend college. The secret of becoming successful is identifying your strengths and capitalizing on them.



ENGLISH



GRADE 9: ENGLISH 100

WRITING COMPOSITION

We begin by focusing on the writing process. Students are exposed to a variety of rhetorical modes, such as narration, description, analysis, comparison/contrast, cause/effect, definition, example/illustration, process, and argument. By the end of the term, students should be able to organize, develop, and differentiate between all of these modes. Teachers integrate a variety of reading assignments into their lessons on the writing process. The focus of this course is introduction to research. The course culminates in a Research project based on elements of Global History being studied during 9th grade. Students will begin to build their online English portfolios.

READING COMPREHENSION

Students will work to develop their ability to read closely, actively, and imaginatively. They will study not only what a text means but also how it produces meaning. They will seek to make connections as they read—perhaps at first only connections between themselves and the text, but eventually connections within the text and between texts as well. In English 101, students will read literature of the time period Prehistory to the Age of Exploration (1750). The course culminates in a literary analysis essay. Students will continue building their online English portfolio.

READING AND WRITING

The focus of the course is literary analysis. Students continue to write in various modes and focus on organizing the essay. The course explores literature from the time period, Prehistoric-Age of Exploration (1750) in order to make connections to the time being studied in Global History. The course culminates in a narrative "Who Am I project?" Students will continue building their online English portfolio.

GRADE 10: ENGLISH 200

WRITING COMPOSITION

Students continue to deepen their writing style and mechanics. Students begin to build on argumentative writing in preparation for the NYS Regents exam. By the end of the trimester, students should be able to organize, develop and write cogent essays in a variety of modes. The integration of reading will provide the foundation from which the writing assignments stem. Students will continue building their online English portfolio.

READING COMPREHENSION

Students will work to develop their ability to read closely, actively, and imaginatively through literary analysis; the focus of this course is literary analysis in preparation for the NYS Regents exam. Students will build their capacity to articulate the meaning of texts and substantiate their claims written and orally. Students will study multiple works by various authors during the Enlightenment- Modern Day time period, with the intention of building the students' ability to compare, contrast, and analyze a variance of writing. Students will spend the trimester building or adding on to their online English portfolio.

READING AND WRITING

Students explore several methods of reading and writing for information. The course explores expository reading and writing modalities for cause and effect, comparison and contrasting, sequencing and process writing. In addition, this course utilizes a variety of academic vocabulary and transition words affiliated with this writing types. This course also prepares students for the NYS Regents Exam by explicitly teaching multiple choice questions types in this genre. This class culminates in an informational presentation using the literature discussed in Enlightenment-Modern Day that aligns with the time period in their Global History course. In addition, students continue to build their writing portfolios.

GRADE 11: ENGLISH 300

Students who are not taking the AP Course are required to take Personal essay and College Essay Writing and two additional courses from the 300 series.

THE PERSONAL ESSAY AND COLLEGE ESSAY WRITING

Where you're from, where you've been, what you've seen, what you know, whom you've met, what you've read, what you wish, who you are--this is the information the world is seeking to know about you! This course centers around the question: What turning points determine our individual pathways to adulthood? This course will take you through the process of writing your personal essay that will later serve as your personal statement for your college applications. In addition to writing your personal essay, you will further your writing skills with college essay writing. College essay writing is designed to prepare you for the skills you will need in higher-level English courses in college and beyond. Students will also be expected to complete a work sample portfolio.

HARLEM RENAISSANCE

In the 1920s, Harlem was the place to be for African American writers, artists, actors, singers and thinkers who changed American and world culture forever. This movement stands as one of the landmarks of America and gave African American writers, musicians, actors, and thinkers a voice that echoed throughout America. This course centers around

the question: Did the Harlem Renaissance shape the current cultural identity of Black Americans? Students will fine tune their argument and informational writing skills as they endeavor to answer the course's essential question through weekly written responses and a culminating student choice-driven project. Students will also be expected to complete a work sample portfolio.

AMERICAN LITERATURE 1861-1941

This course surveys literature that begins in Realism and ends in Modernism. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. This course centers around the question: Does the traditional American identity represent all Americans? Students will fine tune their argument and research writing skills as they endeavor to answer the course's essential question through weekly written responses and a culminating student choice-driven project. Students will also be expected to complete a work sample portfolio.

AMERICAN LITERATURE 1941-1965

This course picks up where American Lit 1861-1941 left off in Modernism, and brings students to Contemporary literature of the 1960s. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. This course centers around the question: Does conformity and societal expectation play a role in the development of identity? Students will fine tune their argument and research writing skills as they endeavor to answer the course's essential question through weekly written responses and a culminating student choice-driven project. Students will also be expected to complete a work sample portfolio.

EN501Y: AP LANGUAGE AND COMP

(Prerequisite: Grade of 80 in trimester 2 of Eng 200)

AP Language and Comp engages the students in becoming skilled readers of prose written in a variety of periods, disciplines, and, rhetorical contexts. Students become skilled writers able to compose for a variety of purposes. Both the writing and reading requirements for this course should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resource of language contribute to effective writing. With a close emphasis upon structure, students will learn to improve their writing craft in analysis, argumentation, and synthesis. The completion of a summer assignment is essential for your success in this class.

GRADE 12: ENGLISH 400

Students who are not taking the AP Course are required to take Technical Writing and two additional courses from the 400 series.

TECHNICAL WRITING AND RESEARCH

In English 401, students prepare for the writing challenges that they may face in the real world such as: resume, cover letters, memos, professional letters, email etiquette, research papers, and more. This course provides students with the methodology needed to construct and to deliver oral presentations, create tables and graphs, and write a variety of professional documents. This course includes a research paper that allows students to demonstrate the writing skills gained during the terms. The professional writing skills that are taught in this class will be applied to the real world. Students will continue building their online English portfolio.

PROTEST LITERATURE

This course analyzes literature that causes us to think Democracy thrives on a multiplicity of viewpoints; however, not all members of society are given equal time to express their views in the public forum. Thus, these individuals must resort to protest in order to make their “voices” heard. In this class, we will cover a small range of the “protest spectrum”. That is to say that we will attempt to examine protest texts of varied movements that are expressed in different media. This course centers around the question: How does literature reflect and inform political unrest? Students will deepen their narrative and argument writing skills as they learn to give a voice to their political opinions. Through read and analyze editorials related to controversial political issues and write argumentative essays voicing their opinions. Students will also be expected to complete a work sample portfolio.

MEMOIR LITERATURE

Have you ever thought of writing your life's story? This course is designed to give you the tools to do just that. Memoir writing is an opportunity to be “true” emotionally and/or factually. This class provides students with an adventure into self-discovery where students have the opportunity to write about their personal experiences thus far. This course centers around the question: How can we reclaim our power? Students will be given the opportunity to read memoirs by other writers who have written about their journey of self-discovery, and will then write their own memoirs. Students will also be expected to complete a work sample portfolio.

UTOPIAN/DYSTOPIAN LITERATURE

Students will engage in reading and analyzing Utopian and Dystopian titles, including Fahrenheit 451, The Handmaid's Tale and Harrison Bergeron among many others. Utopia, meaning “no place,” is the term for an idealized society whose inhabitants willingly embrace its difference from our own world. Dystopia, is the exact opposite-- human society that lives in complete misery. The course ventures to examine some of these alternate worlds to explore the way writers of fiction and filmmakers have presented the impact of projected changes and developments on the fabric of society. Students will write their own dystopian or utopian short story or develop a critical narrative essay identifying an overarching theme for these books. Students will answer the essential question: "How do bureaucratic institutions mask the power of the individual?" using argumentative writing skills. Students will continue building their online English portfolio.

EN905Y: SUPA COLLEGE WRITING

(prerequisite: Grade of 80 in Trimester 2 of ENG 300)

WRT 105 is an introduction to academic writing. In this class, you will write, revise, edit and reflect on your writing with the support of the teacher and peers. You will engage critically with the opinions and voices of others as you develop a greater understanding of how your writing can have an effect on yourself and your environment. You will have regular opportunities not just to write, but also to reflect on writing situations and your own development as a writer. In Unit 1 we focus on Genre Theory. Unit 2 explores various analytical tools culminating in an analytical paper. Lastly the course ends with Unit 3's exploration of argument writing. **This class is only available to seniors.**

EN908Y: SUPA INTRO TO CREATIVE NONFICTION

(prerequisite: EN 200)

WRT 114 allows students to experiment with creative writing in a nonfiction context. Students explore how writing about culture can be creative but also informative. As a course that invites students to reflect on the “personal” while attempting to make the personal meaningful for diverse audiences, WRT 114 necessarily requires they develop strong analytic and self-reflexive skills. Students will be expected to read and critically reflect upon complex nonfiction texts from different genres such as science writing or new journalism, to write frequently, and to engage in researched writing projects of their own.

ENGLISH ELECTIVES

EN901T: JOURNALISM (11/12)

(Prerequisite: ENG 200)

Journalism is a trimester course designed for students interested in newspaper journalism and developing their skills as a writer. The course explores the contemporary media and the ethical responsibility issues inherent in the press today. Students will learn the fundamentals of news, feature, editorial and sports writing. Copy reading, news style and editing will be stressed. Students will create numerous original stories using varied structures and writing techniques. Students will also learn to create computer generated layouts and graphics.

EN902T: LITERATURE AS FILM

(Prerequisite: ENG 200)

The purpose of the course is to introduce students to major film theories as well as film terminology, enabling them to write more thoughtfully and critically. With numerous student and professional examples, we will progress from taking notes and writing first drafts to creating polished essays and comprehensive research projects. Moving from movie reviews to theoretical and critical essays, the students will demonstrate how an analysis of a film can become more subtle and rigorous as part of a compositional process. The overall goal is to synthesize all of the course work into a harmonious amalgamation of knowledge and appreciation towards the art of filmmaking and further the students’ enjoyment of the cinematic experience.

EN903T: CREATIVE WRITING (11/12)

(Prerequisite: ENG 200)

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of using and shaping language to convey ideas, feelings, moods, and visual images is the basis of this course. Students will become familiar

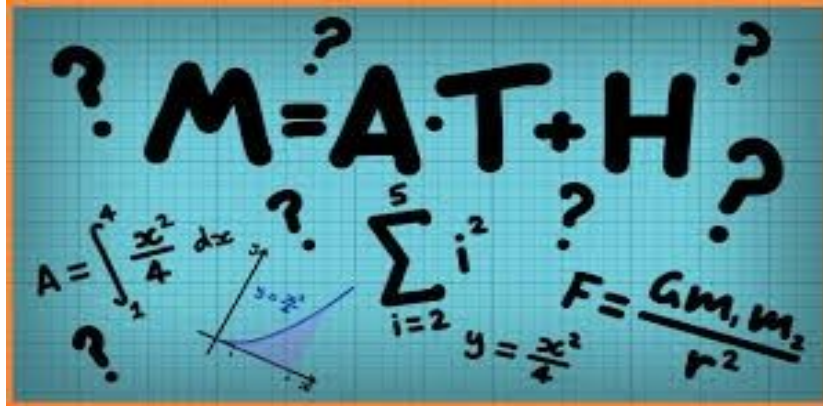
with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of their peers. To show evidence of writing development throughout the course, students will be required to engage in writing community activities that require sharing one's work and in publishing one's writing beyond the classroom setting.

EN904T: SAT/ACT PREP

The non-math portion of the SAT is divided into Critical Reading and Writing. Critical Reading is subdivided into Sentences Completion, Short Reading Comprehension, and Long Reading Comprehension. Through review and practice, students will be familiarized with the directions for each section, the style of question, and the best approaches for finding the answers. For the Writing sections, subdivided into 2 multiple choice sections, we'll study the directions, style, and approach to the questions. **This class is available to juniors and seniors only.**



MATHEMATICS



MA100Y: ALGEBRA

New York State requires all students to pass the Algebra course and Common Core Assessment to satisfy Regents diploma requirements. Students will take the Algebra Regents exam in June.

MA200Y: GEOMETRY

Students will investigate properties of triangles, quadrilaterals, and circles; formal and informal proofs; transformational and coordinate geometry. All students will take the New York State Geometry Regents examination at the end of the year.

MA300Y: ALGEBRA II

Algebra II is the third and final course offered in the New York State series. Students will have the opportunity to explore an integrated approach to the study of advanced algebra, with a heavy focus on function analysis and a rigorous introduction to its applications in Probability and Statistics. All students will take the New York State Algebra II Common Core Regents examination at the end of the year.

MA400Y: PRE- CALCULUS

(Prerequisite: Passing grade in Algebra II)

This course is for students who have demonstrated success in mathematics at a Regents pace. Pre-Calculus is a course designed to bridge the gap between Algebra II and the rigor of the AP Calculus course.

MA401T: STATISTICS

Statistics is a course that teaches the student how to analyze data. Students will be made aware of the various methods of data collection through sampling or experimentation and the sorts of conclusions that can be drawn from the results.

MA402T: FINANCIAL ALGEBRA

Financial Algebra is a comprehensive learning program aligned to the Common Core State Standards. It is an applications-rich, technology-oriented program that incorporates mathematical skills from Algebra in real-world contexts. Topics include: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting.

MA 403T: DISCRETE MATH

Discrete Mathematics is recommended for students interested in pursuing careers in computer science, business, or social sciences. The course will introduce such topics as number systems and representation, symbolic logic, logic gate circuits, Karnaugh maps, graph theory, and finite state machines. Optional topics may include matrix algebra, solving systems using matrices, Markov chains, set theory, combinatorics, and probability.

MA404T: SPORTS STATISTICS

Students will explore the role that statistical analyses can play within the world of professional sports. The concepts of mean, median, mode, regression analysis and normal distribution are applied to the dissection of the current state of sports teams as well as players, and will be used to make predictions about future outcomes.

MA503Y: AP CALCULUS AB

(Prerequisite: Pre-Calculus):

This course is intended to prepare students for the Advanced Placement examination. After exploring ways to manipulate numbers, variables, functions, and shapes, we can begin to use all these concepts and actually apply them to the real world. Students take the Advanced Placement examination in May, and can acquire college credit with a passing score of 3 or better. **The completion of a summer assignment is essential for your success in the class.**

SCIENCE



LABORATORY REQUIREMENT

Students enrolled in Earth Science, Living Environment, Chemistry, or Physics are required to complete 30 laboratory assignments per year in order to take the prescribed Regents examination in June. Students enrolled in any lab science course concluding in a Regents examination must complete a total of 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation in order to take the prescribed Science Regents examination. Students not completing this Regents examination requirement by June 1st will not be allowed to take the Regents examination.

LIFE SCIENCES

SC100Y: LIVING ENVIRONMENT

Living Environment course is not only concerned with the classification of living things, but with the processes that keeps individuals alive from day to day and species going from one generation to the next. This survey course will allow you to explore in a lab-centered classroom where experimentation is the key to learning.

SC310Y: ANATOMY

(Prerequisite: Living Environment and Earth Science)

Anatomy is a one-year lab-based course devoted to the study of the human body systems and to related careers in the area of health. All systems will be demonstrated to interrelate in the total functioning of the human body. While studying the different body systems, diseases, and related conditions, the health field will be investigated and discussed.

SC311Y: KINESIOLOGY

(Prerequisite: Living Environment and Earth Science)

Kinesiology is the study of the science of human motion. This class embraces such areas as physics for mechanical and gravitational laws; anatomy for structures of bone, muscle,

and nerve; and physiology for the action of muscle and nerve. Students are introduced to the discipline of kinesiology and will study the effects of physical activity on human beings; survey the sub-disciplines, including exercise physiology, biomechanics, motor behavior and sociological, historical and philosophical perspectives; and discuss how the discipline can be applied professionally. **This class will also count toward the Dance Distinction.**

SC504Y: AP BIOLOGY

(Prerequisite: Living Environment and a grade of 75 in trimester 2 of Chemistry and Algebra II)

AP Biology is a college level course. It reflects the topics typically found in introductory General Biology courses. The course is designed to achieve knowledge of the means by which biological information is collected, interpreted, and used to form hypotheses. The class will consist of lecture and lab. Participating colleges in turn may grant credit and/or appropriate placement, depending on their policies, to those students who have scored well on this examination. **Students take the Advanced Placement examination in May, and can acquire college credit with a passing score of 3 or better. The completion of a summer assignment is essential for your success in the class.**

PHYSICAL SCIENCES

SC200Y: EARTH SCIENCE

How often have you looked at the natural physical world around you and wondered how and why it came to be the way it is today? The stars and our planet are all tied together in some way, which gives our planet life and seasonal change. We will delve into rocks and minerals to unlock the secrets they hold about the history of this planet. All of this and more will be covered using a lab-oriented approach.

SC300Y: CHEMISTRY

(Prerequisite: Algebra 1 and Living Environment or Earth Science)

Chemistry is a lab-oriented course, which will allow the student to make discoveries in the exciting and ever-changing world of science. Emphasis will be placed on the use and development of problem solving skills. The course will attempt to show the student that science is not stagnant, but rather driven by powers of inquiry and curiosity. The course will present a challenge, which will broaden your perspective of science and greatly enhance your study skills.

SC400Y: PHYSICS

(Prerequisite: 11th or 12th grades and passed Algebra II):

In Regents Physics, students will explore the giant of all sciences. Physics helps to explain the world around you. Interesting demonstrations and exciting labs will help us to examine the conceptual and mathematical laws that govern the world around us. This course culminates in the New York State Regents Examination for Physics to be taken in June.

SC901Y: COLLEGE PHYSICS

Syracuse University credit: 8 College credits (4 credits per course)

(Prerequisite: Grade of 75 in Trimester 2 of physics)

This is the one-year introductory, non-calculus physics sequence offered through Syracuse University. This algebra-based course includes a regularly scheduled lab and provides the necessary physics background for health professionals and others who need physics but are not required to take a calculus-based course. The first semester, PHY 101, will cover traditional topics in mechanics, such as kinematics, Newton’s laws, circular motion, gravity and planetary motion, work, energy, momentum, rotational motion, vibrations, and kinetic theory. This semester stresses problem solving and conceptual understanding. The second semester, PHY 102, treats topics dealing with electricity, magnetism, and optics. Students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

SC910T: FORENSIC SCIENCE

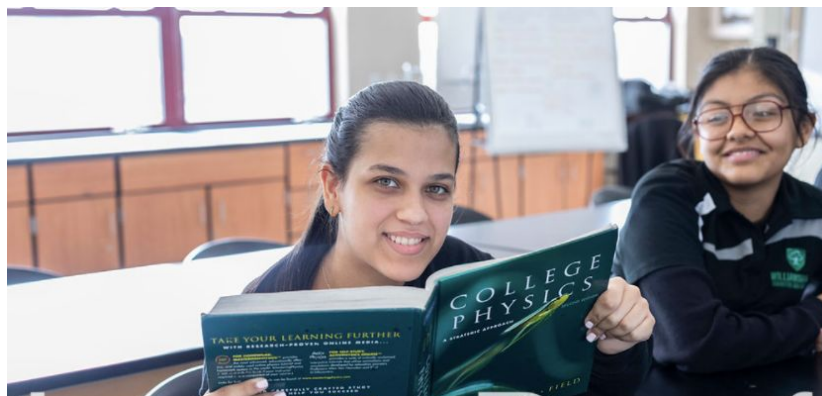
(Prerequisite: Living Environment or Earth Science and Chemistry)

This course is an elective, which is designed to study the application of science for investigative purposes. In criminal cases forensic scientists are often involved in the search for and examination of physical traces that might be useful for establishing or excluding an association between someone suspected of committing a crime and the scene of the crime or victim.

SC911T: NUTRITIONAL SCIENCE

(Prerequisite: SC 100 and 200)

“Do I choose my foods wisely?” and, “What changes might I make to ensure optimal nutrition and a long and healthy life?” To answer these questions, you must first understand what nutrients are and how your body uses them to maintain and fuel all of its complex physiologic processes. In Nutritional Science, we learn about everything from carbohydrates to proteins, from vitamins to fats, from minerals to oils, where they come from, why our bodies need them to survive, and how can we intake enough calories from them while managing their weight through physical activity.



SOCIAL STUDIES



SS100Y: GLOBAL HISTORY 9

This course of study covering the chronological history of the major regions of the world. The global history curriculum is divided into eight eras, with grade ten focusing on eras one through four. The topics for these eras are: methodology of global history, the ancient world, expanding zones of exchange, global interactions and the first global age.

SS200Y: GLOBAL HISTORY 10

This is the second part of the two-year global history and geography course covering the chronological history of major regions of the world. All students will be required to pass the Global History and Geography Regents examination at the end of this two-year sequence to satisfy their graduation requirement

SS300Y: US HISTORY

This is a chronologically organized study of United States history with an infusion of geography. The course traces the American experience from colonial times to the present tying in political, economic and social trends in United States history. All students must pass the Regents Examination based on the content of this program to satisfy their graduation requirements.

SS400Y: PARTICIPATION IN GOVERNMENT/ECONOMICS

This course provides student with economic and governmental knowledge and skills that will enable them to function as literate citizens. The emphasis of this year-long course will be both the knowledge and understanding of the Government and economy of the United States.

SS505Y: AP US HISTORY

(Prerequisite: Grade of 75 in trimester 2 of Global History 10)

The Advanced Placement program in American History is a college-level course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and material in American history. Students take the Advanced Placement examination in May, and may receive college credit with a passing score of 3 or better. This class can be taken in place of US History and will fulfill the Social Studies requirement for

graduation. **The completion of a summer assignment is essential for your success in the class.**

SS506Y: AP US GOVERNMENT & POLITICS

(Prerequisite: Grade of 80 in trimester 2 of US History, or enrolled in AP US History)

The Advanced Placement program in Government and Politics is an introduction to the study of American government, politics, and policy. AP Government focuses on lessons and activities that illuminate to students foundations and applications of U.S. government and politics in their own lives and in current events. Students take the Advanced Placement examination in May, and can acquire college credit with a passing score of 3 or better. This class can be taken in place of Participation in Government and will fulfill the Social Studies requirement for graduation. The completion of a summer assignment is essential for your success in the class.

SS910T: THE ECONOMICS OF PERSONAL FINANCE (SUPA)

(Prerequisite: Grade of 80 in trimester 2 of US History, or enrolled in AP US History)

The world of personal finance can be overwhelming. From credit cards to mortgages and more, ECN 305 is here to explain the essential information you need to know to make financially smart decisions for the rest of your life. This Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning. By the end, you will feel more confident about making informed and reasoned financial choices with regard to your professional and personal lives. Your bank account will thank you later. Students paying the (discounted) fee for SU credit will receive a Syracuse University transcript. This will count toward a student's Econ credit.

SOCIAL STUDY ELECTIVES

SS903T: THE FOOD WE SHARE

Through cooking, sharing meals, visiting local farms, reading, listening to guest speakers, and tending our class garden, students will explore how food reflects our values, identity, and culture. They will learn how food relates to social justice, citizenship, and power while mastering basic cooking skills and developing an appreciation for delicious and healthy foods.

SS907T: AFRICAN-AMERICAN HISTORY

(Prerequisite: SS 200)

The course will address the introduction of Africans to the Americas, enslavement, emancipation, and the social and political challenges and triumphs that followed. In addition, the course will highlight the social, cultural and political contributions of African Americans to American society. **This course will count for elective credit.**

SS908T: MODEL UN

(Prerequisite: SS 100)

The Model UN course is designed to acquaint students with the operations of the United Nations through the study of political positions of member nations. Additionally, students should achieve a level of understanding in the use of simulation activities as a means for teaching and learning about the political perspectives of different nationalities on contemporary world issues. **This course will count for elective credit.**

SS909Y: INTRO TO SOCIOLOGY (SUPA)

(Prerequisite: SS 300)

In this course, you'll look at human interaction in a wide range of situations, from the intimate family to the hostile mob; from organized crime to religious cults; and from the divisions of race, gender, and social class to the shared beliefs of a common culture. You'll learn how to take a disciplined view of social inequality, discover the forces behind social change and resistance, and see how social systems work. Few fields have such a broad scope and relevance for research, theory, and the application of knowledge. **Students paying the (discounted) fee for SU credit will receive a Syracuse University transcript. This course will count for elective credit.**

SS911T: COLOR ME SUPER

Inspired by the lack of female superheroes out there for young girls to look up to, this class will be devoted to the empowerment of young women of all walks of life. Color Me Super -- a 12-week journey through intersectional feminism and its relationship with art, activism, and literature -- will guide each participant to focus on and learn about one new female superhero per week. At the end of the course, students will be tasked with developing their own superhero, creating her backstory, and designing an artistic, visual representation of her. These heroes will be recognized for being more than just "pretty" or "beautiful"; they will be recognized for their bravery, honesty, kindness, and power. The goal of this class is to empower young women through art, writing, and creativity.

PHYSICAL EDUCATION/HEALTH



Students must have a total of 4 (four) physical education courses, one per year, to meet the physical education requirement.

PE601T: PHYSICAL EDUCATION

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

PE602T: HEALTH EDUCATION

Health is intended to establish practices and behaviors that will help our students to decrease morbidity rates decrease mortality rates, increase life expectancy, prevent premature death and to improve the quality of life.

PE603T: TOTAL BODY MOVEMENT

This course will allow students to learn various exercises to identify and target each muscle group. Students will be able to gain hands on experience with calisthenic exercises, resistance bands, and free weights. Students will also explore topics such as nutrition, active games, and lifetime activities.

PE604T: YOGA

Yoga is a form of exercise that uses slow movements and stretching. It is good for increasing flexibility and balance. It is also good for relieving stress and relaxing. Yoga has been used as a meditation technique for thousands of years. As you exercise, you meditate on what your body is feeling and try to be "one with the universe."

PE605Y: HEALTH & PHYSICAL EDUCATION

This course offers a credit of Health Education and a credit of Physical Education.

PE610Y: DANCE COMPANY (a year long course)

This class is only offered to seniors who have fulfilled all performing arts coursework. Students will be creating portfolio of works and dance reels, research paper, and prepare for exit project and exam. **Students will be choreographing their own pieces of work for their portfolios. This class will also count toward the Dance Distinction**

WORLD LANGUAGE

“NON SCHOLAE SED
VITAE DISCIMUS”

WE LEARN NOT FOR
SCHOOL BUT FOR LIFE

WL100Y: SURVEY OF LANGUAGE

The Survey of Language is an introductory language course, which surveys Spanish, French, and Latin for all incoming freshman. Students will have an opportunity to experience each language for 12 weeks at a time, thus providing them with the opportunity to choose their language pathway for language proficiency.

WL701Y: LATIN I

In this introductory Latin course, students will begin their study of Latin, which lays a foundation for the study of any language including English. Students will begin to use Latin to enrich their communication in any Language, and will study the Roman culture as a means to enrich the student’s own world.

WL702Y: LATIN II

In the introductory level, students were introduced to Classical Latin. Latin II continues with developing the foundation of Latin through readings and a closer look at vocabulary. The study of Roman culture remains an integral part of the course as students become more sensitive to the Ancient and modern worlds. This course fulfills the World Language Requirement.

WL703Y: LATIN III

This course continues to broaden and deepen the student’s ability to read Latin. Speaking and listening become important skills and aid the student in the understanding and reading ability of Latin. Cultural understanding of the ancient world becomes ever more important for students as they learn about their world.

WL704Y: LATIN IV

Students begin to move away from adapted Latin readings and move towards reading authentic passages in Latin. Cultural context is provided and students continue to develop their Latin literary skills as well their views of the modern world against the ancient world.

WL710Y: SPANISH I

Spanish I is a course designed to teach the basics of communication in the Spanish language. Students will learn to comprehend and express themselves at the novice level in speaking, listening, reading, and writing.

WL711Y: SPANISH II

Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

WL713Y: SPANISH III

Spanish III is an advanced course designed to expand the student's ability to communicate in oral and written form at the Intermediate level in Spanish. Students will expand their ability to comprehend spoken and written language as well as understanding of different aspects of Hispanic culture.

WL712Y: SPANISH FOR NATIVE SPEAKERS

Spanish for Native Speakers is a course designed for students that are fluent speakers in basic Spanish but need further development of academic Spanish. The emphasis of this course will be on vocabulary development, listening comprehension, grammar, reading, and writing skills. Students will also be expected to learn how to read and analyze simple literature.

WL715T: CULTURES OF LATIN AMERICA

In this course students become acquainted with the different cultures of the Spanish-speaking countries including Spain, Guinea Ecuatorial, South American nations, Central America nations and the Caribbean Islands. The students are exposed to music, dances, craftworks, architecture, festivals, foods, native customs, famous artists, writers, athletes, and geographical sites. The students visit these sites by using virtual tours (videos) and by reading passages from *Cuentos y Cultura* Levels 1, 2, 3. Holt, Rinehart and Winston. These books contain passages in English and in Spanish.

WL720Y: FRENCH I

French I is a course designed to teach the basics of communication in the French language. Students will learn to comprehend and express themselves at the novice level in speaking, listening, reading, and writing. They will also learn about everyday life in French-speaking countries.

WL721Y: FRENCH II

French II courses build upon skills developed in French I, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and

comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).

WL722Y: FRENCH III

French III is an advanced French course designed to expand the student's ability to speak and write in French. Students will also read and discuss French short stories and movies, responding primarily in French.

PERFORMING ARTS



PA801T: TREBLE CHOIR

Sing the music YOU want to sing! In this non-traditional approach to choir students will learn the basics of singing in an ensemble by selecting, preparing, and performing music of their choice. Treble choir is for female students, boys with unchanged voices, or boys interested in singing in their upper range, or if you just feel more comfortable. This class is repeatable. No experience required!

PA802T: BASS CHOIR

Sing the music YOU want to sing! In this non-traditional approach to choir students will learn the basics of singing in an ensemble by selecting, preparing, and performing music of their choice. Bass choir is for male students or girls capable and preferring to sing in the tenor range. This class is repeatable. No experience required!

PA803Y: WCHS MIXED CHOIR

This is a year-long course

(Prerequisite: Audition and completion of Treble or Bass.)

This is WCHS's most advanced vocal ensemble. In this repeatable, yearlong course, students study new repertoire each year. Through this music students will develop their vocal, ensemble, literacy skills as well as their knowledge of music history and cultures. Students in this class perform frequently throughout the year in school and in the community.

PA805T: PIANO FUNDAMENTALS

Ever wanted to learn to read & write music? In this class, students will learn the basics of reading, writing, music theory, and piano technique. No experience required!

PA806T: PIANO PERFORMANCE

Students will select and perform a song of their choosing. During this class, students will deepen their knowledge of musical cultures, performance techniques, and theory.

PA807T: MODERN BAND

Ever wanted to learn guitar? Drums? Bass? Students in will learn the fundamentals of playing in a rock band including instrumental & ensemble techniques, music theory, as well as musical culture and history. No experience required!

PA808T: MUSIC COMPOSITION

(Prerequisite: Any of the following classes - Keyboard 101, Modern Band 101, Bass, Treble Choir or audition)

Write your own original music!

PA809Y: HOUSE BAND

(Prerequisite: Modern Band 101 and/or audition)

WCHS House Band is our most advanced instrumental ensemble. In this year-long course, students who have completed Modern Band 101 and are ready to choose an instrument to specialize in will form an ensemble. Students will deepen their knowledge of musical cultures, performance, and theory. WCHS House band will perform frequently in school and the community and frequently collaborates with our choirs.

PA816T: GENERAL MUSIC

After learning the basics of guitar, drums, bass, and keyboards students in this class will put it all together to form a class band. Along the way they will learn about elements of composition, theory, history and culture and respond to performances by other musicians. **There is no prerequisite for this course.**

PA810T: BEAT MAKING

Open to 10th, 11th, and 12th grade students, this course introduces students to the fundamentals of making beats in a project-based and collaborative environment. Students will learn basic music theory skills, basic computer skills, and basic producing skills as they create multiple original beats throughout the semester.

PA812T: MUSIC PRODUCTION I

(Prerequisite: Introduction to Beat Making)

Open to 10th, 11th, and 12th-grade students, this course builds on students' knowledge from Introduction to Beat Making. Students will learn about sampling, audio effects, and the basic functions of recording singing and/or rapping using a condenser microphone and audio interface.

PA813T: MUSIC PRODUCTION II

(Prerequisite: Requires teacher approval / portfolio audition)

Students will expand their knowledge of audio editing and production and go into greater depth in these areas. Learning about the physics of sound, sound processing, and signal flow will empower students to create music and work with sound on a much more intimate level.

PA820T: 3-2-1 LIGHTS UP! INTRODUCTION TO THEATRE

In this beginning level class, YOU, the student, will be involved as a creator, a performer, a historian, and a critic. The best part about Theatre is that it builds you as

a person. The experiences you will share in this classroom will not always be learned from a textbook, but through various practices and situations you will encounter through class experiences. You will develop emotionally, physically, intellectually, imaginatively, and socially. In this class you will explore various styles of theatre through group exercises, improvisation, small creative projects and working collaboratively to create a theatre ensemble. **This class is a performance-based class. No Public Performances will be held. In-class performances are required from all students.**

PA821T: YOU CAN'T STOP THE BEAT 1

(Prerequisite: 3 Trimesters of Theatre Electives post 321 Lights up & Interview/Audition)

Do you love the shimmering lights of Broadway? Do you have a song in your heart? Do you constantly want to bust a move? Then join this audition and production based class that will primarily work on developing a musical theatre presentation. Students will explore the historical context of the particular production and continue to bolster acting technique through the pre-production, analysis, rehearsal, and performance process.

PA821BT: YOU CAN'T STOP THE BEAT 2

(Prerequisite: Successful completion of T1 of You Can't Stop The Beat)

Trimester 2 of this class.

PA822T: THE PLAY'S THE THING

(Prerequisite: 3 Trimesters of Theatre Electives post 321 Lights up & Interview/Audition)

Do you guffaw at a side-splitting comedy? Do you weep at a heartwarming drama? Then be part of making an audience experience all those feelings. In this audition and production based class students will primarily work on developing a complete play production/performance.

Students will explore the historical context of the particular production and continue to bolster acting technique through the pre-production, analysis, rehearsal, and performance process.

This class will only be offered Trimester 1. Public performance required.

PA823T: TRIPLE THREAT: MUSICAL THEATRE TECHNIQUE

(Prerequisite: 321-Lights Up and Interview/Audition)

Do you fancy yourself a Mariah? Do you have slick moves like Usher? Do you do it all like Beyonce? Then learn about how to integrate Singing, Acting and Dancing in one performance.

Throughout this course, students will work collaboratively to generate a Musical Review based on a student chosen theme, create choreography, and script song-a-logues, connective dialogue and cabaret theatre material. **Public performance required.**

PA824T: THE PRODUCTION TEAM: DIRECTING, DESIGN, DRAMATURGY & STAGE MANAGEMENT

(Prerequisite: 321-Lights Up)

Have you ever seen a performance and wondered all that transpires behind the scenes to make the magic happen? This class will focus on the various roles and responsibilities behind the scenes through small group projects, research and individual and group presentations.

Students will work collaboratively as a Production Team and learn about everything that happens from the concept meeting to opening night.

PA825T: THE STORIES AROUND US: ETHNODRAMA, DOCUDRAMA & DEVSING ORIGINAL WORK

(Prerequisite: 321-Lights Up and Interview/Audition)

Ethnodrama is a form of investigative theatre that dramatizes the stories of everyday people. By examining pivotal documentary style plays like The Laramie project, Fires in the Mirror, or Bridge & Tunnel students will explore how using existing texts, interviews and true stories can create thrilling theatrical presentations. Students will create an original performance piece based on independent and group research, interviews, improvisation, and performance. **This is a performance based class. In class performances required with possible small invited public showcase/sharing of work**

PA826T: SOCIAL JUSTICE THROUGH MUSICAL THEATRE

(Prerequisite: 321-Lights Up and Interview/Audition)

While many go to a Broadway Musical for the extravagant costumes, thrilling music and choreography, and high-energy exuberance, Musical Theatre has been at the forefront of examining and challenging pressing social topics. Through analysis of filmed productions, reading scripts/listening to recordings and working an and/or performing in student led research projects, students will explore how Musical Theatre has looked at various topics such as racism, the civil rights movement, anti-Semitism, homophobia, domestic violence and many more. Building off of this knowledge, student will create small musical theatre projects to examine current social issues relevant to our ensemble. **This is a performance based class. In class performances required with possible small invited public showcase/sharing of work.**

PA827T: KNOCK KNOCK, WHO'S THERE?: COMIC STYLES DERIVED FROM COMMEDIA DELL'ARTE

(Prerequisite: 321-Lights Up and Interview/Audition)

Commedia Dell'Arte was a theatre style developed in Italy and is directly responsible for the evolution of stand up, sitcoms, and sketch comedy. Through and exploration of improvisation and stock characters, students will examine how popular contemporary comic forms have direct roots in Commedia Dell'Arte. See how comedians from Lucille Ball to Tyler Perry, cartoons from The Simpsons to Spongebob and sketch comedies from In Living Color to SNL are direct descendants from this hilarious art form. **This is a performance based class. In class performances required with possible small invited public showcase/sharing of work.**

PA828T: MY BIG FAT GREEK THEATRE CLASS: AN EXPLORATION OF CLASSIC GREEK THEATRE IN A MODERN CONTEXT

(Prerequisite: 321-Lights Up and Interview/Audition)

By working on and acting in contemporary adaptations on classic Greek Tales, students will connect how the origins of theatre are vibrantly and vitally resonant in theatre work today.

Using contemporary texts like Agatha Rex, Antigone Now, Euripides, The Greek Mythology Olympiaganza , Lysistrata Jones, and their classic counterparts, students will see how Greek Tragedies have their presence in not only modern theatre but it popular culture like TV's Lost, Battlestar Galactica, and Game of Thrones. **This is a performance based class. In class performances required with possible small invited public showcase/sharing of work.**

PA829T: WILL.I.AM SHAKESPEARE: THE OG COMEDIAN, RAPPER & WORDSMITH

(Prerequisite: 321-Lights Up and Interview/Audition)

Students will begin to break through the language barrier usually associated with Shakespeare's works and develop a keen understanding of the mechanics, musicality, and motion of Shakespeare's words. By working on and acting in contemporary adaptations of Shakespeare's plays and sonnets, students will connect how Shakespeare's art form has influenced and impacted countless theatre and musical styles. Using contemporary texts like *The Bombitty of Errors*, *Midsummer/ Jersey*, *West Side Story*, *Play On!* and their Shakespearean counterparts, students will see how Shakespeare's works live on, not only in contemporary theatre and imaginative revivals, but how it influences classical musical theatre and modern hip-hop and rock musical productions. **Public performance required.**

PA830T: MURDER, THEY WROTE!- SUSPENSE AND INTRIGUE CREATING A MURDER MYSTERY.

(Prerequisite: 321-Lights Up and Interview/Audition)

Do you consider yourself an amateur gumshoe? Did you figure out it was it Mrs. Peacock, in the library, with the candlestick? Is it all, elementary to you? Then we need your investigative prowess. In the spirit of *Clue*, *Murder, She Wrote*, *Sherlock* and *Agatha Christie*, students will use improvisation and playwriting exercises, to devise, script and perform an original whodunit filled with murder, mayhem, and merriment. **Public performance required.**

PA831T: WHOSE LINE IS IT ANYWAY: IMPROVISATIONAL GAMES AND PERFORMANCE

(Prerequisite: 321-Lights Up and Interview/Audition)

In the spirit of the improvisational comedy television sensation *Whose Line Is It Anyway?* hosted by Drew Carey, students will create a witty, whimsical, whirlwind of hilarity. Utilizing the Rules of Improv students will learn how to spontaneously accept outlandish suggestions and transform those into side splitting sketches in a culminating Improvisation showcase. **Public performance required.**

PA832T: SPILLING THE "T" - QUEER THEATRE

(Prerequisite: 321-Lights Up and Interview/Audition)

In this script analysis and project based class, students will explore seminal texts chronically the queer experience in the 20th and 21st Centuries. This class will examine how theatrical storytelling has been pivotal in the representation and development of the LGBT movement and how examining these texts can influence the status quo. *Possible Texts of Study: Bent/Angels in America/ Falsettos/ The Laramie Project/Stop Kiss/The Normal Heart/Torch Song Trilogy/Twilight of the Golds/Fun Home/ RENT/ Kinky Boots/ Take Me Out / La Cage Aux Folles*

PA833T: THE MASKS WE WEAR: MASKS AND PUPPETRY IN THE THEATRE

(Prerequisite: 321-Lights Up and Interview/Audition)

From the origins of theatre in Greece, masks have been a pivotal tool in helping people tell their stories. In this class, students will study various mask and puppetry styles as alternative storytelling vehicles. Additionally, students will work on and perform in material that explores the more metaphorical concept of the various masks we wear in our daily lives. **This is a performance based class. In class performances required with possible small invited public showcase/sharing of work**

PA834T: SPOTIFY: NEW STORIES/EXISTING MUSIC

(Prerequisite: 321-Lights Up and Interview/Audition)

In this class, students will create and perform in an original musical project through independent and group playwriting and interpolating existing songs into the dramatic structure of the story. Understanding the popularity of The Jukebox Musical, and looking at performances like Beautiful, Jersey Boys, Mamma Mia and All Shook Up, students will create their own version of a Jukebox Musical using the music and stories that, to them, are most important. **This is a performance based class. In class performances required with possible small invited public showcase/sharing of work.**



DANCE DISTINCTION

Students aspire to receive a Dance Distinction must take 12 courses including History of Dance, Kinesiology, and Dance Company to receive Dance Distinction.

PA850T: HISTORY OF DANCE



Students will survey dance from primitive to contemporary times while tracing its role through historical eras. Students will come to an understanding of their own culture and begin to respect dance as a part of the heritage of many cultures from areas around the globe as well as from their own communities. Students will receive historical and present day information and adapt their knowledge to the diversities of dance and society.

PA 851T: WORLD DANCE

World Dance is a pre-performance level course for students of any level of dance experience. In this survey course, students will learn about the history of multiple dance forms, watch and analyze various dance studies, and experience dance technique classes within those styles.

PA 852T: TRADITIONAL WEST AFRICAN DANCE

This class is an energetic union of music, dance and oral tradition of the people of West Africa. Students will learn the rich history of traditional dances, accompanied with live/recorded djembe and dundun drumming. The start of the class builds on traditional West African dance techniques, followed by practice across the floor, and culminating in a final phrase. Students will express strength, improve stamina, and gain confidence.

PA853T: AFRO-CARIBBEAN DANCE

This class unites dance, rhythm, and song. It creates an environment and dance community that nurtures, heals, renews, and inspires the body and spirit. This eclectic style of dance blends

African and Caribbean music styles. The fusion creates a high-energy style of dance stemming from Afro core movements including fast and grounded footwork, chest isolation, waist and lower body movements.

PA854T: AFROBEATS DANCE

This class focuses on various street dance styles that emerge from urban environments from across Africa such as coupe decale from Ivory Coast, azonto from Ghana and soukous from Congo. The music often possesses fast tempos and a blend of heavily percussive instruments, vocals, and sounds influenced by Yoruba music, house music and funk. The distinguishing characteristics of afrobeat dance are undulating hip movements, powerful high-energy steps, and strong core-based movements.

PA855T: AFRO-CARIBBEAN DANCE PERFORMANCE

A performance level course for students who have successfully completed a technique course and/or successful auditions for entrance into the course.

PA856T: BALLET TECHNIQUE

This class introduces students to classical ballet techniques and terminology. Based on a combination of the French, Vagonova and Cecchetti methods, students will build the strength, flexibility and control needed to execute ballet moves. This class will focus on positions of the arms, direction of the body and increased movement vocabulary. Each class includes barre exercises, center floor work, and across-the-floor combinations.

It is advised that students take this class before or along with one of the Modern Technique classes.

PA857T: HORTON DANCE TECHNIQUE

This class is designed to teach students the fundamentals of Lester Horton's development of a dance technique, which was based on Native American dances, anatomical studies and other movement influences. The class will consist of studies to stretch and strengthen different areas of the body. Many of the studies which are taught will include flat backs, primitive squat, lateral stretches, release swings, leg swings, deep lunges, and T positions. In this class, students will learn how to manipulate their bodies into laterals and angular turns while working across the floor. Simple combinations of turns and jumps are also taught to introduce musicality and dynamics to the student's vocabulary.

PA858T: DUNHAM DANCE TECHNIQUE

In this class, students will be fully immersed in the magic of Katherine Dunham's technique, a modern dance style that brought together African, Caribbean ritual, social dance and concert dance to become her codified technique. This class concentrates on building strength, flexibility, and the ability to undulate one's torso, spine, and hips fully and rapidly. The class will begin with a warm-up, center floor isolations and end with movement sequences across the floor—which she integrated with techniques of ballet and modern dance.

PA859T: GRAHAM DANCE TECHNIQUE

Graham technique is a modern dance movement style and pedagogy created by American dancer and choreographer Martha Graham. The Graham Technique is based on the corepower of Graham's signature contraction and release. The Technique promotes strength, balance, focus stamina, and self-expression and serves as a foundation for excellence in many styles of

dance. Extended kinetic vocabulary and the fundamental Graham phrases and repertory will also be taught

PA860T: MODERN DANCE PERFORMANCE

A performance level course for students who have successfully completed a technique course and/or successful auditions for entrance into the course.

PA913T: RING THE ALARM: POETRY FOR POWER AND SOCIAL CHANGE

Our words create our reality! This course is designed for poets and performers who are ready to speak truth to power and take their message to the community. Raise your voice and be heard!

During this writing, performance and critical literacy course students will:

1. Explore the history of spoken word poetry and performance from The Black Arts Movement through The Movement for Black Lives;
2. Experiment with approaches to public speaking, performance, and collaborative creative writing strategies;
3. Read, write, and view, poems by relevant and boundary pushing artists;
4. Attend field trips, performances, and special events to support your writing and performance; and,
5. Perform individual and team poems at a youth open mic event.

PA916T: DON'T STOP THE BODY ROCK: HIP HOP DANCE FUNDAMENTALS

From flexin' to crump. From breaking to finger tutting. Hip hop dance is comprised of many styles rooted in social change. This course is designed for the newbies and the experienced dancers who enjoy the challenge and the freedom found in hip-hop dance. Students will:

1. Explore the history of hip hop dance;
2. Practice different styles of hip hop dance from different countries and cultures;
3. Attend field trips and special events in support of your work;
4. Create solo and ensemble performance; and,
5. Collaborate and dance in a final concert.

PA917T: BEYOND THE BREAK: DJ'ING FUNDAMENTALS

There is no party without the right music. Since the dawn of hip hop, rappers and DJ's have worked together to rock crowds and tell stories through beats, rhythm, and words. If you are excited about music production and sound art, this is the course for you. Students will:

1. Explore the history of DJ'ing;
2. Learn the art of song selection and sampling;
3. Learn the fundamentals of music production;
4. Experiment with beat-making;
5. Create soundscapes for dance and theatre productions;
6. Build track lists for parties;
7. Participate in in-class beat contests;
8. Attend field trips and special events in support of your work;
9. Collaborate and participate in a final project.

PA918T: FREEDOM IN THE TIME OF FERGUSON: ARTS ACTIVISM IN THE AGE OF MASS INCARCERATION

What is the role of the artist in the fight against injustice? How can activists learn from artists about ways to address a community's most pressing concerns? Freedom in the Time of Ferguson Action Guide is a multi-disciplinary performance course comprised of devised theatre, poetry, media, and music performance designed to foster awareness and critical dialogue about the school to prison pipeline, mass incarceration, and creative activism.

The course seeks to empower students with the necessary skills to make substantive social change to upend institutional oppression. During the course, participants will consider the role of creativity in working for social justice. The course culminates in a multi-media performance and community dialogue about social change.

PE610Y: DANCE COMPANY (a year long course)

This class is only offered to seniors who have fulfilled all performing arts coursework. Students will be creating portfolio of works and dance reels, research paper, and prepare for exit project and exam. Class can also count toward PE credit. **Students will be choreographing their own pieces of work for their portfolios.**

VISUAL ARTS



VA870T: STUDIO ART

In this course we will cover a wide variety of art-making practices. We will also talk about some basic art history and art vocabulary, expanding your knowledge of the art world. My goal is to introduce you to all the different ways art can help you express yourself and the importance of art in life. This course demands willingness from you to be outgoing and expressive, as well as be open to taking risks and making mistakes! Remember, the more you try, the more you learn! No matter what kind of art you like best, you'll learn about how to use specific techniques helping you to sharpen your skills and find new and creative ways to use them.

VA873T: DRAWING & PAINTING I

(Prerequisite: Studio Art)

This course will cover various drawing techniques, exploring a wide range of media. This 12-week course will focus on drawing mediums including; pencil, charcoal, colored pencil, chalk pastel and oil pastel.

VA874T: DRAWING & PAINTING II

(Prerequisite: Drawing & Painting I)

This course will cover various painting techniques. This 12 week course will focus on painting mediums including: dry to wet mediums using watercolor pencil and chalk pastel with water as well as watercolor and acrylic paint. Students will continue to refine their independent styles as they develop critiquing skills and informed judgments about art.

VA876T: PHOTOGRAPHY 1

In this course, students will learn the basics of digital photography. At the end of the course, students are expected to know how to manipulate a camera in full manual mode, with an understanding of main concepts such as aperture, shutter speed, ISO, depth of field, among others. Students will improve and practice implementing the principles of art and design into their projects, such as composition and texture. Students will be able to build an online portfolio with the photos taken and edited in the course assignments to show off your talent and share your work with the world! Important: most of your photos will be taken outdoors, during field trips and/or school events.

VA879T: PHOTO PORTFOLIO

(Prerequisite: Photography 1)

If you already took Photography 1 and you're interested in expanding your skills in photography, this is your class! In this course, you will work mostly on your own independent projects, according to your interest, in order to develop your portfolio. You will learn about various photographers and photography movements in history to complement your knowledge on the subject and provide inspiration for your own artwork.

VA880T: 3-D PRINTING I

3D Printing and Design will cover the process of creating a product using 3D printing software. This course introduces students to the world of 3D printing and possibilities it brings. Students will have the opportunity to bring their designs to life by the end of the course.

VA881T: 3-D PRINTING II/Product Design

(Prerequisite: 3D Printing I)

3D Printing and Design II will cover how to create a product around given materials and how to assemble it in the Onshape program. The class is heavily project based, where students will be working individually as well as in groups creating a prototype of a product that they will be printing. Students will be introduced to the process of real life product design experiences such as filling out an innovation canvas and presenting the product to market.

VA883T: CERAMICS 1 FORM + FUNCTION

Developing their creative concepts, students will throw on the potter's wheel, hand build forms, and create a series of pieces over the course of the term, which may include objects such as plates, cups, bowls, teapots and sculpture. Drawing inspiration from contemporary ceramic artists, the class will explore a variety of techniques for surface design, glazing and ring.

VA882Y: GRAPHIC DESIGN

Create a book of your Senior Memories with your classmates. We will start of the course by understanding how to use Photoshop to edit photos and learn how to create a basic page layout. The rest of the year will consist of collaborating with your classmates on how the Yearbook will look. We will be working on taking photos at different school events, photoshopping those photos, and creating page layouts. **This is a course for Juniors and Seniors who are passionate about creating memories.**

VA885T: POP ART

Did you know that Pop Art originated in New York City? In this course you will learn the history of Pop Art, the most influential artists of this genre, and its influence on American pop culture. During this course you also have the opportunity to learn how to create your own Pop Art. This class will culminate with creating your own Pop Art project.

VA886T: CERAMICS 2 CONTEMPORARY CRAFT

(Prerequisite Ceramics 1)

In this course students will explore intermediate hand-building techniques and possibilities. Students will be able to create new and exciting functional pottery forms as well as sculptural applications. Various glaze and decoration techniques for finishing work will be introduced to enhance each piece's aesthetic quality. Students will also be introduced to the pottery wheel on a limited basis.

VA 887T: CERAMICS 3 THE POTTER'S WHEEL 101

(Prerequisite Ceramics 1 and 2)

In this course students will learn the fundamentals of creating functional pottery on the potter's wheel and the techniques for throwing and shaping clay. Students practice using the potter's wheel and begin throwing basic forms, such as bowls and mugs. They also learn how the firing process impacts the form and aesthetics of a ceramic piece, as well as how to incorporate decorations and embellishments. It is suggested students that students take pottery wheel classes after completing Ceramics 1 and Ceramics 2.

VA914T: TAG IT UP: THE ALCHEMY OF VISUAL ACTIVISM

From large paintings on canvas at the Studio Museum in Harlem to murals painted on the side of buildings, visual art has always been a means to tell stories and document what is important to the community. Are you the next Basquiat or Kehinde Wiley? This course is designed for you. Create a vision for a new day and:

1. Explore the visual art practices for social change;
2. Create propaganda art (stickers, buttons, postcards, and posters);
3. Experiment with digital art-making strategies;
4. Paint small and large scale projects;
5. Attend field trips, exhibitions, and special events to support the creation of your own work;
6. Participate in a mural project; and,
7. Co-produce a visual art exhibition.

VA915T: PHOTO. FLASH. FOCUS. RECORD: MEDIA ACTION! MEDIA ACTIVISM!

From 60-second documentaries to photo essays activists and artists amplify narrative power through videography and photography. So can you! Turn a smartphone into a design studio and make media that matters. Students will:

1. Learn the fundamentals of storytelling through video and photography;
2. Explore aesthetic approaches and production processes;
3. Learn the historical significance of media activism;
4. Build an understanding of how media determines public perception (media literacy);
5. Create and maintain a media journal;
6. Attend field trips, exhibitions, and special events to support the creation of your own work; and,
7. Collaborate on a media project (music video, short film, documentary, photojournalism project).

VA507Y: AP STUDIO ART

(Prerequisite: Drawing & Painting I & II)

This course is designed for highly motivated students who are seriously interested in the study of art, and who wish to pursue college level studies while still in secondary school. It is expected that each participant will prepare a portfolio that will be submitted to the College Board for evaluation in May. **Students take the Advanced Placement examination in May, and can acquire college credit with a passing score of 3 or better on their portfolio.**

VA508Y: AP CERAMICS & SCULPTURE

(Prerequisite: Ceramics 1 and 2)

A.P. Ceramics is a portfolio-based, college level course; works selected for your portfolio must exhibit Mastery in terms of Concept, Composition and Execution. Students are encouraged to create works of art based on their own designs and ideas. Creativity has no limits. AP Ceramics & Sculpture students should have an overall interest in ceramics and sculpture as well as a willingness to be outwardly expressive and open to a complex analysis of visual art, its impact on culture, and the current social climate. **Students take the Advanced Placement examination in May, and can acquire college credit with a passing score of 3 or better on their portfolio.**



CTE



CT100Y: INTRO TO CODING

Intro to Coding is a full-year course aimed at exposing students to the world of coding. Intro To Coding is intended for students with no previous background, and teaches how to code in a fun and accessible way. Through a series of learning “modulus”, including example code, video tutorials, quizzes, programming challenges, and applied programming exercises, The course focuses on the problem solving and critical thinking skills required to properly code, skills that will benefit students in all of their future endeavors.

CT912T: PROFESSIONAL COMPUTER LITERACY

Graduating and stepping into the real world is a huge step. Whether you are going to college or have your own professional plans, basic computer skills are a necessity no matter where you go. In this course, we will practice keyboarding skills to improve typing speed, go over how to type a professional e-mail to someone, how to professionally dress and be presentable when doing a presentation or even just being interviewed. We will also learn how to create a Resumé and go over how we are seen and how we should present ourselves in Social Media. This class touches the professional basics so it will be easier after you graduate!

CT509Y: AP COMPUTER SCIENCE PRINCIPLES

(Prerequisite: 75 or higher in the Intro to coding class)

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college-computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students take the Advanced Placement examination in May, and can acquire college credit with a passing score of 3 or better. **The completion of a summer assignment is essential for your success in the class.**

