



WILLIAMSBURG
CHARTER HIGH SCHOOL

Course Catalog 2021-2022

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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10th Grade

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11th Grade

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12th Grade

Shante Martin
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Renee de Lyon
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 on 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>
REGENTS WITH ADVANCED DESIGNATION	<p><u>44 units of credit distributed as follows:</u> 8 ELA 8 social studies</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>WITH HONORS</p>	<p>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>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 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: 4 ELA, 4 social studies, 6 science, 6 mathematics, 1 health, 2 arts,</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 follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment(2) ;or 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,</p>

	<p>2 language other than English (LOTE)*, 4 physical education, 7 electives.</p>	<p>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/gradreg/Documents/CurrentDiplomaCredentialSummary.pdf> (Revised February 2017)

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 1/2 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.



TYPES OF COURSES OFFERED AT WCHS

Core Courses:

Required for all students necessary for graduation. May require prerequisites. Courses span the 5 core subject areas of English, Math, Science, Social Studies, and Foreign Language

Elective Courses:

Available to all students. May require prerequisites. Students must pass a minimum number of electives to be eligible for graduation. Courses span the subject areas of Art, Physical Education, Literacy, CTE, English, Math, Science, Social Studies and Foreign Language

Dual Language Courses:

Available to 9th graders only. Dual Language courses offer students an opportunity to learn course content in both Spanish and English. Ideal for students fluent in Spanish and/or English

Honors Courses:

Available to all students. Students must apply to the Evangelina Rodriguez Honors Program. Honors courses address the same standards as general courses but go deeper into the content, at a much faster pace, and have higher expectations for both the quality and quantity of student work

Advanced Placement (AP) Courses:

Available to upperclassmen (11-12 grade). Students must meet prerequisites to be eligible for enrollment. Courses are taught at a college level and provide an opportunity for students to earn college credit upon successful completion of AP exam at the end of the course. May be taken in lieu of core course in a similar subject area

Syracuse University Project Advance (SUPA) Courses:

Courses available to upperclassmen (11-12 grade). Students must meet prerequisites (including monetary deposit) to be eligible for enrollment. Courses are taught at a college level and provide an opportunity for students to earn college credit upon successful completion of the SUPA course. May be taken in lieu of core course in a similar subject area

APEX Courses:

Available to seniors and select juniors as an online credit-recovery option. Application process or counselor recommendation required. Students can earn a minimum of 1 credit per APEX course

COURSES OFFERED AT WCHS



ENGLISH/LANGUAGE ARTS

English 9: Survey of Literature and Composition

Grade(s): 9

Course Length: Yearlong

Prerequisite(s): n/a

This course focuses on analyzing works of literature, critical response of literature, and persuasion through a series of short stories, novels, speeches, and plays. Students will be able to identify the difference between fiction and nonfiction and how both have influenced history, along with their heavy influence in our lives today through the lens of adversity, conflict, and self-reliance. During this course, students will be expected to write essays in an academically informative, argumentative, and researched way. Vocabulary, grammar, writing skills, essay writing skills, analysis, reading comprehension, and many other skills that will prepare students for their academic futures will be seen throughout the year. Students will begin building their online English portfolio.

English 9: Survey of Literature and Composition Honors

Grade(s): 9

Course Length: Yearlong

Prerequisite(s): Acceptance into Honors Program; Two Teacher Recommendations

English Honors for grade 9 is an integrated curriculum with challenging assignments aimed at preparing Honors-level students for advanced work in the study of literature and language arts. Each unit contains thematically related lessons in five domains: reading and the study of literature, reading informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Topics are presented in ways that help young adolescents relate literacy skills to other aspects of their lives. Writing assignments include narrative, expository, and persuasive/argumentative modes and emphasize the use of details and reasoning to support ideas. Speaking and listening lessons emphasize collaborative discussion skills and peer review. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit. Literature study for the second half of the year focuses on the analysis of different forms of literature and on comparative studies of world literature and literature delivered in different media.

Assignments that are specific to Honors level of this course ask students to apply advanced skills earlier in the course and more often than students in the regular version of English 9. For example, students move immediately beyond the identification of literary elements or aspects of informational text to the analysis of these components. Likewise, Honors students don't simply recognize and describe rhetorical strategies—they also use these strategies to create specific effects.

English 9: Survey of Literature and Composition - Dual Language

Grade(s): 9

Course Length: Yearlong

Prerequisite(s): n/a

This course focuses on analyzing works of literature, critical response of literature, and persuasion through a series of short stories, novels, speeches, and plays. Students will be able to identify the difference between fiction and nonfiction and how both have influenced history, along with their heavy influence in our lives today through the lens of adversity, conflict, and self-reliance. During this course, students will be expected to write essays in an academically informative, argumentative, and researched way. Vocabulary, grammar, writing skills, essay writing skills, analysis, reading comprehension, and many other skills that will prepare students for their academic futures will be seen throughout the year. Students will begin building their online English portfolio. This course is a dual language course taught in English and in Spanish.

English 10: American Literature

Grade(s): 10

Course Length: Yearlong

Prerequisite(s): n/a

Course culminates with English Regents

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. Students will focus on the major literary forms of the emerging nation and analyze the literary themes and trends in pursuit of identifying the American identity. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students will continue building their online English portfolio.

English 10: American Literature Honors

Grade(s): 10

Course Length: Yearlong

Prerequisite(s): Acceptance into the Honors Program; Two Teacher Recommendations

Course culminates with English Regents

In Honors English 10 students apply critical theories and rhetoric to literature and composition using challenging texts to practice critical reading; analyze themes, structures and details; apply grammar; and use research for oral and written compositions. Texts represent a variety of genres of literature, including world literature, from a spectrum of time periods. Students receive preparation for AP English courses, including timed writing opportunities with actual AP questions. Students may be assigned reading over the preceding summer.

English 11: British Literature

Grade(s): 11

Course Length: Yearlong

Prerequisite(s): Successful completion of English 9 and/or English 10

English 11 focuses on the study of British literature, incorporating literary theory and reading comprehension, research, writing, listening, and speaking skills. Course study will include a variety of genres within British literature presented in a thematic pattern. Through the examination of British Literature, as well as related media, students will explore multiple themes relating to culture, society, and the individual. Composition in all genres is a major component of this course, as well as the development of analytical and critical thinking skills. Grammar, mechanics, and usage will be covered mostly within the context of the literature and writing. The ultimate goal of the course is to refine students' critical, analytical reading, and writing skills in an effort to help them be as prepared as

possible for their post-high school endeavors. Students will continue building their online English portfolio.

English 11: British Literature Honors

Grade(s): 11

Course Length: Yearlong

Prerequisite(s): Acceptance into the Honors Program; Two Teacher Recommendations

In Honors English 11 students read and analyze challenging texts representing a variety of genres of literature, primarily British, from a spectrum of time periods. Emphasis is placed on literary conventions, stylistic devices, and critical analysis. Through frequent writing and research assignments based upon the reading, students strengthen skills in logical writing patterns, word choice, usage, and techniques of using evidence from research. Students receive preparation for AP English courses, including timed writing opportunities with actual AP questions. Students may be assigned reading over the preceding summer.

English 12: World Literature

Grade(s): 12

Course Length: Yearlong

Prerequisite(s): Successful completion of English 11 and/or AP Language and Composition

In English 12, students will be provided with opportunities to explore and respond to multiple genres from various global, historical, and social contexts. As we examine world literature from ancient to modern day, we will consider the context that shaped these novels, epic poems, graphic texts, and plays. Class participants will be expected to complete daily reading, annotate their text and analyze authors' works for character development, motifs, themes, and literary style. Students will refine their thinking and write for a variety of purposes such as quick writes, journal responses, online discussions, and essays. Using the writers' workshop, students will have opportunities to self-edit and revise based on teacher feedback. As students expand their global boundaries through literature and research, the class will consider and apply real world methods to address humanitarian concerns that exist today. Students will finalize and publish their online English portfolio.

English 12: World Literature Honors

Grade(s): 12

Course Length: Yearlong

Prerequisite(s): Acceptance into the Honors Program; Two Teacher Recommendations

Honors English 12 blends composition and literature into a cohesive whole and continues to develop students' skills in writing, research, language, speaking, and listening. Students demonstrate increasing independence in critical and comparative analyses of

selected challenging literature, including contemporary works, and in applying writing and language skills to develop multi-paragraph essays and presentations based on their reading and research. Students may be assigned reading over the preceding summer.

AP English Language and Composition

Grade(s): 11, 12

Course Length: Yearlong

Prerequisite(s):

- **Average grade of 85 or better in preceding English course**
- **Letter of Recommendation needed from preceding English teacher and one other core content teacher**

Students are required to take the AP English Exam

AP Language and Composition 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 AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts.

AP English Literature and Composition

Grade(s): 11, 12

Course Length: Yearlong

Prerequisite(s):

- **Average grade of 85 or better in preceding English course**
- **Letter of Recommendation needed from preceding English teacher and one other core content teacher**

Students are required to take the AP English Exam

The AP Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

SUPA Intro to Creative Nonfiction

Grade(s): 11, 12

Course Length: Yearlong

Prerequisite(s):

- **Average grade of 85 or better in preceding English course**
- **Letter of Recommendation needed from preceding English teacher and one other core content teacher**

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. This class is available to juniors and seniors.

SUPA College Writing

Practices of Academic Writing

Grade(s): 11, 12

Course Length: Yearlong

Prerequisite(s):

- **Average grade of 85 or better in preceding English course**
- **Letter of Recommendation needed from preceding English teacher and one other core content teacher**

Major concepts of Academic Writing and Gender and Literary Texts

WRT 105 and ENG 192: 6 college credits (3 per course)

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. ENG 192 foregrounds readers' interpretive practices, i.e., how we read and make meaning in texts, particularly if we interpret them using the premise that gender is a social construct—rather than a natural, ahistorical “essence” that somehow “expresses” our true “selves.” To examine the ways in which literature participates in the social reproduction of gender, as well as the difference that gender makes in the production and reception of literary texts, students will practice extensive close reading, evidence-based analysis and argumentation, and

independent-inquiry. Raising awareness of how meanings are created through acts of critical reading, students will thus learn to analyze the ways texts construct categories of difference, including differences of gender, race and social class.

ENGLISH ELECTIVES

Journalism

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of English 10

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.

Literature as Film

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of English 10

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.

Creative Writing

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of English 10

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.

SAT/ACT Prep

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of English 10

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.

Russian Literature

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of English 10

As Winston Churchill once said, Russia is "a riddle wrapped in a mystery inside an enigma." Together, we will examine Russia's rich literary history in an attempt to unravel this riddle. Starting from the early 19th century through the Soviet era and into today, we will see how Russia has sought to identify itself through its great literary works including novels, short stories, and poetry. In turn, we will also reflect on how we understand our own identities as complex human beings. A special emphasis will be placed on historical context and analytical writing.

ENGLISH LITERACY

Literacy Intervention I

Grade(s): 9

Course Length: Trimester

Prerequisites(s): n/a

Students are eligible to transfer out of this course at the end of each semester with a grade of Reading and Literacy classes are designed for students who could benefit from additional literacy support in order to read and write at grade level. Students in grade 9 receive core instruction in Language Arts from the Language Arts teacher on their grade level team and in addition, will take reading and literacy. The focus of this course is to provide students with explicit, direct instruction in reading fluency, vocabulary development and comprehension strategies. Direct instruction in phonemic awareness and phonics is provided as needed. Students' strengths and weaknesses are addressed through whole group and small group guided reading instruction. Emphasis is placed on understanding text structure, building background knowledge, making relevant connections to text, asking questions, inferring, summarizing, and synthesizing through independent reading, reflective journaling, written summaries and open response questions. Materials include high interest, leveled fiction and non-fiction text from the Fountas & Pinnell Leveled Literacy Intervention System as well as content based, high interest magazines.

Literacy Intervention II

Grade(s): 9

Course Length: Trimester

Prerequisites(s): n/a

Students are able transfer out of this course at the end of each semester with a grade of Reading and Literacy for students acts as an intervention designed to support freshmen who may struggle with reading in the content areas of Social Studies, Science, and English at the high school due to below average reading skills. The course will focus instruction on effective strategies such as identifying text structure and will aid in comprehension of the content area reading. Freshman History and Science textbooks, along with study guides, and primary and secondary sources will be utilized throughout the semester. Comprehension in support of Freshman English classes will focus on poetry, short stories, myths, and novels and provide another level of support to students at risk of performing below the level of “Proficient” on the STAR assessment. Students take part in pre and post assessment of their reading level as a part of this course. A small amount of outside-of-class reading is required for the course.

Literacy Intervention III

Grade(s): 9

Course Length: Trimester

Prerequisites(s): n/a

Students are able transfer out of this course at the end of each semester with a grade of Reading and Literacy for students acts as an intervention designed to support freshmen who may struggle with reading in the content areas of Social Studies, Science, and English at the high school due to below average reading skills. The course will focus instruction on effective strategies such as identifying text structure and will aid in comprehension of the content area reading. Freshman History and Science textbooks, along with study guides, and primary and secondary sources will be utilized throughout the semester. Comprehension in support of Freshman English classes will focus on poetry, short stories, myths, and novels and provide another level of support to students at risk of performing below the level of “Proficient” on the STAR assessment. Students take part in pre and post assessment of their reading level as a part of this course. A small amount of outside-of-class reading is required for the course.

Reading Skills and Strategies

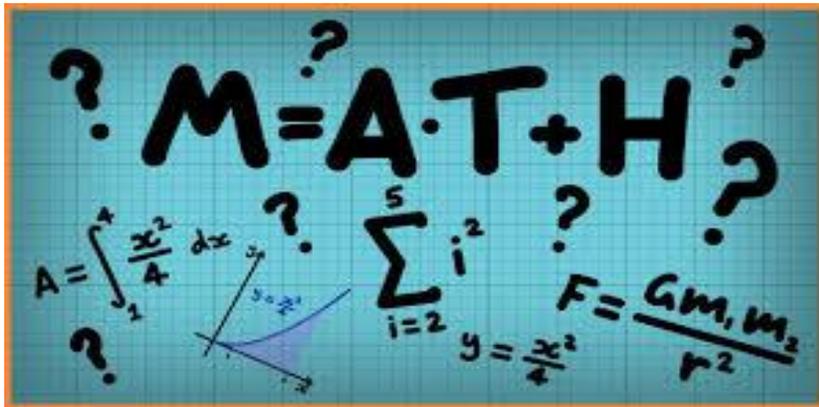
Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Students are able transfer out of this course at the end of each semester with a grade of This is a course that explicitly teaches reading strategies that improve fluency and comprehension of fiction and non-fiction to struggling readers. Award winning novels and short reading selections are the focus of the curriculum. The course will focus instruction on effective strategies such as identifying text structure and reading strategies that improve fluency and comprehension of fiction and non-fiction. Reading Skills and Strategies is intended for students who have previously taken Reading and Literacy or who have transferred in after grade nine and/or who struggle with comprehension. Students who have not yet met proficiency levels on the STAR are also recommended.

MATHEMATICS



Algebra I

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with Algebra Regents

Algebra 1 introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics. This class will cover all topics stated in the NYS Algebra 1 Common Core curriculum; it culminates in the Algebra 1 Common Core Regents Exam in June.

Algebra I Honors

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

Course culminates with Algebra Regents

Algebra 1 introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics. This class will cover all topics stated in the NYS Algebra 1 Common Core curriculum; it culminates in the Algebra 1 Common Core Regents Exam in June.

Algebra I-Dual Language

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with Algebra Regents

Algebra 1 introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics. This class will cover all topics stated in the NYS Algebra 1 Common Core curriculum; it culminates in the Algebra 1 Common Core Regents Exam in June. This class is taught in both English and Spanish.

Geometry

Grade(s): 10

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with Geometry Regents

Geometry involves the student in the study of mathematical structure through the use of deductive reasoning and the application of proof. This course covers the concepts of congruence, parallelism, similarity, and perpendicularity, as well as the properties of circles, polygons, and solids. Algebraic concepts are reviewed and applied to coordinate geometry.

Geometry Honors

Grade(s): 10

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

Course culminates with Geometry Regents

Geometry involves the student in the study of mathematical structure through the use of deductive reasoning and the application of proof. This course covers the concepts of congruence, parallelism, similarity, and perpendicularity, as well as the properties of circles, polygons, and solids. Algebraic concepts are reviewed and applied to coordinate geometry.

Algebra II and Trigonometry

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with Algebra II Regents

This course is an extension of Algebra I and Geometry. Study of number of properties is extended to include complex numbers. Systems of equations containing two and three variables are solved graphically, algebraically, and with matrices. The function concept is studied in depth including linear functions, polynomial functions, power functions, and rational functions. Sequences and series and conic sections are explored. Trigonometry is not covered in this course, but a foundation is set for its study in Pre-calculus.

Algebra II and Trigonometry Honors

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

Course culminates with Algebra II Regents

This course is an extension of Algebra I and Geometry. Study of number of properties is extended to include complex numbers. Systems of equations containing two and three variables are solved graphically, algebraically, and with matrices. The function concept is studied in depth including linear functions, polynomial functions, power functions, and rational functions. Sequences and series and conic sections are explored. Trigonometry is not covered in this course, but a foundation is set for its study in Pre-calculus.

Precalculus

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s): Successful completion of Algebra II

This Precalculus course completes work with elementary functions, namely the polynomial, linear, exponential and logarithmic functions. Particular attention is given to the general properties of functions, function notation, and the graphing of functions. Approximately half the year is spent in an in-depth study of trigonometry, including trigonometry equations, identities, Laws of Sines and Cosines, vectors and other applications. Basic limits and derivatives are covered to begin work in Calculus. Other major areas deal with the elements of analytic geometry, including conic sections.

Precalculus Honors

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program

This course is designed to introduce the student to the skills, concepts and vocabulary of Calculus and to cover such topics as limits, max/min, tangents, concavity, zeros of a function and area under curves using algebraic rather than calculus techniques. The course also covers the topics in regular Precalculus, but with greater depth and emphasis on abstract concepts and mathematical structure. Particular emphasis is placed on studying trigonometry including trigonometric equations, identities, Laws of Sines and Cosines, graphs of trigonometric functions, vectors and other applications. This course moves heavily into the study of limits and derivative calculus to allow students planning to study Calculus BC to begin their study of calculus at a more advanced level.

SUPA Calculus

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s):

- **Successful completion of Algebra 1, Geometry, Algebra II, and Precalculus**
- **Average grade of 85 or better in preceding math course**
- **Letter of Recommendation needed from preceding math teacher and one other core content teacher**

MAT 295 / 4 Credits

During this course students will explore the concepts of limit, continuity, derivative, anti-derivative, and definite integral. Students are also introduced to curve sketching, as well as progressively more sophisticated programming techniques for the calculator.

MATH ELECTIVES

Finance Mathematics

Grade(s): 12

Course Length: Trimester

Prerequisites(s): n/a

Finance Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Topics include: financial institutions; credit, housing costs; compensation, benefits, and taxes; investments; insurance; budgets; and retirements, wills, and trusts.

College-Bound Mathematics

Grade(s): 12

Course Length: Trimester

Prerequisites(s): n/a

This course is for the college bound senior who plans to major in liberal arts in college and would like to continue with the study of mathematics. It is designed to bridge the gap between high school math and freshman college math. Topics covered will include logic, set theory, probability, numeration, mathematical and geometric systems, sequences and series, probability, and statistics.

Statistics

Grade(s): 12

Course Length: Trimester

Prerequisites(s): Successful completion of Algebra II

This course is a practical hands-on approach to the study of statistics and probability. The topics include the use of graphs such as histograms, stem plots, time plots, and scatter plots to display data, using numbers such as median, mean, and standard deviation to describe data, and evaluating data distribution. Students examine relationships using correlations and least square regressions. They calculate the probability of simple and compound events. They learn to estimate with confidence as well as to explore tests of significance, and to evaluate the validity of statistics contained within published reports.

MATH LITERACY COURSES

Mathematics Intervention I

Grade(s): 9

Course Length: Trimester

Prerequisites(s): n/a

Students are able transfer out of this course at the end of each semester with a grade of Math intervention is an extension of the regular grade level course that provides students who need it additional focused instruction and support at the needed level of intensity. Students will take this course in conjunction with their regular math course. Students may test out of the course at the end of each trimester. Students who do not test out of the course will continue and may take the course for the entire school year. This course is designed to give students the fundamental skills necessary to succeed in Algebra. Students will explore arithmetic operations, number systems and properties, and an introduction to algebraic thinking and concepts.

Mathematics Intervention II

Grade(s): 9

Course Length: Trimester

Prerequisites(s): n/a

Students are able transfer out of this course at the end of each semester with a grade of Math intervention is an extension of the regular grade level course that provides students who need it additional focused instruction and support at the needed level of intensity. Students will take this course in conjunction with their regular math course. Students may test out of the course at the end of each trimester. Students who do not test out of the course will continue and may take the course for the entire school year. This course is designed to give students the fundamental skills necessary to succeed in Algebra. Students will explore arithmetic operations, number systems and properties, and an introduction to algebraic thinking and concepts.

Mathematics Intervention III

Grade(s): 9

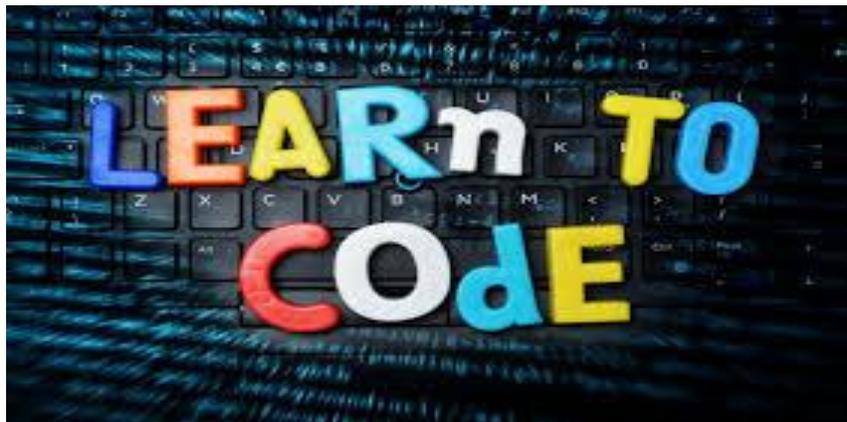
Course Length: Trimester

Prerequisites(s): n/a

Students are able transfer out of this course at the end of each semester with a grade of Math intervention is an extension of the regular grade level course that provides students who need it additional focused instruction and support at the needed level of intensity. Students will take this course in conjunction with their regular math course. Students may test out of the course at the end of each trimester. Students who do not test out of the

course will continue and may take the course for the entire school year. This course is designed to give students the fundamental skills necessary to succeed in Algebra. Students will explore arithmetic operations, number systems and properties, and an introduction to algebraic thinking and concepts.

INFORMATION AND TECHNOLOGY CTE



Introduction to Computer Science

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisite(s): n/a

Networking and Hardware Operations I

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Students must enroll in Networking and Hardware Operations II

This course introduces basic computer hardware and operating systems, covering installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing and preventive maintenance, with additional elements of soft skills and security. Course objectives map closely to the CompTIA A+ Essentials National Examination that validates the basic skills needed by any entry-level computer service technician.

Networking and Hardware Operations II

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Networking and Hardware Operations I

This course prepares students for jobs as network technicians and helps them develop additional skills required for computer technicians and help desk technicians. It provides a basic overview of routing and remote access, addressing, and security. It also familiarizes students with servers that provide email services, Web space, and authenticated access. Students learn about the soft skills required for help desk and customer service positions, and the final chapter helps them prepare for the CCENT certification exam. Network monitoring and basic troubleshooting skills are taught in context.

Cybersecurity Fundamentals

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisite(s): n/a

This course prepares students with crucial skills to be responsible citizens in a digital future. It is designed for beginner computer science students with no specific course prerequisites. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, networking fundamentals, and basic system administration.

Graphic Design and Multimedia I

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Students must enroll in advanced Graphic Design and Multimedia

Advanced Graphic Design and Multimedia

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Graphic Design and Multimedia I

Computer Information Systems I

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Students must enroll in Advanced Computer information Systems

Advanced Computer information Systems

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Computer Information Systems I

Advanced Placement Computer Science Principles

Grade(s): 11,12

Course Length: Year

Prerequisite(s): Successful completion of Introduction to Computer Science and Algebra I

Advanced Placement Computer Science A

Grade(s): 11,12

Course Length: Year

Prerequisite(s): Successful completion of Introduction to Computer Science and Algebra I

SCIENCE



Living Environment (Biology)

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with Living Environment Regents

Living Environment course is not only concerned with the classification of living things, but with the processes that keep 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.

Living Environment (Biology) Honors

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

Course culminates with Living Environment Regents

Living Environment course is not only concerned with the classification of living things, but with the processes that keep 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

Living Environment-Dual Language

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with Living Environment Regents

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. This class is taught in English and in Spanish.

Earth Science

Grade(s): 10

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with Earth Science Regents

Earth science is the study of our planet and its many functions. It includes scientific research regarding water, land, atmosphere, and how these different parts interact with one another. The main branches of Earth science include oceanography, geology, astronomy, meteorology and climatology. Earth science also includes the study of fossils, the atmosphere and the structure of the Earth. This is a full year course and all students are required to complete at least 1200 minutes of laboratory work and take the New York State Regents Exam.

Earth Science Honors

Grade(s): 10

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

Course culminates with Earth Science Regents

Earth science is the study of our planet and its many functions. It includes scientific research regarding water, land, atmosphere, and how these different parts interact with one another. The main branches of Earth science include oceanography, geology, astronomy, meteorology and climatology. Earth science also includes the study of fossils, the atmosphere and the structure of the Earth. This is a full year course and all students are required to complete at least 1200 minutes of laboratory work and take the New York State Regents Exam.

Chemistry

Grade(s): 11

Course Length: Yearlong

Prerequisites(s): Successful completion of Algebra I, Living Environment and/or Earth Science

Course culminates with Chemistry Regents

Chemistry is a lab-oriented course, which allows students 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.

Chemistry Honors

Grade(s): 11

Course Length: Yearlong

Prerequisites(s): Acceptance into Honors Program; Two Teacher Recommendations

Course culminates with Chemistry Regents

Chemistry is a lab-oriented course, which allows students 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.

Physics

Grade(s): 12

Course Length: Yearlong

Prerequisites(s): Successful completion of Algebra II and/or Chemistry

Course culminates with Physics Regents

In Regents Physics, we will explore the giant of all sciences. Physics helps to explain the world around you – the motion of the subways, the light you see, collisions between athletes – as well as the deepest mysteries of science – black holes, quarks and other impossibly small particles. 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. Regents Physics is a 2 credit course and counts towards Regents and Advanced Regents Diplomas.

AP Biology

Grade(s): 11, 12

Course Length: Yearlong

Prerequisite(s):

- **Successful completion of Chemistry and/or Physics**
- **Average grade of 85 or better in preceding science course**
- **Letter of Recommendation needed from preceding science teacher and one other core content teacher**

Students are required to take the AP Biology Exam

The AP Biology program provides an opportunity for motivated students to pursue college-level biological studies while still in high school. The AP Biology course is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. The AP Biology course differs significantly from Regents Biology with respect to the type of textbook used, the range and depth of topics covered, the level of laboratory work done by students, and the time and effort required of students. Upon successful completion of the Advanced Placement Biology Examination in May, students may receive college credit and advanced placement from the university or college they choose to attend.

SUPA General Chemistry I

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s):

- **Successful completion of Algebra II, Chemistry and/or Physics**
- **Average grade of 85 or better in preceding science course**
- **Letter of Recommendation needed from preceding science teacher and one other core content teacher**

CHE 106/107: 4 College Credits

Sign up for CHE 106 and get a fascinating and fundamental grasp of the underpinnings of reality (as we currently understand them!) You'll investigate forms of energy, atomic structure, quantum theory, periodic law, molecular geometry, properties of liquids and gases, and more. You'll learn the concepts necessary for continued study in chemistry, medicine, biology, engineering, and physics. In the lab course (CHE 107), students will learn how to handle chemicals and equipment safely and the correct procedures for manipulating and reporting data.

SUPA Physics

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s):

- **Successful completion of Algebra II, Chemistry and/or Physics**
- **Average grade of 85 or better in preceding science course**
- **Letter of Recommendation needed from preceding science teacher and one other core content teacher**

Co-requisite(s): Precalculus or Calculus

Major Concepts of Physics I and II

PHYS 101-102: 8 College credits (4 credits per course)

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.

SUPA Earth Systems

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s):

- **Average grade of 85 or better in preceding science course**
- **Letter of Recommendation needed from preceding science teacher and one other core content teacher**

EAR 203

EAR 203 illustrates the interconnectedness of biologic, hydrologic, atmospheric, and geologic processes in shaping our planet. This new approach to geology reflects a more integrated view toward the study of Earth. In today's world, with increasing global population, the threat of global warming, and a growing demand for raw materials and energy, a basic understanding of the Earth system is more important than ever. Students taking this course will learn how the basic elements of the Earth interact through various linkages and feedbacks that operate over timescales from a few years to millions of years. A major goal of this course is to supply students with a basic, yet comprehensive, view of the Earth system necessary for evaluating information and making decisions about relevant environmental issues. Topics covered include: global change over different

timescales, introduction to systems, Global energy balance and the earth's greenhouse, atmospheric circulation, ocean circulation, circulation of the solid earth, continental landforms, nutrient cycling, the origin of the earth and life, long-term climate regulation, and global change. This course is recommended for students who wish to pursue a major or minor program in environmental studies—whether from the physical, biological, or engineering perspective—as well as geology. It is also appropriate for students with a strong science background who plan to major in a non-science discipline and seek a course that will fulfill general education requirements.

SCIENCE ELECTIVES

Marine Biology

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Living Environment, Earth Science, or Chemistry

Students will study the different habitats of the ocean, the organisms that live there, research topics in the physical and biological interconnectedness of the ocean, and examine the effects of human impact, including climate change, on the ocean biome. Ideal for students interested in the global impacts of human action and the importance of the water on our planet.

Anatomy

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Living Environment, Earth Science, or Chemistry

Anatomy is a trimester-long course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, models, diagrams, journal writings, and clinical studies. 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.

Forensic Science

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Living Environment, Earth Science, or Chemistry

Forensic science is an exciting field where science and technology meet the law. As a forensic scientist you will bring the most advanced scientific tools to bear on the most pressing problems, including solving crimes and saving lives. Forensics is a science that

stresses the investigation, examination, and understanding of many scientific techniques. You will learn the proper methodology to evaluate a crime scene, proper lab protocols to evaluate evidence, and many other aspects of criminal investigation. Where possible, you will discover and apply these concepts in the laboratory. The challenge of forensic science is to look back in time to determine the who, what, when, where, and why of disputed events. In your search for forensic clues that dispel mysteries and serve justice, you will investigate everything from DNA, blood and bodily fluids to textiles, footwear, footprints, tire tracks, documents and signatures, flammables, pollutants and much more.

Nutritional Science

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Living Environment, Earth Science, or Chemistry

“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 we can intake enough calories from them while managing our weight through physical activity.



SOCIAL STUDIES



Global History 9

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): n/a

This course of study covers the chronological history of the major regions of the world. The global history curriculum is divided into eight eras, with grade nine 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.

Global History 9 Honors

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

This course of study covers the chronological history of the major regions of the world. The global history curriculum is divided into eight eras, with grade nine focusing on era 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.

Global History 9- Dual Language

Grade(s): 9

Course Length: Yearlong

Prerequisites(s): n/a

This course of study covers the chronological history of the major regions of the world. The global history curriculum is divided into eight eras, with grade nine 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. This course is taught in English and Spanish.

Global History 10

Grade(s): 10

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with Global Regents

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.

Global History 10 Honors

Grade(s): 10

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

Course culminates with Global Regents

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.

United States History

Grade(s): 11

Course Length: Yearlong

Prerequisites(s): n/a

Course culminates with US History Regents

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.

United States History Honors

Grade(s): 11

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

Course culminates with US History Regents

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.

AP United States History

Grade(s): 11

Course Length: Yearlong

Prerequisite(s):

- **Average grade of 85 or better in preceding social studies course**
- **Letter of Recommendation needed from preceding social studies teacher and one other core content teacher**

Students are required to take the AP US History Exam

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.

Government/Economics

Grade(s): 12

Course Length: Yearlong

Prerequisites(s): n/a

This course provides students 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.

Government/Economics Honors

Grade(s): 12

Course Length: Yearlong

Prerequisites(s): Acceptance into the Honors Program; Two Teacher Recommendations

This course provides students 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.

AP Government & Politics

Grade(s): 12

Course Length: Yearlong

Prerequisite(s):

- **Average grade of 85 or better in preceding social studies course**
- **Letter of Recommendation needed from preceding social studies teacher and one other core content teacher**

Students are required to take the AP Government & Politics Exam

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 students' foundations and applications of United States 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.

SUPA Sociology

Grade(s): 11, 12

Course Length: Yearlong

Prerequisite(s):

- **Average grade of 85 or better in preceding social studies course**
- **Letter of Recommendation needed from preceding social studies teacher and one other core content teacher**

Sociology is an expanding field used by those who craft public policies and programs. In this course, students will 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. Students will 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.

The course is organized into five substantive units, which together help to form a cohesive introduction to sociology:

1. Culture, Groups, and Social Structure
2. The Power and Influence of the Media
3. Self and Identity
4. Social Inequalities: Race, Class, and Gender
5. Thinking about Social Change

PHYSICAL EDUCATION AND HEALTH



Physical Education

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Physical Education classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their life. Early in the fall students fitness levels will be assessed in the following areas: cardiovascular endurance, flexibility, muscular strength and muscular endurance. From these assessments we will develop a

baseline in which we will use to set personal fitness goals. We will explore fitness activities designed to improve all areas of fitness. Our goal is that by the end of the trimester students will improve their scores on their baseline fitness tests through regular cardiovascular endurance training, muscular endurance training, and activities designed to increase current levels of fitness. Students will be introduced to life-long activities designed to increase their likelihood of exercising in the future. Students will understand the benefits that regular exercise can provide for a person's mental, physical, and social health.

Total Body Movement

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Total Body Conditioning and movement will yield "head to toe" toning workouts in this freestyle format class. This full body workout is achieved through high repetition movement and non-cardio exercises. This class uses body bars, barbells, dumbbells and more. Instructors may vary in approach, however, all exercises will focus on strength, toning, and overall fitness. Student objectives include improved muscle strength, toned body, healthy weight, and increased bone density and strength. This course may be taken multiple times for credit.

Yoga

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

In this class the basic, foundational yoga postures are practiced to align, strengthen and promote flexibility in the body. Full-body relaxation and balance are goals, as students make a full circuit of the body's range of motion with standing postures, twists, backbends, forward folds, and hip openers. This class incorporates yoga postures, gentle movement sequences, breath work, supported silent meditation, and guided relaxation to support increased awareness and mindfulness of the breath and body, and quieting of the nervous system. This course may be taken multiple times for credit.

Health I

Grade(s): 10

Course Length: Trimester

Prerequisites(s): n/a

This course covers five units of study:

- Social, Emotional, and Mental Health

- Nutrition and Physical Activity
- Alcohol, Tobacco, and Other Drug-Use Prevention
- Sexual Health
- Safety and Injury Prevention

Health II

Grade(s): 10

Course Length: Trimester

Prerequisites(s): Successful completion of Health I

In the addition to the five units of study covered, students will learn about each major system, basic anatomy and physiology, disease, and addiction.

WORLD ELECTIVES

“NON SCHOLAE SED
VITAE DISCIMUS”

WE LEARN NOT FOR
SCHOOL BUT FOR LIFE

Latin I

Grade(s): 9, 10, 11

Course Length: Yearlong

Prerequisites(s): n/a

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.

Latin II

Grade(s): 10, 11, 12

Course Length: Yearlong

Prerequisites(s): Successful completion of Latin I

Latin II continues with developing the foundation of Latin through readings and a closer look at vocabulary. 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 as their views of the modern world against the ancient world.

Latin III

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s): Successful completion of Latin II

Course culminates with Latin Regents

This course continues to broaden and deepen the student's ability to read Latin. Students will read unadapted Latin poetry and prose, moving from complex grammatical to rhetorical and stylistic analysis. Cultural context is provided with the aim of fostering critical interrogation of both the ancient and modern world.

Spanish I

Grade(s): 9, 10, 11

Course Length: Yearlong

Prerequisites(s): n/a

Honors option available

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. Students are introduced to the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

Spanish II

Grade(s): 10, 11, 12

Course Length: Yearlong

Prerequisites(s): Successful completion of Spanish I

Honors option available

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 continue to explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

Spanish III

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s): Successful completion of Spanish II

Honors option available

Course culminates with Spanish Regents

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 Spanish culture.

Spanish for Native Speakers I

Grade(s): 9, 10, 11, 12

Course Length: Yearlong

Prerequisites(s): n/a

Honors option available

Course culminates with Spanish Regents

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.

Spanish for Native Speakers II

Grade(s): 10, 11, 12

Course Length: Yearlong

Prerequisites(s): Successful completion of Spanish for Native Speakers I

Honors option available

Course culminates with Spanish Regents

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.

AP Spanish

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s):

- **Average grade of 85 or better in preceding Spanish course**

- **Letter of Recommendation needed from preceding Spanish teacher and one other core content teacher**

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

French I

Grade(s): 9, 10, 11

Course Length: Yearlong

Prerequisites(s): n/a

Honors option available

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 and culture in French-speaking countries.

French II

Grade(s): 10, 11, 12

Course Length: Yearlong

Prerequisites(s): Successful completion of French I

Students continue to develop their proficiency in speaking, listening, writing and reading by interacting with other speakers of French. Students will understand oral and written messages in the target language and will make level appropriate oral and written presentations. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. They will comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when topics are familiar.

French III

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s): Successful completion of French II

In this expanding engagement with **French**, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. This course culminates in the French Regents exam.

PERFORMING ARTS



Vocal Performance

Chorale

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

This course is repeatable

This is a trimester course that explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students in Chorale are expected to participate in one evening concert as a major part of their grade.

WCHS Mixed Choir

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Audition required

This course is repeatable

This is WCHS's most advanced vocal ensemble. In this repeatable, trimester course, students study new repertoire each trimester. 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. Students are expected to participate in one evening concert per trimester.

INSTRUMENTAL

Piano

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

This course is repeatable

Ever wanted to learn to play your favorite song? Interested in reading & writing music? In this class, students will learn the basics of reading, writing, music theory, and piano technique. No experience required!

Introduction to Band (Formerly Modern Band)

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

This course is repeatable

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

House Band

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s):

- **Successful completion of Introduction to Band**
- **Audition required**

WCHS House Band is our most advanced instrumental ensemble. In this trimester course, students who have completed Introduction to Band 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.

AUDIO PRODUCTION



Introduction to Beat Making

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

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 trimester.

Music Production I

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Introduction to Beat Making

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.

Music Production II

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Music Production I

This course is repeatable

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. **This course may be taken multiple times for credit.**

THEATRE

Acting I- Introduction to Theatre

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

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.**

Theatre Production

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Have you ever seen a performance and wondered all that goes on behind the scenes to make the magic happen? This class will focus on the various roles and responsibilities backstage to make Theatrical Productions magical. Through small group projects, research and individual and group presentations students will explore various theatre disciplines which may include: Design & Production (Costume, Sets, Lighting, Sound, Makeup), Directing and Choreography, Historical Dramaturgy & Stage Management, Puppetry and many more.

Acting II-Theatre Styles and Genres

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s):

- **Successful completion of Acting I**
- **Audition/Application process required**

Theatre Styles is a trimester-long class that builds on the theatre knowledge and performance skills acquired during Acting I. Acting II strives to inspire a commitment to the craft in each individual student and therefore create a more rigorous and focussed theatre ensemble. **This is a performance based class. In class performances are required as well as invited public showcases/sharing of work is required.**

Acting II Theatre Styles and Genres Trimester Topics **MAY** Include:

KNOCK KNOCK, WHO'S THERE?: IMPROVISATION, STAND UP and SKETCH COMEDY STYLES DERIVED FROM COMMEDIA DELL'ARTE

- This unit will look at 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 1500's Italian style of theatre.

BROADWAY TO JUSTICE: HOW MUSICAL THEATRE HAS BEEN AT THE FOREFRONT OF EXAMINING PRESSING SOCIAL TOPICS.

- 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, students will create small musical theatre projects to examine current social issues relevant to our ensemble.

WILL.I.AM SHAKESPEARE: HOW MODERN ADAPTATIONS OF SHAKESPEARE'S WORKS HAVE INFLUENCED POP CULTURE & THEATRE

- Students will begin to break through the language barrier usually associated with Shakespeare's works by working on, and acting in, MODERN adaptations of Shakespeare's plays..

MY BIG FAT GREEK THEATRE CLASS: AN EXPLORATION OF HOW GREEK DRAMA HAS INSPIRED MODERN THEATRE

- By working on and acting in MODERN adaptations on classic Greek Tales, students will connect how Greek Tragedies have their presence in not only modern theatre but in popular culture like TV's Lost, Battlestar Galactica, and Game of Thrones.

WHOSE LINE IS IT ANYWAY: USING IMPROVISATIONAL GAMES TO CREATE A STUDENT GENERATED IMPROV PERFORMANCE

- 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.

MURDER, THEY WROTE!- SUSPENSE AND INTRIGUE CREATING A MURDER MYSTERY PRODUCTION

- In this Unit, students will use improvisation and playwriting exercises, to devise, script and perform an original whodunit filled with murder, mayhem, and merriment.

SPOTIFY: CREATING A JUKEBOX MUSICAL, WRITING AND PERFORMING STUDENT GENERATED STORIES WITH EXISTING MODERN MUSIC

- In this Unit, students will create and perform in an original musical project through independent and group playwriting. Understanding the popularity of The Jukebox Musical, students will create their own version of a Jukebox Musical using the music and stories that, to them, are most important.

TRIPLE THREAT- THE MUSICAL THEATRE REVUE: CELEBRATING BROADWAY'S BEST BY USING SONGS & CHOREOGRAPHY

- Throughout this Unit, students will work collaboratively to generate a Musical Revue based on a student-chosen theme incorporating student led choreography, and creating connective dialogue culminating in an exciting musical project.

Acting III-Theatre Styles & Genres

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s):

- **Successful completion of Acting II**
- **Audition/Application process required**

Theatre Devising Styles are trimester-long classes that build on the theatre knowledge and performance skills acquired during Acting II. Acting III strives to inspire a commitment harnessing students' unique imaginations to create collaborative ensemble-generated performances. Students will increase their ability as imaginative and analytical actors through deeper exploration of Acting Fundamental. **This is a performance based class. In class performances are required as well as invited public showcases/sharing of work is required. This course may be repeated with instructor approval.**

Acting III Theatre Styles and Genres Trimester Topics May Include:

KNOCK KNOCK, WHO'S THERE?: IMPROVISATION, STAND UP and SKETCH COMEDY STYLES DERIVED FROM COMMEDIA DELL'ARTE

- This unit will look at 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 1500's Italian style of theatre.

BROADWAY TO JUSTICE: HOW MUSICAL THEATRE HAS BEEN AT THE FOREFRONT OF EXAMINING PRESSING SOCIAL TOPICS.

- 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, students will create small musical theatre projects to examine current social issues relevant to our ensemble.

WILL.IAM SHAKESPEARE: HOW MODERN ADAPTATIONS OF SHAKESPEARE'S WORKS HAVE INFLUENCED POP CULTURE & THEATRE

- Students will begin to break through the language barrier usually associated with Shakespeare's works by working on, and acting in, MODERN adaptations of Shakespeare's plays..

MY BIG FAT GREEK THEATRE CLASS: AN EXPLORATION OF HOW GREEK DRAMA HAS INSPIRED MODERN THEATRE

By working on and acting in MODERN adaptations on classic Greek Tales, students will connect how Greek Tragedies have their presence in not only modern theatre but in popular culture like TV's Lost, Battlestar Galactica, and Game of Thrones.

WHOSE LINE IS IT ANYWAY: USING IMPROVISATIONAL GAMES TO CREATE A STUDENT GENERATED IMPROV PERFORMANCE

- 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.

MURDER, THEY WROTE!- SUSPENSE AND INTRIGUE CREATING A MURDER MYSTERY PRODUCTION

- In this Unit, students will use improvisation and playwriting exercises, to devise, script and perform an original whodunit filled with murder, mayhem, and merriment.

SPOTIFY: CREATING A JUKEBOX MUSICAL, WRITING AND PERFORMING STUDENT GENERATED STORIES WITH EXISTING MODERN MUSIC

- In this Unit, students will create and perform in an original musical project through independent and group playwriting. Understanding the popularity of The Jukebox Musical, students will create their own version of a Jukebox Musical using the music and stories that, to them, are most important.

TRIPLE THREAT- THE MUSICAL THEATRE REVUE: CELEBRATING BROADWAY'S BEST BY USING SONGS & CHOREOGRAPHY

- Throughout this Unit, students will work collaboratively to generate a Musical Revue based on a student-chosen theme incorporating student led choreography, and creating connective dialogue culminating in an exciting musical project.

Acting IV- Advanced Production

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s):

- **Successful completion of Acting III**
- **Audition/Application process required**
- **Unit 1: Play Production- Requires enrollment in both T1 and T2**
- **Unit 2: Musical Theatre Production- Requires enrollment in both T2 and T3**

This course is repeatable

Advanced Production is a yearlong class that builds on the theatre knowledge and performance skills acquired during Acting II & III. Students in this course will work on the skills and techniques necessary to prep, rehearse and perform a full-length production. In unit 1, students will primarily work on developing a complete play production/performance. In unit 2, students will primarily work on developing a musical theatre presentation. Students will explore the historical or social context of the particular

production and continue to bolster acting technique through the pre-production, analysis, rehearsal, and performance process.

Students may opt to take Unit 1 only, Unit 2 only, or both units. This course will require practice outside of the classroom and it will demand focus and professional behavior at all times. *This course can be repeated for credit.*

DANCE



Introduction to Dance

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

This class is for students who have little dance training. Students will learn the basics of ballet, jazz, modern, hip hop, dance, and basic stage direction. Students will learn musicality and how to teach simple steps of choreography. **This class is a performance-based class. No Public Performances will be held. In-class performances are required from all students.**

Ballet, Jazz, and Modern Dance

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s):

- **Successful completion of Introduction to Dance**
- **Audition/Application process required**

This class will introduce students to the study of classical ballet, jazz, and modern dance. Ballet steps and vocabulary will be taught. Exercises are aimed at conditioning the body for dance and will focus on proper alignment, core and leg strength, and flexibility. Jazz class will focus on learning proper dance techniques such as isolations of the body, improving performance quality and developing complex rhythms and patterns. Students will be exposed to various styles of jazz such as Broadway, Street and Contemporary to help develop a well rounded dancer. Different styles of modern dance will be presented with an emphasis on improving anatomical awareness and alignment, developing integrated movement patterns and internal connections, rhythmic awareness and using dance as a form of expression.

Hip Hop Dance

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s):

- **Successful completion of Introduction to Dance**
- **Audition/Application process required**

This course is repeatable

From flexin' to crump. From breaking to finger tutting. Hip hop dance consists 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.

This is a performance based class with a required public performance

Afro-Latin Styles

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s):

- **Successful completion of Introduction to Dance**
- **Audition/Application process required**

This course is repeatable

This class is an energetic union of music and dance styles from Africa and Latin America. Students will learn the rich history of traditional dances, followed by practice across the floor, and culminating in final compositions and/or routines. Students will express strength, improve stamina, and gain confidence. **This is a performance based class with a required public performance.** Designed to enhance students' understanding of Latin dancing and improve fundamental dance skills. Students will learn about traditional Latin dance styles such as salsa, mambo, merengue, rumba, cha cha, bachata,

and samba. Students will generate essential questions and conduct research about a particular Latin dance and its country of origin.

Dance Company

Grade(s): 11, 12

Course Length: Yearlong

Prerequisites(s):

- **Successful completion of Introduction to Dance and at least two other dance courses**
- **Audition/Application process required**

This course is repeatable

This is a performance based class; students will be required to perform a minimum of once per trimester. This audition-based class is only offered to those who have fulfilled all performing arts coursework and received instructor approval. Students will have an opportunity to choreograph one original piece. Students are expected to participate in all public performances.

VISUAL ARTS

Studio Art

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

In this course students will study a diverseness of art-making practices. Students will also discuss the vocabulary associated with the art and critique master artists works of art throughout Art history. Students will expand their knowledge of art in our community and around the world. This course will build creative confidence, self expression as well the courage to create and have a voice in the art community. Students will use best practices in the creative process of making art, being open to taking risks and making mistakes! Remember, art can be used as a vehicle to explore multiple avenues of practices in the visual and performing arts.

Drawing & Painting I

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Studio Art

This course will study drawing techniques, students will explore a diverse range of drawing and painting mediums focusing on the foundations of drawing composition and painting. Students will take a deep dive into the compositional works of Masters artists and Contemporary artists. Students will enhance their creative drawing skill level and learn painting techniques drawing from life.

Drawing & Painting II

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Drawing & Painting I

In this intermediate class students will experience various painting techniques and styles throughout art history. Students will continue to refine their independent artistic voice as they develop critiquing skills and informed judgments about art, focusing on mastering several painting mediums including but not limited to watercolor, acrylic, ink, and pastel.

Drawing & Painting III

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Drawing & Painting II

This course is repeatable

In this final offering of the Drawing and Painting sequence students will begin to develop a body of work that will be compiled into a portfolio in preparation for AP Art & Design. Students will experiment with combining the techniques acquired in Drawing & Painting I and II to create mixed media compositions and larger scale works of art.

Ceramics I: Form + Function

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

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.

Ceramics II: Contemporary Craft

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Ceramics I

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.



Ceramics III: The Potter's Wheel

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Ceramics II

This course is repeatable

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.

AP Art & Design

Grade(s): 11, 12

Course Length: Yearlong

Prerequisite(s):

- **Average grade of 85 or better in preceding visual arts course**
- **Letter of Recommendation needed from preceding visual arts teacher and one other core content teacher**

Students are required to submit an Art Portfolio

This course is repeatable

AP Art & Design 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 Art & Design students should have an overall interest in Visual Arts as a college and career option 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. Visit the AP Art & Design home page <https://apstudents.collegeboard.org/art-design-program> for more information



Intro to Photography

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Smartphone or any other technical machine that can take a photo is required. In this course, students will learn the basics of digital photography using their smartphone or any device that takes photographs. 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 composition, color contrast, color vibrance, texture, exposition and narrative. 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 art community! Important: your photos will be taken indoors, outdoors, and/ special events.

Pop Art

Grade(s): 9, 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

Did you know that Pop Art originated in New York City? In this course you will learn the history of Pop Art which is our Pop Culture, 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, using elements from our Pop culture: Consumerism, Pop Icons, and Pop culture symbols, vocabulary and language. This class will culminate with creating your own Pop Art project.

Cartooning I

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): n/a

This course is intended for those who are interested in cartooning, comics, manga, and graphic novels, and is welcome to learners of all skill levels. Throughout the trimester, students will explore the basics of creating unique, narrative-driven artworks in these various mediums, and will be strongly encouraged to find (and refine) an art style that they can truly call their own. Featured topics will include the following: character creation/design, concept art, expressions, storyboarding, panel formatting/layouts, political cartoons, sequential storytelling, etc. At the end of the trimester, students may also be afforded an opportunity to experience traditional animation in preparation for potential study in Cartooning II: 2D Animation.

Cartooning II: 2D Animation

Grade(s): 10, 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Cartooning I/Teacher recommendation

This course is recommended for students who have taken the prerequisite course, Cartooning I, or for students who have secured a teacher recommendation. Picking up where its prerequisite left off, students will begin the trimester by delving into the foundations of 2D keyframe animation, first learning how to create basic animated loops (or GIFs) and gradually progressing towards a full-blown animated short at the end of the trimester. The instruction for this course will be supplemented by the “12 Principles of Animation,” as created and described by the iconic Disney animators Frank Thomas and Ollie Johnston. As an advanced level visual arts course, the end goal for this class is for students to walk away having at least one, strong animation piece for their visual arts portfolios.

Visual Storytelling

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): n/a

This course is intended to be an introduction to the visual arts for learners of all skill levels, but with a twist; Rather than solely focusing on the artmaking itself, this course will probe deeper and challenge learners to engage with the ways that art serves as “propaganda,” delivering stories, narratives, ideologies, thoughts, and ideas that affect all who look. Throughout the trimester, students will have an opportunity to express themselves in a wide variety of artistic mediums, and these mediums will be thematically connected to various storytelling traditions: poetry, prose, haikus, scripts, screenplays, oral traditions, mythology, folklores, legends, etc. The end goals for this course are for students to: 1) begin thinking deeply about art, and its interconnectedness to storytelling; 2) find their own “style” in both art and writing; 3) explore content matter that is important to them and enjoyable for their own expression.

Big Screen Production

Grade(s): 11, 12

Course Length: Trimester

Prerequisites(s): Successful completion of Visual Storytelling/Photography/Teacher recommendation

This course is recommended for students who have already taken Visual Storytelling, Photography, or students who have secured a teacher recommendation. The purpose of this course is to give students a realistic simulation of what it’s like to work as a member of a production team in a professional filmmaking setting. Throughout the trimester students will be afforded the opportunity to experience the essential roles of a production crew: director/writer, assistant director, videographer, and sound designer/editor. Within these roles, students will also learn the basics behind the 3 stages of filmmaking: pre-production, production, and post-production.

COLLEGE AND CAREER

Freshman Seminar

Grade(s): 9

Course Length: Trimester

Prerequisites(s): n/a

Mandatory course for all grade nine students. This is a mandatory course for all ninth grade students. Students will begin Naviance, learn computer application fundamentals (Microsoft Suite, CANVAS, etc.), practice keyboarding, and learn essential study skills for highschool and college success.

CCR Seminar I

Grade(s): 11

Course Length: Trimester

Prerequisites(s): n/a

Mandatory Course for all grade eleven students. This course is a college preparation course in which students will use Naviance to continue planning for the college application process.

CCR Seminar II

Grade(s): 12

Course Length: Trimester

Prerequisites(s): n/a

Mandatory Course for all grade twelve students. This is a required course in which students will apply for colleges and universities of their choice, collect letters of reference, and refine their college essays. Students will also receive guidance with completing their FAFSA form, and finalizing post secondary/college plans.

WCHS SAMPLE SCHEDULES

9th Grade

All on track 9th graders should expect to take the following courses

- English 9
- Global 9
- Algebra
- Living Environment
- Foreign Language
- Phys. Ed
- Freshman Seminar
- Elective
- Lunch
- Advisory

10th Grade

All on track 10th graders should expect to take the following courses

- English 10
- Global 10
- Geometry
- Earth Science
- Foreign Language
- Phys. Ed
- Health
- Elective
- Lunch
- Advisory

11th Grade

All on track 11th graders should expect to take the following courses

- English 11
- US History
- Algebra II
- Chemistry
- Foreign Language
- Phys. Ed
- CCR Seminar I
- Elective
- Lunch
- Advisory

12th Grade

All on track 12th graders should expect to take the following courses

- English 12
- Government/Economics
- Precalculus or Math Elective
- Physics or Science Elective
- Foreign Language
- Phys. Ed
- CCR Seminar II
- Elective
- Lunch
- Advisory

