

Washingtonville High School

Guidance Department

2019-2020

Course Guide

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ENGLISH DEPARTMENT

Course Offerings:

| | | |
|---|-------------------|----|
| English 9 SP | 40 weeks 1 unit | 9 |
| English 9 Co-Teach | 40 weeks 1 unit | 9 |
| English 9 Regents | 40 weeks 1 unit | 9 |
| English 9 Enriched | 40 weeks 1 unit | 9 |
| English 10 SP | 40 weeks 1 unit | 10 |
| English 10 Co-Teach | 40 weeks 1 unit | 10 |
| English 10 Regents | 40 weeks 1 unit | 10 |
| English 10 Enriched | 40 weeks 1 unit | 10 |
| English 11 SP | 40 weeks 1 unit | 11 |
| English 11 Co-Teach | 40 weeks 1 unit | 11 |
| English 11 Regents | 40 weeks 1 unit | 11 |
| English 11 Enriched | 40 weeks 1 unit | 11 |
| English 12 SP | 40 weeks 1 unit | 12 |
| English 12 Co-Teach | 40 weeks 1 unit | 12 |
| English 12 Regents | 40 weeks 1 unit | 12 |
| English 12 Shakespeare | 40 weeks 1 unit | 12 |
| English 12 Journalism | 40 weeks 1 unit | 12 |
| English 12 Creative Writing and Literature | 40 weeks 1 unit | 12 |
| English 12 Women in Literature | 40 weeks 1 unit | 12 |
| English 12 Stranger than Fiction | 40 weeks 1 unit | 12 |
| English 12 21 st Century Media Studies | 40 weeks 1 unit | 12 |
| *Advanced Placement English Literature | 40 weeks 1.5 unit | 12 |
| SUPA English | 40 weeks 1 unit | 12 |

***The Advanced Placement Exam of the College Board is required after completion of this course – fees apply. Financial assistance is available for those that meet College Board guidelines.**

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English Course Descriptions:

| | | |
|---------------------------|-----------------|---|
| English 9 SP | 40 weeks 1 unit | 9 |
| English 9 Co-Teach | 40 weeks 1 unit | 9 |
| English 9 Regents | 40 weeks 1 unit | 9 |
| English 9 Enriched | 40 weeks 1 unit | 9 |

English 9 is a required course for all freshmen and is the first in a four-year sequence. It is designed to continue developing students' literacy skills (reading, writing, listening and speaking) as defined by the NYS Common Core Learning Standards.

| | | |
|----------------------------|-----------------|----|
| English 10 SP | 40 weeks 1 unit | 10 |
| English 10 Co-Teach | 40 weeks 1 unit | 10 |
| English 10 Regents | 40 weeks 1 unit | 10 |
| English 10 Enriched | 40 weeks 1 unit | 10 |

Prerequisite: Passing English 9

English 10 is a required course for all sophomores and is the second in a four-year sequence. It is designed to continue developing students' literacy skills (reading, writing, listening and speaking) as defined by the NYS Common Core Learning Standards.

| | | |
|----------------------------|-----------------|----|
| English 11 SP | 40 weeks 1 unit | 11 |
| English 11 Co-Teach | 40 weeks 1 unit | 11 |
| English 11 Regents | 40 weeks 1 unit | 11 |
| English 11 Enriched | 40 weeks 1 unit | 11 |

Prerequisite: Passing English 10

English 11 is a required course for all juniors and is the third in a four-year sequence. It is designed to continue developing students' literacy skills (reading, writing, listening and speaking) as defined by the NYS Common Core Learning Standards. Upon completion of this course, students are required to take the NYS English Language Arts Regents and must pass it in order to graduate.

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English Course Descriptions – continued

| | | |
|----------------------------|-----------------|----|
| English 12 SP | 40 weeks 1 unit | 12 |
| English 12 Co-Teach | 40 weeks 1 unit | 12 |
| English 12 | 40 weeks 1 unit | 12 |

English 12 is for students who wish to continue applying the tools, techniques and materials of literary scholarship. The class will strengthen communication skills by engaging students in a variety of listening, speaking, critical thinking, reading and writing activities. Students will develop these skills through the use of several genres of literature as well as a variety of writing modes.

| | | |
|-------------------------------|-----------------|----|
| English 12 Shakespeare | 40 weeks 1 unit | 12 |
|-------------------------------|-----------------|----|

Shakespeare is for students who wish to explore why Shakespeare is one of the most widely studied authors. Students will examine how his comedies possess humor that still applies today with his use of satire and dramatic irony. Students will also examine the timeless themes in his historical plays including revenge, manipulation, madness, tragic flaws, etc. They will be able to create projects that are hands-on and student oriented. They will also experience the plays by attending performances. Overall, students will understand the impact Shakespeare has had on the literary world.

| | | |
|------------------------------|-----------------|----|
| English 12 Journalism | 40 weeks 1 unit | 12 |
|------------------------------|-----------------|----|

Journalism is for students who wish to be acquainted with magazine and newspaper feature writing, editorial and opinion writing, surveys, and advertising. This interactive, product driven course will encourage real-world writing and thinking skills. Students will assist in the writing, editing, and publishing aspect of original newspapers and magazines using various computer programs. Students must work well independently as well as cooperatively in a small group setting. Students will conduct original research including a series of interviews for articles. Students will also explore career opportunities in the field of journalism. Vocabulary, style, libel and ethics units will round out the course.

| | | |
|---|-----------------|----|
| English 12 Creative Writing and Literature | 40 weeks 1 unit | 12 |
|---|-----------------|----|

Creative Writing is for students who wish to write fiction and non-fiction, prose and poetry. In this structured course, students will strive to improve their writing skills through guided exercises and modeling. Students will read literature and non-fiction for both discussion of style and form and inspiration for original work. Public speaking is required and will include monologue, dialogue and formal speeches. The creative thinker/writer who is disciplined enough to work independently and meet deadlines will find success in this class. The final assessment will be a portfolio.

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English Course Descriptions – continued

English 12 Women in Literature

40 weeks 1 unit

12

Women in Literature is for students who wish to explore accounts about women in classic and contemporary works. Students will examine images and stereotypes of women in literature and different attitudes about women throughout history. This course will require students to read numerous works, in a variety of genres, in order to make informed opinions on the ever changing role of women. Students will address topics pertaining to feminism, as well as receive extensive instruction on all stages of the writing process in preparation for college level courses; including research, persuasive and expository writing.

English 12 Stranger than Fiction

40 weeks 1 unit

12

For students who love film and have an interest in learning more about documentary films. Students will explore the different modes of documentary films and consider the ways these films shape our perceptions of the world through their perspective, commentary, style, narrative/narration, and methods of persuasion. Students will read non-fiction and fiction, and view documentary films in class. Students will strengthen their writing, analytical and discussion skills, better preparing them for college.

English 12 21st Century Media Studies

40 weeks 1 unit

12

For students who wish to explore theories from literature, film, radio, television, video games and new media to reveal the changing face of communications and storytelling in the 21st century. We will analyze cultural and historical artifacts to investigate the relationship between media and reality and how we interact with information and each other through various social media. The aim is to bring together the major aspects of study of language arts via critical reading, writing, and academic research. Students will study a collection of topical reading assignments, hold class discussions, and participate in a variety of research projects, culminating in the creation of their own media in response to their findings.

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English Course Descriptions – continued

| | | |
|---|-----------------|----|
| Advanced Placement English: Literature and Composition | 40 weeks 1 unit | 12 |
|---|-----------------|----|

Prerequisite: Recommendation by the English Department

Weighting: This course is weighted by a factor of 1.10

AP English is a college-level course designed for exceptional students in English who enjoy reading and analyzing literature. Challenging classic works of literature (traditional and modern novels, drama and poetry) will be the focus of class discussion and writing. This class prepares students for the rigors of academics within classic English literature and develops them into more mature, thinking readers and writers. AP English students must read carefully, deeply and thoughtfully, as the coursework demands analysis of complex texts. This is the English department's most challenging course for those students ready and willing to accept the challenge. There is a fee (currently \$85) for the AP exam for which students are responsible. Based on the exam score, a student may be eligible to receive three or more college credits. It is the responsibility of the student to consult with potential colleges/universities regarding their policy for accepting AP credits.

| | | |
|---------------------|-----------------|----|
| SUPA English | 40 weeks 1 unit | 12 |
|---------------------|-----------------|----|

Prerequisite: Recommendation English Department

Weighting: This course is weighted by a factor of 1.10

SUPA English is a college-level course that has two components.

WRT 105 (Practices of Academic Writing) – is an analytically-based writing course where students will compose a variety of texts as a process (inventing, drafting, revising, editing) that takes place over time and that addresses diverse audiences and rhetorical contexts. Students will learn critical techniques of reading through engagement with texts that raise issues of diversity and community.

ETS 181 (Class & Literary Texts) – will allow students to gain an expanded understanding of textuality, the world as a text (which may include film, television programs, public spaces, buildings, clothing, the internet, etc), and will apply the language and methods of the discursive practice of textual criticism. Students will gain a sense of how context shapes the production and reception of texts (that “truth” is a social construction and that culture shapes meaning).

Although SUPA English is not a required course, it does satisfy the NYS requirement for English 12. Students are responsible for the tuition fee (\$115 per credit payable to Syracuse University). Upon successful completion of the course, students will receive six credits from Syracuse University, which may transfer to most colleges and universities. It is the responsibility of the student to consult with potential colleges/ universities regarding their policy for accepting SUPA credits.

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SOCIAL STUDIES DEPARTMENT

Course Offerings:

| | | |
|--|--------------------|--------|
| Global History & Geography 1 Co-Teach | 40 weeks 1 unit | 9 |
| Global History & Geography 1 Regents | 40 weeks 1 unit | 9 |
| Global History & Geography 1 Enriched | 40 weeks 1 unit | 9 |
| Global History & Geography 2 Co-Teach | 40 weeks 1 unit | 10 |
| Global History & Geography 2 Regents | 40 weeks 1 unit | 10 |
| Global History & Geography 2 Enriched | 40 weeks 1 unit | 10 |
| US History Co-Teach | 40 weeks 1 unit | 11 |
| US History Regents | 40 weeks 1 unit | 11 |
| *Advanced Placement US History | 40 weeks 1.5 units | 11 |
| SS 12: Economics and Government Co-teach | 20 weeks 1/2 unit | 12 |
| SS 12: Economics and Government | 20 weeks 1/2 unit | 12 |
| SS 12: Economics Vo-Tech | 20 weeks 1/2 unit | 12 |
| SS 12: Government Vo-Tech | 20 weeks 1/2 unit | 12 |
| College Macroeconomics | 20 weeks 1/2 unit | 12 |
| SUPA Public Affairs 101 | 20 weeks 1/2 unit | 12 |
| Psychology & Personality Development | 40 weeks 1 unit ** | 11, 12 |
| Human Rights: Making a Difference | 40 weeks 1 unit ** | 11, 12 |
| Criminal Justice | 40 weeks 1 unit ** | 11, 12 |

***The Advanced Placement Exam of the College Board is required after completion of this course – fees apply. Financial assistance is available for those that meet College Board guidelines.**

**** elective**

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Social Studies Course Descriptions:

| | | | |
|--|----------|--------|---|
| Global History & Geography 1 Co-Teach | 40 weeks | 1 unit | 9 |
| Global History & Geography Regents | 40 weeks | 1 unit | 9 |
| Global History & Geography 1 Enriched | 40 weeks | 1 unit | 9 |

Global 1 is a required 9th-grade course that follows the NYS 9-12 Social Studies Frameworks.

In addition to the Common Core Standards for Literacy in History and Social Studies, students will develop the following skills: gathering, interpreting and using evidence; chronological reasoning and causation; comparison and contextualization; geographic reasoning; economics and economic systems; and civic participation. Topics of study are: development of civilization; belief systems; classical civilizations; rise of transregional trade networks; political powers and achievements; social and cultural growth and conflict; the Ottoman Empire and the Ming Dynasty pre-1600; Africa and the Americas pre-1600; transformation of Western Europe and Russia; and interactions and disruptions. Although these topics and skills will not be specifically tested on the Global 2 Regents in 10th grade, they do provide foundational support for 10th grade social studies. Students must pass this course for graduation.

| | | | |
|--|----------|--------|----|
| Global History & Geography 2 Co-Teach | 40 weeks | 1 unit | 10 |
| Global History & Geography 2 Regents | 40 weeks | 1 unit | 10 |
| Global History & Geography 2 Enriched | 40 weeks | 1 unit | 10 |

Prerequisite: Passing of Global Studies 1

Global 2 is a required course that is a continuation of the chronological study of Global History begun in Global History 1. It examines 19th century and 20th century events and developments in Europe, Asia, Africa and Latin America and the inter-relationship and impact of these. At the conclusion of this course, students must pass the Global History Regents which includes Global History 1 and 2 in order to graduate from high school.

Note: The NYS 9-12 Social Studies Frameworks will replace this curriculum in 2017-2018.

| | | | |
|----------------------------|----------|--------|----|
| US History Co-Teach | 40 weeks | 1 unit | 11 |
| US History Regents | 40 weeks | 1 unit | 11 |

Prerequisite: Passing of Global Studies 1 and 2

US History is a required course taken at the 11th grade level. It follows a chronological approach to US history. Recognition and study of basic constitutional issues and the application of constitutional principles to both historical and contemporary life are major themes.

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Social Studies Course Descriptions – continued

Advanced Placement US History 40 weeks 1.5 units 11

Prerequisite: Recommendation by the Social Studies Department

Weighting: This course is weighted by a factor of 1.10

Advanced Placement US History is a college-level course open to juniors. The course follows a chronological approach to US history incorporating analysis and evaluation of varying historical interpretations of events. It prepares students to take both the AP examination administered by the College Board and the New York State US History and Government Regents. Students are responsible for the AP exam fee (currently \$85). Based on the exam score, a student may be eligible to receive college credit. It is the responsibility of the student to consult with potential colleges/ universities regarding their policy for accepting AP credits.

Social Studies 12: Economics and Government 40 weeks 1 unit 12

Social Studies 12: Economics and Government Co-Teach 40 weeks 1 unit 12

Prerequisite: Passing of US History

This is a required course for all seniors. The Economics component is designed to provide students with the economic knowledge and skills to function as informed citizens. Attention is given to concepts of scarcity, supply and demand, international trade, inflation, national debt and trade deficits. The primary purpose of the Participation in Government component is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the "office of citizen".

College Macroeconomics 20 weeks 1/2 unit 12

Prerequisite: 85 GPA and recommendation by Social Studies Department

Weighting: This course is weighted by a factor of 1.10

This is a college-level introductory economics course focusing on the effects of various forces on the aggregate economy. We begin with an overview of microeconomic concepts and then move on to macroeconomics, where we discuss macroeconomic theories and policies. The course is geared towards knowledge and skills acquisition plus application to real world situations. Students will be expected to perform at the level of a college freshman. They will undertake extensive independent activities and participate in class seminar discussions.

Although Marist College Macroeconomics is not a required course, it does satisfy the NYS requirement for Economics. Students are responsible for the tuition fee (approximately \$330 for three credits payable to Marist College). Upon successful completion of the course, students will earn three credits from Marist College, which may transfer to other colleges and universities. It is the student's responsibility to consult with potential colleges/universities regarding their policy for accepting Marist College credits.

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Social Studies Course Descriptions – continued

SUPA Public Affairs 101 20 weeks 1/2 unit 12

Prerequisite: High achievement in US History, and recommendation of Social Studies Department

Weighting: This course is weighted by a factor of 1.10

SUPA Public Affairs 101 is a college-level course based on the academic standards and curriculum for Syracuse University's freshman Public Affairs course. It is designed to provide students with research, decision-making and communication skills used in public policy analysis. Although SUPA PA 101 is not a required course, it does satisfy the NYS requirement for Government. Students are responsible for the tuition fee (\$115 per credit payable to Syracuse University). Upon successful completion of the course, students will earn three credits from Syracuse University, which may transfer to other colleges and universities. It is the student's responsibility to consult with potential colleges/universities regarding their policy for accepting SUPA credits.

Psychology and Personality Development 40 weeks 1 unit 11, 12

Prerequisite: Passing Global History Regents and United States History Regents or be concurrently enrolled in a United States History Course.

This is a 40-week course open to juniors and seniors as an elective to help students answer a wide range of questions concerning human behavior. The course study begins with the topics of learning, perception, and memory. The psychology portion will end with a study of "normal" and "abnormal" personality development. This topic emphasizes student involvement in the process of self-understanding. As the course begins to explore the discipline of Sociology students will explore three units of study. "The Social Self: The Individual", involves an in-depth self-revelation study. Unit two, "The Social Self" The Group, analyzes the effects of groups on individual behavior and investigates social mobility in American Society. The final unit, "Case studies in Social Psychology", analyzes the problems of violence in American life, the biomedical revolution and futurism. This is an elective course and does not satisfy NYS requirements for social studies.

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Social Studies Course Descriptions – continued

Human Rights: Making a Difference 40 weeks 1 unit 11, 12
Prerequisite: Passing the Global History Regents and United States History Regents or be concurrently enrolled in a United States History Course.

This course will focus on those rights or freedoms that every human being deserves. Unfortunately, throughout history, and even today, the rights of many people have been violated or taken away. The Universal Declaration of Human Rights will be used as a guideline to examine how the decisions of ordinary people shape an age and ultimately a history itself. More importantly students will encounter models that help them move from thought to judgment to participation, by confronting the moral questions inherent in an examination of a particular history. Historical examples and cases will be presented from both the United States of America and the world. More importantly, students will acquire the tools to understand how the past relates to their own lives and how to make a difference. This is an elective course and does not satisfy NYS requirements for social studies.

Criminal Justice 40 weeks 1 unit 11, 12
Prerequisite: Passing the Global History Regents and United States History Regents or be concurrently enrolled in a United States History Course.
Weight: This course is weighted by a factor of 1.10

The criminal justice course examines the law in the United States with an emphasis on laws in New York State. A general overview of the criminal justice system is the main objective of the course. The nature and causes of crime and crime victims will be presented. The role of police officers, prosecutor, defense attorney, judge, jury and probation officers will be thoroughly examined. The course will also include an in-depth probe of plea bargaining, the bail system, defendant's rights and jury duty. Students are eligible to earn three (3) college credits through Marist College if they have a GPA of 85 or higher, which may be transferrable to other colleges/universities. These students will be responsible for paying Marist College tuition and fees (approximately \$300 for three credits). It is the student's responsibility to consult with potential colleges/universities regarding their policy for accepting Marist College credits. This is an elective course and does not satisfy NYS requirements for social studies.

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MATHEMATICS DEPARTMENT

Course Offerings:

| | | | |
|---|----------|-----------|------------|
| Consumer Math | 40 weeks | 1 unit | 10, 11, 12 |
| Technical Math/Computer Science | 40 weeks | 1 unit | 10, 11, 12 |
| Mathematical Modeling with Technology | 40 weeks | 1 unit | 9, 10 |
| Algebra | 40 weeks | 1 unit | 9 |
| Topics in Algebra | 40 weeks | 1 unit | 10, 11, 12 |
| Geometry/Geometry Extended | 40 weeks | 1 unit | 10, 11, 12 |
| Mathematical Modeling w/ Technology/Enrich. | 40 weeks | 1 unit | 9 |
| Geometry/Enriched | 40 weeks | 1 unit | 9, 10 |
| Algebra 2/Algebra 2 Extended | 40 weeks | 1 unit | 11, 12 |
| Algebra 2 Enriched | 40 weeks | 1 unit | 10, 11 |
| Calc-Prep | 40 weeks | 1 unit | 11, 12 |
| Calc-Prep/Enriched | 40 weeks | 1 unit | 11, 12 |
| Math 12-Foundations in College Math | 40 weeks | 1 unit | 11, 12 |
| *Advanced Placement Calculus AB | 40 weeks | 1.5 units | 12 |
| *Advanced Placement Calculus BC | 40 weeks | 1.5 units | 12 |
| Coding with JavaScript | 40 weeks | 1 unit | 10, 11, 12 |
| **Introduction to Statistics | 40 weeks | 1 unit | 12 |
| **SUPA Animation & Video Design | 40 weeks | 1 unit | 12 |

***The Advanced Placement Exam of the College Board is required after completion of this course – fees apply. Financial assistance is available for those that meet College Board guidelines.**

**** College fees apply**

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Mathematics Course Descriptions:

Consumer Math 40 weeks 10, 11, 12

Prerequisite: Successfully passing Algebra Self-contained course and state assessment, recommendation of Algebra SP teacher and annual CSE meeting.

In this course students will learn and apply fundamental mathematical concepts such as basic order of operations, real numbers, percent, measurement, calculator usage, fractions, decimals, problem solving, ratios, and proportions to situations as they occur in “daily life.” Topics will include taxes, personal finance (budgeting), purchasing, finance, fitness, housing, insurance, transportation and investment. This course features examples in a problem-solving format that allows students to use mathematical skills in consumer situations. The primary goal of this math course is to develop student abilities to make rational and informed decisions to lead successful lives in an interdependent world.

Technical Math/Computer Science 40 Weeks 1 unit 10, 11, 12

Prerequisite: Completion of Algebra

Tech Math emphasizes the interconnections among mathematics, engineering, technology, science, and the humanities, to prepare students to become creative problem-solvers, effective communicators, and tomorrow’s leaders through a rigorous, specialized curriculum which is based on the principles of project-based learning and collaborative partnerships. Students engage in real-world, hands-on projects based on authentic applications of New York State learning standards.

Mathematical Modeling with Technology 40 Weeks 1 unit 9, 10

Prerequisite: Grade 8 mathematics

This course is offered to students during their freshman year. The focus of the course will be strengthening student understanding of mathematical models and geometric concepts by supplementing the instruction with technology and hands on activities. Students will use a simple engineering design process to enhance problem solving skills.

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Mathematics Course Descriptions - continued:

| | | |
|-----------------------------------|-----------------|---|
| Algebra | 40 Weeks 1 unit | 9 |
| Prerequisite: Grade 8 mathematics | | |

This course has been aligned to the Common Core Learning Standards adopted by the New York State Education Department. Through repeated reasoning, students develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities and make conjectures about the form that a linear equation might take in a solution to a problem. They reason abstractly and quantitatively by choosing and interpreting units in the context of creating equations in two variables to represent relationships between quantities. Students develop a set of tools for understanding and interpreting variability in data, and begin to make more informed decisions from data. They work with data distributions of various shapes, centers, and spreads. They explore many examples of functions and their graphs, focusing on the contrast between linear and exponential functions. They interpret functions given graphically, numerically, symbolically, and verbally; translate between representations; and understand the limitations of various representations.

| | | |
|--|-----------------|------------|
| Topics in Algebra | 40 Weeks 1 unit | 10, 11, 12 |
| Prerequisite: Passed Algebra course but failed regents | | |

This course will be offered to students who have earned credit for Algebra but have not passed the Algebra regents exam. Students will concentrate on strengthening the skills and concepts necessary to successfully pass the Algebra regents exam.

| | | |
|--|-----------------|------------|
| Geometry/Geometry Extended | 40 Weeks 1 unit | 10, 11, 12 |
| Prerequisite: Passing the Algebra course and regents exam. | | |

This course has been aligned to the Common Core Learning Standards adopted by the New York State Education Department. Geometry is intended to be the second course in mathematics for high school students. Students will explore and prove congruence and similarity of geometric figures. Integrating synthetic, transformational and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Student will use the traditional tools of compass and straightedge as well as dynamic geometry software to assist in their investigations. This course is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics. If a student is seeking a Regents diploma with advanced designation, the state requires passing the Geometry Regents exam as one of the three required math exams.

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Mathematics Course Descriptions - continued:

Mathematical Modeling with Technology/Enriched 40 Week 1 unit 9

Prerequisite: Passing the Algebra course and regents exam.

This course is offered to students during their freshman year. It is intended to be offered to accelerated 9th grade students. The focus of the course will be strengthening student understanding of mathematical models and geometric concepts by supplementing the instruction with technology and hands on activities. Students will use a simple engineering design process to enhance problem solving skills.

Geometry/Enriched 40 Weeks 1 unit 9, 10

Prerequisite: Passing the Algebra regents exam with a 90 or better.

Weighting: This course is weighted by a factor of 1.05.

This course has been aligned to the Common Core Learning Standards adopted by the New York State Education Department. This course will cover all of the topics of the New York State Geometry course and several of the topics will be explored in depth. This rigorous course will help students who are interested in pursuing advanced placement courses during their high school career.

Algebra 2/Algebra 2 Extended 40 Weeks 1 unit 11, 12

Prerequisite: Passing the Geometry course and/or Regents exam.

This course has been aligned to the Common Core Learning Standards adopted by the New York State Education Department. This course is the capstone course of the three units of credit required for a Regents diploma with advanced designation. Within this course, the number system will be extended to include the imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential and logarithmic functions. Other topics of study include data analysis, probability, regression, arithmetic and geometric sequences, binomial probability, right triangle trigonometry that includes circular functions and trigonometric identities.

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Mathematics Course Descriptions - continued:

Algebra 2 – Enriched 40 Weeks 1 unit 10, 11

Prerequisite: Passing the Geometry regents exam with an 80 or better.

Weighting: This course is weighted by a factor of 1.05.

This course has been aligned to the Common Core Learning Standards adopted by the New York State Education Department. This course will cover all of the topics of the New York State Algebra 2 course and several of the topics will be explored in depth. This rigorous course will help students who are interested in pursuing advanced placement courses during their high school career.

Calc-Prep 40 weeks 1 unit 11, 12

Prerequisite: Passing the Algebra 2 course and regents exam.

There is no weighting for this course

This course includes work in polynomial and rational functions, complex numbers, trigonometry, conics, and introduction to limits and continuity. The focus in trigonometry is on radians and working without a calculator. The completion of this course prepares students for AP Calculus AB or for Statistics.

Calc-Prep/Enriched 40 weeks 1 unit 11, 12

Prerequisite: Passing the Algebra 2 Regents with at least an 80 and the Algebra 2 course with at least a 90 average.

Weighting: This course is weighted by a factor of 1.05.

This course is an in-depth introduction to the Calculus. It includes polar coordinates and complex numbers, vectors, partial fractions, limits and continuity, and finding derivatives. There will be enrichment whenever applicable to the topic. The completion of this course prepares students for AP Calculus AB or AP Calculus BC.

Math 12 - Foundations in College Math 40 Weeks 1 unit 11, 12

Prerequisite: Completing Algebra 2 (passing regents not required)

This course is offered for students who have struggled with the Regents sequence and are not prepared for the rigor of a Calc-Prep course. The approach of this course uses functions with the content based in real-world contexts. Guided discovery learning is implemented with the expectation of student understanding as opposed to student memorization and the use of the graphing calculator is required. The concept of function and function behaviors are presented in a discovery format and are later applied to teach more traditional algebra topics at a college level.

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Mathematics Course Descriptions - continued:

| | | |
|---------------------------------------|--------------------------|-----------|
| Advanced Placement Calculus AB | 20 Weeks every day | 12 |
| | 20 Weeks every other day | 1.5 units |

Prerequisite: Passing Calc-Prep Math with an 80 or better.

Weighting: This course is weighted by a factor of 1.10

The topics of this course include analytic geometry, differentiation and integration on algebraic, logarithmic, trigonometric and exponential functions with applications. Use of graphing calculator is mandatory. The Advanced Placement Examination of the College Board is a part of this course. Students are responsible for the AP exam fee (currently \$85). Based on the exam score, a student may be eligible to receive college credits. It is the responsibility of the student to consult with potential colleges/universities regarding their policy for accepting AP credits.

| | | |
|---------------------------------------|--------------------------|-----------|
| Advanced Placement Calculus BC | 20 Weeks every day | 12 |
| | 20 Weeks every other day | 1.5 units |

Prerequisite: Passing Calc-Prep/ Enriched Math

Weighting: This course is weighted by a factor of 1.10

The Calculus BC course is designed to represent college-level mathematics and is considerably more extensive than the Calculus AB course. The full year course includes the calculus functions, with such topics as sequences, series, differential equations, work as an integral and many other topics not studied in the AB course. The use of a graphing calculator is mandatory. The Advanced Placement examination of the College Board is part of this course. Starting in May of 1998, students taking the BC exam will be given the AB test grade along with their BC grade. Students are responsible for the AP exam fee (currently \$85). Based on the exam score, a student may be eligible to receive college credits. It is the responsibility of the student to consult with potential colleges/universities regarding their policy for accepting AP credits.

| | | | |
|-------------------------------|----------|--------|------------|
| Coding with JavaScript | 40 Weeks | 1 unit | 10, 11, 12 |
|-------------------------------|----------|--------|------------|

Prerequisite: Passing the Algebra course and Regents exam

JavaScript is an object-oriented computer programming language commonly used to create interactive effects with web browsers. Students will develop the skills of problem solving and logical thinking while creating various computer programs like memes, music videos, apps and other projects. The course is dynamic, highly visual and interactive to engage students as they learn fundamental skills in computer programming. No previous background in computer science is necessary for this course.

Washingtonville High School Guidance Department
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Mathematics Course Descriptions - continued:

Introduction to Statistics 40 Weeks 1 unit 12

Prerequisite: Passing Alg 2 course & Regents exam. GPA \geq 85

Weighting: This course is weighted by a factor of 1.10

This course will introduce the student to the basics of statistics. Topics covered will include: the nature of data, graphical representation of data, calculation of basic descriptive statistics, the normal distribution and confidence intervals. The basics of probability theory will also be covered. The course will extensively utilize technology through the use of graphing calculators and personal computer applications. Students may also be able to earn 3 college credits (approximately \$66 per credit) through SUNY Orange as long as they meet the SUNY Orange requirements.

SUPA Animation & Video Design 40 Weeks 1 unit 12

Prerequisite: Intro to C++ or instructor approval

Weighting: This course is weighted by a factor of 1.10

This three-credit course offers a highly visual, non-mathematical introduction to computing and computer programming. Our vehicle is the Alice development environment, which allows students without prior experience to rapidly create 3D virtual worlds like those seen in video games. Students will choose environments, populate them with features, creatures and sounds, and animate these elements in simulated three-dimensional space to tell stories, play games, give interactive instructions, etc. Students work in a small team creating virtual worlds for assignments and a final project, learning the principles of computer programming in the process. Students may be able to receive college credit with payment of a fee to Syracuse University. (\$115 per credit payable to Syracuse University)

**Washingtonville High School Guidance Department
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SCIENCE DEPARTMENT

Course Offerings:

| | | |
|---|--------------------|-----------|
| Physical Setting: Earth Science | 40 weeks 1 unit | 10 |
| Physical Setting: Earth Science/Enriched | 40 weeks 1 unit | 9A or 10 |
| The Living Environment: Biology | 40 weeks 1 unit | 9 |
| Environmental Chemistry | 40 weeks 1 unit | 11, 12 |
| Physical Setting: Chemistry | 40 weeks 1 unit | 11, 12 |
| Physical Setting: Chemistry/Enriched | 40 weeks 1 unit | 10A or 11 |
| Physical Setting: Physics | 40 weeks 1 unit | 11, 12 |
| Marine Biology/Oceanography | 40 weeks 1 unit | 11, 12 |
| Advanced Placement Biology* | 40 weeks 1.5 units | 11, 12 |
| Advanced Placement Environmental Science* | 40 weeks 1.5 units | 11, 12 |
| **SUPA Forensic Science | 40 weeks 1 unit | 12 |
| **College Physics | 40 weeks 1.5 units | 12 |
| **College Chemistry | 40 weeks 1.5 units | 11,12 |

***The Advanced Placement Exam of the College Board is required after completion of this course – fees apply. Financial assistance is available for those that meet College Board guidelines.**

**** College fees apply**

**Washingtonville High School Guidance Department
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Science Course Descriptions:

Physical Setting: Earth Science

40 Weeks 1 unit

10

Prerequisite: None

This course is developed by the New York State Regents and is generally taken by students in the 9th or 10th grade as part of their three credit science requirement. This is a vigorous experience-centered course, including the following topics: astronomy, meteorology, geology and Earth history. A minimum of 1200 laboratory minutes with approved laboratory reports must be completed to be admitted to the Regents exam for this course. A performance lab exam is administered prior to the written portion of the Regents exam and is approximately 15% of the total Regents score. All students are required to take the Regents exam at the end of the semester.

Physical Setting: Earth Science/Enriched

40 Weeks 1 unit

9A or 10

Prerequisites: Passing Living Environment in eighth grade or ninth grade at mastery level of 85 or better.

Weighting: This course is weighted by a factor of 1.05

This is a vigorous and rigorous experience-centered course, including the following topics: Astronomy, Meteorology, Geology, and Earth history. Other enrichment topics are included beyond the regular Regents level course. Enriched level students are expected to reason, interpret and apply learned principles. A minimum of 1200 laboratory minutes with satisfactory laboratory reports must be completed to be admitted to the Regents exam for this course. A performance lab exam is administered prior to the written portion of the Regents exam and is approximately 15% of the total Regents score. All students are required to take the Regents exam at the end of the semester.

The Living Environment: Biology

40 Weeks 1 unit

9

Prerequisite: None

This is a college preparatory course and is generally taken by students in the 8th or 9th grade as part of their three credit science requirement. This course follows the New York State Regents guidelines which includes the following topics: unity and diversity among living things, maintenance in living things, human physiology, reproduction and development, genetics, evolution and ecology. In addition, extended areas in human physiology, reproduction and ecology will be included. A minimum of 1200 laboratory minutes with approved laboratory reports must be completed to be admitted to the Regents exam for this course. All students are required to take the Regents exam at the end of the semester.

Washingtonville High School Guidance Department
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Science Course Descriptions – continued

Environmental Chemistry

40 Weeks 1 unit

11, 12

Prerequisite: Regents competency in Science – Physical Setting and The Living Environment

This course is designed for students in grades 11 and 12 who have an interest in science and can be used to complete the third credit of the New York State Science requirement. It will provide a study of the fundamental principles of chemistry necessary to understand chemically related societal issues and to solve problems, make decisions and take appropriate action regarding such issues. The course will include a historical component to give context to scientific advancements in environmental science. A laboratory component with concrete experience will be included throughout this course. The quarterly exams for this course are prepared locally. Students will complete a research project each quarter.

Physical Setting: Chemistry

40 Weeks 1 unit

11, 12

Prerequisite: Passing Algebra

This course follows the New York State core curriculum in Physical Setting: Chemistry consisting of a rigorous presentation of basic chemical principles. During the laboratory period, students experience the use of common laboratory chemicals and equipment in both inquiry based and verification experiences. A minimum of 1200 laboratory minutes with approved laboratory reports must be completed to be admitted to the Regents exam for this course. All students are required to take the Regents exam at the end of the semester.

Physical Setting: Chemistry/Enriched

40 Weeks 1 unit

10A or 11

Prerequisite: A final average of 85 or better in Living Environment: Biology and Algebra, work ethic, reading level will also be considered.

Weighting: This course is weighted by a factor of 1.05

This course contains the full content of the New York State core curriculum in Physical Setting: Chemistry (including all extended areas). The content is skills and applications based with an emphasis on the theory behind the principles. The students will be expected to use reasoning to interpret information and make inferences from learned chemical principles. Students are expected to be able to manipulate algebraic equations and have an understanding of fundamental number concepts. A minimum of 1200 laboratory minutes with approved laboratory reports must be completed to be admitted to the Regents exam for this course. All students are required to take the Regents exam at the end of the semester.

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Science Course Descriptions - continued

Physical Setting: Physics

40 Weeks 1 unit

11, 12

Prerequisite: Passing Algebra

The course follows the New York State Syllabus in Physical Setting: Physics consisting of a rigorous presentation of basic principles of physics. The major areas of concentration are mechanics, wave phenomena, electricity, magnetism and modern physics. A minimum of 1200 laboratory minutes with approved laboratory reports must be completed to be admitted to the Regents exam for this course. All students are required to take the Regents exam at the end of the semester.

Marine Biology/Oceanography

40 Weeks 1 unit

11, 12

Prerequisite: Completed Physical Setting: Earth Science and Living Environment: Biology, and either Physical Setting: Chemistry or Environmental Chemistry

Marine Biology/Oceanography is a unique course developed by the Washingtonville staff. Students will study the biotic aspect of the marine environment and the abiotic properties of the oceans. This is a multi-disciplinary course which investigates ocean phenomena using established sciences such as Physics, Astronomy, Biology and Chemistry. Students will investigate the important relationship between abiotic and biotic interactions with human population and current issues that are important to survival of species and the overall health of the oceans.

Advanced Placement Biology

20 Weeks every day 1 unit

11, 12

20 Weeks alternate days 0.5 units

Prerequisite: A final average of 90 or better in The Living Environment: Biology and a final average of 90 or better in Physical Setting: Chemistry

Weighting: This course is weighted by a factor of 1.10

This course is intended for the above-average college bound student and is comparable to a typical college freshman general biology course. This course will include the following topics: molecular biology, Mendelian and molecular genetic concepts, embryology and development, unity and diversity of living things, concepts of evolution and the origin of life, population genetics and concepts of ecology impact. Assigned readings will occasionally supplement textbook readings. The final grade will be based upon the average of each marking period, a mid-term exam, a final laboratory average and a final exam. Each student will be prepared for the Advanced Placement Examination of the College Board which will be given in May. Students are responsible for the AP exam fee (currently \$85). Based on the exam score, a student may be eligible to receive college credits. It is the responsibility of the student to consult with potential colleges/universities regarding their policy for accepting AP credits.

**Washingtonville High School Guidance Department
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Science Course Descriptions - continued

| | | |
|---|-----------------------------------|--------|
| Advanced Placement Environmental Science | 20 Weeks every day 1 unit | 11, 12 |
| | 20 Weeks alternate days 0.5 units | |

Prerequisite: Successful completion of Algebra and both Physical Setting: Earth Science and Living Environment: Biology and either Physical Setting: Chemistry or Environmental Chemistry
Weighting: This course is weighted by a factor of 1.10

The goal of this course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and man-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them. The course focus is on the 'real science' behind the environmental problems and issues. Laboratory and field study are an important element of the course. The final grade will be based upon the average of each marking period, a mid-term exam, a final laboratory average and a final grade. Each student will be prepared for the Advanced Placement Examination of the College Board which will be given in May. Students are responsible for the AP exam fee (currently \$85). Based on the exam score, a student may be eligible to receive college credits. It is the responsibility of the student to consult with potential colleges/universities regarding their policy for accepting AP credits.

| | | |
|------------------------------|-----------------|----|
| SUPA Forensic Science | 40 Weeks 1 unit | 12 |
|------------------------------|-----------------|----|

Prerequisite: Successful completion of Algebra and both Physical Setting: Earth Science and Living Environment: Biology and either Physical Setting: Chemistry or Environmental Chemistry
Weighting: This course is weighted by a factor of 1.10

Forensic Science is a one semester course taught at Syracuse University which is available to students in the Washingtonville High School. High school students will be able to receive college credit after successful completion of course and paying Syracuse's reduced tuition fees (\$115 per credit payable to Syracuse University). This course focuses upon the application of scientific methods and techniques to crime and law. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscope investigation, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, arson investigation and other topics. Laboratory exercises will include techniques commonly employed in forensic investigations.

Washingtonville High School Guidance Department
2019-2020 Course Guide

Science Course Descriptions - continued

| | | |
|---------------------------------|-----------------------------------|--------|
| CCHS Physics 101 and 102 | 20 Weeks every day 1 unit | 11, 12 |
| | 20 Weeks alternate days 0.5 units | |

Prerequisite: Successful completion of the three state mathematics courses offered and two Regents science courses. Students need to be concurrently enrolled in Calculus Prep Math or higher.

Weighting: This course is weighted by a factor of 1.10

These courses are being offered through SUNY Orange College in the High School Program. These two courses joined together offer the equivalent of the former Advanced Placement Physics course. These introductory college physics courses include the following topics: kinematics, Newton's Laws-particle dynamics, statics, fluid statics and dynamics, heat and thermodynamics, wave motion, harmonic motion and sound, electricity and magnetism, optics, relativity, quantum theory, atomic and nuclear physics. Upon successful completion of these courses, students will earn eight credits through SUNY Orange (approximately \$66 per credit). Lab hours are included in the course work. These courses will prepare students for the New York State Regents exam in physics.

| | | |
|-----------------------------------|-----------------------------------|--------|
| CCHS Chemistry 105 and 106 | 20 Weeks every day 1 unit | 11, 12 |
| | 20 Weeks alternate days 0.5 units | |

Prerequisite: Successful completion of the three state mathematics courses offered and two Regents science courses and a Chemistry Regents score of 85 or better. Students need to be concurrently enrolled in Calculus Prep Math or higher.

Weighting: This course is weighted by a factor of 1.10.

This eight credit college course via CCHS at SUNY Orange is a study of the fundamental principles of chemistry. Topics include Stoichiometry, gases, atomic structure, periodic properties, ionic and covalent bonding nomenclature, Lewis structure, liquids, solids, chemical equilibrium, acid-base theories, solubility, equilibrium, thermochemistry, thermodynamics, chemical kinetics, nuclear reactions and electrochemistry. Laboratory work focuses on the application of these principles, emphasizing quantitative relationships and qualitative analysis of select cations and chromatography.

These two courses joined together offer the equivalent of the former Advanced Placement Chemistry course. Upon successful completion of these courses, students will earn eight credits through SUNY Orange. (approximately \$66 per credit) Lab hours are included in the course work. Semester grades are reported to SUNY Orange and appear on college transcripts as college transfer credits.

Washingtonville High School Guidance Department
2019-2020 Course Guide

LANGUAGE DEPARTMENT

Course Offerings:

| | | |
|------------------------------------|-----------------|---------------|
| French 1 | 40 weeks 1 unit | 9, 10, 11, 12 |
| French 2 | 40 weeks 1 unit | 9, 10, 11, 12 |
| French 3 | 40 weeks 1 unit | 9, 10, 11, 12 |
| Advanced French Grammar/French 4 | 40 weeks 1 unit | 11, 12 |
| French 5 | 40 weeks 1 unit | 11, 12 |
| Spanish 1 | 40 weeks 1 unit | 9, 10, 11, 12 |
| Spanish 2 | 40 weeks 1 unit | 9, 10, 11, 12 |
| Spanish 3 | 40 weeks 1 unit | 9, 10, 11, 12 |
| Advanced Spanish Grammar/Spanish 4 | 40 weeks 1 unit | 11, 12 |
| Spanish 5 | 40 weeks 1 unit | 11, 12 |
| Elementary Italian | 40 weeks 1 unit | 11, 12 |

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Language Course Descriptions:

French 1 40 weeks 1 unit 9, 10, 11, 12
Prerequisite: None (French 1 is only offered at the Middle School level)

This course is open to students in grades 9-12. Level I French is the beginning of practical control of the four language skills (understanding, speaking, reading and writing). The course is an introduction to the knowledge of the fundamentals of French structure in a communicative context, as well as French culture. Pronunciation and vocabulary habits are developed so that by the end of the year the student will be able to have and understand LIMITED conversation in French. This ability will usually be limited to the vocabulary range of the text, and New York State foreign language syllabus topics. One credit of LOTE is a minimum graduation requirement unless exempt by the CSE.

French 2 40 weeks 1 unit 9, 10, 11, 12
Prerequisite: Successful Completion of Level I French

This course is open to students in grades 9-12. Level II French concentrates on the use of the French language to approach real language behavior. The course consists of reconfirming familiarity with structures and vocabulary in a communicative context, as well as expanding these areas of language development. Oral competence and reading skills are maintained and further developed. Writing skills are progressively developed, plus cultural awareness. By the end of the course, students should be able to have and understand a basic conversation in French, usually limited to the vocabulary range of the text, and the New York State Syllabus topics.

French 3 40 weeks 1 unit 9, 10, 11, 12
Prerequisite: Successful Completion of Level II French

This course is open to students in grades 9-12. Level III French is an intense review of the skills acquired in Level I and II with an emphasis on structure, vocabulary, and free conversational expression. The student will learn to think and express himself in French. Communication skills and cultural insights will be discovered. A cultivation of self-awareness - what we are, how we are unique, and yet alike - will be discussed. The New York State Regents examination equivalent will be administered at the end of the course. The four skills of language acquisition will be tested: listening comprehension, reading, writing, and speaking in French.

Advanced French Grammar/French 4 40 weeks 1 unit 11, 12
Prerequisite: Successful Completion of Level III French with a minimum of an 85. This course is weighted by a factor of 1.10.

Advanced French Grammar will continue the four-skill approach of listening, speaking, reading and writing. Students will be given abundant opportunity for oral practice; they will be asked to talk about themselves, their interests, feelings, and activities, or to role-play real-life situations they are likely to share with French speaking persons both at home and abroad. Activities and exercises are designed to lead to the conscious control of the French language. The course is part of the University in the High School program through SUNY Albany. Four college credits may be earned and a tuition fee is charged for the college credits. The current tuition fee is approximately \$160.00.

Washingtonville High School Guidance Department
2019-2020 Course Guide

Language Course Descriptions - continued

French 5 40 weeks 1 unit 11, 12
Prerequisite: Successful Completion of Advanced French Grammar and Teacher Recommendation.
Weighting: This course is weighted by a factor of 1.10

Language proficiency in the four areas of pedagogical skills will be emphasized. The emphasis will be grammar, but the knowledge of French literature will be integral. The course is also part of the University in the High School program through SUNY Albany. Four college credits may be earned. A tuition charge will apply for the college credits. The current tuition fee is approximately \$160.00

Spanish 1 40 weeks 1 unit 9, 10, 11, 12
Prerequisite: None

This course is open to students in grades 9-12. Level I Spanish is the beginning of practical control of the four language skills (understanding, speaking, reading and writing). The course is an introduction to knowledge of the fundamentals of Spanish structure in a communicative context, as well as Spanish culture. Pronunciation and vocabulary habits are developed so that by the end of the year the student will be able to have and understand LIMITED conversation in Spanish. This ability will usually be limited to the vocabulary range of the text, and the New York State Syllabus topics. One credit of LOTE is a minimum graduation requirement unless exempt by the CSE.

Spanish 2 40 weeks 1 unit 9, 10, 11, 12
Prerequisite: Successful Completion of Level I Spanish

This course is open to students in grades 9-12. Level II Spanish concentrates on the use of the Spanish language to approach real language behavior. The course consists of reconfirming familiarity with structures and vocabulary in a communicative context, as well as expanding these areas of language development. Oral competence and reading skills are maintained and further developed. Writing skills are progressively developed, plus cultural awareness. By the end of the course students should be able to have and understand a basic conversation in Spanish, usually limited to the vocabulary range of the text, and the New York State Syllabus topics.

Spanish 3 40 weeks 1 unit 9, 10, 11, 12
Prerequisite: Successful Completion of Level II Spanish

This course is open to students in grades 9-12. Level III Spanish is an intense review of the skills acquired in Level I and II with an emphasis on structure, vocabulary and free conversational expression. The student will learn to think and express himself in the foreign language. Communication skills and cultural insights will be developed. The pleasure of reading in a foreign language will be discovered. A cultivation of self-awareness - what we are, how we are unique, and yet alike - will be discussed. The LOTE (Language Other Than English) exam that replicates past New York State Regents examinations will be administered at the end of this course. The four skills of language acquisition will be tested: listening comprehension, reading, writing, and speaking in the foreign language.

Washingtonville High School Guidance Department
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Language Course Descriptions – continued

Advanced Spanish Grammar/Spanish 4 40 weeks 1 unit 11, 12
Prerequisite: Successful Completion of Level III Spanish with a minimum of an 85. This course will receive a weighting of 1.10

This course is designed to continue the development of the student's ability to communicate in the language through a four-skill approach of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. The course builds on pre-existing vocabulary and grammar and stresses communication through exposure to authentic materials and in-depth grammar review. Materials concerned with culture, civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. Classroom discussion revolves around readings that reflect the culture of Spain, Latin America, and Latinos in the U.S. Classics of Spanish and Latin America Literature, including short stories, poetry and plays will be explored.

This course is part of the University in the High School program through SUNY Albany. Upon successful completion, students will be eligible to receive four college credits. If the course is taken for credit, a fee (the current tuition fee is approximately \$160.00) will be paid directly to SUNY Albany.

Spanish 5 40 weeks 1 unit 11, 12
Prerequisite: Successful Completion of Advanced Spanish Grammar and Teacher Recommendation.
Weighting: This course is weighted by a factor of 1.10

Language proficiency in the four areas of pedagogical skills will be emphasized. The emphasis will be grammar and reading. The course is part of the University in the High School program through SUNY Albany. Four college credits may be earned. The current tuition fee is approximately \$160.00.

Elementary Italian 40 weeks 1 unit 11, 12
Prerequisite: Must be finished with Regents foreign language requirement or language exempt per IEP. This course will receive a weighting of 1.10

The purpose of this course is to provide an introduction to speaking and understanding Italian through the development of the four basic foreign language skills: listening, speaking, reading and writing in an active and practical way. The course will allow the student to acquire an understanding of both language and culture of contemporary Italy. Upon conclusion of the course, the student should be able to comprehend basic spoken Italian and to communicate as well in spoken and written form. Students will read and write short dialogues and passages, which offer a realistic portrayal of contemporary Italian life. In doing so, several teaching and learning strategies will be adopted in order to make the study of this second language both interesting and rewarding. Students may be able to obtain college credit through Marist College for this course if they meet the eligibility requirements outlined by the college (\$100 per credit).

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BUSINESS EDUCATION

Course Offerings:

| | | |
|---------------------------------|-------------------|---------------|
| Career and Financial Management | 40 weeks 1 unit | 10, 11, 12 |
| Accounting | 40 weeks 1 unit | 11, 12 |
| Business Law | 40 weeks 1 unit | 11, 12 |
| Computer Applications | 20 weeks 1/2 unit | 9, 10, 11, 12 |
| Principles of Marketing | 40 weeks 1 unit | 11, 12 |
| Work Based Learning | 1/2 or 1 unit | 11, 12 |

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Business Education Course Descriptions:

Career and Financial Management

40 weeks 1 unit

10, 11, 12

Prerequisite: None

This course is designed to give a real-world emphasis on real-world situations and applications. It focuses on the student's role as a citizen, and consumer and active member in the business world. It examines career decisions including work laws and responsibilities. The money management section of the course is designed to introduce the students to pay, benefits, working conditions, federal income tax, budgets, financial records, and checking accounts. Next, the students will explore financial security by examining savings, and explore investing in stocks, bonds, mutual funds and real estate. Students will examine the world of credit; records, laws, responsibilities and costs. The decision making process will be studied, along with the decision to rent/buy a home and/or car. Finally, students will develop an understanding of consumer rights and responsibilities including consumer protection and dispute resolution.

Accounting

40 weeks 1 unit

11, 12

Prerequisite: 85% average or permission from chairperson.

This course is an introduction to accounting practice and theory using the model of the sole proprietorship in a service business and merchandising business. The accounting process for recording, summarizing and reporting financial data is analyzed. Specialized systems in cash controls, payroll and the use of multipurpose combination journals are examined. Emphasis is placed on identifying and correcting errors and omissions and understanding their impact on financial statements.

Course objectives are reinforced through the use of manual and/or computerized practice sets. Students may receive high school credit or four college credits through SUNY Orange upon the completion of the course. Students are responsible for all fees associated with this course. This class is open to juniors or seniors.

**Washingtonville High School Guidance Department
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Business Education Course Descriptions - continued

Business Law

40 weeks 1 unit

11, 12

Prerequisite: None

This course serves to examine the laws that affect our daily lives. The course focuses on criminal and civil law and the court systems that enforce the laws. In addition, the student will be introduced to the several elements relating to contracts including negotiation, forms, and breach. Other topics will include consumer law. Renting or owning a home, money and the law, credit and debt. Students will examine laws in the workplace and laws involved in starting a business.

Computer Applications

20 weeks 1/2 unit

9, 10, 11, 12

Prerequisite: None

This business course is designed to provide a solid foundation on how to utilize the Microsoft Office Software Suite 2016 (Word, Excel, Powerpoint, and Publisher) and Google Drive Applications. This includes computer etiquette, touch typing technique, digital citizenship, organizing and managing files, comparing and contrasting Microsoft and Google products, becoming familiar with web design skills via the use of HTML, utilizing the internet as a research tool, and communicating in a paperless environment via Google classroom. At the end of the course, students will be equipped with 21st Century Skills that will help them think critically, analyze, communicate, problem solve, and share digital information in school, at home and work.

Principles of Marketing

40 weeks 1 unit

11, 12

Prerequisite: None

This course is recommended for both academic and business students. It is designed to develop the basic competencies necessary for entry-level proficiency in a variety of marketing job clusters or as a basic foundation course for students planning to major in business in college. The student of marketing will progress from the operation of a business to the more complex skills within marketing research, production, distribution, retailing and promotional activities.

Recommended for students in planning on pursuing a career in business directly out of high school and those students planning on attending a two or four year university with plans to study and area of business.

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2019-2020 Course Guide

Business Education Course Descriptions - continued

Work Based Learning

½ unit or 1 unit

11, 12

Prerequisite: Career & Financial Management

Work-based learning (WBL) collaboratively engages employers and schools in providing structured learning experiences for students. The experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. It provides students with the opportunity to apply knowledge and skills learned in the classroom to real world situations. Work site learning occurs away from school in a business or community organization.

| Work Based Learning Programs | Paid/Unpaid | Worksite Hours |
|--|--------------------|-----------------------|
| Career Exploration Internship Program (CEIP) | Unpaid | 108 hours = 1 unit |
| Career Exploration Internship Program (CEIP) | Unpaid | 54 hours = ½ unit |
| General Exploration Internship Program (GEWEP) | Paid | 300 hours = 1 unit |
| General Exploration Internship Program (GEWEP) | Paid | 150 hours = ½ unit |

FAMILY & CONSUMER SCIENCE

Course Offerings:

| | | |
|---------------------------------|-----------------|------------|
| Food and Nutrition | 40 weeks 1 unit | 10, 11, 12 |
| Child Development and Parenting | 40 weeks 1 unit | 10, 11, 12 |
| Global and Gourmet Foods | 40 weeks 1 unit | 10, 11, 12 |

**Washingtonville High School Guidance Department
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Family & Consumer Science Course Descriptions:

Food and Nutrition

40 weeks 1 unit

10, 11, 12

Prerequisite: None

Students will learn the elements of nutritional meal planning and preparation. They will also explore foods of different cultures. Through food labs and the use of government issued dietary guidelines, students will utilize basic cooking skills to successfully prepare delicious and nutritious recipes. This course involves cooking and baking labs, nutritional evaluation, cost analysis, exploration of cultures and possible field trips and guest speakers.

Child Development and Parenting

40 weeks 1 unit

10, 11, 12

Prerequisite: None

The majority of people in our society become parents or they may be involved in a career where they have to deal with children. This course is centered upon choices individuals must make in relation to parenting. The economics, social, educational and physical conditions which influence parenting are identified and implications explored. The physical, emotional, intellectual and social development of the infant, toddler and preschooler will be studied. Along with; daily care, guidance, discipline and other parenting/care-giver skills.

Global and Gourmet Foods

40 weeks 1 unit

10, 11, 12

Prerequisite: None

The Global and Gourmet Foods I course introduces students to the ways in which the culture and traditions of countries influence food choices. Students will identify and prepare foods from various countries to compare cuisines; ingredients used, and preferred cooking methods. Students will also examine the issues and conditions which affect the availability and quality of food in the global market. Current issues related to global nutrition from production through consumption will be explored. Through this investigation, students will understand and appreciate diverse cultures. Students will have the opportunity to examine the wide variety of career paths in the global and gourmet foods fields and identify the knowledge and skills necessary for success within these fields.

TECHNOLOGY DEPARTMENT

Course Offerings:

| | | | |
|-----------------------------------|----------|--------|------------|
| Basic Production Systems | 40 weeks | 1 unit | 10, 11, 12 |
| Basic Electronics (Electricity) | 40 weeks | 1 unit | 10, 11, 12 |
| Basic CAD & Engineering | 40 weeks | 1 unit | 10, 11, 12 |
| Residential Structures | 40 weeks | 1 unit | 10, 11, 12 |
| Design and Drawing for Production | 40 weeks | 1 unit | 10, 11, 12 |
| Architectural Engineering | 40 weeks | 1 unit | 10, 11, 12 |
| Transportation | 40 weeks | 1 unit | 10, 11, 12 |

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Technology Course Descriptions:

Basic Production Systems

40 weeks 1 unit

10, 11, 12

Prerequisite: None

This course is the study of the production of goods through manufacturing (factory – built) methods and processes. Students will look at how the different methods of manufacturing have impacted society, the economy, and the environment. Projects will be made in a mass production style (factory) implementing the methods and processes that they have learned. Students will be grade on the products they make along with the paperwork that accompanies it, and tests and quizzes.

Basic Electricity

40 weeks 1 unit

10, 11, 12

Prerequisite: none

This course is the study of electrical theory. Ohm's law, series and parallel circuits, AC vs. DC electricity, alternative sources of energy, residential wiring, and basic electronics, circuit schematics. Students will learn about and use several different components such as (resistors, PNP/NPN transistors, diodes, capacitors, LEDs, 555 timer chips). Robotics will also be looked at and how these circuits and components can be used to build and control them. Students will be evaluated on the completion of the modules and test / quizzes.

Basic CAD & Engineering

40 weeks 1 unit

10, 11, 12

Prerequisite: None

This course is designed to develop a basic understanding and application of Computer Aided Drawing "CAD". Students will explore and utilize the Versa-CAD 2D and 3D program. Project(s) will include but, not be limited to the following: Basic Versa-CAD program applications, circles & arcs, oblique & isometric projections, dimensioning multi-view, fasteners, and exploded drawings. Students should expect a "fun and productive" course. All work is completed in class, no homework or tests are required. Student averages are based on the required computer generated drawings.

Architectural Engineering

40 weeks 1 unit

10, 11, 12

Prerequisite: None

This course is a detailed study of residential / commercial structures and how they are designed, built, and function. All students will utilize the Versa-CAD computer based drawing program to design and construct a complete set of working plans for a residential home, shopping mall and structural bridge. Students will explore the accurate and current information pertaining to building codes and requirements. This is a very exciting and popular course for all students interested in pursuing a future in engineering, architecture, drafting, and technical related fields. All work is completed in class, no homework or tests are required. Student averages are based on the required computer generated drawings.

Washingtonville High School Guidance Department
2019-2020 Course Guide

Technology Course Description – continued

| | | |
|-------------------------------|-----------------|------------|
| Residential structures | 40 weeks 1 unit | 10, 11, 12 |
| Prerequisite: None | | |

This Course is the study of skills and processes that are related to the construction of a residential structure. Modules include planning, materials, leveling the site, foundation layout, framing (floor/ wall/ roof), roofing, siding, and finish carpentry. Students will learn how to draw building plans and construct a scale model home. Students will be evaluated on the completion of the modules and test / quizzes.

| | | | |
|--|----------|--------|------------|
| Design and Drawing for Production | 40 weeks | 1 unit | 10, 11, 12 |
| Prerequisite: None | | | |

This course utilizes CAD “Computer Aided Drawing” to assist students in various design activity problems. Students will learn how to communicate problem solving ideas while exploring all seven constants of a design activity brief. Student work will include but, not be limited to the following: Basic Versa-CAD program applications, pictorial drawings, section and auxiliary drawings. This course may be used by any student, in any sequence to meet the one unit of Art or Music requirement for graduation. It may also be used in a Technology or Art sequence. This is a “creative and fun” course which is well suited and recommended for all pre-engineering and technical students. All work is completed in class, no homework or tests are required. Student averages are based on the required computer generated drawings.

| | | |
|-----------------------|-----------------|------------|
| Transportation | 40 weeks 1 unit | 10, 11, 12 |
| Prerequisite: None | | |

This course is the study of the understanding and basic concepts and principle of transportation systems. Students will look at how transportation has impacted society, the economy, and the environment. Students will learn about different methods of transportation in land, air, marine, and space transportation through hands on modules. Modules will include and are not limited to CO2 cars, rubber band powered gliders, and vacuum powered car, hallway gliders, water bottle rockets, four stroke engine, and two stroke engines. Students will be evaluated on the completion of the modules and test / quizzes.

Washingtonville High School Guidance Department
2019-2020 Course Guide

ART DEPARTMENT

Course Offerings:

Core Courses:

| | | | |
|----------------------|----------|--------|------------|
| Studio in Art | 40 weeks | 1 unit | 10, 11, 12 |
| Drawing and Painting | 40 weeks | 1 unit | 10, 11, 12 |
| Sculpture* | 40 weeks | 1 unit | 10, 11, 12 |
| Clay* | 40 weeks | 1 unit | 10, 11, 12 |

*Either Sculpture or Clay fulfills the 3-D requirement of the “Core Courses”

Electives:

| | | | |
|--|--------------------------------|--------|------------|
| Digital Photography | 40 weeks | 1 unit | 10, 11, 12 |
| Fashion Design & Illustration | 40 weeks | 1 unit | 10, 11, 12 |
| Intro to Digital Media Art | 40 weeks | 1 unit | 10, 11, 12 |
| Computer Illustration and Animation | 40 weeks | 1 unit | 10, 11, 12 |
| Filmmaking | 40 weeks | 1 unit | 11, 12 |
| Portfolio Development | 40 weeks | 1 unit | 11, 12 |
| Media Journalism | 40 weeks | 1 unit | 11, 12 |
| Independent Study in Art | 40 weeks | 1 unit | 11, 12 |
| Independent Study in Computer Graphics | 40 weeks | 1 unit | 12 |
| Independent Study in AP Studio Art | Details available upon request | | |

The Art Department **strongly** suggests that any student who plans on taking more than one Art Course during their High School Plan should take the core courses of Studio Art, Sculpture, Clay and Drawing & Painting as a preparatory base for success in the other Art electives.

**Washingtonville High School Guidance Department
2019-2020 Course Guide**

Art Course Descriptions:

| | | |
|--|-----------------|------------|
| Studio in Art Prerequisite: None | 40 weeks 1 unit | 10, 11, 12 |
|--|-----------------|------------|

This is a core course used as a preparatory base for success in the other Art electives. Students learn the basics involved in using the elements of art and principles of design to create portfolio ready drawings, paintings, multimedia works and sculptures. Students will also learn about design, creativity, expression, aesthetics, art appreciation, art criticism and art writing.

| | | |
|---|-----------------|------------|
| Drawing and Painting Prerequisite: None | 40 weeks 1 unit | 10, 11, 12 |
|---|-----------------|------------|

This course will cover all aspects of still life, perspective, landscape, portrait and the human figure. Interpretations and techniques of graphite, ink, tempera, watercolor, pastel and acrylic paint will be the vehicles used to explore these areas of content. The main focus of this course will be to provide the student with a better awareness of their skills in drawing and painting while developing several major inclusions for their portfolio preparation. Creativity, craftsmanship, aesthetics and appreciation of works of art will be the driving force in all work created.

| | | |
|--|-----------------|------------|
| Sculpture Prerequisite: None | 40 weeks 1 unit | 10, 11, 12 |
|--|-----------------|------------|

Sculpture class is a 3-dimensional approach to design and problem solving through the use of various techniques, materials and media. Students will explore relief, kinetic and figure. Students can potentially work with a variety of materials that include cardboard, paper-mache, wire, wood, plaster, paint and found/recycled materials. Projects will range from small pieces to larger freestanding forms. Throughout the course, students will learn to analyze, discuss and critique a variety of three-dimensional pieces from various time periods, cultures and artists.

| | | |
|-----------------------------------|-----------------|------------|
| Clay Prerequisite: None | 40 weeks 1 unit | 10, 11, 12 |
|-----------------------------------|-----------------|------------|

This course will introduce students to tools, techniques, and concepts that will inspire functional and sculptural works of art made from clay. Students will be taught the fundamental principles of three-dimensional design, clay hand-building techniques, 'throwing' on the pottery wheel, as well as how to paint, stain and glaze their projects. Students will learn to analyze and discuss a variety of ceramic and other three-dimensional works of art from different cultures and time periods.

Washingtonville High School Guidance Department
2019-2020 Course Guide

Art Course Description - continued

Digital Photography
Prerequisite: None

40 weeks 1 unit

11, 12

This course introduces students to digital photography and its application in areas such as fine arts, journalism, illustration, and commercial arts. Students will use digital cameras, scanners, and traditional film along with computer applications such as Adobe Photoshop and Lightroom to make images for both print and web-based presentations. This course is offered in conjunction with Orange Community College (CCHPS - Community College in the High School Program), offering high-achieving juniors and seniors the opportunity to earn six college credits while attending this class.

Fashion Design and Illustration
Prerequisite: None

40 weeks 1 unit

10, 11, 12

This course will focus on the refinement of figurative drawing skills and the creation of fashion croquis (sketches of figure models in various fashion illustration poses). Beginners start with gaining familiarity with the human body and basic shading. They then move into color work and begin to design basic garments. The culminating experiences for students are two-fold: to create a line of garments, and to demonstrate their knowledge of careers in the fashion industry by researching a career that interests them. All finished work will be portfolio ready.

Intro to Digital Media Art
Prerequisite: None

40 weeks 1 unit

10, 11, 12

This course will introduce the various tools, techniques and digital applications that are associated with digital media production including: 3D modeling, web design, advertising design, commercial art and other computer based art. Multimedia programs introduced in the course include Adobe InDesign, Adobe After Effects, Google SketchUp, iMovie, Tinkercad, WordPress, Wix, etc.

**Washingtonville High School Guidance Department
2019-2020 Course Guide**

Art Course Descriptions - continued

Computer Illustration and Animation 40 weeks 1 unit 10, 11, 12

Prerequisite: Successful completion of or Concurrently enrolled in Studio in Art or Drawing and Painting

Introductory course to Computer Illustration and Digital Animation. Specifically, computer illustration (Adobe Illustrator) and computer based animation (Adobe Flash/Apple Motion) will be introduced and used in order to support digital storytelling. Students interested in comic book design, character animation and game design are encouraged to take this course.

Filmmaking 40 weeks 1 unit 11, 12

Prerequisite: Intro to Digital Media Art or Digital Photography

Filmmaking is study in digital film, including screenplay development, storyboarding, film history, and digital recording/editing. Students will explore the process of creating their own full-length films, while integrating special effect work and soundtrack development with classic story telling using applications such as Apple's Final Cut Pro and Celtx. At the conclusion of the course, students will set up and maintain their own internet YouTube/Vimeo channels in order to publish and share their work. Further, students will have the opportunity to showcase their work in our annual student film festival.

Portfolio Development 40 weeks 1 unit 11, 12

Prerequisite: Strongly suggested completion of both a 2-D and 3-D course from the core courses, or approval by instructor.

Students will learn to evaluate, assess and work with their strengths and weaknesses in relevant terms to their ability to execute and complete a college entrance portfolio. The main focus and bulk of the work produced in this course will deal with Observational Drawing while still trying to help students complete a full and broad portfolio that demonstrates and reflects the student's ability, skill, techniques, creativity and self-expression in preparation to college admittance.

Washingtonville High School Guidance Department
2019-2020 Course Guide

Art Course Descriptions - continued

| | | |
|--|-----------------|--------|
| Media Journalism | 40 weeks 1 unit | 11, 12 |
| Prerequisite: None - Enrollment is concurrent with English 12/Journalism | | |

This combined Art/English class will earn students two credits. Students must enroll in and attend both courses. This course is designed not only to introduce students to the basics of journalism and media writing, but also to introduce them to the design and execution aspects of modern-day media outlets. This course will offer students the opportunity to participate in the creation of a school newspaper, website, podcast, yearbook, and ultimately, the maintenance of a Facebook page, Twitter account, a bi-weekly video newscast to be broadcast throughout the school. This course is skills-based, and allows students to work with real outlets and produce real work to benefit the school, the district, and the community. Ultimately, the course is meant to expand the students' relationship with the community at large and with the technology the district provides, while keeping up with the expanding realm of multimedia communication.

| | | |
|--|--------|--------|
| Independent Study in Art | varies | 11, 12 |
| Prerequisite: Successful Completion of core Art course work. | | |

This level of course work is to be only considered after the successful completion of the core art courses of Studio in Art, Drawing and Painting, and Sculpture. This level of course work should explore an area of the Art field in a more in depth manner than our elective program may cover. The student will need to develop a course outline with a faculty member and must be approved by the Department Chairperson. Syllabus requirements are available upon request.

| | | |
|---|--------|----|
| Independent Study in Computer Graphics | varies | 12 |
| Prerequisites: Studio Art, Drawing & Painting, Sculpture, Computer Graphic Design | | |

Digital Video Editing, Digital Photography, Animation
Creating and preparing a digital art portfolio for college consideration.

Washingtonville High School Guidance Department
2019-2020 Course Guide

MUSIC DEPARTMENT

Course Offerings:

| | | |
|---------------------|-----------------|---------------|
| Concert Band | 40 weeks 1 unit | 9, 10, 11, 12 |
| Wind Ensemble | 40 weeks 1 unit | 10, 11, 12 |
| Concert Choir | 40 weeks 1 unit | 9, 10, 11, 12 |
| Chambers Singers | 40 weeks 1 unit | 10, 11, 12 |
| Music Theory | 40 weeks 1 unit | 9, 10, 11, 12 |
| Select Treble Choir | 40 weeks 1 unit | 10, 11, 12 |

Washingtonville High School Guidance Department
2019-2020 Course Guide

Music Course Descriptions:

Concert Band 40 weeks 1 unit 9, 10, 11, 12
Prerequisite: Permission of the instructor

Open to instrumentalists who have achieved the skills necessary to perform the basic band literature. The band will study and perform music at levels IV and V as defined by the New York State Music Association (NYSSMA). The course meets alternate days throughout the year. Separate band lessons are scheduled on a rotating basis.

Wind Ensemble 40 weeks 1 unit 10, 11, 12
Prerequisite: Permission of the instructor based on assessment skills in Concert Band

This band will study and perform a more advanced level of music than the Concert Band. Enrollment is based upon student skill level and balanced instrumentation. Students will perform music at levels V and VI as defined by the New York State Music Association (NYSSMA). The course meets on alternate days through the year with separate lessons scheduled on a rotating basis.

Concert Choir 40 weeks 1 unit 9, 10, 11, 12
Prerequisite: Permission of the instructor

This High School Chorus is open to singers of all ability levels. This chorus studies and performs a wide variety of music from the standard choral repertoire. The High School Chorus performs at least two formal evening concerts, and on occasion, outside of the school. The course meets on alternate days throughout the year with scheduled lessons given on a rotating basis.

Chamber Choir 40 weeks 1 unit 10, 11, 12
Prerequisite: High School Chorus AND must be auditioned and recommended by the instructor

This Select Chorus studies and performs advanced-level High School Chorus music. Students will perform music at level V and VI as defined by the New York State School Music Association (NYSSMA). Students accepted to the Select Chorus will have prior knowledge of sight-reading and solfeggio, and will demonstrate ability to sing independent parts alone and with a group through audition. This course meets on alternate days throughout the year with scheduled lessons on a rotating basis.

Washingtonville High School Guidance Department
2019-2020 Course Guide

Music Course Descriptions:

Music Theory

40 weeks 1 unit

9, 10, 11, 12

Prerequisite: Student should be a member of a WHS performing ensemble or possess basic ability to read music

This course is designed with the serious music student in mind. Whether you are interested in instrumental or vocal, classical or rock; an understanding of how music is constructed is essential. Students will learn and apply the fundamentals of music notation, scales, chords, and rhythm. Aural and visual discrimination skills are developed. Keyboard and guitar techniques are fostered as tools for opening up secrets of music. The course culminates with a composition project, where each student will compose and record a piece of music to CD. The course meets on alternate days for the full school year.

Select Treble Choir

40 weeks 1 unit

10, 11, 12

Prerequisite: High School Chorus AND must be auditioned and recommended by the instructor

This Select Chorus will study and perform advanced-level treble voiced High School Chorus music. Students will perform music at level V and VI as defined by the New York State School Music Association (NYSSMA). Students accepted to the Select Chorus will have prior knowledge of sight singing and solfeggio, and will demonstrate ability to sing independent parts alone and with a group through audition. This course meets on alternate days throughout the year with scheduled lessons on a rotating basis.

VOC-TECH COURSES OFFERED

Appearance Academy:

- Cosmetology
- Esthetics
- Manicuring Artistry

Construction Academy:

- Carpentry
- Electrical Construction
- HVAC/Plumbing
- Welding

Engineering Academy:

- Computer Assisted Drawing
- Computer Networking
- Computer Programming
- Computer Repair
- Principles of Engineering
- Principles of Technology

Security Academy:

- Law Enforcement

Transportation Academy:

- Auto Body
- Automotive Technology
- Commercial Vehicle
- Vehicle Maintenance
- Travel and Tourism

Learning Centers:

- Commerce Learning Center
- Transportation Learning Center

Business Computers Academy:

- Business Computers Career
- Basic Office Procedures
- Desktop Publishing/Web Design
- Microsoft Office User Specialist

Culinary Academy:

- Culinary Food Trades

Education Academy:

- Education and Management
- Para Educator

Environmental Academy:

- Heavy Equipment
- Horticultural/Landscaping

Health Careers Academy:

- Allied Health Assistant
- Nursing Assistant
- Practical Nursing

Visual Arts/Communications Ady:

- Advertising Design/Visual Comm.
- Commercial Art/Illustration
- Design Aesthetics

Transitional Programs:

- Freshman Academy
- Work Place Learning

Health Course Description

Health

40 weeks 1 unit

9, 10, 11, 12

Prerequisite: None

This is a 1unit course required by N.Y.S. for graduation. The curriculum follows N.Y.S. guidelines and meets the new learning standards as set forth by the Education Department. Objectives include providing accurate information, the development of healthy attitudes and behaviors, promoting positive decision making, awareness of employment opportunities and encouraging students to begin a lifelong process of choosing and enjoying a healthy life style. Major units include mental health, drug abuse, nutrition, diseases and disorders, sexuality, parenting education, first aid and current health issues.

**Washingtonville High School Guidance Department
2019-2020 Course Guide**

PHYSICAL EDUCATION DEPARTMENT

Course Offerings:

| | | |
|---|-------------------|---------------|
| Physical Education | 20 weeks 1/2 unit | 9, 10, 11, 12 |
| Life Guarding | 20 weeks 1/2 unit | 10, 11, 12 |
| Philosophy of Coaching & Health Sciences Applied to Coaching | 20 weeks 1/2 unit | 11, 12 |

PHYSICAL EDUCATION GRADUATION REQUIREMENT

| | | |
|---------------------------|----------------------|---------------|
| Physical Education | All Diplomas 2 units | 9, 10, 11, 12 |
|---------------------------|----------------------|---------------|

All students must participate and receive a passing grade in one Physical Education experience during each of their four years in High School. 9th and 10th grade students will be required to participate in a swimming unit each year. Life Guarding can be taken in place of the regular Physical Education experience. All students will be scheduled for either fall or spring and will meet for 90 minutes on an every other day basis. Any student requiring an Adaptive program will be scheduled on an individual basis within their assigned section. Grades are based upon class participation, rubric score, and written assignments.

| | | |
|---|-------------------|--------|
| Philosophy of Coaching Health Sciences Applied to Coaching | 20 weeks 1/2 unit | 11, 12 |
|---|-------------------|--------|

Prerequisite: By application and teacher selection. Applicants must have a 90 or higher average in previous Physical Education courses. Students should also be involved competitive athletics either in school or in an out of school organization.

This course will satisfy the NYS requirements for coaches, including Philosophy of Coaching and health science for coaches. Students who successfully complete the course will be partially certified and will need to complete other requirements before being able to apply for a coaching position. These courses provide permanent certificates that students will not have to repeat in college or later when they apply for coaching positions.

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Physical Education Course Descriptions:

Waterfront Lifeguarding:

Purpose: The purpose of the Waterfront Skills module is to teach lifeguards the skills and knowledge needed to prevent and respond to emergencies in non-surf, open water areas found at a public parks, resorts, summer camps and campgrounds.

Certification Prerequisites:

Candidates must have a current American Red Cross certificate for Lifeguarding/First Aid/CPR/AED.

Skill Prerequisites:

1. Must be 15 years old on or before the final schedule of this module.
2. Swim 550 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles are allowed.
3. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.
4. Complete a time event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.
 - Surface dive, feet-first, to a depth of 7 to 1 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water.
 - Exit the water without using a ladder or steps.
5. Swim 5 yards, submerge and retrieve three dive rings placed 5 yards apart in 4 to 7 feet of water, resurface and continue to swim another 5 yards to complete skill sequence.

**Washingtonville High School Guidance Department
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AJROTC

Army Junior Reserve Officers Training Corps

Lieutenant Colonel Michael Brockway
Chief Warrant Officer 3 Harold Brickel
Army Instructors

Mission: To motivate young people to be better Citizens.

Scope: The JROTC program is a cooperative effort on the part of the United States Army and Washingtonville Central School District to provide secondary school students the opportunity for total development. The program prepares high school cadets for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the cadet, community and nation.

The student cadets are organized into a Cadet Battalion with its own Chain of Command. Cadets are promoted through the ranks to fulfill the roles of Noncommissioned officers and Commissioned officers. The program also offers cadets the chance to join the Drill Team and Color Guard, which competes against JROTC units from throughout NY, PA, NJ, CT, MA and RI in drill competitions.

Grading is subjective-based through the use of a Program of Instruction compiled by the U.S. Army Cadet Command, and objective-based through Instructor evaluation of cadet motivation, deportment and spirit of cooperation (team work). Team-building skills and leadership development are emphasized.

STUDENTS MAY USE THE COURSES DESCRIBED HERE TO FULFILL ONE OF THE REQUIRED THREE UNIT SEQUENCES.

| | | |
|---|-----------------|---------------|
| Leadership Education and Training (LET) I | 40 weeks 1 unit | 9, 10, 11, 12 |
| Leadership Education and Training (LET) II | 40 weeks 1 unit | 10, 11, 12 |
| Leadership Education and Training (LET) III | 40 weeks 1 unit | 11, 12 |
| Leadership Education and Training (LET) IV | 40 weeks 1 unit | 12 |

NOTE: 1. The JROTC classes are offered as credit electives and carry no military obligation or commitment to the military whatsoever. However, based on Instructor recommendation, students who enlist in the Armed Forces may begin at a higher rank and pay grade.

2. Because of the need to maintain military discipline, cadets who do not show a willingness to comply with orders of the Instructors and/or the Chain of Command may be dismissed at anytime throughout the year.

**Washingtonville High School Guidance Department
2019-2020 Course Guide**

AJROTC Course Descriptions:

Leadership Education and Training (LET) I:

Introduction/Orientation Phase

Level: Regents, Local

40 weeks 1 unit

9, 10, 11, 12

Full year, Alternate days

Prerequisite: None

This first year course in citizenship and leadership concentrates on "Followership" by emphasizing civic values, disciplinary standards, and ethics. The cadet entry experience incorporates an "accelerated promotion" program as an incentive for meritable cadets who become actively involved as participants in JROTC activities. Subjects include Leadership Labs of Drill and Ceremonies, Physical Training and Cadet Challenge, Citizenship, History of the Nation and of ROTC, Map Reading, Communication, First Aid, Drug Abuse Prevention, Human Relations, Current Events, Basic School Skills Review, and selected optional subjects including spontaneous and planned events. Participation on the drill team as an extra-curricular activity is encouraged (Oct-May). Cadets may earn a Junior Varsity letter for active participation in the drill team or color guard team. A 4-7 day summer camp in late June or July is also available for interested cadets.

Leadership Education and Training (LET) II:

Intermediate Phase

Level: Regents, Local

40 weeks 1 unit

10, 11, 12

Full year, Alternate days

Prerequisite: LET I

In this second year, emphasis changes from "followership" to "leadership" as the cadets learn those techniques necessary to become confident small unit leaders. Topics covered in LET I are reviewed and expanded upon. Participation on the extra-curricular drill teams may earn cadets a Junior Varsity or Varsity letter. A 4-7 day summer camp in late June or July is also available for interested cadets.

Leadership Education and Training (LET) III:

Applied Phase

Level: Regents, Local

40 weeks 1 unit

11, 12

Full year, Alternate days

Prerequisite: LET II

This third course concentrates on the participant's individual leadership skills. Some of the highest cadet noncommissioned officer positions and many of the junior cadet officer positions will be filled by cadets allowing for a smooth transition to the fourth year's senior status of command and staff. Management of resources and time is emphasized. Participation on the extra-curricular drill team may earn cadets a Junior Varsity or Varsity letter. A 4-7 day summer camp in late June or July is also available for interested cadets.

Washingtonville High School Guidance Department
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AJROTC Course Descriptions:

Leadership Education and Training (LET) IV:

Applied Phase

Level: Regents, Local

40 weeks 1 unit

12

Full year, Alternate days

Prerequisite: LET III

In this fourth year culminating course, the highest cadet officers administer and lead the Corps of Cadets. They will serve as leaders, role models and assistant instructors. Topics include Psychology of Leadership, Small and Large Unit Leadership Problems, Command and Staff, and Military Technical Skills. Participation on the extra-curricular drill team may earn cadets a Junior Varsity or Varsity letter.

Enriched/ Accelerated/College-level Courses

Washingtonville High School is proud to have a long history of providing courses that challenge students to perform at their highest levels. These courses are designed to provide the challenge to students who desire to go beyond the scope of Regents-level study. Students who enroll in these courses have demonstrated high achievement in the subject and exemplary abilities in the following areas: critical thinking skills, reading comprehension, written and verbal communication skills, work ethic, class participation, and team work.

There are several types of challenging courses for students:

- **Enriched** - courses that are offered on grade level and provide study that is more in-depth and at a faster pace. These courses are weighted by 5%.
- **Enriched/Accelerated** – enriched courses that are offered to students a year ahead of grade level. These courses are weighted by 5%.
- **Advanced Placement (AP)** - courses are considered college level and the curriculum is audited and approved by the CollegeBoard. Students must pay for and take the AP exam in May. Success on this exam may provide college credit depending upon the score and the school the student will be attending. It is the responsibility of the student to consult with potential colleges regarding their policy for accepting AP credits. These courses are weighted by 10%.
- **College-level** – courses that are offered in partnership with specific colleges. Tuition payable to the college by the student is required. Upon successful completion, the student will earn college credits and receive a transcript from the designated college. These credits may be transferrable to other colleges/universities depending upon the school the student ultimately attends. It is the responsibility of the student to consult with potential colleges regarding their policy for accepting these credits. These courses are weighted by 10%.

There are several advantages to taking college-level and AP courses. College-level study better prepares the student for the academic demands of college. Studies show students who take and pass these courses are more successful in college. These courses strengthen the student's application to college because successful completion shows that the student is willing to challenge her or himself. In addition, the credits that are accepted by the school the student attends may reduce the courses the student will be required to take at that school. Again, it is the student's responsibility to consult with potential colleges regarding their policies for accepting credits.

Criteria for Placement

The areas listed below are used to determine if placement is appropriate for a particular student. The goal is to match a student's abilities with the best opportunity for success and growth. There is no minimum criterion because a holistic picture of each student is used to determine appropriate placement. Previous enrollment in an enriched course does not automatically guarantee placement.

1. Student's average in the particular subject area
2. Student's overall Grade Point Average
3. Student's performance on recent New York State assessments
4. Student's performance on standardized tests
5. Teachers' evaluation including reading and writing skills, work ethic, motivation, general interest in the subject area

**Washingtonville High School Guidance Department
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If you would like to be considered for enrollment in one or more of these courses, please notify your guidance counselor by the end of March. If you have any specific questions concerning the courses please contact the appropriate department supervisor:

Mr. Bill Ormiston
Supervisor of English and Social Studies, 7-12
497-4000 x 24592
wormiston@ws.k12.ny.us

Mrs. Katrina Kiernan
Supervisor of Math and Science, 7-12
497-4000 x 24593
kkiernan@ws.k12.ny.us

Notification Process

The guidance office will forward the student requests to the respective department supervisors, who will determine the final placements. Students who are not placed in an enriched course next year are still eligible for consideration in the following year.

The following is a list of enriched, accelerated or college-level courses offered in each subject area.

English

English 9 Enriched (9)
English 10 Enriched (10)
English 11 Enriched (11)
SUPA Writing/English and Textual Studies (12)
AP English Literature (12)

Math

Algebra 2 Enriched
Calculus Prep Enriched (10/11)
AP Calculus AB (11/12)
AP Calculus BC (11/12)
SUPA Animation & Video Design
Intro to Statistics (11/12) ****

Social Studies

Global 1 Enriched (9)
Global 2 Enriched (10)
AP US History (11)
College Economics (12)
SUPA Public Affairs (12)
Criminal Justice (12/11*) **

Science

Earth Science Enriched/Accelerated (9/10)
Chemistry Enriched/Accelerated (10/11)
AP Biology (11/12)
AP Environmental Science (11/12)
College Physics
College Chemistry
SUPA Forensic Science (12)

Foreign Languages

French 4***
French 5***
Spanish 4***
Spanish 5***
Elementary Italian **

** 11th grade enrollment if space allows*

**** Marist College**

***** SUNY Albany**

****** SUNY Orange**

SUPA – Syracuse University Project Advance

**Washingtonville High School Guidance Department
2019-2020 Course Guide**

Minimum Graduation Requirements for Students Entering 9th Grade after September 2012

| <u>Required Subjects</u> | <u>Reg. Diploma</u> | <u>Advanced Reg. Diploma</u> |
|--------------------------|-----------------------------------|--|
| English | 4 units (Regents level or higher) | 4 units (Regents level or higher) |
| Social Studies | 4 units (Regents level or higher) | 4 units (Regents level or higher) |
| Mathematics | 3 units * | 3 units (Regents level or higher) |
| Science | 3 units ** | 3 units (Regents level or higher) |
| Language | 1 unit | 3 units (Except Occ. Ed. And Art Majors) |
| Health | 1 unit | 1 unit |
| Art and/or Music | 1 unit | 1 unit |
| Electives | 3 units | 1 unit |
| Physical Education | 2 units | 2 units |
| Total | 22 units | 22 units |

* Student must take 2 units of Regents level Math and pass the Algebra Assessment Exam. The third unit of Math may be attained below the regents level.

** Student must take 2 units of Regents level Science and pass one Regents exam. The third unit of Science may be attained below regents level.

WEIGHTING OF GRADES

Final grades as applied to overall grade point average for all courses given in the high school that are designated as Accelerated/Enriched (A/E) or Enriched (E) are weighted by a factor of 1.05. Final grades as applied to overall grade point average for Advanced Spanish Grammar (SUNY Albany) and Advanced French Grammar (SUNY Albany) are weighted by a factor of 1.10. Similarly, Final grades as applied to overall grade point average for courses designated as Advanced Placement (AP), Syracuse University Project Advance (S.U.P.A.) Marist College or SUNY Orange are weighted at a factor of 1.10.

**Washingtonville High School Guidance Department
2019-2020 Course Guide**

Diploma Requirements Based on June 2005 Board of Regents Action to Phase in the 65 Graduation Standard on Required Regents Exams

| <i>Entering Freshman Class</i> | <i>Local Diploma Requirements</i> | <i>Regents Diploma Requirements</i> | <i>Regents Diploma with Advanced Designation Requirements</i> |
|--------------------------------|---|---|---|
| 2005 | Score 65 or above on 2 required Regents exams and score 55 or above on 3 required Regents exams. Earn 22 units of credit. | Score 65 or above on 5 required Regents exams. Earn 22 units of credit. | Score 65 or above on 8 required Regents exams. Earn 22 units of credit. |
| 2006 | Score 65 or above on 3 required Regents exams and score 55 or above on 2 required Regents exams. Earn 22 units of credit. | Score 65 or above on 5 required Regents exams. Earn 22 units of credit. | Score 65 or above on 8 required Regents exams. Earn 22 units of credit. |
| 2007 | Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exam. Earn 22 units of credit | Score 65 or above on 5 required Regents exams. Earn 22 units of credit. | Score 65 or above on 8 required Regents exams. Earn 22 units of credit. |
| 2008 | | Score 65 or above on 5 required Regents exams. Earn 22 units of credit. | Score 65 or above on 8 required Regents exams. Earn 22 units of credit. |

Note: The Regents Competency Test safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2010. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities. Effective October 2012, there is an additional safety net provision for students with disabilities called the compensatory option for a local diploma.

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LOCAL, REGENTS AND ADVANCED DIPLOMA TESTING AND GRADUATION REQUIREMENTS

For students entering 9th grade beginning September 2013

Diploma Requirements

| REQUIRED COURSES | REGENTS | ADVANCED REGENTS |
|---------------------------------|-------------------|-------------------|
| English | 4 credits | 4 credits |
| Social Studies | 4 credits | 4 credits |
| Mathematics | 3 credits | 3 credits |
| Science | 3 credits | 3 credits |
| Health | 1 credit | 1 credit |
| The Arts | 1 credit | 1 credit |
| CORE CREDITS | 16 credits | 16 credits |
| French or Spanish | 1 credit | 3 credits |
| Physical Education | 2 credits | 2 credits |
| Electives | 3 credits | 1 credit |
| Minimum Required Credits | 22 credits | 22 credits |

Students with Disabilities++

The NYSED has safety net provisions for students with Disabilities (IEP, 504, Declass) to earn grades lower than 65 in order to receive a local diploma. The safety net also allows students in grade 12 with disabilities to take the RCT exam after the Regents exam to satisfy graduation requirements. An IEP diploma may be awarded by the Committee on Special Education for students who are eligible.

Testing Requirements

| DIPLOMA TYPE | ENGLISH | MATHEMATICS | SOCIAL STUDIES US History Global History | | PHYSICAL SCIENCE/LIVING ENVIRONMENT |
|--|-----------------|---|--|--------------------|---|
| LOCAL DIPLOMA ++ <u>MUST</u> take minimum 5 required exams | English Regents | Algebra Regents | Regents | Regents | 1 Physical Science OR Living Environment Regents |
| REGENTS DIPLOMA <u>MUST</u> pass all 5 exams with a 65 or higher** | English Regents | Algebra Regents | Regents | Regents | 1 Physical Science OR Living Environment Regents |
| ADVANCED REGENTS DIPLOMA <u>MUST</u> pass all 8 exams with a 65 or higher <u>PLUS</u> additional Requirements. ** | English Regents | Algebra Regents AND Geometry Regents AND Algebra 2/Trig | Regents | Regents | 1 Physical Science AND Living Environment Regents |
| ADVANCED REGENTS DIPLOMA WITH HONORS Same as Advanced Regents with required combined exam avg. at 90 or above.** | English Regents | Algebra AND Geometry Regents AND Algebra 2/Trig | Global Regents | US History Regents | 1 Physical Science AND Living Environment Regents |

** Students may substitute 5 credits in the Arts or in Career and Technical Education in place of the three credit foreign language requirement. Career and Technical Education is defined as high school or vocational technical courses in Business, Technology or Consumer and Family Services. "With Honors Endorsement" is based on an AVERAGE of 90 on the required exams for that diploma.