

# *Williamson High School*

**Course Description Handbook  
2024 - 2025**



# Williamson Student Handbook

## Mission

Our mission is to provide a learning community that inspires character, service, knowledge and wisdom.

## Vision

Active Learning in a Supportive, Respectful  
Environment

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## Graduation Requirements

<u>Regents Diploma</u>	<u>Regents Diploma With Advanced Designation</u>
<p><b>Required Courses</b></p> <p>English.....4.0</p> <p>Social Studies.....4.0</p> <p>Math .....3.0</p> <p>Science .....3.0</p> <p>World Languages*.....1.0</p> <p>The Arts (Music, Art, Technology).....1.0</p> <p>Physical Education .....2.0</p> <p>Health .....0.5</p> <p>Electives .....3.5</p> <p><b>Total .....22.0</b></p> <p><b>Required Regents Exams</b> (passing score of 65)</p> <ul style="list-style-type: none"> <li>● English Language Arts</li> <li>● One Social Studies exam</li> <li>● One Mathematics exam</li> </ul> <p>(Algebra 1, Geometry, <b>or</b> Algebra 2)</p> <ul style="list-style-type: none"> <li>● One Science exam</li> <li>● One Pathway exam</li> </ul> <p>(see Pathway Assessment Options)</p> <p> </p> <p>*Students identified as having a learning disability may be exempt from the second language requirement for the Regents diploma if the student’s IEP or 504 Plan states that the requirement is not appropriate.</p>	<p><b>Required Courses</b></p> <p>English .....4.0</p> <p>Social Studies .....4.0</p> <p>Math .....3.0</p> <p>Science .....3.0</p> <p>World Languages.....3.0</p> <p>The Arts (Music, Art, Technology) .....1.0</p> <p>Physical Education .....2.0</p> <p>Health .....0.5</p> <p>Electives .....1.5</p> <p><b>Total .....22.0</b></p> <p><b>Required Regents Exams</b> (passing score of 65)</p> <ul style="list-style-type: none"> <li>● English Language Arts</li> <li>● One Social Studies exam</li> <li>● Three Mathematics exams</li> </ul> <p>(Algebra 1, Geometry, <b>and</b> Algebra 2)</p> <ul style="list-style-type: none"> <li>● Two Science exams</li> </ul> <p>(one life science &amp; one physical science)</p> <ul style="list-style-type: none"> <li>● OneWorld Languages exam**</li> <li>● One Pathway exam</li> </ul> <p>(see Pathway Assessment Options)</p> <p> </p> <p>**Students seeking an Advanced Regents diploma who pursue a five-unit sequence in art, music, business or occupational education may be exempted from the second language requirements.</p>

*For more information:*

<http://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf>

### **Pathway Assessment Options**

This option permits a student to pass four Regents exams and a comparably rigorous technical, arts or other assessment for the fifth examination required for graduation. All students must pass the following 4 required Regents exams or the corresponding Department alternative examination:

- 1 Math Regents exam;
- 1 Science Regents exam;
- 1 Social Studies Regents exam;
- The English Language Arts Regents exam.

In **addition**, all students must choose 1 of the following assessments:

- Complete all the requirements for the CDOS Commencement Credential found here <http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html> , or
- Additional Math Regents exam in a different course or Department approved alternative, *or*
- Additional Science Regents exam in a different course or Department approved alternative, *or*
- Additional Social Studies Regents exam in a different course or Department approved alternative, *or*
- Additional English assessment in a different course selected from the Department approved alternatives list, *or*
- An approved CTE assessment after successfully completing an approved CTE program
- A Department approved pathway assessment in the Arts
- A Department approved pathway assessment in a Language Other Than English (LOTE)

## Diploma Options

Diploma Type	Available to
Regents with Advanced Designation	All Student Populations
Regents Diploma	All Student Populations
Regents Diploma (through appeal)	All Student Populations
Local Diploma (through appeal)	All Student Populations
Local Diploma	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan
Local Diploma (through Superintendent's Determination)	Students with disabilities with an IEP  Does <b>NOT INCLUDE</b> students with a Section 504 Accommodation Plan
Local Diploma	English Language Learners Only

For more information, please refer to this link:

<https://www.google.com/url?q=http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf&sa=D&source=docs&ust=1642706154867286&usg=AOvVaw3gyubj8bSOmfh24XYLbPAL>

## Non-diploma High School Exiting Credentials

Credential Type	Available to	Link for More Information
Career Development and Occupational Studies Commencement Credential	All students other than those assessed using the NYS Alternate Assessment (NYSAA)	<a href="http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html">http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html</a>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<a href="http://www.p12.nysed.gov/part100/pages/1006.html">http://www.p12.nysed.gov/part100/pages/1006.html</a>

## Designations of Academic Achievements

Diploma Type	Available to
Regents with Honors	All Student Populations
Regents with Advanced Designation with Honors	All Student Populations
Regents with Advanced Designation with annotation that denotes <b>Mastery in Math</b>	All Student Populations
Regents with Advanced Designation with annotation that denotes <b>Mastery in Science</b>	All Student Populations
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Career and Technical Education Endorsement, NYS Seal of Biliteracy ( <a href="#">WCS Handbook Link</a> ) and or the NYS Seal of Civic Readiness ( <a href="#">WCS Handbook Link</a> )</b>	All Student Populations

For more information, please refer to this link:

<https://www.google.com/url?q=http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf&sa=D&source=docs&ust=1642706154867286&usg=AOvVaw3gyubj8bSOmfh24XYLbPAL>

### Course Planning / Career Development

Counselors meet with students annually to develop program plans for future years. During these meetings graduation options and requirements, academic progress, course offerings, student goals, strengths and weaknesses are reviewed.

Xello is a comprehensive career research guide. It contains high school and post-secondary planning tools as well as a personal digital portfolio for students. It features tools to help students learn about career choices and relationships between their schoolwork, the world of work and personal characteristics. Our counseling department uses this tool along with supplemental career guidance activities during regular class time as outlined in the District's Guidance Plan to help students see how their interests, skills, and education can connect to a future career pathway of their choosing.

Through their Xello account, students will also make course selections and complete the Course Planner located in the Goals & Plans section. In addition, we have connected our course offerings in XELLO to the 6 New York State Career Pathways:

<p><b>Arts and Humanities</b></p> <p>People working in this field engage in literary, cultural, artistic, athletic and entertainment activities. They interpret and communicate concepts and ideas through writing, painting, drawing, speaking, dancing, musical expression and a wide variety of other communication techniques.</p>		<p><b>Business and Information Systems</b></p> <p>People working in this field support public and private enterprises by managing people and information. They perform such activities as planning, training, promoting, consulting, researching and reporting. These activities result in the creation, storage and retrieval/distribution of information.</p>	
<p><b>Engineering and Technology</b></p> <p>People working in this field use technical knowledge and skill to assemble, inspect, design, maintain and repair. They provide scientific and diagnostic skills to maintain and repair computer equipment, aircraft, automobiles, buildings, roads, bridges, and manufacturing machinery.</p>		<p><b>Health Services</b></p> <p>People working in this field provide health care and support services to address the physical, mental and emotional needs of their clients. They apply scientific, technical, social and interpersonal skills to diagnose and treat illnesses, document care, provide a therapeutic environment and maintain the health of their clients.</p>	
<p><b>Natural and Agricultural Sciences</b></p> <p>People working in this field apply technical and scientific knowledge to the study of the earth and its elements and frontiers. They care for and protect environments, harvest natural resources, such as plants, and raise animals.</p>		<p><b>Human and Public Services</b></p> <p>People working in this field provide protective, social, education and community services. They provide assistance to individuals or families in periods of need throughout their lives.</p>	

Leading up to the student and counselor meetings, students should be completing or updating the About Me section in XELLO. Any student wanting to work towards the CDOS Commencement Credential as either a supplement to their diploma or as a Pathway Assessment Option will need to complete all grade level lessons each year and keep their About Me section updated.

### **Community Service Graduation Requirement**

Each student must complete 20 hours of community service by the end of the 3rd Marking Period of their graduation year (at least two different sites). It is recommended that students begin their community service in ninth grade. Transfer students must complete 5 hours per year for each year they attend Williamson High School.

## **Requirements for Student Course Load**

No student can have more than two (2) periods of study hall or early dismissal (senior privilege) per semester without principal permission. For example:

	A Day	B Day
Period 1	English 11	English 11
Period 2	US History	US History
Period 3	Alg 2	Alg 2
Period 4	Study Hall	Study Hall
Period 5	Lunch	Lunch
Period 6	Sports Mktg.	Sports Mktg.
Period 7	Study Hall	Study Hall
Period 8	Chemistry	Chemistry
Period 9	PE	Chem. Lab

## **Add/Drop Period**

Students will have 10 days from the start of the semester to add/drop full year courses and 5 days to add/drop half year courses. Any potential course changes after the deadline will only be considered through a full staffing process involving the student, parent/guardian, teacher, counselor, and administrator. If a student withdraws from a course after the add/drop period, a W (withdraw) will be reflected on their transcript.

## **Academic Intervention Services**

Academic Intervention Services (AIS) are supports and services for students who need assistance in meeting regular education expectations per New York State Education Department (NYSED) guidelines. Other building-level services may be provided for students who demonstrate an academic need for support to be successful in classes.

## **Academic Supports**

Academic support is available to students at Williamson High School who may need additional assistance with regents preparation, organizational skills, homework support, review for tests/quizzes and reinforcement of course content. Students are able to get academic support 10th period in various locations including teachers' classrooms. Additionally, our Learning Center provides such support.

## **Grade Level Promotion**

Grade level and homeroom placement is determined by the number of credits that a student has earned. Grade level in grades 9-12 is based on the number of accumulated credits as follows:

<b>10th grade</b>	5.5 earned credits
<b>11th grade</b>	11 earned credits
<b>12th grade</b>	16.5 earned credits

## **Report Cards and Achievement Rolls**

Report cards are issued at 10-week intervals and reflect the grades earned. Between report cards, interim reports are issued. To be eligible for an achievement roll, the student may not have any failing or incomplete marks.

- **Merit Roll** 84.5-89.4
- **Honor Roll** 89.5-94.4
- **High Honor Roll** 94.5+
- **Improvement Roll** +5

If a student has gained 5 points overall, they are eligible. Compare one quarter (Marking Period) to the previous quarter (Marking Period) or 1st quarter to last year (MP4). No rounding.

- **Sustained Improvement Roll** +3

When a student goes up another 3 points if they were on the Improvement Roll quarter before. Ninth grade students are not eligible for the first quarter.

## **Alternative Ways of Earning Credit**

Please visit <http://www.p12.nysed.gov/earningcredit> for more information.

## **College Level Courses offered at WHS**

Williamson High School is proud to offer an assortment of college level classes. There are three different types of college level courses available, *Gemini*, *Advanced Placement (AP)*, and *Project Lead the Way (PLTW)*. There are many benefits to taking college courses during high school including:

- earning college credits at a reduced cost
- preparing for the necessary study habits and rigorous demands of college academics
- enhancing college applications by demonstrating success in college level work
- potential benefits once at college, such as reducing a course load or creating time for students to explore their studies in depth, or in other subject areas

### FLCC/SUNY Gemini (Dual Enrollment) Courses

Courses designated as Gemini are college credit bearing courses offered at WHS through Finger Lakes Community College (FLCC.) The anticipated fee for these classes is \$7 per credit hour each semester. Students who are eligible for free and reduced lunch will have the fee waived. Students must self-identify their eligibility for the waived fee on their registration form and must register for the course to be in the class. Students are expected to have an overall 80% Grade Point Average and be a junior or senior in high school. Only students prepared to take a college course should be in a Gemini class. The following is a list of anticipated courses with the Gemini option for the 2024- 2025 school year:

High School Title	HS Credits	College Title	College Credits
English 12 Gemini	1	ENG 101: Composition I ENG 102: Intro. to Reading Literature	3 3
US History Gemini	1	HIS 110: Early US History HIS 111: Modern US History	3
Sociology Gemini	.5	SOC 100: Intro. to Sociology	3
Pre-Calculus Gemini	1	MAT 152: Pre-Calculus	3
Mathematics of Money Gemini	1	MAT 110: Mathematics of Money	3
French 4 Gemini	1	FRN 201: French III FRN 202: French IV	3 3
French 5 Gemini	1	FRN 203: French V FRN 204: French VI	3 3
Spanish 4 Gemini	1	SPN 201: Spanish III SPN 202: Spanish IV	3 3
Spanish 5 Gemini	1	SPN 203: Advanced Spanish: Vistazos Hispanos SPN 204: Perspectivas Hispanoamericanas	3 3
Biology Gemini	1	BIO 121: General Biology I BIO 110: Fundamentals of Human Anatomy and Physiology Gemini	4 3
Chemistry Gemini	1	CHM 121: General Chemistry I CHM 122: General Chemistry II	4 4

Environmental Science Gemini	1	BIO 103 Environmental Science	4
Music 100	.5	Music Appreciation	3
Music 105	.5	Basic Musicianship	3

### **Project Lead the Way (PLTW) Courses**

PLTW includes pre-engineering and technology classes which provide students the opportunity to earn college credit from the Rochester Institute of Technology based on a qualifying final exam score and an overall 85% course average. There are four courses currently being offered in this program: Drawing and Design for Production, Principles of Engineering, Digital Electronics, and Civil/Architectural Engineering.

### **Advanced Placement Courses**

Courses designated as Advanced Placement are college credit bearing courses offered at WHS through a cooperative educational endeavor between secondary schools, colleges and universities through the College Board. Advanced Placement has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the AP Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. Students are required to take the designated AP Examination for the course they are enrolled in. The cost of the AP Examination is \$99.00 per exam. Scores on the AP Examination range from 1 - 5. Each college individually reviews AP Examination scores and determines the amount of college credit they will award for a course. The following is a list of anticipated Advanced Placement courses for the 2024 -2025 school year:

- AP Calculus AB
- AP English Literature and Composition (Alternating Years)
- AP English Language and Composition (Alternating Years)

**Gemini, Advanced Placement (AP), Project Lead the Way (PLTW), WTCC, and summer school courses will be reflected on students' Williamson transcript. Classes completed outside of WHS through other schools will be reflected on the transcript issued by that institution and will not be factored into a student's Williamson GPA or reflected on our transcript.**

## **Weighted Grading**

The primary purpose of a weighted grading system is to encourage students to take more challenging courses such as Project Lead the Way, AP and Gemini classes.

### **Which courses will be weighted?**

Courses that are weighted present a different and more challenging level of content and amount of material covered than typical classes. The following courses will be weighted:

- AP Classes
- Gemini Classes
- Project Lead the Way

### **Method for Weighting**

A weight of 3% will be applied to the overall average for qualified courses. A weighted course average will be used to determine the overall weighted average.

### **Example**

<b>Class</b>	<b>Student Grade</b>		<b>Weighting</b>	<b>Grade Ave.</b>
US History Regents	85	x	1.00	= 85.00
US History Gemini	85	x	1.03	= 87.55

## **Elective Courses offered at WHS**

Williamson High School is proud to offer an assortment of elective classes. Elective classes can truly be enriching and students are encouraged to venture beyond. For example, take a class that is not typically in one's repertoire like Introduction to Computer Science or Performing Arts. By limiting yourself to what you already know, you're likely missing out on life experiences and personal growth. It is important to note that **elective courses are dependent on staffing and the number of students enrolled.**

### **ONLINE COURSE OPPORTUNITIES**

There are a limited number of online courses available to our students. Students can discuss these opportunities with their counselor. Courses must be approved by the administration before enrolling on a case-by-case basis. Students may not take online courses currently offered at Williamson Senior High School or when other Williamson Senior High School electives will fit into a student's schedule. Click [here](#) to view the Accelerate U Course Book.

**ENGLISH**

**Required English Courses**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> & 12 <sup>th</sup> Grade
English 9 Or English 10	English 10 Or English 11	English 11 or English 12 or English 12 Gemini or AP Language and Composition or AP Literature and Composition

**12<sup>th</sup> Grade**

English 12 or English 12 Gemini or AP Language and Composition or AP Literature and Composition
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**Electives Options for Grades 11-12**  
(These courses may be taken in combination with another English class)

From the Mind of Stephen King Creative Writing
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## ENGLISH COURSE DESCRIPTIONS

### ENGLISH 9



1 year - 1 credit

A mandatory course that builds on English skills previously taught in the areas of reading, writing, listening, and speaking. Skills focus on utilizing text-based evidence to reach conclusions. Regents level rigor and attention to detail are emphasized, as well as exploration of self and the world through various themes, units, genres, projects, and assessments. Integration of technology, deep levels of analysis and synthesis, and academic integrity are essential.

### ENGLISH 10



1 year - 1 credit

English 10 continues the close reading and critical questioning work begun in English 9. The reading will include rigorous texts such as, *The Immortal Life of Henrietta Lacks* and *The Curious Incident of the Dog in the Night-time*. Short selections from relevant articles, poems by authors around the world, and Dr. Martin Luther King's "Letter from Birmingham Jail" are also studied. The common purpose is to develop deep reading skills to use with challenging texts, analyze authors' claims, support the conclusions with text, and write fluently about our understanding. Students also practice analyzing literary elements and mastering college vocabulary words and their roots. This course prepares students for the English Regents exam in 11<sup>th</sup> grade and promotes college/career readiness.

### ENGLISH 11



1 year - 1 credit

Students in English 11 read classic and contemporary pieces. Units of study include novels, drama, poetry, short stories and nonfiction. There is a heavy emphasis on writing skills: recognition and analysis of literary elements, development of essays with strong and specific support, and overall sophistication and clarity of written work. A research paper written in MLA style is required. **Students take the New York State Regents English Language Arts assessment as a final examination and as a graduation requirement.**

### ENGLISH 12



1 year - 1 credit

English 12 provides a variety of differentiated learning experiences designed to meet the needs of students who will be branching off into different environments for the next year: college, military, or the workplace. Critical reading and writing skills are emphasized.

Units may include *The Last Lecture*, *The Five People You Meet in Heaven*, *City of Thieves*, poetry, and short stories. In addition, students complete a senior project based on an interest area of their choosing. A final exam is required for students who have under a 90% cumulative grade for the year.

**ENGLISH 12 GEMINI (ENG 101/102)**  **1 year - 1 credit**  
*Prerequisite(s): Successful completion of English 11 with a final grade of 80.*

***First Semester (ENG101-Composition)***

This college level course is designed to train students to write in the various modes that will be required by their other college courses, including numerous research papers of varying lengths.. The readings will be prescribed as models for study; they are generally short pieces from the textbook. Students will undertake a review of basic grammar and sentence structures, while learning to master new techniques in style and voice. Students should expect regular homework and a fair amount of writing and revising. The course is designed for students who are willing to work hard.

***Second Semester (ENG102-Literature)***

Students will study various genres of literature, such as novels, short stories, poetry, and plays. Prerequisite skills include planning, writing a thesis statement, providing support, and correct grammar/punctuation usage. Therefore, more emphasis is placed upon how to analyze and interpret literature. Students should expect frequent reading homework, regular quizzes, frequent short writing assignments, and approximately one full-length essay per unit. The course is designed for students who are willing to work hard.

**ADVANCED PLACEMENT ENGLISH**  **1 year - 1 credit**  
**LITERATURE & COMPOSITION**  
*Prerequisite(s): Successful completion of English 11 (Regents)*

Advanced Placement English Literature and Composition can be taken in place of English 12. The Advanced Placement English Literature and Composition course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Emphasis is placed on classical Literature. Students will write short papers on the literature they read. Summer reading and the AP Literature and Composition Exam are required. College credit can be granted depending on the student's AP Exam score and the student's college AP credit policy. This course will be offered in alternate years.

## ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION



1 year - 1 credit

*Prerequisite(s): Successful completion of English 11 (Regents)*

Advanced Placement English Language and Composition can be taken in place of English 12. The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to the effectiveness in writing. This course emphasizes expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, this composition course teaches students that the expository, analytical, and argumentative writing they must do in college is based on reading, not solely on personal experience and observation. Summer reading and the AP Language and Composition Exam are required. College credit can be granted depending on the student's AP Exam score and the student's college AP credit policy. This course will be offered in alternate years.

## From the Mind of Stephen King



½ year - ½ credit

*Prerequisites: English 10*

As one of the great contemporary authors, Stephen King's works have covered everything from the macabre to parallel worlds, as well as, confronting some of humanity's darkest fears and showing that even the greatest of heroes can be significantly flawed. In this course, students read selected works by King, including *The Shining*, *The Green Mile*, *Holly*, and students will have the opportunity to view specific adaptations of some of King's novels so that they may compare, contrast and analyze the changes made between the original material and the adaptation. As a final product of the class, students will create a book trailer for future readers. The book trailer will focus upon one of King's novels of their choice

## Creative Writing



½ year, ½ credit

*Prerequisites: From the Mind of Stephen King or English 11*

Throughout high school students are historically required to write following rigid and formulaic but writing is so much more than that. This class is intended to complement "From the Mind of Stephen King" where students can apply what they learned about

writing from a master storyteller to their own storytelling. Students will be required to write authentic stories that will need to be developed, revised and peer reviewed over the course of the class. In addition, students will analyze a few narrative poems including Poe’s “The Raven” and Browning’s “Childe Roland To The Dark Tower Came”. Upon completion of the analysis of these and other narrative poems, students will be required to write their own narrative poem.

**SOCIAL STUDIES**

**Required Social Studies Courses**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Global 9	Global 10	US History & Government Or US History & Government Gemini

**12<sup>th</sup> Grade**

Economics and Public Policy
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**Electives Options for Grades 11-12  
(These courses may be taken in combination with another Social Studies class)**

Sociology Gemini (grades 11 or 12 only) Psychology (grades 11 or 12 only) US History & Government Gemini
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\*Click [here](#) for more information about the NYS Seal of Civic Readiness

**SOCIAL STUDIES COURSE DESCRIPTIONS**

## GLOBAL STUDIES



**Grade 9**

**1 year - 1 credit**

**Grade 10**

**1 year - 1 credit**

In Global 9 and Global 10 students will develop an awareness of past human experience. It is through the study of this human experience that a student becomes aware of the struggles that free societies have endured over the years. Reflection on past experiences is the only realistic guide to the present and the future.

The course provides the students with the tools and methods they need to analyze vast amounts of detail. These tools include historical interpretation, geographic awareness, economic assessment and political analysis.

The course is divided into two halves. The first half (grade 9) covers human development from the Stone Age up to the French Revolution. The second half of the course (grade 10) begins prior to the French Revolution and continues to the modern day. Although the history and course of study in Global 9 and 10 are intrinsically linked, the Regents Exam at the end of Grade 10 will assess only the Global 10 era.

## U.S. HISTORY & GOVERNMENT



**1 year - 1 credit**

This course is a chronological study of American History with a major theme of recognizing and studying basic Constitutional issues and the application of Constitutional principles to both historical and contemporary life. Units include: Constitutional Foundations for the United States Democratic Republic, Industrialization of U.S. Prosperity, Depression and War 1917 -1940, U.S. in an Age of Global Crisis, A World in Uncertain Times - 1950 - present, and Looking Backward. The U.S. History and Government Regents exam is given at the end of the year.

## U.S. HISTORY GEMINI (HIS 110/111)



**1 year - 1 credit**

This college level course is a study of the foundation of American History with emphasis on political, economic, social, and intellectual ideas from its settlement through today.

### *First Semester (HIS110), Early United States History*

This is a study of the foundation of American History with emphasis on political, economic, social, and intellectual ideas from settlement through 1877.

### *Second Semester (HIS111), Modern United States History*

This is a study of American History with emphasis on political, economic, social, and intellectual ideas from 1877 through today. (2<sup>nd</sup> Semester)

Students have the option of taking the AP US History Exam in May. The United States History & Government Regents Exam is given at the end of the year.

## **SOCIAL STUDIES 12**

**ECONOMICS**  **1/2 year - 1/2 credit**

This course of study is designed to effectively prepare a student to become a functioning citizen who can demonstrate the ability to make rational and informed decisions about economic choices confronting him/her, the society, and their increasingly interdependent world.

**PUBLIC POLICY**  **1/2 year - 1/2 credit**

This course of study is designed to teach seniors how public policy is formulated and how citizens in a democratic society can become involved in the formulation and implementation of public policy at the local, state, and national level.

## **ELECTIVES**

**SOCIOLOGY GEMINI (SOC 100)**  **1/2 year - 1/2 credit**

Introduction to Sociology is a college level course that focuses on a collegiate seminar experience. Sociology is the scientific study of human societies and human group behavior. Students will examine the many causes of social behavior, examine the dynamics of other cultures, and explore the relevance of sociology to their lives. Selected topics covered are culture, values, norms, ethnocentrism, socialization, social interaction, status, roles, deviance, conformity, the social institutions of family, religion and education, and global inequality and prejudice.

**PSYCHOLOGY**  **1/2 year - 1/2 credit**

This course is an overview of the scientific study of behavior and mental processes. It will familiarize students with the scientific methods employed in the field of psychology. It will

also introduce various topics within the field, such as conscientiousness, motivation, learning, memory, cognition, development, personality, psychological disorders and their treatments, social psychology, and the biological bases of behavior.

**MATH**

Three Math Courses Required		
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Algebra Extended Algebra 1 Geometry	Geometry Or Algebra 2	Algebra 2 Accounting Math of Money Math of Money Gemini
12 <sup>th</sup> Grade		
PreCalculus Gemini Advanced Placement Calculus AB		
Electives Options for Grades 10-12		
Pre-Calculus Gemini Advanced Placement Calculus AB Math of Money Math of Money Gemini Accounting (listed in business) Principles of Engineering (listed in technology) Geometry Applications		

**MATHEMATICS COURSE DESCRIPTIONS**

All students at WHS are required to successfully complete three units of math for high school graduation. The Math Department strongly recommends that students take four years of math. All Regents level courses require a final written Regents Examination.

## ALGEBRA 1



**1 year - 1 credit**

Algebra 1 represents the beginning of the NYS High School sequence for mathematics by formalizing and extending the mathematics that students learned in the middle grades to prepare students for advanced mathematics courses. Students will develop a strong foundation in working with linear equations in all forms, including applying linear models to data that exhibit a linear trend. Students will explore functions, including notation, domain and range, identifying key features, multiple representations, and modeling. Students will contrast the concepts of additive and multiplicative change through the study of sequences and the comparison of linear and exponential functions. Students will explore polynomials and rational exponents, with a heavy emphasis on quadratics. Algebra 1 is a full year course that prepares students to take the NYS Algebra 1 (Next Gen) Regents Exam in June. **Students will be using TI-84 Plus CE graphing calculators in class.**

### Algebra 1 Extended

**1 year - 1.5 credit**

This course is designed for a student that needs additional time and support to successfully complete the Algebra 1 curriculum. To provide extra time, this course has an additional math lab that meets every other day. Students will take the NYS Algebra 1 (Next Gen) Regents Exam in June. **Students will be using TI-84 Plus CE graphing calculators in class.** Student placement in this course is based upon teacher recommendation.

## GEOMETRY



**1 year - 1 credit**

**Prerequisite(s): Algebra 1**

Geometry is the second course of the new NYS sequence for high school mathematics. Topics include geometric relationships, logic and geometric proofs, transformations, similar and congruent triangles, properties of triangles, polygons and quadrilaterals, coordinate geometry, geometry of circles, geometric relationships between solids, and constructions of locus of points. The NYS Common Core Geometry Regents is the final examination for this course.

## GEOMETRY APPLICATIONS



**1 year - 1 credit**

**Prerequisites: Algebra I & Recommendation**

This course focuses on concrete Geometry concepts with an emphasis on real world application. Topics include three dimensional Geometry, similar triangles, and right triangle trigonometry. Students will use various tools to enhance hands-on learning and build their

confidence in math. A local exam will be given at the end of the course. Student placement in this course is based upon teacher recommendation.

## ALGEBRA 2

1 year - 1 credit

**Prerequisite(s): Geometry**

Algebra 2 represents the 3<sup>rd</sup> year of the new Common Core NY sequence for mathematics. High school students need to pass this Regents for the Regents Diploma with Advanced Designation. Building on their work from Algebra 1, students extend their repertoire of functions to include polynomial, rational, and radical functions. The Mathematical Practical Standards apply throughout the course, and together with the content standards, prescribe that students experience math as a coherent, useful, and logical subject that makes use of their problem solving skills. The critical areas for this course, organized into four units, are as follows: 1) Polynomials and integers, 2) Extend what was learned in Algebra 1 and geometry to work on algebra 2 trig in the coordinate plane 3) Using math and statistics to problem solve 4) Probability and data driven problem solving. Students will take the NYS Common Core Regents Algebra 2 as the final examination for this course..

## MATH LAB

Math Lab is an every-other day period designed for the student who would benefit from additional time for skill development in preparation for the NYS Examination in Algebra 1, Geometry or Algebra 2. Teacher recommendation, assessment scores and previous math achievement play a role in student placement in Math Lab.

## PRECALCULUS GEMINI (MAT 152)

1 year - 1 credit

**Prerequisite for FLCC Credit: Successful completion of Algebra 2 with a final average of 80**

This college level course prepares students for the study of calculus. The theme of the course is the extensive study of functions: modeling change, linear, notation, exponential, logarithmic, transformational, trigonometric, and compositional. Eleventh grade students will be prepared for the study of AP Calculus. Students must have completed Algebra 2 with an 80 to be eligible for FLCC Credit.

## ADVANCED PLACEMENT CALCULUS AB

1 year - 1 credit

AP Calculus AB is a one-year course on the differential and integral calculus of functions of one variable. This calculus course covers functions and graphs; limits and continuity; derivatives; applications of derivatives; antiderivatives and definite integrals; applications

of integrals; and sequences, series, and polynomial approximations. The AP Calculus AB Exam is required as well as a full exam after school in the month before the AP Exam. College credit can be earned depending on the student's AP Exam score and the student's college AP credit policy.

**MATH OF MONEY GEMINI (MAT 110)**  **1 year- 1 credit**

This is an entry level general education math course directed toward the student who wishes to study mathematics with business and financial applications. This mathematics course uses algebra skills to study business related topics that enhance the student's abilities in and appreciation for mathematics. The course topics are chosen so as to be of interest to a broad range of students. Among the topics chosen are simple interest, simple discount, compound interest, present and future value of annuities, spreadsheets and other financial applications.

**MATH OF MONEY**  **1 year- 1 credit**

This 3rd year math course is designed for the student who is interested in using their Algebra skills to study business/finance related topics. This course is modeled after the Math of Money Gemini course, but moves at a slower pace and does not earn FLCC credit. The course topics are chosen so as to be of interest to a broad range of students. Among the topics chosen are simple interest, simple discount, compound interest, present and future value of annuities, spreadsheets and other financial applications.

**SCIENCE**

Three Science Courses Required		
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Earth Science	Living Environment Physical Setting: Chemistry	Physical Setting: Chemistry Physical Setting: Physics Forensic Science/Environmental Science

**12<sup>th</sup> Grade**

Physical Setting: Physics

**Electives Options for Grades 11-12**  
**(These courses may be taken in combination with another Science class)**

Chemistry Gemini  
Physics  
Biology Gemini  
AP Environmental Science  
Forensic Science  
Argumentative Evaluation of Current Scientific Events (AES)  
Environmental Science  
Principles of Engineering (10-12 grades, listed under Technology)  
Agriscience: Fundamentals and Applications

**SCIENCE COURSE DESCRIPTIONS**

All students at WHS are required to successfully complete three units of science for high school graduation. The Science Department strongly recommends that students take a complete program including Living Environment, Earth Science, Chemistry, and Physics. All Regents level courses require successful completion of written laboratory reports and a final written Regents Examination.

**LIVING ENVIRONMENT**



**1 year - 1 credit**

This course is designed to provide a broad, general understanding of the fundamental principles of Biology. Labs are used to strongly support lecture material and to give students "hands-on" experience. Topics include: Ecology, Human Physiology, Genetics, Living Things, Reproduction and Development, and Evolution. A separate lab period is required. Students will take the Living Environment Regents Examination in June.

**EARTH SCIENCE**



**1 year - 1 credit**

Earth Science introduces the student to the study of the composition, structure and processes of the earth, its geologic history and its place in the universe. The four branches of Earth Science studied are geology, meteorology, oceanography and astronomy. A separate lab period is required. Students will take the Earth Science Regents Exam in June which consists of a written exam and a lab performance test given in lab class.

## ENVIRONMENTAL SCIENCE



1/2 year - 1/2 credit

**Prerequisite(s): Living Environment and Earth Science**

Environmental Science is a multidisciplinary field that draws from ecology, biology, chemistry, and geology, as well as other fields to better help students understand the relationship between humans and the environment. The study of living environment focuses on three main areas: conservation and protection of resources, environmental education and communication, and environmental research. The units of study are the following: Ecology, Populations, Water, Air and Land, Mineral and Energy Resources and Health, and Our Future.

The goals of this course are to enhance students' scientific thinking skills and meet all science requirements to earn a Regents Diploma. This course will run opposite Agriscience and can serve as partial fulfillment of a third science credit.

## CHEMISTRY



1 year - 1 credit

**Prerequisite: Integrated Algebra**

This course is designed to prepare students for college level science courses. It is based on the New York State Syllabus, which covers a broad range of general chemistry. The course is designed to develop a problem-solving method using the information taught throughout the year. The course also contains a weekly lab requirement. The NYS Chemistry Regents examination is the final exam for this course.

## CHEMISTRY GEMINI (CHM 121/122)



1 year - 1 credit

**Prerequisite: High school chemistry is strongly recommended and a final grade of 80 or higher in Geometry.**

### *First Semester (CHM 121)*

Gemini Chemistry is a two-course sequence suitable for students who have successfully completed regents chemistry and have an overall GPA of 80 or higher. Topics include a review of problem solving using dimensional analysis, significant figures and graphing. Atomic structure, elements, ionic and molecular compounds, chemical equations, chemical stoichiometry, organic molecules, thermodynamic principles and gas laws are studied in more detail. To be eligible to take the second semester you must pass semester one with a "C" or higher.

### *Second Semester (CMH 122)*

Semester two topics include periodic properties of the elements, VSEPR, intermolecular forces, solutions, chemical kinetics and equilibrium, and acid and bases. Typed in depth lab reports will be written for every lab. Successful completion of Gemini Chemistry would result in the earning of 8 credit hours.

### **PHYSICAL SETTING/PHYSICS**



**1 year - 1 credit**

**Prerequisite: Successful completion of the Integrated Algebra, successful completion of Algebra 2 (or concurrent enrollment with teacher recommendation)**

This is a Physics course that allows state guidelines in content and achievement level. This college preparatory course is considered a prerequisite for most four-year college programs. Students will study problem solving techniques and participate in laboratory activities in mechanics, electricity and magnetism, waves and optics, and modern physics. The skills and concepts developed will help prepare students for the demands of our ever-growing technical society. It is a course that is enjoyed by all and is necessary for those who want a well-rounded science background. The Regents examination in Physics is required. This lab also has a 30-hour laboratory requirement.

### **BIOLOGY GEMINI (BIO 121)**



**1/2 year - 1/2 credit**

**Prerequisite(s): Living Environment and Chemistry with a cumulative GPA of 80 or higher.**

The Biology Gemini course is a college-level introductory biology course. The intent of the course is to expose students to higher-level biological principles, concepts, and skills and allow them the opportunity to apply their knowledge to real-life applications. Students are expected to develop an understanding of basic principles of biology, photosynthesis and respiration, levels of cellular complexity, genetics and evolution.

### **FUNDAMENTALS OF HUMAN ANATOMY AND PHYSIOLOGY GEMINI (BIO 110)**



**1/2 year - 1/2 credit**

Study of the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, and urinary systems. Introduction to common human disease processes. Prerequisites may be waived with instructor's approval.

## FORENSIC SCIENCE



1/2 year - 1/2 credit

**Prerequisite(s):** Living Environment and Earth Science

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples. The goals of this course are to enhance students' scientific thinking skills and meet all science requirements to earn a Regents Diploma. This course will be run opposite AES and can serve as partial fulfillment of a third science credit.

## ARGUMENTATIVE EVALUATION OF CURRENT SCIENTIFIC EVENTS (AES)



1/2 year-1/2 credit

This research-based course will require students to generate a list of current event topics in science that will become individual quarterly research projects. Students will review scientific journals and databases to research their chosen topic, evaluate the validity of the research, and present their findings to classmates. This will strengthen their scientific literacy and research skills, improve public speaking abilities, and foster an environment of collegial debate. This can serve as partial fulfillment of a third science credit and will run opposite Forensic Science.

## AGRISCIENCE: FUNDAMENTALS AND APPLICATIONS



**Prerequisite:** *Completion of Living Environment*

1/2 year-1/2 credit

Agriscience: Fundamentals and Applications, is designed to provide students with a foundational understanding of the principles, practices, and innovations within the field of agriculture. Focused on the intersection of science, technology, and sustainable agricultural practices, this course integrates theoretical knowledge with practical applications, fostering a holistic approach to the dynamic world of agriscience. Students will gain exposure to successful agricultural practices. Topics may include: Introduction to biotechnology, Careers in agriscience, Plant structure and function, Plant needs and propagation, Planning and implementing a garden, Natural Resources Management: Soil and Water, Natural Resources Management: Wildlife, Integrated Pest Management (IPM), and Managing, marketing and entrepreneurship in agriscience. This course will run opposite environmental science.

## WORLD LANGUAGES

Level 1	Level 2
Spanish 1	French 2 Spanish 2
Level 3	Level 4*
French 3 Spanish 3	French 4 Gemini Spanish 4 Gemini
Level 5*	
French 5 Gemini Spanish 5 Gemini	

\*Click [here](#) for more information about the NYS Seal of Biliteracy

## WORLD LANGUAGES COURSE DESCRIPTIONS

**FRENCH 2** 

**1 year - 1 credit**

French 2 is the continuation of the study begun in French 1. Emphasis is on the four skills of listening, reading, writing and speaking as well as on vocabulary acquisition and the investigation of grammatical concepts. Students will expand their ability to communicate about current events and gain the ability to discuss past events. Topics include a review and broadening of those from French 1, as well as the addition of house and home, chores, daily routines, food stores and food shopping, travel, professions and arts and entertainment.

**FRENCH 3****1 year - 1 credit**

French 3 presents a continued emphasis on the skills of listening, reading, writing and speaking as well as vocabulary acquisition. Previous concepts are reviewed and enhanced to help students gain greater proficiency in the French language. Students will review previous grammatical structures and learn more advanced grammatical structures. Further study of Francophone cultures will provide enhanced cross-cultural understanding. Students take the Comprehensive French Regents exam at the end of this course. Successful completion of **both** the course and the Regents Exam will help the student to earn a Regents diploma with advanced designation.

**FRENCH 4 GEMINI (FRN 201/202)****1 year - 1 credit**

(This course may be co-seated with French 5 GEMINI depending on interest.)

This college level course includes an emphasis on spontaneous speaking and authentic listening, reading and writing skills. Students will continue to increase their French vocabulary. Previous grammatical structures will be reviewed and advanced grammatical structures will be introduced. The major goals of this course are to help the student to develop greater fluency in the French language and to gain a greater understanding of Francophone cultures. Topics to be covered include the world of work, Francophone holidays and family celebrations, hobbies and pastimes, the environment, French in the Americas, travel, Francophone music and current events. Upon successful completion of this course, students may earn up to six college credits through FLCC. This is a full-year course.

**FRENCH 5 GEMINI (FRN 203/204)****1 year - 1 credit**

(This course may be co-seated with French 4 GEMINI depending on interest.)

This college level course continues the emphasis on spontaneous speaking and authentic listening, reading and writing skills. Students will continue to increase their French vocabulary. Previous grammatical structures will be reviewed and advanced grammatical structures will be introduced. The major goals of this course are to help the student to develop greater fluency in the French language and to gain a greater understanding of Francophone cultures. Topics to be covered include leisure activities, cultural identity, French history, current events, idiomatic expressions, Francophone literature and visual art. Upon successful completion of this course, students may earn up to six college credits through FLCC. This is a full-year course.

**SPANISH 1**  
**credit**



**1 year - 1**

Spanish 1 is an introduction to the Spanish language. Students will develop the basic skills of interpersonal, presentational and interpretive communication at the low novice level. There is an emphasis on everyday vocabulary and basic sentence structure. Topics covered will include personal identification, family life, community and neighborhood, meal taking (food and drink), health, leisure, shopping, travel, house & home, and current events. Cultural topics are woven throughout all thematic units.

**SPANISH 2**  
**credit**



**1 year - 1**

This course is a continuation of Spanish 1. There is a continued emphasis on interpersonal, presentational and interpretive communication at the mid to high novice level. Students will continue studying the grammatical structures of Spanish as well as increasing their Spanish vocabulary in an immersion environment. The main grammatical focus of this year is expression in the present and past tenses. All lessons will be taught with the framework of identity, social relationships, contemporary life, science, and technology with sub topics that align with NYS curriculum. Cultural topics are woven throughout all thematic units. Students will take a local exam at the end of the course.

**SPANISH 3**  
**credit**



**1 year - 1**

Spanish 3 presents a continued emphasis on interpersonal, presentational and interpretive communication at the high novice to low intermediate level. Students will continue studying the grammatical structures of Spanish as well as increasing their Spanish vocabulary in an immersion environment. Concepts are reviewed from Spanish 2 and students will learn more novice to intermediate level grammar and vocabulary to gain proficiency in the language. The main grammatical focus of this year is expression in the present, past, future and conditional tenses. All lessons will be taught with the framework of identity, social relationships, global awareness, community engagement, contemporary life, science, technology and the arts with sub topics that align with NYS curriculum.. Culture is woven throughout lessons. Students will take a Regents equivalency exam at the end of the course, which is an assessment based on level 2 and 3.

#### SPANISH 4 GEMINI (SPN 201/202)



1 year - 1 credit

This Gemini course allows students to continue working on interpersonal, presentational and interpretive communication in order to develop fluency in the language at the low to mid intermediate level in an immersion environment. The use of authentic sources of audio, video and text provide opportunities for a deeper understanding of the culture and language of the Spanish speaking world. Students will acquire intermediate level vocabulary and grammatical expressions throughout each unit. Students will learn to present oral projects, maintain dialogue and write at a college level in Spanish. Students will also be given the opportunity to further develop their use of Spanish that they acquired in the lower levels. Because this course is co-seated with Spanish 5, the curriculum alternates every other year. Some of the topics covered include technology, environment, Latino identity, art & architecture, the roles of men & women in Latino society and Latino heroes & leaders. This is a college credit bearing course.

#### SPANISH 5 GEMINI (SPN 203/204)



1 year - 1 credit

This Gemini course allows students to continue working on interpersonal, presentational and interpretive communication in order to develop fluency in the language at the mid/high intermediate to low advanced level in an immersion environment. The use of authentic sources of audio, video and text provide opportunities for a deeper understanding of the culture and language of the Spanish speaking world. Students will acquire intermediate/advanced vocabulary and grammatical expressions throughout each unit. Students will learn to present oral projects, maintain dialogue and write at a college level in Spanish. Students will also be given the opportunity to develop their use of Spanish that they acquired in the lower levels. Because this course is co-seated with Spanish 4, the curriculum alternates every other year. Some of the topics covered include family in Latino culture, politics & corruption, South American culture, community & relationships, beauty and pop culture & current events in the Spanish speaking world. This is a college credit bearing course.

#### LITERATURA Y COMPOSICIÓN PARA HISPANOHABLANTES



1 year - 1 credit

*Prerequisites: Fluency in Spanish at a heritage or native-speaking level*

This course is designed for native Spanish-speaking students seeking to enhance their academic proficiency in Spanish literature and composition. The curriculum will address the unique linguistic and cultural backgrounds of Spanish speakers, providing a supportive environment for academic growth. The literature component of the course will explore a diverse selection of Spanish and Latin American literary works, including novels, short

stories, and poetry. Emphasis will be placed on understanding themes, character development, and cultural contexts. Students will engage in critical analysis and discussion, fostering both language and critical thinking skills. The composition segment will focus on developing strong writing skills in Spanish. Through various writing assignments, students will practice constructing well-organized essays, refining grammar and syntax, and honing their ability to articulate ideas effectively. Special attention will be given to bridging the gap between Spanish and English writing styles. By the end of the course, students will not only have strengthened their academic Spanish language proficiency but will have also gained valuable insights into the rich tapestry of Spanish and Latin American literature and the art of effective composition. This course aims to empower students to navigate the linguistic and literary landscape with confidence and skill.

## **BUSINESS**

**Electives Options for Grades 9-12**  
**(These courses may be taken in combination with another Business class)**

Career and Financial Management  
Keyboarding  
Google Applications  
Accounting (can count as 3rd math credit - (11th or 12th Grade)  
Sports and Entertainment Marketing (11th or 12th Grade)  
Business/Criminal Law (11th or 12th Grade)  
  
School-to-Work - General Work Experience (12th Grade)

## **BUSINESS COURSE DESCRIPTIONS**

### **CAREER AND FINANCIAL MANAGEMENT**



**1/2 year - 1/2 credit**

Career and Financial Management will introduce students to financial literacy and help them gain an understanding of the emerging workplace trends. Students will develop employment skills and knowledge needed to be successful in a rapidly changing world, including resume writing and interviewing. Additional topics include financial literacy, our changing economy and acquiring transferable skills.

### **KEYBOARDING**



**1/2 year - 1/2 credit**

This course is designed to develop alphabetic as well as numeric keyboarding skills needed for both occupational and personal use. Modules include learning the computer keyboard, business and personal letters, tables, term papers, outlines, and other forms.

### **ACCOUNTING**



**1 year - 1 credit**

This full-year course is designed to develop occupational competencies in accounting. The content includes the entire accounting cycle and provides the students with an understanding of double-entry accounting. In addition, the student is introduced to applications of manual accounting systems as well as computerized systems. Simulations using actual business papers will be used. This course can count for the third year of math requirement.

### **SPORTS AND ENTERTAINMENT MARKETING**



**1 year - 1 credit**

Sports and Entertainment Marketing is a 1-unit course that introduces students to the important role that marketing plays in our economic system. Content revolves around the basic marketing functions of financing, risk management, selling, promotion, pricing, purchasing, marketing information management, product/service/idea planning and distribution. Although students are given the opportunity to refine entry-level employment skills, the course focuses on more advanced career-sustaining skills associated with employment in various marketing subsystems. The course will tie into the school store, which lends itself on first-hand experience. This course will be offered in alternate years.

### **BUSINESS/CRIMINAL LAW**



**1 year - 1 credit**

Business/Criminal Law is a full-year course that emphasizes the individual as he/she encounters business law in his/her personal, family and occupational life. From the study of business law, students should gain a genuine respect and intelligent application for a segment of the law that affects them both at home and at work. Modules covered include: the legal environment, contracts, bailments, real property, insurance, financial transfers, employment and agency relationships, and business ownership. This course will be offered in alternate years.

**GOOGLE APPLICATIONS** 

**1/2 year - 1/2 credit**

GOOGLE Applications is a half year, half credit course open to students of all grades. The course will introduce the GOOGLE suite and other google applications that will help students during their High School, Post Secondary, and future careers. We will cover the basics of creating and using a google account; as well as Web Search tools and Chrome. GOOGLE calendar and other apps that will help student productivity will be taught. Also, a major focus will be the GOOGLE suite, GOOGLE Docs, Sheets, and Slides.

**SCHOOL-TO-WORK/GENERAL WORK EXPERIENCE** **1 year - 1/2 to 2 credit**



School-to-Work is open to any student 16-21 years of age who is enrolled in school. Do you have a part-time job or need help finding a job? This course offers you an opportunity to earn academic credit while gaining work experience through your paid or unpaid part-time job! Students are required to participate in an online class and complete work that is equivalent to 1 to 2 class periods per week. The course covers career exploration, pathways to employment, pre-employment activities like resumes, applications, financial literacy, interviewing & job safety, successful employability factors, labor laws, job responsibilities and work-site evaluations. *Registered GEWEP New York State Work-Based Learning Program*

**TECHNOLOGY**

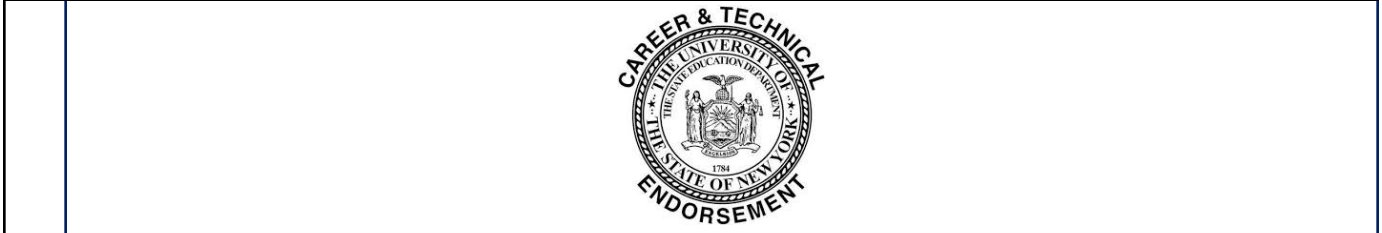
**Electives Options for Grades 9-12**  
(Any five total elective credits can be used for a Technology sequence.)

- Design and Drawing for Production - DDP - (satisfies the NYS Art/Music requirement)
- Principles of Engineering - POE - (can count as either a math or science requirement)
- Digital Electronics
- Civil Engineering and Architecture
- Woodworking I
- Advanced Woodworking
- Intro to Computer Science
- VEX Robotics
- Home Maintenance

**Pre-Engineering / Project Lead The Way  
CTE Program ([Flyer Link](#))**

- |   |   |
|---|---|
| ↓ | <ul style="list-style-type: none"> <li>Design and Drawing for Production(DDP) - PLTW 101 - 1 credit</li> <li>Principles of Engineering(POE) - PLTW 102 - 1 credit</li> <li>Digital Electronics(DE) - PLTW 103 - 1 credit</li> <li>Civil Engineering/ Architecture(CEA) - PLTW 104 - 1 credit</li> <li>Career and Financial Management - Business - .5 credit</li> </ul> |
|---|---|

NOCTI Exam - Pre-Engineering/Engineering Technology



**TECHNOLOGY COURSE DESCRIPTIONS**

**DESIGN AND DRAWING FOR PRODUCTION (DDP)**

**1 year - 1 credit**

Design and Draw For Production is one of the three foundation courses in the Project Lead the Way program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology. Drawing and Design for

Production is intended to serve as a foundation course within the Project Lead the Way course sequence. All of the topics learned in this course will be used in future courses. Drawing and Design for Production (DDP) is a high school level course that is appropriate for 9<sup>th</sup> through 12<sup>th</sup> grade students who are interested in design and engineering or for students looking to fulfill their Art or Music requirements for graduation. The major focus of the DDP course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. DDP gives students the opportunity to develop skills and understanding of course concepts through activity based projects, and problem-based learning used in combination with a teaming approach.

The course assumes no previous knowledge. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the art 3D solid modeling design software package (Inventor) to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work and communicate their solutions to their peers. Students may earn college credit through Rochester Institute of Technology if all requirements are met and reduced tuition fee is paid.

**PRINCIPLES OF ENGINEERING (POE)**  **1 year - 1 credit**

This course is the second course in the PLTW series of High School Technology courses. This course may be used for a High School Math or Science credit. It is not necessary but helpful to have previously taken DDP.

This course is designed to help students understand the field of engineering and engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

POE will engage students through a combination of activity-based, project-based, and problem-solving learning. This will create an environment for applying engineering concepts to “real” problems and prepare students to: solve problems, work in a team setting, lead groups, conduct research, analyze data, and understand real-world impacts. This class is designed for 10<sup>th</sup> thru 12<sup>th</sup> grade students, particularly for those students entering technical fields, engineering, design, or construction. Students may earn college credit through Rochester Institute of Technology if all requirements are met and reduced tuition fee is paid.

## DIGITAL ELECTRONICS (DE)



1 year - 1 credit

**Prerequisite:** Successful completion of DDP, Algebra and Geometry

**Open to grades 10-12**

Digital electronics is a course of study in applied digital logic. Students will study the application of electronic logic circuits and devices. Strong connections will be made to mathematics, as Boolean methods of algebra and logic will govern the solution of problems. Watches, calculators, video games, and computers all have such circuits. The use of smart circuits is present in virtually all aspects of our lives, and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering or engineering technology. Students will test and analyze simple and complex digital multimeters, etc. Students will also use computer simulation to learn about the logic of electronics as they design, test, and actually construct circuits and devices. Students may earn college credit through Rochester Institute if all requirements are met and the reduced tuition fee is paid. This course will be offered in alternative years.

## CIVIL ENGINEERING & ARCHITECTURE (CEA)



1 year - 1 credit

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides students with the freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work individually or in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture including estimating and calculating building needs and budgets. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project through detailed drawings, solving problems, and communicating their solutions to their peers. Students may earn college credit through Rochester Institute of Technology if all requirements are met and the reduced tuition fee is paid. This course will be offered in alternative years.

## WOODWORKING I



½ year - ½ credit

Woodworking is a hands-on course in the study of wood and the products made from this renewable resource. Students will have the opportunity to familiarize themselves with several types of domestic hardwoods, their characteristics and common uses for each species. Students will be able to safely use several woodworking power tools and hand tools to create and build a project made of wood. Other areas of study may include joinery,

adhesives and fasteners used in woodworking, abrasives, and wood finishes. This course may be taken as an elective by 9<sup>th</sup> through 12<sup>th</sup> graders.

**ADVANCED WOODWOODING**  **1/2 year - 1/2 credit**

**Prerequisite:** Successful completion of Woodworking I and instructor recommendation

Advanced woodworking will be a continuation of the skills and projects from Woodworking I. Students will work primarily independently and will guide their course of study by choosing the projects they wish to complete. Students will have the opportunity to create larger scale projects when they are ready and have developed the necessary skills. Students taking this course must be able to set goals for themselves and manage their time to complete projects within the allotted amount of time.

**INTRO TO COMPUTER SCIENCE**  **1/2 year - 1/2 credit**

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science. The course allows students to work independently in text-based Python. The course also includes a career focus, where at the end of units, students meet (via videos) individuals from different industries who work in coding (medical, music, etc.).

**VEX ROBOTICS**  **1/2 year - 1/2 credit**

VEX Robotics Curriculum is divided up into twelve primary units and one optional unit. In a flexible format, students learn about engineering and engineering problem solving. They will be given introductions to the VEX Robotics Design System and Autodesk® Inventor® while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. The curriculum is heavily focused on mechatronic principles; as such, programming is not required.

**HOME MAINTENANCE**  **1/2 year - 1/2 credit**  
**Prerequisites:** Juniors and Seniors, successful completion of a technology education course.

Home maintenance and repair is a half-year elective course for students who want to learn how to do their own repairs and maintenance around the house. The program will show the

students how to save time, money and avoid frustration when making household repairs. After learning about tools, the course will provide knowledge, skills and hands-on activities in the care and repair of plumbing, doors and windows, concrete, electrical, heating systems, insulation and many other household areas. This course is heavily hands on and students should expect to be doing actual building, repairs, and maintenance on a daily basis.

## MUSIC

### Electives Options for Grades 9-12

Music in Our Lives (satisfies the NYS Art/Music requirement)

Concert Choir

Select Choir

Performing Arts I, II, III, IV

Concert Band

Jazz Band

Music 100 Gemini Music Appreciation

Music 105 Gemini Basic Musicianship

## MUSIC COURSE DESCRIPTIONS

A well-balanced school curriculum includes music, drama, painting poetry, sculpture, and architecture along with other important subjects such as mathematics, history and science. The objective of our high school music program is to continue the promotion and enjoyment of music presently and for later life, and to provide an opportunity for social and emotional growth as a member of a group in cooperative expression. Our major groups at Williamson are Concert Band, Marching Band, Concert Choir, Select Choir, Jazz Band and many varied small vocal and instrumental ensembles. The student also has an opportunity to take class instrumental lessons, class voice lessons and Fundamentals of Music Theory.

**MUSIC IN OUR LIVES**



**1 year - 1 credit**

Music in Our Lives is designed to give students an understanding and appreciation for a wide variety of music. A survey of performers and composers of various periods of music history are examined and many different styles of music from different cultures and time periods are introduced and explored. Non-performance based music course. No prior

musical experience is necessary. Predominantly web based curriculum and participation. This course satisfies the graduation requirement of one credit of high school art and/or music.

**CONCERT CHOIR**   **1 year - 1/2 credit**  
**Weekly voice lessons and concert participation required**

The chorus is open to any student in high school who desires to enroll. Members are exposed to a variety of choral literature representing different musical styles, including singing in different languages. Emphasis is placed on the development of good musicianship, sight singing and basic musical skills.

**SELECT CHOIR**   **1 year - 1/2 credit**  
**Co-Requirement: Membership in Concert Choir**

This course is designed to explore difficult choral repertoire, enhance listening abilities and teach advanced vocal technique in a small ensemble. The Select Choir will be made up of students through either teacher selection or an audition process. The ensemble will be expected to perform at events outside of the school day. This course satisfies 1/2 of the graduation requirement of one credit of high school art and/or music. Students will need to re-audition annually to remain in the group.

**PERFORMING ARTS I**    **1 year - 1 credit**

This course is designed to introduce students to drama and theatre arts. Through study materials, live theatrical performances, and hands-on experience, students will explore their capabilities in acting, public speaking, movement, set design and construction, and technical stagecraft, the history of theater and script development. This course satisfies the graduation requirement of one credit of high school art and/or music.

**PERFORMING ARTS II**    **1 year - 1 credit**  
**Prerequisite: Performing Arts I**

Performing Arts II is a more in-depth study of theater including; speaking in various accents and dialects, theater history, stage make-up, set design, directing and stage management, theatrical casting, choreography and dance as well as stage combat.

### PERFORMING ARTS III



1 year - 1 credit

**Prerequisite:** Performing Arts I & II and Teacher Recommendation

Performing Arts III is a study and hands-on experience in theatrical directing and production. Students will assist in leading basic acting exercises with new theater students, selecting scripts, directing and producing in house theatrical productions with their peers.

### PERFORMING ARTS IV



1 year - 1 credit

**Prerequisite:** Performing Arts I,II, III and Teacher Recommendation

Performing Arts IV is a study and hands-on experience in theatrical directing and production. Students will assist in leading basic acting exercises with new theater students, selecting scripts, directing and producing in-house theatrical productions with their peers as well as producing theatrical productions for public consumption. This course may be co-seated with another Performing Arts course

### SENIOR HIGH CONCERT BAND



1 year - ½ credit

**Prerequisite(s):** Prior Formal Instrumental Music Experience

**Requirement(s):** Concert Participation  
Participation in Marching Band  
Weekly Instrumental Class Lessons  
Individual Weekly Practice

The Senior High Concert Band is open to 9<sup>th</sup> through 12<sup>th</sup> grade students with prior instrumental music experience. The goal of the Concert Band is to advance the musical skills of developing students and to aid in their quest to become an independent musician. This will be achieved by engaging students in various musical experiences and challenges which will give them a strong foundation from which they can grow as instrumentalists. Enrollment in band is a prerequisite for participation in small performing ensembles. This course satisfies ½ of the graduation requirement of one credit of high school art and/or music.

### SENIOR HIGH JAZZ BAND



1 year - ½ credit

**Prerequisite(s):** Concert Band

**Requirement(s):** Participation in Concert Band  
Concert Participation  
Individual Weekly Practice

The Senior High Jazz Band is open to 9<sup>th</sup> - 12<sup>th</sup> grade students who participate in the High School Concert Band. **Exceptions** to this rule will be considered by the band director if one or all of the positions of the rhythm section are not filled. (Rhythm section includes drum set, guitar, bass guitar and piano). Those who are interested in playing in the rhythm section and who are NOT in concert band, may audition for one of these positions. Students who would like to audition can make arrangements with the band director to do so. The goal of the Jazz Band is to advance the musical skills of developing students and to explore the art and style of jazz which includes improvisational techniques. This course satisfies 1/2 of the graduation requirement of one credit of high school art and/or music.

**MUSIC APPRECIATION GEMINI (MUS 100)**   1/2 year - 1/2 credit

This college level course is for the general interest student, the intent of which is to heighten the student's awareness of the place of music in our culture and enhance his/her enjoyment of the art form itself. Student learning outcomes: Identify and describe the elements of music, such as rhythm, dynamics, timbre, pitch, melody and harmony as individual elements; Classify music according to media, genre, form and style; Attend music performances, and critique them in writing.

**BASIC MUSICIANSHIP GEMINI (MUS 105)**   1/2 year - 1/2 credit

This college level course explores the topics of scale study in both major and minor, intervals, key signatures in both major and minor, meters, rhythmic reading and chords. This course is designed for students with little to no musical background in music performance or theory. Student learning outcomes: Write pitch notation in both treble and bass clef; Write the quality and numerical distance of intervals (treble and bass clefs); Write all major and minor scales and key signatures; and write all qualities of root position triads.

## ART

### Electives Options for Grades 9-12

Studio Art (satisfies the NYS Art/Music requirement)  
 Drawing and Painting 1, 2, 3  
 Ceramics & Sculpture  
 Computer Graphics  
 Google Drawing

## ART COURSE DESCRIPTIONS

### STUDIO ART



1 year - 1 credit

This class covers many fundamentals in the visual arts. Topics covered include: the elements and principles of art, color theory, art history, techniques, critiques, and art vocabulary. The main objective of this class is to introduce and involve students in various two and three-dimensional art projects, giving them a broad understanding and appreciation for many different materials and techniques in art. Students will explore a variety of media including: drawing, painting, printmaking, digital art, and ceramics, along with many more. This course is for those students considering an art sequence and is a prerequisite for all other full year art courses. This class satisfies the graduation requirement for one credit of Art/Music.

### DRAWING AND PAINTING 1



1 year - 1 credit

**Prerequisite(s): Studio Art**

This course concentrates on strengthening drawing and painting skills and explores concepts that were introduced in Studio Art in greater depth. Students will begin to develop their personal style and skills as they apply what they have learned to charcoal, colored pencils, pastels, watercolor, and acrylic paint, among other media. The majority of the year will be spent creating two-dimensional pieces, although some three-dimensional media may be explored, with an emphasis on painting. Art history, art critiques, and art vocabulary are included in each unit studied throughout the year.

### DRAWING AND PAINTING 2



1 year - 1 credit

**Prerequisite(s): Studio Art and Drawing & Painting 1**

Throughout this course students will continue to expand their knowledge in the elements and principles of art as a means of exploring creative problem solving using a wide variety of media. Students will work to not only improve skills, but develop mastery in concept, composition, and execution of design. Working with the teacher, students will design the concepts behind many of their own projects based on what their portfolio is currently lacking to ensure the creation of a well-rounded portfolio. All projects will be finished in a professional manner, with pieces being mounted or matted, and information about portfolio requirements for applying to colleges will also be provided.

### **DRAWING AND PAINTING 3**



**1 year - 1 credit**

**Prerequisite(s): Studio Art, Drawing & Painting 1, Drawing & Painting 2**

Throughout this course students will continue to expand their knowledge in the elements and principles of art as a means of exploring creative problem solving using a wide variety of media. Students will work to not only improve skills, but develop mastery in concept, composition, and execution of design. Working with the teacher, students will design the concepts behind many of their own projects based on what their portfolio is currently lacking to ensure the creation of a well-rounded portfolio. All projects will be finished in a professional manner, with pieces being mounted or matted, and information about portfolio requirements for applying to colleges will also be provided.

### **CERAMICS & SCULPTURE**



**1/2 year - 1/2 credit**

**Prerequisite(s): Studio Art**

During this course students will use clay, plaster, and other media to explore the creation of various types of three-dimensional art. They will create hand-built clay pieces exploring various tools and using different techniques of construction such as pinch, coil, and slab. Historical and cultural aspects of sculpture, a working knowledge of art vocabulary, and assessment strategies will be emphasized throughout the course. The majority of time will be spent creating three-dimensional work, with some time spent drawing and planning out projects as well.

### **COMPUTER GRAPHICS**



**1/2 year - 1/2 credit**

**Prerequisite(s): Studio Art**

In Computer Graphics students will explore the potential of digital imaging, computer software, and creating graphic effects, along with many other computer imaging techniques. Students will have the opportunity to create and manipulate digital imagery from various sources. Topics covered include digital photography, using appropriate internet content, and incorporating fonts into design, among others. A firm understanding of Adobe Photoshop will be established.

### **GOOGLE DRAWING**



**1/2 year - 1/2 credit**

**Prerequisite(s): Studio Art**

This is a course that explores the potential of creating digital artwork using the Google Drawing App. The two-dimensional design skills that you learned in Studio Art will be expanded through digital media in this class. Compositional elements and principles will be explored, along with many other ideas and concepts in art that will help with your

assignments. You will have the opportunity to create and manipulate digital imagery from various sources. Topics covered include digital photography, using appropriate internet content, and incorporating fonts into design, among others. A firm understanding of Google Drawing will be established by the end of the semester. Each project that you create will be presented during class critiques.

**PHYSICAL EDUCATION**

Required Physical Education Courses		
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Physical Education 9/10	Physical Education 9/10	Physical Education 11/12

12 <sup>th</sup> Grade
Physical Education 11/12

Electives Options for Grades 11-12 (These courses may be taken in combination with another PE class)
Sports Officiating Stress Reduction

**PHYSICAL EDUCATION COURSE DESCRIPTIONS**

**PHYSICAL EDUCATION**   **1 year - 1/2 credit**

The Physical Education curriculum offers students opportunities for challenging and innovative activities to promote positive, healthy attitudes and behaviors towards fitness and lifelong activities. Students are provided a general foundation of knowledge so they can make effective choices regarding their physical activity; the attainment of physical fitness and a desire to maintain this fitness throughout their lives. Activities offered include, cross-country skiing, snowshoeing, roller-skating, golf, ultimate Frisbee, weight training, self-defense, dance, various team and individual sport activities.

Physical Education is a course mandated by the State of New York and requires that each student earn 2 credits in order to graduate. Classes meet every other day for the full year. Students earn 1/2 credit for each year of Physical Education.


**SPORTS OFFICIATING**  **1/2 year – 1/2 credit**

This course will allow students to gain a foundational understanding of sports officiating. Students will learn how to communicate and interpret game rules, how to use correct signals and mechanics to communicate, and the psychology of officiating. Focus sports may include soccer, basketball, volleyball, or those pertaining to the specific time of year.

## **HEALTH & WELLNESS COURSE DESCRIPTION**

**HEALTH**  **1/2 year – 1/2 credit**

The Health program at Williamson High School is centered on mental health and psychology. The course deals with the simple question: Why do we abuse our minds and bodies? Every topic we study whether it is drug abuse, rape or obesity, is examined from a psychological standpoint. It is hoped that our students will leave Health class with a better understanding of the workings of the mind and body, and thus lead a more successful and healthy life.

**STRESS REDUCTION**  **1/2 year – 1/2 credit**

Research has shown that there are several strategies that can be used to reduce and manage the amount of stress in our lives. Throughout this course, we will explore many of these strategies and the benefits that go along with them. We will spend time identifying the specific mental, physical and emotional benefits of reducing stress while searching out effective and fulfilling strategies to meet one's needs. Some of the strategies include breath training, journaling, money and time management, nutrition, assertiveness training, art and humor therapy, and a variety of physical exercises as well.

**PEER COUNSELING I & II**  **1/2 year (1/2 credit) or 1 year (1 credit)**

**Prerequisite(s): 10th, 11th, and 12th Graders**

Helping fellow students/people realize their goals is one of the greatest rewards of human experiences. Peer Counselors assist fellow students reach their goals by offering them support, encouragement, and resource information. This course will explain the role of a peer counselor, teach the observation, active and reflective listening, and empathic

communication skills that counselors need, and will provide basic training in conflict resolution, and group leadership. Not only will this course prepare you for working as a peer counselor, but the skills taught will enhance your ability to communicate effectively in your personal and work relationships. Peer Counseling will show you the way to provide support, encouragement, and resource information including available staff that can assist fellow students when the issue is beyond a peer counseling scope. This course can be taken as a half year course (0.5 credit) or a full year course (1.0 credit). In the Spring semester, students will go into more depth for each topic listed above.

## **OPPORTUNITIES AT WAYNE TECHNICAL & CAREER CENTER** **(WTCC)**

### **[WTCC Programs and Pathways](#)**

**1 year - 4 credits**

Students have the opportunity to visit WTCC in their sophomore year. Students must meet academic and attendance criteria to attend and maintain their enrollment at WTCC. For example, students must have at least 10 credits by the end of their sophomore year and be on track to graduate to be eligible to attend WTCC. Students who need to double up in a core class their junior year are NOT eligible to attend WTCC.

Most WTCC programs are designed to be two years in length. However, all Career and Technical courses, except Cosmetology, can be taken for one year as an elective credit or as part of an Occupational Education sequence. College credit is available for some WTCC programs.

### **ADVANCED MANUFACTURING AND ENGINEERING (AME)**

**Program Goal:** Advanced Manufacturing and Engineering Academy students are exposed to Precision Machining, Computer Aided Design and Welding Technologies, experiencing the interaction of multiple technologies in a real manufacturing environment and through field trips to local industries. In the second-year students select an area of concentration in either Engineering, Precision Machining or Welding Technologies.

**Curriculum:** Over the two-year program students will follow approved industry methods and engineering standards while learning to fabricate industry specific metal products. Students learn to make components from blueprint to completion. Following the design phase, students utilize lathes, surface grinders, drill presses, and power saws. Upon successful completion of the program, students can earn Machining Level I certification. In addition, students learn how to weld using the four different welding processes. In the second year of machining, there is a focus on Computer Numerical Control (CNC) machining.

### **ANIMAL SCIENCE**

**Program Goal:** The Animal Science program prepares students for a wide range of careers related to the animal care industry.

**Curriculum:** Students receive instruction in veterinary care, nutrition, animal anatomy, physiology and animal behavior. The classroom houses many domestic and exotic pets. Students operate a grooming parlor that is used as a learning model for the handling and

caretaking of animals. During their junior year, students may apply for the New Vision Veterinary Assistant program.

### **AUTO BODY REPAIR**

**Program Goal:** Students in the Auto Body Repair program work with the latest technologies in order to hone diagnostic and repair skills on a variety of vehicles.

**Curriculum:** Learning is accomplished in a hands-on environment, on vehicles owned by real customers. During class time students receive practical experience in collision repair, which includes frames, unibody repair and auto refinishing.

### **AUTOMOTIVE TECHNOLOGY**

**Program Goal:** Automotive Technicians are in high demand. From computerized diagnostics to hands-on repair, students in the Auto Technology program learn to service and maintain all types of cars and light trucks.

**Curriculum:** Coursework is based on the National Automotive Technician Excellence Foundation (NATEF) standards, which follow the Automotive Service Excellence (ASE) standards.

### **CARPENTRY**

**Program Goal:** The Carpentry program is a combination of hands-on skill development and technical training that uses the most up-to-date equipment and resource materials.

**Curriculum:** The program employs a standardized curriculum that was developed by experts in the construction trades industry through the National Center for Construction Education and Research (NCCER). Students earn NCCER and OSHA 10 certification. Safety is a full time focus of the Carpentry Program ever reminding the students of the ever-present dangers associated with this trade. Students build a variety of large projects on and off campus as part of their experience.

### **COMPUTER PROGRAMMING AND VIDEO GAME DESIGN**

**Program Goal:** Computer Programming and Video Game Design enables students to learn software development, game programming and computer network support. After mastering Java programming, students may choose to specialize in computer programming and video game design or computer hardware and network operating systems through on-line tools and certification exams provided by TestOut.

**Curriculum:** During the first year of this program, students learn the essentials of computer programming and practice their skills through programming exercises and by writing their own computer games using Java. Students are taught concepts from geometry, trigonometry, and algebra necessary to model real world physics in games and simulations. During the second year, students may select between two areas of specialization.

**Video Game Programming:** Students who select the video game programming specialization study the Windows programming model using .NET and C#. C# is the most modern programming language desired by professional software development firms. These students apply their skills to collaborate on a substantial game development project using C#, Visual Studio, Unity game engine or other tools.

**Computer Networking and PC Support:** Students who choose this specialization study the fundamentals of computer and networking technology as well as desktop and server operating systems. These students will also design, implement and support networks and PCs in a lab environment. In addition to the TestOut certifications, this specialization also includes preparation for the CompTIA A+ and Network+ exams.

## **COSMETOLOGY**

**Program Goal:** Cosmetology is an exciting career that requires a wide range of skills. Artistic ability, as well as technical and communication skills are critical to success. The Cosmetology program teaches students the competencies and professional skills necessary to pass the New York State Board practical and written licensing exams.

**Curriculum:** Students attend the program for two years. A clinic open to members of the local community provides students with real life experience in their field. Only licensed cosmetologists may work in salons in New York State. To sit for the licensing exam, students must complete a minimum of 1,000 hours of approved instruction. *\*\*\*To obtain the 1000 hours required by NYS students must attend a summer session.\*\*\**

## **CULINARY ARTS**

**Program Goal:** The Culinary Arts program is focused on preparing all students to meet the challenges of employment and/or continuing their education in the culinary field.

**Curriculum:** In this two-year program, practical experience is gained in both the classroom and fully equipped commercial-style kitchens. Guest speakers from local businesses and food related careers are also invited to speak with students. The Culinary Arts Program is a member of the New York State Restaurant Association (NYSRA) Educational Foundation ProStart Program. This program provides students the work experience and classroom learning they need to succeed in restaurant/food service careers. Students will have the opportunity to earn their ServSafe Managers certification which is a 5-year certificate.

## **ELECTRICAL TRADES**

**Program Goal:** The purpose of the Electrical Trades program is to prepare students for entry-level employment in the various electrical trades.

**Curriculum:** Throughout the program, students gain daily practical experience working with residential, commercial and industrial wiring. In addition, the students will have the opportunity to become a Network Cabling Specialist. Students explore renewable energy technologies.

## **EMERGENCY SERVICES ACADEMY**

**Program Goal:** Emergency Services Academy studies aspects of the career field including forensic science, criminal law, history and structure of law enforcement, corrections, private security, terrorism, ethics. It is a broad-based career exploration program intended to give students skills, knowledge and occupational opportunities in the field.

**Curriculum:** Through a blending of rigorous academics with a strong hands-on component, students gain insight into what it takes to be successful in the criminal justice field. In addition, the program includes the study of civil and criminal law providing a strong foundation for entry into the security field or for advanced training at a police academy or college. Several certifications are available such as, NYS Security Guard, CPR/AED, First Aid and others through the Department of Justice, Homeland Security and OSHA.

## **HEALTH CAREERS ACADEMY**

**Program Goal:** Health Careers Academy provides the basic knowledge and competencies considered common to careers in the health field as well as preparing to meet competencies for Certified Nurse Assistant.

**Curriculum:** Students will explore many areas of employment through discussion, field trips and hands-on experiences before choosing a specialized course of study. Students take part in long term care and hospital clinical experience that provides the additional training and education requirements needed to sit for the NYS Nurse Assistants Exam and may include exploration of, and exposure to additional health related careers.

## **HEAVY EQUIPMENT REPAIR AND OPERATION**

**Program Goal:** In Power Mechanics, students learn the maintenance and repair of diesel and gasoline vehicles, farm machinery, earth-moving equipment and small power equipment used in agriculture, conservation and landscaping. Basic skills are developed in welding/fabrication and troubleshooting.

## **PROFESSIONS IN EDUCATION AND HUMAN SERVICES**

**Program Goal:** Students enrolled in the Professions in the Education and Human Services program at WTCC will be immersed into a culture that expands their knowledge and experience of the many career opportunities available in the fields of education and human services. Students will work with preschoolers in the on-campus preschool, participate in job shadowing experiences, and engage in field site experiences in their area of interest under the direction of teaching professionals. This program teaches students the skills, attitudes, and professional expectations of those in the education and human services fields.

**Curriculum:** Prior to working with learners, students will spend their classroom time gaining perspective about the fields of education and human services. They will learn about human development and the family life cycle, theories of learning and development, the history of education, lesson planning, implementation, and evaluation, as well as effective communication skills. Students will create developmentally-appropriate lesson plans and interact with professionals in their field experience sites. Eligible seniors may apply for Level I NYS Teacher Assistant Certification upon completion of the program and the Dignity for All Students Act (DASA) course. Both juniors and seniors have the opportunity to earn six college credits each year through Finger Lakes Community College (FLCC) and Monroe Community College (MCC). Both classes also visit colleges and unique schools such as Montessori and Roosevelt Children's Center. Guest presenters will be providing real life experiences from their specific professions.

## **NEW VISION HEALTH THERAPY SCIENCES**

**Program Goal:** The New Vision Health Therapy Sciences program is designed to enable high school seniors the opportunity to intensely investigate future professional career options within the fields of health, exercise science, and personal training. Both theory and hands-on experience are included in this exciting program.

**Curriculum:** This program will allow students to explore, learn and examine concepts, material and procedures in the areas of Anatomy & Physiology, Nutrition, Exercise Science and English. This is intended to give the dedicated student a look into the areas of healthcare based on movement, exercise and nutrition. Through the lens of in-depth study and vocational discovery come enhanced career and college focus.

The foundational course will be Fundamentals of Anatomy. This is a very challenging study of the structure and function of the human body. Anatomy and Physiology is a healthcare essential course that is a prerequisite for further study.

Introduction to Nutrition exposes the student to the field of human nutrition and food focused on the mutual relationships between humans and their biological and physical environment.

Physical Education credits are also provided as various exercise methods are practically explored for performance, health and rehabilitation of injuries and ailments.

The ability to effectively read, write, speak and perform research are necessary skills demanded in the area of healthcare. English Composition 101 and 103 will challenge the students in these areas.

Career exploration rotations will be completed during the school year, these will be observational in nature. Each student is expected to uphold a professional approach and seek optimal understanding through interactions with professionals in the field. Rotations will take place in affiliated clinics, private practices, and other health settings.

### **NEW VISION MEDICAL CAREERS**

**Program Goal:** The New Vision Medical Careers (NVMC) program is a one-year program offered to high school seniors who are high academic performers with an interest in the medical field. This placement provides seniors with the opportunity to explore the medical profession within an interdisciplinary environment to gain insight into the various roles of medical providers in healthcare. Students in the program develop the skills and knowledge needed to transition into the rapidly changing healthcare industry.

Admission to the program is highly selective, and there is a strict vetting process for acceptance into the program, including prior Regents work, high academic performance, community service, and recommendations from counselors and math and science teachers.

The goal of this one year academically intensive program is to learn university level human anatomy and physiology (Biology 110 Gemini), learn medical terminology in a structured class setting (HCS 154 Gemini), develop critical thinking skills by discussing complex case studies, and learn the scientific method as it applies to clinical practice in multiple disciplines. New Vision Medical Career students intend to transition to pre-med, nursing, physician assistant, physical therapy, diagnostic imaging, speech and occupational therapy studies, as well as other areas of traditional medicine. The 2 college science courses listed above include dissection labs, clinical disease case studies, and learning Latin as it applies to medical terminology. This college preparatory program prepares students in rigorous time-management, technology and computer application skills while exploring the depths of clinical careers through observation. Students are also offered certification via Precision NY in 21<sup>st</sup> Century Skills, Anatomy and Physiology, and Health Care Sciences.

## **NEW VISION VETERINARY ASSISTANT**

**Program Goal:** The New Vision Veterinary Assistant program is designed to provide high school seniors the opportunity to intensely investigate future college and professional career pathways within the field of Veterinary Science. Both theory and hands-on experiences are introduced in the Veterinary Assistant program. New Vision Veterinary Assistant program students may earn the approved Veterinary Assistant certification.

**Curriculum:** An approved program by the National Association of Veterinary Technicians Association (NAVTA), this one-year program follows the New Vision Model by offering student mentored non-paid co-ops at local veterinary offices. The program also introduces students to all aspects of Veterinary Science including: office and hospital procedures, communication and client relations, vaccinations, examination room procedures, surgical preparation and assisting. The New Vision Veterinary Assistant program is designed to prepare students for a wide variety of careers related to Veterinary Science. Veterinary Assistants are employed by animal shelters, aquariums, boarding kennels, humane societies and animal rescue shelters, pharmaceutical companies, research facilities at universities, veterinary hospitals, wildlife sanctuaries and zoos.

This is a broad-based professional curriculum that will target student development of the knowledge and skills of a wide range of career options within the Veterinary Science field. Additionally, this program will give students a foundation of basic skills required for workplace situations and is uniquely suited to help students build skills related to communication, decision making, time management and relationship building, among others. Students will study and experience academics in an environment that uses an interdisciplinary approach to English Language Arts, Math, Science and Technology.

## Williamson High School Activities and Clubs

### Clubs

Art Club	MasterMinds
Aquarium Club	Model UN / International Club
Bee Club	National Honor Society
Broadcasting Club	Newspaper Club
Chess Club	Robotics
Disc Golf	Ski Club
Drama Club	Spanish Club
Environmental Club	Tri-M Music Honor Society
French Club	Volunteer Club
Future Business Leaders of America (FBLA)	Yearbook Club
GSA (Gay Straight Alliance)	

### Leadership Opportunities

Student Council	Class Projects
Class Officer	Mentor Network

### Extra-Curricular Events

#### **Band and Chorus Performances**

- Marching Band
- Pit Band (musical)
- Solo Festivals
- Drill Team
- Jazz Ensemble
- Drumline

#### **School Musical and/or Drama**

- Performers
- Ushers
- Set Design/Construction
- Graphic Arts
- Technical Crew
- Stage Crew

### **Sports**

#### **Boys**

#### **Girls**

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<b>Fall</b>	Cross Country	Cross Country
	Golf	Golf
	Soccer	Soccer
	Volleyball (with Sodus)	Volleyball
<b>Winter</b>	Basketball	Basketball
	Cheerleading	Cheerleading
	Indoor Track	Indoor Track
	Wrestling	Wrestling
	Swimming (with Sodus)	Swimming (with Sodus)
	Alpine Skiing (with Sodus)	Alpine Skiing (with Sodus)
<b>Spring</b>	Baseball	Softball
	Track	Track
	Tennis	Tennis
		Flag Football

The Williamson Central School District does not discriminate on the basis of sex, race, color, national origin, handicapping conditions or age in the educational program or activities which it operates. This policy of nondiscrimination includes the following areas: recruitment, and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs, course offering and student activities.

Inquiries concerning this policy may be referred to Dr. Kathryn Avery, Title IX Coordinator, Williamson Senior High School, 5891 Rt 21, Williamson, New York 14589. The phone number is 315-589-9621.