



# White Plains High School Course Catalog 2025-2026

## Administration

**Mr. Emerly A. Martinez, Principal**  
Ms. Raegan Figueroa, Assistant Principal  
Ms. Sara Hall, Assistant Principal  
Mr. Gaetano Vitiello, Assistant Principal

### North House Administrators

Ms. Justine Shewbarran  
Mr. Mark Russo

### South House Administrators

Mr. Will Dixon  
Ms. Laura Sileo

### East House Administrators

Ms. Monique Adams  
Ms. Cesilie Vega

### Coordinators / Directors

Mr. Douglas Cronk, English Language Arts  
Mr. Emory Davis, Social Studies  
Dr. David Jacobs, Science & Engineering, Mathematics  
Mr. Rocco Varuolo, Business Education, Instructional  
Technology, Library Media Centers  
Mr. Christopher Trieste, Physical Education & Health  
Mr. Matthew Cameron, Athletics  
Ms. Yolanda Rodriguez, World Languages and Multilingual  
Learner Programs K-12  
Mr. Gary West, Fine Arts

### School Counselors

Ms. Yanell Andujar  
Ms. Jennifer Ayub  
Ms. Michelle Bason  
Ms. Maria Csikortos  
Ms. Lillian Diaz-Withers  
Ms. Emily Falber  
Ms. Kaylin Fitzsimons  
Ms. Erin Harrison  
Mr. Jeffrey Hirsch  
Ms. Genevieve Little  
Ms. Silvana Mazurek-Lazala  
Ms. Yolainny Minaya  
Mr. Marcos Monteagudo

## Mission Statement

The mission of the White Plains City School District is to educate and inspire all students, while nurturing their dreams, so they learn continually, think critically, pursue their aspirations and contribute to a diverse and dynamic world.

White Plains High School  
550 North Street  
White Plains, NY 10605  
914-422-2182  
District Website:  
[www.whiteplainspublicschools.org](http://www.whiteplainspublicschools.org)

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This course catalog is intended to inform you of the options available in the various academic departments at WPHS including required courses for graduation, prerequisites that must be completed in order to pursue specific academic sequences, and elective courses. In planning your program, the following factors should be considered:

- ◆ Meeting high school graduation requirements
- ◆ Meeting college entrance requirements
- ◆ Preparing for your future career
- ◆ Pursuing special interests and/or talents

Planning a course schedule should extend beyond the next year. The student, parent, and guidance counselor should map out the entire high school schedule up to graduation.

**Our ability to offer any elective course is dependent upon student enrollment, budget and Board of Education approval.**

## GRADUATION REQUIREMENTS

First Entered Grade 9 in September 2013 or Later

Required Courses	Credits Required Local Diploma <sup>1</sup>	Credits Required Regents Diploma <sup>2</sup>	Credits Required Advanced Regents Diploma <sup>2</sup>
English	4	4	4
Social Studies	4	4	4
Math*	3	3	3
Science*	3	3	3
World Languages	1**	1**	3***
Art/Music	1	1	1
Health	.5	.5	.5
Physical Education	2	2	2
Sequence/Electives	3.5	3.5	1.5
Total Credits	22	22	22

<sup>1</sup> Local Diploma: In specific instances, New York State may allow school districts to award a Local Diploma. A White Plains High School Local Diploma will be issued to any student who meets N.Y. State's guidelines, as per White Plains Board of Education approval.

<sup>2</sup> Diploma With Honors: As per New York State regulations, a student may be awarded a Regents Diploma or an Advanced Regents Diploma with Honors. To earn honors, a student must achieve an average of 90 percent on all Regents Exams (or their equivalent pursuant to section 100.2 (p), required for the diploma. Averages below 90.0 percent shall not be rounded upward to 90 percent.

\*An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in Math or Science. This course must be taught by a teacher certified in the area in which the student is receiving credit.

\*\*Students are required to have completed two units of study in a World Language by the end of their 9th grade year. One unit of credit is earned either by passing the NY State Proficiency Exam LOTE A (in 8th grade) or earning a unit of commencement level credit in a World Language.

\*\*\*Students acquiring a five unit sequence of credits in one of the following areas may be exempt from the World Language requirement beyond one credit: The Arts (art, music and/or theater), or Career and Technical Education.

### REQUIRED NEW YORK STATE EXAMS\*

Subject	Local Diploma	Regents Diploma	Advanced Regents Diploma
<b>English</b>	Regents Exam in English Language Arts	Regents Exam in English Language Arts	Regents Exam in English Language Arts
<b>Mathematics</b>	Any Mathematics Regents Exam	Any Mathematics Regents Exam	Must take 3: Integrated Algebra <b>or</b> Common Core Algebra I Regents, <b>and</b> Geometry Regents <b>or</b> Geometry Common Core Regents, <b>and</b> Algebra 2/Trigonometry Regents <b>or</b> Algebra II Common Core Regents
<b>Global Studies</b>	Global History & Geography Regents	Global History & Geography Regents	Global History & Geography Regents
<b>U. S. History</b>	U. S. History & Government Regents	U. S. History & Government Regents	U. S. History & Government Regents
<b>Science</b>	Any Science Regents Exam	Any Science Regents Exam	1 Life Science Regents and 1 Physical Science Regents
<b>World Languages</b>			World Language Checkpoint B Exam

\*Additional opportunities to earn a local or Regents diploma exist through appeals, Pathways, and – for classified students – compensatory options. Please see your counselor for more information.

# Seal of Civic Readiness

- The New York State Seal of Civic Readiness is an award given to a High School student who demonstrates a high level of proficiency in terms of civic knowledge, civic skills, civic mindset and civic experiences.
- All seniors who earn the seal will receive a special distinction on their high school diploma and can be eligible for the 4+1 pathway to graduation.
- To earn the seal, students must earn six points from the options below. At least two points need to come from the left side and at least two points must come from the right side.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

\*Students may receive these points more than once.

- Students will complete the Research project in the 9<sup>th</sup> grade Global History classes and the Civics Project in their 11<sup>th</sup> and 12<sup>th</sup> grade classes. Please make an appointment to speak with Ms. Jawanda Weston or Mr. Emory Davis to learn more about the seal or scan the QR code below



## New York State Seal of Biliteracy

- The New York State Seal of Biliteracy (NYSSB) is an award given to high school graduates who have demonstrated a high level of proficiency in English and one or more world languages. The NYSSB encourages the study of languages, affirms the value of diversity in a multilingual society, and provides universities and future employers with additional information about applicants.
- The NYSSB acknowledges the importance of being bilingual in today’s global society. It highlights the hard work and achievement of students, encourages them to maintain their home language, and pursue additional language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission. All NYSSB earners will receive an official seal affixed to their diploma, a medallion to wear at graduation, and may also receive a certificate from the New York State Education Department.
- Any student attending a district that offers the NYSSB who is proficient in and/or studying English and at least one world language is eligible to pursue this award. This includes students who speak a language other than English at home and those who are completing a course of study in a world language through high school.
- If you would like additional information, please email to Mrs. Jennifer Ayub [jenniferayub@wpcsd.k12.ny.us](mailto:jenniferayub@wpcsd.k12.ny.us) or Mrs. Yolanda L. Rodriguez [yolandarodriguez@wpcsd.k12.ny.us](mailto:yolandarodriguez@wpcsd.k12.ny.us)

### *Criteria to Earn the New York State Seal of Biliteracy (NYSSB)*

- A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma\*;  
 B. **In addition** to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
1A. Score 80 or higher on the NYS Regents Examination in English Language Arts** or English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation.	1	2A. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, consistent with Checkpoint C standards.	1
1B. ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	2B. Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student’s home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
1C. Complete all 11th- and 12th-grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	2C. For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
1D. Score at a proficient level on an approved English assessment (See “Approved English Assessments” on page 50.)	1	2D. Score at a proficient level on an accredited Checkpoint C World Language assessment (See “Checkpoint C World Language Assessments and Minimum Scores” on pages 51-53.)	1
1E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	2E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district’s NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

## COURSE TYPES/LEVELS

Some core courses (English, Mathematics, Science, Social Studies and World Languages) are offered at both Regents and Honors levels. When this is the case, it will state at the bottom of the course descriptions: *“Both Regents and Honors levels are offered for this course”*.

**Regents courses** are rigorous courses designed to follow the New York State Regents curricula.

**Honors courses** go beyond the Regents curricula with regard to both breadth and depth, and require more independent work on the part of the student. Due to the increased demands and challenge of these courses, students receive a 1.3 multiplier for these course grades when they are calculated as part of the student’s GPA (grade point average).

**AP (Advanced Placement) courses** follow College Board (national) curricula that are designed to engage the student in college work. When a course is at the AP level, this will be indicated in the course title, such as “AP Biology” or “AP U.S. History”. Students in AP courses are required to pay for and take the AP Examinations associated with their courses in May. The cost of AP Exam varies each year. Please reach out to Ms. Figueroa for the cost.

Students who are eligible for free or reduced lunch pay a reduced fee. Students who do well on the AP Exam may be awarded college credit for their work. AP courses receive a 1.3 multiplier.

**Dual enrollment courses** are courses that allow a student to earn high school and college credit simultaneously. To do this, a student must register with the college and pay tuition for that course. Tuition is generally discounted for high school students. In some cases, a student must pass a college placement test to be eligible to do this. At the conclusion of the course the student will earn both high school credit, and also—provided the student earns a C or better—college credit that may be applied either to that college or submitted for approval as transfer credit to another college. White Plains High School offers dual enrollment through Westchester Community College (ECE “Early College Experience” courses), SUNY Albany (Science Research), Syracuse University (SUPA English courses), Marist College, and Rochester Institute of Technology (Project Lead the Way). When a course is a dual enrollment course, this will be indicated in the course description. Dual Enrollment courses receive a 1.3 multiplier.

## HONORS/ADVANCED PLACEMENT COURSES

WPHS provides access to honors and Advanced Placement (AP) courses to all students. Students currently in an AP or honors course may plan their academic program for the appropriate subsequent AP or honors course. Since honors and AP courses are rigorous, with increased expectations regarding the level of student work, conversations should take place between the student, parent, and school counselor to determine if placement in one or more of these courses is in the best interest of the student. Students will, however, still be required to have taken prerequisite courses where applicable. Please note that our dual enrollment courses taken for college credit from Westchester Community College, SUNY Albany, Syracuse University, Marist College and Rochester Institute of Technology have specific prerequisites which can be found in the course description.

## GRADING

Progress reports are mailed five weeks into each quarter. Report cards are distributed four times a year at the end of each quarter. White Plains High School uses letter grades and percentages. The following ranges apply:

A+	96.5 – 100	B+	86.5 – 89.4	C+	76.5 – 79.4	D+	66.5 – 69.4
A	92.5 – 96.4	B	82.5 – 86.4	C	72.5 – 76.4	D	64.5 – 66.4
A-	89.5 – 92.4	B-	79.5 – 82.4	C-	69.5 – 72.4	F	Below 64.5

All grades below 65 are numerical. In addition, grades issued in Honors and Advanced Placement courses, Science Research and Dual Enrollment English carry a 1.3 multiplier when computing the GPA and the rank in class.

The final grade in a yearlong course is computed using each of the four marking periods, the mid-year exam, and the final exam. For semester courses, the final grade is an average of two marking periods and the final exam.

### WPHS Course Change Policy

Lateral changes (changing periods or teachers but remaining in the same course) are not permitted.

Students who are in Honors or AP courses, especially if this is their first experience with courses at this level, are encouraged to remain for a minimum of five weeks so that they can get used to the difference in depth and pacing before deciding to leave the course.

Schedule changes that involve adding a new course or changing from a Regents level to an Honors or AP level course must be done prior to the fifth week of a full year course, or the third week of a one-semester course.

Schedule changes that involve moving from an AP or Honors to a Regents level course need to be completed within 5 days of the progress reports during 2<sup>nd</sup> quarter. When entering a new course, the student may be responsible for completing assignments in the new course.

A student who drops a course outright (does so without changing levels) may do so up until the halfway point in the course without any notation being made on the student's transcript. Any course dropped after that will appear on the student's transcript with a "W".

Schedule changes of any kind should be made only after a thorough discussion with the student's current teacher and his/her school counselor.

Please note that there are times when schedule changes are prohibited. No classes may be changed during the first or final week of any quarter.

## SOCIAL STUDIES DEPARTMENT

We offer a variety of Social Studies courses that challenge and support our students. Courses help students meet N. Y. State and local requirements and prepare students for study beyond high school. Grades that are indicated in the course descriptions are to be used as guides. Grades do not impede a student from taking a course. Please speak with your school counselor about the appropriate course for your academic success.

### **GLOBAL HISTORY 1**

**Full year - 1 credit, Grade 9**

This course is the first of a required two-year sequence which provides students with an understanding of the world's history and culture. Skills will be introduced that prepare students for the Global History regents exam that is taken at the end of Sophomore year. Students will engage in a thematic study of the major themes/Enduring Issues in World History. Themes such as Historical Thinking, Forms of Government, Belief Systems, Us v. Them, What is Worth Fighting For?, Equality v. Hierarchy, Gender, Technology and the Environment. The students will complete a Research Project and Civics Project aligned to the Civic Seal of Readiness.

### **GLOBAL HISTORY 1 HONORS**

**Full year—1 credit, Grade 9**

This is the honors version of the 9th grade Global History course. This class will introduce students to historical thinking skills at a high level and use the Collegeboard's Pre-AP World History curriculum to enrich the student's experiences. The focus will be on World History prior to 1200 and will emphasize skills that align with the regents exam in Global History and the AP exam in World History. Students will be expected to read and write at a high level and work and study independently. Research skills will be taught to align to the Civic Seal of Readiness.

### **GLOBAL HISTORY 2**

**Full year - 1 credit, Grade 10**

Global History 2 is the second year of the Global History and Geography course begins approximately with the World in 1750 C.E. and ends with a unit that covers problems and issues facing the world today. Several concepts are developed throughout the course include revolution, industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The course will also focus on reading historical documents and being able to analyze these documents. Classwork will focus on Enduring Issues and how they relate to each unit of study. There will be many different modalities for students to engage in the material. Students will be able to make strong connections between the past and the present in this highly engaging course. Students will take Regents Exam in June. **Prerequisite: Global History 1 or Global History 1 Honors**

### **AP WORLD HISTORY**

**Full year - 1 credit, Grade 10**

"AP World History: Modern" is a rigorous course covering some of the most important themes and developments in world history from the 1200s up until the modern time. This class will cover the economic, political, and cultural history of this time period. A small sample of the topics covered in this class include the Silk Road, American civilizations, Middle Eastern history, the French Revolution, Industrialization, Imperialism, and the World Wars. Students participating in this class will engage in the study of history through reading sources, historical analysis, and historical writing. As part of the class students will have an opportunity to improve their historical writing skills by composing full length essays in which they make a historical argument supported by evidence. Students will take the AP exam in early May, a grade of 3, 4, or 5 may result in college credits. Please note the assignments are from college level texts, and there are challenging reading and writing assignments, students should expect nightly reading and writing assignments and have the ability to independently study. Students are expected to take the Advanced Placement Exam in World History. Students also are required to take the Regents Exam in Global History and Geography. Summer reading is required. **Prerequisite: Global History 1 or Global History 1 Honors**

### **UNITED STATES HISTORY**

**Full year - 1 credit, Grade 11**

US History follows the development of the United States from the colonial era to the present day. Students will develop an understanding of the workings of the American government and the Constitution. A chronological approach to the events that shaped American society and culture will be used. Students will examine the economic, political, and social development of our nation. Students explore the expansion of the federal government, and the place of the United States in a globalized world. Course requirements include completing Framework aligned assessments. The course will also focus on reading historical documents and being able to analyze these documents. The U.S. History and Government Regents is the final exam for this course. **Prerequisite: Global History 2 or AP World History**

### **AP UNITED STATES HISTORY**

**Full year - 1 credit, Grade 11**

APUSH is a one-year chronological survey of American history from colonial times to the 1990s. Students will read a variety of sophisticated, college-level materials, both primary and secondary sources derived from handouts, scholarly articles, and the textbook. APUSH is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. APUSH stresses analytical thought, research and study skills, social science concepts in history, political science, geography and economics, as well as major interpretive trends and basic factual knowledge. Students will take the AP exam in early May and a score of 3,4 or 5 may result in college credits. Students will also take the US History and Government regents exam and June and complete a research paper in May which is a culmination of their knowledge and skills. Extensive independent reading is required and there may be approximately 1 to 2 hours of homework per night. **Prerequisite: Global History or AP World History**

### **SUPA: U.S. History I & II**

**Full year -1 credit, Grade 11**

This is a dual-enrollment, college course between White Plains High School and Syracuse University. HST 101 covers the period from the pre-colonial era in North America to 1865, and HST 102 covers the period from 1865 through the present. This course is recommended for students who want to gain a greater appreciation of and dive more deeply into specific events within US History. Students will be committing to completing college level work including reading college level texts, participating in graded class discussions, formulating historical arguments, and writing research essays. The course also requires students to engage with readings and prepare course materials outside of class time in order to engage with the content at a collegiate level. Each course concludes in a final that reflects the rigor and content of the course. **Upon successful completion of both courses and paying the discounted fee, students will earn 6 college credits and receive a Syracuse University transcript. This course receives Honors weighting. Prerequisite: Global History or AP World History with a B or higher.**

**THE FOLLOWING SOCIAL STUDIES COURSES MEET THE  
NYS GRADUATION REQUIREMENT FOR ECONOMICS**

**PLANNING FOR YOUR FINANCIAL FUTURE**

**Half year - ½ credit, Grade 12**

This course is designed to provide the knowledge, skills and tools to help young adults to make informed personal financial decisions for their post high school lives. Topics will include budgeting, career exploration, savings, investing and retirement planning. This course will follow the state guidelines and meet the requirements for Economics credit.

**SUPA: PERSONAL FINANCE**

**Half year - 1/2 credit, Grade 12**

This is a dual enrollment course open to seniors and is designed to provide a foundation for students to make informed reasoned choices about financial decisions over their professional and personal lives. It covers essential aspects of household personal finance, including record keeping, budgeting, banking, saving, credit, loans, investing, insurance, taxes, and retirement planning. Students will learn important institutional facts about different types of bank deposits; mutual funds; bonds, including US Savings Bonds; stock; loans, including credit cards and fixed and adjustable rate mortgages; retirement accounts, such as Individual Retirement Accounts and 401 (k) plans; tax deductions and credits; and aspects of health, property, and life insurance. This course would follow the state guidelines and meet the requirements for Economics credit while giving the students an opportunity for 3 college credits. Students must pay the discounted fee for Syracuse University credit to receive a Syracuse University transcript. This course receives Honors weighting. *Prerequisite: U.S. History*

**THE ECONOMICS OF FOOD HONORS**

**Half year - ½ credit, Grade 12**

Have you ever taken a bite of a dish and thought, I have to share this with the people I love? That idea is at the heart of our relationship with food. Do you want to spend a semester chasing that feeling? Exploring the roots of our food system? Not just in the farms and the factories, but also the cultures and communities? Do you want to know how it all really works? What really happens from the seed to the supermarket? The goal of Farm to Table: the Economics of Food is to send you home with things you can't wait to share. To give you a way to look at food that will enrich every meal you have - for the rest of your life. All while teaching you the same core economic and personal finance lessons that everyone taking other economics classes will learn. It promises to be a truly nourishing experience.

## **THE FOLLOWING HALF YEAR SOCIAL STUDIES COURSES MEET THE NYS GRADUATION REQUIREMENT FOR GOVERNMENT**

### **CURRENT EVENTS IN AMERICAN POLITICS**

**Half year - ½ credit, Grade 12**

This exciting course for 12th graders dives into the pressing issues shaping the United States today, from debates over climate policy and immigration reform to Supreme Court decisions and shifts in electoral politics. Through discussions, debates, and hands-on projects, you'll explore how government institutions work—and sometimes fail—in real time. Learn to analyze media coverage, evaluate policy proposals, and understand the connections between local, national, and global events. Whether you're passionate about politics or just want to make sense of the news, this course will empower you to become an informed and active citizen. We will also complete a Civics Project aligned to the Civics Seal of Readiness. *Prerequisite: any US History class.*

### **HUMAN RIGHTS**

**Half year - ½ credit, Grade 12**

This course explores the origin and nature of prejudice and racism, the global context of the struggle for human rights and the ways in which the individual can contribute to the extension of human rights as we move toward a global community. The Holocaust, Armenian genocide, history of Native Americans, Cambodia and apartheid in South Africa are among the issues and events discussed. Lively class discussion, literature, the arts, guest speakers, field trips and films are a part of the class format. *Prerequisite: U. S. History or AP U. S. History*

### **SUPA: INTRODUCTION TO THE ANALYSIS OF PUBLIC POLICY**

**Half year - ½ credit, Grade 12**

This is a dual enrollment course offered in collation with Syracuse University. This course will explore citizenship and the components of public policy. Students will be able to develop research skills and advocacy that can be used throughout their college career. Students must pay the discounted fee for Syracuse University credit to receive a Syracuse University transcript. This course receives Honors weighting. *Prerequisite: U.S. History Regents or AP U.S. History with a B or higher*

### **LATIN AMERICAN - LATINX STUDIES**

**Half year - ½ credit, Grade 12**

Latinx Studies will focus on the importance of embracing our history, cultures, traditions, and experiences and its impact in shaping our identities. This course will allow you to share the parts of your culture that have shaped your past, and the parts you want to carry with you into the future. By critically analyzing works from a range of genres and cultural expressions including podcast, film, stories, and performance, along with recent literary and cultural theory works, the course will explore major themes and issues such as colonialism, immigration, gender machismo, sexuality, assimilation, and our upbringing. We will start with brief introduction to US Government and issues that the Latinx community are passionate about. By the end of the semester, students will complete a Civics Seal aligned research paper or Civics Project on topics related to Latinx History and Identity. This course has an Honors option. *Prerequisite US History*

### **CONSTITUTIONAL LAW HONORS**

**Half year - ½ credit, Grade 12**

This is a dual enrollment Political science course with Marist College which is designed to increase student knowledge and awareness of Constitutional rights, systems, and the effects that the Constitution has on their lives. This course will concentrate on understanding the Articles and Amendments of the Constitution, as well as the government systems established by the Constitution's framework. The course will provide opportunities for students to interact with their communities and to earn points towards the New York State Seal of Civic Readiness through civic engagement projects. criminal justice to see how the criminal justice system is responding to the constant issues arising for our society to deal with on a daily basis. Students taking the course for Marist College credit may register for the course and pay the discounted fee to Marist College. They must also earn a grade of C or better. This course receives Honors weighting. This course will follow N.Y. State guidelines and meets the requirements for the government credit . *Prerequisite: U. S. History or AP U. S. History*

### **AFRICAN STUDIES/SUPA AFRICAN STUDIES**

**Half year - ½ credit, Grades 11, 12**

This is a dual enrollment course that introduces central themes that comprise the interdisciplinary subject of African American Studies. Also referred to a Africana Studies, African Diaspora Studies, or African and African American Studies, the field places the study of North Americans of African descent in a broader context that considers connections to the African continent and to other people of the African Diaspora. In addition to providing a unit on an Introduction to American Government, this framework enables students to explore common and divergent experiences and identities among varied Black populations. (SUPA AAS 112 Course Description). College credit is offered from Syracuse University to seniors only. Students must pay the discounted fee for Syracuse University credit to receive a Syracuse University transcript. This course has an honors option meaning you can take it for regular elective/Government credit or enroll in the SUPA Class for Honors credit and college credit. *Prerequisite: U.S. History Regents, SUPA U.S. History or AP U.S. History with a B or higher.*

## **THE FOLLOWING FULL YEAR SOCIAL STUDIES COURSES MEET THE NYS GRADUATION REQUIREMENT FOR GOVERNMENT**

### **AP UNITED STATES GOVERNMENT AND POLITICS**

**Full Year - 1 credit, Grades 11 and 12**

This course is a non-partisan introduction to the foundations and systems of the United States Government. This course will introduce students to key political concepts, ideas, institutions, policies, and roles of the constitutional system and the political culture of the United States. Students will read and interpret data, make comparisons and applications, and make evidence-based arguments from Supreme Court decisions and U.S. foundational documents. Administrative approval is required for juniors. Students are expected to take the Advanced Placement Exam at the end of this course. *Prerequisite: Global History 2, AP World History, U.S. History or AP U.S. History Advanced juniors may enroll in the course for elective credit only Students are expected to take the Advanced Placement Exam at the end of this course. Prerequisite: Global History 2, AP World History*

## **THE FOLLOWING FULL YEAR SOCIAL STUDIES COURSES MEET THE NYS GRADUATION REQUIREMENT FOR GOVERNMENT AND ECONOMICS**

### **Farm to Table: the Government and Economics of Food HONORS**

**Full Year - 1 credit, Grade 12**

Have you ever taken a bite of a dish and thought, I have to share this with the people I love? That idea is at the heart of our relationship with food. Do you want to spend a semester chasing that feeling? Exploring the roots of our food system? Not just in the farms and the factories, but also the cultures and communities? Do you want to know how it all really works? What really happens from the seed to the supermarket? The goal of the full year Farm to Table: the Government Economics of Food is to send you home with things you can't wait to share. To give you a way to look at food that will enrich every meal you have - for the rest of your life. All while teaching you the same core aspects of US government and economic and personal finance lessons that everyone taking other economics classes will learn. It promises to be a truly nourishing experience.

### **SOCIAL STUDIES 12 HONORS: SERVICE LEARNING**

**Full Year - 1 credit, Grade 12**

This comprehensive course gives students the opportunity to apply academic knowledge to local and national issues both in and out of the classroom. Social Studies 12 Honors Service Learning focuses on developing student reading, writing, public speaking, and critical thinking and analysis in order to prepare for college and career. The course will complete the NYS required curriculum in Economics and Government & Politics. This course will culminate in a student developed and executed service learning project within our community. This course is open to seniors who have successfully completed the first three years of the Social Studies curriculum and passed the required N.Y. State examinations. Students taking Social Studies 12 Service Learning must also take English 12 Service Learning.

## **SOCIAL STUDIES ELECTIVE COURSES**

### **PSYCHOLOGY**

**Full year- 1 credit, Grades 10-12**

This course explores the answer to the question "Why do individuals behave the way they do?" It studies the fascinating world of human behavior, examining such topics as human growth and development, personality, dreams, extra-sensory perception, abnormal psychology, addictive behavior and sex-role stereotyping. The ideas of Freud and other theorists are discussed. Readings, projects and films are used.

### **AP PSYCHOLOGY**

**Full year - 1 credit, Grades, 11, 12**

This course will follow the curriculum set by the College Board. The purpose is to introduce students to the systematic study of the behavior and mental processes of human beings. Students are exposed to principles and phenomena associated with major subfields of psychology such as Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning and Cognition, Motivation and Emotion, Developmental Psychology, Abnormal Psychology, and Social Psychology. Students are expected to take the Advance Placement Exam in Psychology. **Administrative approval is required for juniors. Prerequisite: U. S. History, AP U. S. History, or AP World History**

### **CRIMINAL JUSTICE HONORS**

**Half Year - 1/2 credit, Grades 10,11, 12**

This is a dual enrollment course offered in collaboration with Marist College. This course is designed to introduce students to some of the basic ideas, concepts and laws along with a basic understanding of how our criminal justice system functions in the United States. The course will begin with a look at the nature and causes of crime and their impact on society. This will be followed by a focus on the roles that individuals play in the criminal justice system. Finally, the course will look at current events in the field of criminal justice to see how the criminal justice system is responding to the constant issues arising for our society to deal with on a daily basis. Students taking the course for Marist College credit may register for the course and pay the discounted fee to Marist College. This course is a 3 credit course and will cost \$300 for Marist tuition. They must also earn a grade of C or better. This course receives Honors weighting. **Prerequisite: U. S. History or AP U. S. History**

## MATH DEPARTMENT

We offer a variety of mathematics courses that challenge and support our students. Courses help students meet N.Y. State and local requirements and prepare students for study beyond high school. Honors courses may require students to take the Regents Exam at the end of the course as well as a departmental final exam.

Grades that are indicated in the course descriptions are to be used as guides. Grades do not impede a student from taking a course. Please speak with your school counselor about the appropriate course for your academic success.

### ALGEBRA

**Full year - 1 credit, Grade 9**

This course follows the New York State curriculum for Algebra 1 Common Core and is designed for the students who achieved at least level 2 proficiency on the New York State Grade 8 test. Topics include the algebraic concepts of writing, solving and graphing linear and quadratic equations, probability and statistics. At the conclusion of this course students are eligible to take the Algebra 1 Regents Exam. The course final exam is a departmental exam.

**Prerequisite: Math 8**

### ALGEBRA 9

**Full year - 1 credit, Grade 9**

This course is the first year of the two year study of the New York State curriculum for Algebra 1 Common Core. This course follows the NY State curriculum for Algebra 1 Common Core. This course is designed for students who have achieved a level 1 proficiency on the NY State Grade 8 test. Topics include the algebraic concepts of writing, solving and graphing linear equations, and statistics. The final examination is a departmental exam. *Administrative approval required.* **Prerequisite: Math 8**

### ALGEBRA 10

**Full year - 1 credit, Grade 10**

This course is the second year of the two year study of Algebra. This course follows the NY State curriculum for Algebra 1 CC. This course is designed for students who have achieved a level 1 proficiency on the NY State Grade 8 test. Topics include the algebraic concepts of factoring, quadratic functions, data analysis, exponential and radical functions, and rational expressions. At the conclusion of this course students are eligible to take the Algebra I Regents Exam. The course final exam is a departmental exam.

**Prerequisite: Algebra 9**

### GEOMETRY

**Full year - 1 credit, Grades 9,10**

This course follows the New York State curriculum for Geometry Common Core. Topics include analyzing geometric shapes and relationships, informal and formal proof, transformational geometry and coordinate geometry. The final exam is the Geometry Regents. *Both Regents and Honors levels are offered for this course.* At the conclusion of this course students are eligible to take the Geometry Regents Exam. The course final exam is a departmental exam. **Prerequisite: Algebra**

### GEOMETRY APPLICATIONS

**Full year - 1 credit, Grades 10,11**

This course will focus on topics from the Advanced Regents Diploma. Topics of study include geometric relationships, making and investigating conjectures, transformations and coordinate geometry. This course will include hands-on work with the graphing calculator, a project driven curriculum, and SAT preparatory work. The final exam is a departmental exam.

### ALGEBRA 2 TRIGONOMETRY

**Full year - 1 credit, Grades 10,11**

This course follows the New York State curriculum for Algebra 2 Common Core. Topics include the study of rational and radical expressions, quadratic, exponential, logarithmic and trigonometric functions, imaginary numbers, statistics, probability and sequences and series. At the conclusion of this course students are eligible to take the Algebra II Regents Exam. The course final exam is a departmental exam.

*Both Regents and Honors levels are offered for this course.* **Prerequisite: Geometry (Prerequisite for Honors: Geometry Honors)**

### ALGEBRA 2

**Full year - 1 credit, Grades 11,12**

This course is the first year of the two year study of Algebra 2 Common Core. This course begins the study of the New York State curriculum for Algebra 2. Topics include the study of rational and radical expressions, imaginary numbers, quadratic, exponential and logarithmic functions. The final exam is a departmental exam. **Prerequisite: Geometry**

### TRIGONOMETRY

**Full year - 1 credit, Grade 12**

This course is the second year of the two year study of Algebra 2 Common Core. This course completes the study of the New York State curriculum for Algebra 2. Topics include the study of trigonometric functions, statistics, probability, sequences and series. At the conclusion of this course students are eligible to take the Algebra II Regents Exam. The course final exam is a departmental exam.

**Prerequisite: Algebra 2**

### CONTEMPORARY MATHEMATICS

**Full year - 1 credit, Grade 12**

This course emphasizes the practical aspects of mathematics. Topics include problem-solving, personal finance, statistics and probability. Written projects are required in a variety of mathematical applications such as a stock market portfolio analysis, a statistical case study, or historical research in mathematics. The final exam is a departmental exam.

### COLLEGE ALGEBRA ECE: Math 131 WCC

**Full year - 1 credit, Grades 11,12**

This course is a dual enrollment course offered in collaboration with Westchester Community College through its Early College Experience (ECE). Math 131: This course is an introduction to algebraic functions and their graphs, solving equations that involve algebraic functions, and the use of function notation and focuses on topics including Linear Functions, Quadratic Functions, Polynomial Functions, Rational Functions, Radical Functions, and Systems of Linear Equations. The final exam is a departmental exam. Students must pay the discounted fee and have a passing grade to receive four Westchester Community College credits. Prerequisites: Grade of 75 or higher High School Algebra II and Regents.

### PRE-CALCULUS ECE: Math 161 WCC

**Full year - 1 credit, Grades 11,12**

This course is a dual enrollment course offered in collaboration with Westchester Community College through its Early College Experience (ECE). Math 161: A detailed analysis of topics essential to the mastery of a follow-up course in calculus. Assisted by applications utilizing a graphical/scientific calculator, topics include: functions and inverse relations; trigonometric functions and identities; the study of polynomial, rational, logarithmic and exponential functions; and selected topics in analytic geometry. Students must pay the discounted fee and have a passing grade to receive four Westchester Community College credits. Prerequisites: Grade of 75 or higher in High School Algebra II and Regents exam.

### PRE-CALCULUS HONORS

Full year - 1 credit, Grades 11,12

This course continues the study of the pre-calculus topics from Algebra 2 Trigonometry Honors and begins the study of Advanced Placement Calculus as outlined by the College Board. It includes the analysis of functions, vectors, sequences and series and differential calculus. The emphasis is on proofs and intensive discussions of related topics with student presentations required. The final exam is a departmental exam. **Prerequisite: Algebra 2 Trigonometry Honors**

### Calculus 1 ECE: Math 181 WCC

Full year - 1 credit, Grade 12

This course is a dual enrollment course offered in collaboration with Westchester Community College through its Early College Experience (ECE). Math 181: Subjects include: Concept of Limit; understanding and applying the definition of a derivative; analyzing curves of functions; related rates; optimization applications; Rolle's Theorem; Mean Value Theorem; differentiation of algebraic, trigonometric, logarithmic, exponential and other transcendental functions; antiderivatives of algebraic and trigonometric functions; integration using u-substitutions. The final exam is a departmental exam. Students must pay the discounted fee and have a passing grade to receive four Westchester Community College credits. Prerequisites: Grade of 75 or higher in High School Algebra II.

### AP CALCULUS AB

Full year - 1 credit, Grade 12

This Advanced Placement course completes the study of the AB level of Advanced Placement Calculus. The students are expected to take the Calculus AB Advanced Placement Exam. The final exam is a departmental exam. **Prerequisite: Pre-Calculus with a B+ or higher or Pre-Calculus Honors**

### AP CALCULUS BC

Full year - 1 credit, Grade 12

This Advanced Placement course completes the study of the BC level of Advanced Placement Calculus. The students are expected to take the Calculus BC Advanced Placement Exam. The final exam is a departmental exam. **Prerequisite: Pre-Calculus Honors with a B or higher**

### MULTIVARIABLE CALCULUS

Full Year - 1 credit, Grade 12

Multivariable Calculus (also often known as Calculus III) is the third course in a three-semester sequence in calculus designed for future mathematicians, scientists, engineers and students interested in STEM disciplines. Concepts covered in the course include: vectors, vector-valued functions, functions of several variables, partial derivatives, and multiple integration. This course is a **dual enrollment course (4 credits)** offered in collaboration with Marist College. Grade consists of in-course examinations, homework, and a final exam. Students can earn high school credit independent from Marist College. Students must pay the discounted fee for college credit. This course receives Honors weighting. **Prerequisite: Students must receive a minimum grade of B in AP BC Calculus, or an A in AP AB Calculus and Calculus II over the summer at an accredited college.**

### APPLIED STATISTICS

Full year - 1 credit, Grades 11,12

This course will focus on topics in statistics with an emphasis on their practical applications in social media, sports, medicine, research, and practically any field that interests you. Have you ever wondered if having a Facebook page makes you more likely to Tweet? Do White Plains High School students prefer orange or black and does gender influence the response? Is there a home field advantage in the NFL? Does the amount of snow needed to close school vary in New York State? Can polyurethane suits make you swim faster? These are the types of questions students will explore in this course. Topics include categorical and numerical data, paired data, measure of variability, normal distribution, confidence intervals, non-linear models, and counting rules. There will be an emphasis on exploration of major concepts through hands-on data collection and analysis. The final exam is a choice between a departmental exam or final project. **Prerequisite: Geometry or Geometry Applications**

### AP STATISTICS and ECE: MATH 140 WCC

Full year - 1 credit, Grades 11,12

This Advanced Placement course provides the opportunity for students who have a strong desire to study an advanced mathematics course on the Advanced Placement level. Topics such as exploring data and observing patterns and departures from patterns, planning a study, producing models using probability theory and simulation, and statistical inference are included in the course. The students are expected to take the Statistics Advanced Placement Exam. The final exam is a departmental exam. **Prerequisite: Algebra 2 Trigonometry with a 75 or higher. This course is offered as an ECE course AND an AP Course for both types of credit.**

## SCIENCE & ENGINEERING DEPARTMENT

The Science and Engineering Department offers a variety of courses that challenge and support our students. These courses help students meet New York State and local requirements and prepare students for study beyond high school. All science courses require students to take the Regents Exam (if applicable) at the end of the course as well as a departmental final exam.

Grades that are indicated in the course descriptions are to be used as guides. Grades do not impede a student from taking a course. Please speak with your school counselor about the appropriate course for your academic success.

### SCIENCE

#### LIFE SCIENCE: BIOLOGY

Full year - 1 credit, Grades 9-12

This course provides a sound introduction to biological concepts. It follows the New York State Science Learning Standards, and students are expected to engage in the three dimensions of science (disciplinary core ideas, science and engineering practices, and cross-cutting concepts) throughout the course and assessments. Primary foundational concepts include: Structure and Function; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Inheritance and Variation in Traits; Natural Selection and Evolution; and Earth's Systems. Lab work is an essential and integral part of the course and students must complete the laboratory requirement in order to sit for the Regents Exam in June. The final exam is locally developed. **Regents and Honors levels are offered for this course. All students are required to take both the final exam and the Regents exam, which is a graduation requirement for all students.**

## AP BIOLOGY

**Full year - 1 credit, Grades 11,12**

This Advanced Placement course is an opportunity for highly motivated students with a strong background in Biology to further their understanding of big biology ideas like: evolution, biological systems use of energy, information processing, and interacting biological systems. The course follows the College Board Biology AP Curriculum, and the topics included range from biochemistry, genetics, evolution and energy in biological systems. Laboratory work is an important and extensive part of the course, and written lab reports are required for all of the AP laboratories. Students are expected to take the Biology Advanced Placement Exam. Students could potentially earn college credit in science. Prerequisites: Biology or Living Environment (B+ or better) and Regents Chemistry (B+ or better). Honors Biology and Chemistry are highly recommended for success in this course.

## ANATOMY & PHYSIOLOGY HONORS

**Full year - 1 credit, Grades 11,12**

This is an intensive, rigorous course that introduces students to the in-depth study of the human body. The skeletal, muscular, nervous, endocrine and reproductive systems will be comprehensively addressed. The cardiovascular, respiratory, digestive, excretory and immune systems will be introduced. Lab work is an integral part of the course and lab practical assessments will be a substantial part of the course grade. Hands-on dissection is a course expectation. This course is appropriate for students intending to enter the health profession and should be considered an introduction to college level work in this area. **Prerequisites: Living Environment or Biology and one other regents level science course.**

## EARTH and SPACE SCIENCE

**Full year - 1 credit, Grades 10-12**

This course introduces students to many aspects of geology, astronomy and meteorology, applying these principles to everyday experiences. The content follows the Regents Core Curriculum for the Physical Setting/Earth Science. Lab work is an essential and integral part of the course and students must complete the laboratory requirement in order to sit for the Regents Exam in June. The Regents Exam is the final exam for this course. **Both Regents and Honors levels are offered for this course. All students are required to take both the final exam and the Regents exam.**

## CHEMISTRY IN THE COMMUNITY

**Full year - 1 credit, Grades 10-12**

This course stresses application of chemical theory to our technological society. Students explore chemical content through hands-on projects, activities and lab experiments. Although the course is consistent with the Regents Core Curriculum in Chemistry, this course is not designed to prepare students to take the Regents Exam in Chemistry. **Prerequisites: Living Environment or Biology and remove Earth Science as a prerequisite.**

## CHEMISTRY

**Full year - 1 credit, Grades 10-12**

This course provides a rigorous presentation of the principles of chemistry. Topics include matter and energy, atomic theory, chemical bonding, stoichiometry, kinetics and equilibrium, acid and bases, electrochemistry, and organic chemistry. The course follows the Regents Core Curriculum in Chemistry and requires abstract reasoning skills and a considerable amount of problem-solving. Lab work is an essential and integral part of this course and students must complete the laboratory requirement in order to sit for the Regents Exam in June. **Both Regents and Honors levels are offered for this course. All students are required to take both the final exam and the Regents exam. Prerequisites: Living Environment or Biology and Algebra. It is recommended that students enrolling in Honors have a 90 or better in their current science class and a 75 or better in Algebra.**

## AP CHEMISTRY—

**(NOT running 25-26, Running 26-27)**

**Full year - 1 credit, Grades 11,12**

This Advanced Placement course follows the College Board curriculum. Topics include atomic and molecular structure, the periodic table of the elements, chemical formulas, equations, thermodynamics, gas laws, chemical bonds, liquids and solids, solutions, chemical equilibrium, electrochemical cells, nuclear reactions, and organic chemistry. All students must complete a final project. Students are expected to take the Chemistry Advanced Placement Exam. **Prerequisites: Honors Chemistry ( 80 or better) and Algebra 2 Trig ( 80 or better)**

## ACTION PHYSICS

**Full year - 1 credit, Grades 10-12**

This course has two basic aims—to introduce students to the fundamental principles of physics and to show students how physics is applied in their lives and to society. Action Physics combines activities, projects, theory, applications, and the impact of physical concepts on everyday life. This course brings physics to life, developing concepts and demonstrating their relevance. Main topics include linear motion, Newton's laws, momentum, work, machines, forces, and waves. This course ends in a final examination and project. Although the course is consistent with the Regents Core Curriculum in Physics, this course is not specifically designed to prepare students to take the Regents Exam in Physics. **Prerequisites: Living Environment or Biology and Geometry or Geometry Applications.**

## PHYSICS

**Full year - 1 credit, Grades 10-12**

This course is a carefully coordinated study of motion, light, dynamics, electricity, magnetism and atomic physics. Emphasis is placed on student inquiry, experimentation and discovery of the fundamental concepts involved. This course follows the Regents Core Curriculum in Physics. Laboratory work is an essential and integral part of this course and students must complete the laboratory requirement in order to sit for the Regents Exam in June. **Both Regents and Honors levels are offered for this course. All students are required to take both the final exam and the Regents exam. Prerequisites: Regents Geometry (Physics Honors requires students to have completed Algebra 2 Trig.)**

### AP PHYSICS C

Full year - 1 credit, Grade 12

This course is an introductory calculus-based course suitable for students who have taken Physics Honors. The program consists of a thorough and extended treatment of mechanics, electricity, and magnetism. The course of study is the College Board Physics Advanced Placement Program. All students must complete a final project. All students are expected to take the Physics Advanced Placement Exam.

**Prerequisites:** Physics Honors (80 or better) and Pre-Calculus Honors (70 or better)

### AP ENVIRONMENTAL SCIENCE

Full year - 1 credit, Grades 11,12

This course is a rigorous laboratory course for students with a strong background in science and the ability and motivation to work at the college level. It is an interdisciplinary curriculum that draws from both Life and Physical Sciences, allowing the teacher and students to approach the material in a variety of ways. The course provides a wonderful opportunity for students to engage in true inquiry learning through field investigations and lab work in a context that can earn them college credit. This course follows the College Board Curriculum for Environmental Science Advanced Placement. All students must complete a final project. All students are expected to take the Environmental Science Advanced Placement Exam. **Prerequisites:** Living Environment or Biology and Regents Chemistry

### BILINGUAL SCIENCE LITERACY

Full year - 1 credit, Grades 9,10

This course is for Spanish-speaking students who have had limited or interrupted formal science education in previous years. It provides the building blocks of science practices and skills while exploring foundational content to prepare students to succeed in Bilingual or ENL Living Environment in future years. This course is to prepare students to succeed in Bilingual or ENL Biology in future years. The course ends in a final exam.

## SCIENCE ELECTIVE COURSES

### WEATHER/CLIMATE & NATIONAL HAZARDS

Full year - 1 credit Grades 10-12

Over the course of Earth's history, the climate has shifted from colder to warmer and back to colder many times. What might the current climate shift mean for the human species? What are the obligations of individuals, governments, and businesses in addressing the social, environmental, and economic implications of climate change? In this course, students will develop a deep understanding of Earth's weather and climate, analyze climatic data, evaluate the role that human activity has played in observable climate shifts, and develop global, national, and local solutions. The course is structured so that students will explore real weather and climate event case studies through the eyes of citizens and policymakers as they work toward a more sustainable future. One case study involves analyzing life on the Gulf Coast, an area that is both dependent on the fossil fuel industry and susceptible to rising sea levels, extreme weather, and coastal erosion. Additional case studies will focus on the Fort McMurray wildfire, drought in the American Southwest, the Paris Agreement, and the Amazon Rainforest. Through project-based learning and interdisciplinary discussion, students will learn to become citizen-scientists who can analyze, critique, defend, and communicate about issues related to climate change in order to prepare them for living and working in the 21st century. **Prerequisites:** Living Environment or Biology

### FORENSIC SCIENCE

Full year - 1 credit, Grade 12

This course is for 12th Grade Students only. This is an introduction to scientific criminal investigation. There will be practical applications of skills learned in previous science courses. Analysis of physical evidence (hair, blood, prints, and chemicals) will be studied and closely correlated to classroom lectures. The course ends in a final exam. **Prerequisites:** Living Environment or Biology and an additional Science Regents

### SUPA FORENSICS

Full year - 1 credit, Grade 12

This course is only for 12th grade students. This is a **dual enrollment** course between White Plains High School and Syracuse University. Forensic Science is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations. Lab work is an essential and integral part of the course, and there is a separate required lab period on alternate days. Laboratory exercises will include techniques commonly employed in forensic investigations. *Students who pay the discounted fee to SU will receive a Syracuse University transcript.* **This course receives Honors weighting.**

**Prerequisite:** Regents Chemistry (80 or better)

### SCIENCE RESEARCH 1

Full year - 1 credit, Grade 10

**Prerequisite:** Interview and Application

### SCIENCE RESEARCH 2

Full year - 1 credit, Grade 11

**Prerequisite:** Science Research 1

### SCIENCE RESEARCH 3

Full year - 1 credit, Grade 12

**Prerequisite:** Science Research 2

These are **dual enrollment** courses offered in collaboration with SUNY Albany. These honors-level courses are designed to provide students with an understanding of research methods in the sciences. The sequence is directed to self-motivated students who have a keen interest in science and would like to pursue excellence and progress into areas of original research. For further information, see *Special Courses* in this catalog. **These courses receive Honors weighting.**

### HUMAN ORIGINS AND EVOLUTION

Full year - 1 credit, Grades 10-12

As discoveries about human evolution become known, scientists are unlocking some wild facts about human evolution. For example, are hiccups leftover from when we were aquatic species? In other words, who are we and how are we unique? Class discussions will revolve around technology, artificial intelligence, religion, and the gene pool, while we examine anatomical, behavioral, and genetic similarities and differences among living primates, learn the basic mechanisms of the evolutionary process, and trace a pathway of human evolution as reconstructed from the fossil record. Students will build understanding with debates, projects, hands-on and virtual lab investigations, and field trips. **Prerequisites:** Living Environment or Biology and one other regents level science course.

## **MARINE SCIENCE**

**Full year - 1 credit, Grades 10-12**

The Marine Science course is a full-year science elective which builds on students' fundamental understandings of both physical science and biology. Throughout the year, the science of oceanography (the chemistry of seawater, the relationship between the oceans and the atmosphere, how seawater circulation works, and how the tides and coastal activities influence our lives) will be integrated with the biology of the oceans. Students will learn about the plant life, invertebrate life, vertebrate life and the myriad of ecosystems that rely on the oceans for survival, as well as how human activity has influenced the current state of our oceans. Students will be required to approach these topics with a discerning eye and challenge their own understanding both socially and ethically. Students will build understanding with lab investigations and field trips. The course does not include a separate lab period in the schedule. **Prerequisites: Living Environment or Biology and one other regents level science course.**

## **ENVIRONMENTAL SUSTAINABILITY AND HUMAN IMPACT**

**Full year – 1 credit, Grades 10-12**

This course is designed to bring awareness to students about global climate changes, dynamic changes within Earth's many ecosystems, and how human impact has played a significant role in our current global climate shift. Throughout this course, students will engage in case studies and defense of policies, debate and Socratic discussions. Students will also participate in student-lead research projects, hands-on laboratory activities, and supplemental experiences designed to provide them with a greater understanding of how our environment is currently shifting. While hands-on laboratory activities will be an integral part of the course, there is no separate lab period in the schedule. The first semester of this course will focus on human population growth, carrying capacities of different regions of the Earth, our utilization of natural resources, and the dynamics of our local ecosystem. The second semester will focus on specific ways in which humans have impacted our environment. This semester will include topics such as air, water, and soil pollution as well as less commonly known human impacts such as sound and light pollution. **Prerequisites: Living Environment or Biology and one other regents level science course.** \

## **INTRODUCTION TO HORTICULTURE**

**Full year - 1 credit, Grades 10-12**

This course is designed to introduce students to the principles and practices in the development, production and use of horticultural crops (fruits, vegetables, greenhouse, turf, nursery, floral and landscape). The course will include the study of classification, structure, growth and development of plants, plant propagation, environmental influences on horticultural plants, horticultural technology, and an introduction to the horticultural industries. Students will examine fundamental concepts integral to all aspects of production and management such as climate, soil, culture, pest management, harvesting and storage. Additionally, the class will identify emerging issues in horticulture and encourage robust discussion. Students will apply their knowledge and skills by designing and maintaining the school garden and other plantings around the school grounds. **Prerequisites: Living Environment or Biology and one other regents level science course.** \

## **THE GEOLOGY OF THE NATIONAL PARKS**

**Full year - 1 credit, Grades 10-12**

Do you ever wish you could travel to Yellowstone National Park or the Grand Canyon? Do you ever wonder how the National Parks started and what makes something a national park or national monument? Are you curious about the culture, the history, the economic livelihood, the careers, and the geology that makes up the national parks in the United States as well as on other continents? This course discusses the geologic phenomena that shapes our national parks. Students will build an understanding of geology through virtual field trips, projects, hands-on lab investigations, and actual field trips. **Prerequisite: Living Environment or Biology and one other regents level science course.** \

## **MEDICAL TERMINOLOGY (DUAL-LANGUAGE)**

**Full year - 1 credit, Grades 11,12**

This course will introduce students to common medical terms used in health related areas in both Spanish and English. Prefixes, suffixes, and word roots will be stressed. The anatomy of the human body, disease process, and surgical and diagnostic procedures will be presented along with the medical terminology. The course will help to prepare students for courses needed to become a medical translator or work in health-related fields. **Prerequisites: Living Environment or Biology and one other regents level science course.**

## **ENGINEERING AND INDUSTRIAL ARTS**

Engineering education provides an opportunity for students to study and learn about the processes and knowledge related to technologies that are needed to solve problems and extend human capabilities. Students will be able to use, manage, understand, and assess technologies. It uses concepts of science, mathematics, social science, and language arts in a hands-on, systems-based approach to problem-solving that guides students in the understanding, design and development of systems, devices, and products to improve our lives.

### **ARCHITECTURAL DRAWING COMMERCIAL**

**Half year – ½ credit, Grades 9-12**

Students will create a design and a model of a store. Most drawings will be completed using a computer-aided drawing (CAD) program. Tools and machines will be available for construction of models. Drawings and model building skills are employed to fulfill project requirements. In addition, personal career opportunities in construction will be explored.

### **ARCHITECTURAL DRAWING RESIDENTIAL**

**Half year – ½ credit, Grades 9-12**

Students will design a house and make the necessary drawings needed for construction. A model will be constructed from their plans using tools and machines that will be available for the construction of models. Most drawings will be done with a computer-assisted drawing (CAD) program. Drawing and model building skills are employed to fulfill project requirements. In addition, personal career opportunities using architecture and construction will be explored.

## **INDUSTRIAL DESIGN**

**Half year – ½ credit, Grades 9-12**

This course uses a hands-on approach for learning and applying the Engineering Design Process. Students will learn fundamental skills in measuring, drawing, product research, and materials processing practices. Emphasis will be on the safe use of a variety of tools to shape different materials, including woods and plastics. Topics will include measurement, creating precise hand and CAD drawings, reading project plans, refining projects using the design process, and materials processing.

## **ADVANCED INDUSTRIAL DESIGN AND FABRICATION**

**Half year – ½ credit, Grades 9-12**

This course is a continuation and expansion of the materials processing concepts introduced in the Industrial Design course. Students will build more complex projects, modify plans to incorporate custom fabrications, and create project portfolios. Students will learn to use wood and CNC lathes, the CNC mill, 3D printer and vacuum former, and will be introduced to acrylic resin and mold-making. **Prerequisite: Industrial Design**

# **PROJECT LEAD THE WAY – PATHWAYS TO ENGINEERING**

## **INTRODUCTION TO ENGINEERING DESIGN**

**Full year – 1 credit, Grades 9-12**

This is a **dual enrollment course** offered in collaboration with the Rochester Institute of Technology (RIT). This course is the first in the Project Lead the Way (PLTW) Pathways to Engineering Program, but may be taken on its own to meet graduation elective credit requirements. In this course, students use the design process and industry standard 3D modeling software to design solutions to solve proposed problems. Students engage in hands-on, project-based activities while learning the fundamentals of engineering. This course prepares students to move to the PLTW electives such as Aerospace Engineering and Biotechnical Engineering. ***Students must pay the discounted fee for RIT credit to receive a Rochester Institute of Technology transcript. Please note that Introduction to Engineering Design is a prerequisite for many other Project Lead the Way courses. Students with a desire to pursue engineering should keep this in mind when choosing electives. This PLTW course receives Honors weighting.***

## **AEROSPACE ENGINEERING**

**Full year – 1 credit, Grades 10-12**

This course is a specialization course in the Project Lead the Way (PLTW) Pathways to Engineering Program. Through activities, projects and problems, students explore the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. Students engage in hands-on, project-based activities while learning the fundamental of aerospace engineering. **Prerequisite: Introduction to Engineering Design**

## **CIVIL ENGINEERING & ARCHITECTURE**

**Full year – 1 credit, Grades 9-12**

This is a **dual enrollment course** offered in collaboration with the Rochester Institute of Technology (RIT). This course is a specialization course in the Project Lead the Way (PLTW) Pathways to Engineering Program. Students are introduced to key aspects of building and site design and development as they learn to use computer-assisted architectural design and modeling software. Throughout the course, students move from structured activities to open-ended projects, completing both residential and commercial designs. Students apply the engineering design cycle to all problems while applying math and science concepts and developing professional skills such as planning, documentation, communication and presentation of solutions. Major projects include the design of a small, affordable home; the renovation of a commercial facility; and the design of a small commercial facility that meets a specific community need. ***Students must pay the discounted fee for RIT credit to receive a Rochester Institute of Technology transcript.. This PLTW course receives Honors weighting. Prerequisite: Algebra***

## **PLTW ENVIRONMENTAL ENGINEERING**

**Full year—1 credit, Grades 10-12**

PLTW Environmental Engineering is a specialization course in the Project Lead the Way (PLTW) Pathways to Engineering Program. In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. **Prerequisite: Living Environment or Biology. NOTE: Students cannot receive credit for both this course and the science elective course Environmental Sustainability. This PLTW course receives Honors weighting.**

## **PLTW ENVIRONMENTAL SUSTAINABILITY**

**Full year - 1 credit Grades 10-12**

This course explores the interconnectedness of human society and environmental systems. Students investigate and design solutions in response to real-world challenges such as clean and abundant water, healthy air and soil, and renewable energy. They use the engineering design process and their understanding of environmental science to find solutions that balance the needs of society with the health of the planet. **Prerequisite: Living Environment or Biology and Introduction to Engineering Design. NOTE: Students cannot receive credit for both this course and the science elective course Environmental Sustainability. This PLTW course receives Honors weighting.**

## **PRINCIPLES OF ENGINEERING HONORS**

**Full year – 1 credit, Grades 11,12**

This is a **dual enrollment course** offered in collaboration with the Rochester Institute of Technology (RIT). This course is a foundation course in the Project Lead the Way (PLTW) Pathways to Engineering Program. In it, students are exposed to major concepts like mechanisms, energy, statics, materials, and kinematics. All students must have taken, or be taking, Regents or Honors Physics at the same time as this course. ***Students must pay the discounted fee for RIT credit to receive a Rochester Institute of Technology transcript. This PLTW course receives Honors weighting. Prerequisites: Introduction to Engineering Design (80 or better); Algebra 2 Trigonometry (B or better) or co-requisite Regents Physics***

## **ENGINEERING DESIGN & DEVELOPMENT HONORS**

**Full year – 1 credit, Grade 12**

This is the capstone course in the Project Lead the Way (PLTW) Pathways to Engineering Program. In it, students identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards. This course ends in a required project presentation to professional engineers and school administration. ***This PLTW course receives Honors weighting. Prerequisite: Principles of Engineering***

**Please Note:** Computer Science Principles can also be used as a specialization course in the Project Lead the Way (PLTW) Pathways to Engineering Program.

## ENGLISH DEPARTMENT

We offer a variety of English courses that challenge and support our students. Courses help students meet N.Y. State and local requirements and prepare students for study beyond high school. Grades that are indicated in the course descriptions are to be used as guides. Grades do not impede a student from taking a course. Please speak with your school counselor about the appropriate course for your academic success.

### ENGLISH 1

Full year - 1 credit, Grade 9

This comprehensive English course is the first of a three year sequence. This course is aligned with the NY State Next Generation Learning Standards and uses an inquiry-based approach to learning. In this course students will be exposed to multiple genres with an increased focus on information text. Students will write narratives, persuasive pieces, analytical responses to literature, and a research assignment. Speaking and listening are also emphasized, as is the proper use of the English language in all written and spoken communication. ***Students in English 1 Regents will be able to submit a portfolio of their work in order to receive (upon approval) honors credit for the course. Details will be shared with students at the start of the school year. Both Regents and Honors levels are offered for this course. Prerequisite: Grade 8 ELA***

### ENGLISH 1 R180

Full year - 0 credit, Grade 9

E1 R180, taken in addition to English 1, is a year-long course designed for students who are still progressing toward the NYS standards in reading. Read 180 uses a whole group/small group model, along with adaptive technology, to provide students with targeted reading comprehension instruction and support to help students succeed in English 1 and other subject area courses. Students are recommended for this course by teacher recommendation and Grade 8 performance. *Administrative approval is required. Prerequisite: Grade 8 ELA*

### ENGLISH 2

Full year - 1 credit, Grade 10

This comprehensive English course is the second of a three year sequence. Students will read and study important works of literature from many genres. They will complete a wide range of writings, including a research assignment. Oral communication is emphasized, as is the proper use of the English language in all written and spoken communication. ***Both Regents and Honors levels are offered for this course. Prerequisite: English 1***

### ENGLISH 2 READING WRITING ACHIEVE

Half year - ½ credit, Grade 10

This course is designed for 10<sup>th</sup> grade students in need of additional reading, writing, and study skills instruction in order to meet the NYS Standards in English and other subject area courses. This course is also designed for 11<sup>th</sup> grade students who have failed the English Regents and would benefit from additional instruction and practice to pass the exam. This course must be taken in addition to the regular English class. ***Teacher recommendation required. This ½ credit applies toward English elective credit and not toward N.Y. State English graduation requirements. Prerequisite: English 1***

### ENGLISH 3

Full year - 1 credit, Grade 11

This comprehensive course is the third of a three-year sequence. English 3 is a rigorous course that will build student's writing, research, and reading skills to continue to develop their college and career readiness and prepare them for success in the wide-range of options, including dual-enrollment courses, that are available senior year. Students will read and study important works of literature from many genres. They will complete a wide range of writings, including a research assignment. Oral communication is emphasized, as is the proper use of the English language in all written and spoken communication. ***Both Regents and Honors levels are offered for this course. Prerequisite: English 2***

### ENGLISH 3 READING WRITING ACHIEVE

Half year - ½ credit, Grade 11

This course is designed for 11<sup>th</sup> grade students in need of additional reading, writing, and study skills instruction in order to meet the N.Y. State standards in English and other subject area courses. This course provides additional instruction and practice to pass the N.Y. State English Regents Exam. This course must be taken in addition to the regular English class. ***Teacher recommendation required. This ½ credit applies toward English elective credit and not toward N.Y. State English graduation requirements. Prerequisite: English 2***

### AP ENGLISH LANGUAGE & COMPOSITION

Full year - 1 credit, Grades 11,12

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming writers who compose for a variety of purposes. The course enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. A wide range of literature from various genres and historical periods will be read. Students are expected to take the Advanced Placement Exam in English Language and Composition. Students are also required by New York State to take the Comprehensive English Regents Exam. ***Prerequisite: English 2 or English 2 Honors***

### ENGLISH 4

Full year - 1 credit, Grade 12

This course focuses on the four strands of the NY State Next Generation Learning Standards: reading, writing, speaking, and listening. Readings will expose students to a variety of genres including nonfiction text. English 4 will focus on improving student writing in order to prepare for college entry. Students will be required to complete a variety of writing assignments including a comprehensive research project. ***Prerequisite: English 3 and a 65 or higher on the English Regents Exam***

### AP ENGLISH LITERATURE & COMPOSITION

Full year - 1 credit, Grade 12

This course engages students in the careful reading and critical analysis of literature. Through close reading and critical analysis of selected texts, students will deepen their understanding of the way writers use language to provide both meaning and pleasure to the readers. The course includes an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A variety of writing experiences are incorporated into the course. Students are expected to take the Advanced Placement Exam in Literature and Composition. ***Prerequisite: English 3, English 3 Honors, or AP Language and Composition***

## ENGLISH 4 ECE

Full year - 1 credit, Grade 12

This is a **dual enrollment course** offered in collaboration with Westchester Community College (WCC) through its Early College Experience (ECE) program comprised of the English 101 and English 102 courses offered on campus. The course focuses on the full range of English studies in the four strands of the English Language Arts curriculum. Readings will include essays and may also come from other forms of literature. Students will write essays which demonstrate their ability to articulate personal responses, to draw inferences, to synthesize information, and to express informed opinion. Students develop proficiency in speaking and in evaluating oral discourse through such activities as discussion and oral presentations. Research and its proper documentation will be included in this process. *Students must pass a placement test or score a 85 or higher on the English Regents Exam in order to be eligible to register for college credit for this course. Students must pay the discounted fee for WCC credit to receive a Westchester Community College transcript.* Prerequisite: English 3

## ENGLISH ELECTIVE COURSES

*Seniors must take two electives unless they enroll in a full year senior English course. Juniors may take these elective courses in addition to English 3.*

### AVID 9

Full year-1 credit, Grade 9

### AVID 10

Full year-1 credit, Grade 10

### AVID 11

Full year-1 credit, Grade 11

### AVID 12

Half—year –.5 credit, Grade 12

Students are selected to enroll in AVID after an application process. In this course, students will learn organizational and study skills, develop critical thinking skills and the ability to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities that help make college attainable. Students enrolled in AVID are typically required to enroll in at least one of the school's most rigorous classes, such as honors or AP, in addition to the AVID elective. *Administrative approval is required for this course. This 1 credit does not apply toward N.Y. State English graduation requirements. The credit is applied toward total elective credits for graduation.*

### JOURNALISM 1

Half year - ½ credit, Grades 9-12

News is just a status update away on your iPhone, iPad, laptop, or other tech tool in this 24/7 information hungry world. Learn what it takes to be a 21<sup>st</sup> century news consumer and maker. Learn the essential skills to become a journalist through research, writing and reporting across all the mediums: television, online, and print. You will do on-camera interviews, experiment with podcasting, publish your own blog, and use Twitter to enhance your news gathering skills. Gain the experience necessary to get involved as a future staff member/editor of the school paper *The Orange*. Learning how to write and research for news stories will enhance your skills and help you in your other classes as well. This course is a great foundation for future career options in the communication field.

### JOURNALISM 2

Half year - ½ credit, Grades 9-12

Build on the foundation of skills developed in the Journalism 1 class by becoming a critical consumer and maker of news and distributor of information. Learn what it takes to tackle a longer formatted television piece seen on shows like *Dateline*. Learn how to investigate a good story through research, relationship building, and tough questions. Become savvy at using camera equipment, or recording a longer podcast program. Use social media to help you learn what it takes to gain followers and trust in this 21<sup>st</sup> century communication driven world. Use the experience gained to take on a staff position or editor position of the school paper *The Orange*. This course will help you prepare for a future major in communication or journalism. Prerequisite: Journalism 1

### CREATIVE WRITING 1

Half year - ½ credit, Grades 9-12

This course offers students the opportunity to try their hand at creating written work that is compelling and thoughtful. A variety of genres will be explored, including short stories, memoir, poetry, plays, film scripts, and creative non-fiction. Reading for this course will consist of excerpts and handouts that will be distributed throughout the term, as well as students' work. In fact, the primary texts for this course are students' work. Students will work toward the goal of performing and/or publishing their original work. For example, students may participate in the White Plains Public Library's monthly poetry slams, submit their work to our school's award winning anthology *The Roar* or publish their work in the class's end of course anthology.

### CREATIVE WRITING 2

Half year - ½ credit, Grades 9-12

This course is a continuation of Creative Writing, with a special emphasis on the writing of plays and pieces for performance. Students will read a wide range of models that will inform their writing. Learning the structure of dramatic literature will be an emphasis of the course, especially the creation and use of dialogue. Students will produce monologues, scenes, and one act plays. Prerequisite: Creative Writing 1

### LEGENDS & MYTHS

Half year - ½ credit, Grades 10-12

Travel across the globe through literature and film learning about the mythologies, archetypes, legends, fairytales, and fables of world cultures. In this course we read creation stories from locations like Africa, Egypt, and Japan and we write our very own. We read short myths about the Greek and Roman gods, heroes, and monsters, and analyze the personas, relationships, and values of the ancients while comparing and contrasting them to our own. We revisit childhood fairytales and fables and use our imaginations to recreate them for today. Legends & myths never get old—after this course you will see how they surround us in our culture today!

### LATINX LITERATURE

Half year - ½ credit, Grades 10-12

This course focuses on Latinx literature written by American writers who come from a Latin-American descent. Students study pieces of literature which represent the diversity of backgrounds encompassed by the term "Latinx", for example, Mexican-American, Dominican-American, and Colombian-American. The theme of the course is the challenge of shaping one's identity, with a focus on the process of shaping a bicultural identity. Authors whose works are studied include Rudolfo Anaya, Julia Alvarez, Junot Diaz, Esmeralda Santiago, and Miguel Pinero, among others. Prerequisite: English 1

## 21ST CENTURY LITERATURE

Half year – ½ credit, Grades 11 and 12

The first 23 years of the 21st century have been marked by 9/11 2001, wars around the globe, increasing hurricanes and extreme weather, and hotly contested presidential elections. But the rise of the new Millennium has also seen the rise of YouTube, social media, influencers, ChatGPT and AI, and Taylor Swift. How are contemporary writers making sense of this brave new world? How are authors and artists exploring new ways of “writing” to match the ever-changing landscape of life in the 21st century? This course will explore these issues, and more, through reading contemporary novels, stories, essays, and poetry, while also encountering some of the new modes of storytelling, such as graphic novels, film, and interactive fiction. **Prerequisite: English 2**

## AFRICAN-AMERICAN LITERATURE

Half year - ½ credit, Grades 10,11,12

Students will explore African-American and Afro-Caribbean voices through reading and analyzing works of enslaved African-Americans, the Harlem Renaissance, modern African-American writers, and contemporary texts such as the poetry of Hip Hop and current social criticism. We will examine the struggles of defining race through writing, the inclusion and exclusion of this literary tradition with the American Cannon, and the relationships between race, gender, power, and literature. **Prerequisite: English 1**

## THE GRAPHIC NOVEL

Half year - ½ credit, Grades 10,11,12

The course will explore the comics medium as a mode of storytelling using the various texts as a way to acquire, practice, and master traditional and contemporary forms of learning, including visual and critical media literacy. Through a variety of genre studies, students will consider graphic novels as literature, analyze formal structure as it relates to content, and trace the development of thematic concepts including survival, gender, race, politics, justice, history, and heroism. Students will research the history and growth of the popular culture phenomenon called comics. **Prerequisite: English 1**

## SCIENCE FICTION IN LITERATURE & FILM

Half year - ½ credit, Grades 10,11,12

This course will expose students to a wide range of science fiction in literature and film, focusing on the concepts of future and change. Emphasis is placed on examining the dominant themes of the genre, their relevance to our world today, and the parallels between science fiction and history. Students will read novels and short stories, as well as view films with a critical eye towards interpretation and analysis. Some of the authors include Isaac Asimov, Ray Bradbury, George Orwell, Aldous Huxley, and Frank Herbert. Written assignments range from response papers and analytical essays to planning, drafting, revising, editing and publishing an original science fiction story that incorporates the characteristics and themes of the science fiction genre. **Prerequisite: English 1**

## SPORTS WRITING & LITERATURE

Half year – ½ credit, Grades 10, 11,12

This semester course combines the study of sports literature with writing stories about sports. This is a reading and writing-intensive course that explores American sports through novels, plays, poetry, and the sports pages with the expectation that student will produce a variety of high quality stories and articles. **Prerequisite: English 1**

## SUPA WRITING CULTURE: INTRODUCTION TO CREATIVE NONFICTION

Half year - ½ credit, Grade 12

This is a **dual enrollment** course between White Plains High School and Syracuse University. Upon successful completion, students may earn three college credits. This course introduces creative nonfiction (CNF), a genre that encompasses many kinds of prose: memoirs, biography, travel writing, science writing, and literary journalism, to name a few. CNF writers almost always—in some way or other—focus on the tensions that emerge between individuals and the world around them. Thus, the title of this course, “Writing Culture,” refers to writing about oneself and others in the context of a broader culture. Students will have the opportunity to experiment with style, genre, and subject in a writing studio environment and read varied examples of contemporary creative nonfiction. **Students must pay the discounted fee for SU credit to receive a Syracuse University transcript. Prerequisite: English 3R with a grade of B or higher or English 3H or AP English with a C or higher.**

## SUPA: ENGLISH WRITING AND TEXTUAL STUDIES

Full year — 1 credit, Grade 12

This is a **dual enrollment** course between White Plains High School and Syracuse University. Upon successful completion, students may earn six college credits. During the fall, students will be enrolled in WRT 105/Studio I: Practices of Academic Writing. WRT105 teaches students strategies of critical academic writing in various genres, particularly analysis, argument, and researched writing. During the spring, students will enroll in English Textual Studies. In ETS students will learn and apply extensive close reading, evidence-based analysis and argumentation, and independent-inquiry with a focus on critically reading literary and other cultural texts. **Students must pay the discounted fee for SU credit to receive a Syracuse University transcript. Prerequisite: English 3 with a grade of B or higher or English 3H or AP English with a C or higher.**

## SUPA: PRESENTATIONAL SPEAKING

Half year - ½ credit, Grade 12

This is a **dual enrollment** course offered in collaboration with Syracuse University. This course takes as its primary assumption that speaking in public is an essential component of most professions as well as a necessary skill of active citizens, able to articulate, advocate and argue in public and about public issues. Hence, the instruction of presentational speaking is based on two important principles—the need to understand the fundamental principles of speaking in public and the need to practice different speaking types. Both objectives are directed toward developing workable presentational skills, the ability to discern the necessary speech type, understanding the link between the topic at hand and the audience, learning the process of crafting speeches, lending support to major claims and implementing persuasive strategies that can enhance affecting audiences. **Students must pay the discounted fee for SU credit to receive a Syracuse University transcript. Prerequisite: English 3 with a grade of B or higher or English 3H or AP English with a C or higher.**

## ENGLISH AS A NEW LANGUAGE

The curriculum in English as a New Language (ENL) classes is aligned to the New York State English as a New Language and English Language Arts Standards. Instruction focuses on the needs of English Language Learners (ELLs) at the various levels of English proficiency (Entering, Emerging, Transitioning, Expanding, Commanding). Students exit the program upon achieving the Commanding level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). Students at the Expanding level of proficiency who pass the English Regents are also eligible to exit the program.

**ENL STAND-ALONE COURSES:** Sheltered English instruction provided by a certified English as a New Language teacher. Students at the entering and emerging levels of proficiency will be provided with an ENL Stand Alone course as described below.

**ENL EMERGENT LITERACY & ENGLISH FOUNDATIONS COURSE** (Support for SIFE students) **Grades: 9, 10, 11 & 12 Credits: 1 Elective Credit**  
**These courses can be assigned to students following a Transitional Bilingual or ENL Only model.** This course is designed to support students with interrupted formal literacy and math instruction. Students will be supported as they develop basic language and literacy skills in English and in Spanish when needed. The purpose of the class is to accelerate reading, writing and speaking skills. **Prerequisite: MLS Literacy and Math Assessments/ Screener, NYSITELL, and Teacher Recommendation**

**ENL 1: ENTERING ELL STUDENTS** **Grades: 9, 10, 11 & 12 -These courses can be assigned to students following a Transitional Bilingual or ENL Only model. Credits: 1 Elective Credit** **These courses can be assigned to students following a Transitional Bilingual or ENL Only model.** This course is designed for English Language Learners that are at the Entering stages of their English language proficiency. Students receive instruction supporting all aspects of the English Language in all modalities with emphasis on foundational skills and vocabulary development: listening, speaking, reading, and writing. At this level, students are being prepared to take the NYSESLAT. **Prerequisite: NYSITELL or NYSESLAT Entering Designation**

**ENL 2: EMERGING ELLS STUDENTS** **Grades: 9, 10, 11 or 12 - Credits: 1 Elective Credit**  
**These courses can be assigned to students following a Transitional Bilingual or ENL Only model** This course is designed for English Language Learners that are at the Emerging stages of their English language proficiency. Students receive instruction supporting all aspects of the English Language in all modalities: listening, speaking, reading, and writing. Emphasis is placed on comprehension, grammar, syntax, vocabulary development, and useful/common expressions. At this level, students are being prepared to take the NYSESLAT. **Prerequisite: NYSITELL or NYSESLAT Emerging Designation**

**EXPLORATIONS IN LITERACY & LANGUAGE** **Grades: 9, 10, 11 or 12- Credits: 1 Elective Credit**  
**These courses can be assigned to students following a Transitional Bilingual or ENL Only model.** This course is designed to support ELLs that are at the Transitioning or Expanding stages of their English language proficiency. This course aimed to explicitly and systematically build cross-linguistic connections with content area vocabulary, student English proficiency level, reading, and writing. This class is tailored for Transitioning and Expanding students participating in content integrated classes (Math, Science and Social Studies). At this level, students are being prepared to take the NYSESLAT. **Prerequisite: NYSITELL or NYSESLAT ELL Designation Transitioning or Expanding Designation**

**ENL STUDY CENTER** **Grades: 9, 10, 11 or 12- Credits: No Credit**  
**These courses can be assigned to students following a Transitional Bilingual or ENL Only model.** The course is designed to support all first year ENL students as well as former ELLs, who are taking content area classes in English. Strategic small group instruction, tutoring and computer-assisted instruction will be utilized. **Prerequisite: NYSITELL or NYSESLAT ELL Designation or Former ELL Designation**

**ELA/ENL INTEGRATED COURSES:** These courses are offered in collaboration with the WPHS English Department. All ELLs are placed in an integrated English class with either a dually certified English/ENL teacher, or with both a certified English Teacher and a certified ENL teacher. These courses can be assigned to students following a Transitional Bilingual or ENL Only model.

**ENGLISH 1R INTEGRATED ENL - ENTERING/EMERGING** **Full year - 1 credit, Grade 9**

The course is specially designed to support Entering and Emerging ELLs.

This comprehensive English course is the first of a three-year sequence. This course is aligned with the NY State Next Generation Learning Standards and uses an inquiry-based approach to learning. In this course students will be exposed to multiple genres with an increased focus on information text. Students will write narratives, persuasive pieces, analytical responses to literature, and a research assignment. Speaking and listening are also emphasized, as is the proper use of the English language in all written and spoken communication.

**ENGLISH 1R INTEGRATED ENL- TRANSITIONING/EXPANDING****Full year - 1 credit, Grade 9**

Course specially designed to support Transitioning and Expanding ELLs.

This comprehensive English course is the first of a three-year sequence. This course is aligned with the NY State Next Generation Learning Standards and uses an inquiry-based approach to learning. In this course students will be exposed to multiple genres with an increased focus on information text. Students will write narratives, persuasive pieces, analytical responses to literature, and a research assignment. Speaking and listening are also emphasized, as is the proper use of the English language in all written and spoken communication.

**ENGLISH 2R—ENTERING/EMERGING****Full year - 1 credit, Grade 10**

This comprehensive English course is the second of a three-year sequence. Students will read and study important works of literature from many genres. They will complete a wide range of writings, including a research assignment. Oral communication is emphasized, as is the proper use of the English language in all written and spoken communication.

**ENGLISH 2R INTEGRATED ENL- TRANSITIONING/EXPANDING****Full year - 1 credit, Grade 10**

This comprehensive English course is the second of a three-year sequence. Students will read and study important works of literature from many genres. They will complete a wide range of writings, including a research assignment. Oral communication is emphasized, as is the proper use of the English language in all written and spoken communication.

**ENGLISH 3R-ENTERING/EMERGING****Full year - 1 credit, Grade 11**

This comprehensive course is the third of a three-year sequence. Students will read and study important works of literature from many genres. They will complete a wide range of writing, including a literature-based research paper using multiple resources. Oral communication is emphasized, as is the proper use of the English language in all written and spoken communication.

**ENGLISH 3R INTEGRATED ENL- TRANSITIONING/EXPANDING****Full year - 1 credit, Grade 11**

This comprehensive course is the third of a three-year sequence. Students will read and study important works of literature from many genres. They will complete a wide range of writing, including a literature-based research paper using multiple resources. Oral communication is emphasized, as is the proper use of the English language in all written and spoken communication.

**CONTENT INTEGRATED COURSES:** These courses are offered in collaboration with the WPHS Social Studies, Math and Science Departments, and can be assigned to students following a Transitional Bilingual or ENL Only model. Integrated Content courses are taught by either a dually certified content area ENL teacher, or with both a certified Content Area Teacher and a certified ENL teacher. Content area classes are offered in two settings—Bilingual for Spanish speaking ELLs and integrated for Spanish speaking and other ELLs and are assigned in accordance to the Part 154 units of study. Below are examples of classes offered:

**INTEGRATED GLOBAL HISTORY 1****Full Year—1 credit, Grade 9**

This course is the first of a required two-year sequence which provides students with an understanding of the world's history and culture. The two-year sequence includes historical events from Africa, South Asia, Asia, East Asia, Latin America, Europe, Southwest Asia, and Russia. Material from all the social sciences is included.

**INTEGRATED GLOBAL HISTORY 2****Full Year—1 credit, Grade 10**

This course is the second of the required two-year sequence as described above. The final exam is locally developed. Students are also required to take the NYS Regents exam. Prerequisite: Global History 1 or Global History 1 Honors.

**INTEGRATED U.S. HISTORY****Full year - 1 credit, Grade 11**

This course surveys the major historical events and people who have contributed to our diverse cultural heritage. It provides students with an in-depth analysis of the principles of the Constitution and its persistent themes in American development. It also surveys the major technological, social and political developments of the last century and examines the role of the United States in world affairs. The Regents Exam is the final exam.

**INTEGRATED ALGEBRA****Full year - 1 credit, Grade 9**

This course is the first year of the two-year study of the New York State curriculum for Algebra 1 Common Core. This course follows the NY State curriculum for Algebra 1 Common Core. Topics include the algebraic concepts of writing, solving, and graphing linear equations, and statistics. The final examination is a departmental exam.

**INTEGRATED BIOLOGY & LAB****Full year - 1 credit, Grades 9-12**

This course provides a sound introduction to biological concepts. Topics include anatomy and physiology, life processes, biochemistry, cell structure and function, ecology and evolution. Lab work is an essential and integral part of the course and students must complete the laboratory requirement in order to sit for the Regents Exam in June. Regents, Honors, and Dual-Language Honors levels are offered for this course. The Regents Exam is a final exam for both Regents and Honors levels with an additional final exam for the Honors level.

**INTEGRATED CHEMISTRY IN THE COMMUNITY****Full year - 1 credit, Grades 11,12**

This course stresses application of chemical theory to our technological society. Students explore chemical content through hands-on projects, activities and lab experiments. Although the course is consistent with the Regents Core Curriculum in Chemistry, this course is not designed to prepare students to take the Regents Exam in Chemistry. Prerequisites: Living Environment, Earth Science, and Algebra

**INTRO TO COMPUTERS/ENL****Full Year—1 CREDIT, GRADES 9-12**

This is a one-year course designed to introduce students to computer and online-based platforms. Students will learn touch typing and word processing on the computer while developing skills in creating, formatting, and producing a variety of documents such as letters, reports and newsletters. There will be strong emphasis on navigating and using platforms like Microsoft Office 365 to communicate and present information to others. **Administrative approval required.**

**BILINGUAL CONTENT COURSES:** These courses are offered in collaboration with the WPHS Social Studies, Math and Science Departments, and can be assigned to students following a Transitional Bilingual model only. Entering and Emerging English Learners take a minimum of two bilingual classes a year. Transitioning and Expanding students participate in one class a year. Courses are taught by a Bilingual Content Area teacher with a Bilingual extension. Content area classes are offered in two settings—Bilingual for Spanish speaking ELLs and Integrated for Spanish speaking and other ELLs and are assigned in accordance to the Part 154 units of study. Below an example of classes offered:

**BILINGUAL GLOBAL STUDIES 1****Full year - 1 credit, Grade 10**

This course is the first of a required two-year sequence which provides students with an understanding of the world's history and culture. The two-year sequence includes historical events from Africa, South Asia, Asia, East Asia, Latin America, Europe, Southwest Asia, and Russia. Material from all the social sciences is included.

**BILINGUAL GLOBAL STUDIES 2****Full year - 1 credit, Grade 11**

This course is the second of the required two-year sequence as described above. The Regents Exam is the final exam which covers content from Global 1 and Global 2. **Prerequisite: Global History 1 or Global History 1 Honors**

**BILINGUAL US History****Full year— 1 credit, Grade 12**

This course surveys the major historical events and people who have contributed to our diverse cultural heritage. It provides students with an in-depth analysis of the principles of the Constitution and its persistent themes in American development. It also surveys the major technological, social and political developments of the last century and examines the role of the United States in world affairs. The final exam is locally developed. Students are also required to take the NYS Regents exam.

**BILINGUAL CIVICS & ECONOMICS****Full Year - 1 credit, Grade 9**

This is a Social Studies course taken by newly arriving and entering and emerging ENL students and will meet NY State's Government/Economics graduation requirement. This class will teach students social studies skills, concepts, and vocabulary necessary for success in Global History and Geography, and US History and Government courses. The content will focus on the fundamentals of geography, culture, American government, political participation, economic systems, and personal finance.

**BILINGUAL ALGEBRA & BILINGUAL ALGEBRA 9****Full year - 1 credit, Grade 9**

This course is the first year of the two-year study of the New York State curriculum for Algebra 1 Common Core. This course follows the NY State curriculum for Algebra 1 Common Core. Topics include the algebraic concepts of writing, solving and graphing linear equations, and statistics. The final examination is a departmental exam.

**BILINGUAL GEOMETRY APPS****Full year - 1 credit, Grades 10,11**

This course will focus on topics from the Advanced Regents Diploma. Topics of study include geometric relationships, making and investigating conjectures, transformations and coordinate geometry. This course will include hands-on work with the graphing calculator, a project-driven curriculum, and SAT preparatory work. The final exam is a departmental exam.

**BILINGUAL BIOLOGY LAB****Full year - 1 credit, Grades 9-12**

This course provides a sound introduction to biological concepts. Topics include anatomy and physiology, life processes, biochemistry, cell structure and function, ecology and evolution. Lab work is an essential and integral part of the course and students must complete the laboratory requirement in order to sit for the Regents Exam in June. Regents, Honors, and Dual-Language Honors levels are offered for this course. The Regents Exam is a final exam for both Regents and Honors levels with an additional final exam for the Honors level.

**BILINGUAL SCIENCE LITERACY** (Support for SIFE students)**Full year - 1 credit, Grades 9,10**

This course is for Spanish-speaking students who have had limited formal science education in previous years. It provides the building blocks of science practices and skills while exploring foundational content to prepare students to succeed in Bilingual or ENL Living Environment in future years. The course ends in a final exam.

**HOME LANGUAGE ARTS:** Spanish Courses: These courses are offered in collaboration with the WPHS World Language Department. Available for students following a Transitional Bilingual Model only. HLA courses are taught by a certified World Language teacher specialized in Spanish Language Arts.

**SPANISH LANGUAGE ARTS 2****Full year - 1 credit, Grades 9-12**

This course is designed for native and heritage speakers of Spanish, and for Dual Language students who have either completed a three-year sequence in Spanish Language Arts in the middle school or who have recently arrived in this country and have been educated in Spanish in their native country. Students will continue to work towards meeting the updated NYS Learning Standards for World Languages through the study of a curriculum that addresses communication and cultural comparisons and perspectives and includes Interpretative, Interpersonal, and Presentational modes of communication. Students will read and analyze a collection of representative works by authors from the Spanish speaking world and develop literacy in Spanish. **Prerequisite: Spanish Language Arts 1**

**SPANISH LANGUAGE ARTS 3****Full year - 1 credit, Grades 9-12**

This course is a continuation of Spanish Language Arts 2 and will prepare students for the rigor of AP Spanish Language and Culture course. Students will continue to work towards meeting the updated NYS Learning Standards for World Languages through the study of a curriculum that addresses communication and cultural comparisons and perspectives and includes Interpretative, Interpersonal, and Presentational modes of communication. Students will read and analyze a collection of representative works by authors from the Spanish speaking world. Upon successful completion of this course, and Checkpoint B Assessment, students will be eligible for AP Spanish Language and Culture. **Prerequisite: Spanish Language Arts 2**

**AP SPANISH LANGUAGE & CULTURE****Full year - 1 credit, Grades 11,12**

This course is based on the Spanish curriculum of the Advanced Placement Program. The course seeks to develop advanced levels of reading, writing, listening, and speaking skills. Students will demonstrate an advanced level of Spanish language proficiency and a relatively profound recognition of the target language's culture across three communicative modes: interpersonal, interpretive, and presentational. This course also fosters perceptive and critical thought and well-expressed analysis in Spanish. Students are expected to take the Advanced Placement Exam in Spanish Language and Culture. **Prerequisite: Spanish 4 Honors, Spanish Language Arts 3 or Spanish Film**

**AP SPANISH LITERATURE****Full year - 1 credit, Grade 12**

The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American literary texts. Students are expected to take the Advanced Placement Exam in Spanish Language and Culture. **Prerequisite: AP Spanish Language and AP Exam in Spanish Language and Culture**

**SPANISH FILM****Full year - 1 credit, Grades 11,12**

In this course, students will develop an understanding and appreciation of Latin-American culture through the study of film. They will enhance their interpretive, presentational, and interpersonal skills in the target language as they identify the literary elements of each film and engage in critical analysis from various perspectives. This course will be taught in Spanish and is aligned to the Next Generation Learning Standards. **Prerequisite: Spanish 3A, Spanish 4 Honors or Spanish Language Arts 3**

**SPANISH LANGUAGE ARTS 1 (SIFE SUPPORT)****Grades 9-12—1 Elective Credit**

These courses can be assigned to students following a Transitional Bilingual or ENL Only model. This course is designed to support students with interrupted formal literacy and math instruction. Students will be supported as they develop basic language and literacy skills in Spanish. The purpose of the class is to accelerate reading, writing and speaking skills. **Prerequisite: MLS Literacy and Math Assessments/Screeners, NYSITELL, and Teacher Recommendation.**

## WORLD LANGUAGES

The World Language Department offers a rigorous course of study in five languages: French, Italian, Mandarin, Spanish and American Sign Language. The curriculum for each course is aligned to NYS Learning Standards for World Languages. World Languages learners will work towards mastery and proficiency of another language, through the study of curriculum that addresses communication and cultural comparisons and perspectives and includes Interpretative, Interpersonal, and Presentational modes of communication.

### THE NEW YORK STATE SEAL OF BILITERACY

White Plains High School Seniors who have achieved a high level of proficiency in a world language are eligible to earn The New York State Seal of Biliteracy (NYSSB) on their high school diploma. For more information, please visit the World Language Page on the WPCSD website.

## FRENCH

### **FRENCH ACCELERATED**

**Full year - 1 credit, Grades 9-12**

This introductory course is designed for students who have successfully completed a three-year sequence in a world language and who wish to begin the study of another world language. Classroom instruction is paced so that students who are ready may advance to level 3A. Students entering the district in grade 9 with no prior language instruction are also eligible to take this course. Students will be assessed for placement into level 2A or 3A at the end of the third quarter.

### **FRENCH 2A**

**Full year - 1 credit, Grade 9**

This course is designed for students who have completed their middle school sequence in French and have successfully met the benchmarks for Checkpoint A proficiency. Students will work toward higher proficiency in the language through exposure to texts and materials from the French speaking world. The curriculum is built based on the NYS Learning Standards for World Languages. **Prerequisite: French 1**

### **FRENCH 3A**

**Full year - 1 credit, Grades 10-12**

Students continue to learn and practice the language with more exposure to authentic texts and materials by French speaking authors. They will increase their proficiency and develop language based on the different modes of communication (interpersonal, interpretive, and presentational) and the NYS Learning Standards for World Languages. Students will take the Checkpoint B assessment as well as a final exam. Upon successful completion of the course and Checkpoint B assessment students will be eligible for French 4 Honors. **Prerequisite: French 2A**

### **FRENCH 4 HONORS**

**Full year - 1 credit, Grades 11 & 12**

**This is a dual enrollment course offered in collaboration with SUNY Westchester Community College. Students must pay the discounted fee for the WCC credit to receive a SUNY Westchester Community College transcript.** This course is designed for students who have successfully passed the Checkpoint B assessment in French and who demonstrate the motivation and enthusiasm to continue the study of the language and its culture. Students will continue to develop their interpersonal, interpretive, and presentational skills as they reinforce their control of the language's fundamental grammatical framework and expand the range of their vocabulary and communicative structures. Students will read a collection of representative works by authors from the French-speaking world. **Prerequisite: French 3A**

### **AP FRENCH LANGUAGE & CULTURE**

**Full year - 1 credit, Grade 12**

This course is based on the French curriculum of the Advanced Placement Program. The course seeks to develop advanced levels of reading, writing, listening, and speaking skills. Students will demonstrate an advanced level of French language proficiency and a relatively profound recognition of the target language's culture across three communicative modes: interpersonal, interpretive, and presentational. This course also fosters perceptive and critical thought and well-expressed analysis in French. Students are expected to take the Advanced Placement Exam in French Language and Culture. **Prerequisite: French 4 Honors or French Film**

### **FRENCH FILM**

**Full year - 1 credit, Grades 11,12**

In this course, students will develop an understanding and appreciation of French culture through the study of film. They will enhance their interpretive, presentational, and interpersonal skills in the target language as they identify the literary elements of each film and engage in critical analysis from various perspectives. This course will be taught in French and is aligned to the Common Core Learning Standards. **Prerequisite: French 3A or French 4 Honors**

## SPANISH

### **SPANISH ACCELERATED**

**Full year - 1 credit, Grades 10-12**

This introductory course is designed for students who have successfully completed a three-year sequence in a world language and who wish to begin the study of another world language. Classroom instruction is paced so that students who are ready may advance to level 3A. Students entering the district in grade 9 with no prior language instruction are also eligible to take this course. Students will be assessed for placement into level 2A or 3A at the end of the third quarter.

### **SPANISH 2A**

**Full year - 1 credit, Grade 9**

This course is designed for students who have completed their middle school sequence in Spanish and have successfully met the benchmarks for Checkpoint A proficiency. Students will work toward higher proficiency in the language through exposure to texts and materials from the Spanish speaking world. The curriculum is built based on the NYS Learning Standards for World Languages. **Prerequisite: Spanish 1**

### **SPANISH 3A**

**Full year - 1 credit, Grades 10-12**

Students continue to learn and practice the language with more exposure to authentic texts and materials by Spanish speaking authors. They will increase their proficiency and develop language based on the different modes of communication (interpersonal, interpretive, and presentational) and the NYS Learning Standards for World Languages. Students will take the Checkpoint B assessment as well as a final exam. Upon successful completion of the course and Checkpoint B assessment students will be eligible for Spanish 4 Honors. **Prerequisite: Spanish 2A**

### **SPANISH LANGUAGE ARTS 2**

**Full year - 1 credit, Grades 9-12**

This course is designed for native and heritage speakers of Spanish, and for Dual Language students who have either completed a three-year sequence in Spanish Language Arts in the middle school or who have recently arrived in this country and have been educated in Spanish in their native country.

Students will continue to work towards meeting the updated NYS Learning Standards for World Languages through the study of a curriculum that addresses communication and cultural comparisons and perspectives and includes Interpretative, Interpersonal, and Presentational modes of communication. Students will read and analyze a collection of representative works by authors from the Spanish speaking world and develop literacy in Spanish. **Prerequisite: Spanish Language Arts 1**

### **SPANISH LANGUAGE ARTS 3**

**Full year - 1 credit, Grades 9-12**

This course is a continuation of Spanish Language Arts 2 and will prepare students for the rigor of AP Spanish Language and Culture course. Students will continue to work towards meeting the updated NYS Learning Standards for World Languages through the study of a curriculum that addresses communication and cultural comparisons and perspectives and includes Interpretative, Interpersonal, and Presentational modes of communication. Students will read and analyze a collection of representative works by authors from the Spanish speaking world. Upon successful completion of this course, and Checkpoint B Assessment, students will be eligible for AP Spanish Language and Culture. **Prerequisite: Spanish Language Arts 2**

### **SPANISH 4 HONORS**

**Full year - 1 credit, Grades 11,12**

**This is a dual enrollment course offered in collaboration with SUNY Westchester Community College. Students must pay the discounted fee for the WCC credit to receive a SUNY Westchester Community College transcript.** This course is designed for students who have successfully passed the Checkpoint B assessment in Spanish and who demonstrate the motivation and enthusiasm to continue the study of the language and its culture. Students will continue to develop their interpersonal, interpretive, and presentational skills as they reinforce their control of the language's fundamental grammatical framework and expand the range of their vocabulary and communicative structures. Students will read a collection of representative works by authors from the Spanish-speaking world.

**Prerequisite: Spanish 3A**

### **SPANISH FILM**

**Full year - 1 credit, Grades 11,12**

In this course, students will develop an understanding and appreciation of Latin-American culture through the study of film. They will enhance their interpretive, presentational, and interpersonal skills in the target language as they identify the literary elements of each film and engage in critical analysis from various perspectives. This course will be taught in Spanish and is aligned to the Next Generation Learning Standards. **Prerequisite: Spanish 3A, Spanish 4 Honors or Spanish Language Arts 3**

### **AP SPANISH LANGUAGE & CULTURE**

**Full year - 1 credit, Grades 11,12**

This course is based on the Spanish curriculum of the Advanced Placement Program. The course seeks to develop advanced levels of reading, writing, listening, and speaking skills. Students will demonstrate an advanced level of Spanish language proficiency and a relatively profound recognition of the target language's culture across three communicative modes: interpersonal, interpretive, and presentational. This course also fosters perceptive and critical thought and well-expressed analysis in Spanish. Students are expected to take the Advanced Placement Exam in Spanish Language and Culture. **Prerequisite: Spanish 4 Honors, Spanish Language Arts 3 or Spanish Film**

### **AP SPANISH LITERATURE**

**Full year - 1 credit, Grade 12**

The AP Spanish Literature course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. The course is designed to introduce students to the formal study of a representative body of Peninsular and Latin American literary texts. Students are expected to take the Advanced Placement Exam in Spanish Language and Culture. **Prerequisite: AP Spanish Language and AP Exam in Spanish Language and Culture**

## ITALIAN

### **ITALIAN ACCELERATED**

**Full year - 1 credit, Grades 10-12**

This introductory course is designed for students who have successfully completed a three-year sequence in a world language and who wish to begin the study of another world language. Classroom instructions is paced so that students who are ready may advance to level 3A. Students entering the district in grade 9 with no prior language instruction are also eligible to take this course. Students will be assessed for placement into level 2A or 3A at the end of the third quarter.

### **ITALIAN 2A**

**Full year - 1 credit, Grades 9,10**

This course is designed for students who have completed their middle school sequence in Italian and have successfully met the benchmarks for Checkpoint A proficiency. Students will work toward higher proficiency in the language through exposure to texts and materials from the Italian speaking world. The curriculum is built based on the NYS Learning Standards for World Languages. **Prerequisite: Italian 1**

### **ITALIAN 3A**

**Full year - 1 credit, Grades 10,11**

Students continue to learn and practice the language with more exposure to authentic texts and materials by Italian authors. They will increase their proficiency and develop language based on the different modes of communication (interpersonal, interpretive, and presentational) and the NYS Learning Standards for World Languages. Students will take the Checkpoint B assessment as well as a final exam. Upon successful completion of the course and Checkpoint B assessment students will be eligible for Italian 4 Honors. **Prerequisite: Italian 2A**

### **ITALIAN 4 HONORS**

**Full year - 1 credit, Grades 11,12**

**This is a dual enrollment course offered in collaboration with SUNY Westchester Community College. Students must pay the discounted fee for the WCC credit to receive a SUNY Westchester Community College transcript.** This course is designed for students who have successfully passed the Checkpoint B assessment in Italian and who demonstrate the motivation and enthusiasm to continue the study of the language and its culture. Students will continue to develop their interpersonal, interpretive, and presentational skills as they reinforce their control of the language's fundamental grammatical framework and expand the range of their vocabulary and communicative structures. In this wide-ranging study of Italy's social and literary culture, the students will employ a variety of instructional materials and realia, including but not limited to modern texts, print journalism, music, television, movies, and the internet. **Prerequisite: Italian 3A**

### **THE FOLLOWING COURSES WILL BE OFFERED IN ALTERNATING YEARS:**

#### **ITALIAN FILM: CONTEMPORARY (2024-2025)**

**FULL YEAR - 1 CREDIT, GRADES 11,12**

#### **ITALIAN FILM: THE CLASSICS (2025-2026)**

**FULL YEAR - 1 CREDIT, GRADES 11,12**

In these courses, students will develop an understanding and appreciation of Italian culture through the study of film. They will enhance their interpretive, presentational, and interpersonal skills in the target language as they identify the literary elements of each film and engage in critical analysis from various perspectives. **Prerequisite: Italian 3A and above**

#### **AP ITALIAN LANGUAGE & CULTURE**

**Full year - 1 credit, Grades 11,12**

This course is designed to prepare the pro-active, motivated student for the rigors of the Italian Language and Culture Advanced Placement Exam. Its aim is to develop students' speaking, listening, reading, and writing skills within a cultural frame of reference reflective of the richness of Italian language and culture. Students will demonstrate an advanced level of Italian language proficiency and a relatively profound recognition of the target language's culture across three communicative modes: interpersonal, interpretive, and presentational. This course also fosters perceptive and critical thought and well-expressed analysis in Italian. Students are expected to take the Advanced Placement Exam in Italian Language and Culture. **Prerequisite: Italian 4 Honors**

## MANDARIN

### **MANDARIN 2A**

**Full year - 1 credit, Grade 9**

This course is designed for students who have completed their middle school sequence in Mandarin and have successfully met the benchmarks for Checkpoint A proficiency. Students will work toward higher proficiency in the language through increased exposure to texts and materials from the Chinese speaking world. The curriculum is built based on the NYS Learning Standards for World Languages. **Prerequisite: Mandarin 1**

### **MANDARIN 3A**

**Full year - 1 credit, Grade 10**

Students continue to learn and practice the language with more exposure to authentic texts and materials by Chinese speaking authors. They will increase their proficiency and develop language based on the different modes of communication (interpersonal, interpretive, and presentational) and the NYS Learning Standards for World Languages. Students will take the Checkpoint B assessment as well as a final exam. Upon successful completion of the course and Checkpoint B assessment students will be eligible for Mandarin 4 Honors. **Prerequisite: Mandarin 2A**

### **MANDARIN 4 HONORS**

**Full year - 1 credit, Grades 11,12**

This course is designed for students who have successfully passed the Checkpoint B assessment in Mandarin and who demonstrate the motivation and enthusiasm to continue the study of the language and its culture. Students will continue to develop their interpersonal, interpretive, and presentational skills as they reinforce their control of the language's fundamental grammatical framework and expand the range of their vocabulary and communicative structures. Students will study a collection of representative works by authors from the Chinese-speaking world. **Prerequisite: Mandarin 3A**

### **AP CHINESE LANGUAGE & CULTURE**

**Full year - 1 credit, Grade 12**

This course is based on the Chinese curriculum of the Advanced Placement Program. The course seeks to develop advanced levels of reading, writing, listening, and speaking. Student will critically analyze a variety of texts and materials as well as enhance their cross-cultural understandings. Students are expected to take the Advanced Placement Exam in Chinese Language and Culture. **Prerequisite: Mandarin 4 Honors**

## AMERICAN SIGN LANGUAGE

### **AMERICAN SIGN LANGUAGE 1**

**Full year – 1 credit, Grades 9-12**

American Sign Language 1 is an introduction to American Sign Language (ASL). The course is designed to develop the skills and knowledge needed to communicate in American Sign Language. Students will learn basic grammar, vocabulary, fingerspelling, numbers, and cultural information related to the Deaf Community. The curriculum is built around the five “C” goal areas of Communication, Cultures, Connections, Comparisons and Communities and their corresponding standards.

### **AMERICAN SIGN LANGUAGE 2**

**Full year – 1 credit, Grades 10-12**

American Sign Language 2 is a continuation of ASL 1. This course is designed to continue the development of American Sign Language expressive and receptive skills, grammar, vocabulary, cultural awareness, and related terminology. The curriculum is built around the five “C” goal areas of Communication, Cultures, Connections, Comparisons and Communities and their corresponding standards.

**Prerequisite: American Sign Language 1**

### **AMERICAN SIGN LANGUAGE 3**

**Full year – 1 credit, Grades 10-12**

This course is a continuation of ASL 2. Students work toward advanced proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning, and with stronger emphasis on real-life applications. Students will also have more exposure to American Sign Language and Deaf literature. Students will take the Checkpoint B assessment as their final exam. **Prerequisite: American Sign Language**

Students are required to earn one full credit in art, music and/or theater to graduate. Any art, music and/or theater courses may be taken to meet this requirement.

Grades that are indicated in the course descriptions are to be used as guides. Grades do not impede a student from taking a course. Please speak with your school counselor about the appropriate course for your academic success.

## MUSIC

### **TIGER BAND**

**Full year - 1 credit, Grade 9**

The Tiger band is a group that focuses on the fundamentals of ensemble performance in a High School Band and the technical and musical development of its members. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to levels I and II in the New York State School Music Association (NYSSMA) manual. Repertoire is chosen from a variety of styles, including classical, jazz, popular, folk, and concert band music from contemporary composers. Attendance at scheduled performances is required. **Prerequisite: Audition/interview process and teacher recommendation**

### **INTRODUCTION TO MUSIC TECHNOLOGY**

**Half year – ½ credit, Grades 9-12**

Students in this course will create and produce music using a digital audio workstation. This project-based learning course is taught in a digital iMac lab, equipped with computers, digital keyboards, microphones, and audio interfaces. Students will use their musical creativity while exploring these topics: Digital Audio Workstation Basics, Music Production and Digital Signal Processing, MIDI and Audio Sequencing, Composition, Podcasting, and Remixing. At the conclusion of this course, students will assemble a portfolio of their creative work. Upon successful completion, students will receive a half Fine Arts credit toward graduation. **Preference is given to juniors and seniors.**

### **INTERMEDIATE MUSIC TECHNOLOGY**

**Half year – ½ credit, Grades 9-12**

Students in this course will use Logic Pro, a professional digital audio workstation, to create music. This is a course that is designed for learners to explore their musical creativity, collaborating with other students, through the medium of technology. This is an interdisciplinary course, drawing on composition, music theory, audio engineering, and technology. The knowledge and skills learned in this course will transcend any single technology, allowing students to develop creative capacity across platforms. Students will create music while exploring their own interests, as well as develop an understanding of how musical elements are deployed in diverse musical styles. Expanding their musical imagination, students will acquire college and career-ready skills, in addition to developing an understanding of the workflows applicable to music and technology-based industries. **Prerequisite: Introduction to Music Technology. Students should have a strong interest in creating original electronic music. It is highly recommended that students have an interest in performing music on voice or an instrument (including MIDI keyboard).**

### **CONCERT BAND**

**Full year - 1 credit, Grades 10-12**

The Concert Band is a group that focuses on the fundamentals of ensemble performance and the technical and musical development of its members. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to levels III and IV in the New York State School Music Association (NYSSMA) manual. Repertoire is chosen from a variety of styles, including classical, jazz, popular, folk, and concert band music from contemporary composers. Attendance at scheduled performances is required. **Prerequisite: Audition/interview process and teacher recommendation**

### **SYMPHONIC BAND**

**Full year – 1 credit, Grades 9-12**

Students in Symphonic Band perform in the marching band during the fall football season and in the Memorial Day Parade in May. The remainder of the year is devoted to concert repertoire. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to the music from Levels IV, V, and VI in the New York State School Music Association (NYSSMA) manual. Selected advanced wind and percussion players also perform with the Symphony Orchestra. Attendance at scheduled performances is required. **Prerequisite: Audition/interview process and teacher recommendation**

### **STRING ORCHESTRA**

**Full year – 1 credit, Grade 9**

The String Orchestra is a group that focuses on the fundamentals of ensemble performance in a High School Orchestra and the technical and musical development of its members. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to levels I and II in the New York State School Music Association (NYSSMA) manual. Repertoire is chosen from the Baroque, Classical, Romantic, and/or Contemporary periods, as well as some selections from popular music. Attendance at scheduled performances is required. **Prerequisite: Audition/interview process and teacher recommendation**

### **CONCERT ORCHESTRA**

**Full year – 1 credit, Grades 10-12**

The Concert Orchestra is a group that focuses on the fundamental of ensemble performance and the technical and musical development of its members. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to levels III and IV in the New York State School Music Association (NYSSMA) manual. Repertoire is chosen from the Baroque, Classical, Romantic, and/or Contemporary periods, as well as some selections from popular music. Attendance at scheduled performances is required. **Prerequisite: Audition/interview process and teacher recommendation**

## **SYMPHONY ORCHESTRA**

**Full year – 1 credit, Grades 10-12**

The Symphony Orchestra is a group of advanced string players who are able to demonstrate an appropriate proficiency level. Students also receive small group instrumental instruction on a rotational basis. Most of the repertoire for this ensemble is similar in difficulty to levels IV, V, and VI in the New York State School Music Association (NYSSMA) manual. Repertoire is chosen from the Baroque, Classical, Romantic, and/or Contemporary periods, as well as some selections from popular music. Attendance at scheduled performances is required.

**Prerequisite: Audition/interview process and teacher recommendation**

## **MIXED CHORUS**

**Full year – 1 credit, Grades 9-12**

Members of the Mixed Chorus will focus on the development and enhancement of vocal tone quality, music reading skills, ensemble singing, and performance experience. The course will introduce students to a wide variety of music and performance styles, and include listening experiences which reflect the role of music as an expression of culture and history. Participation in scheduled performances is required. There is no audition or prerequisite requirement for participation in Mixed Chorus.

## **TREBLE CHOIR**

**Full year – 1 credit, Grades 10-12**

The curriculum of the White Plains High School Treble Choir focuses on advanced techniques of vocal production, diction, breathing, ensemble singing, musical literacy, and performance practice. A varied repertoire of music will be taught, including classical music, music of American idioms (musical theater, spirituals, gospel, folk and popular music), folk music of many cultures and choral music from living composers. Listening experiences reflecting historical and cultural influences on music are emphasized. Students in the choir are encouraged to sing solos and join small performing ensembles. Participation in scheduled performances is required. **Prerequisite: Teacher recommendation and audition required in addition to successful completion of one year of Mixed Chorus, High School Band, or High School Orchestra**

## **CHOIR**

**Full year – 1 credit, Grades 10-12**

The curriculum of the White Plains High School Choir focuses on advanced techniques of vocal production, diction, breathing, ensemble singing, musical literacy, and performance practice. A varied repertoire of music will be taught, including classical music, music of American idioms (musical theater, spirituals, gospel, folk, and popular music), folk music of many cultures, and choral music from living composers. Listening experiences reflecting historical and cultural influences on music are emphasized. Students in the choir are encouraged to sing solos and join small performing ensembles. Participation in scheduled performances is required. **Prerequisite: Teacher recommendation and audition required in addition to successful completion of one year of Mixed Chorus, High School Band, or High School Orchestra.**

## **CLASS PIANO**

**Half year – ½ credit, Grades 9-12**

In this introductory course in piano, students receive classroom instruction in basic piano keyboard skills, music reading, and beginning harmony. In addition to classroom instruction, students receive individual guidance on solo repertoire selection to ensure each student is working at the appropriate level. *Preference is given to juniors and seniors.*

## **CLASS GUITAR**

**Half year – ½ credit, Grades 9-12**

In this introductory course in guitar, classroom instruction is focused on the basic elements of acoustic guitar playing. Emphasis is on playing and reading notes/chords, and developing coordination and musicianship. *Preference is given to juniors and seniors.*

## **DANCE**

### **INTRODUCTION TO DANCE \*Pending Board of Education Approval\***

**Half year - 1/2 credit, Grades 9-12**

Students will explore dance technique, creative movement, and the history of dance as an art form. This introductory course will introduce students to various styles of dance and how to use movement to communicate messages to others. Through the philosophies promoted in Laban Movement Analysis (LMA), students will learn how Body, Effort, Shape, and Space contribute to the art of dance. Students will be introduced to the basic movements of various styles of dance which may include ballet, jazz, tap, hip-hop, musical theater, and modern dance.

## **THEATER**

### **INTRODUCTION TO THEATER**

**Half year – ½ credit, Grades 9-12**

In this course students examine the world of theater. Through scene study, playwriting, and theater games, students will be introduced to acting and directing. Students will also learn about light, sound, set and costume designing. Students can anticipate reading, writing, speaking, and listening activities, as well as a great deal of group work. The final exam is the performance of an original one-act play. *Preference given to juniors and seniors.*

### **INTERMEDIATE THEATER**

**Half year – ½ credit, Grades 9-12**

This course is designed to further develop the skills introduced in the Introduction to Theater course. Students will explore various genres of theater and a variety of dramatic texts. Students can expect to engage in more frequent performance projects at a higher caliber than in the Introduction to Theater course. *Preference given to juniors and seniors. Prerequisite: Introduction to Theater*

## **VISUAL ARTS**

### **STUDIO IN ART**

**Full year – 1 credit, Grades 9-12**

This foundation course offers knowledge, skills and techniques essential to creating a work of art. Emphasis is placed on the elements and principles of design as they apply to two and three dimensional art works. The history of art and the cultural heritage from which it is derived is related to art projects. Through individual expression and the use of cultural resources such as museums, libraries and visiting artists, students increase their knowledge of how to judge, understand and appreciate art. It is strongly recommended that students who plan to pursue post high school study of the visual arts enroll in this class early in their high school career.

## **STUDIO IN DIGITAL ART**

**Full year – 1 credit, Grades 9-12**

This course is a foundation art course designed to serve a wide range of students with a variety of interests and abilities. Successful completion of this course will satisfy the NYS graduation requirement of a unit of credit in Fine Arts. This course acts as an introduction to the elements of art and principles of design through the use of art technology. Computer graphics, digital photography, and video art projects will be completed in this course. The computer programs that students will primarily use are Adobe Illustrator, Adobe Photoshop and iMovie. The focus of the course will be to provide exposure to many aspects of media and current technological tools. There will be an integration of traditional media and a variety of digital techniques. Students will investigate artists whose work are relevant and will be exposed to a variety of art careers and artistic movements.

## **INTRODUCTION TO DRAWING**

**Half year – ½ credit, Grades 9-12**

This course develops a foundation in a variety of drawing experiences. Techniques in pencil, pastels, charcoal, crayon, ink and felt tip pens are explored. The work of past and contemporary artists is an integral part of the curriculum through visual materials and discussion. The focus of the course is drawing from observation. Subject matter includes still life, figures, and landscape.

## **INTERMEDIATE DRAWING**

**Half year – ½ credit, Grades 9-12**

This course is a continuation of the techniques covered in Introduction to Drawing. More advanced techniques in a variety of media are covered and figure drawing is emphasized. **Prerequisite: Introduction to Drawing**

## **ADVANCED DRAWING**

**Half year – ½ credit, Grades 10-12**

This course is designed for advanced students to use the skills and techniques learned in intro and intermediate drawing and apply them to projects designed to allow for students to work more independently. **Prerequisite: Intermediate Drawing**

## **INTRODUCTION TO PAINTING**

**Half year – ½ credit, Grades 9-12**

This course develops a foundation in a variety of painting experiences. Techniques in watercolor, acrylics and mixed media are explored. Studying the work of past and contemporary artists is an integral part of the curriculum. Projects include drawing, still life, and landscapes.

## **INTERMEDIATE PAINTING**

**Half year – ½ credit, Grades 9-12**

Builds upon skills learned in Introduction to Painting. Students are encouraged to explore topics that inspire them; therefore, some self direction is necessary. A sketchbook for both class work and out of class research is required. A variety of painting techniques will be utilized, which may include water color, oil, and acrylic paintings and mixed media. Studying the work of past and contemporary artists is an integral part of the curriculum. **Prerequisite: Introduction to Painting**

## **INTRODUCTION TO SCULPTURE**

**Half year – ½ credit, Grades 9-12**

This is an introduction to the basic materials and techniques utilized by the sculptor. Traditional methods in clay, wood, metal, and other materials are explored with an emphasis on individual experimentation and expression. Emphasis is also placed on the development of each student's unique style and an appreciation of historical and modern sculpture.

## **INTERMEDIATE SCULPTURE**

**Half year – ½ credit, Grades 9-12**

This course continues the study of the basic materials and techniques utilized by the sculptor. Projects are designed to meet the special interests of each student and emphasis is placed on the diversity of media available to sculptors. Students have the opportunity to investigate a variety of materials. Inspiration is drawn from historical as well as contemporary artists and their work. Craftsmanship in the production of individual pieces is a prime focus in this course. Projects are required in several techniques. **Prerequisite: Introduction to Sculpture**

## **ADVANCED SCULPTURE**

**Half year – ½ credit, Grades 10-12**

This course emphasizes non-traditional approaches to sculpture. Students construct and fabricate objects on a larger scale. Emphasis is on relating ideas to materials. Projects are developed on an individual basis. **Prerequisite: Intermediate Sculpture**

## **INTRODUCTION TO CERAMICS**

**Half year – ½ credit, Grades 9-12**

This course is an introduction to the basic techniques of ceramics. Pottery examples from various cultures as well as contemporary society are used for aesthetic judgment and appreciation. Hand-building methods are taught in this semester course. Many forms of decoration are covered including glazing and staining.

## **INTERMEDIATE CERAMICS: WHEEL THROWING**

**Half year – ½ credit, Grades 9-12**

This course develops skills used on the potter's wheel. At the end of the course the student should be able to control the wheel to make small containers of various shapes as well as lids. Examples from various cultures and periods of history are used as a basis for aesthetic judgment and appreciation. Emphasis is placed on craftsmanship and design. **Prerequisite: Introduction to Ceramics**

## **INTERMEDIATE CERAMICS : HAND BUILDING**

**Half year – ½ credit, Grades 9-12**

This course is designed for students who have a basic understanding of ceramic techniques and want to expand their hand-building skills and creativity. The focus is on deepening knowledge of hand-building methods while introducing new processes for decorating, glazing, and finishing. Students will build upon the foundational techniques they have already learned, such as pinch pots, slab, and coil construction, while exploring more advanced approaches. Students will develop a deeper understanding of hand-building techniques and will complete a range of works showcasing their individual style and creativity. **Prerequisite: Introduction to Ceramics**

## **ADVANCED CERAMICS**

**Half year – ½ credit, Grades 10-12**

This course further develops the student's ability in ceramics. Hand-building and wheel-throwing are explored. This is an advanced level studio and students are encouraged to develop an individual aesthetic and an inventive personal approach to creating ceramic art.

**Prerequisite: Intermediate Ceramics**

### **INTRODUCTION TO PHOTOGRAPHY**

**Half year – ½ credit, Grades 9-12**

In this course students learn the fundamental techniques of fine art photography. Both the aesthetic and technical aspects of the photographic image are covered. Students become proficient in the use of the single lens reflex camera, 34 mm film processing and the basics of black and white darkroom printing. A limited number of school cameras are available for students to use. Students are required to sign a contract and are financially responsible for the equipment they borrow. *Preference given to juniors and seniors.*

### **INTERMEDIATE PHOTOGRAPHY**

**Half year – ½ credit, Grades 9-12**

In this course the techniques learned in Introduction to Photography are reinforced and expanded. The primary focus of this course is an exploration of both film and digital photography and how to incorporate the elements of art and principles of design into photographic projects, as well as many technical and experimental aspects of taking film and digital photos. A limited number of school cameras are available for students to use. Students are required to sign a contract and are financially responsible for the equipment they borrow. *Preference will be given to juniors and seniors.* **Prerequisite: Introduction to Photography**

### **INTRODUCTION TO METAL ARTS**

**Half year – ½ credit, Grades 9-12**

This course provides a foundational exploration of metalworking, with a primary focus on jewelry creation, while also introducing students to the diverse world of metal art. Students will learn about and use professional tools and techniques to express themselves creatively in a variety of metals, plastics, and found objects. Through hands-on projects, students will gain experience with a range of techniques, including jewelry making, wirework, metal stamping, repoussé and chasing, and found object assemblage. In addition, students will delve into the rich history of metal arts and its cultural significance.

### **INTERMEDIATE METAL ARTS**

**Half year – ½ credit, Grades 9-12**

This course builds upon the foundation established in Introduction to Metal Arts, expanding students' knowledge and experience of tools, techniques, and materials. While continuing to refine jewelry-making skills, students will be introduced to advanced procedures such as stone setting, casting, enameling, and other specialized techniques applicable to a wider range of metal art applications. **Prerequisite: Introduction to Jewelry Design or Introduction to Metal Arts**

### **ADVANCED METAL ARTS**

**Half year – ½ credit, Grades 10-12**

This advanced course is designed for students who possess a strong foundation in basic metalworking techniques and are eager to explore more complex concepts and skills. While emphasizing jewelry design and fabrication, students will also delve into advanced metalsmithing techniques relevant to various metal art forms, including advanced stone setting, casting, and surface embellishment. Through rigorous critique, self-directed learning, and experimentation, students will refine their technical skills and artistic voice, preparing them for further study or a career in metal arts. **Prerequisite: Intermediate Metal Arts or Intermediate Jewelry Design.**

### **INTRODUCTION TO FASHION DESIGN & ILLUSTRATION**

**Half year – ½ credit, Grades 9-12**

This course will introduce students to the basics of fashion design and illustration with an emphasis on personal creativity. Some of the topics covered are: drawing the fashion figure, understanding, drawing and incorporating design lines and principles, recognizing and drawing basic structures, history of fashion, fashion designers, and fabric and color.

### **INTERMEDIATE FASHION DESIGN & ILLUSTRATION**

**Half year – ½ credit, Grades 9-12**

This course will expand upon the knowledge and experience of techniques and materials covered in Introduction to Fashion Design & Illustration. More advanced techniques in various media will be explored, such as developing watercolor painting skills with respect to fashion renderings, and utilizing professional grade inks to further enhance fashion illustration. The new materials will be introduced in order to give students a broader base for self-expression in the realm of fashion design and the opportunity to build upon techniques as they become more comfortable. Students will also learn about past and present fashion designers, mood boards, display, fabrics, and the commercial world within the garment industry. **Prerequisite: Introduction to Fashion Design & Illustration**

### **ADVANCED ART PORTFOLIO**

**Full year – 1 credit, Grades 11,12**

This course is designed for the advanced art student who is interested in exploring a variety of art media at a very high level. This course gives students an opportunity to prepare an extensive body of work for possible submission as a college portfolio. **Prerequisite: 1.5 Art Credits which must include Intro to Drawing or Studio in Art (formal instruction in drawing outside of school may be considered).**

### **AP STUDIO IN ART**

**Full Year – 1 credit, Grade 12**

The AP Studio Art course is for students interested in a rigorous and focused study in the visual arts. Students will develop a quality portfolio that demonstrates a mastery of concept, composition, and execution in 2D or 3D design. The portfolio will include a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit. Students will be expected to spend time outside of class on sketchbook assignments, artist statements, and to complete projects. **Prerequisite: Advanced Art Portfolio**

### **ART SURVEY/SAIL ART**

**Half year – ½ credit, Grades 9-12**

This course focuses on skill development in a variety of media and techniques. Students are encouraged to explore the visual arts through ceramics, painting, collages and other media, in a studio atmosphere. *Administrative approval is required.*

### **SUPA: INTRODUCTION TO THE ART AND CRAFT OF ANIMATION**

**Full Year, 1 credit – grades 11 & 12**

This is a dual enrollment course between White Plains High School and Syracuse University. Upon successful completion, students may earn six college credits. The purpose of this course is to introduce students to some important animation techniques and modalities and to build a foundation for further coursework or personal exploration of this diverse and dynamic artistic medium. Students will explore and practice modalities of animation traditionally practiced by independent filmmakers like drawn, cut paper, stop motion, pixilation, as well as modalities practiced in the animation production industry like character design, concept art, and animatics production. Students will also learn the basics of animation post-production, including editing, sound, color correction, and preparing short animated films for delivery via YouTube, Vimeo, and other streaming services **Prerequisite: Studio in Digital Art**

The discipline of business and marketing education helps students develop the knowledge, skills and behaviors necessary to succeed in the workforce using the appropriate business and communication tools. These courses will help students develop skills in finance, information systems, entrepreneurship, marketing, management, and international trade. Computer science and programming education provides an opportunity for students to engage in real-world problem solving and computational thinking while experiencing the fundamentals of computing and developing programming expertise. The acquired skills provide a foundation for career and college readiness as well as prepare students for post-secondary study in a business cluster, computer science and programming. Technology and information literacy courses help students recognize the social implications of technology and develop the ability to identify the need for information, locate, evaluate, analyze and use it effectively. These courses will help students acquire the necessary skill set that is increasingly important in this “Information and Technology Age”.

Grades that are indicated in the course descriptions are to be used as guides. Grades do not impede a student from taking a course. Please speak with your school counselor about the appropriate course for your academic success.

### **BUSINESS EDUCATION COURSES**

#### **CAREER & FINANCIAL MANAGEMENT**

**Half year – ½ credit, Grades 9-12**

The Career and Financial management course (CFM) is designed to equip students with essential life skills related to both financial literacy and career planning. This course emphasizes practical knowledge and tools that are directly applicable to real-world situations, empowering students to make informed decisions regarding their finances and future careers. Students will learn about budgeting, interest rates and loans, credit management, saving and investing and making sound financial decisions. Students will explore career pathways, personal goal settings, resume building and job search strategies. Key softskill such as communication, teamwork, time management, task priority and problem-solving will be emphasized as essential tools for career success.

#### **MARKETING 1: INTRODUCTION TO MARKETING**

**Half year – ½ credit, Grades 9-12**

This introductory marketing course provides students with a comprehensive foundation in the core principles and functions of marketing as they relate to various industries. The course is designed to offer students a thorough understanding of the marketing process, focusing on both the theory and practical application of marketing strategies across different types of products, services, and ideas. Key topics covered include: marketing fundamentals, distribution channels, financing, market information management, pricing, selling and promotion. Throughout the course, students will be encouraged to apply the concepts they learn through case studies, group projects, and real-world examples. By the end of the course, students will have a strong understanding of the marketing functions and how they work together to drive business success. This course serves as a prerequisite for students interested in advancing to specialized marketing fields, such as Sports and Entertainment Marketing, by providing them with the foundational knowledge necessary for more complex marketing topics.

#### **SPORTS AND ENTERTAINMENT MARKETING**

**Half year – ½ credit, Grades 10-12**

This course is designed to provide students with a comprehensive understanding of how marketing principles apply to both the sports and entertainment sectors. Students will learn fundamental theories and strategies in the areas of market research, consumer behavior, branding, advertising, partnerships and digital marketing focusing on collegiate, professional and amateur sports and the movie, theater and music industries. Students will develop strategies to market teams, films and concerts. This course assumes students have a basic understanding of marketing concepts and **requires Marketing 1 as a pre-requisite course.**

#### **INTRO TO BUSINESS LAW 1**

**Half year - 1/2 credit, Grades 10-12**

This is a dual enrollment course between White Plains High School and Mercy University. Intro to Business Law 1 provides high school students with a foundational understanding of business law and its critical role in the legal environment. Students will explore the key legal concepts that impact both businesses and individuals today. Key topics covered in the course include contracts, sales, ethics, dispute resolution, agency law, and the various legal structures of business organizations. Students will develop an understanding of how laws influence business operations, decision-making processes, and consumer protection. In addition, students will be introduced to the court system, methods of legal dispute resolution, and the roles of various legal professionals. By the end of the course, students will have a comprehensive understanding of the legal environment and its implications in both business and personal contexts. Students who pay the discounted fee to Mercy University will receive a Mercy University Transcript. This course will receive honors weighting.

#### **ACCOUNTING 1**

**Half year – ½ credit, Grades 10-12**

This course is designed to build foundational skills in bookkeeping and accounting. Key objectives of the course will introduce students to: Recording Journal Entries (Students will learn to accurately document financial transactions in journal entries). Updating Ledger Accounts (Students will update and maintain various ledger accounts to track business activities) Preparing Financial Statements (The course will teach students to prepare basic financial statements, including income statements, balance sheets, and cash flow statements). Analyzing Financial Statements (Students will also analyze these financial statements to assess the financial health of a business). Making Projections (Using the data from financial statements, students will learn how to make business projections, helping businesses plan for the future). Use of Accounting Software (Practical experience will be gained through the use of accounting software, which will assist students in completing accounting tasks efficiently).

#### **INCUBATOR EDU ENTREPRENEURSHIP & ENTERPRISE**

**Full year – 1 credit, Grades 11,12**

This course will provide students with an authentic entrepreneurship experience. This program gives students the opportunity to create and fully develop their own products or service. Real-world entrepreneurs and business experts serve as volunteer coaches and mentors, guiding student teams through processes of ideation, market research and business plan development. Over the course of the year, student teams learn about marketing, accounting, as well as the legal aspects of starting a business. They have access to a network of professionals to further develop their skills (teamwork, problem-solving, presentation, communication) for college and career readiness.

## COMPUTER SCIENCE & PROGRAMMING COURSES

### **INTRODUCTION TO COMPUTER SCIENCE**

**Half year—1/2 credit, Grades 9-12**

Through a project based learning approach, students who are interested in computers and developing software applications will explore a variety of computer systems (hardware and software applications) and programming languages to create interactive applications and systems. By collaborating in a hands-on environment, students will develop problem solving skills, software design and debugging strategies. They will develop an appreciation for the foundations of computer science (file management, data structures, procedures, and algorithms). Students will work on projects (both individual and team) in the areas of computing career options, graphics and games, animation and art, electronics systems, and interactive fashion, all using a variety of programming languages. Students will develop a working knowledge of computer system designs, and skills and strategies that will serve a basis for the Computer Science Essentials course. *Designed for students who have not taken Computer Applications for Business & Life in middle school or who want to develop technology and programming skills in a half-year course.*

### **COMPUTER SCIENCE ESSENTIALS**

**Full year—1 credit, Grades 9-12**

Computer Science Essentials (CSE) is the first course in the Project Lead the Way (PLTW) Computer Science strand. Students experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. The course aims to develop computational thinking and generate excitement about career paths that utilize computing. CSE helps students develop programming expertise and transition from the block-based programming to text-based programming languages. The course is designed to introduce students to a range of topics in computer science while building confidence that prepares them to move to advanced computer science courses. *This course requires a working knowledge of basic software, hardware, and file management.*

### **INTRO TO ROBOTICS 1**

**Half year—1/2 credit, Grades 9-12**

Based on the Carnegie Mellon Robotics Academy curriculum and using REV Edu Kits, this project-based course focuses on the fundamental concepts of robotics including basic programming principals, construction, mechanical design, sensors, actuators and controllers. Students are introduced to the role of robotics in industries such as manufacturing, healthcare and exploration. By the end of the course students will understand the relationships between mechanical, electrical and software components in a robot, develop basic programming skills to control robot behavior and collaborate effectively in teams to complete section and final projects.

### **AP COMPUTER SCIENCE**

**Full year—1 credit, Grades 10-12**

Students experience advanced computer science functions, including problem solving, working with data, understanding the Internet, cybersecurity, and programming. Using Python and Java Script as primary tools, students develop advanced projects to solve real world problems. This course incorporates multiple platforms and languages for computations. Students develop programming expertise and explore the workings of the Internet. The students will be involved in app development, visualization of data, cybersecurity and simulation. This course follows the Project Lead the Way (PLTW) Computer Science curriculum. *Students take the AP Computer Science Exam. Prerequisite: Computer Science Essentials or administrative approval*

## INFORMATION LITERACY COURSES

### **TECHNOLOGY, RESEARCH & SOCIAL MEDIA**

**Half year – ½ credit, Grades 9-12**

This course focuses on technology and information literacy skills while using social media & research tools through project-based instruction. Some of the hands-on projects may include, but are not limited to creation of videos, podcasts, 3D images and public service announcements (PSA). Students will develop comprehensive understanding of Microsoft applications, online resources and databases, and new cloud-based and social media applications. Students will also develop methods on identifying and critically analyzing the misinformation imbedded in fake news on social media and on websites. This course is a great foundation for future technology and research classes, as well as college and careers. It also provides support for students to complete projects assigned in their academic classes. Designed for students who have not taken Computer Applications for Bus. & Life in middle school or want to develop additional technology and information literacy skills.

## **PHYSICAL EDUCATION & HEALTH DEPARTMENT**

Physical Education in the White Plains School District is an integral part of the total educational program for each student. It contributes to the development of the individual through physical activity and human movement. The Physical Education Curriculum is designed to develop lifelong participants in physical activity, health, and wellness.

White Plains physical education includes the development of aquatic skills, physical fitness, motor skills, individual and team sport skills, and experiential learning skills. In addition, it is the responsibility of the White Plains School District to provide suitable physical education activities for students with special needs. For students with special needs, every attempt will be made to closely follow the regular physical education curriculum with appropriate modifications. We also offer Adaptive physical education and SAIL physical education as necessary. The physical education program for the vast majority of students will include Aquatics during freshman year and Fitness during sophomore year. Juniors and seniors may choose elective courses in Lifesaving/First Aid/CPR, Lifetime Sports, Project Adventure, Recreation Sports, Strength Training, Team Sports, Yoga Meditation & Mindfulness, and Yoga & Pilates.

It is the responsibility of every White Plains student to attend, participate in, and successfully complete physical education each year. Each year, one-half credit will be earned by students completing this requirement. As per NYS regulations, students must earn two credits in physical education to be eligible to graduate. **All courses meet every other day and are half-year except for Lifesaving/CPR, ISP P.E., and SAIL P.E. which are full year.**

### **AQUATICS**

**Half-year (alt days)– 1/4 credit, Grade 9**

This course focuses on developing swimming techniques, water safety, and aquatic fitness. Students will engage in a variety of water-based activities, including swimming, and synchronized swimming. Emphasis is on improving stroke efficiency, endurance, and comfort in the water. Students will also learn about water safety protocols and explore the benefits of aquatic exercise. Through direct experience, students will discover opportunities for aquatic sports and fitness activities outside of school, promoting lifelong skills and enjoyment in the water.

### **FITNESS**

**Half-year (alt days) – 1/4 credit, Grade 9**

This course is designed to improve overall physical fitness through a variety of exercises and activities. Students will focus on cardiovascular health, strength, flexibility, and endurance through structured workouts, including aerobic exercises, strength training, and mobility routines. The course emphasizes the importance of maintaining a balanced fitness routine to enhance overall health and well-being. Students will also learn about the benefits of regular physical activity, goal setting, and how to track their fitness progress. Opportunities to pursue personal fitness goals beyond school will be explored.

**INTRODUCTION TO STRENGTH TRAINING****Half-year (alt days)– 1/4 credit, Grade 10-12**

This course introduces students to the fundamentals of strength training focusing on proper technique, safety, and building a solid foundation for muscle development. Students will learn about diverse types of strength training equipment, including free weights, machines, and resistance bands. Emphasis will be on mastering basic exercises such as squats, presses, and deadlifts. The course will cover essential principles of progressive overload, warm-ups, and recovery, empowering students to create safe and effective strength training routines. Students will also discover the benefits of strength training for overall health and fitness.

**INTRODUCTION TO TEAM SPORTS****Half-year (alt days)– 1/4 credit, Grade 10-12**

This course focuses on developing fundamental skills in various team sports including soccer, basketball, volleyball, and flag football. Students will learn essential techniques, teamwork, offensive and defensive strategies, and communication skills. The course emphasizes building a strong understanding of the rules and structure of each sport while promoting fitness and sportsmanship. Students will participate in both practice sessions and competitive games, providing an opportunity to improve skills in a collaborative environment. The course also encourages exploration of opportunities to engage in team sports beyond the classroom setting.

**ADVENTURE SPORTS****Half-year (alt days)–1/4 credit, Grade 10-12**

This course introduces students to a variety of outdoor adventure sports that challenge both physical and mental limits. Activities include mountain biking, Orienteering, Snow showing/cross country skiing (weather permitted) and Trekking/hiking. They will also discuss survival skills and basic camping skills such as knot tying and pitching a tent. Emphasis is on safety, outdoor survival skills, and teamwork. Students will develop problem-solving abilities, communication skills, and endurance as they participate in both individual and group challenges. The course fosters a sense of adventure, encourages taking calculated risks, and promotes an appreciation for nature. Students will also explore opportunities to participate in adventure sports outside of school, inspiring a lifelong interest in outdoor activities.

**CONVENTIONAL STRENGTH TRAINING****Half-year (alt days)– 1/4 credit, Grade 10-12**

This course focuses on traditional strength training techniques that are widely used for building muscle mass, strength, and overall fitness. Students will learn and practice classic exercises like squats, bench presses, deadlifts, and overhead presses, using both free weights and machines. The course covers the principles of progressive overload, rep and set schemes, and recovery, helping students build a solid strength foundation. Students will be introduced to techniques for increasing strength safely and effectively, with a focus on achieving personal fitness goals through a consistent and structured strength training program.

**FUNCTIONAL STRENGTH TRAINING****Half-year (alt days)– 1/4 credit, Grade 10-12**

This course focuses on functional strength training, which enhances the ability to perform everyday activities with greater ease and efficiency. Students will engage in exercises that mimic real-life movements, such as lifting, pushing, pulling, and squatting, to improve core strength, balance, and flexibility. Exercises will incorporate bodyweight, resistance bands, kettlebells, and other equipment to develop strength that supports daily life. Emphasis will be on functional mobility, injury prevention, and overall body coordination. Students will learn how to build a functional fitness routine that can be applied both inside and outside of the gym.

**INTERNATIONAL SPORTS****Half-year (alt days)– 1/4 credit, Grade 10-12**

This course introduces students to sports from around the world, offering an exciting opportunity to explore diverse cultures through physical activity. Students will participate in sports such as cricket, rugby, field hockey, handball, and others that are popular globally. Emphasis will be on learning the rules, techniques, and strategies unique to each sport, while also developing a broader understanding of the international landscape of athletics. The course promotes cultural awareness, teamwork, and sportsmanship while highlighting opportunities for participation in global sports activities outside of school.

**LIFESAVING/FIRST AID/CPR****Full year—½ credit, Grade 10-12**

This rigorous elective course combines swimming, lifesaving skills, and knowledge and skills necessary to deal with medical emergencies. After the successful completion of this course, students may be eligible to receive American Red Cross Certificates in Life Guarding, Standard First Aid, Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer, which would prepare students to seek employment as certified lifeguards. Students must pass times endurance swim test, 2 min treading water with no hands, and submerged brick retrieval as set forth by the American Red Cross before continuing the course. Additionally, asynchronized assignments and homework are required for certification. **Pre-requisite: One full credit in physical education and required swimming ability. (FULL YEAR)**

**MINDFUL MOVEMENT: YOGA & WALKING****Half-year (alt days)– 1/4 credit, Grade 10-12**

This course focuses on the integration of mindfulness, yoga, and walking to promote overall physical and mental well-being. Students will engage in gentle yoga sessions, mindful walking exercises, and breathing techniques to reduce stress, increase flexibility, and improve mental clarity. Emphasis is placed on the connection between breath, movement, and awareness. The course encourages students to practice mindfulness in everyday activities, and to explore the benefits of yoga and walking as tools for mental and physical wellness. Students will also learn how to incorporate these practices into their daily routines outside of school.

**NET SPORTS****Half-year (alt days)– 1/4 credit, Grade 10-12**

This course focuses on sports that involve a net, including tennis, badminton, pickleball, and volleyball. Students will develop key skills in these sports such as serving, volleying, and positioning. The course emphasizes strategy, teamwork, and fitness while providing opportunities for individual and partner-based competition. Through class instruction and competitive play, students will improve their physical conditioning, hand-eye coordination, and game tactics. The course also introduces students to opportunities to participate in net sports outside of school, encouraging lifelong involvement in these dynamic activities.

## **INTRODUCTION TO PROJECT ADVENTURE**

**Half-year (alt days)– 1/4 credit, Grade 10-12**

This course serves as an introduction to Project Adventure, an experiential learning program that uses outdoor activities and team-building exercises to foster personal growth and cooperation. Students will participate in problem-solving challenges, low-rope courses, trust-building exercises, and other activities that promote teamwork, communication, and leadership. The course focuses on building self-confidence, resilience, and collaboration, using adventure-based activities to teach valuable life skills. Students will gain insight into the philosophy behind Project Adventure and learn how these activities are utilized to enhance group dynamics and personal development in various settings.

**(FALL ONLY)**

## **PROJECT ADVENTURE: HIGH ELEMENTS**

**Half-year (alt days)– 1/4 credit, Grade 10-12**

This course builds on the foundational skills learned in Introduction to Project Adventure, focusing on high-element challenges that involve physical and psychological risk-taking. Activities such as high ropes courses, rock climbing, zip-lining, and aerial obstacle courses will push students outside of their comfort zones. Emphasis will be placed on overcoming fear, building trust, and strengthening teamwork through these high-adrenaline experiences. The course encourages personal growth, leadership, and group cooperation in a safe and structured environment. Students will gain valuable skills in problem-solving, resilience, and self-confidence, preparing them to tackle both high-element and real-life challenges. **(SPRING ONLY)**

## **RECREATION SPORTS**

**Half-year (alt days)– 1/4 credit, Grade 10-12**

This course offers a wide range of recreational sports designed to promote physical activity, social interaction, and fun. Activities include kickball, ultimate frisbee, capture the flag, dodgeball, and other engaging team-based games. The focus is on enjoying sports in a low-pressure, recreational environment while developing basic skills, fitness, and teamwork. Students will learn how to engage in physical activities for enjoyment and stress relief, and they will be introduced to sports they can enjoy for life. The course encourages inclusivity and builds a powerful sense of community, offering recreational sports to stay active beyond the classroom.

## **SPORT STRENGTH TRAINING**

**Half-year (alt days)– 1/4 credit, Grade 10-12**

This course focuses on strength training techniques tailored to athletes and students interested in improving their performance in specific sports. Students will learn sport-specific strength exercises that enhance power, speed, and agility for a variety of athletic activities such as football, basketball, soccer, and track and field. The course emphasizes proper technique, injury prevention, and the development of sport-related strength and conditioning. Students will gain an understanding of how strength training can enhance athletic performance, and they will create training programs designed to meet the needs of specific sports and athletic goals. Students will learn how to research workout specific exercises for their sports.

## **TEAM SPORTS**

**Half-year (alt days)– 1/4 credit, Grade 10-12**

Building on the skills learned in Introduction to Team Sports, this course delves into more advanced team sports techniques and strategies. Students will refine their offensive and defensive tactics, improve individual and team performance, and engage in more competitive play. Sports such as basketball, soccer, and volleyball will be learned in greater depth, with a focus on leadership, strategy, and adaptability. The course encourages students to work collaboratively and competitively while exploring opportunities to pursue these sports outside of school. Students will experience games and practice sessions that simulate real-game scenarios.

## **WATER SPORTS**

**Half-year (alt days)– 1/4 credit, Grade 10-12**

This course is designed to enhance students' aquatic skills and knowledge through a variety of exciting water sports. Activities such as kayaking, diving, volleyball, water polo, and fishing, etc. The course emphasizes teamwork, water safety, and developing skills in different water-based sports. Students will also improve their overall fitness and endurance through these engaging activities. The course will highlight the opportunities available for pursuing water sports outside of school, encouraging students to continue exploring aquatic activities. **(Pre req - successfully passing Aquatics.)**

## **YOGA PILATES PLUS**

**Half-year (alt days)– 1/4 credit, Grade 10-12**

This course combines the principles of yoga and Pilates to enhance flexibility, strength, balance, and mental focus. Students will engage in a variety of exercises that promote body awareness, improve posture, and increase core strength. The course integrates yoga poses with Pilates movements, creating a well-rounded fitness routine that promotes relaxation, mindfulness, and physical conditioning. Students will explore the benefits of these practices for overall wellness and discover opportunities to pursue yoga and Pilates outside of school for continued growth and well-being.

## **ISP (Integrated Supports Program) P.E.**

**Full year—½ credit, Grade 10-12**

This course provides a safe environment for students to exercise and develop wellness and fitness skills while addressing their social, emotional, and academic needs. It is an integrated approach that supports overall well-being while engaging in physical activity.

# **HEALTH**

## **HEALTH EDUCATION**

**Full year (alt days)– ½ credit, Grade 10-12**

A NYS graduation requirement, this course is typically scheduled in sophomore year and includes the following topics: mental health, substance abuse & prevention, life skills (food choices, basic medical care, consumer education, etc.), disease education & prevention, family living/human sexuality, STDs, and HIV/AIDs. This course is designed to teach and develop health and wellness life skills, and address components of physical, social, and emotional health.

## SUPPORT PROGRAMS

### THE SAIL PROGRAM

#### (Strategies for Adult Independent Living)

These courses provide students with an understanding of how the community, the job site and the home function. It enables students to engage in activities to further their skills and knowledge in order to function independently at home, on the job and in the community. *Administrative approval is required for admission.*

HOME AND LIFE SAIL 1	Full year—1 credit, Grades 9-12
HOME AND LIFE SAIL 2	Full year—1 credit, Grades 9-12
HOME AND LIFE SAIL 3	Full year—1 credit, Grades 9-12
HOME AND LIFE SAIL 4	Full year—1 credit, Grades 9-12
HOME AND LIFE SAIL 5	Full year—1 credit, Grades 9-12
HOME AND LIFE SAIL 6	Full year—1 credit, Grades 9-12
ENGLISH/SOCIAL STUDIES SAIL 1	Full year—1 credit, Grades 9-12
ENGLISH/SOCIAL STUDIES SAIL 2	Full year—1 credit, Grades 9-12
MATH SAIL 1	Full year—1 credit, Grades 9-12
MATH SAIL 2	Full year—1 credit, Grades 9-12
SCIENCE SAIL 1	Full year—1 credit, Grades 9-12
SCIENCE SAIL 2	Full year—1 credit, Grades 9-12
ENGLISH/MATH SAIL 3	Full year—1 credit, Grades 11,12
SAIL ART	Half year—.5 credit, Grades 9-12
SAIL HEALTH	Half year—.5 credit, Grades 9-12
SAIL PHYSICAL EDUCATION	Full year—.5 credit, Grades 9-12
SAIL ADAPTIVE MOVEMENT	Full year—.5 credit, Grades 9-12

### GENERAL WORK EXPERIENCE

These courses in combination meet as a three period block in the afternoon and may be scheduled for students during both their junior and senior years. These courses provide students with experience in a variety of work-related activities in order to develop pre-vocational and social skills related to work. The activities may be performed in several occupational areas in the community and would require varying levels of supervision. These courses are intended to satisfy the state requirement for two credits necessary to earn a Regents CDOS Credential. *Administrative approval is required for admission.*

GENERAL WORK EXPERIENCE 1	Full year - 1 credit, Grades 11,12
GENERAL WORK EXPERIENCE 2	Full year - 1 credit, Grades 11,12
ACADEMIC SUPPORT WORK EXPERIENCE	Full year - Grades 11,12

### LEARNING STRATEGIES PROGRAM

LEARNING LAB	0 Credit, Grades 9-12
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Learning Lab meets on alternate days and is scheduled in lieu of a study hall. This course provides executive functioning skills to ensure student success. *The recommendation of a learning facilitator is required for enrollment.*

## **SPECIAL PROGRAMS**

### **WPHS SEMINAR**

At WPHS we value the social, emotional, and academic needs of our students. Through the WPHS seminar, students meet regularly with their school counselor, house administrator or house social worker to address their academic and social emotional needs while also exploring their goals, interests and needs. In addition, the seminar will support students in strengthening their leadership skills and establishing positive relationships with adults and peers.

### **SCIENCE RESEARCH PROGRAM**

This course is a three-year commitment from sophomore to senior year and is designed to provide students with an understanding of research methods in the sciences. Students must undergo an application process to be enrolled. The program is directed to students that have a keen interest in science and would like to pursue excellence and progress in areas of original student research. Students must be highly motivated and able to work independently. Students' commitment to long-term, focused research that demonstrates initiative, perseverance and creativity is developed and fostered. Students in this course are expected to: 1) participate in science fairs 2) develop or master scientific writing, verbal, and visual presentation skills (PowerPoint & scientific poster) and 3) commit to work on research during the summer (minimum of 14 hours, minimum of 90 hours for SUNY Albany credit). Students are taught the process of online bibliographic researching and can access various scientific databases. Group seminars and individual consultations with support personnel are provided. Students choose a topic of interest and construct original research using a mentor of their choice to assist with their research. These mentors can be working scientists from the private or public sector, or college professors from local colleges and universities. As each year of the program is successfully completed, the student will earn one credit. These credits are in addition to the required science credits for graduation and may NOT be used to replace them. This course receives Honors weighting. Up to 12 college credits may be earned from the State University at Albany.

### **CREDIT RECOVERY**

Credit recovery classes are online high school courses offered for students in grades 9 through 12 who have failed courses required for graduation. *Entrance will be determined on a case-by-case basis and administrative approval is required. Enrollment in science credit recovery classes requires documentation of prior completion of the appropriate lab requirements.*

### **SENIOR INTERNSHIP PROGRAM**

(Seniors Only)

The White Plains High School Senior Internship Program provides students with an opportunity to conclude their high school educational experience by participating in a semester long work experience. The purpose of this program is to allow students the chance to apply their high school knowledge and skills in an area of personal interest and to use community resources to further their education and develop post-secondary goals. Students in this program will also develop skills for success, such as communication, teamwork, networking, professionalism, problem solving, and critical thinking. The Internship Program also encourages students to build relationships with community stakeholders and explore possible career paths. All 12th graders participating in the program are required to find their own internships and participate in those internships during the 4th Quarter. Internship experiences are approved by the Internship Facilitator prior to the start of the experience.

### **COMMUNITY SERVICE PROGRAM**

Community Service is not a graduation requirement; however WPHS encourages students to become actively involved with the community through volunteer experiences. These may take place at local non-profit agencies and organizations or within the school. Community service provides firsthand knowledge of society's needs, as well as future career opportunities. Service credit may be earned over a four-year period and will be awarded as follows: ½ service credit for 60 hours or one service credit for 120 hours. This credit may not be applied toward graduation. It is only on the transcript to demonstrate the student's commitment to Community Service. This program is open to all students. The coordinator of volunteers is available to assist with placement and evaluation.

The Center for Career Services, 65 Grasslands Road, Valhalla, NY, provides opportunities for career and technical education for White Plains High School students. The student spends one-half day at White Plains High school in a program that includes at least English, Social Studies, and Physical Education and the other half of the day at The Center for Career Services. The high school grants four credits per year for the Career & Technical courses. Low enrollment may affect the ability to offer certain courses.

The Career and Technical Education (CTE) Program prepares students with the career skills they need to find employment and/or pursue post-secondary education. Certified teachers who have extensive professional experience in their respective fields provide instruction. Each student masters job skills in a career cluster area during his or her stay at the Career Center. Academic courses in English, Math, and Social Studies needed to fulfill New York State graduation requirements and support Regents standards are available on site. The New York State Education Department has approved the integration of English 12 into the Career Service Program over two years. Also approved by NYSED are Math 12 in Auto Technology, Electrical Construction, and Science 12 in Cosmetology and Emergency Medical Services. The student must pass the appropriate Regents Exam to earn the integrated credit. Student services include guidance counseling, sign language interpretation and Spanish translation. All programs carry up to four sequence credits per year toward graduation. The students may receive a technical endorsement on their Regents Diploma provided they: complete all graduation requirements and the Career/Technical sequence requirement; pass a technical assessment; pass the five required Regents in English, Mathematics, Science and Social Studies or approved alternatives. Articulation agreements are in place with colleges throughout New York State and other states that enable students to gain from 3 to 14 college credits while enrolled in Career Center courses. All CTE classes meet in the afternoon.

### **AUTOMOTIVE TECHNOLOGIES**

#### **AUTOMOTIVE TECHNOLOGY**

Become certified as an Automotive Technician. You will be able to diagnose, repair and maintain automobile engines, brakes, electrical systems and suspensions as you complete this program and begin your career.

#### **COLLISION TECHNOLOGY**

A fulfilling career awaits you as a certified technician in auto body repair. Gain experience in restoring accident damaged vehicles. Learn the latest refinishing and custom painting techniques as well as welding, sheet metal fabrication, fiberglass repair, interior and glass service, and many other skills.

#### **POWER SPORTS, MOTORCYCLE, & SMALL ENGINE REPAIR**

Repair and rebuild machines and equipment that use smaller engines such as motorcycles, personal watercraft, snowmobiles, ATVs, out-board motors, chain saws and lawn equipment. Begin a lifelong career as you diagnose two and four-cylinder engine problems while you learn about their basic electrical, transmission and fuel systems.

### **CONSTRUCTION TECHNOLOGIES**

#### **CONSTRUCTION / PLUMBING**

Learn the skills necessary to work in the construction and maintenance industries while earning nationally accredited qualifications and certifications. In cooperation with NCCER (National Center for Construction Education & Research) and their nationally accepted curriculum, you will be able to produce a transcript that is accepted by colleges, unions, and trade schools nationwide.

#### **ELECTRICAL CONSTRUCTION**

Emerge from the Electrical Construction program as a wiring technician with a working knowledge of cutting edge, 21st century green technologies. Through this combination of theory and hands-on activities you will be prepared for apprenticeship in the field, for advanced study, and to receive the NCCER (National Center for Construction Education & Research) certification in Electrical and Core.

### **MEDIA**

#### **COMMERCIAL ART/ MULTIMEDIA**

Use your creativity and technology skills to create logos, advertisements, package design, illustrations, animation, and page layout with the Adobe Creative Suite. Compose your personal digital portfolio and become a traditional artist, and/or a graphic designer/artist with the promise of a career in the world of advertising art and design.

## **FASHION DESIGN / MERCHANDISING**

Enter the dazzling world of high fashion as you draw, cut and sew exotic fashion designs and model them on the runway. At the same time, explore the history of fashion and textiles, gain experience in the technology now used in the fashion industry and design your personal fashion portfolio for admission into this exciting career.

## **GRAPHIC & INTERIOR DESIGN**

Have you ever dreamed of becoming an Interior Designer? This program is for you. You will combine architecture, furniture design, digital photography, drawing and drafting with technology programs such as Computer Aided Design to aid you in completing your personal, comprehensive portfolio that will complement your skills as you enter the exciting career field of Interior Design.

## **TV / VIDEO PRODUCTION**

Have you ever wondered how TV shows produce their special effects? Discover the inner workings of the wonderful digital world of TV and video as you participate in camera shoots and direct and edit scripts. Explore the variety of lighting and recording effects on news, advertising and documentaries, as you begin your preparation for this most exciting and creative career.

## **HOSPITALITY AND PERSONAL SERVICES**

### **COSMETOLOGY**

Let the world become your canvas as you learn extensive hands-on skills to express your creativity in hair design, hair color, make-up artistry, skin and nail care. Our two year Cosmetology program offers you 1,000 hours of training in beauty and wellness giving you the necessary foundation to pass the New York State Cosmetology Licensing Exam and begin your future career in the beauty industry.

### **CULINARY ARTS**

Specialize in the techniques of cooking as you learn methods of butchering, baking, nutrition menu planning and catering. Prepare to enter the culinary world as a specialty cook, chef, pastry chef or caterer, or continue with advanced training. The field is growing and job opportunities are expanding every day.

### **BARBERING**

The Barbering program is designed to provide competency-based knowledge, theory, and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. The program prepares students to take the New York State Examination required for licensing.

## **HEALTH & SAFETY**

### **EMERGENCY MEDICAL SERVICES**

Become an Emergency Medical Technician and learn the many lifesaving skills and techniques such as CPR and treatment of traumatic injuries. These are but a few of the medical skills necessary for certification as a Certified First Responder in medical emergency situations. You will also have the opportunity to become a certified Emergency Medical Technician, able to work on 911 and/or private ambulances and in hospital emergency rooms. This EMT training is an excellent foundation on which to build a career in medicine.

### **SECURITY, LAW & POLICING**

Welcome to a career in law enforcement as you discover the many aspects of crime scene investigation, including fingerprinting and fingerprint identification and processing. Become certified from Homeland Security in Weapons of Mass Destruction Awareness, Terrorist / Suicide Bombing & Domestic Anti-Terrorism. Begin your law enforcement service in the course as you gain New York State certification as a Security Guard.

### **NURSING ASSISTANT**

Prepare for a medical career by participating in supervised clinical rotations in an extended care facility with classroom theory and lab practice. This course allows you to work directly with patients while preparing you for the New York State Department of Health Certified Nurse Assistant examination, providing you with the entry level knowledge and skills for a fulfilling lifetime career.

## **COMPUTER INFORMATION TECHNOLOGIES**

### **COMPUTER INFORMATION SYSTEMS & MEDICAL OFFICE ADMINISTRATIVE ASSISTANT**

Become an integral, certified member of the medical team while qualifying for a variety of Microsoft Office Suite certifications. As a Medical Administrative Assistant, you will use your new computer skills to help patients make appointments, fill out insurance claims, track procedures and medications, verify tests and design/revise billing procedures in a simulated office setting. An exciting career in the medical field awaits you upon completion of this program.

## **SCIENCE, TECHNOLOGY, ENGINEERING, & MATH**

### **PRE-ENGINEERING/ CAD**

Experience the world of technology and engineering. This course will provide you the opportunity to apply science, technology, mathematics and communication skills through project based instruction. Several different aspects of engineering will be explored, such as Mechanical, Civil, and Robotics and you will learn and apply the design process, problem solving, creative and analytical-thinking skills as you work in a team based approach.

### **VETERINARY SCIENCE**

Work with live animals as you learn their proper handling and care. You will perform different veterinary procedures as a part of this program, including how to measure heart rate and temperature, how to collect and analyze samples, and how to effectively use a microscope and other veterinary tools. This course will provide you with a foundation in veterinary terminology and procedures which will help you succeed in a future career in animal science as a veterinarian, veterinary technician, or veterinary assistant.

## **INTRODUCTION TO CAREER AND TECHNICAL EDUCATION**

Introduction to Career Trades (iCTE) is a career program designed to meet the specific educational goals of students classified by their Committees on Special Education. Offered on the Career Services Campus in Valhalla, this program offers practical, hands-on career training in a self-contained environment. All programs of study are individualized so that each student can reach his/her potential. Handling day-to-day problems associated with work situations, in addition to developing appropriate employable skills and social interactions necessary for success in the workplace, are also stressed. Live work experiences and internships are also available. The following programs are offered:

### **AUTOMOTIVE TRADES & MAINTENANCE**

Entry level repair and safety skills are learned and practiced to help students become employable in the automotive industry. Training areas include: wheels and tires, lubrication, brakes, steering and suspension, engine tune-ups, electrical systems, and small engine repair.

### **AUTO BODY & DETAILING**

Students learn an introduction to all aspects of the auto body industry such as base coat/clear coat, dent repair, sheet metal layout and basic welding (gas/mig) and gain some experience in detailing vehicles.

### **BAKING, FOOD & RETAIL SERVICE**

Students learn entry-level skills required in the baking, food preparation, and retail service industries.

### **GENERAL MAINTENANCE ASSISTANT**

Students will learn basic plumbing, electrical, carpentry, painting, sheet rocking, taping, tiling, cleaning, and maintenance.

### **OFFICE SKILLS & OCCUPATIONS**

Coursework includes instruction in the Microsoft Office Suite, Business Simulations, filing, shredding, office machine operations, and Google Applications.

### **INTRODUCTION TO FASHION & RETAIL**

Students in this program learn entry level skills linked to the exciting world of Fashion/Retailing. Students will be exposed to retail math, sales, stock and inventory control, merchandising, color theory, customer service and elements of design.

All Introduction to Career Trades Programs are half day in the morning. Students usually spend from one to three years in the program. When they complete the program, students can enter the work force in jobs for which they are trained, or advance to post-secondary education. Students entering the Introduction to Career Trades Program must be at least 15 years old by September 1<sup>st</sup> and classified as a special education student.

## **ACADEMIC COURSES AT BOCES**

- ◆ Integrated English 12 (all Secondary programs)
- ◆ Integrated Math 12 (Electrical Construction, Automotive Technology)
- ◆ Integrated Science 12 (Cosmetology, Emergency Medical Services)

Integrated academics are earned over two years and credit is awarded in the second year of the program after the Regents or RCT Exam.

## **WPHS EDUCATOR PATHWAY COURSES**

### **FOUNDATIONS OF ELEMENTARY EDUCATION:**

**Half year - ½ credit, Grades 10-12**

This course examines the historical, philosophical, social and cultural influences on education in the United States. Students will consider the role of the teacher and focus on curriculum planning as well as partnering with students and families. Students will begin to develop a personal philosophy of education and a set of values for teaching and working with families. This course will be a dual enrollment course in collaboration with Westchester Community College.

### **THE DIVERSE LEARNER**

**HALF YEAR ½ CREDIT GRADES 10-12**

This course examines the role of educators and schools in promoting social justice. Students will examine the diverse multicultural landscape of schools as well as the complexities of children's lives in schools and society. Students will consider approaches to anti-bias curriculum as they examine how to create classroom environments that honor and empower all children.

**White Plains High School**  
**Program Planning**  
**Dual-Enrollment Courses Offered in 2025-2026**

*Dual-enrollment courses allow a student to simultaneously earn high school and college credit. You may take these courses just for high school credit and pay nothing. **To earn the college credit you must pay tuition to the college that we are partnering with, and you must earn a C or better in the course for that credit to be transferrable to other colleges.** The tuition that colleges charge for dual-enrollment credit is far below what they would charge on campus. These courses offer students the most cost-effective way possible – other than Advanced Placement Courses – to earn college credit while in high school. Costs listed below were in effect for 2025-2026 school year.*

**Tuition assistance may be available for qualified students,** so please don't assume that you can't take the course for college credit if it seems unaffordable. The department coordinator or your counselor can give you information on how to apply for financial aid, or you can call the college directly. WCC does not currently offer financial aid for ECE courses.

**ECE (Early College Experience) Courses**  
**Offered in partnership with Westchester Community College**

The Early College Experience Program is an academic partnership between Westchester Community College and WPHS, which enables our students to enroll in college level classes and earn college credit during their final year(s) of high school. ECE courses are taught by WPHS high school teachers who have been vetted and approved by the college's academic departments and follow the learning objectives and syllabi as described in the Westchester Community College. All students must be on track to complete New York State high school graduation requirements and meet all necessary prerequisites for the college course as defined in the college's course catalog. All classes take place at WPHS. Students who complete all required coursework receive a grade which is recorded on an official Westchester Community College transcript, which then can be forwarded by the student to the institution they attend to even evaluated for transfer credit.

**SUNY University Credit: C or better automatically transfers to any SUNY school. Many other schools accept these transfer credits as well. WCC normally charges \$197 per credit for a full time undergraduate student. When a student takes an ECE class, they are charged \$63.67 per credit, a savings of 68%. Our ECE courses are either three or four credits, depending upon the course.**

**ENGLISH 4 ECE**

**Full year - 1 WPHS credit, Grade 12**

This is a dual enrollment course offered in collaboration with Westchester Community College (WCC) through its Early College Experience (ECE). The course focuses on the full range of English studies in the four strands of the English Language Arts curriculum. Readings will include essays and may also come from other forms of literature. Students will write essays which demonstrate their ability to articulate personal responses, to draw inferences, to synthesize information, and to express informed opinion. Students develop proficiency in speaking and in evaluating oral discourse through such activities as discussion and oral presentations. Research and its proper documentation will be included in this process. Students must pass a placement test or score a 90 or higher on the English Regents Exam in order to be eligible to register for college credit for this course. ***Students must pay the discounted fee for WCC credit to receive a Westchester Community College transcript.*** **Prerequisite: English 3 and a 65 or higher on the English Regents Exam**

**COLLEGE ALGEBRA ECE: Math 131 WCC**

**Full year - 1 WPHS credit, Grades 11,12**

This course is a dual enrollment course offered in collaboration with Westchester Community College through its Early College Experience (ECE). Math 131: This course is an introduction to algebraic functions and their graphs, solving equations that involve algebraic functions, and the use of function notation and focuses on topics including Linear Functions, Quadratic Functions, Polynomial Functions, Rational Functions, Radical Functions, and Systems of Linear Equations. The final exam is a departmental exam. Students must pay the discounted fee and have a passing grade to receive four Westchester Community College credits. **Prerequisites: Grade of 75 or higher High School Algebra II and Regents**

**PRE-CALCULUS ECE**

**Full year - 1 WPHS credit, Grades 11,12**

This course is a **dual enrollment course** offered in collaboration with Westchester Community College through its Early College Experience (ECE). This course offers problem solving beyond quadratics with emphasis on the analytical geometry leading to the calculus. Topics of study include polynomial functions, conic sections, matrices, and limits. The final exam is a departmental exam. ***Students must pay the discounted fee for Westchester Community College credit to receive a Westchester Community College transcript. This course is a 4 credit course and will cost \$254.68 for WCC tuition.*** **Prerequisite: Algebra 2 Trigonometry and Regents Exam**

**CALCULUS ECE**

**Full year - 1 WPHS credit, Grade 12**

This course is a dual enrollment course offered in collaboration with Westchester Community College through its Early College Experience (ECE). This course includes topics in differential and integral calculus. The final exam is a departmental exam. ***Students must pay the discounted fee for Westchester Community College credit to receive a Westchester Community College transcript. This course is a 4 credit course and will cost \$254.68 for WCC tuition.*** **Prerequisite: Pre-Calculus**

#### **FRENCH 4 HONORS - ECE**

**Full year - 1 WPHS credit, Grades 11,12**

**This is a dual enrollment course offered in collaboration with SUNY Westchester Community College.** This course is designed for students who have successfully passed the Checkpoint B assessment in French and who demonstrate the motivation and enthusiasm to continue the study of the language and its culture. Students will continue to develop their interpersonal, interpretive, and presentational skills as they reinforce their control of the language's fundamental grammatical framework and expand the range of their vocabulary and communicative structures. Students will read a collection of representative works by authors from the French-speaking world. **Students must pay the discounted fee for the WCC credit to receive a SUNY Westchester Community College transcript. Prerequisite: French 3A**

#### **SPANISH 4 HONORS - ECE**

**Full year - 1 WPHS credit, Grades 11,12**

**This is a dual enrollment course offered in collaboration with SUNY Westchester Community College.** This course is designed for students who have successfully passed the Checkpoint B assessment in Spanish and who demonstrate the motivation and enthusiasm to continue the study of the language and its culture. Students will continue to develop their interpersonal, interpretive, and presentational skills as they reinforce their control of the language's fundamental grammatical framework and expand the range of their vocabulary and communicative structures. **Students will read a collection of representative works by authors from the Spanish-speaking world. Students must pay the discounted fee for the WCC credit to receive a SUNY Westchester Community College transcript. Prerequisite: Spanish 3A**

#### **ITALIAN 4 HONORS - ECE**

**Full year - 1 WPHS credit, Grades 11,12**

**This is a dual enrollment course offered in collaboration with SUNY Westchester Community College.** This course is designed for students who have successfully passed the Checkpoint B assessment in Italian and who demonstrate the motivation and enthusiasm to continue the study of the language and its culture. Students will continue to develop their interpersonal, interpretive, and presentational skills as they reinforce their control of the language's fundamental grammatical framework and expand the range of their vocabulary and communicative structures. In this wide-ranging study of Italy's social and literary culture, the students will employ a variety of instructional materials and realia, including but not limited to modern texts, print journalism, music, television, movies, and the internet. **Students must pay the discounted fee for the WCC credit to receive a SUNY Westchester Community College transcript. Prerequisite: Italian 3A**

### **Marist College Courses**

#### **Offered in partnership with Marist College**

White Plains High School and Marist have established an academic partnership, which enables our students to enroll in Marist college level classes and earn college credit during their final year(s) of high school. **The following courses offered by Marist College will cost \$100 per credit which is an 89% reduction from their full tuition.**

#### **MULTIVARIABLE CALCULUS**

**Full Year - 1 WPHS credit, Grade 12**

Multivariable Calculus (also often known as Calculus III) is the third course in a three-semester sequence in calculus designed for future mathematicians, scientists, engineers and students interested in STEM disciplines. Concepts covered in the course include: vectors, vector-valued functions, functions of several variables, partial derivatives, and multiple integration. This course is a **dual enrollment course (4 credits)** offered in collaboration with Marist College. Grade consists of in-course examinations, homework, and a final exam. Students can earn high school credit independent from Marist College. Students must pay the discounted fee for college credit. This course receives Honors weighting. **Prerequisite: Students must receive a minimum grade of B in AP BC Calculus, or an A in AP AB Calculus and Calculus II over the summer at an accredited college. This course is a 4 credit course and will cost \$400 for Marist tuition.**

#### **CRIMINAL LAW/CRIMINAL JUSTICE**

**Half year - ½ WPHS credit, Grade 12**

This is a dual enrollment course offered in collaboration with Marist College. This course is designed to introduce students to some of the basic ideas, concepts and laws along with a basic understanding of how our criminal justice system functions in the United States. The course will begin with a look at the nature and causes of crime and their impact on society. This will be followed by a focus on the roles that individuals play in the criminal justice system. Finally, the course will look at current events in the field of criminal justice to see how the criminal justice system is responding to the constant issues arising for our society to deal with on a daily basis. **Students taking the course for Marist College credit may register for the course and pay the discounted fee to Marist College. This course is a 3 credit course and will cost \$300 for Marist tuition. They must also earn a grade of C or better.** This course receives Honors weighting. **Prerequisite: U. S. History or AP U. S. History**

#### **CONSTITUTIONAL LAW HONORS**

**Half year - ½ credit, Grade 12**

This is a dual enrollment Political science course with Marist College which is designed to increase student knowledge and awareness of Constitutional rights, systems, and the effects that the Constitution has on their lives. This course will concentrate on understanding the Articles and Amendments of the Constitution, as well as the government systems established by the Constitution's framework. The course will provide opportunities for students to interact with their communities and to earn points towards the New York State Seal of Civic Readiness through civic engagement projects. criminal justice to see how the criminal justice system is responding to the constant issues arising for our society to deal with on a daily basis. Students taking the course for Marist College credit may register for the course and pay the discounted fee to Marist College. They must also earn a grade of C or better. This course receives Honors weighting. This course will follow N.Y. State guidelines and meets the requirements for the government credit. **Prerequisite: U. S. History or AP U. S. History**

## SUPA (Syracuse University Project Advance) Courses Offered in partnership with Syracuse University

Syracuse University Project Advance (SUPA) is an enhanced concurrent enrollment program linking Syracuse University with secondary schools. Through this partnership, WPHS can offer qualified juniors and seniors the opportunity to enroll in SU courses for university credit. Teachers who have qualified through SUPA as SU adjunct instructors teach enhanced concurrent enrollment university courses in high schools during the school day. SU courses offered through SUPA intellectually challenge students, requiring them to deeply explore and thoroughly interact with college-level subject matter. Dual enrollment not only better prepares students to transition from high school to college, it also gives them course credit. 90% of our students who register for SUPA credit receive recognition for that credit at the college they actually attend.

**Syracuse University normally charges \$1683 per credit for a full-time undergraduate student. SUPA courses cost \$115 per credit. Most of our SUPA courses are 3-credit courses, so tuition is \$345. SUPA Forensics is a 4-credit course because of the included laboratory credit. The cost for this course is \$460. For an undergraduate student, the same 3-credit course would cost \$5049, or a 4-credit course would cost \$6732. This is a savings of over 93%. Project Advance offers tuition assistance to eligible students. Eligibility is primarily based on federal guidelines for low-income families. However, students who are experiencing unexpected financial hardships, such as a sudden loss of employment in the household or sudden military deployment, should also consider applying. Funding is limited and applications are considered on a rolling basis. Once submitted, the decision will be sent to both the student and parent via email. If approved, students will receive anywhere from a 60%-70% reduction in tuition.**

### **SUPA: ENGLISH WRITING AND TEXTUAL STUDIES**

**Full year — 1 WPHS credit, Grade 12**

This is a dual enrollment course between White Plains High School and Syracuse University. Upon successful completion, students may earn six college credits. During the fall, students will be enrolled in WRT 105/Studio I: Practices of Academic Writing. WRT105 teaches students strategies of critical academic writing in various genres, particularly analysis, argument, and researched writing. During the spring, students will enroll in English Textual Studies. In ETS students will learn and apply extensive close reading, evidence-based analysis and argumentation, and independent-inquiry with a focus on critically reading literary and other cultural texts. **Students paying the discounted fee for SU credit will receive a Syracuse University transcript. This course receives Honors weighting.**

**Prerequisite: English 3 with a grade of B or higher or English 3H or AP English with a C or higher**

### **SUPA: PRESENTATIONAL SPEAKING**

**Half year - ½ credit, Grade 12**

This is a dual enrollment course offered in collaboration with Syracuse University. This course takes as its primary assumption that speaking in public is an essential component of most professions as well as a necessary skill of active citizens, able to articulate, advocate and argue in public and about public issues. Hence, the instruction of presentational speaking is based on two important principles—the need to understand the fundamental principles of speaking in public and the need to practice different speaking types. Both objectives are directed toward developing workable presentational skills, the ability to discern the necessary speech type, understanding the link between the topic at hand and the audience, learning the process of crafting speeches, lending support to major claims and implementing persuasive strategies that can enhance affecting audiences. Students must pay the discounted fee for SU credit to receive a Syracuse University transcript. **Prerequisite: English 3R with a grade of B or higher or English 3H or AP English with a C or higher**

### **SUPA Writing Culture: Introduction to Creative Nonfiction**

**Half year - ½ WPHS credit, Grade 12**

This course is a dual-enrollment, college course between White Plains High School and Syracuse University. HST 101 covers the period from the pre-colonial era in North America to 1865, and HST 102 covers the period from 1865 through the present. This course is recommended for students who want to gain a greater appreciation of and dive more deeply into specific events within US History. Students will be committing to completing college level work including reading college level texts, participating in graded class discussions, formulating historical arguments, and writing research essays. The course also requires students to engage with readings and prepare course materials outside of class time in order to engage with the content at a collegiate level. Each course concludes in a final that reflects the rigor and content of the course. Upon successful completion of both courses and paying the discounted fee, students will earn 6 college credits and receive a Syracuse University transcript. This course receives Honors weighting. **Prerequisite: Global History or AP World History with a B or higher.**

### **SUPA: U.S. History I & II**

**Full Year -1 WPHS Credit, Grade 11**

This course is recommended for students who are entering their first college level course. This course is a dual enrollment course between White Plains High School and Syracuse University. Upon successful completion of both courses students will earn 6 college credits. SUPA U.S. History I covers the period from the U.S. origins to 1865. SUPA U.S. History II covers the period from 1865 through the present. Students will be able to develop a greater appreciation for the history of the U.S. and dive deeply into specific subjects, while still preparing for the United States History Regents. The final for this course will not be the regents but an exam that will reflect the rigor of the course. **Students paying the discounted fee for Syracuse University credit will receive a Syracuse University transcript. This course receives Honors weighting. Prerequisite: Global History or AP World History with a B or higher.**

**SUPA FORENSICS:****Full year – 1 WPHS credit, Grade 12**

This is a dual-enrollment course between White Plains High School and Syracuse University. Forensic Science is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have greatly impacted law enforcement and the criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations. Lab work is an essential and integral part of the course, and there is a separate required lab period on alternate days. Laboratory exercises will include techniques commonly employed in forensic investigations. **Students who pay the discounted fee to SU will receive a Syracuse University transcript. This course receives Honors weighting.**

**Prerequisite: Regents Chemistry with a B or higher.**

**SUPA: INTRODUCTION TO THE ART AND CRAFT OF ANIMATION****Full Year, 1 WPHS credit – grades 11 & 12**

This is a dual enrollment course between White Plains High School and Syracuse University. Upon successful completion, students may earn six college credits. The purpose of this course is to introduce students to some important animation techniques and modalities and to build a foundation for further coursework or personal exploration of this diverse and dynamic artistic medium. Students will explore and practice modalities of animation traditionally practiced by independent filmmakers like drawn, cut paper, stop motion, pixilation, as well as modalities practiced in the animation production industry like character design, concept art, and animatics production. **Students will also learn the basics of animation post-production, including editing, sound, color correction, and preparing short, animated films for delivery via YouTube, Vimeo, and other streaming services** **Prerequisite: Studio in Digital Art**

**SUPA: AN INTRODUCTION TO THE ANALYSIS OF PUBLIC POLICY****Half year - ½ WPHS credit, Grade 12**

This is a dual enrollment course offered in collation with Syracuse University. This college course is open to all White Plains High School seniors and designed to provide a foundation for students to make informed reasoned choices about financial decisions over their professional and personal lives. It covers essential aspects of household personal finance, including record keeping, budgeting, banking, saving, credit, loans, investing, insurance, taxes, and retirement planning. Students will learn important institutional facts about different types of bank deposits; mutual funds; bonds, including US Savings Bonds; stock; loans, including credit cards and fixed and adjustable rate mortgages; retirement accounts, such as Individual Retirement Accounts and 401 (k) plans; tax deductions and credits; and aspects of health, property, and life insurance. This course would follow the state guidelines and meet the requirements for Economics credit while giving the students an opportunity for 3 college credits. Students must pay the discounted fee for Syracuse University credit to receive a Syracuse University transcript. This course receives Honors weighting. **Prerequisite: U.S. History**

**SUPA ECONOMICS:THE ECONOMICS OF PERSONAL FINANCE****Half year - ½ WPHS credit, Grade 12**

This course is designed to provide a foundation for students to make informed reasoned choices about financial decisions over their professional and personal lives. (SUPA ECN 305 Course Description) This course would follow the state guidelines and meet the requirements for Economics credit. **Students must pay the discounted fee for Syracuse University credit to receive a Syracuse University transcript. This course receives Honors weighting. Prerequisite: U.S. History Regents of AP U.S. History with a B or higher.**

**Mercy University Dual Enrollment**

The cost is \$50 per credit with the total being \$150 for the course.

**INTRO TO BUSINESS LAW 1****Half year - 1/2 credit, Grades 10-12**

This is a dual enrollment course between White Plains High School and Mercy University. Intro to Business Law 1 provides high school students with a foundational understanding of business law and its critical role in the legal environment. Students will explore the key legal concepts that impact both businesses and individuals today. Key topics covered in the course include contracts, sales, ethics, dispute resolution, agency law, and the various legal structures of business organizations. Students will develop an understanding of how laws influence business operations, decision-making processes, and consumer protection. In addition, students will be introduced to the court system, methods of legal dispute resolution, and the roles of various legal professionals. By the end of the course, students will have a comprehensive understanding of the legal environment and its implications in both business and personal contexts.. Students who pay the discounted fee to Mercy University will receive a Mercy University Transcript.

## PLTW (Project Lead the Way) Courses

### Offered in partnership with Rochester Institute of Technology

The Rochester Institute of Technology normally charges \$979 per credit for a full-time undergraduate student. Project Lead the Way courses cost \$75 per credit. This is a savings of approximately 92%. These are three-credit courses, so the cost is \$225 per course.

#### INTRODUCTION TO ENGINEERING DESIGN

Full year – 1 credit, Grades 9-12

This is a **dual enrollment course** offered in collaboration with the Rochester Institute of Technology (RIT). This course is the first in the Project Lead the Way (PLTW) Pathways to Engineering Program but may be taken on its own to meet graduation elective credit requirements. In this course, students use the design process and industry standard 3D modeling software to design solutions to solve proposed problems. Students engage in hands-on, project-based activities while learning the fundamentals of engineering. This course prepares students to move to the PLTW electives such as Aerospace Engineering and Environmental Engineering. **Students must pay the discounted fee for RIT credit to receive a Rochester Institute of Technology transcript. Please note that Introduction to Engineering Design is a prerequisite for many other Project Lead the Way courses. Students with a desire to pursue engineering should keep this in mind when choosing electives.**

#### CIVIL ENGINEERING & ARCHITECTURE

Full year – 1 credit, Grades 9-12

This is a **dual enrollment course** offered in collaboration with the Rochester Institute of Technology (RIT). This course is a specialization course in the Project Lead the Way (PLTW) Pathways to Engineering Program. Students are introduced to key aspects of building and site design and development as they learn to use computer-assisted architectural design and modeling software. Throughout the course, students move from structured activities to open-ended projects, completing both residential and commercial designs. Students apply the engineering design cycle to all problems while applying math and science concepts and developing professional skills such as planning, documentation, communication, and presentation of solutions. Major projects include the design of a small, affordable home; the renovation of a commercial facility; and the design of a small commercial facility that meets a specific community need. **Students must pay the discounted fee for RIT credit to receive a Rochester Institute of Technology transcript. Prerequisite: Algebra**

#### PRINCIPLES OF ENGINEERING HONORS

Full year – 1 credit, Grades 11,12

This is a **dual enrollment course** offered in collaboration with the Rochester Institute of Technology (RIT). This course is a foundation course in the Project Lead the Way (PLTW) Pathways to Engineering Program. In it, students are exposed to major concepts like mechanisms, energy, statics, materials, and kinematics. All students must have taken, or be taking, Regents or Honors Physics at the same time as this course. **Students must pay the discounted fee for RIT credit to receive a Rochester Institute of Technology transcript. Prerequisite: Introduction to Engineering Design AND either Algebra 2 Trigonometry or co-requisite Regents Physics**

## University in the High School (UHS) Program

### Offered in partnership with SUNY Albany

SUNY Albany UHS doesn't charge per credit, they charge per course. It is currently a flat rate of \$190 per course (\$95 for free/reduced lunch students). The full school year class is 4 credits, while the summer courses are 2 credits.

#### SCIENCE RESEARCH 1

Full year - 1 credit, Grade 10

Prerequisite: Interview and Application

#### SCIENCE RESEARCH 2

Full year - 1 credit, Grade 11

Prerequisite: Science Research 1

#### SCIENCE RESEARCH 3

Full year - 1 credit, Grade 12

Prerequisite: Science Research 2

Science Research 2 and Science Research 3 are dual-enrollment courses offered in collaboration with SUNY Albany. These honors-level courses are designed to provide students with an understanding of research methods in the sciences. The sequence is appropriate for self-motivated students who have a keen interest in science and would like to pursue excellence and progress into areas of original research. For further information, see Special Courses in this catalog. **These courses receive Honors weighting.**

SUNY Albany offers the opportunity for students to earn up to 12 credits in Science Research. Two of these courses are only offered during the summer. Students must have secured a mentor before enrolling in SUNY Albany courses. These courses include:

**CAS 109 - Intermediate Science Research (2 credits, Summer) - Juniors**

**CAS 110 - Intermediate Methods of Research (4 credits, Full Year) - Juniors**

**CAS 209 - Advanced Science Research (2 credits, Summer) - Seniors**

**CAS 210 - Advanced Methods of Research (4 credits, Full Year) - Seniors**

The Summer courses run from June through September and are the only UHS courses offered during the summer. The Full Year courses run from September through June.



**We believe that:**

- ◆ All people have intrinsic value
- ◆ Celebrating and embracing diversity enriches lives
- ◆ All people can learn, grow and contribute
- ◆ Every choice matters, and that people are responsible for their choices
- ◆ Respect, honesty and trust empower
- ◆ When people serve the community, both the individuals and the community benefit
- ◆ High expectations promote high achievement



**Non-Discrimination Policies**

In compliance with Section 504 of the Rehabilitation Act, with Title IX and with Title II of the Americans With Disabilities Act, the White Plains School District does not discriminate on the basis of disabling condition or gender in its educational programs, activities, or employee practices. These policies on non-discrimination include the following areas: recruitment and employment of personnel, employment pay and benefits, access by students to educational programs, course offerings, and student activities.

Individuals who need auxiliary aids for effective communication or a reasonable modification to participate and benefit equally from programs and services are invited to make their needs and preferences known to the ADA Compliance Coordinator. Parents are to make such requests no later than two weeks prior to the event.