WESTLAKE HIGH SCHOOL

Thornwood, NY

Course Catalogue

2025 – 2026

COURSE CATALOGUE
2025 – 2026

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SZ/01-2025

WESTLAKE HIGH SCHOOL

MT. PLEASANT CENTRAL SCHOOL DISTRICT
825 Westlake Drive
Thornwood, NY 10594
(914) 769-8311

KEITH SCHENKER
Principal

DANIEL BRADY
Assistant Principal

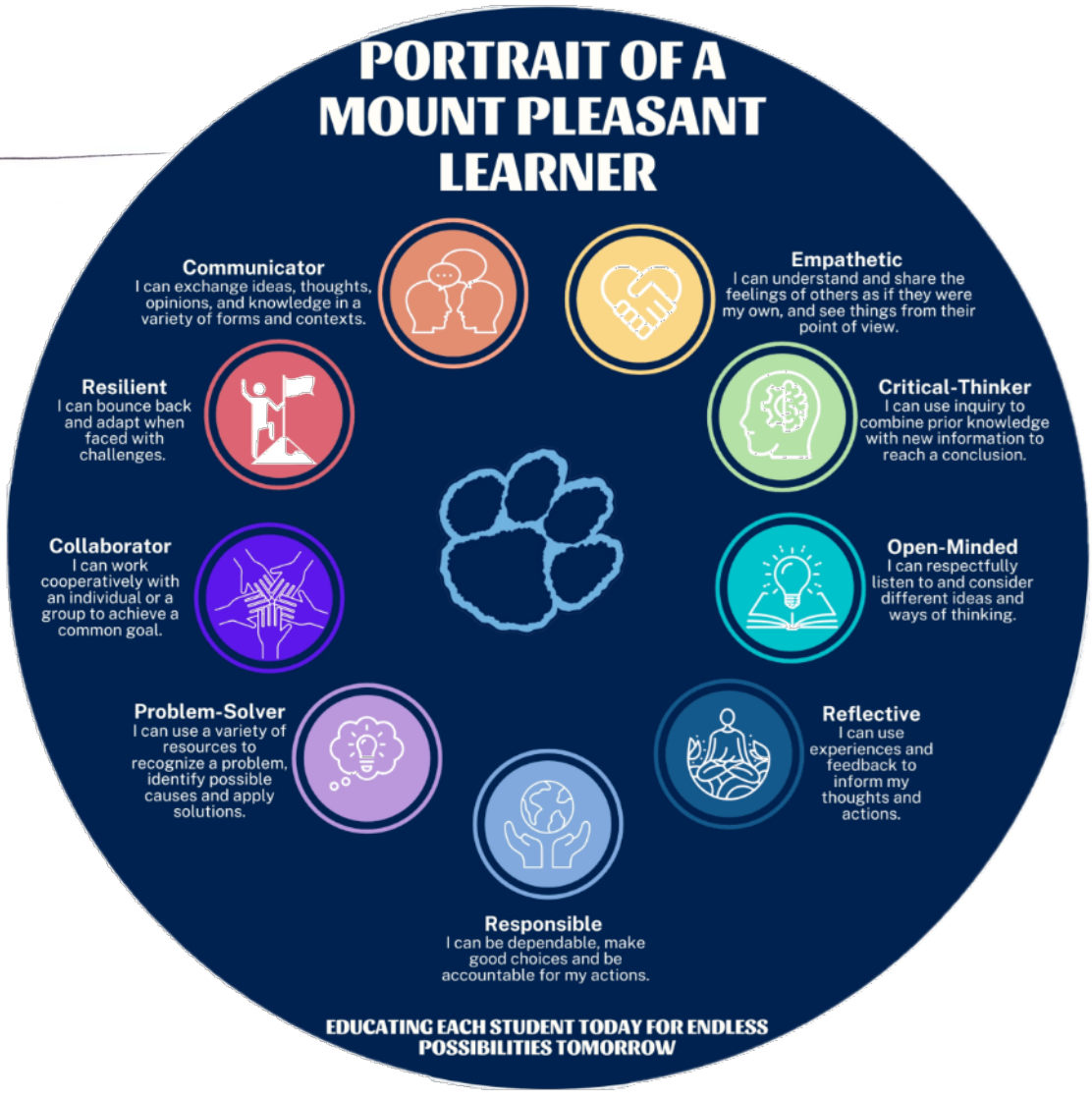
Dear Students:

We are pleased to provide this Course Catalogue to you for the 2024-2025 school year. It contains valuable information about how to plan a high school program, diploma requirements, testing, guidance services, scheduling policies and procedures and descriptions of the many courses we offer here at Westlake High School.

As you plan your courses for next year, keep focused on your future goals. Each of your courses, while grounded by specific content, are designed to reinforce thinking skills, research skills, communication skills, social skills and self-management skills. Our goal is to ensure that every student graduates with these core competencies as well as the nine attributes of a lifelong learner. Your counselor, teachers, administrators, and parents are here to help you in your journey towards graduation.

Yours truly,

Keith Schenker
Principal



PHILOSOPHY OF WESTLAKE HIGH SCHOOL

Westlake High School is dedicated to the development of potential growth in the individual; let each become all he or she is capable of becoming. Our purpose is to broaden thinking and to expand horizons.

We strive to meet the needs and concerns of students living in a rapidly changing, pluralistic, technologically complex society. We believe the school and community share in this educational responsibility; curricular offerings reflect not only state and local requirements, but also the interests and needs of the school community.

Furthermore, the school must create an atmosphere where people are accepted as individuals in an environment that fosters self-discipline, mutual respect, cooperation, and excellence.

Westlake High School

Principal ..... Mr. Keith Schenker
Assistant Principal ..... Mr. Daniel Brady

2025 - 2026 Board of Education

President ..... Mr. Michael Horan
Vice President ..... Ms. Sara M. Beaty
Mr. Michael Griffin
Mr. Steven Mastrosimone
Mrs. Laura Michalec Olszewski
Mr. Christopher Pinchiaroli
Mrs. Colleen Scaglione Neglia

District Administration

Superintendent of Schools ..... Dr. Peter Giarrizzo
Assistant Superintendent of Curriculum, Instruction & Administrative Services..... Dr. Adam Bronstein
Director of Technology ..... Mr. Kenneth Amann
Director of Physical Education, Health and Athletics..... Mr. Dave Kantrowitz
Director of Business Administration..... Ms. Margaret Modugno
Director of Facilities ..... Mr. Eric Strack
Director of Pupil Personnel and Student Services ..... Dr. Joann Vaccaro

GENERAL INFORMATION

The primary goal of Westlake High School is to provide an educational program, designed to meet the student's academic needs and future plans. This booklet is designed to guide both students and parents through the course offerings and basic information necessary to plan a full high school program. This guide should be used along with the services of the Guidance and Counseling Department.

The planning of a high school program is an important process. There is a wide range of program selections which Westlake High School takes pride in offering, such as AP, Honors, Regents, Elective courses, and Occupational Education, along with many other special services. It is important to the student's success that well-thought-out decisions are made in planning the four-year program.

Program planning should be accomplished early in the current school year. Students must discuss their possible course selections and prerequisites with their academic teachers and parents. Students will meet with their respective counselor to review their academic records and to select their appropriate courses from the proposed offerings. Students and parents review the proposed course selections and return the signed form in accordance with the instructions received from the Guidance Department.

PLANNING A HIGH SCHOOL PROGRAM

Planning a high school program of study and selecting appropriate subjects to take are important at each grade level from grade 9 through grade 12.

Here are a few factors to consider as you use this booklet to help make choices each year:

1. Future plans – further education, employment, military service, other
2. Scholastic abilities, skills, and academic record
3. Career-related interests

Students and parents should read the information in this booklet carefully, and plan as far ahead as possible. Choose those subjects that will best fit future plans, abilities, and interests. Meetings are scheduled with counselors to help make decisions and establish goals for each student.

ACCREDITATION STATEMENT

Westlake High School is accredited by the Tri-State Consortium, a nationally recognized organization whose affiliated institutions include many K-12 institutions in the tri-state area.

Accreditation through an institution like the Tri-State Consortium indicates that the school meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process.

EQUALITY OF OPPORTUNITY

The Mount Pleasant Schools do not discriminate on the basis of race, national origin, color religious creed or age (in accordance with Title VI of the Civil Rights Act of 1964); physical disability (in accordance with Section 504 of the Rehabilitation Act of 1973) and sex or marital status (in accordance with the Title IX of the 1972 Education Amendments) in any of their educational programs, activities, or employment policies.

GRADUATION REQUIREMENTS

REGENTS DIPLOMA Required Courses	
English	**4**
Social Studies	**4**
Math *	**3**
Science	**3**
World Language **	**1**
Art / Music	**1**
Health	**.5**
Physical Education	**2**
Sequence / Electives	**3.5**
(LOTE, CTE, The Arts)	
Total	**22.0**

Required Exams Passing Score of 65 and Above
Regents Exam in English Language Arts
Regents Exam in Mathematics
Regents Exam Global Studies
Regents Exam U.S. History
Regents Exam Science
✦ *or* an approved alternate pathway ✦

* An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science.

** Students are required to have completed one unit of credit in a world language. This can be accomplished by either (a) a 2-year sequence of 7th and 8th 0grade world language in the middle school along with a passing grade on the corresponding school-based assessment or (b) 1 year of a high school level world language.

New York State offers different types and variations of diplomas. Please see your counselor for details.

GUIDANCE AND COUNSELING SERVICES

The guidance and counseling services at Westlake High School are designed to meet the educational, social, and emotional needs of students at each grade level. Upon entering the ninth grade, students are assigned a counselor. The counselor is deeply interested in assisting students to achieve their maximum potential academically while they encourage social and extracurricular experiences which provide maximum personal growth. Guidance and counseling involves a commitment on the part of the counselor to each student as an individual. The programs are designed to address common concerns - scheduling, orientation, transition, testing, academic issues, and the college selection process - and at the same time provide a highly individualized focus for every student. The counselors are not merely academic advisors - they are trained professionals with interest and experience in assisting students as they face and explore concerns that are important to their lives.

The formal guidance and counseling program begins before students enter the high school in the spring when counselors meet with the middle school counselor and conduct an evening information session with parents of incoming ninth grade students. Eighth graders will meet with their assigned high school counselor.

The formal high school counseling sessions are planned for each student at some time during the school year but are supplemented by frequent informal guidance and counseling sessions on issues of individual concern. The counselors are available for individual meetings at the request of a student, parent, or teacher and are constantly involved in resolving academic and personal issues for their students. A student may initiate a meeting by making an appointment through the guidance secretary. There is an open-door policy, and if the counselor is free, the student may see his/her counselor immediately. It is recommended that students see their counselor during a study hall, lunchtime or after school, unless it is an emergency.

Students are encouraged to view the counselor as supportive in dealing with the complexities of decision-making and problem-resolution in their academic and personal lives while at Westlake High School. Counselors receive copies of all progress, academic, and discipline reports. They are in constant contact with teachers, administrators, and parents and are, therefore, in a position to have a comprehensive understanding of each student in their case load. It is the counselor's function to coordinate all of the resources in the high school in order to help students achieve their goals and to have as successful and rewarding an experience as possible while attending Westlake High School.

LEVELS OF INSTRUCTION

Educational experiences which involve varying levels of difficulty are offered to meet the different needs of students. Quality points assigned to courses are used in the determination of students' ranks. All courses taken with the exception of, pass/fail courses, work experience, community service and audited courses, including those taken in summer school and other accredited institutions as determined by the principal, are included in the ranking process. For all courses designated as "Honors" or "Advanced Placement" a 1.05 weighting factor is applied to the course average.

REGENTS EXAMINATIONS

Westlake High School uses New York State Regents examinations as final exams in some, but not all, of its courses. Students are required to take New York State Regents Exams in the following areas:

- Science
- Mathematics
- Global Studies
- U.S. History
- English Language Arts

New York State also offers additional Regents Exams. Please see your counselor for details. A schedule of Regents examinations is made available to students through subject area teachers. Certain Regents examinations are available in January. In August, certain Regents examinations are available through state-approved summer schools. The exact dates for all Regents examinations are available from the Guidance and Counseling Department.

COURSE LEVEL CHANGE REQUEST

In the best interest of student performance, changes in course levels can be considered ***throughout the first semester*** for a full year course. When there is a legitimate reason, the principal, counselor, student, and parent can decide that a course level change is valid.

When a course level change is made the grade earned in the previous level will be transferred to the new course level

ADD/DROP POLICY

Students may request to add or drop courses after the beginning of the school year but ***must*** follow the below protocol in doing so:

1. For a full-year course, students must drop the desired course before the 1st quarterly report card date (as indicated on the district calendar) – OR – must accept a *WITHDRAW PASS (if they are passing the course at the time of add/drop) or WITHDRAW FAIL (if they are failing the course at the time of add/drop)*. Please note that in either WITHDRAW scenario, a student and parent/guardian must have a formal Course Withdrawal Meeting and give written consent of their decision to withdraw. Also note that a W/D Pass or W/D Fail will appear on the student's official transcript. The deadline for adding courses must occur prior to the 1st mid-marking period report.

2. For a half-year course, students must add or drop the desired course before the 1st quarterly progress report date (as indicated on the district calendar) – OR – must accept a *WITHDRAW PASS (if they are passing the course at the time of add/drop) or WITHDRAW FAIL (if they are failing the course at the time of add/drop)*. Please note that in either WITHDRAW scenario, a student and parent/guardian must have a formal Course Withdrawal Meeting and give written consent of their decision to withdraw. Also note that a W/D Pass or W/D Fail will appear on the student's official transcript.

HONORS CRITERIA

The selection for honors courses is based on the following criteria.

1. Be recommended by his/her teacher. Some of the criteria the teacher will use are earning a final course average of 85 or better and student work habits.

2. Samples of student writing or relevant work as determined by the academic departments.

3. Performance on standardized assessments as well as cumulative local exams.

HONORS APPEALS PROCESS
FOR STUDENTS WHO HAVE NOT BEEN
PREVIOUSLY RECOMMENDED or WHO ARE NEW TO THE DISTRICT

1. A student wishing to appeal his/her placement should contact the guidance counselor. The request should be put in writing and the school counselor will furnish the request to the high school principal.

2. Any written appeal must be submitted in advance of the end of the school year. Final averages in the previous course will be used in determining placement into the desired course. The school cannot accommodate late requests due to master schedule conflicts.

Arts Department

PROGRAM GOALS:

"Art is not what you see, but what you make others see." – Edgar Degas

Art is about the visual communication of ideas. From the Internet to digital photography to the Power Point presentation, we live in an age in which visual communication plays a more prominent role in our lives than ever before. The Visual Arts program aims to provide students with the tools and skills to express their ideas in the visual and verbal realm. Understanding art in a historical and cultural context, making informed judgments, and appreciating the characteristics of works of art helps to bridge the gap between the artist, the artwork, and the viewer. Such experiences broaden and deepen students' perspectives of the world in which we live and help them to make vital connections across the curriculum. A strong foundation in the visual arts provides students with the energy and direction for growth not only as art makers, but also as informed consumers and citizens of our visual world.

ARTS DEPARTMENT: VISUAL ARTS

ART LAB – 9th Grade

Art Lab is a hands-on art course specifically designed for Freshmen! In this course, students will get a survey of the different courses offered at Westlake High School for 10th – 12th graders. These courses include: ceramics, drawing/painting, photography, fashion, and media video! This course will not only give students a nice overview of our upper-level courses but an opportunity to get their creativity flowing and make some ART!

Course Name: VA770085 Art Lab – Discover
Prerequisite: None
Grade Level: 9
Credits: 1/4 Credit

In this hands-on course, students will explore the arts through printmaking, digital media, fashion design, and other multimedia art techniques. Various artistic materials will be explored along with design and composition concepts. *These classes are non-sequential, freshman can take both courses. Each semester will be a unique combination of projects and materials that will not be duplicated.*

Course Name: VA770086 Art Lab – Inspire
Prerequisite: None
Grade Level: 9
Credits: 1/4 Credit

In this hands-on course, students will explore the arts through drawing/painting, ceramics, photography, and other mixed media techniques. Various artistic materials will be explored along with design and composition concepts. *These classes are non-sequential, freshman can take both courses. Each semester will be a unique combination of projects and materials that will not be duplicated.*

Course: VA711000 Studio Art
Prerequisite: None
Credits: 1

Studio Art is a broad introduction to the basic principles and techniques of art. The course content integrates art production, aesthetics, art criticism and art history through the use of a variety of materials combined with reading and writing projects. Students will study design, drawing, sculpture, painting, ceramics, and advertising using a variety of media. This course (1) is a prerequisite to enter advanced areas of art for the student interested in taking advanced art courses, and (2) is an art

program for the academic student which meets the Regents requirements for graduation. This course meets NYS mandate for 1 credit in the arts.

- This course requires written projects, a mid-term exam, and ends with a final exam or project.

Course Name: VA820000 21st Century Art & Design
Prerequisite: None
Grade Level: 9, (10, 11, 12)
Credits: 1 (full year course)

Did you ever have a great idea but didn't know how to put it down on paper? Maybe it was how to design that ultimate dream car of yours or that high-tech beachfront condo in Malibu? In this one-year course, students will focus on 21st century learning skills such as creativity and innovation, communication and collaboration, research, critical thinking, problem solving, decision making and digital and technological operations and concepts.

This course offers the student an excellent foundation in drafting with "hands on" experience in the development of projects that apply to the real world. Student assignments will be drawn manually using conventional drafting methods, and with computers using Google Sketch-up. Topics of study include, but are not limited to:

- Technical Drawing
- Historical Significance and Technological Impacts
- Geometry and Mathematical Formulas
- Industrial Design
- Architecture and Engineering
- Related Careers

Courses: VA7000010 Drawing and Painting 1
VA7000020 Drawing and Painting 2
VA7000030 Drawing and Painting 3
VA7000040 Drawing and Painting 4
Prerequisite: Studio Art
Grade Level: 10, 11, 12
Credits: 1/2

"I wish I could do that" is probably the most common exclamation by anyone watching an artist at work. Wishing will not help you to achieve it but taking this class might! The goal of this course is to provide students with skills and techniques needed to further his or her drawing and painting ability in a fun, stimulating, and creative environment. Students will gain confidence in their ability to communicate personal ideas and solve visual problems by improving their drawing skills. They will also explore various media, gain a better understanding of color, and learn to organize more exciting compositions. Since individual solutions to projects vary greatly, students will benefit by seeing and discussing their work during class critiques. Each level of this class builds upon the fundamentals established at the previous level.

- Each semester course will end in a final project.

Course: VA730010 Photographic Design 1
Prerequisite: None

Course: VA730020 Photographic Design 2
Prerequisite: Photographic Design 1

Grade Level: 10, 11, 12
Credits: 1/2

Level 1: Learn how to see the world in a whole new way – through the eye of the photographer! In this class you will learn how to operate a 35mm SLR camera, how to develop and print your own film in the darkroom, and how to compose photographs like a pro! You will also learn basic tools for producing digital photographs in Adobe Photoshop. We will consider what makes a photographic image great, and what tools and techniques photographers use to capture the compelling images that are used in successful advertisements, magazines, or hung in art galleries.

Level 2: Take your skills learned in Photo 1 to explore exciting new dimensions of photography! In this course, you will refine your camera, composition, and printing skills and take your creative use of photography to a deeper level. We will work with a number of different genres of photography, including portraiture, documentary, narrative photography, and mixed-media work.

- Each semester course will end with a final project.

Courses: **VA750010 Media/Video Production 1**
VA750020 Media/Video Production 2
Prerequisite: **None**
Grade Level: **10, 11, 12**
Credits: **1/2**

When you watch MTV, go to the movies, or download a Podcast do you picture yourself as the person behind the screen? Perhaps you see yourself on the screen. Better yet, maybe you see yourself as the Producer of the entire program or film.

Media Video production offers students the opportunity to use industry standard, state-of-the-art equipment and software, to produce a wide variety of media productions, and to participate in real world situations. Through this course students will also become more critical as viewers, listeners, consumers, and producers of media. As in the industry, this course may involve out-of-class time in order to use camcorders and digital equipment more effectively.

- Each semester course will end with a final project.

Course: **VA750100 Broadcasting**
Prerequisite: **Media/Video Production 1**
Grade Level: **11, 12**
Credits: **1**

An angry shark menaces a caged diver on the Great Barrier Reef. A hungry refugee is rescued from a war-torn village by a UN peacekeeper. A hanging curve ball is driven out of the park for a game winning home run. How do you know about it? You have been watching television. Demand is growing worldwide for those with skills in film, video, audio, music, and photography. Broadcast & Television Production will teach students these skills by focusing on research, script writing, program design, production, and production roles, and more. As in the broadcast world students will be working in the studio and out in the field.

- This full-year course requires participation in monthly full-class broadcasts in a variety of production roles.

Courses: **VA830010 Digital Design 1**
VA830020 Digital Design 2
VA830030 Digital Design 3
VA830040 Digital Design 4
Prerequisite: **None**
Grade Level: **10, 11, 12**
Credits: **1/2**

Have you ever looked at your favorite apps, websites, magazines, video games, film or TV graphics and wondered how did they do that? Students interested in tapping the potential of technology and new media for artistic expression will use the computer as a creative tool to solve artistic challenges. Digital Design is a unique introduction to the visual arts through media and digital technology where students will explore digital technology in the arts, using specialized equipment and software such as cameras and drawing tablets throughout the design process. Innovative projects will link traditional art with media and technology to reflect student passions and interests in graphic design, image manipulation, App and Web Design, 3D printing, Animation, and related Arts.

- Each semester course will end with a final project.

Courses: **VA720010 Ceramics 1**
VA720020 Ceramics 2
Prerequisite: **None**
Grade Level: **10, 11, 12**
Credits: **1/2**

Level 1: Come and get your hands dirty and use your imagination to mold a masterpiece! Clay is an exciting material that can be used to create an infinite variety of three-dimensional objects...from traditional functional items like tea pots and bowls, to funky decorative sculptures. Projects may include creating expressive 3-D portraits, designing your own dinnerware, or creating your own mythical creatures. Also covered will be the basic study of hand building, clay bodies, firing techniques, and the history of ceramic design.

Level 2: Based on course work covered in Ceramics 1, students will explore more advanced techniques in clay work. A demonstration of the potter's wheel and more advanced decorative glazing and firing techniques will be covered. All production work will reflect research on form, history, technique, and related artists.

- Each semester course will end with a final project.

Courses: **STVA2005 Design Principles of Engineering 1**
Co-requisite: **Principles of Engineering 1 (Science)**
Grade Level: **10, 11, 12**
Credits: **1/2**

What does it take to design products that are both aesthetically pleasing but also functional? This course will introduce students to the creative aspects of engineering design. Students will be introduced to various design software programs and use these programs to develop more detailed prototypes. 3D modeling/printing, as well as scaled drawings, will be developed in partnership with the co-requisite course Principles of Engineering 1. *Students may be responsible for incidental materials.*

Courses: **STVA2025 Design Principles of Engineering 2**
Co-requisite: **Principles of Engineering 2 (Science)**
Grade Level: **10, 11, 12**
Credits: **1/2**

In Design Principles of Engineering 2, students will continue to develop their creativity, solve open-ended problems, develop, and use modern design theory and methodology, formulate design problem statements and specifications, and consider alternative solutions. Students will further explore the relationship between aesthetics and function from sketches and drawings to models, prototypes, and simulations etc. Students will continue to develop their skills in design thinking and 3D design software programs. Students will complete numerous design projects to reinforce and develop an understanding and connection between engineering principles and the artistic principles of design. Principles of Engineering 2 is a required co-requisite of the course. *Students may be responsible for incidental materials.*

Course: **VA791000 Advanced Art & Design for Portfolio Production**
Prerequisite: **Studio Art or 21st Century Design and one of the following: Drawing and Painting 1, Graphic Design & Illustration 1, Digital Design 1 or Photographic Design 1.**
Credits: **1**

This course is designed to help students further develop their technical and conceptual skills – and begin making art on a more advanced level! The curriculum challenges students to tap into their own creativity in a more individualized way. In doing so, participants will begin to assemble a portfolio of work suitable for college admission or AP Art submission.

- This full-year course requires a mid-term assessment and a final exam project.

YEARBOOK PRODUCTION AND DESIGN

This full-year course introduces students to the basic elements of visual communication and the print world. Students will learn photography fundamentals with a focus on documentary and editorial photography. Students will develop their communication skills via reporting, writing, class discussions, presentations, and publications. Students will create the yearbook and a variety of narrative projects that show how photography and the written word combine to inform society.

Students should expect to work outside of class to complete publication deadlines. Enrollment requires a Yearbook Advisor/Teacher recommendation.

Course Name: **VA740010 Yearbook Production and Design I**
Prerequisite: **None**
Grade Level: **9 (10, 11, 12)**
Credits: **1 Credit**

Students will learn basic skills to create our printed yearbook. This includes the basics of photography, camera usage, and compositional skills. We will also focus on layout and page design. Writing assignments will include interviewing techniques, caption writing, and printed story methods, including polls, surveys, feature stories, and headline construction. A special emphasis will be on staying organized, teamwork, critiquing, editing, and meeting authentic deadlines. Assignments will be within the school and extend into the community.

Course Name: **VA740020 Yearbook Production and Design II**
VA740030 Yearbook Production and Design III
Prerequisite: **Yearbook Production and Design I**
Grade Level: **10, 11, 12**
Credits: **1 Credit**

This is for students who are looking to take a greater leadership role in the yearbook. Editors will take a larger role in theme selection, page layout, and creation, decision-making, and developing teamwork amongst their fellow students. In addition, students will develop more effective camera skills, advanced writing and editing techniques.

AP ART

Course: **VA791090 AP Art/Studio in Drawing or 2D Design**
Prerequisite: **Pre-AP Art and at least one semester of the following: Drawing and Painting 1, Graphic Design & Illustration 1, Digital Imaging 1, Photographic Design 1, and permission of the instructor with portfolio review**
Credits: **1**

Course: **VA793090 AP Art / 3-D Design**
Prerequisite: **Ceramic 1 & 2 and Pre-AP Art, and permission of the instructor with portfolio review**
Credits: **1**

The Studio in AP Art classes enable highly motivated students to do college level work in the Visual Arts while still in high school. While AP Art students attend class regularly, they will work mostly independently within the studio setting on a sustained investigation theme. The goal is to create a cohesive portfolio of work that reflects inquiry, practice, experimentation, and revision. At the end of this full-year course, students will submit a portfolio of work for evaluation to the College Board based on the requirements of one of the three areas of study. Successful completion of the portfolio exams may result in three college credits per exam area granted by the College Board. Guidelines for AP work are designed to accommodate a variety of interests; however, it does involve a significant amount of work and is intended for students who are serious about studying art. These full year courses require a mid-term examination and end with the AP Studio in Art Portfolio examination.

- These full year courses require a mid-term examination and end with the AP Studio in Art Portfolio examination.

Course: **Independent Study in Art 1**
Independent Study in Art 2
Independent Study in Art 3
Independent Study in Art 4
Prerequisite: **Permission of the instructor and portfolio review**
Grade Level: **10, 11, 12**
Credits: **1/2**

The complete requirements for Independent Study in Art can be obtained from the Art Teacher. Briefly, Independent Study in Art is directed towards the superior or strongly motivated student, preferably one who is taking a sequence in visual art, or the equivalent, or the student bound for a professional career in art. To take the Independent Study in Art course, the student must request permission from the visual arts instructor. Upon agreement with the instructor, a written statement of acceptance will be forwarded to the student's guidance counselor. It must be **stressed that only mature students able to work independently will be accepted.**

Course Name: **VA770050 Fashion Design**
Prerequisite: **None**
Grade Level: **9 (10, 11, 12)**
Credits: **1/2 Credit**

This course introduces students to the World of Fashion. Students will learn the artistic technique utilized in fashion illustration while studying design and rendering of the figure, fabric, and texture through various media. They will also research the history of fashion design and see how fashion trends differ from one culture to another. Students will practice presentation techniques through effective visual communication of concept boards, technical design, and three-dimensional construction. Fashion merchandising will also be explored.

Arts Department: Music

PROGRAM GOALS:

It is our desire to offer all students a sequentially organized music curriculum that will enable them to respond to music with greater understanding through a knowledge of its basic elements, history, vocabulary, and musical experiences.

Our purpose is to help each student recognize the means of musical expression most suitable to him/her and to offer the opportunity to explore and develop his/her talents based on cumulative experiences. It is the intent of the Music Department to constantly evaluate and continually raise the students' level of musical performances and musical knowledge.

Course: **MS6020000 Blendors**
Prerequisite: **Membership in Chorus and Audition**
Grade Level: **Open to Grades 9-12**
Credits: **1/2 - Full-Year**

Blendors offer performance experience for advanced singers in Pop, Jazz, and Rock styles. Selection for the Blendors is made by audition, and registration is by permission of the instructor. Members are responsible for performances at various school and civic events. After-school sessions.

Course: **MS601000 Chorus**
Prerequisite: **Students who have:**
(1) ability to sing in tune
(2) interest in choral music
Credits: **1**

Chorus provides opportunities for study, analysis, and performance of a wide variety of choral music. Rehearsals include work on singing techniques, dynamics, phrasing, sight-singing and perfecting music for performance. Attendance at performances is required. Sectional lessons once a week are required by all chorus members. Interested and advanced students may participate in All-County, Area All-State and Solo Festival. This course meets NYS requirement for 1 credit in the arts. With prior written approval from the instructor, students whose schedules do not allow chorus every day may take **MS601050 Chorus** every other day for 1/2 credit.

Course: **MS640500 Keyboard & Piano**
Prerequisite: **None**
Credits: **1/2**

This is a semester course designed for beginning piano students. Reading music, basic theory and different styles of music will be explored using Casio keyboards and piano. Performance and written exams will be given.

Course: **MS620010 Music Theory 1**
Prerequisite: **Preparation satisfactory to the instructor including:**
(1) proficiency on a musical instrument
(2) private study on a musical instrument
(3) music major or minor sequence
Credits: **1**

This course involves the fundamentals of harmony, keyboard, ear training, music reading, analysis and composition.

Course: **MS620020 Music Theory 2**
Prerequisite: **Music Theory 1 or equivalent course approved by instructor**
Credits: **1**

A continuation of Music Theory 1, but on a more advanced level including chromatic and modern harmony, conducting, and arranging.

Course: **MS630000 Applied Music**
Prerequisite: **Music Theory 1 or equivalent background proficiency**
Students may take Music Theory simultaneously with Applied Music
Grade Level: **Open to grades 9-12**
Credits: **1/2**

Applied Music is a recognition of private music study with teachers outside the school. Student must take a thirty-minute lesson per week for 36 weeks during the school year.

Course: **MS640100 Jazz Ensemble**
Prerequisite: **Concert Band and Audition**
Credits: **1/2 - Full-Year**

This course offers experiences for developing musical skills and knowledge through the performance of traditional and contemporary jazz, rock, and popular music.

The group will perform at evening concerts, school, and civic functions, and for the general public on occasion. Participation in the Concert Band is a prerequisite for Jazz Ensemble members.

- Auditions will be held in June – after school.

Course: **MS640000 Concert Band**
Prerequisite: **Concert Band or Audition**
Credits: **1**

This course offers experiences for developing musical skills, knowledge, and expression through performance on a wind, brass, or percussion instrument. The band participates in evening concerts and other school and community functions. Sectional lessons once a week are required by all band members. More advanced musicians will have the opportunity to participate in Solo Festival Competition, All-County Band and Orchestra, All-State Band and Orchestra, and Westchester Youth Symphony Orchestra. This course meets the NYS requirement for 1 credit in the arts. With prior written approval from the instructor, students whose schedules do not allow band every day may take **MS640050 Band** every other day for 1/2 credit.

Course: **MS650090 AP Music Theory** ☑ ***Fee***
Prerequisite: **Music Theory 1 & 2 or equivalent course approved by instructor**
Credits: **1**

This is a full-year course in advanced music dictation, listening, terminology and theory application as outlined by the College Board AP in Music Theory Course Description Guide.

- This very rigorous course culminates with the College Board AP in Music Theory exam.

English Department

PROGRAM GOALS:

The main goal of the English program throughout high school is to continue the development of skills in reading, writing, communication, and technology that will serve students well in a world that is becoming ever more technologically sophisticated. In addition, the appreciation of literature and the increased understanding of the world will be emphasized. Human relationships and social values as viewed through literature will be part of the program.

The writing portion of the program develops the student's critical and analytical skills, as well as developing an awareness of audience and its effect on style, diction, and form.

The program of instruction in English is a four-year program. One unit of credit is awarded for each successful year of participation. Four units of credit are required for graduation.

Course: **EN183000 Critical Writing and Research**
Prerequisite: **None**
Grade Level: **9**
Credits: **1/2 English credit**

Students will learn about argumentative writing, rhetoric, and research by considering the different modes of argument that operate in our culture every day. By practicing critical literacy skills using a variety of print and non-print texts, students will become active observers of arguments they encounter on a daily basis. The source will be divided into three parts: Analyzing Arguments; Researching Arguments; Designing and Delivering Arguments. Students will utilize the lessons they have learned to compose effective arguments of traditional and visual texts, culminating in a major capstone project to assess analysis, research, and communication skills. During this process, students will receive direct instruction in the protocols of formal academic research, including identifying and avoiding plagiarism, assessing reliable sources, and integrating technology skills for research and presentation.

Course: **EN111000 English 9R** ☑ ***NCAA Approved Course***
Prerequisite: **None**
Credits: **1**

The English 9 Regents curriculum is designed to introduce more complex types of literature and provide students with a rich educational experience. They will read a Homerian epic poem, a Shakespearean tragedy, two contemporary American novels as well as a selection of short stories, poetry, and nonfiction. Writing instruction is designed as a stepping-stone for

the students to reach mastery level on the Common Core ELA Regents in their junior year. The emphasis is on the writing process through brainstorming, drafting, revising, and final editing of written work. Students also write a research paper in the second semester. Literary units will be supplemented with vocabulary and grammar instruction to improve writing skills.

- This is a full-year course culminating in a school exam.

Course: **EN110001 English 9H** ☑ ***NCAA Approved Course***
Prerequisite: **Admission to the program is by pre-established criteria, teacher recommendation; 85% average**
Credits: **1**

Focusing on extensive writing and close reading, English 9 Honors emphasizes independent reading, writing, research, technology integration, and analytical skills. Student writing will take many forms including literary analyses of single and multiple works as well as a traditional research essay. Moving at a quick pace, students will focus on time management,

organization, and Advanced Placement strategies. English 9 Honors is the first step in preparation for Advanced Placement English and the Common Core English Regents given in January of 10th grade. As a general theme, this class will address the heroic literary tradition throughout the ages.

- This is a full-year course culminating in a school exam.

Course: **EN165080 Speech and Debate**
Prerequisite: **None**
Grade Level: **9**
Credits: **10 week course (1/4 English elective credit)**

Speech and Debate is designed to allow students the opportunity to practice and develop the fundamental principles of public speaking and enhance skills in reading and writing. Through exposure to a variety of mediums including analysis of media and varied texts students will learn the processes by which engaging and effective speeches are prepared and delivered; they will also design and deliver speeches with creativity and fluency. Students will also engage in classroom debates that focus on current societal issues and controversies. These debates require students to research, write and deliver arguments. The goal of Speech and Debate is to heighten student participation and assure that students become collaborative members of a class that will benefit their future.

Course: **EN121000 English 10R** ☑ ***NCAA Approved Course***
Prerequisite: **None**
Credits: **1**

The English 10 Regents program is divided into units by genre so that students know and recognize concepts in form, structure, and literary devices. Literature, grammatical usage, composition, vocabulary, reading, writing, and integrating technology applications are essentials of the instructional program. Reading and writing instruction is designed to prepare students for the new ELA assessment.

- This is a full-year course culminating in a school exam.

Course: **EN120001 English 10H** ☑ ***NCAA Approved Course***
Prerequisite: **Admission to the program is by pre-established criteria, teacher recommendation; 85% average**
Credits: **1**

English 10 Honors is a pre-Advanced Placement course that prepares students with the reading skills and writing strategies necessary for success in AP English Language and AP English Literature offered in 11th and 12th grade. As per the College Board recommendations, students will be required to read both “wide and deep” as they study literature in several genres, time periods, and writing styles. Writing will focus on literary analysis essays on authors’ styles, research papers incorporating authoritative criticism of core texts, and synthesis essays analyzing rhetorical techniques in a variety of print and non-print texts. Technology integration will be woven into the course as a means of collaborating, synthesizing, and presenting analyses of the literature studied in class. Using literature from British, American, and world authors, the course will examine a character’s quest for self-discovery from the Middle Ages to today.

- This is a full-year course culminating with the NYS English Regents Exam.

Course: **EN131000 English 11R** ☑ ***NCAA Approved Course***
Prerequisite: **None**
Credits: **1**

English 11 Regents is designed to allow students appropriate opportunities to develop and refine reading and writing skills – with an emphasis on those skills appropriate to the New York State ELA standards – through active interaction with a range of texts: fiction, poetry, exposition, and drama. Target skills include: establishing and maintaining purpose in reading and writing, reading for detail and information, developing voice and awareness of audience, and integrating technology applications.

- This is a full-year course culminating with the NYS English Regents Exam.

Course: **EN130001 AP English Language and Composition** ☑ ***NCAA Approved Course***
Prerequisite: **Admission to the program is by pre-established criteria**
Grade Level: **11**
Credits: **1**

The Advanced Placement English course in Language and Composition is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. A.P. offers the advanced student the opportunity to gain college credit while also gaining the necessary experience essential to meet the demands and expectations of college level work while thinking deeply about the dynamic relationship shared by writer, context, audience, and argument.

- The A.P. examination is a requirement for the course.

SENIOR OPTIONS: Seniors must take either English 12R, English 12H, or AP English Literature & Composition to meet their 12th grade English requirement.

Course: **EN140090 AP English Literature and Composition** ☑ ***NCAA Approved Course***
Prerequisite: **Admission to the program is by pre-established criteria**
Grade Level: **12**
Credits: **1**

The Advanced Placement English course in Literature and Composition is a course which targets both effective writing and critical reading skills. AP offers the advanced student the opportunity to earn college credit while also gaining the necessary experience essential to meet the demands and expectations of college level work. The writing skills that students acquire and develop are based on attentive and continued analysis of a variety of prose and poetic works, which encompass diverse styles, purposes, and time periods.

- The AP examination is a requirement for the course.

Course: **EN149000 English 12R** ☑ ***NCAA Approved Course***
Prerequisite: **None**
Credits: **1**

The 12R curriculum places emphasis on substance and skills appropriate to the student who is preparing for the college experience. Interpretation, research, and writing skills are a major focus. Students will study literature, write a research paper, essays, and participate in a problem-based project integrating technology.

- This is a full-year course culminating in a school exam.

Course: **EN140001 English 12H** ☑ ***NCAA Approved Course***
Prerequisite: **None**
Credits: **1**

Using a seminar-based model of discussion students of English 12 Honors will be examining works such as Orwell's 1984 and connect their reading to larger questions about society and government, while exploring questions such as: What is freedom? How do art and literature react to and potentially change society? How does freedom influence a nation's economy? We will also read literature through the context of historical movements, such as the 1960s counterculture, and study music, art, film, and other cultural artifacts of those time periods. Because the course is advanced, we will move at a rapid pace, reading and writing at a high volume; students will be expected to perform at a higher level and be self-directed. Serving as their final exam in the third quarter before they go to internships, students will create, maintain, and submit an intensive writing portfolio for the course. 12H will provide seniors with an excellent opportunity to explore a variety of genres and texts as they prepare for college.

Course: **EN151000 Journalism** ☑ ***NCAA Approved Course***
Grade Level: **9, 10, 11, 12**
Credits: **1/2 English elective credit**

Journalism offers the students the opportunity to examine styles and formats of writing various journalistic pieces. While studying the history of journalism, students will peruse and critique a multitude of periodicals, both printed and online, and compose original pieces about newsworthy subjects. These writings require students to interview sources, conduct sustained research and write objectively for the purpose of informing, persuading, entertaining and/or promoting change in society. Students will also have the opportunity to submit original work to local publications.

Course: **EN181000 Creative Writing: Wordplay and Form** ☑ ***NCAA Approved Course***
Prerequisite: **Writing Sample**
Grade Level: **10-12**
Credits: **1/2 English elective credit**

This class is for serious writers looking to take their work to the next level through a thorough understanding of structure, creative process, digital composition, and literary movements from various cultures. In a workshop approach, this class investigates both traditional forms and the influence of popular culture on 21st century literacies. Students will read widely among writers working in and between various genres and will experiment with an array of writing practices.

Through close readings students will pay attention to the intensity with which writers revel in, play with, manipulate, and re-invent language through their craft and form. Requirements include frequent writing exercises, extensive writing in a variety of genres, the compilation of a personal portfolio, and reading samples of professional writers' work in various genres. Evaluation will be based upon a multi-genre chapbook or e-portfolio, critical responses and research, readings, and a presentation.

Course: **EN182000 Advanced Creative Writing: Wordplay and Form** ☑ ***NCAA Approved Course***
Prerequisite: **EN181000 Creative Writing: Wordplay and Form**
Grade Level: **10-12**
Credits: **1/2 English elective credit**

This program is designed for students who have completed Level 1 of Creative Writing and who want intensive training in craft, have respect for the writing process, and understand how to manage their time and complete assignments both in and out of the classroom. This course is a personal, aesthetic, experiential writing course in which students continue to develop their own artistic voice and progressively inspire their own writing after published works in several genres. In a supportive and creative environment, we will look at what other writers have accomplished. We will do this in an attempt to better understand the craft and process of creative writing. Our goal is to become a community of writers who experiment, craft, critique, revise, and tinker with our work. Evaluation will be based upon multi-genre chapbook or e-portfolio, critical responses and research, readings, and a presentation of a public audience.

AP Capstone Diploma Program

The AP Capstone program at Westlake High School is designed for qualified students with scholarly interests in the humanities and social sciences. Students in the program will learn the nature, purpose, and academic discourse methods associated with inquiry and research in these areas of the liberal arts. Students with interests in music, art, film, literature, theater, philosophy, psychology, sociology, economics, religious studies, history, political science, and media studies are encouraged to participate. The program is intended for only the strongest of students due to the rigorous nature, level of difficulty, expectation of time management, and ability to work independently. AP Capstone is a diploma program based on two required full year courses: AP Seminar and AP Research. To earn the Capstone Diploma, students must earn a score of 3 or higher on six AP exams: AP Seminar, AP Research, and any four additional AP exams. Please see Dr. Laterza in room 203 for more information.

Course: **EN130091 AP Seminar** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of English 9H or 10H with teacher recommendation;**
OR
Completion of English 10R with a minimum grade of 93% and teacher recommendation.
Grade Levels: **10, 11**
Credits: **1 English elective credit (cannot replace English 10 or English 11)**

A one-year college level course intended for only the strongest of students due to the rigorous nature, level of difficulty, expectation of time management, and ability to work independently. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Successful completion of this course, along with other required AP courses, will result in the awarding of an AP Capstone Diploma at graduation.

- Two research papers and two public presentations are required for this class and will count as 55% of the final AP exam score.
- The AP examination held in May is also required for this class and will count as 45% of the final AP exam score.

Course: **EN130092 AP Research** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of AP Seminar**
Grade Levels: **11, 12**
Credits: **1 English elective credit *(cannot replace English 11 or English 12)***

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Successful completion of this course, along with other required AP courses, will result in the awarding of an AP Capstone Diploma at graduation.

- The academic paper will count for 75% of the overall AP score;
- The presentation with oral defense will count for 25% of the overall AP score.

Mathematics and Business Departments

The Mathematics Department offers (3) levels of study: HONORS, ACCELERATED, and COLLEGE PREPARATORY. Students should strive to be in the highest level possible. Only when a student does not meet with success in a particular level should the student consider a move to the next lower level. If the student is excelling in a particular level, they may be given the option to move to a higher level with departmental approval.

All students are required to pass Integrated Algebra to meet the graduation requirement. In order to fulfill the mathematics requirement for a Regents Diploma with Advanced Designation, students must earn three units of commencement level mathematics and pass commencement level Regents examinations in Integrated Algebra, Geometry, Algebra 2, and Trigonometry. All programs and associated state assessments are described in the following course descriptions.

Course: **MA400010 Algebra** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Math 8 with teacher recommendation**
Credits: **1**

Students will begin their study of high school mathematics with algebra. Major topics include integers, solving first- and second-degree equations, linear inequalities, solving systems of equations graphically and algebraically, operations with polynomials, factoring, quadratic exponential functions, radical expressions and triangles, rational expressions and equations, statistics, probability, and geometry. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings and content area.

- Students will take the Common Core Integrated Algebra Regents in June.

Course: **MA410000 Geometry Honors** ☑ ***NCAA Approved Course***
Prerequisite: **Mastery or better in Algebra or teacher recommendation**
Credits: **1**

Students will continue their study of high school mathematics at the Honors level in Geometry Honors. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating Euclidean, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties. Transformational geometry will be studied to establish and verify geometric relationships of parallelism, perpendicularity, and congruence.

Course: **MA410010 Geometry** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Algebra**
Credits: **1**

Geometry is the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating Euclidean, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties. Transformational geometry will be studied to establish and verify geometric relationships of parallelism, perpendicularity, and congruence.

Course: **MA455000 Algebra 2 and Trigonometry Honors** ☑ ***NCAA Approved Course***
Prerequisite: **Mastery or better in Geometry Honors or teacher recommendation**
Credits: **1**

Students will continue their study of high school mathematics at the Honors level in Algebra 2 and Trigonometry. Students will identify and justify mathematical relationships both formally and informally. Students will continue to explore functions including logarithmic, exponential, quadratic and trigonometric. They will expand their work with absolute value, complex numbers, probability, and polynomials. Students will also study radical expressions and equations, rational expressions, and sequences and sums. The study of trigonometry is a major piece of this course. Students will be exposed to the content of this course at the same time that they will acquire and demonstrate mathematical reasoning ability when solving problems.

Course: **MA455010 Algebra 2 and Trigonometry** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Geometry**
Credits: **1**

Algebra 2 and Trigonometry is the third course in mathematics for high school students. Students will identify and justify mathematical relationships both formally and informally. Students will continue to explore functions including logarithmic, exponential, quadratic and trigonometric. They will expand their work with absolute value, complex numbers, probability, and polynomials. Students will also study radical expressions and equations, rational expressions, and sequences and sums. The study of trigonometry is a major piece of this course. Students will be exposed to the content of this course at the same time that they will acquire and demonstrate mathematical reasoning ability when solving problems.

Course: **MA400012 Algebra 2** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Algebra Regents & Geometry**
Credits: **1**

A one-year local course building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Major Topics include the following: The Real Number System - Extend the properties of exponents to rational exponents. Seeing Structure in Expressions - Interpret the structure of expressions. Write expressions in equivalent forms to solve problems. Arithmetic with Polynomials and Rational Expressions - Understand the relationship between zero and factors of polynomials. Reasoning with Equations and Inequalities understand solving equations as a process of reasoning and explain the reasoning. Represent and solve equations and inequalities graphically. Interpret functions that arise in applications in terms of the context. Building Functions - Build a function that models a relationship between two quantities. Making Inferences and Justifying Conclusions - Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

- This course culminates in a final examination in June.

Course: **MA490300 Principles of Algebra & Geometry**
Prerequisite: **Successful completion of Algebra**
Credits: **1**

This local course will focus on strengthening algebraic skills. Topics include polynomials, rational expressions, factoring, solutions of linear and quadratic equations, functions, exponential equations, systems of linear equations and trigonometry. This course may be offered as an integrated co-teaching course.

Course: **MA485000 Career Math**
Prerequisite: **Successful completion of Algebra M with teacher recommendation**
Credits: **1**

A one-year local course, which emphasizes practical, vocationally oriented applications of real-life math skills. This course includes Career Math, using and interpreting measurements, using, and interpreting graphs, and statistics, percentages, budgets, and loans/credit cards.

- This course culminates with a final examination in June.

Course: **MA450000 Pre-Calculus Honors** ☑ ***NCAA Approved Course***
Prerequisite: **Mastery or better in Algebra 2 and Trigonometry Honors or teacher recommendation**
Credits: **1**

A one-year local course designed for above average students in mathematics. This is a Pre-Calculus course introducing the students to concepts of analysis which act as a foundation to the study of Calculus. Since this course is principally designed for the study of Calculus, it is more theoretical and more abstract than Pre-Calculus. Major topics include functions, theory or equations, trigonometry, sequences and series, polar coordinates and complex numbers, conics, and an introduction to Calculus.

- This course culminates with a final examination in June.

Course: **MA451000 Pre-Calculus** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Algebra 2 and Trigonometry**
Credits: **1**

Pre-Calculus is a one-year local course that is college preparatory. This course offers a review of earlier work in Algebra. Major topics include: Functions and their Graphs, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Systems of Equations, Conic Sections, Sequences, and an Introduction to Calculus.

- This course culminates with a local final examination in June.

Course: **MA452000 Calculus** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Pre-Calculus or Pre-Calculus H**
Credits: **1**

This course is designed as a standard course in the calculus of one variable. This will involve the study of both Differential and Integral Calculus.

- This course culminates with a final examination in June.

Course: **MA451090 AP Calculus AB** ☑ ***NCAA Approved Course***
Prerequisite: **Mastery or better in Pre-Calculus Honors or teacher recommendation**
Credits: **1**

This course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to Calculus, with concepts results and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Major topics include: Limits, Continuity, Differential, and Integral Calculus.

- Students will take the AP exam in May.

Course: **MA451091 AP Calculus BC** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Pre-Calculus Honors and teacher recommendation**
Credits: **1**

A one-year college level course intended for only the strongest of math students due to the rigorous nature and level of difficulty. The course focus is on an accelerated development of students' understanding of the concepts of calculus and providing experience with its methods and applications. In addition to all topics covered in Calculus AB, additional topics include parametric and polar equations sequences and series and alternate methods of integration.

- Students will take the AP Exam in May.

Course: **MA405200 Financial Algebra**
Prerequisite: **Successful completion of Algebra**
Credits: **1**

This course will use an applications-based learning approach incorporating Algebra, Algebra II and Geometry topics. This course will include a strong review of basic algebra formulas with variables, equations, functions, system of equations, graphs, and statistics. Selected advanced mathematics topics such as piecewise functions, regression limits, exponential functions, and linear/quadratic systems are also addressed. The algebra found in finance related topics translates into powerful real-world problems. Students will learn about investments, credit, automobile expenses, insurance, income tax, and household budgeting.

- This course culminates with a final examination in June.

ELECTIVES

Course: **STMA1080 Computer Science 1**
Prerequisite: **None**
Grade Level: **9**
Credits: **1/4**

This ten-week course will introduce students to the programming language, Python, using the ProjectSTEM platform. Students will use a student-centered yet teacher-paced environment that makes it easy to create and debug code with immediate feedback and suggestions. This programming environment allows students to explore input, output, mathematics, variables, functions, parameters, and music in a way that is more adaptable to future programming languages. Students will learn about sequence, selection, and iteration as it relates to different algorithmic solutions to a variety of problems.

Course: **STMA1083 Computer Science 2**
Prerequisite: **Computer Science 1**
Grade Level: **9**
Credits: **1/4**

This ten-week course will allow students to see their skills come to life by designing their own ringtones using EarSketch and Python. The same ProjectSTEM platform will be used to assess students' projects. All HS Computer Science 1 fundamentals will be used to explore both music and graphics. Students will also be introduced to arrays and matrices using Python. The course will end with a unit on the Internet and discussions about computer science careers.

Course: **STMA2000 AP Computer Science Principles** ☑ ***NCAA Approved Course***
Prerequisite: **Successful Completion of Algebra**
Grade Level: **10 - 12**
Credits: **1**

Computer Science is everywhere, from our smartphones and video games to music and medicine. AP Computer Science Principles can help you understand how computing and technology influence the world around you. Learn how to creatively address real-world issues while using the same tools and processes that artists, writers, computer scientists, and engineers use to bring ideas to life. The AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve programs. Students will discuss and write about the impact these solutions could have on their community, society, and the world. There are 7 Big Ideas of the course that include: creativity, abstraction, data and information, algorithms, programming, The Internet, and Global Impact. Students will code in both Scratch and Python. This course will utilize the ProjectSTEM learning environment.

- Students will be required to take the AP Exam in May.

Course: **STMA4790 AP Computer Science A**
Prerequisite: **AP Computer Science Principles and/or approval from teacher**
Credits: **1**

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and to discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. This course will utilize the Project STEM learning environment.

Course: **MA460000 Probability and Statistics** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Algebra 2 or Higher**
Credits: **1**

This course will introduce the students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference.

- This course culminates with a final examination in June or a final project in June.

Course: **MA460090 AP Statistics** ☑ ***NCAA Approved Course***
Prerequisite: **Grade of 85 or better and mastery in Algebra 2 and Trigonometry H with teacher recommendation,**
OR taken concurrently with Pre-Calculus H with teacher recommendation
OR taken concurrently with Pre-Calculus with teacher recommendation
Credits: **1**

This is a full-year course in statistics that will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference.

- Students will take the AP exam in May.

Course: **BS501010 Accounting 1**
Prerequisite: **None**
Grade Level: **10, 11, 12**
Credits: **1**

The first year in Accounting is designed to provide students with a basic understanding of double-entry accounting. The course covers the entire accounting cycle for both a service and a merchandising business, with emphasis on sole proprietorships. Manual and computer applications are studied. The course is of value to business and non-business students who want to become acquainted with a basic area of business. Accounting is one of the fundamental disciplines underlying business activity. This course is recommended for all students anticipating a business major in college and for juniors who are planning on taking College Accounting in their senior year.

- This is a full-year course culminating in a school exam.

Course: **BS508010 Entrepreneurship and Small Business Management 1/2**
Prerequisite: **None**
Grade Level: **10, 11, 12**
Credits: **1/2**

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making organization, create a non-profit to help others, or develop an idea that they do not know what to do with, this course helps improve upon the core skills students need to be successful. They will learn how to come up with new business ideas, attract investors, market a business, and manage expenses. Students will hear inspirational stories of teen entrepreneurs who have turned their ideas into reality prior to planning and executing their own business, all along sharpening ones Microsoft Office skills.

Course: **MA400013 Math Foundations**
Prerequisite: **None**
Grade Level: **N/A**
Credits: **1**

This course is designed for ENL students and aims to provide a strong foundation in understanding the properties of numbers. The context of measurement, specifically area and perimeter, provides students with authentic tasks to which they can apply their knowledge of operations and number sense. Comparing and ordering fractions, decimals, percentages, and performing operations with fractions and decimals, will help to develop a strong conceptual understanding of ratio and proportion. Students will also begin exploring algebraic concepts and collecting and analyzing data on tables and graphs.

Physical Education and Health Department

All students are required to take Physical Education (PE) while in attendance at Westlake High School. This regulation is in compliance with Education Law, Section 803, as regulated by the Commissioner of Education. The mission of PE is to empower all students with the knowledge to sustain regular, lifelong physical activities as a foundation for a healthy, productive, and fulfilling life.

PROGRAM STANDARDS:

"Personal Health and Fitness" Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

"Safe and Healthy Environment" Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

"Resource Management" Students will understand and be able to manage their personal and community resources.

PROGRAM GOALS:

As a result of a quality Physical Education experience students will:

- demonstrate competency in many activities and proficiency in a few activities.
- apply movement concepts and principles to the learning and development of motor skills.
- exhibit a physically active lifestyle.
- achieve and maintain a health-enhancing level of physical fitness.
- demonstrate responsible personal and social behavior in physical activity settings.
- demonstrate understanding and respect for differences among people in physical activity settings.
- understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Course Name: **PE900101 Physical Education 9/10, Year-long Course**
PE900201 Physical Education 11/12, Year-long Course
Credits: **1/2 credit per year**

Physical Education at the high school level is separated into a 9th/10th grade and an 11th/12th grade curriculum. Freshman and Sophomore students will participate in team-based activities using the sport education model. Juniors and Seniors will participate in a student-centered individual/partner activity program that promotes lifetime activities.

Fitness is a priority at the high school level. The Prudential Fitness gram, a health-related fitness test will be administered in the fall as well as in the spring to assess improvements made during the school year. Students will establish fitness goals and along with their fitness results, will develop a personal fitness plan that will help to improve personal fitness. The personal fitness plan will include activities that are provided by the Physical Education program in addition to activities that they participate in outside of our Physical Education program.

Course: **PE900301 Project Adventure, Year-long Course**
Prerequisite: **Must be a senior**
90 or above average in first three years of physical education
All fitness scores must be in the healthy fitness zone
Needs teacher recommendation
Grade Level: **12**
Credits: **1/2 credit per year**

This Project Adventure class is designed to expose students to all aspects of the adventure education experience. Students will be able to set up each indoor element, tie knots, and safety harness and belay each other in various elements. Students will also learn to develop initiatives, activities, and strategies in order to execute the physical and mental challenges of each element. Group dynamics will focus on areas of effective communication, cooperation, compromise, and respect. This year-long course will be divided into the following activities: Icebreakers, De-Inhibitors, Trust, Decision Making/Problem-Solving, Low Ropes and High Elements. The overall goal of this course includes increasing one's sense of personal confidence, increasing the mutual support within the group, increasing the level of one's agility and coordination, and increasing one's level of satisfaction in his/her physical self.

HEALTH EDUCATION

Course: **HE901500 Health Education**
Prerequisite: **None**
Grade Level: **10**
Credits: **1/2 (One semester)**

During this one semester graduation requirement, students are taught in a manner that encourages them to evaluate personal health, explore current health issues, clarify personal values, and understand how to make health-enhancing decisions.

A variety of learning activities such as individual and group work, student-led class discussions, videos and guest speakers encourage students to engage in a process of self-discovery and identity development regarding personal health.

Skills that are emphasized include: decision making, communication, goal setting and planning, stress management, and relationships.

Course: **HE901800 Sports Medicine**
Prerequisite: **None**
Grade Level: **11, 12**
Credits: **1/2 (One semester)**

Sports Medicine is a one-semester elective course designed to expose students to the academic coursework and practical aspects in the field of sports Medicine. The class emphasizes anatomy, types of common sports injuries, rehabilitation/treatment of injuries, emergency care and first aid, pharmacology, and exercise physiology.

Students will be exposed to various career options in Sports Medicine. A variety of activities such as individual work, group work, guest speakers, informational packets and hands-on experiences will be used during the course.

Course: **HE901600 Health, Food and Fitness**
Prerequisite: **None**
Grade Level: **9, 10, 11, 12**
Credits: **1/2 (One semester)**

Health, Foods, and Fitness is a one-semester elective course designed to focus specifically on the topics of nutrition and fitness. It is taught in a manner that encourages students to evaluate personal behaviors, clarify personal values and make healthful decisions. A variety of learning activities such as individual and group work, class discussions, informational lectures, videos, and guest speakers will be used. Topics include nutrition, food safety, body image, body composition weight management, dangers of performance-enhancing substances/methods, and fitness activities.

Science Department

GRADUATION REQUIREMENTS

Graduating Classes 2005 and Beyond:

Regents Diploma

- **Three credits** in science
- **Pass one Regents examination (Living Environment/Earth Science)** or approved alternatives

PROGRAM GOALS:

The primary objective of the science program is to foster the principles of problem-solving, critical thinking and understanding that are the hallmark of the scientific method. Courses are designed to equip students with the requisite skills needed to live and work in our increasingly technological world as well as prepare college bound students for more advanced study in science. The Science Department recommends the study of science beyond the two-year state requirement and, in turn, offers courses for students of differing abilities and needs.

As we prepare students in science, we believe the skills, concepts and analytical thinking that form the core of our science courses will be essential prerequisites for a full and rewarding life in the 21st century.

Course: **SC311000 Biology Regents** ☑ ***NCAA Approved Course***
Credits: **1** ☑ ***Life Science***

It is the intent of this laboratory-oriented course to provide the college bound student with an awareness of the natural world, basic scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalizations.

- This course concludes with a New York State Regents examination: Biology Regents.

Course: **SC350090 AP Biology** ☑ ***NCAA Approved Course***
Prerequisite: **Mastery of both Regents Living Environment and Regents Chemistry** ☑ ***Life Science***
☑ ***Fee***
Credits: **1 high school credit and college credit upon successful completion of the AP Biology exam administered in May.**

The AP Biology course is taught according to the guidelines developed by the College Board, which is the organization that administers the SAT exam. The course was developed to be academically rigorous, equivalent to any first-year biology course offered by any U.S. University. The syllabus covers topics that have been chosen by a panel of experts in the field of biology. These topics include the latest advances in Biotechnology, etc. The AP Biology course includes a laboratory component which reinforces the syllabus.

- The year's activities culminate in the AP Biology exam, which is administered in mid-May. College credit or exemption from first-year college courses can be earned based on the student's performance. Students who wish to take this course must meet eligibility requirements. These students should talk with their guidance counselors in their junior year if they are interested in the AP Biology course. Students must sit for the AP Biology exam in May.

Course: **SC321000 Chemistry** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Regents Algebra/two lab sciences.** ☑ ***Physical Science***
Credits: **1**

This introductory Chemistry course consists of the concepts needed for understanding major chemical principles, the atom and its structure, the periodic table, chemical bonding, matter and energy, and elementary aspects of Nuclear. Enrichment topics surrounds Organic Chemistry are taught as time permits. Laboratory work is an essential component of this course. Students are required to keep an accurate and concise written record of experiments. An intangible, but most important objective of introductory Chemistry is to strengthen problem solving skills and develop critical thinking.

- This course offers the option of taking the New York State Regents examination in Chemistry.

Course: **SC320000 Chemistry Honors** ☑ ***NCAA Approved Course***
Prerequisite: **Mastery or better in Regents Biology,** ☑ ***Physical Science***
Mastery or better in Regents Algebra,
Successful completion of two lab sciences,
Teacher recommendation
Credits: **1**

This course is open to 10th or 11th graders who have demonstrated exceptional ability and motivation in science. Course material will explore environmental, commercial, industrial, and everyday life applications of content. Laboratory work will also be an essential requirement of this course. Students will be challenged to employ higher order thinking and problem-solving skills.

- The course is enriched in order to prepare students for college level Chemistry. This course offers the option of taking the New York State Regents exam in Chemistry.

Course: **SC323100 Organic Chemistry Honors** ☑ ***NCAA Approved Course***
Prerequisite: **Honors Chemistry / Chemistry with teacher recommendation** ☑ ***Physical Science***
Grade Level: **11, 12**
Credits: **1**

Organic chemistry is an essential science for pre-professional science majors as well as some biochemical and chemical engineering majors. Giving students a chance to work with and understand some of the most essential principles of organic chemistry will give them the best chance for success in the related courses they will need to take in college. This course will be considered an advanced course and would be recommended to be taken after regents or honors chemistry. The course would cover some college level material while reinforcing the high school level prerequisite skills students need to understand organic chemistry and be successful in courses of study such as chemistry, chemical engineering, nursing, medicine, dentistry, pharmacy, medical technology, science laboratory work or related sciences. Topics will include essential concepts of compound classification, properties, structures, optical isomerism, biological organic chemistry, types of organic reactions, NMR spectroscopy, and various laboratory techniques and experiments.

Course: **SC375000 Applied Chemistry** ☑ ***Physical Science***
Prerequisite: **Prior Regents Science Course**
Credits: **1 high school credit**

Developed by the American Chemical Society, this year-long course is designed primarily for students who plan non-science careers. Applied Chemistry stresses laboratory activities and utilizes demonstrations as the core components of a course that introduces students to the world of Chemistry. Applied Chemistry entails opportunities for creative problem-solving and real-life decision making in preparation for the technological issues confronting modern society and future generations.

Course: **SC331000 Physics**
Prerequisite: **Mastery or above in Regents Algebra**
Credits: **1**

☑ ***NCAA Approved Course***
☑ ***Physical Science***

This course offers students the unique opportunity to study physical science topics such as: light, electricity, forces, motion, and nuclear physics. Utilizing a problem-solving approach, students will be taught the skills and techniques used by scientists and technicians. Laboratory experimentation will provide students with an understanding of how mathematics interacts with science and will encourage the use of experimentation to verify scientific concepts. Students will be challenged to utilize the principles of physics to explain natural phenomena in our world.

- This is a full-year course which offers the option of taking the New York State Regents examination in Physics.

Course: **CC955000 AP Physics**
Prerequisite: **Mastery of Chemistry Honors, concurrent enrollment in Calculus or Pre-Calculus, and a grade of 85 or better.**
Credits: **1 high school credit and college credit upon successful completion of the AP Physics Exam administered in May.**

☑ ***NCAA Approved Course***
☑ ***Physical Science***
☑ ***Fee***

This course is designed for the academically talented student who wishes to begin college level science. It is well-suited for students who plan a science or engineering-related career. AP Physics will acquaint students with the nature and difficulty of college level science, intensify knowledge in the discipline of physics, and provide an opportunity to earn college credit in a physical science by achieving a successful grade in the Advanced Placement examination.

- The year's activities culminate in the AP Physics exam, which is administered in mid-May. College credit or exemption from first-year college courses can be earned based on the student's performance. Students who wish to take this course must meet eligibility requirements. These students should talk with their guidance counselors in their junior year if they are interested in the AP Physics course. Students must sit for the AP Physics exam in May.

Course: **SC341000 Earth and Space Science Regents**
Credits: **1**

☑ ***NCAA Approved Course***
☑ ***Physical Science***

Regents Earth and Space Sciences course covers the study of Earth's systems, including its atmosphere, geology, oceans, and the broader cosmos, focusing on topics such as the solar system, weather patterns, climate change, Earth's history, and human impact on the environment. Students are expected to participate in laboratory activities, field studies, and data analysis to gain practical understanding of scientific concepts.

- The course culminates with a standardized New York State Regents examination that assesses students' comprehension of the material.

Course: **SC377000 Forensic Science**
Prerequisite: **Open to Juniors and Seniors with successful completion of Regents Living Environment**
Credits: **1/2 high school credit**

☑ ***NCAA Approved Course***
☑ ***Physical Science***

Forensic Science is the application of science to law. This course utilizes the principles of science to understand and define the enforcement of law. Utilizing case study methodologies, students investigate specific crimes and discuss evidence found during criminal investigations. In addition, students investigate how the evidence is processed at a crime scene, the types of significance of physical evidence, the use of organic and inorganic analysis techniques, the chemistry of arson and drugs as well as the fundamentals of fingerprinting. Case readings of actual investigations are utilized to present opportunities for student analysis and investigation.

- Forensic Science will terminate in a local examination.

Course: **SC379000 Science Research** ☑ ***Fee for competitions***
Prerequisite **Recommendation from 9th grade Core Science teacher** ☑ ***Optional Fee for college credit***
Credits: **3 credits over 3 years**
A total of 12 college credits may be earned throughout the second and third year of the program.

Science Research is a 3-year college-level course in which students design, conduct, and present original research under the guidance of a research scientist or professional in their chosen field. Students may do independent research in mathematics, science, psychology, engineering, technology, or the social sciences. Students are required to maintain a longitudinal portfolio of their research and present their findings both in papers and public presentations at required science competitions and symposia. Assessment is accomplished by alternate means. Students may optionally obtain as many as 12 college credits through the State University of New York. In order to be considered for this program, freshmen must be recommended by their 9th grade core science teacher and should ideally have a weighted GPA of 90 or above. In order to continue the second year, students must conduct original research under the guidance of a professional mentor during the summer between sophomore and junior year.

Course: **SC376000 Environmental Science** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Regents Living Environment** ☑ ***Life Science***
Credits: **1/2 high school credit**

Environmental Science is a one-half year science elective designed to familiarize and educate students with the general principles of ecological science, to encourage critical thinking skills using hands-on activities and to reinforce classroom learning through real-world applications. Topics of study include: aquatic and terrestrial biomes, ecosystems and the biosphere, biogeochemical cycles, renewable and nonrenewable energy sources, population dynamics, and environmental policy and future sustainable choices.

Course: **SC378000 Introduction to Oceanography** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Living Environment Regents** ☑ ***Physical Science***
and Chemistry Regents or Earth Science Regents ☑ ***Fee***
Grade Level: **11, 12**
Credits: **1/2 high school credit**

Students who select this course will have the opportunity to study the living and non-living aspects of the world's oceans. The course will focus on the properties and characteristics of water, ocean landscapes and marine ecosystems. Students have the option to receive three (3) credits from SUNY Oneonta College with fee.

Course: **SC381000 Microbiology** ☑ ***Life Science***
Prerequisite: **Successful completion of Regents Living Environment and Regents Chemistry**
Grade Level: **11, 12**
Credits: **1/2 high school credit**

Microbiology is an elective course offered to students with a strong interest in science. This course entails the concentrated study of microorganism – history on earth, their role in causing disease and applications in food making and modern industry. This half-year course also studies the history of the Germ Theory, major discoveries, the classification of microorganisms and laboratory techniques used in the proper handling of infectious agents.

Course: **SC376090 AP Environmental Science**
Prerequisite: **Mastery or better Biology Regents**
Mastery or better Earth Science Regents
Regents Chemistry
Regents Algebra
Teacher recommendation
Credits: **1 high school credit and college credit (subject to institution) upon successful completion of the AP Environmental Science exam administered in May.**

☑ ***NCAA Approved Course***
☑ ***Life Science***
☑ ***Fee***

AP Environmental Science (APES) is designed to be the equivalent of an introductory college course in environmental science. APES is an interdisciplinary study, drawing from life (biology) and physical sciences (Earth Science and Chemistry), as well as the social sciences (economics, geography, politics, and sociology). Due to the quantitative analysis required in this course, students should have taken one year of algebra. The goals of the course are to provide students with the conceptual foundation necessary to understand the complex interrelationships of the natural world, to develop the skills required to identify and analyze environmental problems, and to examine alternate solutions for resolving and/or preventing them. Aligned with College Board guidelines, the key content areas are: interdependence of earth's ecosystems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, and the environment and society.

- The year's activities culminate in the AP Environmental Science exam, which is administered in mid-May. College credit or exemption from first-year college courses can be earned based on the student's performance. Students who wish to take this course must meet eligibility requirements. These students should talk with their guidance counselors in their junior year if they are interested in the AP Environmental Science course. Students must sit for the AP Environmental Science exam in May.

Course: **SC382000 Astronomy**
Prerequisite: **Completion of Earth Science**
Credits: **1/2 high school credit**

☑ ***NCAA Approved Course***
☑ ***Physical Science***

An introduction to the concepts of modern astronomy with an emphasis on conceptual comprehension using a multitude of technology-based resources. Topics to be covered include: stellar measurements, our view of the night sky, the Earth-Moon system, lunar phases and eclipses, our solar system, planetary characteristics, ancient and current Astronomy models, stellar classification, lifecycles; observing spectra, and modern advances and discoveries in the field of astronomy.

Course: **STSC2010 Principles of Engineering 1**
Co-requisite: **Design Principles of Engineering 1 (Arts)**
Grade Level: **10-12**
Credits: **1/2 high school credit**

Engineers are responsible for the design of products ranging from the toys we play with to the buildings we live in, to the machines we rely on for modern living. This course will introduce students to the four core areas within the Engineering field: Civil, Electrical, Mechanical, and Computer Engineering. This hands-on, project-based course will require students to work in teams to find creative solutions to real-world problems while using the skills learned in the co-requisite course, Design Principles of Engineering 1. Students may be responsible for incidental materials.

Course: **STSC2020 Principles of Engineering 2**
Co-requisite: **Design Principles of Engineering 2 (Arts)**
Grade Level: **10-12**
Credits: **1/2 high school credit**

A continuation of Principles of Engineering 1, students will continue to build knowledge of the four core areas within the Engineering field: Civil, Electrical, Mechanical, and Computer Engineering. Students will have an opportunity to develop skills and understanding of course concepts through activity, project, and program-based learning. Used in combination with a teaming approach, students will be challenged to continually develop their interpersonal skills, creative abilities and problem-solving expertise based on various engineering concepts. Students will demonstrate their knowledge of research

and design to creative solutions to various challenges, while documenting their work and communicating their solutions to their peers and members of the professional community. Design Principles of Engineering 2 is a required co-requisite course. Students may be responsible for incidental materials.

Course: **STSC2030 Principles of Engineering 3**
Co-requisite: **Design Principles of Engineering 3 (Arts)**
Grade Level: **12**
Credits: **1/2 high school credit**

A culmination of engineering classes at Westlake, students will apply scientific and mathematical principles to design, develop, and innovate solutions to practical community challenges. They will investigate various branches of engineering, such as civil, mechanical, electrical, chemical, or software engineering, to create, improve, and maintain systems, structures, processes, and technologies. They will apply their knowledge and skills to develop innovative solutions that improve our lives and advance our community. Students in the class will create a portfolio of their projects throughout the year and present their portfolios at the end of the required co-requisite class, Design Principles of Engineering 3. ***Students may be responsible for incidental materials.***

Course: **SC379080 Creative Investigations**
Prerequisite: **None**
Grade Level: **9**
Credits: **Ten week course – 1/4 high school credit**

Have you ever wanted to take a course entirely devoted to something YOU want to know more about? Here is your chance. In this mini course, you will choose a topic from any area you are interested in whether it be in math or science, English or social studies, the visual arts or the performing arts and conduct your own independent research. You will learn everything you can over ten weeks as you research and write an in-depth report on your topic, and then you will share your discoveries in a multimedia presentation as your final project. In the process, you will develop all the skills you need to write an A+ report and design a powerful presentation on any future projects.

Social Studies Department

PROGRAM GOALS:
Westlake High School offers students a comprehensive program of courses that explores various aspects of social sciences and investigates regions, cultures, and diverse perspectives from all areas of the world. The curriculum fulfills state mandates and local Board of Education objectives. Each student must take four years of mandated programs and is also encouraged to participate in the elective program. Students who complete 5 units in the Social Sciences qualify for a sequence. Only seniors may receive college credit for the elective courses so designated with the exception of Criminal Law which allows credit to both juniors and seniors.

Course: **HY211000 Global History and Geography 1R** ☑ ***NCAA Approved Course***
Prerequisite: **None**
Credits: **1**

Global History 1R begins with the study of various regions of the world: Europe, Latin America, Africa, Asia, and the Middle East, from the dawn of man to 1750. The purpose is to develop a greater understanding of geography and of cultural, political, and social diversity. The emphasis of this course will be upon a global understanding of history and human development in a chronological sequence..

- This course culminates in a school examination.

Course: **HY210001 Global History and Geography 1H** ☑ ***NCAA Approved Course***
Prerequisite: **Admission by pre-established criteria; summer assignment; teacher recommendation**
Credits: **1**

The Global 1 Honors course is a Pre-AP course that offers a rigorous and engaging challenge designed to sharpen student's analytical and critical thinking skills based on a global perspective of the world. Spanning from 8000 BCE to 1500 CE, the course examines the evolution of civilizations and the complex dynamics of human interactions politically, socially and economically providing a deep understanding of how the world has continuously transformed. Students taking this class are making a commitment to higher standards of study.

- This course culminates in a local final examination.

Course: **HY250090 AP World Modern History** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Global History and Geography 1H, Summer Requirement, 90% average, and teacher recommendation**
Credits: **1**

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Focused primarily on the past thousand years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

- This course culminates in a mandatory AP final exam as well as a Global Regents Exam

Course: **HY221000 Global History and Geography 2R** ☑ ***NCAA Approved Course***
Prerequisite: **Global History 1R**
Credits: **1**

This course of study focuses on the development of the world since 1750. The course is developed chronologically, reflecting the emergence of economic, political, and social institutions and their impact on global development. An examination of enduring issues, multiple world perspectives and Connections will be incorporated throughout the class.

- This course culminates with a Global History Regents exam. Successful completion is a graduation requirement.

Course: **HY231000 U.S. History and Government Regents** ☑ ***NCAA Approved Course***
Prerequisite: **Global History 2R**
Credits: **1**

The U.S. History & Government course is designed to explore the constitutional basis for our government and the history of the United States. The course will emphasize the political, economic, and social development of the United States. The course will emphasize critical thinking skills, writing skills, including the analysis of primary and secondary sources.

- This course culminates in the U.S. History & Government Regents exam. Successful completion is a graduation requirement.

Course: **HY230090 AP U.S. History** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of AP World History or AP European History, 85% average or teacher recommendation**
Credits: **1**

The AP program in United States History is a challenging course designed to be the equivalent of a freshman college course. It provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The course is a survey of U.S. History from the Age of Exploration to today. Solid reading and writing skills, with the expectation that considerable time will be devoted to course work, are necessary. Students are expected to utilize critical thinking skills, essay writing and interpretation of historical documents. Topics covered include American foundations and diversity, the history of slavery, the evolution of American culture, the development of political institutions, social reforms, as well as economic trends.

- This course culminates in an AP final exam and a U.S. History & Government Regents exam.

Course: **HY270000 Government and Economic Theory** ☑ ***NCAA Approved Course***
Prerequisite: **U.S. History and Government**
Credits: **1**

This course will develop in-depth knowledge about Government and Economics as students refine their critical thinking, communication/writing, and research skills. The primary purpose of this senior course is to prepare students for participation in our representation democracy as well as our economy. The course will introduce students to the foundations, structures, and operation of government as well as the understanding of basic economic elements. Students will explore the American economy including the Stock Market, personal finance practices, and examine how America engages in the world economy.

- This is a required course for graduation.

Course: **HY248090 AP U.S. Government and Politics** ☑ ***NCAA Approved Course***
Prerequisite: **Teacher recommendation, Open to Seniors**
Credits: **1**

AP United States Government and Politics is a rigorous and intellectually demanding course taught at the college level. AP Government is significantly different from a traditional high school government course due to the range and depth of the content, the amount of reading, and the time and effort required by the student. Topics in AP Government include The

United States Constitution, political beliefs and behaviors, political parties, interest groups, media and politics, interactions amongst the branches, and Civil Rights and Liberties.

- This one-year course culminates in a mandatory AP final exam and a school project with presentation.

Course: **HY247090 AP Macroeconomics** ☑ ***NCAA Approved Course***
Prerequisite: **Teacher recommendation, Open to Seniors**
Credits: **1**

An AP course in Macroeconomics is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics. Basic mathematics and graphing skills required.

- This one-year course culminates in a mandatory AP final exam and a school project with presentation.

Course: **HY220090 AP European History** ☑ ***NCAA Approved Course***
Prerequisite: **AP World or AP US completion, Teacher recommendation, Open to Seniors**
Credits: **1**

The study of European History since 1450 introduces students to the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principle themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

- This course culminates in a mandatory AP final exam.

Course: **HY243000 Psychology** ☑ ***NCAA Approved Course***
Prerequisite: **Seniors completing U.S. History & Government** ☑ ***Fee***
Credits: **1/2 high school credit**
3 college credits

This course is an introduction to psychology. It will be taught as an introductory survey course which analyzes human behavior. It may be taken for college credit from St. John's University. The course will focus upon the major themes of learning, personality development, child and adolescent development, abnormal behavior and treatment, and major theories in the field of psychology. Psychology is a one-semester course. (College credit may or may not be transferable.)

- This course culminates in a school project with a presentation.

Course: **HY244000 Introduction to Sociology** ☑ ***NCAA Approved Course***
Prerequisite: **Seniors completing U.S. History & Government** ☑ ***Fee***
Credits: **1/2 high school credit**
3 college credits

Using the principles of sociology, students will be able to understand the human relationships that form their social environment. Students will study contemporary social problems to gain a greater understanding of the complex issues facing our times. This is a St. John's University/High School articulation program. Sociology is a one-semester course. (College credit may or may not be transferable.)

- This course culminates in a school project with a presentation.

Course: **HY242000 Criminal Law** ☑ ***NCAA Approved Course***
Prerequisite: **None, Open to Juniors and Seniors** ☑ ***Fee***
Credits: **1/2 high school credit**
3 college credits for juniors and seniors

This course focuses upon developing an understanding of the world of crime, the causes for such behavior and the operation of the criminal justice system. Guest speakers from various law enforcement agencies occasionally visit classrooms for firsthand experiences. It facilitates the operation of the student court and may include visitations to Westchester County Criminal Court and a New York State prison. Criminal Law is a one-semester course. (College credit may or may not be transferable.) This class offers college credit from St. John's University for those who meet the qualifications.

- This course culminates in a school project with a presentation.

Course: **HY241000 Civil Law** ☑ ***NCAA Approved Course***
Prerequisite: **None, Open to all grade levels**
Credits: **1/2**

Civil Law focuses upon practical life experiences that each student may at some time encounter. This is reflected in the four major areas of study: torts (negligence, defamation, and property damage), contracts, property law, and family law. The course will emphasize an application of legal concepts in simulated experiences.

- This course culminates in a school project with a presentation.

Course: **HY249000 U.S. History Through Popular Song**
Prerequisite: **None, Open to all grade levels**
Credits: **1/2**

The course is designed to allow students a unique perspective on U.S. history by examining its popular culture. This course will be designed to incorporate many different learning strategies for it will be visual, (through the use of film and documentaries) auditory, (through the use of recorded music and interviews) and language based (expressions through music and lyrics). This course will be interdisciplinary in nature.

- This course culminates in a school project with presentation.

World Languages Department

PROGRAM GOALS:

To learn a new language in order to become communicative and proficient is a skill that requires practice and time. The World Language Department strongly recommends that a student entering a Level 1 **Regents** course of instruction in one language commit to three units of study of that language. It will **culminate with the Modern Language Regents examination, which is required for a Regents Diploma/Advanced Regents Diploma. This exam is customarily given at the end of the 10th grade Level 3 course.**

Students who wish to undertake the study of a **second** foreign language concurrently with the one being studied **SHOULD** be enrolled in Level 3 of the first language. A second language is encouraged for the global minded student who wishes to be a well-rounded college student of the 21st century. The language teacher will recommend proper placement. All students who achieve at a high level in one modern language are encouraged to pursue a second language study sequence or progress to the college level offerings in both languages.

Course: **FR080010 Spanish 1** ☑ ***NCAA Approved Course***
Prerequisite: **None**
Credits: **1**

This is a first level course introducing the skills of listening, speaking, reading, and writing, with special emphasis on listening and speaking. Practical everyday topics integrate an understanding of culture and customs. The communicative ability of students centers around units such as "getting acquainted", "shopping", "traveling", "at the café", "the home", etc. A wide variety of supplementary materials are used. Students who have not passed the 8th grade exit exam in any language, or who have never taken a language, must enroll in this course.

- It is a full-year course culminating in a school exam. Students who have received no credit for 7th and 8th grade Italian will be required to take this course in Spanish in the high school and must pass in order to receive a local diploma.

Course: **FR090020 Italian 2** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Italian 1**
Credits: **1**

Continuing with the basics of the first level, this course spirals at the Checkpoint B level to use the language with greater facility. The emphasis on the communicative approach furthers the study of culture through outside readings and thematic units. A variety of audiovisual technology and authentic materials enhance the language exposure so they become familiar with the different modes of communication: Interpretive, Interpersonal and Presentational.

- This is a full-year course culminating in a school exam.

Course: **FR080020 Spanish 2** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Spanish 1**
Credits: **1**

Continuing with the basics of the first level, this course spirals at the Checkpoint B level to use the language with greater facility. The emphasis on the communicative approach furthers the study of culture through outside readings in addition to a textbook and workbook. A variety of audiovisual technology and authentic materials enhance the language exposure.

- This is a full-year course culminating in a school exam.

Course: **FR090030 Italian 3** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Italian 2**
Credits: **1**

Students completing this Checkpoint B level will be able to express themselves in a wider variety of situations with increased fluency in the four language skills through the different modes of communication: Interpretive, Interpersonal and Presentational. The emphasis will be on increasing proficiency in communicative activities as well as improving writing skills so that they can develop deeper insights into Italian culture in order to draw comparisons with their own culture. The course work will be reinforced using supplemental materials and varied media experiences.

- This is a full-year course culminating in a Regents equivalent exam which all students take.

Course: **FR080030 Spanish 3** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Spanish 2**
Credits: **1**

Students completing this Checkpoint B level will be able to express themselves in a wider variety of situations with increased fluency in the four language skills through the different modes of communication: Interpretive, Interpersonal and Presentational. The emphasis will be on increasing proficiency in communicative activities as well as improving writing skills so that they can develop deeper insights into Hispanic culture in order to draw comparisons with their own culture. The course work will be reinforced using supplemental materials and varied media experiences.

- This is a full-year course culminating in a Regents equivalent exam which all students take.

Course: **FR090040 Italian 4 – Language and Culture** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Italian 3** ☑ ***Fee***
Fee: **$150** **www.mercy.edu**
Credits: **1 high school credit**
3 college credits

The Italian 4 Language and Culture course is a beginner college level experience for the student who has successfully passed the Italian 3 class at the mastery level. It is designed to further develop communicative skills and cultural understanding through creative interpersonal, presentational and interpretive activities. The course integrates valuable skills in conversation, reading, language structure, and film with technology-based programs. Students are regularly assessed and receive formative feedback to refine communication skills and develop deep understandings.

- This is a 3-credit course offered through Mercy University. College credits may be transferable at the discretion of the admitting college or university. A placement exam may also be required. The class is conducted almost entirely in Italian. There is a $150.00 registration fee.

Course: **FR080040 Spanish 4** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Spanish 3** ☑ ***Fee***
Credits: **1 high school credit** **www.mercy.edu**
3 college credits

The Spanish 4 course is a beginner college-level experience for the student who has successfully passed the Spanish 3 class at the mastery level. It is designed to further develop communicative skills and cultural understanding through creative interpersonal, presentational and interpretive activities. The course integrates

valuable skills in conversation, reading, language structure, and film with technology-based programs.

- This is a 3-credit course offered through Mercy University. College credits may be transferable at the discretion of the admitting college or university. A placement exam may also be required. The class is conducted almost entirely in Spanish.

Course: **FR090090 Italian 5 – Language and Culture** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of Level 4** ☑ ***Fee***
Fee: **$150** **www.mercy.edu**
Credits: **1 high school credit**
3 college credits

The Italian 5 Language and Culture College Link Course through Mercy University is designed to help students move from the intermediate level towards the advanced level of proficiency in interpersonal, presentational and interpretive communication modes in Italian. Due to the high critical thinking skills required for college credit, the student should be highly motivated and have consistently maintained a mastery level average in the language. The course work entails a wide range of current and authentic readings as well as literary and cultural works, opportunities for oral communication through projects, speeches, and audio-lingual materials. Self-expression through writing will reflect the literary and cultural topics covered in the curriculum. Students are regularly assessed and receive formative feedback to refine communication skills and develop deep understandings.

- This is a 3-credit course offered through Mercy University. College credits may be transferable at the discretion of the admitting college or university. A placement exam may also be required. The class is conducted almost entirely in Italian.

Course: **FR080090 AP Spanish Language and Culture** ☑ ***NCAA Approved Course***
Prerequisite: **Successful completion of College Level 4** ☑ ***Fee***
Credits: **1 high school credit - Number of college credits determined by college chosen**

The AP Spanish Language and Culture course is designed to help students move from the intermediate level towards the advanced level of proficiency in interpersonal, presentational and interpretive communication modes in Spanish. Students will develop an awareness of different cultural perspectives of Spanish-speaking peoples through the use of authentic sources. Unit goals are stated in the form of Essential Questions relating to the AP themes. These essential questions drive instruction; students are regularly assessed and receive formative feedback to refine communication skills and develop deep understandings relating to the essential questions. This course is the equivalent of a third year college level.. The AP Spanish Language and Culture course is conducted EXCLUSIVELY IN SPANISH.

- There is no option to take the local exam in place of the AP exam.

Course: **FR010010 American Sign Language I** ☑ ***NCAA Approved Course***
Prerequisite: **None**
Credits: **1**

ASL I is an introductory course that teaches fundamental vocabulary and basic grammar of American Sign Language (ASL), along with key aspects of Deaf history and culture. The curriculum focuses on practical language functions that prepare students to communicate with the Deaf. Students participate in various learning activities to develop their interpretive, receptive, interpersonal, and presentational skills, while fostering awareness of the Deaf community and culture. Multimedia resources enhance understanding throughout the course, which meets New York State Learning Standards for Languages Other than English. By the end of ASL I, students will achieve at a **novice high** level of proficiency. This course satisfies the one unit of World Language requirement for graduation.

Course: **FR010020 American Sign Language II** ☑ ***NCAA Approved Course***
Prerequisite: **American Sign Language I**
Credits: **1**

This course dives deeper into vocabulary, grammar, Deaf history, and cultural context for effective communication with Deaf individuals. Students will learn essential language functions, classifiers, and facial expressions, while participating in activities to enhance their interpretive, receptive, interpersonal, and presentational skills. By the end of ASL II, students will demonstrate an enhanced ability to engage in extended conversation and express themselves more comfortably in ASL at an **intermediate low** level of proficiency and gain a richer understanding of Deaf Culture. This course satisfies the one unit of World Language requirement for graduation.

Course: **FR010030 American Sign Language III** ☑ ***NCAA Approved Course***
Prerequisite: **American Sign Language II**
Credits: **1**

Through storytelling and describing things in detail, students will further learn to express complex thoughts and situations while gaining further confidence to engage with the Deaf community. The course encourages hands-on learning, allowing students to create personalized projects that reflect their interests. Students will also explore important topics related to Deaf culture and history, discussing current issues and attitudes within the Deaf community. ASL III aims to improve students' receptive, interpersonal and presentational communication skills in ASL while deepening their understanding of the culture associated with it. By the end of ASL III, students will exhibit advanced proficiency, confidently engaging in a conversation and expressing themselves in ASL at an **intermediate mid level** of proficiency.

- This is a full-year course culminating in a Regents or equivalent exam which all students take.

Special Project / Performance-Based Learning Opportunities

SENIOR INTERNSHIP PROGRAM

Course: SE810080 Senior Internship Program

A. PROGRAM PHILOSOPHY

Westlake Senior Internship Program is designed to provide students with the opportunity to immerse themselves in the realities of our current global economy and become productive and responsible citizens. It will provide real world experiences that will enable our students to be more competitive college candidates. Students will learn about the dynamic nature of the workplace, the value of work in society, and their personal skills, aptitudes, and abilities for future career decisions. Students will continue to develop leadership skills, problem solving and critical thinking skills, presentation skills, as well as written and oral communication skills. This program offers an opportunity for students to apply their knowledge and skills through independent career exploration while they pursue a particular area of interest.

B. PROGRAM OBJECTIVES

Upon completion of the program, students will be:
- Self-directed, self-reliant, and confident learners
- Creative thinkers and problem solvers
- Responsible citizens
- Effective communicators
- Collaborative workers
- Knowledgeable about careers, their own career interests, and possible college majors.

C. PROGRAM OVERVIEW

Seniors will select an internship project that will begin seven weeks prior to the start of Regents examinations, at which point all mandated attendance for senior classes will end. The calculation of final averages for all senior courses will be based upon the completion of assigned work and tests up to this calendar date. Adjustments to the internship start date will be made for any student still enrolled in Regents and AP classes. In order to satisfy state mandated PE requirements, all students will be requested to keep a log of physical activity.

Students will submit to the program coordinator a Resume and Statement of Goals and Expectations detailing their internship plans. Consent from parents will be needed prior to any student leaving school grounds for an internship.

Interns will complete a minimum of 30 hours per week inclusive of their mentor meeting. Time will be logged by the student and presented to their mentor weekly. A Daily Journal, outlining student activities, reflections, and learning, will be kept, and discussed with the Mentor. Students must meet with their Mentor weekly. The overall grade for the internship will be derived from the following areas: keeping of weekly meetings, reflective daily journal writing, meeting of deadlines and the final presentation. The final presentation will be assessed using a well-defined rubric, which will be shared with and explained to all students at the start of the internship.

CAREER RESEARCH ACADEMY (CRA)

The Career Research Academy is a program to honor each student's intellectual interests by allowing them to pursue the valuable work of researching their passion for specific trade-related careers; and to illuminate a pathway for students so they can see the connection between an area of interest and core academic skills. The program is designed to provide a viable pathway for all students to find success in building essential competencies and skills; to build partnerships with students, parents, community businesses, and organizations, which can creatively expose all those involved to new possibilities both within and outside of school; to provide a viable pathway to post-secondary options including, but not limited to: 2- and 4-year colleges, technical and career placement. Students must be recommended by the Career Research Academy for placement in this program.

This is a two-year program that has an alternating course cycle including:

Course:	HY232000	United States History
Course:	HY271000	Government & Economic Theory
Course:	EN142000	English 12
Course:	SC510000	Analytical Science Technology 1
	SC510002	Analytical Science Technology 2
Course:	MA491000	Data Analytics 1
	MA491002	Data Analytics 2

SCIENCE RESEARCH

Science Research is a 3-year college-level course in which students design, conduct, and present original research under the guidance of a research scientist or professional in their chosen field. Students may do independent research in mathematics, science, psychology, engineering, technology, or the social sciences. Students are required to maintain a longitudinal portfolio of their research and present their findings both in papers and public presentations at required science competitions and symposia. Assessment is accomplished by alternate means. Students may optionally obtain as many as 12 college credits through the State University of New York. In order to be considered for this program, freshmen must be recommended by their 9th grade core science teacher and should ideally have a weighted GPA of 90 or above. In order to continue the second year, students must conduct original research under the guidance of a professional mentor during the summer between sophomore and junior year. *See page 32.*

AP CAPSTONE DIPLOMA PROGRAM

The AP Capstone program at Westlake High School is designed for qualified juniors and seniors with scholarly interests in the humanities and social sciences. Students in the program will learn the nature, purpose, and academic discourse methods associated with inquiry and research in these areas of the liberal arts. Students with interests in music, art, film, literature, theater, philosophy, psychology, sociology, economics, religious studies, history, political science, and media studies are encouraged to participate. The program is intended for only the strongest of students due to the rigorous nature, level of difficulty, expectation of time management, and ability to work independently. AP Capstone is a diploma program based on two required full year courses: AP Seminar and AP Research. To earn the Capstone Diploma, students must earn a score of 3 or higher on six AP exams: AP Seminar, AP Research, and any four additional AP exams. Please see Dr. Laterza in room 203 for more information. *See page 21.*

BOCES

Course Name: **BOCES Occupational Education (2 year sequence)**
Prerequisite: **None**
Grade Level: **11, 12**
Credits: **4 credits for the first year-including 1 credit in Career/Finance**
3 credits for the second year

The Southern Westchester Center for Occupational Education is the occupational wing of most of the high schools in Southern Westchester County. The main campus is located in Valhalla, next to Westchester Community College. The Center's program is designed to be an integral part of the program of studies conducted by Westlake High School and is offered on a half-day basis. Students who attend the Occupational Center will be overseen by a counselor at the Center who coordinates closely with the counselors at Westlake High School regarding attitude, attendance, and career opportunities. Students are limited in the number of electives they can take at the home-school depending on which session they attend. Students are eligible to earn 4.0 credits in the first year, one of which is a credit in Career/Finance. In the second year, students earn 3.0 credits for the Occupational-education program in which they are enrolled. Credits may be reduced for various reasons established by Westlake High School such as poor attendance, withdrawal or non-completion of assignments or projects. Many students may wish to continue in a college program with the majority entering programs at SUNY Technical Colleges. Bus service will be provided, and attendance is taken daily. Regular attendance and completion of assignments is mandatory. Academic credits may be earned through the Integrated Program. See your counselor for details. Students must apply for this program through the Guidance Department. Students not completing the application by its due date may not be considered for this program. Placement in this program is not guaranteed. Students should select a full alternate course selection. This is an elective program.

OCCUPATIONAL EDUCATION PROGRAM OFFERINGS

TWO-YEAR COURSES

MEDIA
Commercial Art
Computer Info Systems & Medical Administrative Assistant
Fashion Design/Merchandising
Architecture & Interior Design
TV/Video Production

SMART HOUSE TECHNOLOGIES
Construction/Plumbing
Electrical Construction

HOSPITALITY/CONSUMER SERVICES
Cosmetology
Culinary Arts

HEALTH & SAFETY
Certified Nurse Assistant
EMT
Protective Services

STEM
Pre-Engineering
Veterinary Science

CRITICAL WRITING & RESEARCH

Students will learn about argumentative writing, rhetoric, and research by considering the different modes of argument that operate in our culture every day. By practicing critical literacy skills using a variety of print and non-print texts, students will become active observers of arguments they encounter on a daily basis. The source will be divided into three parts: Analyzing Arguments; Researching Arguments; Designing and Delivering Arguments. Students will utilize the lessons they have learned to compose effective arguments of traditional and visual texts, culminating in a major capstone project to assess analysis, research, and communication skills. During this process, students will receive direct instruction in the protocols of formal academic research, including identifying and avoiding plagiarism, assessing reliable sources, and integrating technology skills for research and presentation. *See page 17.*

Special Education Program Services

PROGRAM DESCRIPTIONS 2025-26

Below is a list of program offerings for the 2025-26 academic year. Each student's program is based on his/her individual needs. Therefore, a student may receive a combination of these programs.

1. **Resource Room Support**

   The assigned special education teacher provides direct services in a small group. This program meets student needs by working to remediate areas of weakness, as per the IEP, while supporting mainstream curriculum.

2. **Senior Support Lab**

   The senior support lab is designed exclusively for seniors to foster academic independence and self-advocacy. It is mandated on the student's IEP and meets three days out of a six-day cycle. This course puts the ownership on the student to seek additional support as needed. The goal is to provide academic support in tandem with academic independence in order to prepare for post-secondary education.

3. **Integrated Co-teaching Program - Consultant Teacher, Direct**

   Students in this program participate in general education content classes, taught collaboratively by a general education content teacher and a special education teacher. Course content is the same as that of general education Regents classes; instructional methods are modified to address the needs of the students in the class with IEP's.

4. **Special Class**

   This program is designed to present the grade level curriculum in a smaller group setting. A special education teacher modifies instruction and content requirements to meet individual student needs. ELA, Math, Science and Social Studies are the core courses in this program.

5. **Skills**

   The assigned special education teacher provides support in a 15:1 setting. This program meets student needs by re-teaching content that was learned in the mainstream curriculum. Teachers address areas of weakness per the IEP.

Special Interest Opportunities

NATIONAL HONOR SOCIETY

Westlake High School is a chapter of the National Honor Society. Membership in the National Honor Society is one of the highest honors that can be awarded to a high school student. There are more than 22,000 chapters of the National Honor Society in high schools across this nation. The four ideals of the National Honor Society are scholarship, leadership, character, and service. No student is simply inducted in the NHS because of a high academic average. The National Honor Society strives to recognize the total student, one who excels in all these areas.

LIBRARY MEDIA CENTER

The Library Media Center serves both the Middle and High School with materials organized by the professional Library staff for students and teachers to use. The following materials are located in the library: books, films, filmstrips, magazines, microfilm, microfiche, newspapers, pamphlets, recordings, slides, transparencies, cassettes, and videotapes. All these contributed to the growth and independent learning of each student and reflect varieties of interest, and levels of maturity and ability. The Library Media Center is a teaching center and learning laboratory for the Middle and High Schools.

PERFORMANCE PRACTICES

These are designed for the instrumental music student or vocal music student who is interested in improving their ability to perform before an audience. See “Course Descriptions” section of this catalogue.

SCHOOL PUBLICATIONS

- **Westlake Word**
  This is the school newspaper, and includes editorials, photography, and school news items.
- **Pendulum**
  This is the school yearbook, and it consists of photography, publicity, typing layouts and creative Ideas.

ITALIAN AND SPANISH NATIONAL HONOR SOCIETIES

The honor societies recognize a high degree of scholarship in the foreign languages. Westlake High School represents the local chapters of the National Italian and Spanish Honor Societies. Students must maintain national standards and be in the third year of their foreign language.

ENGLISH HONOR SOCIETY – EHS

The English Honor Society strives to recognize students who maintain mastery in English, create innovative literacy outreach projects, and have published in local, regional, national, and/or international presses.

MATH HONOR SOCIETY – MHS

The honor society recognizes a high degree of scholarship in mathematics.

PEER ADVISE AND LEADERSHIP SERVICE – P.A.L.S.

P.A.L.S. is a program in the high school that provides each freshman and new student at Westlake with an upper-class mentor. This mentor will help them adjust to the school, find clubs and activities that suit their interest, guide them through any problems they encounter in school, and encourage them to participate and make the most of their time at Westlake.

SCIENCE NATIONAL HONOR SOCIETY – SNHS

The honor society recognizes a high degree of interest and achievement in the sciences through participation in meetings, research, and fundraising.

SOCIAL STUDIES HONOR SOCIETY – SSHS

The honor society recognizes students who achieve mastery in Social Studies through society meetings, community service, and a specifically designed and approved Social Studies project.

Honor Societies

ENGLISH HONOR SOCIETY

Statement of Purpose: The English Honor society seeks to promote interest in English, literature, and the humanities among the Westlake High School community. The purpose of EHS is to foster excellence in the English curriculum by advocating lifelong learning and active participation in the betterment of the Westlake school and community. Members will participate in school functions, maintain a unique forum for creative written expression, and volunteer for school and community activities. Students in grades 9 and 10 remain as general members of the club. Induction and the status of EHS are conferred only to qualified 11th and 12th grade students who meet the criteria.

Club Activities: Some English Honor activities include writing and reading for social reform, assisting in the development and organization of literary activities, attending seminars and literary events, and performing service to the English department.

Requirements:

- Submit a short statement on the importance "English/Language Arts" in their lives and academic career, and why they seek membership in the honor society.
- Complete two years of high school English full -semester courses
- Maintain mastery (85) average in each English class offered through the English Department for each academic year. This also applies to elective classes offered through the department.
- Publish a minimum of three articles in local, regional, national, or international presses. One must be in a school publication.
- Participate in any writing, reading literature, and or speaking-based contest.
- Participate in or design at least one out-of-school, English/Literacy outreach service activity such as Reading for the Blind, Project Literacy, Read Across America, or develop an original program such as reading for the elderly. *A project proposal must be pre-approved by the club advisor. See Attached Project Proposal Form.*
- Complete the criteria form on page 3.
- After acceptance into the society, students must maintain an 85 average in English courses to remain as a member.
- Once inducted students must faithfully attend bi-monthly meetings to retain their EHS status at graduation. *Current freshman and sophomores must be active members before applying for induction.*

Please note: The Westlake High School English Honor Society is just that, an *honor* society. Any member in any way found to be participating in plagiarism, other cheating in any way, or a violation of honor in any course will be immediately expelled from this honor society and forfeit all rights (including claiming membership for this society on college applications).

ITALIAN HONOR SOCIETY

Mission Statement: The Italian Honor Society of Westlake High School recognizes students who have achieved excellence in the study of Italian. Its purpose is to promote a greater understanding and appreciation of the Italian culture and civilization while fostering lifelong learning in the Italian curriculum.

Requirements: Here are the rules and regulations of the Italian Honor Society "Societa' Onoraria Italica" as set forth by their Constitution and By-laws.

All Italian students who are enrolled in the level 4 Italian Class are eligible for induction in to the IHS if:

- They are enrolled in and taking the 4th level of Italian study.
- They have a 90 average for all three years of Italian prior to the induction (including the 1st marking period of Italian 4).
- They have an 85 average for all their courses.
- They commit to the mentoring and tutoring program for lower-level students who need help in Italian.
- They promise to promote the study of the Italian language and culture in the future.
- These are the rules that the students are held accountable for to be selected as candidates for induction into the Italian Honor Society.

NATIONAL HONOR SOCIETY

The National Honor Society is a way of recognizing students who excel in school. Membership in local chapters is an honor bestowed upon a student. Selection for membership is by a Faculty Council and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities.

To become a member of the National Honor Society is truly an honor. **The academic average necessary to be considered for membership is 88**. A student is academically eligible if they have an 88 average or better in all subjects from freshman year **through the first marking period** of either their junior or senior year depending on when they apply. However, in addition to the academics, each student must also demonstrate **character, service, and leadership.**

- **Character-** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle. The student must also adhere to the school rules and policies. Students will be expected to have faculty members write evaluations on their behalf.

- **Service-** this quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit. The student is expected to demonstrate a pattern and commitment to serve rather than isolated projects. Service activities must be completed and turned in no later than **September 30** of the year in which they apply for National Honor Society. Simply forgetting to hand in the service hours by the due date ***IS NOT AN ACCEPTABLE EXCUSE***. Students will need a minimum of 40 hours of service to be considered eligible for NHS. Students with questions about the acceptability of their service should speak with the advisor well in advance of the NHS process.

- **Leadership-** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others. The student must be ***actively*** engaged in a minimum of **THREE** different activities, one of which can take place outside of Westlake High School.

The process for becoming a National Honor Society member is also explained in the student handbook and is available for viewing on the school home page. In addition to these places, the NHS advisor speaks at the opening assemblies for both juniors and seniors the first week of school. Please take an active role in pursing membership in this society.

NYSMHS- NEW YORK STATE MATH HONOR SOCIETY

Student Membership Requirements

- For high school students
- based on mathematical scholarship, service, character, and citizenship
- Student must have successfully completed a minimum of three semesters of high school/college math (you must be at least a sophomore).
- Minimum mathematics scholarship of 90% or equivalent, a record of which needs to be on file.
- Overall scholastic average of 85% or equivalent (which also should be on file).
- Student must submit supporting documentation as outlined by the local chapter.
- Student must submit two faculty recommendations (one from a math teacher), to be on file.
- Student must continue to demonstrate mathematical scholarship, service, character, and citizenship to maintain membership. Additionally, students must participate in the fund-raising activities of the club.
- Must be enrolled and active in the Math Club for two years, with a minimum of 7 meets each year.
- Must be available for peer tutoring, at least 3 hours a month.
- Must attend all MHS meetings.

Requirements continue on the next page.

Math Club Requirements for MHS:
7 meets each year minimum (practice meets do not count).

Medal Requirements:
Must maintain all criteria, including averages in math and GPA and the aforementioned Math Club requirements for both the year before the medal ceremony and the year of the medal ceremony.

It is our goal to recognize the mathematical and academic achievements of students, to enhance their knowledge, understanding, and love of mathematics, and to promote math leadership. Additionally, we foster student collegiality, encourage students to enter in the math field, and encourage math service.

Adapted from the Association of Mathematics Teachers of New York State

SCIENCE HONOR SOCIETY

The SNHS is the prominent scientific organization that will engender a new group of young thinkers who will be the future of industry, research, and scientific exploration for America.

We pledge to:
- Encourage and recognize scientific and intellectual thought
- Advance the students' knowledge of classical and modern science
- Communicate with the scientific community
- Aid the civic community with its comprehension of science
- Encourage students to participate in community service and in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all humankind.

Student Membership Requirements:
- Maintain a mastery un-weighted GPS of 87% or higher in all sciences
- Maintain an overall cumulative GPA of at least 85%
- Complete 20 hours of approved community service that pertains to the sciences
- Maintain membership on Science Olympiad team for at least 2 years
  - *Or* be involved in science research for 2 years
  - *Or* do 20 additional volunteer hours relating to the Sciences
- Participate as an active member of the organization
  - Attend at least 3 of the officer's presentations
  - Attend at least 80% of all meetings
  - Help and attend at least 70% of afterschool fundraising events.

SOCIAL STUDIES HONOR SOCIETY

It is our goal to recognize hardworking students who share a passion for social studies and for helping the community. We encourage students to better understand and help the community in which they live.

Student Membership Requirements:
- Minimum GPA of 85%
- Minimum social students average of 88%
- Must attend meetings regularly (at least 10)
- 20 hours of community service
- Community/social studies-based project (must be approved)
- Must have completed at least 6 semesters of courses in the field of social studies
- Good school attendance

SPANISH HONOR SOCIETY

La Sociedad Honoraria Hispánica - WHS Lazarillo de Tormes Chapter

Mission Statement:

The SHH recognizes high achieving Spanish language students who continue to study Spanish at the advanced levels (IV and V) in high school. As a result of induction, the members engage in a variety of service driven initiatives to assist at school or in the community through which the target language is instrumental.

Requirements:

- Student must officially be in a Spanish Level IV or Level V course during year of induction.
- Student must earn a 92% cumulative average from their Spanish high school level courses (9-12) without rounding off. Note: Spanish 7th and 8th grade middle school levels do not calculate into the cumulative average for Spanish at the high school
- The inductee should have at least an 85% school average
- Student should portray oneself to be a model of: academic integrity, cultural maturity, and appreciation, with the willingness to service their school/community in a volunteer activity to benefit the Society.

Service initiative opportunities:

- Spanish language tutor for middle/high school students
- Assist in charitable Society fundraisers and/or Society campaigns to benefit the “Save the Children Foundation”, the “Heifer Project” or other approved organizations that impact and improve the Latino community.
- Compete in the online National Spanish Exam for prizes and prestige (11th and 12th grades)
- Earn a leadership role for the SHH as a senior.
- Participate in the annual induction ceremony as: presenter, translator, program designer, journalist, photographer and multimedia creator, public relations liaison, etc.
- Submit Spanish writing pieces and artistic work from class or enrichment for the SHH literary magazine, “¡Albricias!“ published three times a year.
- Apply to compete for the SHH Junior Travel Summer Award (by invitation)
- Apply for the SHH Senior College Scholarship (by invitation)
- Serve as a volunteer in a hospital, after-school program, food pantry, bilingual agency, town event, etc. that has a far-reaching impact on a Latino population.

Special Program Opportunities for Credit

MERCY COLLEGE

☑ *Fee*

These courses are offered at Westlake High School for which students can earn college credit through Mercy College. The transfer of college credit will rest with the admitting college or university. A placement exam may also be required by the admitting institution.

Courses available are:	Italian 4 & 5	3 credits
	Spanish 4	3 credits

ST. JOHNS UNIVERSITY

☑ *Fee*

These courses are offered at Westlake High School for which students can earn college credit through St. Johns University. The transfer of college credit will rest with the admitting college or university. A placement exam may also be required by the admitting institution.

Courses available are:	Criminal Law	3 credits
	Psychology	3 credits
	Sociology	3 credits

SUNY ONEONTA

☑ *Fee*

These are courses offered at Westlake High School for which students earn credits from State University of New York Oneonta College.

Courses available are:	Oceanography	3 credits

SUNY ALBANY

☑ *Fee*

These are courses offered at Westlake High School for which students earn credits from State University of New York Albany University.

Courses available are:	Science Research (3-year sequence)	3 credits

AP – ADVANCED PLACEMENT

☑ *Fee*

Advanced Placement courses culminate in an Advanced Placement exam which is administered in May. There is a fee for the exam payable in April. Estimated cost is between $90 - $95 per exam. Students receive a score between 1-5. Most colleges will award credit to students who receive a score of 3 or better. It is a policy that unless a teacher recommends otherwise, students who are enrolled in AP courses take the AP exam. Courses available are the following:

2D Design
3D Design
AP Seminar
AP Research
Biology
Calculus
AP Chemistry
Computer Science A
Computer Science Principles
English Language and Composition
English Literature and Composition
Environmental Science
European History
Government
Macroeconomics
Music Theory
Physics
Spanish Language
Statistics
Studio Art
U.S. History and Government
World History

SCHOOL/COMMUNITY SERVICE PROGRAM

Generally, the school identifies student/community/school needs. Then, students determine their own sites for service within the school community. Suggestions for sites are available through the service coordinator. Faculty and staff at Westlake High School and community organizations' representatives who wish to be sponsors for students submit their names and project description to the coordinator. The sponsor at school or in the community is responsible for keeping track of the student's hours. The student is responsible to turn in the sponsor's evaluation form and hours to the coordinator by the end of May of each school year and in September for summer service. The coordinator contacts sponsors for feedback and progress. The hours of service a student accumulates will be listed on their transcript once they reach 60 hours or more.

All students, grades 9-12, may receive one high school elective credit if they have 60 or more **verified** hours by their graduation year and fill out the proper paperwork to be approved by the high school administration.

Academic Intervention Services

ENGLISH AIS

AS191000 English 9 Plus
AS192000 English 10 Plus
AS193000 English 11 Plus

The students enrolled include freshmen who, from standardized test scores, show a need for remediation. Enrollment criteria include test scores and teacher recommendation. The course is available in addition to the regular English class for all students and to the resource period for classified students.

- Exit criteria: passing the English Regents exam and academic performance.

MATH AIS

AS492000 Algebra Plus

Students assigned to Math Academic Intervention Services have shown a need for remediation. Placement may be determined by scoring level 1 or level 2 on the 8th grade math state assessment. The course is available in addition to the regular Math class for all students and to the resource period for classified students.

- Exit criteria: passing the Integrated Algebra 1 Regents exam and academic performance.

Teacher Office Hours/Extra Help:
Each semester teacher's office hours are posted. Students are encouraged to use this time for academic intervention, enrichment, or extra help. Teachers are also available most days between 2:15 and 2:45.

Math/Writing Lab:
Our extra-help math and writing lab is offered several periods throughout the school day to all students, by appointment. Students can reserve what time slot and teacher they wish to see online on our homepage under student resources.

English as a New Language (ENL)

Course: **ES922000 Newcomer ENL**
Prerequisite: **None**
Grade Level: **N/A**
Credits: **1**

Students who are assessed at the entering or emerging level study developmental English in a small-group environment. One to two units of daily instruction focus on the acquisition of basic vocabulary and interpersonal skills in listening, reading, writing, and speaking as needed to participate in classes and to communicate with others.

Course: **ES921000 ELA/ENL**
Prerequisite: **None**
Grade Level: **N/A**
Credits: **1**

This course is designed for transitioning students who have little to no prior instruction in English Language Arts. The curriculum includes grade-appropriate short stories, novels, plays, graphic novels and poetry that will challenge students to develop reading, writing, listening, and speaking skills with an emphasis on vocabulary, mechanics, and literary techniques.

Course: **ES921005 Stand-Alone ENL**
Prerequisite: **None**
Grade Level: **N/A**
Credits: **1/2**

This course provides small group instruction in language arts and content area support for English learners at varying levels of proficiency.

Course: **Integrated Co-Teaching**
Credits: **1**

Students at all levels of English proficiency participate in general education classes co-taught by a content specialist and an ENL specialist. The ENL teacher utilizes strategies to increase comprehension and provides language objectives while the content teacher provides instruction in mathematics, history, science, or English.

Course: **MA400013 Math Foundations**
Prerequisite: **None**
Grade Level: **N/A**
Credits: **1 Math Credit**

This course is designed for newcomer English learners and aims to provide a strong foundation in understanding the properties of numbers. The context of measurement, specifically area and perimeter, provides students with authentic tasks to which they can apply their knowledge of operations and number sense. Comparing and ordering fractions, decimals, and percentages, and performing operations with fractions and decimals, will help

to develop a strong conceptual understanding of ratio and proportion. Students will also begin exploring algebraic concepts and collecting and analyzing data on tables and graphs.

Course: **ES940001 ENL Science**
Prerequisite: **None**
Grade Level: **N/A**
Credits: **1**

Students who are assessed at the entering or emerging level study developmental English in a small-group environment. One to two units of daily instruction focus on the acquisition of basic vocabulary and interpersonal skills in listening, reading, writing, and speaking as needed to participate in classes and to communicate with others using science concepts and skills.

Course: **ES940002 ENL Social Studies**
Prerequisite: **None**
Grade Level: **N/A**
Credits: **1**

Students who are assessed at the entering or emerging level study developmental English in a small-group environment. One to two units of daily instruction focus on the acquisition of basic vocabulary and interpersonal skills in listening, reading, writing, and speaking as needed to participate in classes and to communicate with others in the subject area of social studies.

Wildcat Activities & Clubs

- Animal Advocate
- Art Club
- Autism Speaks
- Blendors
- Book Club
- Business Club
- Chess Club
- Convention II / Speech (JSA)
- Environmental Club
- Fashion Club
- Gay Straight Alliance – GSA
- Honor Societies:
  - English Honor Society
  - Italian Honor Society
  - Math Honor Society
  - National Honor Society
  - Science Honor Society
  - Social Studies Honor Society
  - Spanish Honor Society
- International Culture Club
- Italian Club
- Jazz Band
- Math Club
- Newspaper - *Westlake Word*
- Peer Advice and Leadership Service - PALS
- Pep Band
- Photography Club
- Rock Band
- SADD
- Science Olympiad – Physical
- Service Club
- Sketch Comedy Club
- Spanish Club
- Student Council
- Students Talking About Relationships (STAR / DASA)
- Talent Show (Westlake Revue)
- Technology Crew
- Theatre:
  - Drama Production
  - Musical Production
  - Thespian Club
  - Westlake Players
- Video Club
- Yearbook Club

Wildcat Athletics

FALL SPORTS

Cheerleading	Varsity	
Cross Country	Varsity	Boys/Girls
Fitness Room		
Football	Varsity, J.V.	
Soccer	Varsity, J.V.	Boys/Girls
Swimming/Diving	Varsity	Girls
Tennis	Varsity	Girls
Volleyball	Varsity, J.V.	Girls

WINTER SPORTS

Basketball	Varsity, J.V. Freshmen	Boys/Girls Boys
Cheerleading	Varsity	
Fitness Room		
Ice Hockey (merged team)	Varsity	
Swimming/Diving (merged team)	Varsity	Boys
Indoor Track	Varsity	Boys/Girls
Wrestling (merged team)	Varsity, J.V.	

SPRING SPORTS

Baseball	Varsity, J.V.	
Fitness Room		
Golf	Varsity	Boys/Girls
Lacrosse	Varsity, J.V.	Boys/Girls
Softball	Varsity, J.V.	
Tennis	Varsity, J.V.	