Woodlands
Middle/High School

COURSE CATALOG

2023-2024

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NEW YORK STATE GRADUATION REQUIREMENTS

EXAMINATION REQUIREMENTS

	Regents Diploma for **All Students**		Regents Diploma via Appeal for **All Students**		Local Diploma via Appeal for **All Students**		Local Diploma for **Students with a Disability**		Local Diploma via Appeal for **English Language Learners**	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 or above	1	55*^	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 or above †
Math	1	65	1		1		1	55*^	1	
Science	1	65	1		1		1	55*^	1	
Social Studies	1	65	1		1		1	55*^	1	
Pathway *(See note 1 on reverse side)*	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55*^ if Regents Exam	1 or CDOS	
Compensatory Safety Net	*Non-Applicable*		*Non-Applicable*		*Non-Applicable*		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		*Non-Applicable*	

CREDIT REQUIREMENTS

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	MINIMUM NUMBER OF CREDITS
English	4
Social Studies (see note #6) *Distributed as follows:* *U.S. History (1)* *Global History and Geography (2)* *Participation in Government (½)* *Economics (½)*	4
Science *Distributed as follows:* *Life Science (1)* *Physical Science (1)* *Life Science or Physical Science (1)*	3
Mathematics	3
Languages Other than English (LOTE)	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education *(participation each semester)*	2
Health	0.5
Electives	3.5
Total	**22**

**Students with a disability may be excused from the requirement for 1 unit of credit in World Language if so, indicated on their IEP. The number of credits needed to graduate (22) remains the same.

HONORS AND AP REQUIREMENTS

Honors

To qualify for **any** Honors course in High School, a student **must**:

- Receive 85 or higher in the previous year's pre-requisite content area course.
- Have teacher recommendation.
- A score of 3 or 4 on the NYS grade 8 assessments in ELA for humanities courses and in math for Science, Technology, Engineering, Mathematics (S.T.E.M.) courses

International Baccalaureate (IB) Diploma Programme (DP) and Advanced Placement (AP) are open enrollment (self-selecting).

Program Changes

Students' program schedule changes are a prime source of concern to everyone, especially to students who must adjust to new classes and materials. Student scheduling takes place during the spring, and schedule adjustments are permitted under circumstances listed below as long as space is available. Students are given the opportunity to design their own schedules. Consequently, there should be very few changes made in September. PLEASE REMEMBER THAT ALL COURSE DECISIONS ARE FINAL EXCEPT IN UNUSUAL CIRCUMSTANCES.

Students' schedule changes will be permitted for the following reasons:

1. Computer errors
2. Course conflicts
3. Results of summer school courses
4. Adjustment of subject area group levels approved by the principal and under advisement by the teacher(s), the department, guidance, and with the permission of the parent (s) or guardian(s)

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME REQUIREMENTS

All IB DP courses are 1- or 2-year courses, taking place in Junior and Senior Years. To earn an IB diploma, you must successfully complete courses from six subjects or "groups":

Group 1 (ELA)	Language and Literature (ELA)
Group 2 (Foreign Language)	Language B Spanish Ab initio Spanish Ab initio Mandarin
Group 3 (History)	History World Religions Global Politics
Group 4 (Science)	Environmental Systems & Societies Chemistry Design
Group 5 (Mathematics)	Applications & Interpretations Analysis and Approaches
Group 6 (Arts)	Visual Arts Music Film

A student who is a full IB Diploma Programme candidate must successfully complete at least 3 "Higher Level" (HL) courses and at least 3 "Standard Level" (SL) courses. Each class culminates in an exam.

IB tests are graded on a scale of 1–7, with a 4 considered passing. For more information on this grading scale/score criteria, please refer to the IBO's website.

"The Core"

To complete the IB Diploma Programme, students will need to complete what is known as "the core" in addition to the class requirements above.

The core consists of 3 components:

1) Theory of Knowledge course.
2) The Extended Essay; and
3) A Creativity, Activity, or Service project.

Theory of Knowledge (TOK): This is a course that blends philosophy and a broad array of content-area knowledge. IB asserts that the course "encourages[s] students to reflect on the huge cultural shifts worldwide, such as around the digital revolution and the information economy." The goal of the course is to develop a student's capacity to think about what is important to them during their course of study. The course terminates with the completion of a written paper and an oral presentation.

Extended Essay (EE): This is a 4,000-word mini-thesis on a topic that must be approved by IB (considerable latitude is given to student choice of topics). An Extended Essay advisor (an IB teacher at Woodlands HS) will facilitate and guide students through this process.

Creativity, Activity, Service (CAS): A three-part project that requires students to be involved in extracurricular activities. Journal entry reflections on experiences are a key component to this core element of IB.

- **Creativity** – getting involved in something creative, learning an instrument, acting in a play, writing a short story, etc.
- **Activity** – generally a sports-related activity in a wide sense (e.g., anything outdoors such as rock climbing or hiking). Playing on a school sports team is considered an activity.
- **Service** – traditional community service (e.g., volunteering to help feed those in need, hosting a fundraiser for health-related research or cause, or clothing drives), to mention a few examples.

Additional Requirements to earn the IB Diploma.

Additionally, students will need to earn score markers on IB exams to earn a full IB Diploma. Students must score 24 points or more between all the IB exams taken to get a diploma (i.e., cumulatively). If a student accrues 24 points or more, they will receive an IB diploma *if the following criteria are also met:*

- All CAS requirements have been met.
- There is no "N" grade awarded for TOK, EE, or CAS
- There is no "E" grade awarded for of knowledge and or the extended essay.
- There are no more than two "2" grades awarded (SL or HL)
- There are no more than three "3" grades or below awarded (SL or HL)
- Overall, there are no more than three grades 3 or below.
- At least 12 points have been awarded on higher-level subjects (for candidates who register for four higher-level subjects, the three highest grades will be used).
- At least 9 points have been awarded on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- The final award committee has not given the candidate a penalty for academic misconduct.

*The above captures the requirements to earn a full IB Diploma. **As a school community at Woodlands, we believe in "IB for all" and will encourage all our students to take at least one IB Diploma Programme Course during their Junior and Senior years.**

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

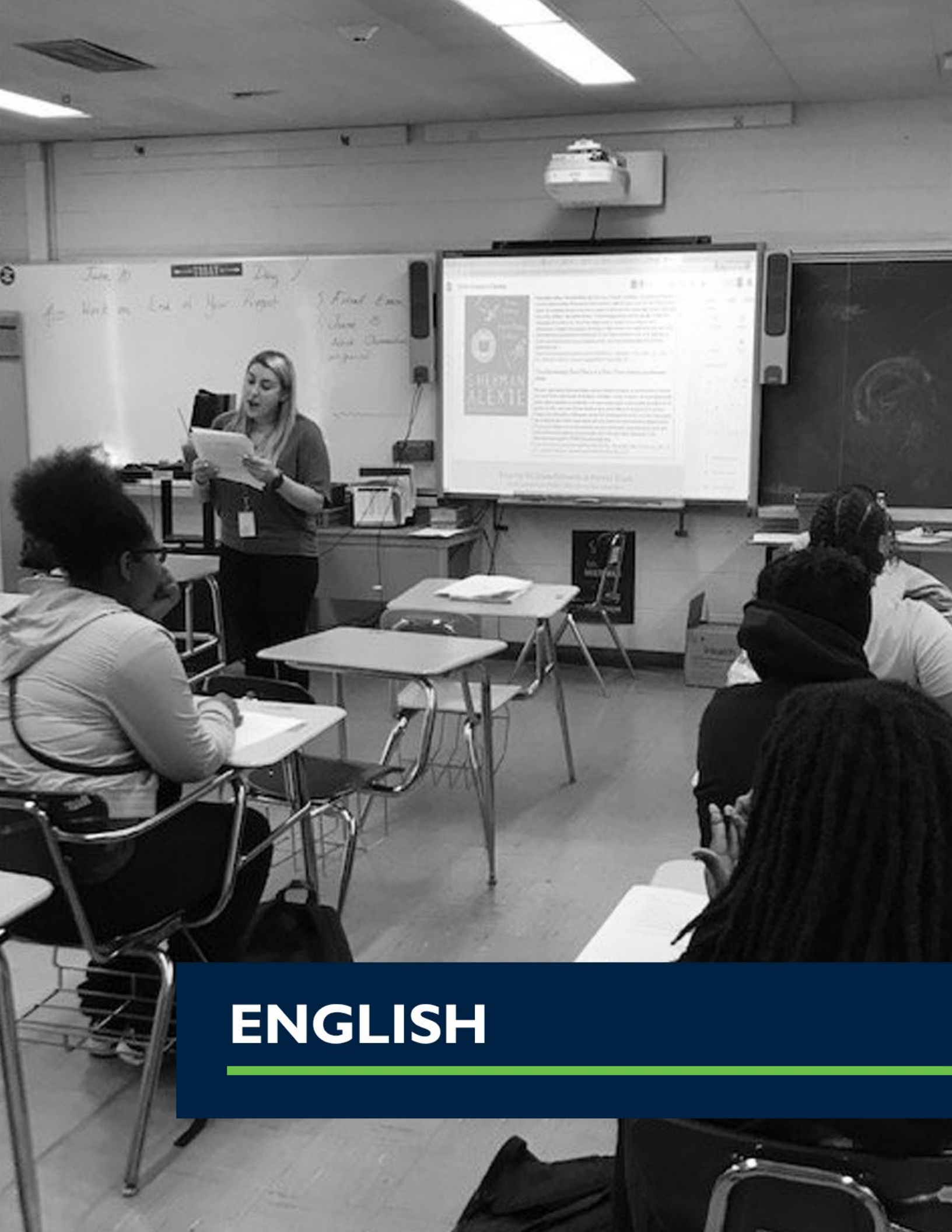
RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



ENGLISH

Grade	Regents	Advanced & Honors
9	English 9	English 9 Honors
10	English 10	English 10 Honors
11	English 11	IB Language & Literature HL 1
12	Composition & Literature, English Electives	IB Language & Literature HL 2, English Electives

Language and Literature 9 — 1 Credit

The English 9 curriculum focuses on the development of critical reading skills through the continued study of literature, employing different strategies such as varied reading techniques, summarizing and paraphrasing, character analysis, and narrative writing. Literary analysis centers on the study of characterization and conflict. Grammar and vocabulary are integral components of instruction.

Language and Literature 9 Honors — 1 Credit

The Honors program includes all the above, plus additional content and a greater in-depth analysis of literature. Students move at a faster pace and there is a greater emphasis on higher-level thinking skills.

Language and Literature 10 — 1 Credit

The English 10 curriculum is centered on developing a deeper understanding of how authors use literary elements, point of view, and language style to convey meaning. Students read a wide variety of literary genres to hone their writing skills in expository, interpretive, fact-based, and editorial writing. Grammar and vocabulary are integral components of instruction.

Language and Literature 10 Honors — 1 Credit

The honors program includes all the above, plus additional content and a greater in-depth analysis of literature. Students move at a faster pace and there is a greater emphasis on high-level thinking skills.

English 11 — 1 Credit

The English 11 curriculum includes listening and taking notes, reading in the content areas, interpreting technical charts and graphs, grammar, vocabulary, and presentation skills. During the first half of the year, students focus on expository writing in preparation for the English 11 Regents Exam. During the second half of the year, students prepare for the critical reading, English usage, and writing sections of the SAT. All students are required to write a formal research paper.

Composition and Literature — 1 Credit

This course includes pragmatic writing assignments starting with the college application essay and the study of literature concerning the search for identifying one's place in society.

Language and Literature year 1 and 2

Please visit our IB sections, page 56, for a detailed description of the course.

Electives:

Film and Literature ½ Credit

This course is designed to expand students' horizons and expose them to high quality and enriching film and iconic video production. This course will help increase students' knowledge and awareness of video production, performance, story, history, current pop culture and past trends in the film industry. Students will screen choice productions and reflect and respond through writing and creative means.

Creative Writing / Lyrical Literacy ½ Credit

Students will have an opportunity to develop their creative writing skills especially in realms of poetry, lyrics, spoken word, memoirs, plays, and prose. Grounded in the analysis of the greats in different genres, students will first study aspects of that type of creative writing then begin to dive into their own writing workshop run much like a college creative writing class with feedback, revisions, and published works by the end of each unit. The course would result in a performance project, like a school magazine or Literary journal. Differentiation of students' interpretation of assignments as they will be given individualized artistic license. Opportunities to perform, use technology to document, or record could also be included based on students.

Greek Mythology: Alive and Well ½ Credit

Have you ever played the video game God of War and wondered, "who created these Gods with their powers and weapons?" Have you ever wondered why the major Valentine's Day symbol is portrayed as a little boy with wings and his eyes shut shooting arrows at people? Where did this idea of Cupid come from? Greek Mythology is very much alive and doing well in today's world. As a matter of fact, Greek Mythology has influenced our modern-day language, our advertising industry, our movie industry, and our arts and culture in their entirety. This course will pay special attention to the influences that Greek Mythology has had on today's society. Students will study the evolution of Greek Mythology starting with the creation of the world itself. Students will discover the creation of the Gods, Goddesses, Demi-Gods, and the Mythological Monsters themselves while examining their effect in today's world. Greek Mythology is all around us- you just must be aware of it.

MIDDLE SCHOOL ENGLISH

Language and Literature 7

7th-grade English continues to build on sequential review and development of grammar and communication skills in writing. Students develop analytical skills using examples of short stories, three novels, poetry, and drama selected from a variety of periods and authors. Instruction provides the students with the necessary skills to write various types of essays and develop an appreciation for the writer's techniques applied within fictitious and non-fictitious pieces of work.

Language and Literature 7 Honors

7th grade English mirrors the standards and requirements of regular English 7 with an emphasis on advanced skills required for added texts. An overall average of 85 or higher must be maintained throughout the school year.

Language and Literature 8

8th grade English will further develop a student's writing, reading, and speaking skills. Students explore several types of writing novels and speaking qualities. Instruction provides the students with the necessary skills to write various types of essays and develop an appreciation for the writer's techniques applied within fictitious and non-fictitious pieces of work. The course integrates ample expressions of creativity in projects and activities.

Language and Literature 8 Honors

8th grade English mirrors the standards and requirements of regular English 8 with an emphasis on advanced skills required for added texts. An overall average of 85 or higher must be maintained throughout the school year.

7–12 ENGLISH AS A NEW LANGUAGE (ENL)

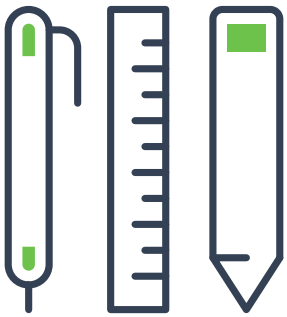
Courses offered in English as a New Language provide services to English Language Learners (ELL) whose first language is not English. ELL students participate in ENL classes at the Entering, Emerging, Transitioning, Expanding, and Commanding levels according to individual NYSESLAT performance and assessment of the student's knowledge of English. Our English language development program consists of Integrated ENL and Stand-alone ENL.

- Integrated ENL: Students receive core content area and English language development instruction including home language support and appropriate ELL scaffolds in a co-teach setting. Overall, the students will strengthen their English language skills in listening, speaking, reading, and writing. Students develop writing skills needed for content area classes. Grammar and vocabulary are learned in context.
- Stand-alone ENL: Students receive English language development instruction to acquire the English language skills needed for success in the school community. Students will learn to transfer literacy skills from their home language and build new skills through guided content-based reading across a range of genres. Grammar and vocabulary are learned in context. The use of native language and native language experiences is encouraged to help students in their transition to learning English.

MATH

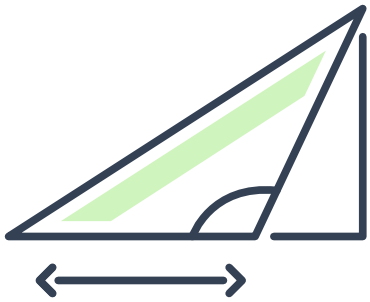
Grade	Regents	Advanced Regents	Advanced Honors
9	Algebra I Geometry	Algebra I Honors Geometry	Geometry Honors
10	Geometry College Algebra	Geometry Algebra II	Algebra II Honors
11	College Algebra Consumer Math Applied Math for College Statistics	Algebra II Pre-Calculus	IB Analysis & Approaches HL 1 IB Applications & Interpretations SL 1
12	Consumer Math Applied Math for College Statistics	Pre-Calculus Statistics Consumer Math Applied Math for College	IB Analysis & Approaches HL 2 IB Applications & Interpretations SL 2

Algebra I / Algebra I Honors — 1 Credit



Algebra I is the first year of a three-year sequence in Common Core Regents level mathematics. This course is aligned with the New York State Common Core Learning Standards (CCLS). It uses a problem-solving approach in the study of Algebra that goes beyond rote learning to ensure that students have a deep understanding of the concepts and workings of Algebra. Students engage in investigations to make sense of realistic situations while developing an understanding of broadly useful ideas from algebra, statistics, geometry, and discrete mathematics. The course culminates with an Algebra I Regents examination in June.

Geometry / Geometry Honors — 1 Credit



Geometry is the second year of a three-year sequence of Common Core Regents level mathematics culminating in the Geometry Regents. 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, using synthetic, transformational, and coordinate approaches to justify geometric relationships and properties of geometric figures congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, glide reflections, and coordinate geometry will also be used to establish and verify geometric relationships.

Algebra II / Algebra II Honors — 1 Credit

Algebra II is the third year in the three-year sequence of Common Core Regents level mathematics culminating in the Algebra II Regents. The course continues from the two courses that preceded it - Algebra I and Geometry - and their study of polynomial, exponential, rational, and radical functions. The course also extends algebraic techniques to new content including trigonometric functions (sine, cosine, tangent) and their periodic behavior. Additionally, the course develops new solution strategies and algorithms while also incorporating modeling and applications-based technology (e.g., TI-Nspire).

Pre-Calculus — 1 Credit

Pre-Calculus is an upper-level math class for students who have successfully completed Algebra II. The course explores algebraic and trigonometric concepts in depth while also developing alternative solution strategies via technology (e.g., TI-Nspire). Moreover, the course investigates the relationship between algebraic and graphical relationships and applies it to model and solve problems. This course prepares students for AP Calculus and/or future college Calculus courses.

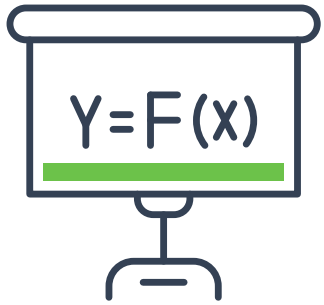
College Algebra — 1 Credit

College algebra is a one-year elective course that meets daily. The course is for students who have passed at least one mathematics Regents examination and choose not to take the three-year sequence that leads to the Advanced Regents diploma. Students will be introduced to the following topics: polynomial, rational, and irrational expressions; exponential and logarithmic equations; complex numbers; relations and functions; transformations; geometry of the circle and circular functions; and the basics of trigonometry.

Statistics — 1 Credit

This one-year elective course is for 11th and 12th grade students who have passed one mathematics Regents examination, and who choose not to take the three years sequence that leads to the Advanced Regents Diploma. This course, when passed, will complete the minimum 3-credit requirement for graduation. It includes the following topics: number theory; financial applications (financial management, tax structure, etc.); statistics and data analysis; informal Geometry; and the integration of technology. It is intended to help the students with standardized testing and placement testing.

Applied Mathematics for College — 1 Credit



This one-year elective course is for 11th and 12th-grade students who have passed one mathematics Regents examination and who choose not to take the three years sequence that leads to the Advanced Regents Diploma. This course, when passed, will complete the minimum 3-credit requirement for graduation. It includes the following topics: number theory; financial applications (financial management, tax structure, etc.); statistics and data analysis; informal Geometry; and the integration of technology. It is intended to help the students with standardized testing and placement testing.

Consumer Mathematics — 1 Credit

Consumer Math, and more specifically financial literacy, is a skill that is vital for a healthy future. Real-world examples, settings, and scenarios will be utilized and discussed using the Next Generation Personal Finance course including topics such as: checking, savings, types of credit, managing credit, paying for college, budgeting, investing, behavioral economics, career, taxes, insurance, and consumer skills. This course will balance the theory with the practical.

Math Analysis & Approaches Year 1 and 2
Math Applications and Interpretations Year 1 and 2

Please visit our IB sections, page 61, for a detailed description of the course.

MIDDLE SCHOOL MATH

Math 7

The Math 7 curriculum is aligned with the Common Core Learning Standards (CCLS) and covers topics such as ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. It is a full year course that meets daily. In May 2023, students in this course will take a New York State examination covering all topics taught post May of their previous academic year (i.e., Math 6) to May of the current academic year. Additionally, students in this course will be taught topics to prepare them for the June 2023 Algebra I Regents, the exam they will take next year as 8th graders. For this reason, Math 7 also introduces and directly teaches Algebra I topics such as ratio and proportion, linear algebra, and functions. Throughout the course of this year, students will receive appropriate instruction, test prep, and materials to better prepare them for the road ahead.

Math 7 Honors

Math 7 Honors is an accelerated course that covers most of the Math 7 and Math 8 Common Core Learning Standards (CCLS) in one academic year. This is an extremely difficult course, and only the most talented and hardworking middle school students will successfully meet its rigor. The Math 7 CCLS and Math 8 CCLS curricula cover topics such as ratios and proportional relationships, the number system, expressions and equations, functions, geometry, and statistics and probability. In May 2023, students in Math 7 Honors will take a New York State examination covering all topics taught post-May of their previous academic year (i.e., Math 6) to those from Math 7 in the current academic year. Additionally, students in this course will take the June 2023 Algebra I Regents next year as 8th graders.

Math 8

The Math 8 curriculum is aligned with the Common Core Learning Standards (CCLS) and covers topics such as the number system, expressions and equations, functions, geometry, and statistics and probability. It is a full year course that meets daily. In May 2023, students in this course will take a New York State examination covering all topics taught post-May of their previous academic year (i.e., Math 7) to May of the current academic year. Throughout the course of this year, students will receive appropriate instruction, test prep, and materials to better prepare them for high school and beyond.

Math 8 - Algebra I / Algebra I Honors 1 Credit

This accelerated course is the first year of a three-year sequence in Common Core Regents level mathematics. This course is aligned with the New York State Common Core Learning Standards (CCLS), and is designed to prepare advanced students for honors Geometry, Algebra II, and high-level International Baccalaureate (IB) and/or Calculus courses in high school. The course uses a problem-solving approach and investigations to ensure that students have a broad and deep understanding of algebraic concepts and situations found in Algebra I and Algebra II, the accelerated course these students will take in 10th grade. Additionally, the course seeks to develop an understanding of other useful ideas from statistics, geometry, and discrete mathematics for use in future courses. The course culminates with an Algebra I Regents examination in June.

SCIENCE

Grade	Regents	Advanced & Honors
9	Living Environment	Biology Honors
10	Earth Science	Chemistry Honors
11	Chemistry	Physics IB Environmental Systems & Societies SL IB Biology SL IB Design HL IB Sports, Exercise & Health
12	Physics IB Environmental Systems & Societies SL IB Chemistry SL IB Design HL Science Electives	Physics IB Environmental Systems & Societies SL IB Biology SL IB Design HL IB Sports, Exercise & Health Science Electives

Science Laboratory Requirements

Students must successfully complete the State-mandated laboratory requirements. Completion of these requirements: 1200 minutes of hands-on laboratory experience with satisfactory laboratory reports. **Students failing to complete the lab requirement will not be allowed to take the Regents exam and therefore will receive a failing grade and must repeat the course.**

Living Environment 1 Credit

This is a Regents level course based upon the new Living Environment curriculum of New York State. The following topics are covered: Similarities and Differences among Living Organisms, Homeostasis in Organisms, Genetic Continuity, Reproduction and Development, Evolution, Ecology, Human Impact on Ecosystems, Scientific Inquiry Skills, and Laboratory Skills with an emphasis on the microscope and cell study. Heavy emphasis is placed on lab experiences. The Regents exam will serve as the final exam.

Biology Honors — 1 Credit

Offered in Grade 9
Suggested / Recommended prerequisite: Regents Earth Science

This course includes all the Regents requirements for students to be able to successfully qualify for the NYS Living Environment Examination and it correlates to the National Science Standards for SAT II (Biology) coursework. Students will be immersed in the 8 essential themes of biology as defined by the AP Biology Development Committee: Science as a process, Relationship of Structure to Function, Evolution, Regulation, Energy Transfer, Interdependence in Nature, Continuity and Change, and Science, Technology, and Society. An independent research project is a mandatory assignment for this class. The Regents Living Environment exam will serve as the final exam.

Earth Science — 1 Credit

This is a Regents level course based on the NYS Physical Setting/Regents Earth Science Core Curriculum. This course will focus upon the areas of Astronomy, Meteorology, Earth History and Earth/Crust Dynamics, with an emphasis on understanding interacting earth processes. Students will be expected to complete scientific analysis, inquiry, and design; utilize mathematical concepts/scientific inquiry; process information from a variety of media and modeling sources; and make conceptual connections through systems thinking and interdisciplinary problem-solving. The Regents exam will serve as the final exam.

Chemistry — 1 Credit

Offered in Grades 10, 11
Prerequisite: Regents Living Environment and Regents Earth Science

This is a Regents level course based on the NYS Physical Setting/Regents Chemistry Curriculum. Students enrolled in this course must have completed or are currently enrolled in Algebra 2 or Geometry and should be familiar with the use of standard notation of numbers and metric units. This course presents a modern view of Chemistry suitable for students with a wide range of skills and abilities. Ten topics are covered during the year as required by the New York State Education Department: Matter and Energy, Atomic Structure, Nuclear Chemistry, Bonding, Periodic Table, Stoichiometry, Kinetics and Equilibrium, Acids and Bases, Redox and Electrochemistry, and Organic Chemistry. The Regents exam will serve as the final exam.

Chemistry Honors — 1 Credit

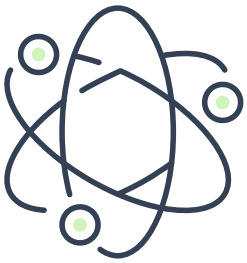
Offered in Grades 10, 11
Prerequisite: Biology Honors and Regents Earth Science

This course is designed for students who have shown proficiency in studying science and who have exhibited an interest in and enthusiasm for science. This course is intended to help students realize the important role that chemistry will play in their personal and professional lives. Students use principles of chemistry to think more intelligently about current issues they will encounter involving science and technology. Students will develop a lifelong awareness of the potential and limitations of science and technology. Topics to be studied include Chemistry laboratory skills, Classification and structure of matter, Ratio and proportion of chemical reactions, Physical chemistry, Acid-Base Chemistry, Kinetics, Thermodynamics, Electrochemistry, and Organic chemistry. Critical thinking, inquiry, and science ethics are stressed in this class. This course is designed to complement and prepare students for AP Chemistry. The Regents exam will serve as the final exam.

Regents Physics — 1 Credit

Offered in Grades 11, 12
Prerequisite: Regents Living Environment, Regents Earth Science, and Algebra I

This is a Regents level course based on the NYS Physical Setting / Regents Physics core curriculum. This is a course designed to give the student having the requisite conceptual skills an understanding of contemporary views of the physical world. Although the course is divided into several discrete units, they are all related by a continuous emphasis on two fundamental concepts: Matter and Energy. The separate units that comprise this course are Mechanics, Heat, Wave-Motion including sound and light, Electricity, Magnetism, and Modern Physics (including Nuclear Disintegration, Radioactive Decay, Fission, Fusion, Nuclear Bombardment, Nuclear Reactors, and Quantum Theory). Students taking Physics should be strong in math and have a desire to study this subject area.



Environmental Systems Societies SL, Chemistry SL, Biology SL, Design & Sports, Exercise, & Health

Please visit our IB sections, page 58, for a detailed description of the course.

Electives:

Introduction to Forensics ½ Credit

This is an introductory course providing insight into the field of Forensic Science. The focus is on Criminalistics, which examines various aspects of crime scene investigation. Students will learn how professionals collect and analyze evidence as well as how they present their findings. Additional topics include Forensic Toxicology, Drugs, Hairs and Fibers, Serology, Fingerprinting, DNA analysis, and Arson Investigation.

Introduction to Engineering ½ Credit

This is an introduction to a course comprised of classroom discussion and hands-on activities resulting in designing, building, and testing a prototype for an identified application. Proficiency in math and science concepts is necessary for the successful completion of the coursework. This course is intended as a capstone course to help students better understand the designed world and the variety of career paths a person might take in designing, manufacturing, maintaining, or using technologies. The goals of this course are to cultivate a deep and rich understanding of the term "technology", develop abilities to use the engineering design process, apply fundamental concepts of energy to a wide variety of problems, understand complementary relationships among science, technology, and engineering and to understand how advances in technology affect human society.

Natural Disasters (Earth Science Outreach Program, GEOL 115) 1 Credit

Natural Disasters deals with the normal processes of Earth's Dynamics. These natural events occur as part of the "Living Earth". These events include floods, hurricanes, earthquakes, volcanic eruptions, landslides, forest fires, and impacts from space. In this course, students will analyze these violent events and discuss how they impact humans. We will discuss the processes that are triggering these events, the resulting hazards, and risks to human life, and how to manage the aftermath. Students can obtain college credit through SUNY Oneonta. Students must pay a registration fee and maintain a student portfolio to obtain 4 college credits.

Anatomy & Physiology — 1 Credit

This is a laboratory-based course that investigates the structure and function of the human body and other animal systems. Topics covered will include the basic organization of the human body and major body systems, as well as the impact of diseases on certain systems. Students will learn basic anatomical terminology, as well as lab techniques that health care providers use to assess the functioning of body systems. Emphasis is on hands-on laboratory work and lab report writing. Students will be responsible for proper use of lab equipment and proper conduct in the lab. This is a great course for any student interested in working in healthcare-related fields or for those students looking to study medicine and/or biological sciences in college.

Adventures in Physics — 1 Credit

This is an introductory course into the physical laws that govern the universe. Topics such as motion, forces, energy, light, and electricity are explored through hands-on experimentation and manipulation. Content is explored using real-world examples and applications. This course is intended for students interested in experimentation, engineering, and design, but intend to be non-science majors in college. Students will develop their problem-solving skills using algebra-based mathematics all while exploring the laws of physics.

Marine Life / Biological Studies — 1 Credit

Marine Life/Biological Studies is a science course that is STEM integrated and meets Next Generation Science Standards (NGSS). Studying Earth's most visible feature-the ocean-is a great way to learn science, technology, engineering, and mathematics (STEM) content and processes. In the course, you will investigate the scientific world of ocean organisms and physical characteristics, use technological tools to access, interpret and apply a wealth of data sets, use the Engineering Design Process to create a tool for cleaning up oil spills, and use mathematics to calculate the density of objects and depth of the seafloor. Marine Science is a truly integrated science course. The science concepts are applied to authentic scientific settings, scenarios, and investigations. You will learn about life, Earth, and physical science, utilizing basic physics and principles of chemistry and scientific and engineering practices.

Intro to Ecology — 1 Credit

This course involves several components of ecosystems, including energy flow and the structure and dynamics of populations and communities. Students review the processes that affect natural environments, examine the impact of human activities on ecosystems, and discuss current environmental issues. The practice of current scientific methods of investigation and analysis of a variety of environmental elements are used in this course.

MIDDLE SCHOOL SCIENCE

Science 7

Science 7 course is based on the Intermediate Level Science Core Curriculum (5–8). The core incorporates Standard 4 of the intermediate level New York State Learning Standards for Mathematics, Science, and Technology; building on the concepts covered at the elementary level. It incorporates the scientific inquiry from Standard 1, the use of information systems in Standard 2, the interconnectedness of content and skills and problem-solving approaches in Standards 6 and 7. This course helps to prepare students for the Intermediate Level Science Test that is administered at the end of 8th grade.

Science 7 Honors

Prerequisite: Teacher Recommended Required

The Science 7H course is based on the Intermediate Level Science Core Curriculum (5–8). The core incorporates Standard 4 of the intermediate-level New York State Learning Standards for Mathematics, Science, and Technology; building on the concepts covered at the elementary level. It incorporates the scientific inquiry from Standard 1, the use of information systems in Standard 2, the interconnectedness of content and skills, and problem-solving approaches in Standards 6 and 7. This course is a combination of Science 7 and 8 which enables students to obtain a well-rounded curriculum to prepare students for the Intermediate Level Science Test that is administered at the end of 8th grade. These students will be able to be recommended for 8th Grade Regents Earth Science. An independent research project is required.

Science 8

The Science 8 course is based on the Intermediate Level Science Core Curriculum (5–8). The core incorporates Standard 4 of the intermediate-level New York State Learning Standards for Mathematics, Science, and Technology; building on the concepts covered at the elementary level. It incorporates the scientific inquiry from Standard 1, the use of information systems in Standard 2, the interconnectedness of content and skills, and problem-solving approaches in Standards 6 and 7. This course helps to prepare students for the Intermediate Level Science Test that is administered at the end of 8th grade.

Science 8H – Regents Earth Science 1 Credit

This is a regents-level course based on the NYS Physical Setting/Regents Earth Science Core Curriculum. This course will focus upon the areas of Astronomy, Meteorology, Earth History, and Earth/Crust Dynamics, with an emphasis on understanding interacting earth processes. Students will be expected to complete scientific analysis, inquiry, and design; utilize mathematical concepts/scientific inquiry; process information from a variety of media and modeling sources; and make conceptual connections through systems thinking and interdisciplinary problem-solving. An independent research project is required. The Regents exam will serve as the final exam.

SOCIAL STUDIES

Grade	Regents	Advanced & Honors
9	Global History 1	AP European History
10	Global History 2	AP World History
11	US History IB History 1 IB World Religions SL IB Global Politics SL	IB History 1 IB World Religions SL IB Global Politics SL
12	Government & Economics IB History 2 IB World Religions SL IB Global Politics SL Social Studies Electives	IB History 2 IB World Religions SL IB Global Politics SL Social Studies Electives

Global History & Geography 1 — 1 Credit

The Global History and Geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and in eight historical units. Each unit lists the content; concepts, themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore events in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

Global History and Geography 2 — 1 Credit

The Global History and Geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. Each unit lists the content; concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. The State Regents Examination for Global History will be based on the content column in this core curriculum after completion of Global History I and II.

US History and Government — 1 Credit

One major goal of the State Social Studies curriculum calls for students to learn about the structure and function of governments and learn how to take on their roles as citizens. Students should understand the basic principles and the cultural heritage that support our democracy so that they can become informed, committed participants in our democracy. This core curriculum lists examples that describe how individuals and groups throughout history have challenged and influenced public policy and constitutional change. These examples in this course of study should help students understand how ordinary citizens and groups of people interacted with lawmakers and policymakers and made a difference. The course concludes with a Regents exam in United States History and Government.

AP World History — 1 Credit

In AP World History students investigate significant events, individuals, developments, and processes from 1200 CE to the present. The course covers units 1–9 of the College Board AP Modern Framework. In this course, students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and examining the aforementioned using comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places. Themes include humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. AP World History: Modern provides credit for Global History II which is required for graduation.

AP European History — 1 Credit

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This year-long course will provide students with an overview of the relevance of European History to today's domestic and international events. Students will develop an understanding of "western tradition", the basis for some of America's cultural heritage. History, including art and literature, is not simply records of past events but also of the human condition and the contemporary views of that condition. In addition to politics and war, students will be studying social and economic elements in human relationships, the changing composition of the family, population growth and decline, and causes and effects of different economic structures. Interwoven in this study is the interpretation and analysis of political, topographical, demographic, and physical maps and interpretation, analysis, and construction of various types of data tables representing qualitative aspects of European history.

Government & Economics — ½ Credit

This course will cover basic economic principles and an overview of contemporary issues in American society. This course investigates thought-provoking issues such as capital punishment, the fairness of the justice system, the role of the media and technology in the decision-making process, free speech, and political processes. Culture conflict, social mobility, immigrant issues, and how institutions impact the decision-making process will be discussed. In addition, the constitution as the framework of our great country is woven in throughout the course.

History year 1 and 2, World Religions, & Global Politics

Please visit our IB sections, page 57, for a detailed description of the course.

Electives:

African / Latino Studies (DEI) — ½ Credit

The African/Latino studies course is designed to explore the continuing impact that African American and Latino cultures have on our diverse nation. Students will study different points of view of American society through the African American/Latino experience. Unique perspectives on freedom, justice, and equality will be explored in depth. African American/Latino history affords students a better understanding, appreciation, and respect of our nation's mosaic of rich heritage. The class will meet on alternating days throughout the year.

Criminal Justice — ½ Credit

The Criminal Justice course is designed to provide practical information about the criminal justice system to help promote, in students, a willingness and capability to participate effectively in the legal and political systems. Study will focus on lawmaking, citizen advocacy, settling disputes, the court system, and criminal and civil law. The curriculum includes case studies, mock trials, role-plays, small group exercises, and visual analysis activities. The class will meet on alternating days throughout the year.

Psychology — ½ Credit

This is an introductory course in psychology. The course will investigate the science of psychology, sensation and perceptions, learning, memory, motivation and emotion, disorders, and social psychology. It will stress gender and cultural issues applicable to today's society. The class will meet on alternating days throughout the year.

Freshman Seminar — ½ Credit

Freshman Seminar is a teacher-facilitated curriculum designed to improve the social, emotional, and academic skills of high school freshman. The course aims to create supportive relationships among students and between students and teachers. The curriculum is built upon five social and emotional competency areas: social awareness, self-awareness, self-management, relationship skills, and responsible decision-making. These competencies are identified by research as critical to the healthy development of children and adolescents and their success in school.

Robotic Human Psychology — ½ Credit

The course aims to stimulate awareness of robotics and enhance the Social Studies, Science, Technology, and Language Arts Departments' course offerings. The course will use half of the year surveying the history of robotics, machines, and automation. The second half of the year will be a psychological survey of humans and robots and their interaction. Primarily students will map, observe, and design parameters in which humans, robotics, and Artificial Intelligence coexist. There are variations of this course offered at the college and graduate levels through institutions like Harvard, Stanford, Cal Poly, and MIT. These institutions have a heavy concentration in mathematics and science. This course can satisfy various requirements in various disciplines. This would be a history course but could also be considered a psychology course. One could also say that there are complex scientific concepts that are the foundation of this course. RH/RP101 could also be considered germane to the development of Woodland's Technology Program. The goal here is to increase student motivation, awareness, and psyche about robotics. The aim is for this experience to lead the students toward pursuing advanced degrees in engineering, robotic design, and building space applications. The learning would not be limited to classroom experiences but would also include competitions and projects.

MIDDLE SCHOOL SOCIAL STUDIES

Individual and Societies 7

This American History course is a survey of American history beginning with the very first Americans crossing the Bering Land Bridge and will end with the Civil War. This course is designed to help students understand how and why particular events and patterns of events occurred in our society. This survey course will enable students to understand the geographic, political, and economic developments that affect events, both past and present.

Individual and Societies 7 Honors

This American History course is a survey of American history beginning with the very first Americans crossing the Bering Land Bridge and will end with the Civil War. This course is designed to help students understand how and why particular events and patterns of events occurred in our society. This survey course will enable students to understand the geographic, political, and economic developments that affect events, both past and present. While this course covers the same content as the non-honors course, there is an intense emphasis on Regents style performance tasks. This course places a strong weight on a student's ability to be independent and have strong time management. Students in this course will be expected to read and write at a very high level and continued placement in the class is dependent on their grades and work ethic.

Individual and Societies 8

This American History course is a survey of American history beginning in 1865 with Reconstruction and will end with an examination of current events in the 21st century. This course is designed to help students understand how and why particular events and patterns of events occurred in our society. This survey course will enable students to understand the geographic, political, and economic developments that affect events, both past and present.

Individual and Societies 8 Honors

This American History course is a survey of American history beginning in 1865 with Reconstruction and will end with an examination of current events in the 21st century. This course is designed to help students understand how and why particular events and patterns of events occurred in our society. This survey course will enable students to understand the geographic, political, and economic developments that affect events, both past and present. While this course covers the same content as the non-honors course, there is an intense emphasis on Regents style performance tasks. This course places a strong weight on a student's ability to be independent and have strong time management. Students in this course will be expected to read and write at a very high level and continued placement in the class is dependent on their grades and work ethic.

WORLD LANGUAGES

Grade	Regents	Advanced & Honors
9	Spanish I Mandarin I	Spanish II Spanish III Spanish IV Mandarin II
10	Spanish II Mandarin II	Spanish III Spanish IV AP Spanish Mandarin III
11	Spanish III Mandarin III	AP Spanish IB Language B SL 1 (Spanish) IB Ab initio SL 1 (Spanish) IB Ab initio SL 1 (Mandarin)
12	Spanish IV AP Spanish	IB Language B SL 2 (Spanish) IB Ab initio SL 2 (Spanish) IB Ab initio SL 2 (Mandarin)

SPANISH

Spanish I — 1 Credit

This is an introductory course designed to present and develop the four basic skills of listening, speaking, reading, and writing. Proficiency is attained through continuous oral student participation, short readings, structure drills, vocabulary expansion exercises, and guided writing. This course is available to students who have not yet met the initial proficiency requirements needed to earn a diploma and for those students who would like to begin a second-world language.

Spanish II — 1 Credit

This level is a continuation of the integration and further development of the four basic skills with emphasis on the use of language. New grammatical structures and high-frequency vocabulary are introduced through context that is meaningful to the student. Greater proficiency is attained through oral student participation, authentic real-life situations and activities, lengthier readings, structure drills, vocabulary expansion exercises, and guided writing.

Spanish III — 1 Credit

Spanish III stresses the increased aural/oral accuracy and continues the study of vocabulary, grammar and sentence structure through intensive reading and writing practice. A study of the culture and civilization of the Spanish-speaking world is also presented. At the end of Spanish III, students take the Local Checkpoint B Examination in Spanish in June.

Spanish IV — 1 Credit

This level involves the refinement of the linguistic structures of world language with a deeper knowledge of advanced grammar and syntax. This course has been created to follow a series of thematic units that embrace the components of the whole language. It is designed to expand vocabulary; increase fluency in speaking, reading and writing; introduce students to major literary, philosophical and cultural aspects of culture and language. Grammar concepts are reviewed, and literature is studied at this level. In addition, an emphasis is placed on culturally contemporary topics and authentic activities, which follow for reinforcement.

Advanced Placement Spanish Language and Culture — 1 Credit

The AP Spanish Language and Culture Curriculum Framework presents six primary learning objective areas within the three modes of communication described by the Standards for Foreign Language Learning in the 21st Century: Interpersonal, Interpretive, and Presentational. These six primary learning objective areas (Spoken-Written-Audio-Visual- Audio Interpersonal Communication, Written and Print Interpretive Communication, Spoken and Written Presentational Communication) identify what students should know and be able to do across the three modes. This course is intended for those students who wish to develop their proficiency in language with special emphasis on Grammar, Composition, and literature. This is an advanced grammar and composition course where these skills will be stressed. The primary objective is for preparation of the next level, Language B Spanish year 1. This course culminates with the AP Spanish Language and Culture Exam in May.

Ab Initio Spanish, Language B year 1 and 2

Please visit our IB sections, page 56, for a detailed description of the course.

MANDARIN

Mandarin Chinese I — 1 Credit

Mandarin Chinese I is designed for novice learners. The course introduces the Chinese language and some unique oriental hands-on work, such as origami and penmanship (brush pens writing). The course focuses on simple daily life conversation and the construction of useful simplified characters. The course is designed to help students build vocabulary and develop basic grammar skills through daily conversation and reading comprehension exercises.

Mandarin Chinese II — 1 Credit

Mandarin Chinese II focuses on the continuing development of the language ability in Chinese. The course emphasizes the use of common sentence structure in reading, conversation, and writing. Vocabulary and grammar are developed for both daily life use and cultural comprehension. Students are expected to be able to create simple sentences using Chinese characters and to communicate with simple dialogue.

Mandarin III — 1 Credit

Mandarin III stresses increased aural/oral accuracy and continues the study of vocabulary, grammar, and sentence structure through intensive reading and writing practice. A study of Mandarin history and civilization is also presented. At the end of Mandarin III, students take the Local Checkpoint B Examination in Mandarin in June.

Ab Initio Mandarin SL1, SL2

Please visit our IB sections, page 57, for a detailed description of the course.

WORLD LANGUAGE
MIDDLE SCHOOL

Language Acquisition 7 - Spanish or Mandarin

Students will acquire a general knowledge of the basic structure of the target language and culture. They will be able to communicate basic needs in writing, speaking, and listening activities. They will express their needs in everyday life situations. This course will provide the foundation for achieving basic knowledge in preparation for the 8th grade checkpoint A Assessment.

Middle Advanced Language Acquisition Spanish 7

This course stresses the increased aural/oral accuracy and continues the study of vocabulary, grammar, and sentence structure through intensive reading and writing practice. A study of the culture and civilization of the Spanish-speaking world is also presented.

Language Acquisition 8 - Spanish or Mandarin — 1 HS Credit

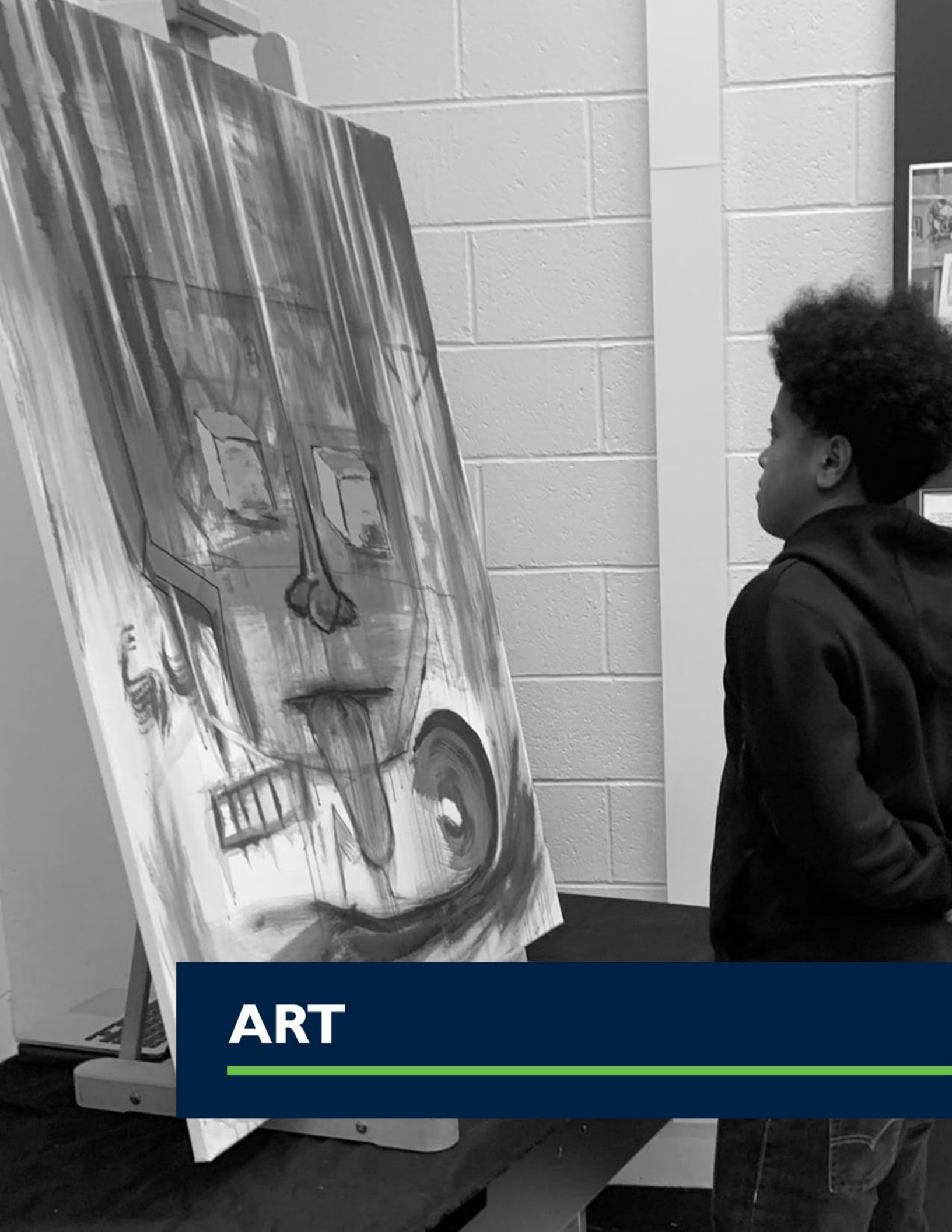
Students in 8th grade need to fulfill the minimum graduation requirement for language study. Students will complete checkpoint A of the New York State LOTE curriculum. They will develop skills in areas of speaking, listening, reading, and writing related to vocabulary and cultural topics. To be eligible for the high school credit students must have successfully completed Spanish 7 and Spanish 8 in conjunction with the locally developed language assessment (like checkpoint A).

Middle Advanced Language Acquisition Spanish 8 — 1 HS Credit

This course stresses the increased aural/oral accuracy and continues the study of vocabulary, grammar, and sentence structure through intensive reading and writing practice. A study of the culture and civilization of the Spanish-speaking world is also presented. To be eligible for the high school credit students must have successfully completed Spanish 7 and Spanish 8 in conjunction with the locally developed language assessment (like checkpoint A). In addition, students will be eligible to take a screener exam for placement in their 9th grade year (like checkpoint B).

- 85 or Higher = Spanish 4
- 65–84 = Spanish III
- 64 or lower = Spanish II

*1 additional credit will be received after the completion of their freshman language course***



ART

Grade	Class
9	Studio Art I
10	Studio Art II Ceramics I Graphic Art Photography
11	Studio Art II Ceramics II Graphic Art Black Box Theater Photography IB Visual Art SL/HL 1 IB Film SL/HL 1
12	Studio Art II Ceramics II Ceramics III Graphic Art Black Box Theater Photography IB Visual Art SL/HL 2 IB Film SL/HL 1

Studio Art I Foundations ½ Credit

Prerequisite: None

This is a project-driven course. The class serves as an opportunity to explore elements of two- and three-dimensional design, sculpture, ceramics, and drawing techniques. Students are given an opportunity to work with a variety of art media and work towards the creation of individual portfolios. A wide range of projects is assigned and may include self-portraits, acrylic and watercolor painting, pencil and charcoal drawing, collage and mask making.

Studio Art II ½ Credit

Prerequisite: Studio Art I

Studio Art 2 continues to build on the exploratory skills introduced in Studio Art 1. Students will continue to expand their knowledge in communicating visually and verbally through art.

Ceramics I ½ Credit

Prerequisite: Studio Art I

This course is designed for first-year students. Beginning students are taught methods of hand-building such as coil, pinch, slab, glaze application, and firing processes are explained. Elements of good design are emphasized through the construction of clay objects to develop a sense of aesthetics and individual expression within the student.

Ceramics II ½ Credit

Prerequisite: Ceramics I / Studio Art I

This course is designed for advanced students. Advanced students are given specific problem-solving assignments which stress elements and principles of design, the use of the potter's wheel, glaze compositions, and advanced techniques such as spouts, handles, and lids. Aesthetics and individual expression are stressed.

Graphic Art ½ Credit

Prerequisite: Studio Art I

Graphic Art serves as a basic introductory course to the discipline of digital art. Students will learn the basic technological and artistic skills necessary to utilize and create works of art in industry-standard design/illustration software. Course lessons will build upon the fundamental visual artistic skills gained in Studio Art 1, varying in range while focusing on individual artistic expression and visual aesthetics.

Ceramics III — ½ Credit

This course introduces students to creating ceramic forms utilizing the potter's wheel. A range of techniques will be demonstrated as starting points for using the wheel as a tool for creating forms. The design, function, decoration, and presentation of the thrown forms will be emphasized through course assignments. In addition to using the potter's wheel, students will learn about a number of different finishing surfaces that can be applied to ceramics, how to make clay, and how to load, unload, and fire an electric kiln. Additionally, this course has a service-learning component; students will participate in a regional Empty Bowls fundraiser. Most importantly, using the potter's wheel is a skill that must be learned through practice, so patience, perseverance, and the ability to make mistakes and move on are all necessary to get the most out of the course.

Black Box Theater — ½ Credit

This class will give a basic foundation of terms, history, and pedagogy of theater arts, onstage and behind the scenes. Students will gain experience in the various aspects of theater, including acting, directing, blocking, and auditioning. Various projects and activities will include improv work, character development, and technical arts. Special guests will be brought in to discuss technical areas like lighting, sound, and set design. A culminating activity for each semester will be a live performance that demonstrates skills learned in class.

Photography — ½ Credit

Prerequisite: Studio Art I

This class teaches students to acquire skills in the basics of composition and technical skills in digital photography using professional photo editing software. Students will have the opportunity to learn how to express themselves through digital image creation and photo editing. Using these skills, students will develop a point of view to explore the difference between how we see through the human eye versus how we capture life through a camera. Students will explore artist studies of professional photographers, photographic technological advancements, relevant current events, as well as career options in digital photography. Students will be responsible to present and share their work virtually and in physical displays.

Visual Arts year 1 and 2

Please visit our IB sections, page 60, for a detailed description of the course.

MIDDLE SCHOOL ART

Visual Art 7

In this class students can create, present, respond, and connect through visual arts. Using the elements of art and principles of design as a foundation, students will experiment and express their ideas, feelings, and curiosities. We will also explore different creative careers and multicultural arts and craft-making techniques.

Visual Art 8

Building upon their previous experience in the arts, students can create, present, respond, and connect to the world through the visual arts. With a wide variety of materials accessible, students will explore the process of art making and express their identity. Students will continue to build skills necessary for collaboration, reflection, and assessment.

MUSIC

Concert Band — ½ Credit

This is the top instrumental ensemble in the school. At least two years of experience on a band instrument are required to join the concert band. Students should be able to sight-read at a reasonable level and perform at level 3 or higher. The group will perform advanced-level music and compete in NYSSMA and other festivals. Students will also be required to perform at various school functions including, but not limited to, the Winter Concert, Spring Concert, Football Games, Pep Rallies, Assemblies, and more. Concert band students will also automatically be a part of the pep band. Performances and rehearsals for pep bands will count as part of the concert band grade. You will also receive an extra-curricular/club credit for part of this.

Guitar Lab I — ½ Credit

Introduction to guitar covering basic note reading, technique, chords, songwriting, basic improvisation, ensemble play, and singing while playing. **Assessment:** Students will be assessed on participation in class and scheduled performances as well as on the growth and proficiency shown from September to June. **Requirements:** It is recommended that students buy or rent an acoustic guitar. While some are provided in school, having one's own will make practice easier.

Guitar Lab II — ½ Credit

Advanced guitar techniques, guitar ensemble repertoire, jazz chords, progressions, and improvisation, advanced songwriting. **Assessment:** Students will be assessed on participation in class and scheduled performances as well as on the growth and proficiency shown from September to June.
Requirements: It is recommended that students buy or rent an acoustic guitar. While some are provided in school, having one's own will make practice easier.

Contemporary Music Styles ½ Credit

This course enables students to develop vocal and performance skills in current genres including pop, R&B, jazz, hip-hop/rap, rock, and more. Students will have multiple opportunities to perform alone and in small groups

Chorus ½ Credit

This ensemble is the core performing group at WHS and open to all 9–12th grade students. Students sing a varied and eclectic repertoire that includes holiday selections, Pop and Broadway favorites solicited by students as well as standard choral literature. Students are required to attend all rehearsals and concerts but will have other opportunities like field trips, festivals, and seasonal musical activities.

Music year 1 and 2

Please visit our IB sections, page 60, for a detailed description of the course.

MIDDLE SCHOOL MUSIC

Band

This class is available to 7th and 8th graders and includes work on refinement of technique, tone quality, and musical literacy on band instruments. Students will begin to use more articulations, perform scales and music in more difficult key signatures, demonstrate vibrato, and perform music at an intermediate level of difficulty. The utilization of music technology programs including SmartMusic is part of the class requirements. Students will be required to perform at various school functions including, but not limited to, the annual Winter Concert and Spring Concert. Students will have one sectional/group lesson each week, when possible. Sectionals are scheduled on a rotating basis so that a student will not miss a certain class more than once every four or five weeks.

Chorus

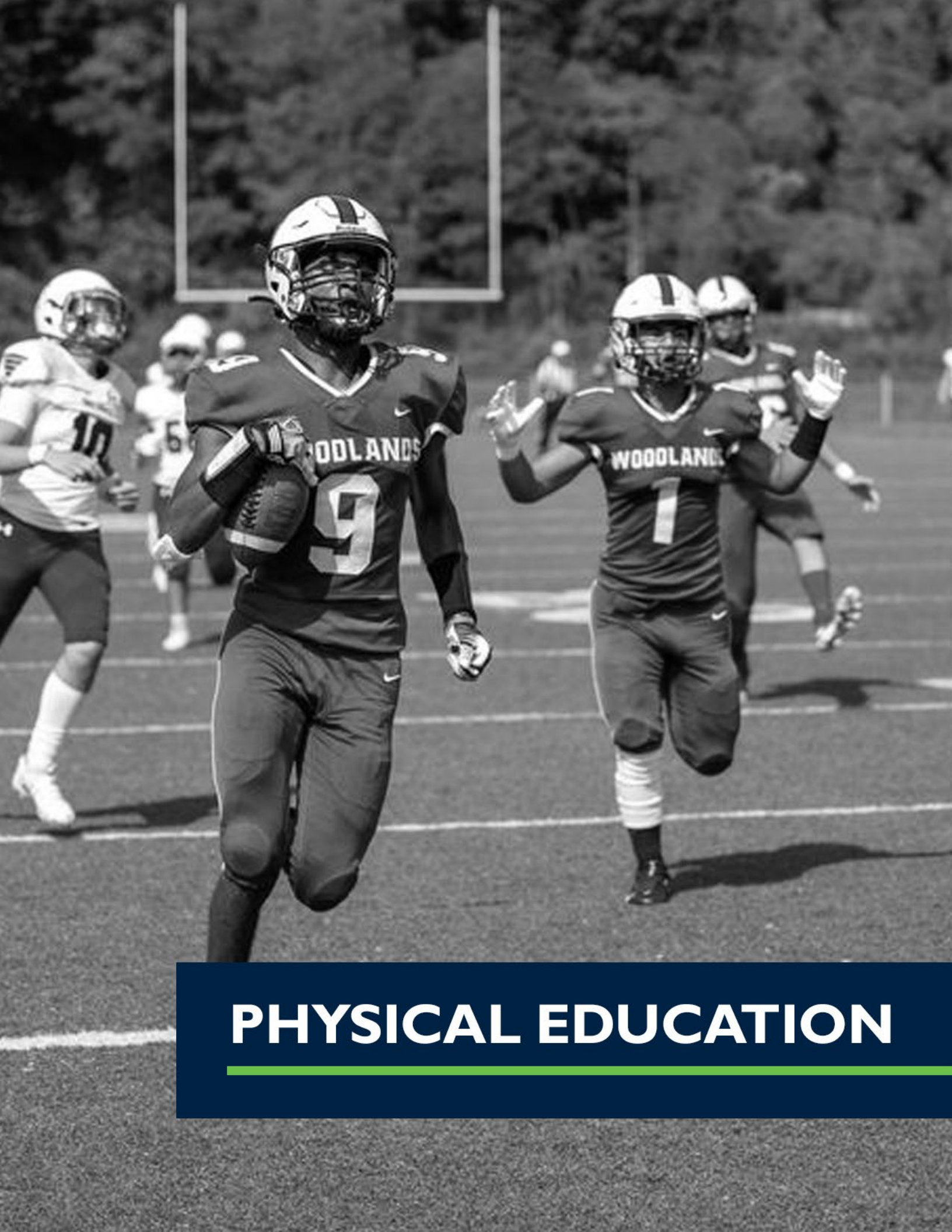
This course is open to all Middle School students who are interested in singing choral music. Students sing a varied repertoire that includes holiday selections, Pop, and Broadway favorites, as well as standard choral literature. Students are required to attend all rehearsals and concerts, as this is a performing class. This choir has rehearsals during the school day.

General Music 7

This course is designed for students not enrolled in any of the major performing ensembles. Students will be exposed to a wide range of music through hands-on activities, exploring their artistic and creative capabilities. Students will perform on various instruments, which may include ukuleles, guitars, drums, keyboards, mallet percussion, and many more. The course will also employ the use of technology as a means of creating music. In addition to hands-on activities, there will be a popular music component. The American Popular Music course is intended to help students think creatively and critically about popular music. Students will study the most significant styles of American music in chronological order, beginning with the roots and continuing through the present day.

General Music 8

This course is a continuation of General Music 7. Students will delve deeper into the topics covered in the previous year and engage in musical perception activities. In addition to hands-on activities, there will be a popular music component.



PHYSICAL EDUCATION

All students in grades 9–12 must be enrolled in Physical Education for each year that they are in school. Students must have satisfactorily passed two full units of physical education to graduate from high school.

In grades 9–12, students are exposed to a wide range of individual and team sports. Activities may include:

Table Tennis	Tennis	Ultimate Frisbee
Badminton	Speedball	Team Handball
Basketball	Pickleball	Golf
Floor Hockey	Soccer	Volleyball
Football	Softball	Weight Training

Weight Training / Personal Fitness I ½ Credit

Weight Training/Fitness I is an elective course designed to help improve overall fitness. It is designed to help students gain an understanding of fitness principles and practice. Students will practice fundamental movements and learn through a variety of activities including but not limited to; body weight exercises, barbell exercises, dynamic exercises with other implements (kettlebells, dumbbells, ropes, sleds, etc.) and practice with developing a personalized fitness program.
*This course satisfies physical education requirements.

Weight Training / Personal Fitness II ½ Credit

Prerequisite: Weight Training / Personal Fitness I

Weight Training/Fitness II is an elective course designed to help advance overall fitness. It is designed to expand student's understanding of fitness principles, practice, and programming. Students will practice more advanced functional movements and learn through a variety of activities including but not limited to higher-level gymnastic and body weight exercises, dynamic exercises with other implements (kettlebells, dumbbells, ropes, sleds, etc.), and practice with developing programming for oneself and others.

HEALTH

Health ½ Credit

This required course addresses the critical health issues and behaviors of relevance to teenagers. A variety of learning experiences is used to explore major health areas, including AIDS, nutrition, drug dependency, parenting, and human sexuality. Topics covered within the context of developing life skills: decision-making, self-improvement, communication skills, stress management, and social skills.

Electives:

Sports Psychology ½ Credit

Sports Psychology will give the students insight on how to minimize Performance Inhibitions that create barriers as we try to have successful results on the playing field and in the classroom. Students will work beyond these barriers while learning about our Performance Enhancers and how they play a major role in our success. The days of stressing out over a big game or a tough exam are over. Our students will learn how to relax these feelings of anxiety and nervousness through mind and body exercises.

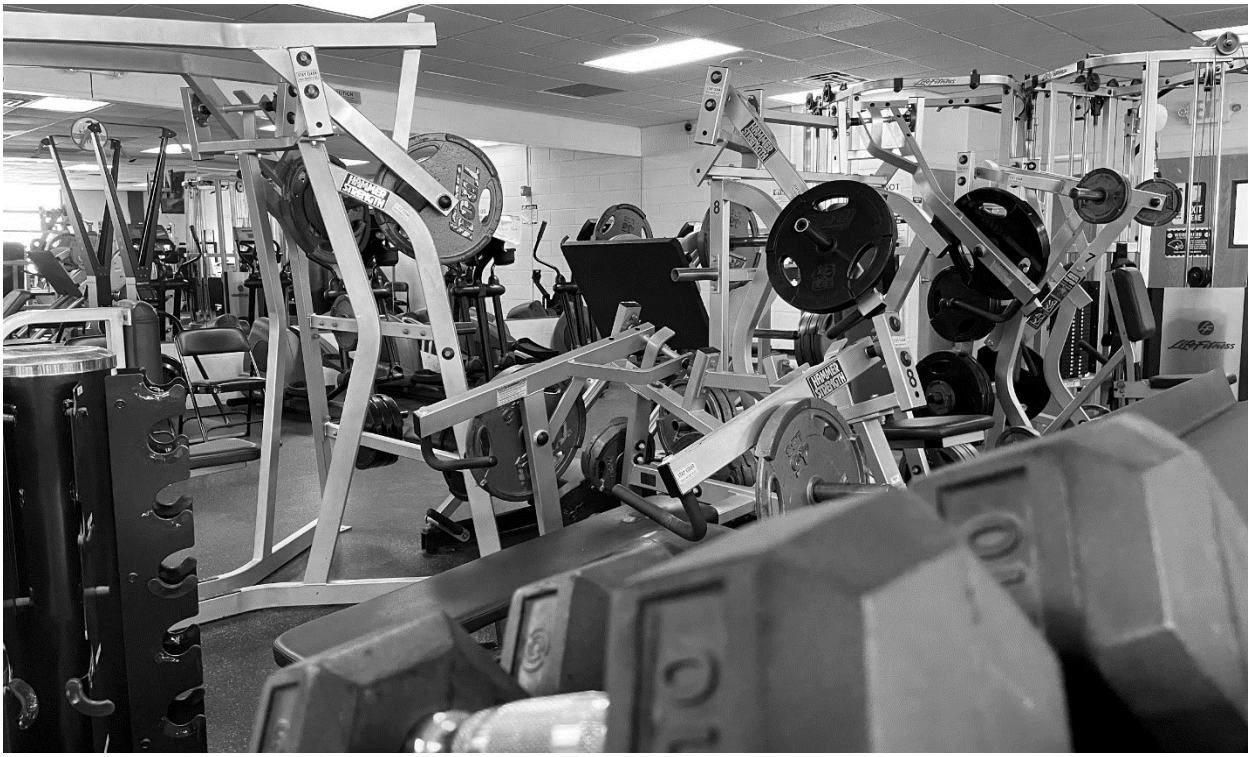
Sports Medicine ½ Credit

The Foundations of Sports Medicine curriculum is designed for students to become aware of, if not spark interest in the career of athletic training, physical therapy, kinesiology, exercise physiology, and/or medicine. The primary focus will include, but not be limited to, the following topics: The Sports Medicine Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, bloodborne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, and basic exercise rehabilitation.

MIDDLE SCHOOL PHYSICAL EDUCATION / HEALTH EDUCATION

Physical Education

Physical education in middle school looks to promote social, cooperative, and problem-solving competencies. The class also develops physical competence and personal fitness. Units of study may include Personal Fitness, Soccer, Football, Volleyball, Basketball, and a Team Building Games Unit.




IB Learner Profile: Communicators
Use technology to share information and get information from others
Example: JWyllie
Password: 52045
IB Learner Profile: Risk-taker
Profile: Inquirer
SEVEN GAMES IN ONE!

TECHNOLOGY

Mobile Application Development ½ Credit

This course will introduce students to the world of mobile applications. Students will spend the first half of the course learning about planning a mobile app through the eyes of developers and designers. Students will need to work on their communication, creative, problem-solving, and critical thinking skills to develop their mobile applications idea into a functional plan. Students will then use the second half of the course to learn about the coding aspect of developing mobile applications.

Robotics I ½ Credit

This course focuses on building problem-solving, critical thinking, and communication skills using a robot called mBot. MBot uses mBlock, which is a coding program, based off the popular coding site Scratch. Students are first introduced to programming concepts by making use of loops, switches, and variables to program their mBot to perform various tasks. They will then use these programming concepts to create various projects that have mBot play music, complete obstacle courses, put on festive light shows, and other creative projects. Through these projects, students will have to use their communication skills to work together and solve various problems to complete their tasks while also being reflective learners.

Creative Coding through Games and Apps ½ Credit

This course is designed to attract and reach a broad and diverse range of students, including those who may have never considered programming. Students learn how to code by working in a real software development environment to design, program, and publish mobile apps and games. Learning to code by creating real products, students discover how to make amazing things and have an impact on their world.

Introduction to Python ½ Credit

This course will introduce programming using Python for students with little experience in programming. The course will focus on planning and organizing programs, as well as the grammar of the Python programming language. The course is designed to help prepare students on a pathway to learning the core fundamentals of Computer Science and Object-Oriented Programming.

Cybersecurity ½ Credit

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber-attacks. This course prepares students with crucial skills to be responsible citizens in a digital future. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, networking fundamentals, and basic system administration.

Computer Science ½ Credit

The world of technology is growing, and our students should be exposed to the importance of computer science and coding. Our students need Intro to Computer Science so that they can explore a variety of different topics and fields in technology. Students in this course will also gain computational and problem-solving skills that will benefit them in many areas of their academics.

Digital Video Production ½ Credit

Digital Video Production is a project-based course in which students will use, analyze, and create video media. Students will learn about production design including storyboarding and developing scripts. Students will also learn about filming, editing techniques, and equipment. Video-based projects will be created showcasing both mastery of the techniques of video production as well as students' creative talents.

MIDDLE SCHOOL TECHNOLOGY

Design 7

This is an introductory course that examines a multitude of technologies that exist in our world. The class meets every other day for the year. The class is designed to assist students in becoming better Digital Citizens. The goal of technology is to improve, empower, and enhance a student's life not to replace it. Each grade level will have projects/assignments designed for that grade's developmental and proficiency levels. Every class will devote 10 minutes to develop and assess proper keyboarding habits. Good habits such as straight posture, fingers on the home keys, all fingers in use, feet flat on the floor, and eyes on the screen, all lead to speed and accuracy. Topics covered in 7th grade will include online safety, digital etiquette, cyberbullying, appropriate use, protecting your online reputation, social networking, plagiarism, copyright, and fair use, how to conduct effective searches, how to evaluate sites for accuracy and bias, as well as computer and Internet history. Students will use communication and collaboration tools in class such as Google Apps for Schools, and discussion boards. They will create products using common productivity tools, Google Apps for Schools, Microsoft Office 2010 software, and other web-based applications.

Design 8

This is an advanced course that examines a multitude of technologies that exist in our world. The class meets every other day for the year. The course is focused on mastering fundamental computer skills that are necessary for students to be successful throughout their middle school years and beyond. Applications in technology provide a flexible system for learning applications and applying them to all areas of your education.

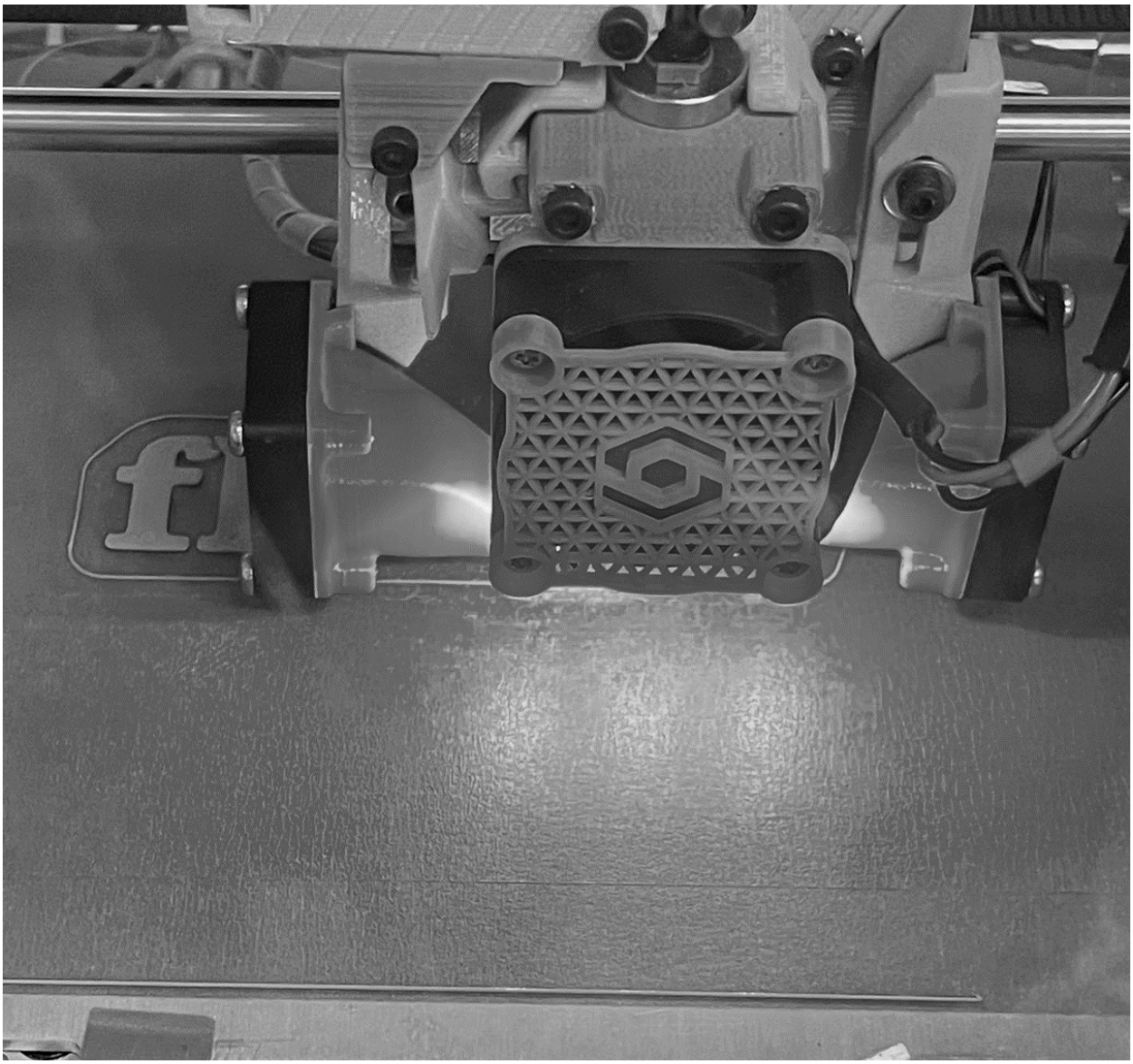
Students will learn specific technology tools in authentic tasks through rigorous digitally rich lessons. Each student is encouraged to learn, question, create, and engage in meaningful, authentic opportunities both inside the classroom and globally!

Students will become producers of knowledge by making connections between digital content and subject-area content.

- Microsoft Applications
- iBooks
- iMovie
- Cyber Bullying
- Google Sketchup
- Code.org
- NAO Robots
- Google Apps
- Google Sites (Creating Websites)
- 3-D Printer
- Tynkercad.org

Computer Science Explorations

CS Explorations 1 is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. In this introductory course, students will learn the foundational concepts and skills of computer science (CS). They will explore using computers to solve problems and to express themselves. The course is designed to be engaging and relevant to student lives. Students build, remix, and share animations, games, stories, music, and art, in a collaborative environment.



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

IB DIPLOMA PROGRAMME DESCRIPTIONS

The following are the DP course requirements for students of grades 11–12

Group 1: English

Language and Literature HL

The language A: language and literature course introduce the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. This course is available for study in 17 languages.

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and the ability to present their ideas effectively. A key aim is the development of critical literacy.

Group 2: Foreign Language

Language B (Spanish) SL

The IB Diploma Program language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. The course allows students to access the target language by studying it as a beginner or as someone with prior experience of the language.

Language B is designed for students who possess a degree of knowledge and experience in the target language. Those passing the course at standard level should be able to follow university courses in other disciplines in the language B that is studied.

Language ab initio (Spanish / Mandarin) SL

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive, and interactive skills by providing the student opportunities to respond and interact appropriately in a defined range of everyday situations.

Group 3: History

History HL

The IB Diploma Program higher-level history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods, and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional, and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

World Religions HL

The IB DP world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions.

Religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

The aims of the world religions standard level courses are to:

• promote an inquiring, analytical, and empathetic approach to the study of religion

• develop an informed understanding of the diversity of world religions

• foster a respectful awareness of the significance of the beliefs and practices for the faith member

• develop an understanding of how religion affects people's lives

• encourage a global appreciation of the issues surrounding religious and spiritual beliefs, controversies, and movements in the world today

• promote responsible and informed international citizenship

Global Politics SL

The DP global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

Group 4: Sciences

Environmental Systems and Societies SL

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a sensationalist appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of environmental issues. Topics of study include but are not limited to: Biodiversity and Conservation; Water, Soil, and Air Quality; Aquatic and Terrestrial Food Management; Natural Resource Management and Population Dynamics.

Chemistry SL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

All students should undertake both theory and practical work as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

Biology SL

Biology is an experimental science that combines academic study with the acquisition of practical and investigational skills related to biology. Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. This diversity of life makes the study of biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale are the cell, its molecular construction, and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function.

All students should undertake both theory and practical work as they complement one another naturally, both in school and in the wider scientific community. The DP biology course allows students to develop a wide range of laboratory skills and increase their understanding of more sophisticated biological concepts. It also allows students to develop interpersonal and information technology skills, which are essential to the study of science in the 21st century.

Design HL

The Diploma Programme design technology course aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. Inquiry and problem-solving are at the heart of the subject. DP design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. A solution can be defined as a model, prototype, product, or system that students have developed independently. DP design technology achieves a high level of design literacy by enabling students to develop critical thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

Sports, Exercise, and Health Science SL

Sports, exercise, and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It examines aspects of biological and physical science being studied in the specific context of sports, exercise, and health. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, which are studied in the context of sports, exercise, and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise, and health relative to the individual and in a global context.

Group 5: Mathematics

Mathematics: Analysis and Approaches HL

The IB DP Mathematics: Analysis and Approaches course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem-solving and generalization.

Mathematics: Applications and Interpretations SL

Mathematics: Applications and Interpretations are designed for students who are interested in developing their mathematics for describing our world, modeling, and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

Group 6: The Arts

Visual Art SL / HL

In this course, we are encouraging students to look, create and think about art independently and critically, with awareness developed through inquiry, investigation, reflection, and independent exploration. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. Students are encouraged to develop a personal view of the work by discovering ways to see and perceive the world through art and expand their perspective of themselves within cultural and historical contexts. The three components set a platform for students to begin this exploration.

IB Music: Band SL / HL

The IB Diploma Program standard-level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Program music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

IB Music: Chorus SL / HL

The IB Diploma Program standard-level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Program music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures, and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

IB Music: Chorus SL / HL

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical, and global perspectives in film. They examine concepts, theories, practices, and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis, and imaginative synthesis through practical engagement in the art, craft, and study of film.

Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture.

The Core

All IB DP candidates must enroll in each core course

Creativity, Activity, Service:

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Program (PYP) and Middle Years Program (MYP). CAS is organized around the three strands of creativity, activity, and service defined as follows.

- **Creativity:** Exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity:** Physical exertion contributing to a healthy lifestyle.
- **Service:** Collaborative and reciprocal engagement with the community in response to an authentic need.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS program combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS program must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the program.

Extended Essay

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery, and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent, and appropriate manner.

Theory of Knowledge (2-year course)

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "How do you know?" in a variety of contexts and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

IB Middle Years Programme Course Descriptions

The following are the MYP course requirements for students of grades 7-10

Language Acquisition:

This course provides students with the opportunity to develop insights into the features, processes, and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing, and behaving in the world. Students are given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through various phases over the course of the MYP.

Language and Literature:

This course develops skills in listening, speaking, reading, writing, viewing, and presenting. Students interact with a range of texts; they generate insight into moral, social, economic, political, cultural, and environmental domains. They continually grow in their abilities to form opinions, make decisions, and reason ethically—all key attributes of an IB learner.

Individuals and Societies:

This course incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences. Students collect, describe and analyze data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material. This focus on real-world examples, research, and analysis is an essential aspect of the subject group.

Sciences:

This course encourages students to investigate issues through research, observation, and experimentation, working independently and collaboratively. As they investigate real examples of science application, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Mathematics:

This course promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world beyond school. Students learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems.

Arts:

This course stimulates young imaginations, challenges perceptions, and develops creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, supporting the development of an inquiring and empathetic worldview. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context. Students have opportunities to function as artists, as well as learners of the arts.

Physical and Health Education:

This course fosters the development of knowledge, skills, and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills.

Design:

This course uses the design cycle to structure: inquiry and analysis of design problems, development and creation of feasible solutions, testing and evaluation of students' models, prototypes, products, or systems.

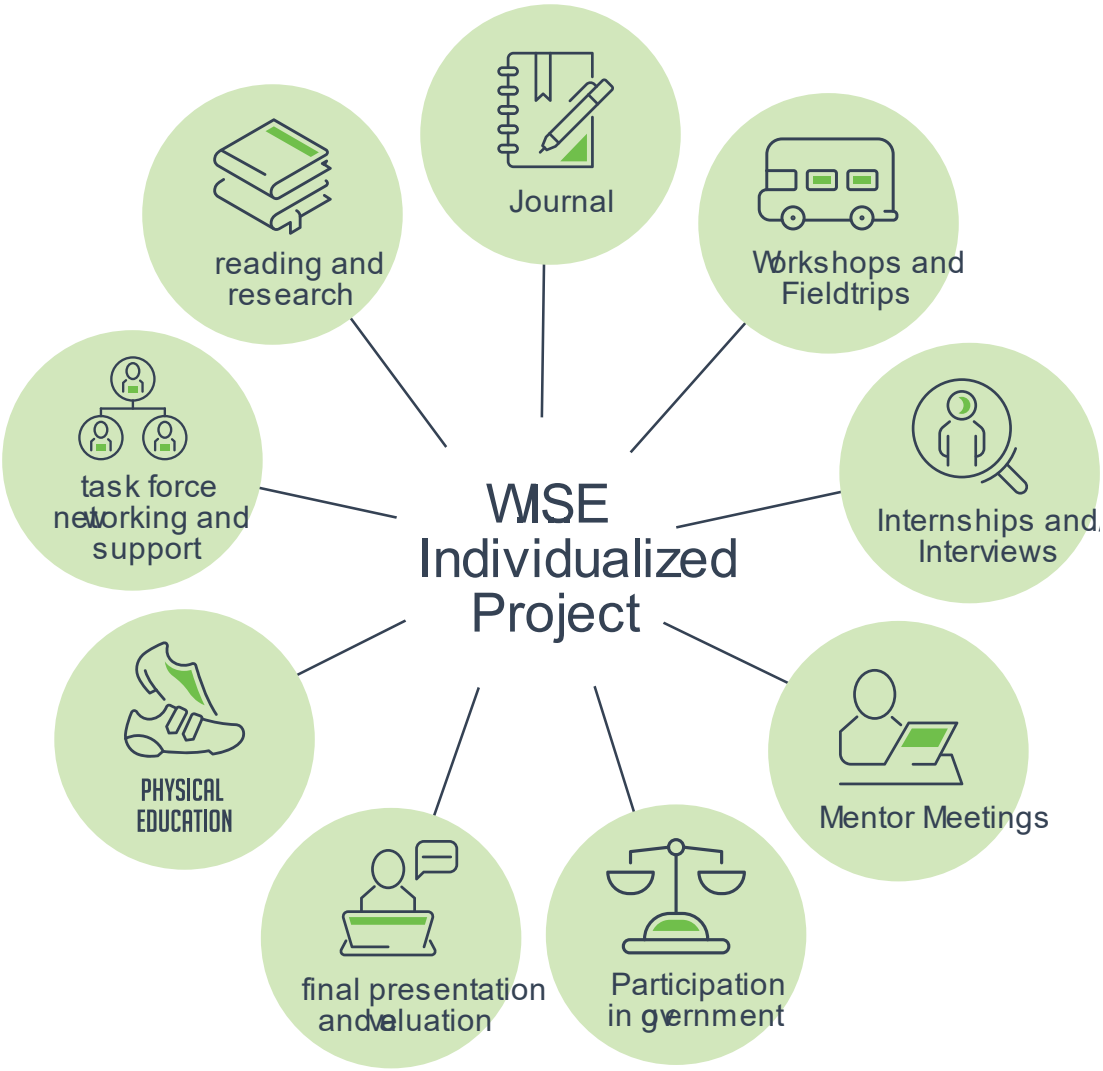
Personal Project:

Students participate in the personal project in 10th grade. The aims of the MYP Personal Project is to encourage and enable students to participate in a sustained, self-directed inquiry within a global context, generate creative new insights and develop deeper understandings through in-depth investigation, demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time, communicate effectively in a variety of situations, demonstrate responsible action through, or as a result of, learning, and appreciate the process of learning and take pride in their accomplishment.

WISE

Woodlands Individualized Senior Experience (WISE) 1.5 Credits

WISE is a program available to seniors who are on track for graduation. The program issues .5 credits for both Participation in Government and ELA, as well as .25 credits for P.E. The course runs during the third and fourth marking periods. Students enrolled in the program will be excused from their social studies, English*, and PE classes for those marking periods to have more flexibility to work on WISE-related tasks. Requirements for the program include keeping a working journal (five entries per week); research comprising a wide array of scholarly sources; an annotated bibliography; an independent physical education program totaling 2 hours and 15 minutes per week; completion of several experience-based participation in government assignments; weekly meetings with a mentor of the student's choosing (WMHS faculty member); weekly attendance at Friday workshops. Experiences can include but are not limited to, internships, creative endeavors, and research-based projects. Grades are currently issued on a pass/fail basis.



WOODLANDS MIDDLE HIGH SCHOOL

COURSE CATALOG 2023-2024