

Waterville Senior High School

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Dear Class of 2021 Parents/Guardians,

Recent changes in state legislature require all students in the graduating class of 2020-2021 to meet certain requirements in order to receive a high school diploma.

Per State of Maine law, in order to earn a diploma, Waterville Senior High School (WSHS) students must:

1. Meet all WSHS graduation requirements.
2. Demonstrate proficiency on all locally selected standards in the content areas of English language arts, mathematics, science and technology, and social studies.
3. Demonstrate proficiency in each of the five Maine Guiding Principles. The Guiding Principles certify that each WSHS graduate is a clear and effective communicator, self-directed and lifelong learner, creative and practical problem solver, responsible and involved citizen, and integrative and informed thinker.
4. Engage in educational experiences relating to English language arts, mathematics, and science and technology in every year they are enrolled in high school.

Waterville Senior High School is committed to helping students meet graduation requirements, demonstrate proficiency in content areas, and demonstrate proficiency in each Maine Guiding Principle. As an example of our school's efforts to ensure student success, our daily bell schedule allows for a School Wide Academic Period (called SWAP) for remediation of standards to assist struggling students. SWAP is also used for enrichment activities that promote and foster the Guiding Principles.

The pages that follow will provide you with specific information relating to the proficiency-based diploma law and how it will impact the Class of 2021 and beyond.

If you have any questions, comments, or concerns about the information contained within this packet, do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Brian Laramee". The signature is written in a cursive style and is placed over a light blue rectangular background.

Brian Laramee, Ph.D.
Principal

WATERVILLE SENIOR HIGH SCHOOL

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Proficiency-Based Diploma FAQ's Graduating Class of 2021

1. What is a proficiency-based diploma?

A proficiency-based diploma, also called a standards-based diploma, is a diploma awarded to students that certifies proficiency of identified standards. Maine Law 1422 requires all secondary schools (high schools) to award proficiency-based diplomas to graduates beginning with the Class of 2021.

2. Why is Waterville Senior High School making changes to its graduation requirements?

For the graduating Class of 2021, Maine Law requires that secondary schools award diplomas based on 9th-grade students' demonstration of proficiency standards in the content areas of English language arts, mathematics, science and technology, and social studies. By 2025, students must demonstrate proficiency in all content areas.

3. Will there be changes to how students are graded?

Students will be scored traditionally for the majority of their schoolwork. At certain times of the year, students will be assessed for proficiency. For these proficiency assessments, students may be "dual scored". Dual scoring means that students will receive a traditional grade and be scored for proficiency.

4. What opportunities will exist for remediation for students?

Students have many opportunities for remediation at Waterville Senior High School. These remediation opportunities include before school, after school, during class, summer school, and time during a School Wide Academic Period (SWAP). SWAP is devoted to assist struggling students and provide extension or enrichment activities for students that have already mastered the standards being taught.

5. Who decided on the content standards for each core subject?

State law allows for each local school district to determine the standards they believe all students should be proficient in. Through a collaborative effort, each department identified the proficiency standards students must demonstrate in order to be awarded a proficiency-based diploma.

6. Will students need to be proficient in all standards that have been identified by the school as proficiency standards for each subject in order to receive a diploma?

Yes. Each department reviewed the Maine Learning Results standards and determined the specific standards they believe all graduates must be proficient in upon graduation. In order to receive a proficiency-based diploma, students must be deemed proficient in each of the standards the department has chosen. In addition, students must meet the graduation credit requirements in order to graduate.

ABBREVIATIONS:

CP=COLLEGE PREP

S=SEMESTER

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Graduation Requirements for the Class of 2021

Per State of Maine statute, in order to earn a diploma, Waterville Senior High School (WSHS) students must:

1. Meet all WSHS graduation requirements:

a. English	4 credits
b. Mathematics (two pathways to meet this requirement)	3 credits
• Pre Alg/Alg 1, Applied Geometry, and Statistics and Probability	
• CP Alg 1, Geometry, and a Math Elective	
c. Social Studies (must include US & World History)	3 credits
d. Science (Physical Science, Biology, & Chemistry)	3 credits
e. Fine Arts	1 credit
f. Physical Education	1 credit
g. Career Preparation	½ credit
h. Health	½ credit
i. Electives	6 credits
Total: 22 credits	

2. Demonstrate proficiency on all locally selected standards in the content areas of English language arts, mathematics, science and technology, and social studies. Proficiency must be demonstrated in the following reporting categories:

ELA: Reading, Writing, Language, and Speaking and Listening.

Mathematics: Algebra and Operations, Geometry, Functions, and Measurement and Data Analysis.

Science and Technology: Physical Science, Life Science, Earth and Space Science, Engineering, Technology and Application of Science

Social Studies: Civics and Government, Geography, History, and Applications.

3. Demonstrate proficiency in each of the five Maine Guiding Principles. The Guiding Principles certify that each WSHS graduate is a clear and effective communicator, self-directed and lifelong learner, creative and practical problem solver, responsible and involved citizen, and integrative and informed thinker.
4. Engage in educational experiences relating to English language arts, mathematics, and science and technology in every year they are enrolled in high school.

COURSE SELECTION GUIDELINES

ACADEMIC LOAD

All students in grade 9 must be enrolled in a minimum of six blocks or the equivalent. An exception to this rule may be made by the principal in the case of unusual circumstances.

GUIDANCE SERVICES

The Guidance Department offers on-going support and information to students and their parents throughout the four years of high school. Counselors are available for academic counseling and to serve as referral agents to community agencies and resources. The guidance program includes individual conferences with freshmen to help with the transition to high school.

Upon enrollment at Waterville Senior High School, each student is assigned a counselor by alphabet. Students are encouraged to take initiative in seeking the assistance of a counselor and parents are encouraged to participate in all aspects of the guidance program.

ADMISSIONS GUIDELINES FOR COLLEGES

Students should keep in mind that subject and scholarship requirements for entrance to universities and colleges change from time to time with a general trend toward higher standards. Also, colleges have requirements which often vary from program to program within the institution. To ensure that requirements will be met, students and parents should check the website of the school in which there is an interest. A conference with the student's counselor is encouraged.

Many colleges have established these minimum course requirements:

English	4 credits
Mathematics	3 - 4 credits (including Algebra 2)
Science	3 credits (2 must be labs)
Social Studies	3 credits
Modern & Classical Languages	2 credits (same language)

PLANNING AND SELECTING A PROGRAM

1. Thoroughly read the Program of Studies.
2. Study the requirements for graduation.
3. Develop a sequence of courses that meets both graduation requirements and post-secondary plans.
4. Discuss course selections with parents, teachers, and counselors.
5. Complete the course registration sheet, have it signed by parents/guardians, and return as directed.
6. Not all courses in the Program of Studies will be offered on the Course Registration Sheet. Check the Course Registration Sheet.

BLOCK SCHEDULING

Waterville Senior High School offers an eight (8) block scheduling cycle which takes place over two days, four (4) blocks per day. Each block is approximately 70 minutes long. Most classes meet during only one of the blocks; however some classes utilize two blocks. School starts at 7:50 a.m. and ends at 2:15 p.m.

SCHEDULE CHANGES

Because schedule changes have a serious effect on class size, teacher assignments, and the overall master schedule, they are seldom made. The students and parents are urged not to plan a program with the idea that it can be changed later. Once a class is in progress only teacher initiated changes will be made in order to ensure that students are placed correctly. Parents will be contacted by the teacher if this is necessary.

MINIMUM CREDIT ACCUMULATION

To be on schedule to graduate in four years, students must earn a minimum of the following credits:

- Students must earn a minimum of 4 credits in order to be promoted to the sophomore class.
Students who have not earned a minimum of 4 credits will be retained in the freshman class.
- Students must earn a minimum of 10 credits in order to be promoted to the junior class.
Students who have not earned a minimum of 10 credits will be retained in the sophomore class.
- Students must earn a minimum of 15 credits (or 13 credits with a plan to graduate) in order to be promoted to the senior class.
Students who have not earned a minimum of 15 credits (or 13 credits with a plan to graduate) will be retained in the junior class.

FAILED COURSES/REMEDIATION

Students may graduate from WSHS with four credits maximum earned outside of the regular curriculum. These courses must be approved by the Principal or Director of Guidance. Options for these credits include but are not limited to:

1. Adult Education – Juniors who have failed freshman or sophomore English may make up that course through Adult Education during the junior year or beyond. Seniors who are unable to access a required course in their day school program may choose to take an adult education course.
2. Regional Summer School – Students who have earned a final grade of at least 50 in select classes may enroll in available classes offered at a local high school.

SPECIALIZED PROGRAMS

ELL SERVICES (English Language Learners)

Services for ELLs will support the learning process of qualifying students in the Waterville Public School System. Students who qualify as Limited English Proficient (LEP), will be assigned to receive ELL services in order to improve their English language skills. (For service qualifications, refer to the LAU Plan in the guidance office or the principal's office, or the cumulative folder for the student.) In addition, the LEP student may receive services to develop strategies to successfully complete the requirements of content area classes. ELLs can continue to participate in the program until they feel confident to exit, and/or until their test scores show that adequate progress has been made. As often as possible, ELL students will be assigned to regular classrooms where teachers will modify classroom expectations according to the students' level of English language proficiency.

ADVISOR/ADVISEE PROGRAM

All students are assigned to a small heterogeneous group of fewer than 15 students as freshmen, and remain with their advisor for their tenure at Waterville Senior High School. Each group meets daily for an 11 minute homeroom period and once weekly for community meeting. Throughout high school, groups work together on various tasks such as: Spirit Week, Winter Carnival, charitable activities, and celebrations.

ALTERNATIVE PROGRAMMING

Two alternatives available to Waterville Senior High School students if they find themselves "at-risk" for leaving their current high school program are the Waterville Alternative School and the Teen Parent School Program. The Alternative School is an option for those students who feel the need for an alternative educational setting. The Teen Parent School Program is an option for students who are pregnant or parenting and feel the need for additional assistance with school and social services. Both programs are located at 93 Silver Street on the campus of the Maine Children's Home.

The capacity of the Alternative School is approximately 25 students and the capacity of the Teen Parent School is approximately 15 students. Students interested in either program should register through Waterville Senior High School. The combined staff consists of five certified teachers, one education technician, a licensed clinical professional counselor, and an administrative assistant. Support is received from the high school staff subject to availability. Students may take a combination of courses at Waterville Senior High School, Mid-Maine Technical Center, the Alternative School, the Teen Parent School Program, and Adult Education. Classes begin at 8 a.m. and end at 2:15 p.m. depending on a student's schedule. Courses are offered in conjunction with counseling, field trips, service learning projects and other educational practices proven to be effective in meeting a student's needs. The operation is designed to be flexible with responsibility for choices being the main objective. The goal of both programs is for each student to earn a Waterville Senior High School diploma.

The **Alternative School** is an integral part of Waterville Senior High School. Students in this program may avail themselves of all the high school activities, courses, and facilities. Academic

courses for high school credit are offered by certified teachers who work with students in both the Teen Parent School Program and the Waterville Alternative School. When appropriate, a student's schedule can be adjusted to include many educational options. Credit is granted for each course completed. Admission to the Alternative School is achieved through referrals from school administrators or guidance counselors. The Waterville Alternative staff makes the final decision about admission after an interview with the student and consideration of all pertinent information.

The **Teen Parent School Program** is designed to meet the unique needs of pregnant and parenting teens. Prenatal and parenting courses are required components of the curriculum. Individual counseling plus weekly support groups are a pivotal piece of the program. On-site childcare is available for babies, ages six weeks to preschool. Academic courses for high school credit are offered by certified teachers who work with students in both the Teen Parent School Program and the Waterville Alternative School. All interested students are asked to call the Teen Parent School Program to arrange an intake interview and tour in order to be referred to the Senior High School's Guidance Office where they will be considered for this school program.

CAREER PREPARATION

CAREER PREPARATION (S) 500: Students will experience a curriculum of career pathways by identifying requirements of career interests and aptitudes. Students will develop job-seeking skills - completion of employment applications, resumes, and job shadowing experience - and will create a career portfolio to encompass the research and experiences obtained in this class. This course is a graduation requirement.

One semester. ½ credit.

JOBS FOR MAINE'S GRADUATES



JMG partners with public education and private businesses to offer results-driven solutions to ensure all Maine students graduate, attain post-secondary credentials, and pursue meaningful careers. JMG serves more than 6,500 students throughout Maine's 16 counties. JMG programs are hosted within Maine's public schools and classes and activities are led by JMG Specialists, which serve as educators and mentors. Specialists are able to develop student-centered

personalized education plans based on curriculum focusing on academic knowledge, career development skills, leadership and team building.

Students join a self-governing Career Association that plans and develops community service activities and designs fund-raising projects to assist the program in paying for conferences and field trips.

JMG Grade 9 Program 596: Grade 9 Jobs for Maine Graduates (JMG) provides support for incoming freshmen as they transition to the high school. Curriculum includes verbal and written communication skills, job attainment skills, self-development, personal skills, literacy strategies, academic remediation, team building, and community involvement. Students earn high school credit for the class and build positive connections with school community. Students may be referred to the program by a guidance counselor, teacher, or self. Credit for the yearlong program is based on number of blocks assigned to a student.

Prerequisite – *Freshman, application, and interview. One year. 1 or more credits based on time in program. JMG 9 meets the Career Preparation graduation requirement.*

ENGLISH

Every student must enroll in an English course each of the four years of high school and obtain four credits in order to graduate. Required courses last for a full year and are worth one credit. Students are recommended for a particular level by their present English teacher.

The *Common Core State Standards Initiative* adopted by 48 states including the state of Maine has specific standards in four areas of English: reading, writing, speaking and listening, and research. A student mastering these standards will demonstrate independence, build strong content knowledge, and respond to varying demands of audience, task, purpose and discipline. They will comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and come to understand others perspectives and cultures. The following standards and skills are incorporated into WSHS's English curriculum and are addressed all four years of English classes.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

Production and Distribution of Writing

Research to Build and Present Knowledge

Range of Writing

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration
Presentation of Knowledge and Ideas

College and Career Readiness Anchor Standards for Language

Conventions of Standard English
Knowledge of Language
Vocabulary Acquisition and Use

GRADE NINE

HONORS ENGLISH 311: This course is an intensive discussion based class focusing on analytical writing and the study of literature for the highly motivated student. A variety of novels, plays, short stories, and poetry are read. Analytical skills are introduced and stressed both in the interpretation of literature and in writing argument and informative/explanatory papers. Vocabulary and grammar studies are also part of the curriculum. Substantial amounts of reading and writing will be assigned.

Prerequisite – Recommendation of Grade 8 teacher. One year. 1 credit.

CP ENGLISH 312: This course is a literature and writing class focusing on a variety of written works: novels, plays, short stories, poetry and nonfiction. Emphasis is on developing skills of analysis and a familiarity with different types of literature. Various writing styles are explored with the most attention given to argument and informative/explanatory writing. Vocabulary and grammar are also included in the curriculum. Hands-on projects and group work help students show their learning and knowledge of the material. Homework will include reading and writing assignments.

Prerequisite – Recommendation of Grade 8 teacher. One year. 1 credit.

MODERN ENGLISH WORKSHOP 313: This course is designed to address the needs of the student reading below grade level. Reading fluency, vocabulary development and writing skills will be addressed with the goal of significant gains towards functional high school literacy. Students will read high interest novels, short stories and nonfiction, including newspapers and magazines. Writing assignments will focus on developing ideas and communicating them clearly in paragraphs, essays, journals, and letters among other things.

Prerequisite – Recommendation of Grade 8 teacher, *NECAP* scores and grades. One year. 1 credit

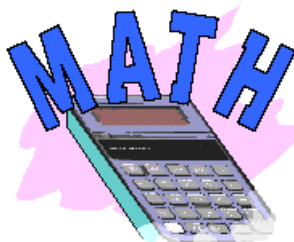
ENGLISH ELECTIVES

CREATIVE WRITING (S) 347: This course is a heterogeneously grouped, one semester elective open to all students. It will provide opportunities for writing, sharing, critiquing, editing, and publishing all genres of writing in a workshop atmosphere.

One semester. ½ credit. This course is an elective and may not replace any of the required four credits of English.

INTRODUCTION TO DRAMA (S) 349: This course will cover the fundamentals of theater, especially improvisation, theater terminology, and acting technique. We will focus our acting to monologues, two person scenes and small group scenes. A live performance will be the final exam for the completion of this course.

One semester. 1/2 credit. This course is an elective and may not replace any of the required four credits of English. It fulfills 1/2 credit of the visual and performing arts requirement.



MATHEMATICS

The Mathematics Department offers a variety of courses, ranging from general mathematics to **ADVANCED PLACEMENT®**. The curriculums for the math courses are aligned with the *Common Core*. The mathematics department faculty recommends that a student who is not entirely comfortable moving to the next consecutive level discuss the academic options with his/her current instructor.

Many colleges and universities require a placement exam for their math courses, including all University of Maine campuses and Maine Community Colleges (e.g. Accuplacer). It is with this understanding that the Math Department has the following goals:

- Every graduate of WSHS will have extensive practice in the requisite skills necessary to pass the Accuplacer math placement test. Accuplacer like assessments and remediation will be given as part of every course.
- An Algebra I competency assessment will be used as a basis for instructor recommendation into the following courses: Algebra II, Pre-Calculus, Calculus, AP Calculus and AP Statistics. Students will be allowed multiple opportunities, as well as remediation, to improve their skills and knowledge of basic algebra concepts.

The Mathematic department strongly focuses on the following learning expectations.

1. Each student shall be a clear and effective communicator
3. Each student shall be a creative and practical problem solver

OVERVIEW

The Common Core State Standards (CCSS) for Mathematics are organized by grade level in Grades K–8. At the high school level, the standards are organized by conceptual category showing the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics.

The High School Mathematical Practice Standards are listed in conceptual categories. These categories are:

- Number and Quantity
- Algebra and Operations
- Functions
- Geometry
- Measurement and Data Analysis

The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Students will use scientific and graphing calculators in Algebra I and beyond. Whenever appropriate, students will be exploring solutions to problems through the use of scientific and graphing calculators to support pencil and paper solutions. It is therefore recommended, that whenever possible, students have access to a scientific or graphing calculator.

Students need three math credits for graduation. Students can earn those credits via two different pathways. The first pathway would require students to take CP Alg.1 (or higher), CP Geometry (or higher), and a 3rd math elective. An alternative pathway for students would require students taking Pre Alg./Alg. 1, Applied Geometry, and Statistics.

PRE-ALGEBRA/ALGEBRA 1 230A and 230B: This is a course that will meet every day for a full block of time. The first semester will be devoted to Pre-algebra concepts and the second semester will be devoted to Algebra 1 concepts. Pre-Algebra: This course will explore algebraic concepts pertaining to signed number and equation solving, geometry concepts of area and volume, and the use of ratios, proportions, and percents. Exponents, radicals, graphing and advanced equations will also receive major emphasis. This course will reinforce the *Maine Learning Results* (MLR) content areas for all Middle School Mathematics. **Algebra 1:** This course emphasizes signed numbers, positive, negative, zero exponents, and algebraic terminology. Algebraic expressions are simplified and equations and word problems are introduced. This course also emphasizes algebraic equations, systems of equations, factoring, and graphs and equations of linear functions. Word problems are expanded to two variables. (A, B, C, G, H, I, J, K).

Prerequisite – None. 1 elective credit for semester one and 1 math credit for semester two.

CP ALGEBRA I 231: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. Both the study of Descriptive Statistics and Probability are continued in this course.

Prerequisite – Pre-Algebra. One year. 1 credit.

CP GEOMETRY 263: This course in Euclidean Geometry is an inductive approach to developing theorems about plane figures, with an emphasis on parallelograms, triangles, and circles. Also included are area and volume problems. By the end of this course a student must score a 70% on an Algebra 1 assessment as a prerequisite for Algebra 2. Students will be allowed multiple opportunities, as well as remediation, to improve their skills and knowledge of basic algebra concepts throughout the year in order to achieve the 70%.

Prerequisite - Algebra I. Students must also pass the Pre-Algebra 85 Test with a 70 or better. One year. 1 credit.

HONORS GEOMETRY 268: This course in Euclidean Geometry is for those students who are in the ADVANCED PLACEMENT® track. It is a more rigorous course than 263. An inductive approach to develop theorems about plane figures, along with proofs is a major part of this course. By the end of this course a student must score an 85% on an Algebra 1 assessment as a prerequisite for Honors Algebra 2. Students will be allowed multiple opportunities, as well as remediation, to improve their skills and knowledge of basic algebra concepts throughout the year in order to achieve the 85%.

Prerequisite – Departmental recommendation or junior high school recommendation. Students must also pass the Pre-Algebra 85 Test with a 85 or better. One year. 1 credit.

CP ALGEBRA II 241: This course includes the following topics: equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, matrices, polynomials, quadratic functions and inequalities, conic sections, polynomial functions, rational expressions, and exponential and logarithmic functions. Trigonometric functions are explored. Graphing calculators are used in graphing and matrices. Instructors will use an Algebra I Assessment for recommending students to this course. A grade of 70 on this assessment is necessary for instructor recommendation.

Prerequisite – CP or Honors Geometry. Students must also pass the Algebra I 85 Test with a 70 or better. One year. 1 credit.

HONORS ALGEBRA II 248: This course is for students who are in the ADVANCED PLACEMENT® track. It includes equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, matrices, polynomials, quadratic functions and inequalities, conic sections, polynomial functions, rational expressions, and exponential and logarithmic functions. Trigonometric functions are explored. The graphing calculator is used as a tool in this course. Instructors will use an Algebra I Assessment for recommending students to take this course. A grade of 85 on this assessment is necessary for instructor recommendation.

Prerequisite – Honors Geometry or departmental recommendation. Students must also pass the Algebra I 85 Test with and 85 or better. One year. 1 credit.

MODERN AND CLASSICAL LANGUAGES



Students whose English placement is level CP or Honors are encouraged to undertake the study of a second language. Students are not advised to begin two languages in the same year. Those with exceptional skills are permitted to accelerate with the permission of the instructor.

Why study a second language?

The rewards of studying a second language are many. It can fulfill college entrance requirements and increase one's awareness and understanding of English. Also, the knowledge of another language will enable the student to participate in exchange programs, to study abroad while in college, and to travel to another country with the confidence of being able to communicate effectively.

Many industries and companies need personnel fluent in a second language in addition to the specialized skills of the particular job. Such people gain the opportunity to travel and to earn better salaries than their monolingual counterparts. In addition, the Foreign Service, the Peace Corps, the United Nations, the Border Patrol, Immigration and Naturalization Services and other agencies offer many opportunities for interesting and challenging work at home and abroad.

Which language should the student study?

Which language one studies is less important than the effort and time devoted to learning. Spending as many years as possible with one language is much better than trying one or two years of several languages. Successful students, however, may choose to ADD a second foreign language while continuing the sequence of their first language.

Latin: Latin is the foundation for much of the grammar and vocabulary in the English, French, and Spanish languages. Since western civilization had its beginnings in ancient Greece and Rome, the study of Latin also enhances the study of history.

French: Students with family members who speak French at home and/or relatives who live in Quebec have an advantage in having heard the language. The study of French becomes more important as the U.S. continues economic trade with Atlantic Canada, Québec, Francophone African Nations, and France.

Spanish: This language is spoken in Spain and in almost all of the countries of Central and South America and the Caribbean as well as by millions of United States citizens. Free trade has opened up many opportunities in Central and South America for people with Spanish competency.

LATIN I 885: Emphasis will be on continual oral and written drill exercises to reinforce the acquisition of basic Latin grammar and vocabulary, as well as to enable the student to read and translate fascinating stories from mythology and legend. It is a “living” language; ergo, there is a heavy emphasis on both Latin roots and English derivative vocabulary building. The study of Latin benefits the student in many ways: a better mastery of the English language, in both grammar and vocabulary (improved SAT/college board scores!), a means towards more logical thinking and organized study, and a greater appreciation of the foundations of Western civilization through Rome’s contributions to art, literature, architecture, politics, and government.

Prerequisite - none. One year. 1 credit.

FRENCH I 889: This course, for beginners only, develops novice listening comprehension and pronunciation skills. Students also learn to read and write what they are able to understand and say in the target language.

Prerequisite - none. One year. 1 credit.

FRENCH II 890: This course continues the development of the four basic skills: listening, speaking, reading, and writing, and picking up where the students stopped in level I. There is increased emphasis on reading, writing, grammar and cultural materials.

Prerequisite – Successful completion of French I. One year. 1 credit.

SPANISH I 894: This course, for beginners only, develops novice listening comprehension and pronunciation skills. Students are also exposed to basic readings in the target language and write a short string of sentences of what they are able to understand and say in the target language.

Prerequisite - none. One year. 1 credit.

SPANISH II 895: This course continues the development of the four basic level skills: listening, speaking, reading, and writing, and picking up where the students stopped in level I. There is increased emphasis on reading, writing, grammar and cultural materials.

Prerequisite - Successful completion of Spanish I. One year. 1 credit.

SCIENCES



Students must take three years of science in order to graduate. This will ensure that all graduates will receive adequate instruction in the Next Generation Science Standards (NGSS). The sequence will be Physical Science (either 111 or 113), Biology (either 121 or 123), and Chemistry (either 148, 151, or 153). There will be no specific laboratory requirement, as each of these courses places heavy emphasis on laboratory work. All three courses will include the basic content standards found in a traditional course, but will contain an engineering component as well as earth science content standards woven throughout the curriculum. Individual colleges may have different guidelines for their requirements, so students should work with their guidance counselor to ensure that these requirements are met.

Special interest electives include: Introduction to Forensics and Human Anatomy.

Most upper level science courses have a strict mathematical prerequisite because of the mathematical nature of these classes. It is required that the student select a suitable course in mathematics in conjunction with the selection in science. Please note courses that carry 1 ½ credits meet daily. In college preparatory science classes, there will be great emphasis on the use of technology as a learning tool.

PHYSICAL SCIENCE

CP PHYSICAL SCIENCE 111: Offered as the first year of the required three-year sequence in science (beginning with the Class of 2018), this is a survey of laboratory-oriented physical science and earth science topics emphasizing mathematical application and scientific and engineering practices. The process of science will be a major emphasis and will be assessed throughout the year. Major topics will include the Laws of Motion, Kinetic and Potential Energy, and Heat and Temperature. Earth science concepts that align with the new science standards, including the origins of the universe and plate tectonics, will also be covered.

***Prerequisite** - Must be enrolled in Algebra I or higher. One year. 1 credit.*

APPLIED PHYSICAL SCIENCE 113: Offered as the first year of the required three-year sequence in science, beginning with the Class of 2018, this course will explore the topics of the Laws of Motion, Kinetic and Potential Energy, and Heat and Temperature. Earth science concepts that align with the new science standards will also be covered. This course will build

the mathematical foundation for further studies in science and will focus on the development of these skills. The process of science as well as engineering design will be incorporated throughout the year.

One year. 1 credit.

CP BIOLOGY 121 (w/permission of WSHS staff only): Offered as the second year of the required three year sequence (beginning with the Class of 2018), this laboratory oriented college preparatory course will cover subject matter dealing with the unity, diversity, and continuity of life; the comparative study of anatomy and physiology of unicellular and multi-cellular organisms; the study of fundamental ecological principles; and the impact of biological technology on society. Earth science topics that are in the new science standards concerned with the history of the earth and interactions in the biosphere will also be included. Students enrolled in this course generally expect to go to a four-year college. Students must have passed Algebra I before taking this class. We strongly recommend that a student complete physical science with a grade of 75 or higher before taking this course.

Prerequisite – Algebra I. *One year. 1 1/2 credits.*

SOCIAL STUDIES



The Social Studies Department offers courses designed to help students understand themselves, their world and the relationship between the two. Students are required to investigate two distinctive areas: World History and U.S.A. in the World. Students are also required to take a third year of social studies and may fulfill that requirement with any of the department's elective offerings.

FIRST YEAR COURSE OFFERINGS

WORLD HISTORY PATTERNS AND PROCESSES OF HISTORY ONE 400: This course will focus on the patterns and processes of human development and the constant themes that are seen in the development of people and culture around the world and through time.

One year, 1 credit.

APPLIED WORLD HISTORY PATTERNS AND PROCESSES OF HISTORY ONE 404: This course covers the main points of World History 400. It also emphasizes the development of literacy strategies, communication skills, and organizational habits. Class time is highly structured to support student learning.

Prerequisite: *Teacher recommendation. One year, 1 credit.*

HONORS WORLD HISTORY PATTERNS AND PROCESSES OF HISTORY ONE 405: This course has the same curriculum as the assessments are more academically challenging than world history 400. Students who sign up for Honors English should also take this.

Prerequisite: Guidance recommendation. One year, 1 credit.

SPECIAL SERVICES

Students who require individual and/or small group instruction may be placed in one or more of the programs listed here through a referral and an Individual Education Plan meeting and recommendation. Available for students in grades 9 through 12, these programs are a continuation of services offered in grades K-8.

SPECIAL EDUCATION: Special Education teachers offer two types of instruction, one supplementing the student's work in a regular class and the other providing an individualized course which replaces a mainstreamed class. Students who remain in regular classes may receive special help in reading and study skills for which credit is awarded. Other students may be given support on a non-credit basis. Subjects offered to replace regular classroom instruction may include English, Mathematics, History, Government, Fitness and Health.

One year. 1 credit. One semester. ½ credit.

PRE-VOCATIONAL PROGRAMS: This program is designed for, but not limited to, students in grades 9-12 with developmental disabilities. These classes teach English, Math, and Employment Skills using a functional life skills curriculum. The morning class (Block 1 or 5) operates a breakfast café daily from 8-9:15 a.m. The students perform various jobs (i.e., cook, waiter/waitress, cashier, baker, housekeeper, crafter, and helper).

ACADEMIC REINFORCEMENT: This course is intended to provide the special education student with the study and organizational skill strategies necessary not only for success in school, but also at home and in the community. Students will be encouraged to make connections between these skills and content area subjects.

One year. 1 credit. One semester. ½ credit.

VISUAL ARTS



The arts include dance, music, theater and visual art. In an increasingly technological world, the arts help all students to develop multiple capabilities for creating, understanding, deciphering, and appreciating an image-and symbol-laden world. The arts are concerned with intellectual, emotional, and physical faculties that in combination can be used to present issues and ideas,

teach or persuade, entertain, plan, beautify, and design both functional and expressive works. Experiencing and creating art brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

The arts play a valued role in creating cultures and developing and documenting civilizations. Students of the arts gain powerful tools for:

- Communicating through creative expression;
- Understanding human experiences, past and present;
- Adapting to and respecting the way others think, work, and express themselves;
- Using artistic modes of problem solving, which, in turn, bring an array of expressive, analytical, and developmental tools to every human situation;
- Understanding the power of the arts to create and reflect cultures;
- Understanding the impact of design on virtually all we use in daily life;
- Understanding the interdependence of work in the arts and the worlds of ideas and events;
- Making decisions in situations where there are no standard answers;
- Analyzing nonverbal communication and making informed judgments about cultural products and issues; and for
- Communicating thoughts and feelings in a variety of modes, thereby providing a more powerful repertoire of self-expression.

Visual & Performing Arts Standards: All visual art courses are aligned to meet the MLR:

- Interdisciplinary Literacy
- Creation, Performance and Expression
- Creative Problem-Solving

Interest and curiosity are prerequisites to succeed in producing drawings, paintings, prints, sculptures, ceramics, and craft projects. For students who wish to pursue further studies in the visual and performing arts, advanced classes such as Photography and AP Studio are offered. Customarily, a student begins in Introduction to Art and placement in subsequent art classes is determined by demonstrated skill and interests.

Grades are predicated on individual and collaborative participation, completed projects, homework, a mid-term exam, and a final project. Additionally, students are encouraged to participate in local, state and national art competitions, as well as to serve the school and community with their talents.

INTRODUCTION TO ART AND DESIGN 810: This course emphasizes the study and practice of basic artistic skills and techniques. Aesthetics, production, criticism, and historical principles are addressed with hands-on experiences in a broad-range of media: pencil, paint, ink, clay, paper mâché, etc. Students will learn how to visually express themselves as they learn new skills.

One year. 1 credit.

AP STUDIO (DRAWING, 2D DESIGN, or 3D DESIGN 816: This course is for highly motivated and committed students with an interest in advanced studies of art. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision-making. Students enrolled in this class are required to complete several summer projects and a considerable amount of work outside of the classroom. A digital slide portfolio of work created will be developed and maintained that may then be presented to the College Board as part of the assessment process. To provide opportunities for portfolio development prior to the portfolio submission, this course may be taken twice in consecutive years, and/or consideration of dual enrollment in Masters Art senior year.

Prerequisite – *Students are encouraged to have successfully completed Intro to Art and Design or Drawing and Design and one other studio offering. One year. 1 credit*

PERFORMING ARTS



BAND 860: This course helps wind and percussion students develop their musical potential through the study of performance literature from a wide-variety of musical styles. Performing experiences include the core concert band, jazz band, pep band, and other specialized chamber groups. The class meets during the school day, and all members are expected to actively participate in selected school and community events, which include band concerts, parades, musical tours, athletic events, and various small and large group music festival experiences scheduled throughout the school year. Special “honors” festival participation and expanded leadership opportunities are available for advanced students who qualify.

Prerequisite – *Basic knowledge and playing skill on a standard wind or percussion instrument. One year. 1 credit.*

CHORUS 870: This course is open to all students who want to have fun while mastering their singing voice. Students learn correct vocal techniques, music reading, harmony, and music appreciation. The chorus has the opportunity to perform a variety of repertoire from many different styles of music. There is a large focus on team and leadership skills in chorus. Singers can advance their study by auditioning for selected groups and state-wide festivals.

One year. 1 credit.

STRINGS 880: The string orchestra is open to all students with a background in violin, viola, cello, or bass (keyboard players are considered by audition). The performance of a wide variety of styles, periods, and forms is explored, along with academic and technical study. Through multiple weekly rehearsals and numerous public performances, the student will develop individual, team, and leadership skills; along with poise, and a knowledge of the orchestral

repertoire. Students may also advance their skills and range of knowledge by auditioning for statewide festivals and full orchestral ensembles in the area.

Prerequisite – *Basic knowledge and prior experience with stringed instrument performance. Completion of second level instruction and/or prior experience with string instrument performance in an ensemble setting. One year. 1 credit.*

MUSIC HISTORY/THEORY I (S) 882A: This course will provide basic music theory skills and understanding of melody, harmony, and rhythm through a historical perspective. Scales, intervals, chord's structures, and basic ear training will be introduced. This course is designed to serve any student interested in furthering musical improvisational skills or composition and arranging. Students will work on performing different styles of music on drums, piano, and bass guitar.

One semester. ½ credit.

MUSIC HISTORY/THEORY II (S) 883B: This course is a continuation of Music History/ Theory I. The course will closely examine the elements of music, with particular attention to form and analysis through a historical perspective. The study of scales, intervals, chords, and ear training will be continued. Students will also learn to write four-part harmonies, arrangements, and original compositions. Students will work on performing different styles of music on drums, piano, and bass guitar.

Prerequisite – *Music Theory I or approval of instructor. One semester. ½ credit.*

WELLNESS



The Wellness Department will provide the students with the basic knowledge and skills needed to live a healthy lifestyle. Teaching students how to improve overall well-being is our goal. Courses offered through this department will focus on physical, mental, emotional, and social health and will help students develop strategies to make healthful choices that will lead to optimum health.

These courses will provide students with a comprehensive sampling of various fields and activities that can be pursued throughout a lifetime. Health and Physical Education are courses required for graduation. Students who are physically unable to participate in Physical Education must obtain verification from a physician. An alternative program will be provided for these students.

HEALTH (S) 600: This semester course takes a holistic approach to the study of Health. An emphasis is placed on modern lifestyles and their overall effect on personal wellness. Health

