General Information

Table of Contents

Key People to Help You…

518-734-3400

Mike Pellettier, High School Counselor
Ext 1170, mpellettier@wajcs.org

Cathi Aplin, Guidance Secretary
Ext 1122, caplin@wajcs.org

Nicole Baldner, Elementary School Counselor
Ext 1160, nbaldner@wajcs.org

Megan Wilkey, School Psychologist
Ext 1155, mwilkey@wajcs.org

Darcy Rossignol, Greene County Mental Health
Ext 1185, drossignol@wajcs.org

Lara McAneny, Director of Student Services
Ext 1100, lmcaneny@wajcs.org

Tammy Hebert, Assistant Superintendent
Ext 1183, thebert@wajcs.org

David Donner, Building Principal
Ext 1182, ddonner@wajcs.org

Samantha Candreva, Instructional Technology
Ext 1114, scandreva@wajcs.org

Chrissy Thorington, Main Office Secretary
Ext 1130, chthorington@wajcs.org

John Wiktorko, Superintendent
Ext 1177, jwiktorko@wajcs.org

AJ Savasta, Director of Technology
Ext 1159, asavasta@wajcs.org

Planning your schedule …

The purpose of the **Course Selection Guide** is to provide a road map to a successful high school experience that will ultimately prepare students for meaningful post-secondary experiences in college and career readiness. Students are encouraged to choose a meaningful program and to evaluate that program each year with the help of the guidance counselor and parents.

Cooperation among parents, students and staff is important when selecting a program of study that will provide for the educational needs of each student. The WAJ staff will provide assistance to you in the decision-making and problem-solving process. Student conferences will also be scheduled for this purpose. If you have any questions, you are urged to call the Guidance Office.

REQUIREMENTS FOR GRADE-LEVEL ASSIGNMENT – PROMOTION AND RETENTION

Grade Level	Requirements / Credits needed to move to next grade level*
Grade 9 Freshman	Promotion from 8th Grade
Grade 10 Sophomore	Students must have earned five (5) units of academic credit* including at least one (1) unit of credit in English, and/or one (1) unit of social studies, and one (1) unit of credit in math or science
Grade 11 Junior	Students must have earned ten (10) units of academic credit including at least three (3) units of English and/or social studies, one (1) unit of math, one (1) unit of science, one (1) unit of L.O.T.E., and in addition, at least one half (.5) unit of physical education.
Grade 12 Senior	Students must have earned fifteen (15) units of academic credit including at least five (5) units of English and/or social studies, two (2) units of math, two (2) units of science, and in addition, at least one (1) unit of physical education and the student must be enrolled in courses that will meet all graduation requirements by June of their senior year.

* Academic credits include all courses other than physical education.

Guidelines for Course Planning

• Establish personal goals. Even though your plans may change, you should have some general educational, occupational and personal objectives.

• Honestly evaluate your strengths, interests, aptitudes, and needs.

• Learn the requirements for entrance to the college or program of your choice or to the career area you plan to pursue after graduation.

• During your junior year, visit the colleges or vocational resources of interest to you.

• Consult your parents, talk with your teachers and consult your school counselor in order to benefit from their experiences. Talk and visit with citizens of the community who are currently working in the professions that you find most interesting.

• Select the subjects that will contribute MOST toward helping you achieve your goals.

• If you want to add or delete a course after you receive your schedule, please bring a note from your parents to your counselor.

• Parents and students are encouraged to use the Naviance website to help with college and career planning. The Naviance College and Career Readiness Curriculum is a blended learning solution for students in grades 6-12 that helps them develop critical non-cognitive skills and college knowledge, and instills confidence so that they'll persevere to reach their long-term college and career goals. This website can be found on the WAJ homepage. See your counselor for more details on how to maximize your use of the site.

Course Requirements

Required Courses	Regents Diploma	Advanced Regents Diploma **
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
Language	1 credit	1-3 credits*
Health	½ credit	½ credit
The Arts	1 credit	1 credit
Physical Education	2 credits	2 credits
Electives	3 ½ credits	1 ½ - 3 ½ credits
Total	22 credits	22 credits

* To earn the Advanced Designation, the student must compete ONE of the following: 1) three credits in a language other than English; 2) Career and Technical Education (5 credits) plus one credit in a language other than English; 3) Five credits in the arts plus one credit in a language other than English.

Assessment Requirements

Required Assessments	Regents Diploma	Advanced Regents Diploma**
English	Required	Required
US History***	Required	Required
Global History & Geography***	Required	Required
Algebra I	Required	Required
Geometry		Required
Algebra II		Required
Living Environment	Must pass ONE of these science exams – usually Earth Science OR Living Environment	Required
Earth Science		Must pass a second physical science exam (in addition to Living Environment)
Chemistry		
Physics		

** Advanced Regents Diploma with Honors awarded to those students who complete all the requirements of the Regents Diploma with Advanced Designation and achieve an average of at least 90% on all Regents exams.
***Additional pathways to graduation can be substituted for one of the two required social studies Regents exams. See your counselor for details.

PLEASE NOTE....

This guidebook is published annually stating policies and procedures that are up to date at the time of publication. All policies and procedures are subject to change based on changes mandated by the New York State Education Department, WAJ Board of Education, or as determined necessary by school administration. All course offerings and programs are subject to change based on enrollment, funding, staffing implications and other relevant data used to develop our academic program.

Title IX

WAJ hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, without regard to sex, race, color, national origin or handicap. Grievance procedures are available to interested persons by contacting the office of the Assistant Superintendent for Curriculum and Instruction.

ADVANCED PLACEMENT

Students interested in enrolling in any one of these AP courses should consult with their teachers and school counselor. Colleges may give credit and/or advanced course placement to those students who take the AP examination and demonstrate mastery of the material presented in the course. Students and parents should contact colleges directly for full information about their AP credit policies. Not every AP course is offered every year, so students should plan accordingly.

Students should refer to the specific courses listed in the Program of Studies for the prerequisite requirements for each course; however, generally speaking, students need an 85% average for courses taken since 9th grade in the content area. Teacher recommendation is also needed for ALL AP courses. Five (5) quality points are given for each AP course successfully completed when the weighted GPA average is calculated during the senior year to determine class rank.

WAJ currently offers the following AP courses:

AP US History (every year)

AP World History (every year)

AP Calculus (every year)

AP English Language and Composition (every year)

AP Computer Principles (every year)

AP Statistics (every year)

AP Computer Science (*odd years only)

AP Music Theory (*even years only)

AP Language and Composition (every year)

AP Art (*every year contingent on enrollment)

AP Biology (*even years only)

All WAJ students who take AP courses agree to pay the exam fee. Fee waivers and reductions may be available through your school counselor.

CRITERIA FOR AP RECOMMENDATIONS

The Student:

- Works well independently, seeks help only when necessary, and does not require detailed or repeated directions from teacher in order to proceed.
- Is creative, can think of methods to try or use original methods when faced with a problem or situation.
- Readily applies learned principles to new situations, can solve novel problems, and responds well to guided discovery.
- Responds positively to challenging situations, shows persistence in searching for solutions, and finds satisfaction in independently solving a problem rather than accepting another person's solution or help.
- Likes to analyze, generalize, derive, prove, and abstract to investigate relationships and alternative solutions.
- Has a strong intuitive sense for the subject matter.
- Sorts out key relationships quickly.
- Shows a high degree of interest and motivation and is intellectually curious and a critical thinker.
- Has experienced high achievement in past courses without undue stress and has not depended heavily on rote learning or tutoring.
- Shows above average ability in oral and written expression.
- Has the ability to demonstrate long-term planning skills.

(Adopted from the College Board Advanced Placement Statistics List serve.)

ACCELERATION (SINGLE COURSE ADVANCEMENT IN GRADE 8)

Single-course acceleration is available in math and science to ***students entering 7th grade***. All interested students must complete a Request for Acceleration form and return it to the Guidance Office by the deadline. Later—during 8th grade—if students are interested in continuing their studies in a high school, credit-bearing course (usually Earth Science and Algebra I), they do not need to repeat the application process. Multiple indicators are used to determine acceptance for acceleration. These indicators include, but are not limited to, GPA, teacher recommendation, IQ testing, performance on summative assessments (e.g. state tests, local benchmarks, PSAT),

developmental, social, and emotional readiness, and parent input/support. Additionally, one quality point will be awarded for successful completion of each accelerated course completed in grade 8. These quality points will become part of the weighted average when rank is calculated during the senior year. For more information on WAJ's Acceleration Policy, see BOE policy #7431.

COLLEGE-LEVEL COURSEWORK

WAJ offers many courses for college credit; however, students must meet the prerequisites of the college. Listed below are the courses offered at WAJ. ***Please note, however, that a few of these courses may not be offered every year as they are rotated on an every-other-year basis. Please consult the list of courses offered in this year's departmental section of the Program of Studies.***

- English 101 (3 credits) CGCC
- English 102 (3 credits)CGCC
- Spanish 201 (3 credits) CGCC
- Spanish 202 (3 credits) CGCC
- Biology 101 (4 credits) CGCC
- Biology 102 (4 credits) CGCC
- General Chemistry 101 (4 credits)
- General Chemistry 102 (4 credits)
- Health 103 (3 credits) CGCC
- Statistics (3 credits) CGCC
- Computer Applications (3 credits) CGCC
- General Psychology (3 credits) CGCC
- Introduction to Sociology (3 credits) CGCC
- United States History 1492-1865 (3 credits) CGCC
- United States History 1865-Present (3 credits) CGCC
- Macroeconomics (3 credits) CGCC
- American Government (3 credits) CGCC
- Precalculus (4 credits) CGCC
- College Algebra (4 credits) CGCC
- Calculus I (4 credits) CGCC
- Civil Engineering and Architecture (3 credits) RIT
- Forensics (4 credits) CGCC / odd years only
- Geology (4 credits) CGCC / even years only
- Contemporary Global Issues (3 credits) CGCC / odd years only
- American Civil War (3 credits) CGCC / even years only

Students should consult the departmental section of the *Program of Studies*: for each college's prerequisite requirements. Additionally, four quality points will be added to the GPA for each successfully-completed college course when the weighted average is calculated for class rank during the senior year.

UPPER-LEVEL STUDY IN MATH AND SCIENCE

Students are encouraged to continue their course of study during their senior year by enrolling in a 4th year of math and /or science. Such courses include--but are not limited to--Physics, AP Biology, Pre-Calculus, AP Calculus, College Algebra, Statistics, AP Statistics, Forensics, Geology, AP Computer Science, AP Computer Principles, and AP Biology. Two additional quality points will be awarded for a 4th year of math and/or science. If the 4th year is a college course, 4 additional quality points will be awarded, and if the 4th year is an AP course, 5 additional quality points will be awarded.

DISTANCE LEARNING ELECTIVES

WAJ offers a variety of electives that provide students additional rigor in their schedules. These courses are offered through our ONC BOCES consortium or through extended opportunities from schools all over New York State. Students who take these electives will be instructed by New York State certified instructors via online technology in the DL classroom. Distance Learning courses allow students to:

- Expand horizons with a much greater selection of course offerings.
- Take additional courses for college credit.
- Experience cutting-edge technology in a hands-on environment.
- Interact with students and teachers from other schools and communities in a setting that helps prepare the student for advanced educational and real-world situations.

- Meet new students with common concerns and different perspectives.

DOUBLING FOR MANDATED COURSES REQUIRED FOR GRADUATION (CREDIT RECOVERY)

Mandated courses are required for graduation. If a student does not pass a required course, he or she can request to repeat the failed course in tandem with the next course in the sequence, popularly known as "doubling." The Assistant Superintendent of Curriculum and Instruction finalizes all decisions regarding a student's doubling privileges. WAJ does not guarantee the accommodation of student requests. If afforded the privilege of doubling, a parent or guardian must provide signed approval. Daily attendance is a factor in determining and maintaining eligibility for doubling. At the end of the semester, a student is granted course credit if he or she earns a cumulative average of 65% or higher in the repeated course, including averaging in a final exam if applicable. Students enrolled in a course requiring a Regents exam must remain in the course until they successfully pass the Regents exam. Students who previously earned a passing regents exam score (even though they failed the course) can earn course credit by repeating the course for one semester and passing it with a 65%. If the student is doubling in a half-year course, the student must pass the first quarter and the final exam (if applicable) with at least a 65%.

NEW VISIONS

*N*ew Visions is a one-year, honors-level program that turns area businesses and government buildings into classrooms for highly motivated, academically successful high school seniors. New Visions programs are offered in Engineering, Health Careers, Journalism and Media Studies, and Law & Government. Classes meet from 8-11:30 a.m. (The Engineering program at ONC BOCES is a full-day program.) The Health Careers classroom is located at Ellis Hospital in Schenectady or St. Peter's Hospital in Albany. Journalism & Media Studies students meet for class at the Times Union in Colonie, and the Law & Government classroom is located at the State Education Building, directly across from the Capitol in Albany. The New Visions Engineering Program is offered through ONC BOCES. Students learn through traditional methods (lecture, reading, research, writing and focused study), group discussion, and internships and rotations.

COLLEGE AND ENTRANCE REQUIREMENTS

Colleges prefer a strong academic preparation in high school. Specific subject and grade average requirements vary from one institution to another, as the institutions themselves vary in the programs they offer and the kinds of students they seek. Generally speaking, colleges prefer students who have had a high school program that includes four years of English and social studies, three to four years of mathematics, three to four years of science, and one to five years of foreign language. College-bound students who choose to "drop" one of these areas before they graduate should do so only after careful consultation with teachers, counselors, and parents.

Taking a full academic program and obtaining a high level of achievement, together with activities that show the student is willing to participate in and contribute to the school or community, are the best ways to assure that a student will meet the requirements for college entrance. Students should check college bulletins and consult their counselor for specific information as they make their choices.

CAREER TECH PROGRAMS

WAJ is able to offer its students a variety of vocational options through ONC BOCES. To be eligible to attend a Career Tech program, a student must meet the following requirements:

1. As an enrolled student in grades 9-11, students must complete their basic graduation requirements in their freshman and sophomore years before attending Career Tech, unless the student is serviced through the Committee on Special Education.
2. Students must show an interest in the area chosen.
3. Students must realize that they cannot drop from a chosen Career Tech program until June of that school year.
4. Based upon current grades and attendance, students must demonstrate

that they have the potential to complete the program chosen.

5. Students must notify their counselor of intent prior to March 1st.
6. Students not accepted into their chosen program will meet with the counselor in June to select courses offered at WAJ.

Course descriptions are available in the guidance office and are distributed to all sophomores during the Career Tech Orientation Program. The following courses are based upon availability.

Career Tech Programs for Juniors & Seniors

- Automotive Technology
- Culinary Arts
- Welding
- Cosmetology
- Visual Communications and Technology
- Equipment Operation & Repair
- New Visions programs, (based upon BOCES's ability to provide them), are available to incoming seniors who have a minimum of 85% GPA. Seniors may earn high school credit for English 12, Economics, and Participation in Government through this program. Please see your counselor for further details. Enrollment in ALL Career Tech Programs is contingent upon district approval of the applicant.

COURSE LOAD REQUIREMENTS

Students in grades 9-11 must carry a minimum of 6 credits PLUS Physical Education each semester. **Seniors** must carry a minimum of 5 credits PLUS Physical Education each semester.

COURSE SELECTION PROCESS

STEP ONE: Planning for course selection is an ongoing process. Every 9th grader will create a tentative 4-year plan which will be evaluated--as needed--with the school counselor.

STEP TWO: The ***Program of Studies*** will be available to every student in grades 8-11 prior to course registration. Parents are asked to review the course description and policies with their child as they help them make appropriate selections.

STEP THREE: Each student in grades 8-11 will then meet with the counselor to make the final course selections in eSchool. A transcript check will be part of this meeting which will confirm that the student is on track for meeting graduation requirements. The student will also be responsible for sharing with parents the course selections that were made in eSchool.

STEP FOUR: Parents are required to sign a parent approval form after reviewing the Course Selection Form.

PROCEDURES FOR SCHEDULE CHANGES

For any schedule change, a *DropAdd Course Request Sheet* must be obtained from the Guidance Office. A meeting must also be scheduled with the school counselor to discuss the change. Students will not be able to make any level changes after the school year begins. In some of our subject areas, levels of instruction have been established to appropriately challenge the academic ability of students. Decisions regarding the level placement of a student in a course are based on the student's past performance in the subject area, teacher recommendation, and the student's standardized testing record (when applicable). For some courses, the subject teacher(s) makes a recommendation for the course or level of instruction for the next school year. If parents or students want to challenge a course higher than that which was recommended by the teacher, this request needs to be made in writing to the Assistant Superintendent before the school year begins.

DROPPING COURSES

Students will be allowed to drop a semester or a full-year course in which they are enrolled, without penalty, prior to the end of the first marking period.

Students wishing to drop a course at any time must initiate a conference with their guidance counselor to secure a *Change of Schedule* form. This form must be returned to the Guidance Office signed by the appropriate teachers and a parent, when requested.

When dropping a course, students must continue to attend the class until all signatures are

obtained, the form is returned to the Guidance Office and the counselor has notified the student that the change has been made. Missing class before the drop procedure is completed will be regarded as an unexcused absence.

ADDING COURSES

Students will be permitted to add a full-year course within the first 10 school days (two weeks) of the course. Students are responsible to make up all missed work. A second semester (1/2 year course) may be added prior to the first day of the new semester.

Students wishing to add any new course after the time period outlined above must additionally submit to the Guidance Office a written contract between the student and the teacher outlining all requirements necessary to complete the missed work. Permission of the instructor is required before the course will be added.

When adding a course, a student must continue to attend all previously scheduled classes and study halls until all change forms are completed and the student's schedule is changed.

Nonessential Programmatic Changes will not be made unless extenuating circumstances exist. Examples of such changes include (but are not limited to):

- change of lunch period
- change of teacher
- change of course period

GRADUATION IN LESS THAN FOUR YEARS

WAJ students may graduate in less than four years. The decision to do so should be made by parents and students based on the student's goals so that the time gained by this decision will be put to good use in work, travel, or continued study at some other institution.

After a parent and student have discussed the proposal thoroughly, they should consult the student's counselor for a careful consideration of how such a decision could affect the student's future plans. Some considerations might include the student's age and maturity, the approval of the parent, the student's reason for desiring early post-secondary education, and whether or not the school would have anything to offer the student during the fourth year that would benefit the student's goals and career choice.

NCAA ELIGIBILITY DISCLOSURE

The National Collegiate Athletic Association has its own process for determining which courses they will accept for student eligibility. The NCAA is an independent organization with no affiliation with the New York State Education Department or any other formal entity as it relates to academics at the secondary level. Each high school in the country must submit courses to the NCAA for approval on a yearly basis. Therefore, if you are a prospective student athlete for competition at the Division I, I-AA, or II levels, you must go through the NCAA clearinghouse process. We strongly urge students who are candidates for collegiate athletics to meet with their school counselors on a regular basis to review the transcript and verify which courses will be accepted by the NCAA. For more information on the NCAA process, students and parents may visit their website at eligibilitycenter.org.

ADVANCING THROUGH SEQUENTIAL COURSES

There are specific requirements or prerequisites for advancing through sequential courses in most content areas. Please read those departmental sections carefully. When in doubt about electing the next sequential course, consultation with the teacher and school counselor is recommended. Also, there are some allowable substitutions (e.g. college-level coursework) for some Regents-level courses. (e.g. substituting Accounting for a required math credit). Students should make these requests to the counselor when making their schedule.

Students may not request substitutions for any course that includes a state-mandated Regents exam (e.g. US History) unless the substituted course is equally able to satisfy the graduation requirement (e.g. substituting Living Environment

for Earth Science in order to meet the Regents exam requirement for a Regents Diploma).

LEVELS OF COURSES

WAJ has five levels of courses: Regents, Accelerated, Upper-level Academic, College-level, and Advanced level.

Regents-level courses are all courses not designated as AP or college-level for students receiving a Regents or Local diploma. This includes all courses needed for graduation and all electives.

Accelerated courses are those that meet the requirements of the district's Acceleration Policy. Currently, WAJ only offers acceleration to grade 8 students in math and science (for 9-12 courses).

Upper-level courses are 4th year courses that are NOT required for graduation. Generally, these courses are taken in the senior year; however, some students (because of acceleration or doubling) could take them in years other than the senior year. Such courses include--but are not limited to--Physics and Calculus.

College-level courses are any college courses taken with institutions that have agreements with WAJ. Currently, these institutions are SUNY Albany, SUNY Delhi, SUNY Cobleskill, TC3, Syracuse University, Columbia Greene Community College, Rochester Institute of Technology and Hudson Valley Community College. WAJ's agreements with these institutions are for specific courses identified in the ***Program of Studies*** only--or courses that get added via Distance Learning agreements with ONC BOCES. Parents and students will be notified if additions are made prior to the school year so that all students have equal access to those opportunities.

Advanced Level courses are Advanced Placement courses.

WEIGHTED CLASS RANK & GPA

Class rank will be determined by weighted averages. Adding all of the weighted grades and dividing by the total number of credits will determine the final average. (Earned grade + quality point = weighted grade.) The calculation of the weight is as follows: Regents courses = 0 quality points; Accelerated courses = 1 quality point; Upper-Level = 2 quality points; College level = 4 quality points; and Advanced level (AP) = 5 quality points. For more information, please see your counselor and/or consult BOE policy #7430.

HOW 4-YEAR COLLEGES VIEW YOUR HIGH SCHOOL PROGRAM

Four-year colleges look for students who have taken the most challenging program available to them and in which they can demonstrate success. Most colleges indicate that the single most important part of a student's application is the high school transcript.

The transcript includes:

- The course titles and levels (e.g. AP, Regents, College-Level).
- The final averages earned in each course completed.
- Final exam and Regents exam scores.
- The 4-year cumulative grade-point average.
- Weighted and unweighted GPA.

SUPPORT SERVICES

If you find that you are having difficulty in school with academics or issues outside of school, there are people in the high school who can help you.

School Counselor

Your counselor is your academic advisor, helping you to choose appropriate courses which will prepare you for college, the military or full-time employment after high school. If you are having personal or social concerns, your counselor can also provide you with assistance.

School Social Worker

WAJ provides crisis counseling and referrals to Greene County Mental Health for students experiencing personal or family problems. Also, they provide networking and assistance when students are placed or referred to other outside agencies.

School Psychologist

This professional performs psycho-educational evaluations to determine eligibility for special support services for students who are encountering academic and/or emotional difficulties in school.

Director of Student Services

This administrator acts as your advocate, ensuring that you have the supports in place to succeed.

Classroom Teacher

Your classroom teacher is available during the school day to provide extra help. Before and/or after school help may be available as well. See your teachers to make arrangements.

Assistant Superintendent of Curriculum and Instruction

This administrator is available to assist you with questions you may have regarding curriculum and specific course offerings.

Homework and Technology Resources

Students can get academic assistance from teachers or student tutors after the regular school day. Students who take advantage of this time can take a late bus home.

WAJ has a commitment to provide a comprehensive education program and the support required to enable all students to meet the New York State learning standards and be successful.

In keeping with this commitment, the District provides a variety of integrated services, technology platforms, and personnel to help all students in their academic success.

Parents can also track their child's progress in every class through the use of the technology platform, eSchool. Contact the guidance office for a login and password to be able to view your student's classes and grades.

WAJ prioritizes the core classes as they are required for graduation and prepares our students for commencement level exams; thus, we meet as grade levels every five weeks to monitor every student's progress toward success on these assessments.

ACADEMIC INTERVENTION SERVICES

"Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies, and science, or at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments." (Commissioner's Regulations, adopted by the Board of Regents in July 1999; Section 100.1(g)). AIS is offered at WAJ in a variety of ways: during the school day as a pull-out service, during activity period after school, as additional instruction during the school day, and before school--or any combination thereof.

At WAJ, students are placed within these services based on the following criteria:

- Students who have not passed state-mandated assessments in subjects listed above
- Students who either have not met requirements of state-mandated assessments, but have passed the course, or who score at level 1 or 2 on the grade 8 ELA assessment

Students who have a disability may be eligible for an individualized plan that provides accommodations and/or services to assist the student in meeting the New York State learning standards.

Section 504 Accommodation Plan

Students who have a disability that affects the student's ability to be successful in the general education setting without accommodations may need a Section 504 Plan. With a 504 Plan, students are provided classroom accommodations such as preferential seating, being allowed to leave class to go to the health office, or use of the elevator. Students may also receive testing accommodations such as a scribe or separate location. Students receive minimal services with a 504 plan, such as access to resource room or social work counseling.

Individualized Education Plan under IDEA

Students who have a disability that adversely affects their learning may need an Individualized Education Plan (IEP). The IEP describes the student's educational strengths and needs related to the disability. It also outlines the special education and related services goals, services, classroom accommodations, technology needs, and testing accommodations that the student requires. WAJ offers a full continuum of special education services and supports for students with disabilities.

Related Services

Students may receive related services (speech therapy, adapted physical education, and/or

counseling) 1-5 times per week. Related services may be provided within the general education classroom, in a special education classroom, or in a therapy room. Services will be individual or group.

Life Skills Instructional Program

This program is for students with an IEP who are pursuing an IEP diploma and who need a life skills-based curriculum. During the freshman and sophomore years, the students are enrolled in Life Skills classes in English, math, science, and/or social studies. Students also take physical education and electives. During the junior and senior years, the students are enrolled in Life Skills classes in English and math and physical education for half a day. For the remainder of the day, the students may participate in a career and technical work program through either WAJ or ONC BOCES.

Functional Skills Instruction Program

This program is for students with an IEP who are pursuing an IEP diploma and are eligible for the New York State Alternate Assessment. Students participate in functional skills instruction through the Functional Skills Instruction classroom and through community-based instruction and work experiences. Students in this program generally remain eligible for the program until age 21. As the student progress through high school and their post-graduate years, the focus is on transitioning to post high school experiences. Additionally, their time spent in the community-based work program increases and their classroom-based instruction decreases.

Co-Taught Academic Support Program

This program is for students with an IEP who are pursuing a high school diploma and who need significant support and modifications in the general education program due to reading and math skills that are well-below grade level. The general education teacher and the special education work together during classroom instruction to maximize the success of all students in the class.

GPA NUMERICAL EQUIVALENT

GPA	Numerical Equivalent	GPA	Numerical Equivalent	Letter Grade	Numerical Grade
4.0	100-97	2.4	79	A+	100
3.9	96-95	2.3	78	A	96
3.8	94-93	2.2	77	A-	92
3.7	92	2.1	76	B+	89
3.6	91	2.0	75	B	86
3.5	90	1.9	74	B-	82
3.4	89	1.8	73	C+	79
3.3	88	1.7	72	C	76
3.2	87	1.6	71	C-	72
3.1	86	1.5	70	D+	69
3.0	85	1.4	69	D	67
2.9	84	1.3	68	D-	65
2.8	83	1.2	67	F	60
2.7	82	1.1	66		
2.6	81	1.0	65		
2.5	80				

WAJ ALUMNI COLLEGES

SUNY Binghamton
Ithaca College
Saint Rose College
SUNY Stony Brook
Boston University
Middlebury College
UNC Chapel Hill
University of Pennsylvania
Fordham University
University of Vermont
Clarkson University
University of Buffalo
Paul Mitchell Academy
University of Toronto, Canada
Siena College
SUNY Potsdam
SUNY Delhi
St. Johns University
SUNY Geneseo
U Mass Amherst
SUNY Cobleskill
SUNY Plattsburgh
Harvard University
SUNY Oswego
Colby College
SUNY Albany

Humanities Requirements (Art, Music, and Language)

Regents and Advanced Regents Diplomas

In order to obtain a ***Regents Diploma***, a student must earn one foundational art credit and one language credit. Students can choose from four foundation courses: Music Theory, Music in Our Lives, Studio in Art, or Design, Drawing & Production.

While Spanish is the only language currently offered at WAJ, transfer students may have earned a credit in another language. Students must also pass the Checkpoint A assessment in World Languages, which is usually given after the first credit-bearing language course.

In order to obtain an ***Advanced Regents Diploma***, a student must earn three language credits [in the same language] and pass both the checkpoint A and B assessments. Another option for earning the Advanced Regents Diploma is the completion of a 5-credit sequence in the content area. (See your counselor for details.) *If the 5-credit sequence is used instead of the three language credits, students will still need to earn one language credit in addition to the 5-credit content sequence.

Typical Humanities Progressions in Art and Music

Note:
These are typical progressions in art and music used at WAJ; however, students may customize progressions to their desired Program of Study—pending administrative approval.

Program	Grade 9	Grade 10	Grade 11	Grade 12
Instrumental and Vocal Music	Music in Our Lives or Music Theory (plus Band or Chorus)	Chorus and/or Band	Chorus and/or Band	Chorus and/or Band
Advanced Instrumental and Vocal Music	Music in Our Lives or Music Theory plus Band or Chorus)	Chorus and/or Band PLUS Music Elective	Chorus and/or Band PLUS AP Music Theory or Music Elective	Chorus and/or Band PLUS AP Music Theory or Music Elective
Visual Art	Studio in Art	Drawing & Painting	Art Elective	Art Elective
Advance Visual Art	Studio in Art	Drawing & Painting	Ceramics or Studio in Sculpture	AP Art

Ceramics I and II

Credit: .5 per semester
Weighting: 0

Course Description

This course provides a multiplicity of experiences in working with clay. It includes the use of the potters wheel, the creation of ceramic sculpture, and the use of ceramic glazes.
The goals of this course are:

1) to encourage a personal approach and interpretation, as well as develop related skills and techniques;
2) to assist the student in forming value judgments of diverse form and scope, of their own work and the work of others;
3) to provide opportunities to explore and use a wide variety of ceramics methods and tools.

Course Requirements

None

Drawing & Painting I and II

Credit: .5 per semester
Weighting: 0

Course Description

This is an advanced course for grades 10, 11, or 12 which may be elected after a student has completed ***Studio in Art***. This course provides a multiplicity of visual experiences in drawing and painting that are broad in scope and that will challenge the student's ability.

The goals of this course are:

1) to encourage a personal approach and interpretation, as well as develop related skills and techniques;
2) to assist the student in forming value judgments of diverse form and scope, of their own work and the work of others;
3) to provide opportunities to explore and use a wide variety of materials and tools.

Course Requirements

Studio in Art

Introduction to Piano

Credit: .5
Weighting: 0

Course Description

This course is designed for students who wish to develop basic piano skills and beginner technique. Students will gain on understanding of music theory as they learn to read and play music in different genres that is

notated in both treble and bass clef. They will have the opportunity to improve their individual playing skills and learn effective practice techniques. In addition, students will play cooperatively in an ensemble and accompany others. Students will develop their performance skills by playing for their peers. At the end of the year, student's hard work will culminate in a full class piano recital. Additional performance opportunities may arise throughout the year for students are interested in an extra challenge.

Course Requirements

None

Introduction to Theater

Credit: .5
Weighting: 0

Course Description

Introduction to Theater is a course designed to introduce students to the world of theater. Exercises to build self-esteem, empathy, and teamwork are integrated into the course along with the technical aspects of drama and stage production. This course will cover basic stage terms and theater etiquette, vocal and movement exercises for performance, and project based learning. Students will participate in theater both on stage and behind the scenes and assist with school productions and performances.

Course Requirements

None

Music in Our Lives

Credit: 1
Weighting: 0

Course Description

Music in our Lives is a course designed to examine music and its role in our lives. We will study the significance of music as a form of human expression and how it relates to our culture and other cultures. Curriculum will be developed based on the interests of the students enrolled in the course, and will incorporate collaborative and project-based learning.

Course Requirements

None

Music Theory

Credit: 1
Weighting: 0

Course Description

Music Theory examines the various elements of music and the ways in which these individual elements combine and interact to create a piece of music. In this course, students will become skilled at: reading notes in both treble and bass clef, constructing scales and relating them to key signatures, understanding rhythms

in a variety of time signatures and will be proficient at playing all basic band instruments and keyboard at a beginning level. Students will be able to read, write and identify intervals, chords and progressions from different time periods. Music Theory is strongly encouraged for students who intend to pursue a Music Major in college. This course is a pre-requisite for AP Music Theory (which will be offered in 2021-22). .

Course Requirements

None

Studio in Sculpture

Credit: 1
Weighting: 0

Course Description

This course provides an introduction to sculpture, emphasizing the understanding and manipulation of three-dimensional space using form and scale. Students explore various processes, materials, techniques, and tools. Competence in basic drawing is essential. Includes a historical overview.
The goals of this course are:

1) To develop an understanding of basic design principles with an emphasis on three-dimensional design;
2) to develop an understanding of the possibilities and limitations of various materials;
3) to develop skills in the use of basic tools, techniques, and processes to work from concept to finished product;
4) to develop visual, verbal, and written responses to visual phenomena, and organize perception both rationally and intuitively;
5) to make valid assessments of quality and effectiveness in three-dimensional design projects and works of art;
6) to develop the capacity for students to explain and defend their views effectively and rationally.

Course Requirements

Studio in Art

Senior Band

Credit: .5
Weighting: 0

Course Description

Senior Band is for students having acquired the skills necessary to play music of an upper high school level, as determined by the Band Director. Students in grades 9-12 will typically receive one group lesson per week and the full band will rehearse on Monday, Wednesday and alternating Fridays. Senior Band may participate in any or all of the following: performing for school programs & graduation ceremonies, competing at contests, marching in parades, performing at sporting events, attending field trips, etc.
Concerts: 7-12 Winter, 7-12 Spring, 7-12 Theme Concert

Other Possible Performances: NYSSMA Solo Festival, community events, Traveling Christmas Ensemble, etc.

Course Requirements

Prerequisite: completion of Junior Band; teacher recommendation

Senior Chorus

Credit: .5
Weighting: 0

Course Description

Students in Grades 9-12 are eligible for become a member of Senior Chorus where they will explore a variety of choral music styles in an ensemble setting. Working together as a team is an essential and necessary element of this class. Students will expand their music literacy skills learned in General Music, leading them to become a well-rounded musician. They will also expand their knowledge about their own voice, through further exploration of vocal technique, health, and pedagogy. Chorus will give students the skills to become a better musician and singer, as they will become well informed about their own voice as well as how to use their own voice while singing with others. Students perform at the 7-12 concerts (Theme, Winter, Spring), and have the option to perform at NYSSMA, All-County, or other community events.

Course Requirements

None

Studio in Art

Credit: 1
Weighting: 0

Course Description

This is an introductory foundation course that provides a multiplicity of visual experiences in drawing, painting, printmaking, and sculpture. Studio in Art is a prerequisite to all other high school art courses. The goals of this course are:

4) to encourage a personal approach and interpretation, as well as develop related skills and techniques;
5) to assist the student in forming value judgments of diverse form and scope, of their own work and the work of others;
6) to provide opportunities to explore and use a wide variety of materials and tools.

Course Requirements

None

Humanities Requirements (Language)

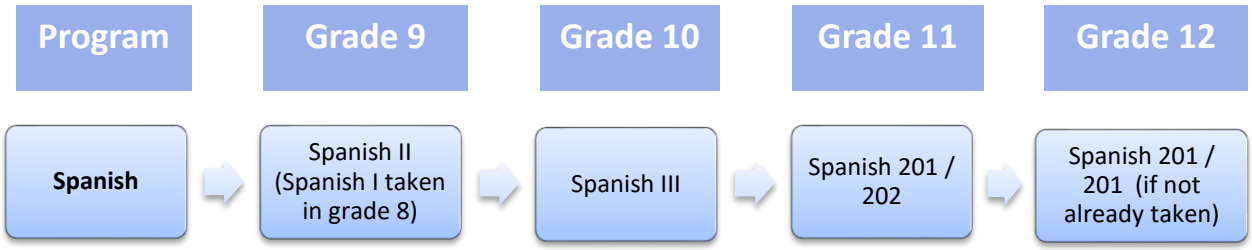
In order to obtain a ***Regents Diploma***, a student must earn one foundational art credit and ***one language credit***. Students can choose from three foundation courses: Music Theory, Music in Our Lives, or Design, Drawing & Production.

While Spanish is the only language currently offered at WAJ, transfer students may have earned a credit in another language. Students must also pass the Checkpoint A assessment in World Languages, which is usually given after the first credit-bearing language course.

In order to obtain an ***Advanced Regents Diploma***, a student must earn three language credits [in the same language] and pass both the checkpoint A and B assessments. Another option for earning the Advanced Regents Diploma is the completion of a 5-year sequence in the content area. (See your counselor for details.) *If the 5-year sequence is used instead of the three language credits, students will still need to earn one language credit in addition to the 5-year content sequence.

Typical Humanities Progressions in Language

Note:
These are typical progressions in language used at WAJ; however, students may customize progressions to their desired Program of Study—pending administrative approval.



Spanish I

Credit: 1
Weighting: 0

Course Description

Spanish in the eighth grade is the second half of Spanish I (a continuation of LOTE 7) and will follow Check Point A of the New York State Syllabus. Upon the successful completion of seventh grade, eighth grade and the final exam at the end of eighth grade, students will gain one high school credit. This credit is necessary for high school graduation for all students in New York State. After Spanish I in the eighth grade, students may go on in their study of the language or leave the program. At the end of this course there will be a final exam which will be worth one fifth of the final grade. Upon a very successful experience in Spanish I, students will be recommended for Spanish II.

Course Requirements

Prerequisite: Students must pass the local exam AND the course to receive credit.

Spanish II

Credit: 1
Weighting: 0

Course Description

The Spanish II class will follow Check point B of the New York State Syllabus and standards. Emphasis will be placed on complex grammar structures and some tenses, and a more in depth ability to communicate in all topics in Check points A and B. We will begin reading and listening to longer items of fiction and authentic resources, as well as expanding our vocabulary knowledge, concentrating on everyday occurrences in the past and present. Composition skills will become sharpened as we write longer passages as a preview of what will be expected in Spanish III. At the end of this course there will be a final exam fashioned much like the Spanish III Exam with listening, reading, writing and grammar components.

Course Requirements

Prerequisite: Student must have passed the Spanish 1B course and local exam.

Spanish III

Credit: 1
Weighting: 0

Course Description

The Spanish III class will follow and complete all requirements of Check point B of the New York State Syllabus. Proficiency in this course consists of being able to read historical pieces of writing in Spanish and answer questions of comprehension, carry on conversations of at least six exchanges, write letters and compositions of 100 words, listen to radio and television broadcasts and have a broad knowledge of cultural nuances in language and practice. This course prepares students for the teacher's local final exam. The local exam replicates the former Regents Exam in format and standard with an additional part concentrating on grammar skills. Upon successful completion of the Spanish III course, students will have satisfied a foreign language sequences necessary for an Advanced Regents Diploma and will be well prepared for Spanish IV and V.

Course Requirements

Prerequisite: Spanish II

Spanish 201

Credit: 1 (3 college credits)
Weighting: 4

Course Description

After successfully completing Spanish III, students can go on to take SA 201 for the fall semester. This follows the checkpoint C standards of the New York State Syllabus, as well as the standards of Columbia-Greene Community College. Upon successful completion of this course, students will be awarded 3 college credits. This course is conducted completely in Spanish and is designed for the mature student who can work independently and wishes to perfect their language abilities. In this course we will have a brief review of grammatical concepts and vocabulary from previous years, as well as work on and use reflexive verbs, the future, present subjunctive, and present perfect tenses. We will focus on the four basic comprehension skills

of reading, writing, listening, and speaking, in order to raise our level of proficiency, in addition to expanding our cultural knowledge of the Hispanic world.

Course Requirements

Prerequisite: Spanish III; 80% GPA in the content area

Spanish 202

Credit: 1 (3 college credits)
Weighting: 4

Course Description

SA 202 (spring semester) is a continuation of SA 201, and will emphasize the four basic comprehension skills plus the use of the subjunctive through cultural readings and discussions. Class is conducted entirely in Spanish for extensive practice in listening and speaking skills. This course is conducted completely in Spanish and is designed for the mature student who can work independently and integrate knowledge and research to produce informative and interesting projects. This follows the checkpoint C standards of the New York State Syllabus, as well as the standards of Columbia-Greene Community College. Upon successful completion of this course, students will be awarded 3 college credits.

Course Requirements

Prerequisite: SA 201; 80% GPA in the content area

Typical Computer Science and Engineering Progressions

Note:

Students are strongly encouraged to meet with both the high school counselor AND the programmatic teacher(s) for advisement EARLY in the progression process. This is highly recommended BEFORE entering grade 9.

Program	Grade 9	Grade 10	Grade 11	Grade 12
Robotic Engineering	Computer Science Essentials or Intro to Eng Design	Principles of Engineering or Robotic Engineering I Applied Math Robotics I	Robotic Engineering I Applied Math Robotics I or Principles of Engineering	Robotic Engineering II Applied Math Robotics II
Engineering	Introduction to Engineering Design	Principles of Engineering or Civil Engineering and Architecture	Civil Engineering and Architecture or Principles of Engineering	Robotic Engineering I Applied Math Robotics I
Computer Science	Computer Science Essentials	AP Computer Principles	Cybersecurity or AP Computer Science A	AP Computer Science A or Cybersecurity

AP Computer Science A

Credit: 1
Weighting: 5

Course Description

A student taking this course should be comfortable with functions and function notation. It is important that students understand that this course builds upon a foundation of mathematical reasoning that should be acquired before attempting this course.
This course emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. This course covers the following topics: Object-Oriented Program Design, Program Implementation, Program Analysis, Standard Data Structures, Standard Algorithms, and Computing in Context.

Course Requirements

Prerequisite: Knowledge of basic English and Algebra

AP Computer Science Principles

Credit: 1
Weighting: 5

Course Description

Computer Science Principles (CSP) is a PLTW course to implement the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

Course Requirements

None

Applied Math Robotics I

Credit: .5
Weighting: 0

Course Description

It is crucial for students to develop algebraic thinking and engineering design skills as we prepare to compete in the global economy. Algebraic thinking involves identifying patterns, relationships, and functions between one or more objects and being able to find the interrelationships between the variables that make up the objects; it is the beginning of symbolic reasoning. Engineering design skills provide students with a systematized methodology for solving complex problems; it is rigorous creativity. The Robot Algebra Project uses classroom friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule of principle to unlock the solution to the problem and then apply that rule across multiple contexts.

Course Requirements

Prerequisite: Student must be enrolled in Robotics Engineering I (.5 credit) at the same time as this course; instructor approval needed. One-half semester credit will be given for ***each*** course: Applied Mathematics Robotics I and Robotic Engineering I.) (Limit 10 students)

Applied Math Robotics II

Credit: .5
Weighting: 0

Course Description

It is crucial for students to develop algebraic thinking and engineering design skills as we prepare to compete in the global economy. Algebraic thinking involves identifying patterns, relationships, and functions between one or more objects and being able to find the interrelationships between the variables that make up the objects; it is the beginning of symbolic reasoning. Engineering design skills provide students with a systematized methodology for solving complex problems; it is rigorous creativity. The Robot Algebra Project uses classroom friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule of principle to unlock the solution to the problem and then apply that rule across multiple contexts.

Course Requirements

Successful completion of Applied Math Robotics I **and** Robotic Engineering I is a prerequisite for this second-level course. Instructor approval is also required.

Applied Math Robotics III

Credit: .5
Weighting: 0

Course Description

It is crucial for students to develop algebraic thinking and engineering design skills as we prepare to compete in the global economy. Algebraic thinking involves identifying patterns, relationships, and functions between one or more objects and being able to find the interrelationships between the variables that make up the objects; it is the beginning of symbolic reasoning. Engineering design skills provide students with a systematized methodology for solving complex problems; it is rigorous creativity. The Robot Algebra Project uses classroom friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule of principle to unlock the solution to the problem and then apply that rule across multiple contexts.

Course Requirements

Successful completion of Applied Math Robotics II and/or Robotic Engineering II is a prerequisite for this third-level course. Instructor approval is also required.

Civil Engineering and Architecture

Credit: 1 (3 college credits)
Weighting: 4

Course Description

Students in this course will engage in a variety of experiences that will provide an overview of the fields of Civil Engineering and Architecture. In addition, students learn Revit, which is a state of the art 3D design software package from AutoDesk. Students will utilize the Revit software to aid them in the development and design of their course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

A major focus of the Civil Engineering and Architecture (CEA) course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. College credit is awarded by Rochester Institute of Technology (RIT).

Course Requirements

Limited seating due to safety constraints for tools and Machines.

Computer Science Essentials

Credit: 1

Weighting: 0

Course Description

Computer Science Essentials (CSE) is designed as an excellent entry point for new high school computer science (CS) learners; it is the first in a 4-year sequence of classes. Students who have prior CS experiences will find many opportunities to expand upon those experiences in this course. There will be many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development, web design, or connecting computing with the physical world. CS Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side creating programs that will send self-driving vehicles through obstacle courses. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. This course will help students gain confidence and reinforce essential concepts and skills that build toward life-long success in the computer science pathways beyond just PLTW courses.

Course Requirements

None

Cyber Security

Credit: 1

Weighting: 0

Course Description

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.

The Introduction to Cybersecurity is the first online blended K12 cybersecurity course. The Vigenère year-long version is designed for students with some exposure to computer science, but there are no specific course prerequisites. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, the basics of cryptography, software security, networking fundamentals, and basic system administration and all through the CodeHS web-based platform. Students will complete projects at the end of each module, and a culminating course project where they will complete a simulated hack walkthrough. This

is not a coding intensive course, but students will learn basic SQL, and will utilize basic HTML and JavaScript within specific contexts and will be provided supports within those contexts.

Course Requirements

None

Introduction to Engineering Design

(Also satisfies requirements for ***Design and Drawing for Production***)

Credit: 1

Weighting: 0

Course Description

Introduction to Engineering Design (IED) is a high school level course that is appropriate for 9th or 10th grade students who are interested in designing, engineering or a technical career. The major focus of the IED course is to expose students to a design process, professional communication and collaboration methods, design ethics, and technical documentation. IED gives students the opportunity to develop skills in research and analysis, teamwork, technical writing, engineering graphics, and problem solving through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, IED challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions. IED also allows students to develop strategies to enable and direct their own learning, an ultimate goal of education.

In addition, students will use industry standard 3D solid modeling software to facilitate the design and documentation of their solutions to design problems and challenges. As the course progresses and the complexity of the design problems increase students will learn more advanced computer modeling skills as they become more independent in their learning, more professional in their collaboration and communication, and more experienced in problem solving. Some of the activities they may engage in will utilize mechanisms, motors and the use of the wood shop to build working models.

Course Requirements

None

Principles of Engineering

Credit: 1

Weighting: 4

Course Description

Principles Of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-

based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Unit 1 Energy and Power *(25 days)*
Lesson 1.1 Mechanisms (8 days)
Lesson 1.2 Energy Sources (5 days)
Lesson 1.3 Energy Applications (5days)
Lesson 1.4 Design Problem –Energy and Power (6 days)

Unit 2 Materials and Structures *(20 days)*
Lesson 2.1 Statics (7 Days)
Lesson 2.2 Material Properties (5Days)
Lesson 2.3 Material Testing (5Days)
Lesson 2.4 Design Problem – Materials and Structures (2 Days)

Unit 3 Control Systems *(23 days)*
Lesson 3.1 Machine Control (coding) (8 days)
Lesson 3.2 Fluid Power (7 days)
Lesson 3.3 Design Problem – Control Systems (7 days)

Unit 4 Statistics and Kinematics *(7 days)*
Lesson 4.1 Statistics (2 Days)
Lesson 4.2 Kinematics (5 Days)

Course Requirements

Introduction to Engineering Design (for Engineering Sequence)
Computer Science Essentials or Introduction to Engineering (for Robotic Engineering Sequence)

Robotic Engineering I

Credit: .5
Weighting: 0

Course Description

A first course in robotics starts from the ground floor when exploring the applications and methods of robotic engineering technology. The course discusses motors, microprocessors, mechanics, artificial intelligence and sensors. It teaches the theory of electrical, pneumatic and hydraulic control systems as well as real-time programming and the concepts of work envelope. The class also discusses the various use of robotics in different fields, such as aerospace, medical, automotive and manufacturing industries. This course is taught in conjunction with Applied Math Robotics where Coding is the emphasis.

Course Requirements

Prerequisite: To be taken in conjunction with Applied Math Robotics I

Robotic Engineering II

Credit: .5
Weighting: 0

Course Description

Multidisciplinary teams of students design, build, and demonstrate a robotic system, including all sensing, computation, and actuation. The specific VEX state robotic competition tasks, such as stacking, shooting, climbing etc, changes each year, and is designed to be challenging for ambitious students. Robots will compete in NY State Vex competitions periodically 2 to 3 times during the term. This course is taught in conjunction with Applied Math Robotics 2 where Coding for competitions is the emphasis.

Course Requirements

Prerequisite: To be taken in conjunction with Applied Math Robotics II

Robotic Engineering III

Credit: .5
Weighting: 0

Course Description

This 3rd year course will involve students in the development, building and fabrication of robotics chassis'. Students will work hands on in teams to design, build, program, and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, decision making, propulsion systems and locomotive systems. The objective of this course is to use a hands on approach to introduce the basic concepts in robotics, focusing on The VEX state robotics competition and tournaments. Students who successfully complete this course will have learned:

- Fundamentals of programming concepts
- Scientific method and inquiry
- Basic physics and physical science concepts
- Programming concepts related to robotics
- Fundamentals of engineering concepts related to robotics
- Focus on teamwork and collaboration
- Robotics competitions and the robotics industry
- Introduction to 3D modeling of robotics

Course Requirements

Prerequisite: To be taken in conjunction with Applied Math Robotics III

English Language Arts Requirements

Regents and Advanced Regents Diplomas

In order to obtain a Regents Diploma or an Advanced Regents Diploma, a student must earn 4 units of English credit plus earn a grade of 65% on the English Language Arts Regents Examination.

Typical English Progressions

Note:

These are typical progressions in English used at WAJ; however, students may customize progressions to their desired Program of Study—pending administrative approval.

AP English Language and Composition

Program	Grade 9	Grade 10	Grade 11	Grade 12
Credit: 1				
Regents English	English 9	English 10	English 11	English 12
Regents English	English 9	English 10	English 11	English 101 / 102 (College)
Weighting: 5				
Advanced English	English 9	AP Language & Composition	English 101 / 102 (College)	AP Literature & Composition

Course Description

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Course Requirements

Prerequisite: 85% GPA in English and teacher recommendation

AP English Literature and Composition

Credit: 1
Weighting: 5

Course Description

Students in this rigorous college-level English course will study literature found within the American and British literary canon. Various literary genres from different time periods will be included, as well as selections from non-Eurocentric texts to give students a more broad understanding of world literature. These students will become conversant in literary theory and criticism, and will explore rhetorical and literary techniques writers employ. Through reading, discussion, and writing tasks, students will develop critical literary analysis skills. At the end of the spring semester, students will have the opportunity to earn college credit by taking the Advanced Placement Examination in Literature and Composition.

Course Requirements

Prerequisite: 85% GPA in English and teacher recommendation

Broadcast Journalism

Credit: 1
Weighting: 0

Course Description

This course introduces students to the industry of Broadcast Journalism and Media Production. Students will learn fundamental skills used by today's media professionals, including: news gathering and judgement, pitching stories and writing for broadcast, video recording, sound recording, live switching, studio lighting, adding lower third titles and graphics, editing news packages, and live broadcasting. Students will use knowledge gained on digital software tools Adobe Premiere and Wirecast to produce and live stream a weekly WAJ morning news show.

Course Requirements

None

College English 101 (EN 101)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

English 101 is an introductory college course emphasizing the process and patterns of writing college-level

expository prose. This course includes reading assignments, extensive practice in writing clear, well-developed, grammatically correct essays, a research paper, and an oral presentation.

Course Requirements

Prerequisite: 80% cumulative GPA in prior English coursework in grades 9-12.

College English 102 (EN 102)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

English 102 includes a range of texts from short stories and poetry to plays and/or novels. Writing includes both formal and informal criticism and analysis of the texts. This course is a general survey of literature. We will discuss short stories, poems, and plays. Your level of participation will determine how much you garner from this course. The goal is to create an intimate community of readers who will discuss the readings and how they are relevant to our lives. Extensive practice in writing and a great deal of reading are expected.

Course Requirements

Prerequisite: College English 101 (EN 101); 80% cumulative GPA in prior English coursework in grades 9-12.

English 9

Credit: 1
Weighting: 0

Course Description

English 9 is a required course that exposes students to a range of literary genres and writing forms. Literary selections range from Short Fiction to Shakespeare, and include a variety of classic and contemporary titles. Students will continue to develop their writing abilities and will be introduced to the required tasks on the ELA Regents exam, such as analytical essays. Members of English 9 will also be challenged to participate in cogent discussions about various works of literature. Students will be required to read one independent novel per quarter, in addition to the texts that are studied as a class.

Course Requirements

Prerequisite: None

English 10

Credit: 1
Weighting: 0

Course Description

Tenth grade English emphasizes the influence and importance of American and English literary classics that

cover a variety of subjects and periods in order to develop an appreciation of classical themes and styles while developing skills in reading, writing, listening, and speaking. Students will develop their writing skills through creative writing assignments, narrative writing, and expository essays. Students will also be introduced to, and receive extensive practice in, the ELA Regents Examination taken in the eleventh grade which is a New York State graduation requirement

Course Requirements

Prerequisite: English 9

English 11

Credit: 1
Weighting: 0

Course Description

Students will examine social, political, and cultural events in American history and their effects on the discipline of literature. Lively discussions, debates, and writing activities will be the primary means of student to student and student to teacher communication. In addition, students will learn strategies and skills to prepare them for the SAT verbal section, as well as the ELA Regents examination. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically.

Course Requirements

Prerequisite: English 10

English 12

Credit: 1
Weighting: 0

Course Description

English 12 is a required course that will continue to build upon students' reading, writing, analytical, and critical thinking skills, culminating in at least two major projects. The major goal of this course is to not only read esteemed works of literature, but also to develop students' ability to read literature analytically based on the themes, styles, aesthetics, and criticisms of those works. Students will be introduced to major modes of literary criticism, and will write for a variety of purposes. Related to these modes of criticism, members of the class will complete several critical responses to the works we read, as well as a research paper that will account for a significant portion of the third quarter grade, and that will follow MLA format. This course will prepare students for the demands of college-level writing and literary discourse, as well as offer practice in practical writing tasks that will be necessary for success in real-world situations.

Course Requirements

Prerequisite: English 11

Physical Education and Health Requirements

Regents and Advanced Regents Diplomas

In order to obtain a Regents Diploma or an Advanced Regents Diploma, a student must earn 2 credits of physical education (1/2 each year) and a half credit of health education

Typical Health and Physical Education Progressions

Note:

There are no optional progressions in physical education. All students must take PE each year. Health can be taken any year in grades 10 – 12.

Health

Credit: .5

Weighting: 0

Program	Grade 9	Grade 10	Grade 11	Grade 12
Physical Education	Physical Education 9	Physical Education 10	Physical Education 11	Physical Education 12
Health	N/A	Health	Health (if not already taken) or College Health 103	Health (if not already taken) or College Health 103

Course Description

This intermediate health course is designed for students to take a closer look at their personal health behaviors (physical, social, and mental) and the impact it will have on their overall wellness. Through various lessons, interactive activities and learning experiences students will gain the knowledge and experience to live a long and healthy life. Topics of study include but are not limited to: mental/emotional health, nutrition, drugs of abuse, social health, and diseases.

Course Requirements

None

Physical Education

Credit: .5
Weighting: 0

Course Description

This course is designed for students to take a closer look at their personal fitness and health. Through various learning experience and activities, students will acquire the skills and knowledge to participate in physical activity and sport throughout their life. New York State Physical Education learning standards will be the framework for all units and lessons.

Course Requirements

For safety reasons, students are expected to dress with appropriate footwear.

Health 103

Credit: .5 (3 college credits)
Weighting: 4

Course Description

An introductory course dealing with the current critical issues involved in promoting and maintaining a wellness lifestyle. Emphasis is placed on viewing health in a multi-dimensional manner and assuming responsibility for maintaining one's health. Major issues to be addressed include stress, cardiovascular diseases, cancer, drugs, nutrition, environmental health, and physical conditioning.

Course Requirements

Prerequisite: 85% GPA and teacher recommendation

Math Requirements

Regents Diploma

3 units of math plus a grade of 65% on at least one mathematics examination

(usually Algebra I).

Advanced Regents Diploma

3 units of credit and a grade of at least 65% on the Algebra I, Geometry, and Algebra II examinations

Possible pathways are as follows:

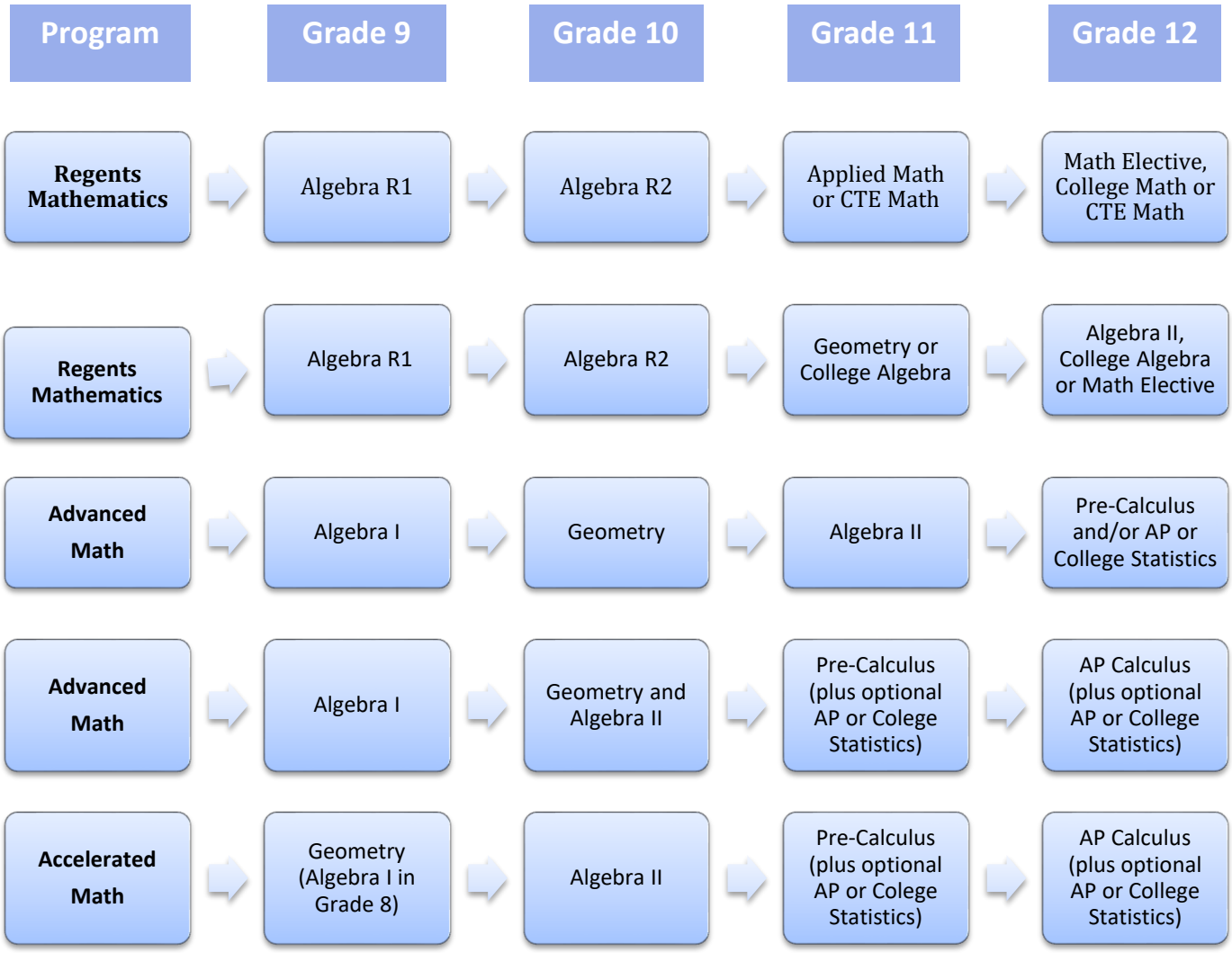
- Algebra 1
- Geometry
- Algebra II

  OR
- Algebra R1
- Algebra R2
- Geometry
- Algebra II

Typical Mathematics Progressions

Note:

These are typical progressions in mathematics used at WAJ; however, students may customize progressions to their desired Program of Study—pending administrative approval.



Algebra I

Credit: 1
Weighting: 0 (1 for accelerated students)

Course Description

This course is the first course in a three year Regents math sequence. Topics include the real number system, solving equations and inequalities, linear equations and inequalities, systems of linear equations and inequalities, linear functions, quadratic functions, polynomial functions, exponential functions and basic statistics. The Algebra I Regents exam is given in June and students MUST pass it to earn a Regents diploma. Note: Algebra I may NOT be taken simultaneously with Geometry.

Course Requirements

Teacher recommendation (A TI-Nspire Graphing calculator will be provided.)

Algebra RI

Credit: 1
Weighting: 0

Course Description

This is the first year of a two year Regents algebra course and will provide one math credit. Students will take the Algebra I Regents exam during the second year course (10th grade, R2). Topics include solving equations and inequalities, linear equations and inequalities, systems of linear equations and inequalities, linear functions, quadratic functions, polynomial functions, exponential functions and basic statistics. Some topics will be covered in totality during this course, while others will only be partially covered as a foundation for R2.

Course Requirements

Teacher recommendation (A TI-Nspire Graphing calculator will be provided.)

Algebra R2

Credit: 1
Weighting: 0

Course Description

This is the second year of a two year Regents algebra course. Students will review R1 material and cover remaining standards set forth by NYS. The Algebra I Regents exam is given in January and again in June, if necessary, and students MUST pass it to earn a Regents diploma.

Course Requirements

Teacher recommendation (A TI-Nspire Graphing calculator will be provided.)

Algebra II

Credit: 1

Weighting: 0 (2 if taken as an optional "Upper Level Academic," 4th year math course)

Course Description

This course is the third course in a three year math sequence designed for students entering a four-year university. Strong emphasis will be placed on algebraic manipulation of equations. Topics include Polynomial, Rational, and Radical Relationships, Trigonometric Functions, Functions, and Inferences and Conclusions from Data. The Common Core Algebra II /Trigonometry Regents exam is given in June, which students must pass to receive an Advanced Regents Diploma. Algebra 2 may be taken simultaneously with Geometry R pending math department approval. Students taking both courses must have earned a 90 every quarter of Integrated Algebra and passed the Integrated Algebra Regents with a minimum of 85. Algebra 2 may NOT be taken simultaneously with Pre-Calculus.

Course Requirements

Prerequisite: satisfactory completion of Geometry.

AP Calculus AB

Credit: 1

Weighting: 5

Course Description

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Calculus AB students use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Course Requirements

Prerequisite: successful completion of Pre-Calculus

AP Computer Science Principles

Credit: 1

Weighting: 5

Course Description

Computer Science Principles (CSP) is a PLTW course to implement the College Board's new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational

thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

Course Requirements

Prerequisite: None

AP Statistics

Credit: 1
Weighting: 5

Course Description

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

Course Requirements

Prerequisites: The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability

Applied Math

Credit: 1
Weighting: 0

Course Description

This is the third course in a three year math sequence and will provide one math credit. This class will introduce students to everyday math concepts including creating a budget, interest calculations (mortgage payments, car payments, student loans, savings and investments) calculating income tax, business modeling, scheduling problems, using algorithms, and other real world math situations. Prerequisites: Algebra R or Algebra R1 and R2.

Course Requirements

Prerequisites: Algebra I or Algebra R1 and R2.

Applied Math Robotics I

Credit: .5
Weighting: 0

Course Description

It is crucial for students to develop algebraic thinking and engineering design skills as we prepare to compete in the global economy. Algebraic thinking involves identifying patterns, relationships, and functions between one or more objects and being able to find the interrelationships between the variables that make up the objects; it is the beginning of symbolic reasoning. Engineering design skills provide students with a systematized methodology for solving complex problems; it is rigorous creativity. The Robot Algebra Project uses classroom friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule of principle to unlock the solution to the problem and then apply that rule across multiple contexts.

Course Requirements

Prerequisite: Student must be enrolled in Robotics Engineering I (.5 credit) at the same time as this course; instructor approval needed. One-half semester credit will be given for ***each*** course: Applied Mathematics Robotics I and Robotic Engineering I.) (Limit 10 students)

Applied Math Robotics II

Credit: .5

Weighting: 0

Course Description

It is crucial for students to develop algebraic thinking and engineering design skills as we prepare to compete in the global economy. Algebraic thinking involves identifying patterns, relationships, and functions between one or more objects and being able to find the interrelationships between the variables that make up the objects; it is the beginning of symbolic reasoning. Engineering design skills provide students with a systematized methodology for solving complex problems; it is rigorous creativity. The Robot Algebra Project uses classroom friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule of principle to unlock the solution to the problem and then apply that rule across multiple contexts.

Course Requirements

Successful completion of Applied Math Robotics I **and** Robotic Engineering I is a prerequisite for this second-level course. Instructor approval is also required.

Applied Math Robotics III

Credit: .5

Weighting: 0

Course Description

It is crucial for students to develop algebraic thinking and engineering design skills as we prepare to compete in the global economy. Algebraic thinking involves identifying patterns, relationships, and functions between one or more objects and being able to find the interrelationships between the variables that make up the objects; it is the beginning of symbolic reasoning. Engineering design skills provide students with a systematized methodology for solving complex problems; it is rigorous creativity. The Robot Algebra Project

uses classroom friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule of principle to unlock the solution to the problem and then apply that rule across multiple contexts.

Course Requirements

Successful completion of Applied Math Robotics II and/or Robotic Engineering II is a prerequisite for this third-level course. Instructor approval is also required.

College Algebra

Credit: 1 (3 college credits)
Weighting: 4

Course Description

This is a reform math course. Students will work in collaborative groups on activities in which the mathematics arises from context. Real life data is interpreted numerically, symbolically and graphically. Topics include: linear, quadratic, rational and exponential functions.

Course Requirements

Prerequisite: successful completion of Algebra I or Algebra R1, A TI Nspire calculator will be supplied.

College Statistics 102

Credit: .5 (3 college credits)
Weighting: 4

Course Description

This course introduces students to the basics of descriptive and inferential statistics. The topics covered include data analysis, measures of central tendency and measures of dispersion, correlation and regression, probability and probability distributions, and confidence intervals and hypothesis testing. This course fulfills the SUNY General Education requirement for Mathematics.

Course Requirements

Prerequisite: enrolled in Algebra II or successful completion of Algebra II, 80% GPA in math content area

Computer Applications 105

Credit: .5 (3 college credits)
Weighting: 4

Course Description

This course examines how to use computers to solve problems, write reports, and summarize data. Simple word processing, spreadsheets, database management, and presentation software will be learned using Microsoft Office. Programming a computer will not be studied.

Course Requirements

Prerequisite: 80% GPA

Geometry

Credit: 1
Weighting: 0

Course Description

This course is the second course in a three year math sequence designed for students entering a four-year university. Primary focus throughout this course will be on geometric reasoning to develop theorems to write proofs using congruence statements. Students will model theorems using constructions and patty paper labs. Topics include basic constructions, coordinate geometry, locus, transformations, logic used to prove theorems, parallel and perpendicular lines, congruent triangles, quadrilaterals, similarity, right triangle trigonometry, circles, and modeling applications using surface area and volume. The (Common Core) Geometry Regents exam is given in June, which students must pass to receive an Advanced Regents Diploma. Geometry may be taken simultaneously with Algebra 2 pending math department approval. Students taking both courses must have earned a 90 every quarter of Algebra I and passed the Algebra I Regents with a minimum of 85.

Course Requirements

Prerequisite: Satisfactory completion of Algebra I or Algebra R1 AND R2.

Precalculus (MA 111)

Credit: 1 (3 college credits)
Weighting: 4

Course Description

This is the fourth year of math required by most 4-year colleges. Students are expected to have passed all three math regents courses and exams, Algebra I, Geometry, and Algebra II. Topics covered include (but are not limited to) Functions, Trigonometric Functions, Graphs and Inverse of Trigonometric Functions, Applications of Trigonometry, Trigonometric Identities and Equations, Polynomial Functions, Exponential and Logarithmic Functions, and Matrices and Vectors. An emphasis to prepare students to take the AP Calculus course as a senior in high school or as a freshman in college is present in this course.

Course Requirements

Prerequisite: Satisfactory completion of Algebra II, a 65% or higher on the Algebra II Regents exam, and recommendation of the instructor; 80% GPA in math content area.

Science Requirements

Regents Diploma

In order to obtain a Regents Diploma, a student must earn 3 units of science credit plus a grade of 65% on at least one science Regents examination. (Usually Earth Science or Living Environment)

Advanced Regents Diploma

In order to obtain an Advanced Regents Diploma, a student must earn 3 units of science credit and a grade of at least 65% on three science Regents examinations. One credit must be a life science credit and one credit must be a physical science credit.

The traditional pathway is as follows:

- Earth Science
- Living Environment
- Chemistry and/or Physics

Typical Science Progressions

Note:

These are typical progressions in science used at WAJ; however, students may customize progressions to their desired Program of Study—pending administrative approval.

Program	Grade 9	Grade 10	Grade 11	Grade 12
Regents Science	Earth Science	Living Environment	Environmental Science or CTE Science	Science Elective or CTE Science
Regents Science	Earth Science	Living Environment	Chemistry (and Physics or College Bio w/ approval)	Physics, College Biology, Geology or Forensics
Advanced Science	Earth Science	Living Environment	College Chemistry (and Physics or AP Biology)	Pre-Calculus and/or AP or College Statistics
Accelerated Science	Living Environment (Earth Science in 8th Grade)	Chemistry	Physics or AP Biology	AP Biology or Physics

Chemistry

Credit: 1
Weighting: 0

Course Description

This is a one year Chemistry course that includes a 1200 minute laboratory component. This laboratory component is a requirement for the Regents exam given in June. Some of the major topics covered are: Atomic structure and Chemical Bonding, Mathematics of Chemistry, Physical Behavior of Matter, The Periodic Table, Acids and Bases, Oxidation and Reduction, Kinetics, Organic Chemistry and Nuclear Chemistry.

Course Requirements

Algebra, Earth Science, Living Environment; 80% average in previous science content (exceptions to be approved by HS counselor and chemistry teacher)

Forensic Science 141

Credit: 1
Weighting: 4

Course Description

For the non-science major, an introduction to the basic scientific theory and techniques used in criminal investigation. Topics include: proper handling and preservation of crime-scene evidence; glass, soil, fingerprint, drug and paint chip examination, hair analysis; cloth, fiber, the uses of spectrophotometry, chromatography, and other instrumental methods in evidence analysis. Also, the description of serological techniques, DNA profiling, and toxicological techniques. Course covers sufficient inorganic and organic chemical concepts for students to gain an elementary understanding of the various analytical techniques.

Course Requirements

Prerequisite: 80% GPA in the science content area.

Earth Science

Credit: 1
Weighting: 0

Course Description

This is a one year Earth Science course that includes a 1200 minute laboratory component. This laboratory component is a requirement for the Regents exam given in June. Some of the major topics covered are: Rocks and Minerals, Plate Tectonics, Earth's History, Meteorology, Climate, and Astronomy.

Course Requirements

None

Environmental Science

Credit: 1
Weighting: 0

Course Description

Environmental Science is a year-long course designed to show thematic connections between science, technology, and society. Students will gain an understanding of the basic causes of major environmental issues and examine them from ethical and economic standpoints. Students will apply prior scientific knowledge to current environmental issues and will become better-informed citizens and decision-makers.

Course Requirements

None

Forensics

Credit: 1
Weighting: 0

Course Description

Forensics is available as an upper level science elective; this course provides an introduction to the basic scientific theory and techniques used in criminal investigation. Course topics include: proper handling and preservation of crime scene evidence including glass, soil, fingerprints hair, fibers, blood and paint. The course is designed for the high school student to develop an understanding of the methods used by forensic scientists including observation, measurement, data collection, hypothesis development and evaluation of evidence.

Course Requirements

None

General Biology 101

Credit: .5 (4 college credits)
Weighting: 4

Course Description

This course provides an introduction to the basic foundations and concepts of biology, including the nature of life; the cell, energy, and the chemical phenomena that life depends on. Biology 101, in conjunction with its second semester companion course, gives an overview of the whole field of biology and is the first course for students who want to major in the life sciences. Laboratory exercises provide opportunity for reinforcing major themes discussed in class, as well as an opportunity to conduct inquiry-based investigations.

Course Requirements

Prerequisite: 80% or higher in prior science coursework and Earth Science and Living Environment Regents.

General Biology 102

Credit: .5 (4 college credits)
Weighting: 4

Course Description

This course is a continuation of BI 101 and provides an introduction to the basic foundations and concepts of biology, including zoology, genetics, and evolution. Students entering the course must be trained in the use of a compound microscope and be familiar with the concepts of cell anatomy, cell division, protein synthesis and animal reproduction. Laboratory exercises provide opportunity for reinforcing major themes discussed in class, as well as an opportunity to conduct inquiry-based investigations. NOTE: Lab includes animal dissection

Course Requirements

Prerequisite: 80% or higher in prior science coursework and Earth Science and Living Environment Regents

General Chemistry 101

Credit: .5 (4 college credits)
Weighting: 4

Course Description

A comprehensive introduction to chemical theories. Major topics include dimensional analysis, atomic structure, chemical formulas, names and equations, stoichiometry, ideal gas laws, periodic properties of elements, chemical bonding, and molecular geometry

Course Requirements

Completion of Algebra II with a grade of 75% or better or completion of MA 110 (College Algebra); 80% GPA in science content overall

General Chemistry 102

Credit: .5 (4 college credits)
Weighting: 4

Course Description

A continuation of General Chemistry with emphasis on systems at equilibrium. Major topics include properties of solid, liquid, and gaseous matter, phase changes, solution characteristics, chemical kinetics, chemical equilibrium, acid-base equilibria, thermodynamics, and electrochemistry.

Course Requirements

Prerequisite: CH 101 with a grade of C or better; 80% in science content area overall

Living Environment

Credit: 1
Weighting: 0

Course Description

The Living Environment is a high school level biology course which includes a 1200 minute laboratory component. Curriculum follows the New York State P-12 science learning standards. This course is specifically designed to prepare students for the Living Environment Regents Exam. Topics covered in this course include: scientific inquiry, cell structure/function, genetics, growth and reproduction, the human body, and ecosystem dynamics.

Course Requirements

None

Physics

Credit: 1
Weighting: 0 (or 2 if taken as an "Upper Level Academic," 4th year science course)

Course Description

This is a one year Physics course that includes a 1200 minute laboratory component. This laboratory component is a requirement for the Regents exam given in June. Some of the major topics covered are: Mechanics, Energy, Electricity and Magnetism, Wave Theory, and Modern Physics. This course relies heavily on math skills and a solid understanding of scientific measurement.

Course Requirements

Algebra and Geometry

Social Studies Requirements

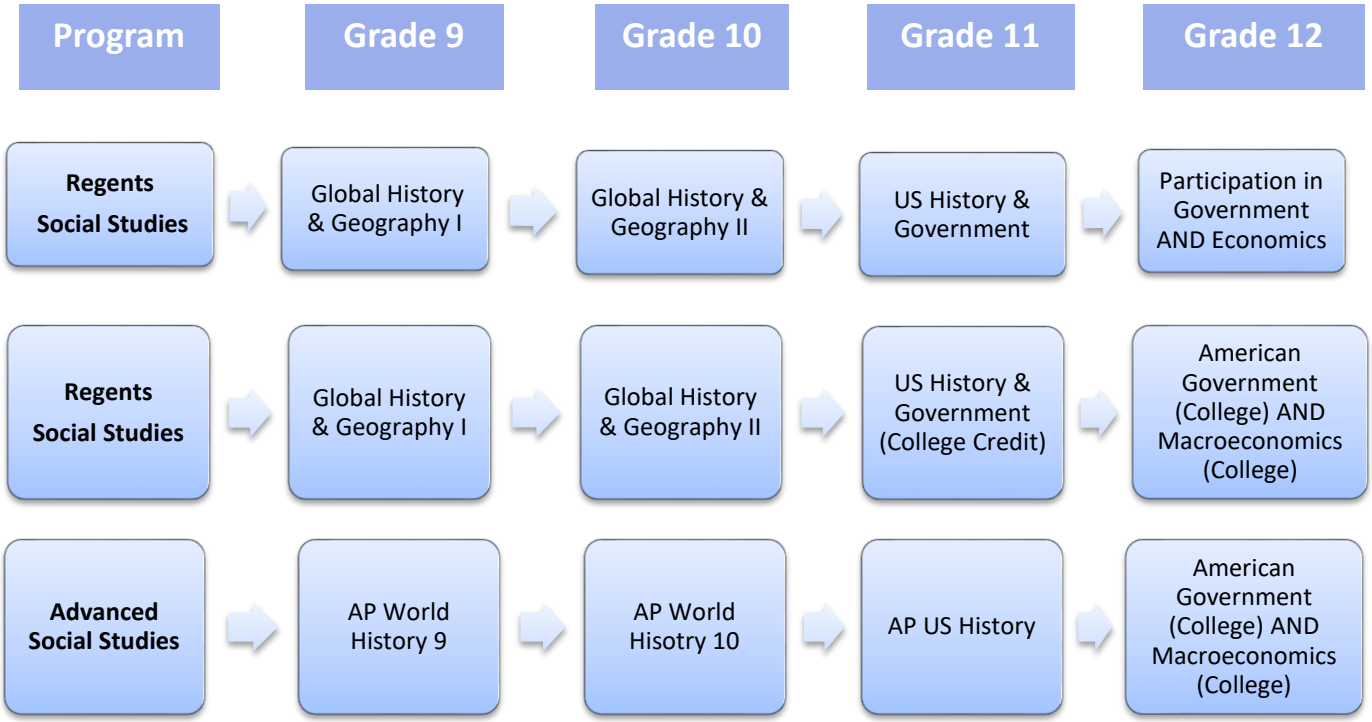
Regents and Advanced Regents Diplomas

In order to obtain a Regents Diploma or an Advanced Regents Diploma, a student must earn 4 units of social studies credit plus earn a grade of 65% on the Global History and US History Regents exams. [*Note: A student will only need one of these Regents exams if the student is using another pathway towards graduation. See your counselor for details.]

Typical Social Studies Progressions

Note:

These are typical progressions in social studies used at WAJ; however, students may customize progressions to their desired Program of Study—pending administrative approval.



American Government (PS 101)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

An analysis of the American political system, with emphasis on the Constitution. Topics include American conservative and liberal political traditions, political parties, and the organization and operation of the executive, judicial, and legislative branches of government. This course satisfies the Government requirement for graduation.

Course Requirements

80% GPA in social studies content area

AP United States History

Credit: 1
Weighting: 5

Course Description

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format and through classroom seminars

Course Requirements

Prerequisite: Global II and teacher recommendation, 85% GPA in social studies

AP World History: Ancient (Grade 9)

Credit: 1
Weighting: 5

Course Description

In AP World History: Ancient, students investigate significant events, individuals, developments, and processes from pre-history to 1200. 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 utilizing reasoning about 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: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization,

and technology and innovation.

Course Requirements

Prerequisite: 85% or above average in US History 8 and teacher recommendation

AP World History: Modern (Grade 10)

Credit: 1
Weighting: 5

Course Description

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. 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 utilizing reasoning about 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: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Course Requirements

Prerequisite: 85% GPA in AP World: Ancient (Grade 9)

Contemporary Global Issues (PS 104)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

Wars, revolutions, human rights, terrorism, natural and man-made disasters, international trade and economic issues impact the entire global community. This course is designed to acquaint the student with the tools and methods to analyze the historical, political, and industrial precursors leading up to these events. With this practical and theoretical foundation, students will be able to understand and engage in informed discussions about the important global issues in the coming decades.

Course Requirements

80% GPA in social studies content area

Economics

Credit: .5
Weighting: 0

Course Description

We live in a world in which we make important choices every day. The choices we make regarding how we will utilize the resources available to us is the foundation of economics. Understanding fundamental economic concepts will prove to assist you in making these very important choices during your lifetime. Some of the topics/ideas you will learn about in this course include but are not limited to: Personal Financial Management, Factors of Production, Opportunity Cost, Supply and Demand, and the American Economy.

Course Requirements

Global 1, Global II, US History

Global History & Geography I (Before 1750)

Credit: 1
Weighting: 0

Course Description

This course, the first half of the Regents' course, is designed to provide students with an understanding of the major ideas, eras, themes, developments, and turning points in world history and geography, from prehistory to approximately the First Global Age in the 18th Century. It prepares students to move into the second half of the Regents' course with a solid knowledge base of the traditions and history of the modern world.

Course Requirements

None

Global History & Geography II (1750-Present)

Credit: 1
Weighting: 0

Course Description

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in World History and Geography and examine the broad sweep of history from a variety of perspectives. Major units of study include An Age of Revolution, A Half Century of Crisis and Achievement, the world since 1945, and Global Connections and Interactions. Major themes and concepts are History, Political Science, Geography, and Economics. The Global Studies Regents exam is taken at the conclusion of this course. Beginning June 2019, this exam will only cover content after 1750.

Course Requirements

Successful completion of Global History & Geography I

Introduction to Sociology (SO 101)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

An introduction to and overview of the field of sociology. Gives students a basic working knowledge of the major institutions present in American society and their relationship to power, conflict, and social change.

Course Requirements

80% GPA

Macroeconomics (EC 101)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

An analysis of industry structures: pure competition, monopoly, monopolistic competition (oligopoly), business costs and the determination of optimal production levels. An in- depth examination of important economic issues such as financial insecurity, the environment and energy policies and a discussion of alternative approaches to addressing these issues. Students will analyze information including that which is presented graphically, and use concepts such as externalities and cost-benefit analysis. This course satisfies the Economics requirement for graduation.

Course Requirements

80% GPA in social studies content area

Participation in Government

Credit: .5
Weighting: 0

Course Description

This course is one half of the senior social studies requirement for graduation. The course content is interdisciplinary, for it is drawn from areas beyond the defined social studies curriculum. It includes life experience beyond classroom and school. The curriculum is related to problems or issues addressed by students and where possible, real and substantive issues at local, state, national and global levels. The curriculum is in the form of intellectual processes or operations necessary to deal with data generated by the problems or issues addressed by students.

Course Requirements

Prerequisites: Global I, Global II, US History

Psychology (PY 101)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

An overview of the scientific discipline of psychology, including some of the methods and basic concepts of the field and major aspects of human behavior, such as emotion, learning, conditioning, motivation, personality, and development.

Course Requirements

80% GPA

US History 1492-1865 (HI 103)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the development of a constitutional system as well as the social and economic events that helped shape early America. Topics include the Colonial period, American Revolution, the ratification of the Constitution, Jacksonian democracy, the forces that led to the development of the Civil War and the lingering impact of the war on contemporary America.

Course Requirements

80% GPA in the social studies content

US History 1865 – Present (HI 104)

Credit: .5 (3 college credits)
Weighting: 4

Course Description

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the major forces that shaped the social, political and economic developments of post-Civil War America. Topics will include Reconstruction, westward expansion, the Industrial Revolution, immigration, the Great Depression, the world wars, and the emergence of the United States as a world power.

Course Requirements

80% GPA in the social studies content

US History & Government

Credit: 1
Weighting: 0

Course Description

Through the study of United States history and government from the 17th century to the present, students will be introduced to political, social, economic and cultural developments and interactions. The following topics and themes will be covered: Constitutional principles, institutions of government, foreign policy, economic systems and their political impact, immigration and diversity, citizenship, civil rights and liberties, reform movements, and historical significance of science and technology.

Course Requirements

Prerequisite: Global II