



Whitney Point High School

10 Keibel Road Whitney Point, NY 13862

Course Guide

2016-2017

The vision of the Whitney Point Central School District is to become a community of excellence achieved through high performance, morale and involvement.

Mission Statement

To provide an excellent education ensuring that all children maximize their potential, become contributing citizens, and pursue lifelong learning.

Beliefs:

- All children possess unique qualities and come to school eager to learn and be successful.
- We respect all people within our community and treat them with dignity at all times.
- Learning is a partnership that includes school staff, parents, family and the community.
- Purposeful and intentional change is a constant that leads to educational improvement and positive results.
- Knowledge allows for critical thinking and effective decision-making.
- Compliance with state and federal regulations is critical to school district success.

Message from the Administrative Staff

Your four years at Whitney Point High School will result in the culmination of the last phase of your public school education, and your efforts and attitudes during this period will become a matter of record. This record will have a tremendous influence on your future, whether you plan to continue your education after high school graduation or enter the world of work.

If you intend to give your very best and if this is to become a realization be resolute in your determination to work diligently and consistently from the very first day of the school year. Develop good work habits in school and at home. Devote the time and effort required to your studies until it becomes a part of your daily routine. Never be satisfied with just meeting the minimal requirements in any endeavor you undertake.

Take advantage of the extra-curricular program that offers you an opportunity to develop your interests, leadership, responsibility, cooperation, teamwork, self-confidence and positive attitudes. Use discretion in maintaining a proper balance with your academic responsibilities. With determination and effort you will place yourself in a position to take full advantage of the many opportunities that will be available to you. Whitney Point High School will offer you every opportunity to develop to the maximum of your potential.

Message from the Counseling Staff

This publication describes the courses offered at Whitney Point High School. It is to be used in your present and future educational planning. You are urged to read it carefully before making choices concerning your future program of study.

However, regardless of the help and the advice of teachers and counselors concerning your future studies, the final responsibility for these choices remains with you and your parents. Planning a course of study should be considered as one of the most important decisions you will ever be called upon to make, since your decision will have a direct bearing on your future activities.

We are certainly aware that no course description summary can answer all questions. Therefore, we urge you and your parents to contact your guidance counselor to help you resolve any questions pertaining to academic planning.

HIGH SCHOOL COUNSELING DEPARTMENT

Mrs. Marcia Stahl, <i>Secretary</i>	692-8209
Mr. Robert Heinle, <i>Counselor</i>	692-8209 (A-K)
Mrs. Jennifer Westcott, <i>Counselor</i>	692-8209 (L-Z)
Mrs. Deborah Oliver, <i>Social Worker</i>	692-8290

HIGH SCHOOL ADMINISTRATION

Mr. Bruce Tytler, <i>Principal</i>	692-8201
Mr. Jeffrey Isaacs, <i>Assistant Principal</i>	692-8201
Mrs. Mari Standish-Warpus, <i>High School Secretary</i>	692-8201
Mrs. Murphee Hayes, <i>Athletic Director</i>	692-8245
Ms. Shellie Burns, <i>Athletic Secretary</i>	692-8245

WHITNEY POINT CENTRAL SCHOOL DISTRICT ADMINISTRATION

Mrs. Patricia Follette, <i>Superintendent</i>	692-8313
Ms. Cythnia Burchell, <i>Administrative Secretary</i>	692-8313
Ms. Jo-Ann Sexton, <i>Director of Curriculum & Instruction</i>	692-8269
Ms. Rita Slack, <i>Data Coordinator, Secretary</i>	692-8269
Mr. Daniel Sweeney, <i>Director of Special Services</i>	692-8228
Mrs. Deborah Dunham, <i>Administrative Secretary</i>	692-8228

NOTE:

Your teachers, counselor and administrators are very willing to assist you in the process of choosing courses for next year and planning a program which will meet diploma requirements.

It is our hope to offer all the classes listed and described in this booklet. In the event that enrollment does not meet minimum class size requirements, the course will not be taught and students will be encouraged to enroll in another course. **Students are required to be scheduled for a minimum of 5 ½ credits each year.**

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PLANNING YOUR PROGRAM

The Departments in the High School have listed their course offerings in this guide. Following each course title the units of credit are given. The academic levels offered are Regents, Honors, and Advanced Placement (AP). If a course has a prerequisite, this means that a student must complete a required course prior to entering the intended course.

The following questions can help you in planning your high school program:

- ✓ Have I selected the right subjects and levels to meet graduation requirements for a Regents, Advanced Regents or Local diploma?
- ✓ Are my course selections consistent with my educational and career plans?
- ✓ Am I taking a reasonable course load?

The counselors recommend that elective courses be taken to explore new areas of interest, to develop new skills, or to develop appreciation of new areas.

Although each student will develop a program with the assistance of his/her counselor, the final responsibility for proper course selection is with the student and the parents/guardians.

Each schedule represents a contract between the student and the school. The school will endeavor to set up classes which will meet the needs of the student. There is also a commitment on the part of the student to follow through with his/her schedule unless needed changes must be made.

IMPORTANT ITEMS

Credit(s)

One unit of credit is granted for all courses that meet one period per day for the entire school year. One-half unit of credit is given for courses that meet either one period per day for half the year, or every other day for the whole year.

Electives

An elective is a subject that a student may choose according to his/her interests, talents, and ambitions. Future plans should be carefully considered when choosing elective courses.

Minimum Credit Requirement

In order to be considered a full-time student, a student must register for at least 5.5 credits of classes per school year.

Grading

This school uses numeric grades to evaluate student performance. A passing grade is 65. Each teacher will evaluate students based on criteria appropriate for the subject matter being taught. In addition to quarterly Progress Reports, teachers complete interim reports during the course of a marking period. These reports are intended to keep parents and the students apprised of any changes in a student's performance or to indicate that a student is not passing a course.

PowerSchool

PowerSchool is a way for parents to take a more active role in their child's education. PowerSchool offers parents real-time access to grades, attendance, homework assignments as well as class information.

Drop Policy

Full-year courses may be dropped from a student's schedule prior to the twenty-week mark (second marking period).

Ranking

Academic ranking is based on the average of the quality points a student has earned. Ranking is done at the end of the student's sophomore year, then again at the end of their junior year. Final ranking for seniors occurs after the third marking period of their senior year.

COMMON QUESTIONS?**Who is my counselor and how can I see them?**

Counselors are generally assigned alphabetically, based on the student's last name (Mr. Heinle A-K and Mrs. Westcott L-Z). If you would like to meet with your counselor, please call for an appointment or stop in the Guidance Office, just down the hall from the Main Office.

If I am struggling what do I do?

The first thing to do is talk with the teacher, they are the best person to make recommendations for the specific class. If the problem continues, or you aren't able to make progress this way, please see your counselor as soon as possible. Don't ever wait until you are failing a class to seek help.

Can I make changes to my schedule?

Yes and no. Sometimes schedule changes are necessary and during the first two weeks of school, we allow students to make changes to their schedule, if possible. After this time frame we discourage schedule changes. However, if a student wants to drop a class and it is a full year class then it needs to be done by the 2nd quarter marking period.

Please note: Students are required to be scheduled for a minimum of 5 ½ credits each year.

What kind of academic help is available?

There are several resources available at Whitney Point High School such as Peer Tutoring, Structured Study Hall, AIS, Upward Bound, Promise Zone, etc., talking with your Guidance Counselor would help determine the best resources to help you become successful.

How do I obtain a high school transcript?

You can obtain your transcript by contacting Mrs. Marcia Stahl in the Guidance Department.

GUIDANCE EVENTS

CAREER EXPLORATION OPPORTUNITIES (Grades 9-12) Students are offered several opportunities to investigate a variety of careers.

- **CHOICES** (Grades 9-12) Bridges is a computer software program designed primarily to assist students in learning about themselves and the world of work. With the help of this software, students can do an interest inventory, research careers, review post-secondary options, do a college search based upon specific criteria and build a portfolio.
- **BOCES ORIENTATION VISITS** (Grade 10) During February/March, 10th grade students who have indicated an interest in a BOCES Occupational Education are given the opportunity to visit the area occupational center. The students spend time observing classes in their area of interest to assist in selecting the program the student will participate in.
- **CAREER EXPO** (Grade 10) Career Expo is a career exploration program jointly sponsored by the Broome Tioga Counselors Association and the School to Careers Partnership. Sophomore students meet with experts from over forty different occupational fields in a classroom setting on the Binghamton University campus. The students have an opportunity to ask questions and to gather information about future career areas.
- **COLLEGE INFORMATION DAY** (Grade 11) College Days mission is to provide college information and guidance to students and their families as they make plans for post-secondary education. Students can talk first hand to college admissions personal from over 170 different institutions of higher and specialized learning. This event, scheduled in October and held at the Arena, is a joint effort of the Broome Tioga Counselors Association and the Binghamton City School District.

COLLEGE ENTRANCE EXAMS

- **PSAT/NMQT** (Grade 11) The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is a multiple choice test that measures developed critical reading, mathematical reasoning abilities and writing skills important for academic performance in college. It assesses ability to reason with facts and concepts rather than the ability to recall and recite them. The PSAT/NMSQT aids high schools in the early guidance of student planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation.
- **ACT / SAT / SAT SUBJECT TESTS** (Grade 11-12) Juniors planning on furthering their education are encouraged to take these exams during the Spring of their Junior year. Students should check in the guidance office for information regarding ACT/SAT/SAT Subject exams. ACT and SAT registration is to be done online at the respective websites. Note the registration deadlines to avoid late fees. You can register for these tests prior to the actual deadline. Testing sites are listed online as part of the registration process.

EVENING PROGRAMS

- **8TH GRADE HIGH SCHOOL ORIENTATION** – An evening program is held at WP High School to assist 8th grade students and parents with the transition from middle school to high school.
- **JUNIOR/SENIOR PARENT PLANNING NIGHT** – A program for parents and students to discuss post-graduation plans. A variety of options will be presented, with particular emphasis given to the college application process.
- **FINANCIAL AID NIGHT** – A program for parents/guardian and students to learn about the financial aid process with particular attention to the FAFSA, student loans and terminology.

SPECIAL EDUCATION SERVICES

The district's special education department is committed to developing supports for students in the high school in an integrated, least restrictive environment. The district also utilizes community placements off the Whitney Point campus for those students who need such supports.

Our Special Education Services are designed to facilitate learning that allows our students access to curriculum leading toward a New York State Regents diploma and when appropriate a Local Diploma. We offer a continuum of services for students with learning differences including:

CONSULTANT TEACHER services are defined as direct and/or indirect services provided to a school age student with a disability in the student's general education classes, including career and technical education classes, and/or to such student's general education teachers.

- Direct CT services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct CT can be combined with indirect CT services.
- Indirect CT services mean consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class. Indirect CT can be combined with direct CT services.

RESOURCE ROOM program is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction

SPECIAL CLASS means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers for a particular subject.

RELATED SERVICES are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum.

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability. Related services include, but are not limited to speech - language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, evaluative and diagnostic medical services to determine if the student has a medically related disability, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.

TEACHER AIDES perform non-instructional duties under supervision determined by the local school district in accordance with Civil Service Law.

Students with either and IEP or 504 Plan might also be assigned to an Academic Support Class instead of a traditional study hall. In ASC, a special education teacher works with students to help them meet the challenging demands of the NYS curriculum.

NEW YORK STATE GRADUATION REQUIREMENTS

Minimum credits needed for graduation is 22

LOCAL (special circumstances), REGENTS & ADVANCED REGENTS DIPLOMA	
Content Area	Minimum # of Credits
English	4
Social Studies	4
Science	
Life Science (1)	
Physical Science (1)	3
Life Science or Physical Science (1)	
Math	3
* Languages other than English (LOTE)	1
Visual Art, Music	1
Health	½
Physical Education (participation each semester)	2
Electives	3.5
Total	22.0

* Students with a disability may be excused from the requirement for 1 unit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate.

EXAMINATION REQUIREMENTS		
Local Diploma (Passing score 55 or above)	Regents Diploma (Passing score 65 or above)	Advanced Regents *Traditional Pathway (Passing score of 65 or above)
Minimum of 5 Regents exams required		
English Language Arts (ELA)	ELA	ELA
Math	Math	3 Math
Science	Science	2 Science
Social Studies	Social Studies	2 Social Studies
*Pathway	*Pathway	In addition, the student must choose either 2 additional LOTE + the Checkpoint B or a 5 unit sequence in the Arts or CTE

*Pathway assessments are any of the following: 1 additional math, science, or social studies

Special Endorsements:

- **Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or an Advanced Regents diploma.
- **Mastery in Math and/or Science:** A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns a score of 85 or better on 3 math Regents and/or 3 science Regents.
- **Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a department approved CTE program including the 3 part technical endorsement.

CAREER & TECHNICAL EDUCATION

The Broome-Tioga BOCES Center offers many opportunities in vocational and technical education. These programs are designed to be one or two-year programs aimed at high school juniors and seniors. The student typically spends half the school day at the BOCES Center, in their vocational program, and the other half at the high school, meeting their academic requirements. If a student thinks they would like to participate in a BOCES program, they should talk to their counselor by the end of their freshman year.

CAREER & TECHNICAL EDUCATION COURSE OFFERINGS

Business

Business Management & Computer Careers
Retail Warehousing Skills

Agriculture

Animal Care Careers
Animal Science

Personal Services

Cosmetology
Culinary Arts
Foundations of Education
Criminal Justice
Hospitality Industry Careers

Communications

Video Production

Health

Health Science

Building Trades

Building Trades Plumbing Careers
Carpentry
Electricity
Masonry
Welding
Heavy Equipment Repair & Operation (HERO)

Automotive

Auto Body Careers
Auto Body Repair
Auto Technology
Engine Mechanics
General Automotive Services (GAS)

Computer Technologies

Computer Aided Design (CAD) & 3D
Animation
PC-LAN Technician

CONCURRENT ENROLLMENT

Concurrent Enrollment makes it possible for a student enrolled in high school to also take college-level courses and earn credit towards college while at the same time earn credit towards their high school graduation. The classes offered at the high school allow you to be better prepared for the transition from high school to college and strengthen your college applications. Although most colleges and universities do accept these credits, it is in your own best interest to contact your choice of school to discuss any concurrent enrollment classes that you are interested in. There is no cost associated with these classes (*A Certificate of Residence is required for NY State residents and must be submitted annually. Supporting documentation must be provided or a fee may result*).

TC-3 Concurrent Enrollment Classes include the following:

High School Name	High School Credit	College Name	College Credit
AP Biology <i>Lab component mandatory</i>	1	BIO 104 & BIO 105 - General Biology <i>Lab component mandatory</i>	8
Math IV	1	MATH 132 & MATH 135 – College Algebra & Trigonometry	6
AP Calculus	1	MATH 201 & MATH 202 – Calculus	8
Spanish IV	1	SPAN 201 & 202 – Intermediate Spanish	6
Multimedia Design	½	COMM 111 & 112 - Foundations of Digital Editing	2

SUNY Broome Concurrent Enrollment Classes include the following:

High School Name	High School Credit	College Name	College Credit
Word for Personal Use	½	BIT 251– Introduction to Microsoft Word	1
College Keyboarding	½	BIT 130 – Word Processing Applications	3

**Grade requirement is a minimum of 85 to earn the college credit*

ADVANCED PLACEMENT (AP)

Why Take AP Classes?

The following is taken from <http://apstudent.collegeboard.org/exploreap/the-rewards>

- **Stand Out in College Admissions**

Deciding to take an AP course lets colleges and universities know that you have what it takes to succeed in an undergraduate environment. When admissions officers see “AP” on your transcript, they know that what you experienced in a particular class has prepared you well for the challenges of college. Taking AP is a sign that you’re up for the most rigorous classes your high school has to offer.

- **Earn College Credits**

By taking an AP course and scoring successfully on the related AP Exam, you can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major. AP can transform what once seemed unattainable into something within reach.

Check out specific colleges’ guidelines on accepting AP scores for credit and placement by searching our [AP Credit Policy database](#).

- **Skip Introductory Classes**

If you already know your preferred college major, taking a related AP course and earning a qualifying score on the AP Exam can help you advance and avoid required introductory courses – so you can move directly into upper-level classes and focus on the work that interests you most.

Even taking an AP Exam unrelated to your major – whether or not you know what you want to major in – can place you beyond your college’s general education requirements. This opens up additional time on your schedule, enabling you to do a second major or minor, take exciting electives, or pursue additional interests.

- **Build College Skills**

Taking an AP course builds the skills you’ll need throughout your college years. You give your mind a rigorous workout while polishing up your time management and study skills. You also get better at handling challenging issues and problems, with the support of your AP teachers. AP courses let you know what to expect during the next phase of your educational journey, and help you build the confidence to succeed.

Whitney Point High School Offers the Following Advanced Placement Courses

See specific course descriptions in this guide for WP prerequisites and requirements and please refer to www.collegeboard.org for fees associated, college credit policies, etc.

AP Biology

AP Calculus AB

AP English Literature and Composition

AP Music Theory (offered every other year)

AP Studio Art 3-D Design

AP United States History

ART

Studio Art 1A – ½ credit

Studio Art 1A is a half-year, first level course for students who plan on continuing to upper level art electives. It will meet the NYS Standards for the Arts by involving students in a variety of art experiences. Art analysis, criticism and history will be included in this course in written and verbal form. Projects will focus on the elements of art in two-dimensional compositions that will include the mediums of pencil, charcoal, pastel, colored pencil, marker and acrylic paint. Personal creativity and problem solving skills will also be developed in this course.

Prerequisite: None

Studio Art 1B – ½ credit

Studio Art 1B is a half-year, first level art course for students who plan on continuing to upper level art electives. Studio Art 1A must be completed before taking this course. It will meet the NYS Standards for the Arts by involving students in a variety of art experiences. Art analysis, criticism and history will be included in this course in both written and verbal form. Projects will focus on design principles and production processes involved in both two-dimensional and three-dimensional art and craft pieces. Mediums will include: block printmaking, etched glass, ceramics, collage, wire sculpture and computer graphic design. Personal creativity and problem solving skills will also be developed in this course.

Prerequisite: Studio Art 1A

Basic Drawing and Painting - ½ credit

Basic Drawing and Painting is a half-year, second level course designed as a prerequisite for Intermediate Drawing and Painting. Students should have already completed Studio 1 (A and B) before taking this course. It will meet the NYS standards for the Arts by involving students in a variety of art experiences including instruction in a number of drawing and painting techniques that will help the student render more accurately and realistically. Mediums include: pencil, charcoal, colored pencil, ink, and acrylic paint. Verbal and written analysis as well as development of creativity and problem solving skills will also be included.

Prerequisites: Studio Art 1 A&B

Intermediate Drawing and Painting – ½ credit

Advanced Drawing and Painting is a half-year, third level course. Students should have already finished Studio 1 (A and B) and Basic Drawing and Painting before taking this course. It will meet the NYS Standards for the Arts by involving students in a variety of art experiences including instruction in a number of drawing and painting techniques that will help the student in exploring their strengths as an artist. Mediums will include pencil, pastel, charcoal, and oil paint. Verbal and written analysis and art history will also be components of this course.

Prerequisites: Studio Art 1 A&B, Basic Drawing and Painting

Advanced Drawing and Painting – ½ credit

Advanced Drawing and Painting is a half-year, third level course. Students should have already finished Studio 1 (A and B) Basic Drawing and Painting and Intermediate Drawing and Painting before taking this course. It will meet the NYS Standards for the Arts by involving students in a variety of art experiences including instruction in a number of drawing and painting techniques that will help the student in exploring their strengths as an artist. Mediums will include pencil, pastel, charcoal, and oil paint. Verbal and written analysis and art history will also be components of this course.

Prerequisites: Studio Art 1 A&B, Basic Drawing and Painting, Intermediate Drawing Painting

Multimedia Design - ½ credit

This course is a hands-on computer class that integrates visual design concepts with the latest computer software for digital editing and film editing. This course will meet the NYS Standards for Art and Technology by involving students in a variety of experiences that culminate in the production of a commercial for a fictitious product. Through the use of several computer programs (Adobe Photoshop, Premier Pro, After Effects, Sound Booth, Audition, and GarageBand) students will become aware of a variety of career opportunities in the fields of advertising and graphic design. Students will learn how to use still and video cameras and editing software through the creation of graphics and videos.

Prerequisites: Studio Art 1A or any introductory level computer course.
2 credits from TC3 – Foundations of Digital Editing (COM 111) + Foundations of Motion Graphics (COM 112)

Advanced Multimedia Design - ½ credit

Advanced Graphic and Multimedia Design is a half-year, third level course designed for the serious art student. Students should have already completed Multimedia and Web Design and its prerequisites before taking this course. It will meet the NYS Standards for the Arts by involving students in a variety of art experiences including graphic art, and video/ multimedia production. Several different computer art programs will be explored in the course including, Photoshop, Illustrator, Premier Pro, iMovie and Garage Band. Verbal and written analysis as well as development of creativity and problem solving skills will also be included.

Prerequisites: Multimedia Design

Basic Sculpture – ½ credit

Basic Sculpture is a half-year, second level 3-D art course for students sequencing in art. Additive, subtractive, relief and assemblage sculptural techniques will be addressed with a variety of mediums. It will meet the New York State standards for the arts by involving the student in a variety of art experiences including production, verbal and written analysis, investigating and understanding the historical and social significance of sculpture as well as the development of a personal style and problem solving skills.

Prerequisites: Studio Art 1A and B

Advanced Sculpture – ½ credit

Advanced sculpture is a half-year, third level 3-D course designed for the student who desires a more in-depth involvement with sculpture. Building on the techniques presented in Basic Sculpture, the student will have an opportunity to work in a specific medium to develop a thematic body of work. This course will meet the New York State standards for the arts by involving the student in a variety of materials and methods, critical analysis of sculptural works of art, as well as studying its historic and social aspects in relation to contemporary culture.

Prerequisites: Studio Art 1 A and B, Basic Sculpture

Advanced Placement – Studio Art 3-D Design – 1 credit

This course is designed for the students who are interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. This course will address three major concerns: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist.

Students taking this class are expected to take the Studio Art 3-D Design Advanced Placement Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

Prerequisites: Studio Art 1A and B, Basic Sculpture, Advanced Sculpture

Portfolio 1 – ½ credit

Portfolio is a half -year, upper level course meant for the junior or senior who is planning on going to college in the field of art. Students will research portfolio requirements for colleges of their choice and assemble a portfolio from their work over their high school career to meet these requirements. This course will also give the student a chance to focus in a particular medium that interests them and build their portfolio around it.

Prerequisites: Teacher permission and at least two art credits

Portfolio 2 – ½ credit

Portfolio is a half -year, upper level course meant for the junior or senior who is planning on going to college in the field of art. Students will research portfolio requirements for colleges of their choice and assemble a portfolio from their work over their high school career to meet these requirements. This course will also give the student a chance to focus in a particular medium that interests them and build their portfolio around it.

Prerequisites: Teacher permission and at least two art credits

CAREER EDUCATION – Business, Family & Consumer Science & Technology

BUSINESS

Accounting – 1 credit

Accounting is an ideal full year course for students who plan to pursue a college degree in any business related major, including the following: Accounting, Business Management, Marketing or Economics. This course will also be valuable to students that plan to own their own business or enter the work force directly after graduation.

Prerequisite: Junior or Senior

Business Law – 1 credit

If you are planning a Business-related major in college, Business Law offers you an excellent opportunity to get a head start on your degree by earning college credit right here at Whitney Point! Business Law is a full-year course that will provide students with a basic understanding of their legal rights and responsibilities. Topics will include an overview of the American legal system, civil and criminal trial procedures, contract law, cyber law and copyright law. We will also cover topics of personal law; including warranties, credit, entering into a lease, marriage and divorce laws. Students will practice methods of legal research, complete case studies, and formulate legal arguments based on facts and principals.

Prerequisite: Junior or Senior

3 credits from TC3 - BUSINESS LAW I (BUAD 201)

College Keyboarding - ½ credit

College Keyboarding is a 20-week course that develops keyboarding and computer skills using the Microsoft Word 2013 software program. With the emphasis on technology today, keyboarding is a must for the student who has little keyboarding background. Students attain proper keyboarding and formatting techniques using the computer by building on existing skills and developing reasonable speed and accuracy. As a result of taking this course, students will possess the skills necessary to complete homework and research papers for high school and college as well as complete standard business documents.

Prerequisite: None

3 credits from SUNY Broome - Word Processing Applications (BIT 130)

Computers for College - ½ credit

Computers for College is a class that focuses on learning the unique features of Microsoft PowerPoint and Excel. After completing this course students will be able to create, modify and customize a presentation using PowerPoint as well as create and format a spreadsheet using Excel. Students will learn through hands-on exercises and reality-based projects, using the computer as a research and communication tool. These skills will enable students to complete and present research projects in high school, college and as a working professional.

Prerequisite: None

2 credits from SUNY Broome - Introduction to PowerPoint (BIT 254) & Introduction to Microsoft Excel (BIT 252)

Personal Finance – 1 credit

Personal Finance is a full-year course that prepares students for career and financial success after high school. Students will explore a variety of career options, learn skills needed to obtain a job, be successful in the workplace and become financially independent. This course addresses finance at a personal and practical level. Students will learn money management skills including setting financial goals, creating a budget and using checking and savings accounts. Students will learn the importance of building and maintaining a good credit rating through careful use of credit. Students will also explore small business ownership by creating an idea for a business and developing a business and marketing plan.

Prerequisite: Junior or Senior

Word For Personal Use - ½ credit

WORD 2013 is a 20-week course that focuses on learning the unique features of Microsoft Word 2013. This course is designed for students who already possess basic keyboarding skills and wish to learn more advanced features of WORD 2013 to produce both personal and business related documents. Topics covered include storing and retrieving files; text-editing commands, formatting, working with templates, creating tables, merging data, and using graphics in documents. Students will create a resume and cover letter as well as academic and business style reports

Prerequisite: None

1 credit from SUNY Broome - Introduction to Microsoft Word – (BIT 251)

FAMILY & CONSUMER SCIENCE

Food and Nutrition – ½ credit

Food and Nutrition is a 20-week course that will help students develop an understanding of basic nutritional information through the planning, purchasing, preparation and serving of foods. Students will gain experience baking a wide range of products. Students will also explore careers and employment opportunities in the field of food and nutrition.

Prerequisite: None

Advanced Food and Nutrition - ½ credit

Advanced Food and Nutrition is a 20-week course that will provide students with the opportunity to use food preparation principles in preparation of nutritious food products, while improving existing skills. Students will study current issues of nutrition, health challenges, life span nutrition and investigate career and employment opportunities. Students will study vegetarian food choices, meal planning, shopping for food, as well as preparation of fruits, vegetables, grains, dairy, and eggs. Class participation, group work, food labs, projects and chapter tests will determine grades.

Prerequisite: Food and Nutrition

Fashion and Design – ½ credit

Fashion and Design offers the students an opportunity to explore the role of fashion in everyday life. Students will explore careers related to the fashion industry as well as identify the styles of various fashion designers. This course will expand the student's awareness of fashion history and give them an understanding of terms commonly used in the fashion industry. Fashion and Design will provide an opportunity to apply the principles and elements of design in garment construction projects. Students will be required to purchase some of their own supplies.

Prerequisite: None

Gourmet Cooking – ½ credit

Gourmet Cooking is a 20-week course that is a combination of classroom learning and hands-on experience with all sorts of unique foods and cooking techniques. Students prepare a wide variety of meals from countries around the globe, such as Spain, Italy, Germany, Greece, China and many others. Cultural background and food customs are highlighted along with an all-inclusive dining experience each week. Famous chef projects, career education and themed holiday projects make this a course both educational and fun at the same time.

Prerequisite: None

Career Exploration I – ½ credit

Career Exploration I a 20-week course that provides a foundation for successful school-to-career transition after high school. Students will complete self-assessments to analyze interests and skills and use computer/online research to explore careers. This course will relate the importance of a positive work ethic, workplace relationships, and understanding the importance of a positive attitude. Through the course we will evaluate several occupational interests, based on various criteria. The course will identify transferable competencies and job-specific skills related to career and job options as well as use of variety of research tools in the career exploration process. Students will gain hands-on experience in the school store.

Prerequisite: None

Career Exploration II – ½ credit

Career Exploration II is a 20-week course that provides a foundation for successful school-to-career transition after high school. This course will use material and information gained in Career Exploration I in order allow students to continue their growth and mastery of the skills necessary for entry-level employment. In Career Exploration I students learned the importance of a positive work ethic, workplace relationships, and understanding the importance of a positive attitude. In Career Exploration II, students are expected to transfer these skills to hands-on settings. The class will include job-shadowing opportunities in community businesses, guest speakers, and work experiences with school district employees in order to build students' entry-level job skills.

Prerequisite: Career Exploration I

Independent Living – ½ credit

Independent Living is a 20-week course in which students will learn various skills required in food, clothing and home management to allow them to function independently from parents after leaving for employment or college. Lab situations will allow the student to experiment with clothing maintenance techniques and basic food preparation. Students will also explore financial planning techniques such as budget preparation and apartment rental research. Grades will be based on homework assignment, class projects, quizzes, tests, and class participation.

Prerequisite: Junior and Senior

Psychology for Living – ½ credit

Psychology for Living is a 20-week course in which students will acquire insight into the way in which the home, family, friends, and community affect a person's behavior, attitudes, values and goals. The student will find this an introduction to psychology and sociology, which will be helpful in either an employment situation or further study after high school. Grades will be determined by class participation, homework assignments, chapter projects, and topic tests. Brain teasers and thinking exercises will be used as learning activities throughout the course.

Prerequisite: None

TECHNOLOGY

Basic Electricity – ½ credit

Basic electricity is a 20-week course that provides students with an understanding of electricity and its applications. Emphasis will be placed on hands-on lab work that will complement class lectures and discussions. Some of the areas covered will include electrical theory, low voltage AC and DC systems, wiring systems, and electrical components. Students will learn how to connect various electrical circuits and use meters to analyze electrical behavior. Toward the end of the course, residential wiring will be explored through hands-on activities. Students will be expected to use a variety of mathematical formulas dealing with electrical circuitry.

Prerequisite: None

Computer Aided Drafting I (CAD I) – ½ credit

This course is part one of a two part sequence in Computer-Aided Design. It is intended to provide a foundation for the development of knowledge, skills, and attitudes necessary to understand how CAD and computer technologies are changing the role of drafting and what effects this will have on the design and manufacturing process. A majority of the time spent in this course will consist of using a CAD system to solve graphical problems. Emphasis is placed on the use of a CAD system for design applications. Students will acquire technical drawing skills and knowledge in the areas of industrial standards and codes, as related to the areas of drawing development, engineering analysis, and design.

Prerequisite: None

Computer Aided Drafting II (CAD II) – ½ credit

This course is part two of a two part sequence in Computer-Aided Design. A majority of the time spent in this course will consist of using a CAD system to solve problems graphically. Students will further develop their skills and knowledge in the areas of Geometric Modeling and Design Development and Evaluation. Emphasis is placed on the use of a CAD system for Design Development and Evaluation. Students will utilize a CAD system, technical drawing skills, and knowledge to develop and evaluate solutions to technical design problems. This will include: Identification of the Problem, Research and Analysis, Implementing a Solution, Design Testing and Evaluation, Portfolio Generation and Presentation. In addition students will learn about, CNC program design and development, and will produce a project during the semester utilizing a CNC Mill.

Prerequisite: CAD I

Design and Drawing for Production – 1 credit

This course provides one unit of credit to satisfy the high school requirement of Visual Art Education and/or Technology Education sequences and intended to be implemented during a two semester course as an introduction to a universal graphic language through which students can express their ideas with creativity, clarity and exactness.

Prerequisite: None

2 credits if grade is 85 or higher from SUNY Broome – Introduction to Engineering Design (EGR 150)

Intro to Computer Programming (Microsoft Visual Basic I) - ½ credit

This course was developed as an introduction for students to the computer programming language of Visual Basic. It is intended to provide students with the foundations and skills necessary to develop basic understanding of computer programming. Students will utilize the integrated development environment (IDE) to build various applications.

Prerequisite: None

Computer Programming (Microsoft Visual Basic II) - ½ credit

Visual Basic II was developed as a continuation for students who completed the Visual Basic course. It expands on the primary programming tools and skills introduced in Visual Basic I and is intended to provide students with secondary skills in the area of programming, logic, and basic computer animation. Students will utilize various software tools and the integrated development environment (IDE) of Visual Basic to build various game applications. In the last quarter of this course students will work individually and as a team to create a final game program design.

Prerequisite: Intro to Computer Programming (Visual Basic I)

Residential Construction – ½ credit

Residential Construction is a 20-week course where students learn the basics of home construction. The following topics will be covered: Preparing to build - reading blueprints, footings and foundations, floor, wall and ceiling framing, roof framing, finishing, and mechanical systems. A scaled model of a house will be constructed by the student using both hand and power tools. Roughly half the course involves hands-on activity.

Prerequisite: None

World of Technology – 1 credit

World of Technology is a full year, one credit course that can earn the student one credit in math or science. World of Technology will provide students with opportunities to develop an understanding of technology in the past, present, and future. Using the design process, students will model solutions to real life problems with an emphasis on hands-on problem solving. Basic woodworking and metal working skills will be developed so that students can apply those skills to the various projects throughout the year. Current units include the design and construction of model bridges, trebuchets, various model vehicles, and airplanes. Throughout this course, as students engage in processing materials, energy, and information, they will explore their abilities at innovation and apply concepts of mathematics and science.

Prerequisites: None (Maximum enrollment 18)

Principles of Engineering – 1 credit

Principles of Engineering is a 40-week course designed for those students considering a career in the field of science or engineering. Concepts underlying engineering are studied through a hands-on, project approach. After obtaining a thorough understanding of the design process, various challenging projects are presented. Through group work and individual exploration, students will be introduced to product design, research and development, mechanics, strengths of materials, modeling, optimizing systems, energy, and ethics. Students will also be expected to complete a major, written research project. This course will bring together elements of mathematics, science, and technology.

Prerequisites: Geometry and Design and Drawing for Production

2 credits if grade is 85 or higher from SUNY Broome – Principles of Engineering (EGR 151)

ENGLISH

English AIS (Academic Intervention Service) - credit: None

English AIS is designed to teach and reinforce reading, writing, and grammar skills in order to improve students' success on the English 11 Regents exam. The skills covered in this course provide a supplement to the regular English classroom. The course provides practice, instruction, and guidance beyond the regular classroom, as well as supporting skills important for college preparation. This class is not an elective. It is a mandatory course based on teacher identification and New York State ELA test results to provide opportunities beyond the regular English classroom to meet the New York State Standards.

Prerequisite: None

English 9 – 1 credit

English 9 creates a foundation for students' oral and written responses to literature. We will use novels, short stories, and texts to expose students to a wide spectrum of literature. To comply with the New York State Standards in English, English 9 will not only be reading but also writing intensive. Students will be expected to write essays (short and long), interpretive analysis papers, and research projects. Through their reading and writing students will also work on their vocabulary, grammar, listening, and speaking skills.

Prerequisite: None

English 9 Honors – 1 credit

English 9 Honors exposes students to a variety of genres that they will explore through reading, writing, listening, and speaking. This course introduces students to the more sophisticated elements and concepts within literature. It seeks to enable students to manipulate language in more complex ways based upon review and new material. The course will continue to build upon the English curriculum and enhance students' performance in accordance with the English Language Arts Standards

Prerequisite: Teacher Recommendation

English 10 – 1 credit

English 10 concentrates on students reading and studying classic literature. Students will be introduced to diverse cultures and authors using our 10th grade anthology, World Literature, as well as a selection of other texts. Students will practice active listening, speaking, writing, and reading in conjunction with the New York State learning standards. Students will engage in a variety of activities designed to draw upon individual talents, interests, and prior knowledge. The course continues to build upon the English curriculum and enhance performance in accordance with the New York State Standards in English.

Prerequisite: English 9

English 10 Honors – 1 credit

The English 10 Honors class involves in-depth, sophisticated reading, critical writing, analytical thinking, and active class participation. Performance expectations are high. Students are responsible for continued extensive reading and critical analytical assignments to be completed in class and outside of class. The foundations of the English 10 Honors class is classical, time-honored texts including those by Sophocles, Shakespeare, George Orwell, Alexandre Dumas, Erich Maria Remarque, Harper Lee, and Emeska Orczy. Students in this course are expected to be active leaders during collaborating activities and presentations. Moreover, students are expected to self-assess their own writing and demonstrate continual growth in their ability to examine texts and improve writing skills throughout the course. The New York State Regents Exam in Comprehensive English is given in June to students taking English 10 Honors.

Prerequisite: Teacher Recommendation and English 9 or 9H

English 11 – 1 credit

This course is the study of the development of American Literature as outlined in the Common Core State Standards. Students are exposed to a wide variety of literary and informational texts to utilize and enhance their reading and writing skills from the previous year. The Common Core English Regents Exam is given in June of the students' junior year.

Prerequisite: English 10

English 11 Honors – 1 credit

The Honors program uses more advanced materials and more sophisticated assignments. We will read, discuss, and analyze American literature through a variety of books and handouts. The course emphasizes the recognition of common themes, symbols, and motifs as students to promote independent evaluation and understanding of text. Students in this course are expected to be active leaders during collaborating activities and presentations. Moreover, students are expected to self-assess their own writing and demonstrate continual growth in their ability to examine texts and improve writing skills throughout the course.

Prerequisite: English 10 or 10H and Teacher Recommendation

English 12 – 1 credit

Students will engage in an in-depth study of American, British, and World Literature and the times in which the chosen texts were written. Students will explore social, historical, and cultural ideas evident within each piece of literature. Shakespeare, TH White, Mary Shelley, William Golding, and Aldous Huxley include some of the authors covered during the course. Students will also have various writing assignments, from research writing to creative writing. There will be a midterm as well as a final exam for this course.

Prerequisite: English 11

Advanced Placement English Literature and Composition – 1 credit

The Advanced Placement English Course in Literature and Composition engages students in the intense reading and critical analysis of literature from several genres and periods. The course will include the investigation of work's structure, style, theme, and other literary components. To reinforce the reading process and to increase students' ability to explain clearly and cogently what they have read, students will write expository, analytical, and argumentative essays that employ critical analysis and independent research. Additionally, students will keep a notebook in which they will record reactions to the literature, creative thoughts, and personal narratives. Students will be required to use the accepted conventions of oral and written English to present the following:

- Social, historical, and cultural ideas evident in literature
- Data, facts, and concepts evident in oral, written, and electronically produced texts
- Opinions and judgments on experiences, information, and issues
- Socially acceptable communication with a wide variety of people
- Individual artistic creation

Students taking this class are expected to take the English Literature and Composition Advanced Placement Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

Prerequisite: English 11

LOTE (Languages Other Than English)

Spanish I- 1 credit

In this course, we will begin to acquire the skills necessary for listening, speaking, reading, and writing in Spanish. We will increase our understanding and appreciation of Hispanic cultures as we learn to communicate with the millions of Spanish-speaking people throughout the world.

Prerequisite: None

Spanish II – 1 credit

In Spanish II students will continue to develop the four language skills: listening, speaking, reading, and writing. Emphasis will be on communication for the purpose of socializing, providing and obtaining information, expressing personal feelings, and persuading others to adopt a course of action. Culture is integrated throughout the course and highlighted through authentic materials.

Prerequisite: Spanish I

Spanish III – 1 credit

Students will increase their Spanish language skills through a variety of materials and resources. Preparation for the Regional Exam in Spanish will include extensive reading, writing (2 – 100+ word essays), listening, and speaking practice. Aspects of the Hispanic world will be integrated throughout the course and highlighted with authentic materials.

Prerequisite: Spanish II

Spanish IV– 1 credit

Students develop the Spanish Language to an intermediate level by speaking, reading, listening, and writing in the target language. Students will continue to review past grammar, and acquire intermediate level grammar points. Students will also expand their knowledge of culture, practices and perspectives in Spanish-speaking countries. Students will use on-line periodicals, podcasts, literature, movies, and college level texts. Students will converse in the Spanish language at all times, unless a grammar point needs to be clarified.

Students will have successfully completed Spanish III of the high school calendar year. Students whose cumulative average for Spanish I-III is **80 or higher** can elect to earn college credits by registering in the College Now Program through TC3, students can earn 3 credits in the Fall Semester and 3 credits again in the Spring Semester, each time at no tuition cost.

Prerequisite: Spanish III

Minimal Basic Skills Needed to Complete Course Successfully: Students require a strong study ethic to be able to read, listen, write, and speak in the foreign language at an intermediate level. Students require computer knowledge - Word or similar software, PowerPoint, and have web access.

6 credits from TC3 – Intermediate Spanish (SPAN 201 & 202)

HEALTH

Health – ½ credit

Health is a one-semester course that provides students with factual information in the area of health, including, but not limited to: drugs, safety, fitness, mental health, nutrition, stress, disease, emotions, consumerism, community health services, and sexual and reproductive health. The class is structured to provide an atmosphere for exploration of attitudes and feelings as they are related to health behaviors and to provide a framework to aid the students in the formation of positive health behaviors. In addition, the health student will practice skills related to responsible decision making, and critical analysis of health information in the popular media (TV, newspapers, magazines). The three NYS Learning Standards for Health (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) are encompassed in this course. Students successfully completing health will earn a ½ credit required toward graduation.

Prerequisite: None

PHYSICAL EDUCATION

Physical Education – ½ credit

Physical Education for the high school is a required class that is participation based, with an emphasis on sport and lifelong activities. Students will be introduced to personal fitness programs and lifelong activities. Through these activities students will improve cardio respiratory endurance, flexibility, muscular strength and body composition. Students will learn to cooperate, socialize, and respect others during these activities. Students will be introduced to the importance of a safe and healthy environment that provides the opportunity for enjoyment, challenge, self-expression, and communication, through physical activity. Students will be aware of the career options in the field of physical fitness and sports. Students' skills and knowledge will be assessed through the New York State Physical Education profile.

Prerequisite: None

MATHEMATICS

Math AIS (Academic Intervention Service) - Credits: None

Math AIS is designed to review basic skills and reinforce the material taught in class in order to improve students' success on the Algebra I Regents exam. The course provides practice, instruction, and guidance beyond the regular classroom, as well as supporting skills important for college preparation. This class is not an elective. It is a mandatory course, based on the New York State grade 8 math test results, to provide opportunities beyond the regular math classroom to meet the New York State Standards.

Prerequisite: None

Algebra I - 1 credit

Algebra I is the first course in mathematics for high school students preparing for a Regents Diploma with Advanced Designation. The Algebra I Regents examination, which is a requirement for graduation, will be taken at the end of this course. The curriculum is the Common Core curriculum for Algebra I. Students will deepen and extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course along with the content standards. The graphing calculator will be used as both an investigative tool for instruction as well as a means of enhancing students' conceptual understanding of mathematics.

Prerequisite: None

Algebra I – Part 1 - 1 credit

Algebra I – Part 1 is the first half of the material in the Algebra I course. The Algebra I Regents examination, which is a requirement for graduation, will be taken at the end of Algebra I – Part 2. A local final will be given at the end of this course. The curriculum is the Common Core curriculum for Algebra I. Students will deepen and extend their understanding of linear functions. Topics in Part I will include number theory, operations, variables and expressions, equations and inequalities, relations and functions and coordinate graphing. A strong emphasis will be placed on basic algebra skills. The Mathematical Practice Standards apply throughout the course along with the content standards. The graphing calculator will be used as both an investigative tool for instruction as well as a means of enhancing students' conceptual understanding of mathematics.

Prerequisite: None

Algebra I – Part 2 - 1 credit

Algebra I – Part 2 is the second half of the material in the Algebra I course. The Algebra I Regents examination, which is a requirement for graduation, will be taken at the end of this course. The curriculum is the Common Core curriculum for Algebra I. Students will continue to deepen and extend their understanding of linear relationships. They will also contrast linear and exponential relationships. Students will apply linear models to data that exhibit a linear trend, and engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course along with the content standards. The graphing calculator will be used as both an investigative tool for instruction as well as a means of enhancing students' conceptual understanding of mathematics.

Prerequisite: Algebra I – Part 1

Foundations of Geometry – 1 credit

Foundations of Geometry is a course designed to introduce students to various topics in geometry. Students will review basic algebra skills and cover a variety of topics in geometry. Students that wish to improve their math skills before taking geometry should take Foundations of Geometry. Students that took the two-year Algebra program and need to complete the third year of math required for graduation may also take Foundations of Geometry. The course will cover some of the topics needed to pass a college entrance examination. Topics will include logic, geometric relationships, triangle congruence and properties, polygons, quadrilaterals, coordinate geometry, systems of equations, circles, rational expressions, radicals, and exponents. A local final will be given at the end of this course.

Prerequisite: Algebra I or Algebra I – Part 1 & Part 2

Geometry – 1 credit

Geometry is the second course in mathematics for high school students preparing for a Regents Diploma with Advanced Designation. The curriculum is the Common Core curriculum for Geometry. The Geometry Regents examination will be given at the end of this course. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout each course. In addition, students will continue to use the graphing calculator as an investigative tool. Students taking Geometry are to have successfully completed Algebra I.

Prerequisite: Algebra I or Algebra – Part 1 & Part 2

Foundations of Trigonometry – 1 credit

Foundations of Trigonometry is a course designed to introduce students to various topics in both trigonometry and Algebra 2. Students that have completed Foundations of Geometry or Geometry are eligible to take Foundations of Trigonometry. Students will probe deeper into a variety of topics in algebra and explore various aspects of trigonometry. The course will cover many of the topics needed to pass a college entrance examination. Topics will include rational expressions, radicals, quadratics, exponents, relations and functions, trigonometry and statistics. A local final will be given at the end of this course.

Prerequisite: Foundations of Geometry or Geometry

Algebra II – 1 credit

Algebra II is the third Regents course in mathematics for high school students preparing for the Regents Diploma with Advanced Designation. The Algebra II Regents examination will be given at the end of this course. The curriculum is the Common Core curriculum for Algebra II. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout the course. Students will continue to use the graphing calculator as both an investigative tool for instruction as well as a means of enhancing students' conceptual understanding of mathematics.

Prerequisite: Algebra I

Math IV – 1 credit

Students who have successfully completed Algebra II may take Math IV. Math IV is split into two college credit bearing classes. Students are awarded credit from Tompkins-Cortland Community College. The first half is College Algebra and Trigonometry and the second half of the year is Pre-calculus. Topics covered in College Algebra and Trigonometry include polynomial and rational expressions, exponents, radicals, graphing, functions, first and second-degree equations, transformations, complex numbers, right triangle trigonometry, and functional trigonometry. Topics in Pre-calculus include linear and quadratic functions, polynomial, exponential and logarithmic functions, analytic geometry, trigonometry and vectors. The second semester will also introduce new topics special to Calculus such as the number e , instantaneous rates of change, functions, their graphs, and limits.

Prerequisite: Algebra II

6 credits from TC3 – College Algebra & Trigonometry (MATH 132 & 135)

Advanced Placement Calculus – 1 credit

AP Calculus is comparable to calculus courses in colleges and universities. It is expected that students taking this course will seek college credit or college placement or both. AP Calculus is a concurrent enrollment course with TC3 for college credit in Calculus I and Calculus II. Topics include analysis of graphs, continuity of functions, limits of functions, derivatives at a point of a function, asymptotic and unbounded behavior, applications of derivatives, definite and indefinite integrals, applications of integrals, parametric equations and polar graphing. Through the use of unifying themes of these topics, this course becomes a cohesive whole rather than a collection of unrelated topics. Only students that have completed Math IV may take AP Calculus.

Students taking this class are expected to take the AP Music Theory Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

Prerequisite: Math IV

8 credits from TC3 – Calculus (MATH 201 & 202)

Foundations for College Mathematics – 1 credit

This course is designed for high school seniors to ensure that students have the skills necessary to be successful in a college level math course at SUNY Broome.

Topics include: math modeling using linear, quadratic, exponential and trigonometric functions; number sense without a calculator; data analysis; working with polynomial and rational expressions and equations; applications of right triangle trigonometry; exploring compound interest. The course also includes the following student success skills: note taking strategies, time management, successful student behaviors, and career exploration.

This course was developed in collaboration with SUNY Broome. Successful completion (*minimum grade of 70*) of this course ensures that students can register for a credit bearing math course at SUNY Broome.

Prerequisite: Seniors

MUSIC

Band - 1 credit

The Whitney Point High School Concert Band curriculum is based on the New York State Standards for the Arts and the Whitney Point Instrumental Music Curriculum Maps. Students enrolled in this course will continue to develop musicianship skills including tone production, technical skills, intonation, music reading skills, listening skills, analyzing skills and the study of the historical significance of the pieces we are performing. Students will study a varied repertoire of concert band literature including but not limited to: classical music, marches, Broadway music, movie music, multi-cultural music and more. There will be a minimum of four public performances a year including a Winter Concert, a Spring Concert, the Ice Cream Social and Competition. Students will be eligible to participate in a trip to compete at an amusement park each year; alternating years will be multiple day trips.

All students enrolled in Concert Band will also participate in Pep band during the first quarter of each school year. Students will compete in the Columbus Day Parade and perform at the home football games in the stands.

In addition to the required performances, band students may also participate in other musical opportunities such as: Jazz Band, Saxophone Ensemble, All-County Band, Area All-State Band, NYSSMA Solo & Ensemble Festival, Binghamton Youth Symphony and more.

Prerequisite: Previous ensemble experience preferred

Chorus - 1/2 credit

As students prepare for 3 or more public performances they are instructed in the basics of:

- Vocal technique
- Singing different *styles* of choral music
- How to better read music on their own
- Vocal music from other times, cultures, and languages
- Standards of conduct and “conventions” expected of choral musicians in rehearsal and performance situations.

In addition to specific musical skills, great emphasis is put on teamwork, personal responsibility and learning to focus one’s concentration. Currently chorus meets in 4 separate groups, one period every other day, for the full year. Total enrollment averages around 60 students. All students who like to sing are welcome. No previous choral experience is required.

Advanced students in grades 9 through 12 may audition for Select Chorus which meets one evening a week as an extra-curricular activity. Opportunities also exist for students to participate in Honor Choruses at the county, regional, State, All-Eastern and National levels, giving participating students the chance to travel, make new musician friends and professional contacts, and build their college resume.

Prerequisites: None

Music Theory I – ½ credit

Music Theory 1 is a course for students interested in learning about how and why music works. The student **must** possess prior musical knowledge in order to succeed in this course. The course is not to teach you how to read music. It is beneficial, but not required that the student be in or have been in chorus or band. The class meets every day for marking periods 1 & 2. Topics that are covered include: The Staff, Notes, Rhythm, Major and Minor Scales, All Intervals, Major, Minor, Augmented, Diminished Chords, Sight Singing, Composition Analysis, simple rhythmic dictation, and basic melodic composition. Grades are based on homework, participation, quizzes, tests, projects, computer assignments and a final.

Prerequisites: The student must possess prior musical knowledge

Music Theory II – ½ credit

Music Theory 2 is a continuation of Music Theory 1. Topics that are covered include: Review of course 1, Advanced Intervals, Seventh Chords, Advanced Analysis, Part-Writing, Composition, Rhythmic Dictation, Melodic Dictation, and form analysis. Grades are based on homework, participation, quizzes, tests, projects, computer assignments and a final.

Prerequisite: Music Theory I

Advanced Placement Music Theory – 1 credit

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

Students taking this class are expected to take the AP Music Theory Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

Prerequisites: Music Theory 1 & 2

Sound Studio I – ½ credit

Each student works at an iMac computer loaded with the latest and greatest music education software! Totally “hands on”, students will learn and actively engage in elements of musical composition, editing and arranging, through a series of projects using the technology. Software used includes: Sibelius 7, Garage Band, iTunes, iMovie, iDVD, iPhoto, and more! Some projects will be created within an individual program. Others will require the student to navigate across and coordinate the use of several programs. Each student has a musical keyboard and recording headphones at their computer station. Students can be successful even with no prior musical or computer experience. We’ll show you how!

Prerequisites: None

Sound Studio II – ½ credit

Continuation of Sound Studio 1:

- Create your own songs, CD’s, slideshows & Podcasts
- Edit and enhance music you already have
- Opportunity to experiment and move at your own pace
- Daily Hands-on involvement with projects
- Students who want **advanced** music background before college can tailor this course to meet their independent study needs.

Prerequisite: Successful completion of Sound Studio I

SCIENCE

The Physical Setting: Earth Science – 1 credit

The Physical Setting: Earth Science is the science course that seeks to answer the most basic questions about earth. The three main areas of Earth Science include Meteorology (weather), Astronomy (space science), and Geology (the earth itself). Eleven units of study are done during the year in this Regents level course. These units include the following: Planet Earth; Minerals, Rocks and Resources; The Dynamic Crust; Weathering; Erosion Deposition and Landscapes; Interpreting Earth's History; Properties of the Atmosphere; Weather Systems; The Water Cycle and Climates; Beyond Planet Earth; and Environmental Awareness. **All students will be required to complete 1200 minutes of passing lab time during a separate lab section. This must be completed in order for the students to be able to take the Regents exam at the end of the course.** The course is intended to be student activity oriented, investigatory in approach, and interdisciplinary in content. Student success in this course will be directly dependent on math skills. This course can be taken as part of a Regents science sequence.

Prerequisites: None

Introduction to the Living Environment – 1 credit

Introduction to the Living Environment is a course designed to prepare the student to successfully complete Regents Living Environment in the following year. This course is a basic introductory study of the following:

- The scientific method and science process skills
- Ecology and human interactions with the environment
- Evolution
- Cells and cell structures
- Modern genetics and genetic engineering
- Reproduction and development in organisms
- Plant biology
- Human anatomy and physiology
- Human immune response

There is also a heavy emphasis on practicing science process skills required for all science courses, such as designing an experiment from a hypothesis, graphing data, and drawing conclusions. Lab activities are part of this course.

Prerequisites: None

The Living Environment – 1 credit

Formerly referred to as Biology, The Living Environment course exposes students to an introductory study of the following:

- The unity and diversity of life
- Chemical foundations of life
- The study of cell structures and functions
- Chemical reactions of metabolism and pathways of energy
- Cell division: mitosis and meiosis
- Anatomy and physiology of humans
- Modern genetics and genetic engineering
- Evolution
- Ecology and human interactions with the environment

These topics are addressed using the NYS Core Curriculum for the Living Environment and refer to Standard 1 (Key Ideas 1, 2, 3) and Standard 4 (Key Ideas 1-7). **All students will be required to complete 1200 minutes of passing lab time during a separate lab section. This must be completed in order for the students to be able to take the Regents exam at the end of the course.** This course also emphasizes the development of laboratory skills and can be taken as part of a Regents science sequence.

Prerequisites: None

The Physical Setting: Chemistry - 1 credit

Chemistry presents a modern view of the subject using the skills of mathematical analysis, scientific inquiry, and engineering design. Students will use these skills to pose questions, seek answers, and develop solutions. As the year progresses, students will be able to connect chemistry with other sciences and technology, as well as apply it to their lives. Problem solving is an integral part of the course, and students will use extensive mathematical skills to solve chemistry problems. **All students will be required to complete 1200 minutes of passing lab time during a separate lab section. This must be completed in order for the students to be able to take the Regents exam at the end of the course.** This course also emphasizes the development of laboratory skills and can be taken as part of a Regents science sequence.

Prerequisites: Successful completion of The Living Environment

The Physical Setting: Chemistry Honors – 1 credit

Chemistry Honors presents a modern view of the subject using upper level skills of mathematical analysis, scientific inquiry, and engineering design. Students will pose questions and develop solutions with advanced skills that will better prepare them for further development in the scientific world. As the year progresses, students will be able to make connections between chemistry and other sciences along with technology and their own lives. **All students will be required to complete 1200 minutes of passing lab time during a separate lab section. This must be completed in order for the student to be able to take the Regents exam at the end of the course.** This course also emphasizes the development of laboratory skills that will be seen in college and can be taken as part of a Regents science sequence.

Prerequisites: Successful completion of The Living Environment

Environmental Studies – 1 credit

Environmental Studies is designed to provide a real world approach to the study of complex interactions that occur in the natural environment. Students will have the opportunity to learn about the environment and their roles as stewards of it. They will use chemical tests to study both the quality of surface water in Whitney Point Lake and personal water supplies from their homes. Students will use remote sensing of aerial photographs to determine current land use and land use changes. Environmental and economic impacts of these changes will be assessed. Each student will have the opportunity to teach a class on a major concept in ecology. Successful students will be able to assess documents related to environmental quality on their degree of environmental impact. They will be able to relate this assessment to their own research and use the knowledge gained to make informed environmental decisions in their futures.

Prerequisites: None

Physics – 1 credit

Regents Physics is a comprehensive overview of physics, including the study of motion, force, heat, energy, electricity, magnetism, atomic structure, wave behavior, and optics. Students are provided with an opportunity to apply and develop their skills in mathematical and mechanical problem solving. Given the importance of physics to our society and its culture, Regents Physics is designed to be part of any student's general education.

Regents Physics provides a less rigorous introduction to the science than does Honors Physics. Due to the mathematical nature of this course, it is preferable that students have taken, or be concurrently enrolled in, a third-year course in high school mathematics.

Prerequisites: Three years of high school mathematics suggested

Physics: Honors – 1 credit

Honors Physics is a comprehensive overview of physics, including the study of motion, force, heat, energy, electricity, magnetism, atomic structure, wave behavior, and optics. Students are provided with an opportunity to apply and develop their skills in mathematical and mechanical problem solving. This course is particularly helpful for students going on to further work in the sciences, the health professions, or engineering.

Honors Physics provides a more rigorous introduction to the science than does Regents Physics. In comparison to Regents Physics, Honors Physics will move more quickly, cover a greater number of topics, and go into more depth. Due to the mathematical nature of this course, it is preferable that students have passed at least three years of Regents-level high school mathematics.

Prerequisites: Three years of high school mathematics suggested

Advanced Placement Biology - 1 credit

This course is designed to be the equivalent of a college introductory survey biology course usually taken by biology majors during their freshman year. It is an extremely intense, fast-paced class involving a great deal of work outside the class periods. The two main goals of the course are to develop a conceptual framework for modern biology and to gain experience and appreciation of biology through experimentation and inquiry. The topics we will cover in depth and their approximate percentages of the course are as follows: Chemistry of life (7%), Cells (10%), Cellular energetics (8%), Heredity (8%), Molecular genetics (9%), Evolutionary biology (8%), Diversity of organisms (8%), Structure and function of plants and animals (32%), and Ecology (10%). In addition, there will be eight major themes that will recur throughout the course and connect our understanding of the topics:

- I. Science as a Process
- II. Evolution
- III. Energy Transfer
- IV. Continuity and Change
- V. Relationship of Structure to Function
- VI. Regulation
- VII. Interdependence in Nature
- VIII. Science, Technology, and Society

Class time will most often be spent with lectures, student presentations, video segments, practice problems, and web-based activities. In addition, there will be a significant lab component incorporated into the course including twelve labs suggested by the A.P. program.

Students taking this class are expected to take the AP Biology Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

Prerequisite:

The Living Environment course grade of 85% or above

The Living Environment Regents exam grade of 80% or above

Chemistry course grade of 85% or above

Chemistry Regents exam grade of 80% or above

8 credits from TC3 – General Biology (BIO 104 & 105)

SOCIAL STUDIES

Global History & Geography I – 1 credit

This mandatory course covers world cultures and history from the Neolithic Revolution (10,000 B.C.) through 1700A.D. Ancient history, the rise and fall of ancient empires, world culture and comparative religions will all be studied. This class follows the NYS standards: 2-World History, 3-Geography, 4-Economics and 5-Civics.

Prerequisite: None

SS AIS 9 (Academic Intervention Service) - credit: None

Social Studies AIS 9 is a class designed to help students achieve success on the Global I final Exam. This class meets two times in every six-day cycle. Therefore, students are scheduled for days 1 & 4, days 2 & 6, or days 3 & 5. In A.I.S. 9, we will be addressing the needs of two types of students:

Review Students: Have taken the Global I History course but failed the examination. We will focus all efforts on reviewing Global I material. A good understanding of this material is necessary since the Global History and Geography Regents Examination, taken at the end of 10th grade, tests students' knowledge of both Global I and Global II material. Goal: passing the Global I examination in January

Support Students: Scored poorly (Levels 1 & 2) on the NYS Social studies 8th Grade Assessment Tests. These students are now taking Global History I for the first time. Goal: successfully completing the Global History I course and passing the Global History I Final Examination. For both groups of students, we will work on content, writing skills and test taking strategies.

Global History & Geography II – 1 credit

This mandatory course covers world cultures and history from 1700 A.D. to the modern era. The emergence of the modern world will be studied. The development of the modern world and the impact of modernity on traditional life will also be covered. This class follows the NYS standards: 2-World History, 3-Geography, 4-Economics and 5-Civics.

Prerequisite: Global I

SS AIS 10 (Academic Intervention Service) - credit: None

Social Studies AIS 10 is a class designed to help students achieve success on the NYS Global Regents Exam that they take after completing Global History II, usually in the 10th grade. This class meets two times in every six-day cycle. Therefore, students are scheduled for days 1 & 4, days 2 & 6, or days 3 & 5. In A.I.S. 10, we will be addressing the needs of two types of students:

Review Students: Have taken the Global II History course but failed the Global History Regents Exam. We will focus all efforts on the Regents examination, reviewing from both Global I and Global II material. Goal: passing the Global History and Geography Regents Exam in January

Support Students:

Have Passed Global History I but performed poorly (65-70) on the Global History I Final Exam. These students are now taking Global History II for the first time. Goal: successfully completing the Global II History course and passing the Global History and Geography Regents Exam. For both groups of students, we will work on content, writing skills and test taking strategies.

Global II History & Geography Honors – 1 credit

Global History Honors is designed to give students a deeper and broader experience with world events than offered in the regular regents sections. Students will be exposed to more challenging readings and primary sources. There will also be a much wider variety of writing assignments. Students will have the opportunity to research areas of interest and present their findings in several modes. Utilizing district technology and studying historical periods, we will incorporate cultural aspects of literature, art, and music as well as the traditional, political, economic and social systems of global societies. This class follows the NYS standards: 2-World History, 3-Geography, 4-Economics and 5-Civics.

*Before enrolling into Global II Honors, please consult the class prerequisites!

Prerequisite: Q1 & Q2 Global I averages must be 90% or above

Q1 & Q2 English 9 Honors must be 85% or above or

Q1 & Q2 English 9 Regents average must be 90% or above

U.S. History and Government – 1 credit

In order to receive a NYS high school diploma, all students are required to pass this course and the U.S. History and Government Regents Exam in June. During the next few months, we will be studying the following topics:

The U.S. Constitution

The Civil War & Reconstruction

Industrialization

The Progressive Movement

The Great Depression

The World at War

The Global Age

Current Issues

Emphasis will be placed on learning NYS Social Studies Standards (NYSSSS) One & Two. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas such as turning points in U.S. history and periodizing them (NYSSSS One). In addition, students will examine history through a variety of perspectives: social, political, economic, cultural and religious (NYSSSS Two).

Prerequisite: Global I & Global II

SS AIS 11 (Academic Intervention Service) - credit: None

Social Studies AIS 11 is a class designed to help students achieve success on the NYS U.S. History and Government Regents Exam that they take after completing U.S. History and Government, usually in the 11th grade. This class meets two times in every six-day cycle. Therefore, students are scheduled for days 1 & 4, days 2 & 6, or days 3 & 5. In A.I.S. 11, we will be addressing the needs of two types of students:

Review Students: Have taken the U.S. History and Government course but failed the U.S. History and Government Regents Exam. We will focus all efforts on the Regents examination, reviewing from the U.S. History and Government course material. Goal: passing the U.S. History and Government Regents Exam in January

Support Students: Have Passed Global History II but performed poorly (65-70) on the Global History and Geography Regents Exam. These students are now taking U.S. History and Government for the first time. Goal: successfully completing the U.S. History and Geography course and passing the U.S. History and Geography Regents Exam.

For both groups of students, we will work on content, writing skills and test taking strategies.

Advanced Placement United States History – 1 credit

Advanced placement U.S. History is a collegiate level survey of American History from the Age of Exploration to the present. Students who successfully complete the year with a grade point average of 65% or higher will earn one credit toward graduation. This course is designed to be challenging and is the equivalent of six credit hours of collegiate level U.S. History study. Mature and disciplined reading and writing skills, along with a willingness to devote considerable time and effort to homework and study are necessary to succeed. Emphasis will be placed on analytical thinking skills, essay writing and interpretation of primary documents. Productivity, quality, and success on the aforementioned will and must be based on established factual knowledge. Activities will include: lectures, research, student led seminar discussions, analysis of readings (primary and secondary source documents), book and cinematic analyses, and possible an extracurricular event. Emphasis will be placed on learning NYS Social Studies Standards (NYSSSS) One & Two. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas such as turning points in U.S. history and periodizing them (NYSSSS One). In addition, students will examine history through a variety of perspectives: social, political, economic, cultural and religious (NYSSSS Two).

Students taking this class are expected to take the AP United States History & Government Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

**Prerequisite: Q1 & Q2 Global II Honors averages must be 85% or above OR
Global II Regents averages 90% or above
Q1 & Q2 English 10 Honors must be 85% or above OR
English 10 Regents average must be 90% or above**

Economics – ½ credit

In order to graduate with a NYS diploma, this half-year course must be taken by every senior. This course covers concepts from both Micro and Macro Economics. Ideas such as economic models, supply and demand, inflation, taxation and scarcity will all be introduced and explored.

Prerequisite: Seniors

Participation in Government (P.I.G.) – ½ credit

In order to graduate with a NYS diploma, this half-year course must be taken by every senior. This course will address both the rights and responsibilities of a United States Citizen. The differences between Federal, State and Local governments will also be explored. Other topics that will be addressed are:

The U.S. Constitution
Citizenship's Rights & Responsibilities
Current American Issues

The Criminal Justice System
Elected Officials
Local Governmental Issues

****Community Service Hours are MANDATORY***

****The completion of two major papers is MANDATORY***

Prerequisite: Seniors

EXTRA-CURRICULAR ACTIVITES

ART CLUB – Advisor: Mr. Manvell

Anyone in grades 9-12 are welcome to join. You just need to enjoy doing art for yourself and others. You can join to learn new art mediums such as wheel throwing, painting, set design, etc. We work on ceiling tile paintings all year long as a fund raiser and we have a bowl-a-thon in May to make pottery bowls to sell at the district art show. We help out with community and school events as needed. We meet in the ceramics room once a week from 3-4pm.

CHESS CLUB - Advisor: Mr. Jones

Open to everyone, anyone can join at any point in the year, meets every Tuesday from 2:45-3:30 (it is not necessary to be in attendance for the whole time). A place to hang out and learn how to play chess, or play against other students. There are competitive and non-competitive matches as well as club ratings and a ranking system for regular members to see where they stand.

DRAMA CLUB - Advisor: Mr. Jones

Open to everyone, anyone can join at any point in the year, meets twice a month after school (meeting days vary). Organizes, prepares, rehearses and produces a full-length play each fall. There is also a one-act play in the spring and a trip to a theater festival where we perform that play. Members act in the show, help backstage, or help with publicity and general preparations, depending on their interests.

FCCLA – Advisor: Mrs. Godfrey (TRA) and Ms. Thomas

This is a student leadership club focusing on family, careers and community. Anyone in 9th – 12th grade is welcome we usually meet monthly and have individual project work. Members do a number of community service activities, attend state leadership conferences and possible a National Leadership conference each year, fundraising activities are involved.

FOREIGN LANGUAGE INTERNATIONAL CLUB – Advisor: Ms. Kupiec & Mrs. Phillips

Anyone taking a foreign language is welcome to join. We do different activities throughout the year including: Bingo night, Holidays – gift exchange, cook, a restaurant visit, movie night, community service, etc.

GAY/STRAIGHT ALLIANCE (GSA) – Advisor: Mrs. Murtagh

The Gay Straight Alliance is a club dedicated to changing the climate in our school to be more inclusive for all types of people. Over the years, the members of this club have worked hard to make our school more accepting of students who identify themselves outside of the cultural norm. We need people willing to step up and continue to make our school a safe place for all students.

HIGH SCHOOL CHALLENGE - Advisor: Mr. Peck

High School Challenge is an interscholastic Academic Quiz Bowl team that competes in tournaments around Upstate New York.

JAZZ BAND – Advisor: Mrs. Williamson

Membership is open to students who play Saxophone, trombone, trumpet, bass, electric guitar, percussion or piano. Jazz Band meets every Wednesday from 2:45-3:30 and scheduled evening rehearsals during the school year. Students will have multiple public performances a year for the school and community. Students will perform many well-known jazz, big band, funk, rock and blues standards.

STUDENTS AGAINST DESTRUCTIVE DECISIONS (SADD) – Advisor: Mr. Ferrara

SADD is a peer-to-peer education and prevention from destructive decisions. Particularly drunk driving, risky and impaired driving, and teen violence. We take a look at the world of risky behaviors today and think of positive ways to change it and make it safer for everyone.

SELECT CHORUS – Advisor: Mr. Ken Jones

Membership by audition only, auditions are typically held in September (you do not need to be a member of chorus to audition for the select chorus), meets every Tuesday from 7-9pm. It is an elite singing group that learns very challenging music and performs at concerts, public events and even sings the national anthem every year at a Binghamton Senators game.

STUDENT COUNCIL – Advisor: Ms. Thomas

Any student in 9th – 12th grade is welcome to meet. Usually meet monthly on a Tuesday or Wednesday (more meetings when planning an event). Activities include planning school spirit days, holiday food boxes for the community, help at open house, host Trick or Treat Street, school dances, school grounds clean-up and assist with Badminton for Hearts.

TRI-M MUSIC HONOR SOCIETY – Advisor: Mr. Jones

By application only, anyone who is taking at least one music class and is maintaining a 75 or higher in all AP classes, and an 85 or higher in all other classes are welcome to apply; applications typically go out in November. Tri-M meets on the 2nd and 4th Thursday of every month from 2:45-3:30. Tri-M is an honor society and community service organization whose focus is on bringing music related opportunities and experiences to WPHS, as well as assisting in musical activities throughout the community. Tri-M members usher concerts at the HS and TRA, fundraise money for music activities, and fund and produce an all-student musical show every other year.

YEARBOOK – Advisor: Ms. Thomas and Mrs. Soeffing

Anyone in 9th -12th grade who would like to plan, develop and create the Whitney Point Central School District's yearbook. Students can create yearbook pages, sell advertisements, and take photos for the district yearbook.

ATHLETICS

Fall Sports Teams

- Cheerleading
- Cross Country
- Field Hockey
- Football
- Boys Soccer
- Girls Soccer
- Girls Swimming
- Volleyball

Winter Sports Teams

- Boys Basketball
- Girls Basketball
- Cheerleading
- Indoor Track
- Wrestling

Spring Sports Teams

- Baseball
- Golf
- Boys Lacrosse
- Girls Lacrosse
- Softball
- Track and Field