

Whitney Point High School

10 Keibel Road Whitney Point, NY 13862

www.wpcsd.org



Course Guide 2019-2020

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

CONTENTS

Mission Statement	3
Message From The Counseling Staff	4
High School Counseling Department	5
High School Administration	5
Whitney Point Central School District -Administration	5
District Support Personnel	5
Planning Your Program	6
GPA and Rank	6
Helpful Items	7
Common Questions	9
Career Exploration Opportunities	10
College Entrance Exams	11
Evening Programs	12
Special Education Services	13
New York State Graduation Requirements	15
Regents Examination Requirements	16
Career & Technical Education (CTE)	17
New Visions, P-TECH & Tech Academy	18
Online Learning	19
Concurrent Enrollment	20
Advanced Placement (AP)	22
Art	23
Career Education: Business	26
Career Education: Family & Consumer Science	29
Career Education: Technology	32
English	34
LOTE (Languages Other Than English)	37
Health	39
Physical Education	39
Mathematics	40
Music	45
Science	48
Social Studies	54
Connections	57
Extra-curricular Activities	58
Class Advisors	61
Athletics	62

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 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 school counselor to help you resolve any questions pertaining to academic planning.

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 goal to offer all the classes listed and described in this booklet. For a variety of reasons, it is not always possible to do so in which case students will be encouraged to enroll in another course. **Students are required to be scheduled for a minimum of 5.5 credits each year.**

HIGH SCHOOL COUNSELING DEPARTMENT

Mrs. Lori Davis, Secretary	692-8209
Mrs. Elizabeth Konicki, Counselor (A-K)	692-8209
Mrs. Jennifer Westcott, Counselor (L-Z)	692-8209
Mrs. Karen Crandell, School Psychologist	692-8209
Mrs. Deborah Oliver, Social Worker	692-8290

HIGH SCHOOL ADMINISTRATION

Mr. Daniel P. Sweeney, Principal	692-8201
Mr. Jeffrey Isaacs, Assistant Principal	692-8201
Mrs. Mari Standish-Warpus, Secretary	692-8201

WHITNEY POINT CENTRAL SCHOOL DISTRICT -ADMINISTRATION

Mrs. Patricia Follette, Superintendent	692-8313
Ms. Cynthia Burchell, Administrative Secretary	692-8313
Ms. Jo-Ann Sexton, Assistant Superintendent	692-8269
Mrs. Kathy Gummo, Administrative Secretary	692-8269
Mrs. Murphee Hayes, Athletic Director	692-8245
Ms. Teresa Ellerson, Athletic Secretary	692-8245
Mr. Aaron Kaminsky, Director of Special Services	692-8228
Ms. Brittany Mau -Lantry, Administrative Secretary	692-8228

DISTRICT SUPPORT

Officer Steve Noyes, School Resource Officer	692-8347
Mr. David Puglisi, LMSW, WP Community School Coordinator	372-4650
Ms. Paige Taylor, Lourdes Student Assistant Counselor	692-8346

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, Dual Credit 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 follow a career pathway.

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.

A student's **GPA** is calculated using unweighted grades from high school course work without regard to a student's course load.

Class Rank is calculated using a weighting system that is dependent on WPCSD course rigor. Regent Level courses carry a weighting of 1.00. Honors level courses are weighted by 1.05 and Advanced Placement and Dual Credit courses are weighted at 1.10.

- Only grades earned at an accredited NYS school shall be used in Class Rank calculations.
- Students that attend accredited schools in NYS for four years will be included in the calculation of Class Rank.
- Transfer students that enroll from a non-accredited school after commencement of 9th grade may submit a transcript of grades and portfolio of curriculum work, including online coursework, completed from their prior school program. The high school principal shall review such information to determine in his or her discretion whether to award credits. If credits are accepted to be used toward high school graduation requirements, this will be done so strictly on a pass/fail basis.

HELPFUL ITEMS

School Tool is a way for parents to take a more active role in their child's education. School Tool offers parents real-time access to grades, attendance, homework assignments as well as class information. Parents are encouraged to sign up for the School Tool Parent Portal for access to their student's grades.

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. New York State requires students to take at least 3.5 credits of elective classes for graduation.

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: Whitney Point 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 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.

Converting GPA to 4.0 Scale or Letter Grade:

<u>Letter Grade</u>	<u>Percent Grade</u>	<u>4.0 Scale</u>
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

Add/Drop Policy: Course requests for the following year are sent home during the spring semester for students to review with their parents/guardians. Course changes can be made at this time. If a student discovers an error, it will be the student’s responsibility to notify his/her counselor immediately. Once the fall semester has begun, seating within

classes are limited and schedules cannot be changed without following the add/drop guidelines listed below.

Students may add or drop a class within the first two weeks of a semester course. Full-year courses may be dropped from a student's schedule prior to the twenty-week mark (second marking period). Exceptions can be made with administration approval for the following reasons: 1) medical reasons; 2) course work was completed over the summer; or 3) student was academically misplaced in the course.

Students must complete an "Add/Drop Form" that can be picked up in the Guidance Office. This form requires a signature from both the teacher associated with the course and a parent/guardian agreeing to the change. If it becomes necessary to drop a course or courses, students will be required to add a course or courses to maintain a minimum of 5.5 credits of academic coursework

Any yearlong Honors, AP or Dual Credit Course that is dropped at the end of the 1st semester will not receive the weighted grade.

COMMON QUESTIONS?

Who is my counselor and how can I see them?

Counselors are generally assigned alphabetically, based on the student's last name (Mrs. Konicki A-K, 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 in a class 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.

What kind of academic help is available?

There are several resources available at Whitney Point High School such as Peer Tutoring, AIS, Upward Bound, Promise Zone, etc., talking with your School 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. Lori Davis in the Guidance Department.

CAREER EXPLORATION OPPORTUNITIES (Grades 9-12)

CHOICES 360 (Grades 9-12) 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.

ANNUAL CAREER FAIR (Grades 9-12) Whitney Point High School hosts a yearly career fair. Community members from local businesses, schools and agencies volunteer their time to speak with students about their business, and careers found within their field. The fair incorporates an assembly presentation focusing on the theme of the event.

COLLEGE ENTRANCE EXAMS

PSAT/NMSQT (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. 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.

Students may qualify for fee waivers for each of these tests. See your counselor to find out if you qualify for a fee waiver.

EVENING PROGRAMS

9TH GRADE HIGH SCHOOL ORIENTATION – An evening program, held in late August, 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 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 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 BOCES for programs that are on the continuum of services that are not maintained at our high school.

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. The CDOS (Career Development and Occupational Studies Certificate) is also an additional credential that students can earn. We offer a continuum of services for students with learning differences including:

Consultant teacher (CT) 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.

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.

Indirect CT services mean consultation provided by a certified special education teacher to a general education teacher to assist 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.

Integrated Co-teaching means to provide academic and specially designed instruction in the general education setting to an integrated group of students.

Resource Room is a special education program for a student with a disability registered in either a special class or general education class

who needs specialized supplementary instruction in a small group setting for one class period daily. Resource Room is for the purpose of supplementing the general education or special education classroom 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 students are receiving their primary instruction separate from their peers for a particular subject. Whitney Point High School maintains 15:1 classes for English, Social Studies and Mathematics.

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, school health services, school nurse services, school social work, assistive technology services, appropriate access to 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 an IEP or 504 Plan may also be assigned to an Academic Support Class. 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) Life Science or Physical Science (1)	3
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.

REGENTS 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)
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 are any of the following: 1 additional math, science, or social studies Regents exam or Career Development and Occupational Studies (CDOS)
- 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 (CTE)

The Broome-Tioga BOCES Center offers many opportunities in vocational and technical education. These 2-year programs are 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.

INTRODUCTORY COURSES	INTERMEDIATE COURSES	ADVANCED COURSES
Auto Body Careers	Animal Science	Auto Technology
Building Trades/Plumbing Careers	Auto Body Repair	Criminal Justice
Business Management & Computer Careers	CAD & 3D Animation	Health Sciences
General Automotive Services (GAS)	Carpentry	Graphics & Gaming Design
Hospitality Industry Careers	Cosmetology	Advanced Manufacturing
Retail Warehousing Skills	Culinary Arts	IT Specialist
	Electricity	
	Engine Mechanics	
	Heavy Equipment Repair & Operations (HERO)	
	Masonry	
	Plant Science	
	Video Productions	
	Welding	

NEW VISIONS ACADEMY

New Visions is a 1-year BOCES program for high school seniors. This is an academically rigorous program for college-bound high school seniors interested in a career in Business, Health, Engineering, Education or Law & Government. Students spend each morning taking classes and working side-by-side with professionals, observing and participating in real-life experiences.

All applicants must have a minimum GPA of 90%. The application process includes an essay and interview. Upon completion, students earn 4 high school credits as well as college credits. Interested students should see their counselor for more details.

P-TECH

P-Tech (Pathways in Technology Early College High School) is a six-year, state grant-funded program that enables students to earn both a high school diploma and associate's degree, the latter being at no cost. Health Science, Engineering and Computer Technology are the majors available to qualifying students. Content is explored through various means including but not limited to the following: project-based learning, interaction with mentors from professionals in their field of study as well as the completion of high school and college courses. Selection and application process begin in the middle school.

TECH ACADEMY

The Tech Academy is a four-year, half-day career and technical education program. Students begin in 9th-grade and continue the program through graduation. Students earn three credits per year in the Tech Academy and the remainder of their credits at their home school district. The Tech Academy focuses on project-based learning in an applied, real-world model using cutting-edge technology.

ONLINE LEARNING

Online Learning through Whitney Point High School may be made available for students who are not able to fit a required class for graduation in their senior year schedule (exceptions may be made with administration approval). It is important to consider the following before assuming the responsibility of an online class. Successful online students demonstrate some of the following traits:

- Independent learners
- Goal-oriented
- Proficient readers and communicators
- Have basic computer skills
- Can set a schedule and can keep to it
- Can meet deadlines
- Are not easily frustrated
- Will take responsibility for the learning process Students participating in Online Learning Opportunities must meet with a district teacher. These meetings must be regular and substantive in regard to answering questions about the course material.

Students can work on a course at their own pace. We encourage students to be at least 25% complete by the end of the first quarter, 50% by the second quarter, 75% by the end of the third quarter and complete the course by the end of the fourth quarter. Any tests or assessments within the course must be monitored by a school faculty member. Please note that since online learning is self-paced, a student's grades will not be reflected on quarterly report cards. Progress will be reflected in the comment section. Final grades will be recorded on the 4th quarter report card. Online learning opportunities will not be included in quarterly averages or final ranking. Opportunities for Online Learning must be approved by the school principal.

Not all course offerings are available online.

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 College NOW Concurrent Enrollment Classes include the following:

High School Name	High School Credit	College Name	College Credit
AP Biology Lab component mandatory	1	BIO 104 & BIO 105 - General Biology Lab component mandatory	8
College Math	1	MATH 200 & MATH 138 – Statistics & Precalculus	7
AP Calculus	1	MATH 201 & 202 – Calculus	8
Algebra II	1	MATH 120 – College Algebra	3
Spanish IV	1	SPAN 201 & 202 – Intermediate Spanish	6
Business Law	1	BUAD 201 – Business Law I	3

**SUNY Broome Concurrent Enrollment (Fast Forward)
Classes include the following:**

High School Name	High School Credit	College Name	College Credit
Connections	½	LRS 108 - Study Management, Memory & Exams	1
English 12	1	ENG 110 - College Writing I	3
Music Theory I	½	MUS 104 - Fundamentals of Music	3
Physics Honors	1	PHY 161 & 162 - Physics I & II	8
AP US History	1	Pending approval	3
Robotics I	½	CST 117 Problem Solving & Communication Tools	3
Advanced Food & Nutrition	½	Pending approval	1
Career & Financial Management	½	Pending approval	3
Essential Computer Applications	½	Pending approval	3
Advanced Computer Applications	½	Pending approval	3
Principles of Engineering	½	Pending approval	3

Please note that concurrent offerings are subject to change due to enrollment and our partnership with local colleges.

ADVANCED PLACEMENT (AP)

Why Take AP Classes? The following is adapted from <http://apstudent.collegeboard.org/exploreap/the-rewards>

- **Stand Out in College Admissions** 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. *Check out specific colleges' guidelines on accepting AP scores for credit and placement by searching the [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.
- **Build College Skills** 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 Music Theory (offered every other year)

AP Studio Art 3-D Design

AP United States History

ART

STUDIO ART I-A – ½ credit, Prerequisite: None

Studio Art I-A 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 may include the mediums of pencil, charcoal, pastel, colored pencil, marker and acrylic paint. Some projects may also be based on 3-dimensional compositions. Personal creativity and problem-solving skills will also be developed in this course.

STUDIO ART I-B – ½ credit, Prerequisite: Studio Art I-A

Studio Art I-B is a half-year, first level art 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 both written and verbal form. Projects will focus on design principles and production processes involved in both two-dimensional and three-dimensional art making. Projects may include the processes of block printmaking, ceramics, collage, sculpture, and computer graphic design. Personal creativity and problem-solving skills will also be developed in this course.

BASIC DRAWING & PAINTING - ½ credit, Prerequisites: Studio Art I-A&B

Basic Drawing & Painting is a half-year, second level course designed as a prerequisite for Intermediate Drawing and Painting. 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.

INTERMEDIATE DRAWING & PAINTING – ½ credit,

Prerequisites: Studio Art I-A&B, Basic Drawing & Painting

Intermediate Drawing & Painting is a half-year, third level 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.

ADVANCED DRAWING & PAINTING – ½ credit, Prerequisites:

Studio Art I-A&B, Basic Drawing & Painting, Intermediate Drawing & Painting

Advanced Drawing & Painting is a half-year, third level 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.

MEDIA ARTS - ½ credit, Prerequisites: Studio Art I-A & B

This is a hands-on course that will incorporate two- and three-dimensional artworks with the integration of technology. This course will meet the NYS Standards for the Media Arts and Technology by involving students in a variety of experiences that culminate in the production of still and motion products. Through the use of cartooning, graphic design, digital photography, photo editing, and various computer programs (Adobe Suite and other Mac Applications) students will become aware of a variety of career opportunities in the fields of advertising and graphic design.

ADVANCED MEDIA ARTS - ½ credit, Prerequisites: Studio Art I-A &

B, Media Arts

Advanced Media Arts is a half-year, third level course designed for the serious art student. It will meet the NYS Standards for the Media Arts by

involving students in a variety of art experiences including graphic art, digital photography, photo editing, animation and video/multimedia production. Several different computer art programs will be explored in the course including the Photoshop Suite, iMovie, and Garageband. Verbal and written analysis as well as development of creativity and problem-solving skills will also be included.

BASIC SCULPTURE – ½ credit, Prerequisites: Studio Art I-A & B

Basic Sculpture is a half-year, second level 3D 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.

ADVANCED SCULPTURE – ½ credit, Prerequisites: Studio Art I-A & B, Basic Sculpture

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.

ADVANCED PLACEMENT – STUDIO ART 3-D DESIGN – 1 credit,

Prerequisites: Studio Art I-A & B, Basic Sculpture, Advanced Sculpture

This is a full year course in ceramics, 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 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 who expect to receive Advanced Placement Credit through the College Board will need 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.

PORTFOLIO I – ½ credit, Prerequisites: Teacher permission and at least two art credits

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.

PORTFOLIO II – ½ credit, Prerequisites: Teacher permission and at least two art credits

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.

CAREER EDUCATION-BUSINESS

BUSINESS LAW – 1 credit, Prerequisite: Juniors & Seniors

TC3 Fast Forward 3 credits BAUD 201 Business Law I

Are you are planning to major in Business at college? **College Business Law** gives you an excellent opportunity to get a head start on your degree by earning college credit by taking this class while you are here Whitney

Point! Business Law is also a great course for anyone interested in owning their own business or pursuing a career in the legal profession. This full-year course will provide students with a basic understanding of the American legal system, including business and personal law. Students will become familiar with legal terminology and court procedures for both criminal and civil law. Students will discuss legal cases and formulate arguments based on the facts and legal principles involved.

Topics will include:

- History of the American legal system and Constitutional law
- American court system and jurisdiction
- Classification of crimes, trial procedures and criminal defense strategies
- Civil law: Lawsuits involving negligence and liability
- Contract Law: buying and selling goods and services, breach of contract
- Intellectual Property: Copyright, trademark and patent law

COLLEGE AND FINANCIAL SUCCESS – 1 credit, Prerequisite: **This course is HIGHLY recommended for Juniors and Seniors*

Don't leave high school without a solid plan for your future! College and Financial Success is a full year course designed to help students achieve their goals after high school. Students will explore college and training opportunities needed to be competitive in today's workforce. Students will develop a plan to pay for college, apply for financial aid, explore scholarships and learn about student loans. Students will then develop strategies for making a successful transition from high school to college life including study strategies, time management skills and campus involvement.

Students will also learn how to be successful money managers and avoid common financial pitfalls. Students will learn to use a checking and savings account including an online banking simulation. We will learn the importance of maintaining a good credit history; how to calculate the cost of loans and how to avoid getting into trouble with credit. Students will then research cost of living on their own and create a monthly budget that will allow them to live well while planning for their future. This

course will also include a unit on investing in the stock market and various types of retirement savings accounts.

Units of study will include:

- **Preparing for College:** Selecting your college major, research college and training opportunities, writing college and scholarship applications, paying for college, loans and financial aid.
- **College Success Strategies:** Study strategies, campus involvement, campus services, stress management techniques.
- **Money Management**—Budgeting, Checking and Savings Accounts
- **Managing Credit**—Establishing a good credit rating, calculating loan interest, avoiding credit problems, avoiding identity theft.

ESSENTIAL COMPUTER APPLICATIONS - ½ credit, Prerequisite:

HIGHLY recommended for all students

SUNY Broome 3 credit hours (pending approval)**

Do you have the technology skills you need to be successful in the fast-paced digital world that we live in? In Essential Computer Applications, students will learn the latest software and technology to help them prepare for success in high school, college and on the job.

Students will learn the basics of using Microsoft Office, Google Docs, Blackboard, Survey Monkey and other applications to create documents and collaborate on projects. This class will also focus on *digital citizenship*. Students will learn about positive social media use and its impact on their “digital footprint.”

Students will develop the following skills:

- Use Microsoft Word, PowerPoint, Excel and Publisher to create and edit documents
- Use Google Docs, Sheets, and Slides for easy collaboration on class projects
- Learn to format and edit various documents including academic reports, works cited and cover pages, business letters, and resumes.
- Digital Citizenship: Building a positive personal brand on social media

ADVANCED COMPUTER APPLICATIONS – ½ credit, Prerequisite:

Essential Computer Applications

SUNY Broome 3 credit hours* (pending approval)

This course will provide students with more comprehensive instruction in the software and technology needed for success at college and in today's workforce. Students will complete hands-on projects and business simulations using Microsoft Office: Word, Excel, PowerPoint and Publisher. This course will also incorporate the use of collaboration software including Google Suite and other technology and the development communication skills necessary for success at college and on the job.

Students will develop the following skills:

- Word: Prepare business documents using mail merge, envelopes and labels, tables, charts and graphics. Students will also create a resume and cover letter.
- Excel: Spreadsheet applications including payroll, sales, inventory
- PowerPoint: Create business presentations, inserting charts and graphs. Import financial information from Excel and Access. Presentation of projects in class
- Publisher: Desktop publishing of brochures, advertising flyers, business cards and greeting cards
- Google Suite: Use Google Suite for collaboration on class projects, use Google Calendar and Outlook to communicate with teacher and classmates.

FAMILY & CONSUMER SCIENCE

CAREER AND FINANCIAL MANAGEMENT - ½ credit, Prerequisite:

None, HIGHLY recommended for Freshman

SUNY Broome 3 credit hour (pending approval)**

Career and Financial Management is designed to give students the knowledge needed to plan your career and promote financial literacy

among young adults. Students will gain an understanding of and develop the skills and knowledge needed to be successful in a rapidly changing world. Students will explore emerging workplace trends and develop employment skills, including resume writing and interviewing. Topics include preparing for work, career planning, success skills and managing your money. Additional topics include maintaining a checkbook, understanding credit, insurance, and consumerism. Students will also begin to demonstrate financial literacy through real-life classroom activities.

YEARBOOK – 1 credit, Prerequisite: None

Yearbook is a production-based full year elective course that creates the Whitney Point Central School District yearbooks. This course is designed to develop students' skills in yearbook production by providing experiences in selected aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production. Classes include lectures, exercises and projects. Students learn how to photograph sports, current events and school activities. Specific techniques include how to take photographs in natural lighting, how to capture action and how to edit photographs digitally. Participants will gain useful, real world skills in time management, marketing, teamwork, leadership skills and design principles. Students will produce creative, innovative yearbooks which record school memories and events.

FOOD & NUTRITION – ½ credit, Prerequisite: None

Food & Nutrition is a half-year 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.

ADVANCED FOOD & NUTRITION - ½ credit, Prerequisite: Food & Nutrition

SUNY Broome 1 credit for PED 150 – Personal Nutrition (pending approval)**

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 learn the basic principles of good nutrition; how energy nutrients work within their body and how they can use nutrition to improve their overall health. They will also be able to utilize this information to decipher the current nutrition recommendation being addressed by the media. Students will study current issues in nutrition, health challenges, life-span nutrition and investigate career and employment opportunities. We will be studying vegetarian food choices, meal planning, shopping for food, as well as preparation of fruits, vegetables, grains, dairy, and eggs. Students will be preparing weekly meals that use their existing skills and incorporate the nutrition concepts. Class participation, group work, food labs, projects and chapter tests will determine grades.

GOURMET COOKING – ½ credit, Prerequisite: None

Gourmet cooking is a half-year 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.

PSYCHOLOGY FOR LIVING – ½ credit, Prerequisite: None

Psychology for Living is a half-year 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.

TECHNOLOGY

BASIC ELECTRICITY – ½ credit, Prerequisite: None

Basic electricity is a half-year 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. Maximum seat capacity 12

DESIGN & DRAWING FOR PRODUCTION – 1 credit,

Prerequisite: None

Design & Drawing for Production is full year course which can satisfy the high school requirement for Visual Art Education and/or Technology Education sequences. The intent of the course is to introduce students to a universal graphic language where they can express and/or communicate ideas with creativity, clarity, and exactness. These ideas are often generated for use in engineering, manufacturing, construction, and architecture, to name a few. Students learn about the various aspects of sketching, drawing, engineering drawing, and drafting, while applying what they learn to diverse problems and design challenges. Through these challenges, students develop plans and model possible solutions to real world production problems.

RESIDENTIAL CONSTRUCTION – ½ credit, Prerequisite: None

Residential Construction is a half-year 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.

WORLD OF TECHNOLOGY – 1 credit, Prerequisites: None

World of Technology is a full year, one credit course that can earn the student one credit in math. 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 metalworking 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.

PRINCIPLES OF ENGINEERING – 1 credit, Prerequisites: Geometry and Design & Drawing for Production

SUNY Broome 3 credit hours (pending approval)**

Principles of Engineering is a full year 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.

ENGLISH

ENGLISH Academic Intervention Service (AIS) % of English class -

Credit: None

Students will strengthen necessary skills for success in their core English classes. Classes will focus on close reading, creating a well-developed claim that is provable, explaining analysis fully, practicing multiple choice, and 1:1 assistance with homework or revision work. As students monitor their English grades with their AIS teacher, they have opportunities for the further individualized support necessary to sharpen their reading, writing and analysis skills.

ENGLISH 9 - 1 credit, Prerequisite: None

Students will build on reading and writing techniques and strategies to strengthen comprehension skills and analysis of literature. There will be a continued focus on thinking and responding to texts and effective use of annotations to improve writing about those texts. The course will focus on applying specific and varied evidence to support thesis statements in writing. This will remain a target area as students strive to become more detailed and coherent writers as they respond to literature.

ENGLISH 9 HONORS - 1 credit, Prerequisite: None

Students will build on reading and writing techniques and strategies to strengthen comprehension skills and analysis of literature. There will be a continued focus on thinking and responding to texts and effective use of annotations to improve writing about those texts. The course will focus on applying specific and varied evidence to support well-developed thesis statements in writing and will also focus on the importance of varying student use of vocabulary throughout the writing process. In addition, student independence in this course will be fostered. Those that are enrolled in the course will be expected to read and comprehend literature more independently, which will allow for more in-class analysis goals.

ENGLISH 10 - 1 credit, Prerequisite: English 9

Students are expected to further develop strategies of close reading and responding to literature. Students will strive to become more independent in their thinking and more independent and well-developed in their written work. This course emphasizes the skills needed to make inferences based on literature and examining the central idea of a given work. Multiple choice practice to help prepare students for the NYS English 11 Regents exam is also a focus. This requires specific strategies and practice reading with a purpose and identifying types of multiple-choice questions. Various genres will be read throughout the year to allow students opportunities to apply their analytical thinking skills when presented with new types of texts and new author perspectives.

ENGLISH 10 HONORS - 1 credit, Prerequisite: None

Students are expected to read and write independently both in and outside of class. These motivated students will be working to move from clear organization and meaning in their writing to well-developed and well-phrased points of argument. There is a continued focus on examining the effect that choosing quality language has on a text's meaning. This will be examined in literature read in the course as well as in the written work students produce themselves. Identifying and applying skills to improve multiple choice scores will also be a focus area in the course.

ENGLISH 11 - 1 credit, Prerequisite: English 10

Students will take the NYS Common Core Regents Examination in June of their Junior year. The exam is skills based. Students will work toward deepening their analytical skills through a variety of reading and writing tasks. Emphasis will be put on choosing higher level vocabulary in writing and practicing integrating evidence into writing assignments in a thoughtful and organized way. Students will be able to independently formulate a central idea, identify literary techniques, and evaluate and use sources in evidence-based writing.

ENGLISH 11 HONORS - 1 credit, Prerequisite:

Students will take the NYS Common Core Regents Examination in June of their Junior year. The exam is skills based. Students will work toward deepening their analytical skills through a variety of reading and writing tasks. Emphasis will be put on choosing higher level vocabulary in writing and practicing integrating evidence into writing assignments in a thoughtful and organized way. Students will be able to independently formulate a central idea, identify literary techniques, and evaluate and use sources in evidence-based writing. This course will require reading more texts at a faster pace and more independent thinking than the regular level English 11.

ENGLISH 12 - 1 credit, Prerequisite: English 11

Students are enrolled as auditing SUNY Broome students for one semester.

English 12 has two distinct semesters. One semester, students will audit the SUNY Broome class and have opportunities for great individual growth in writing. Students write age-level essays from their own knowledge and experience and/or in response to various kinds of texts. Students write and revise both formal and informal essays. Students read and write extensively, discuss the process of reading and writing, and emphasize individual improvement. Students will have ample time in class on *work days*. Students engage in class discussion, oral presentations, academic research, small group work, and writing conferences with the instructor to bring every student to a higher level of fluency and effective communication.

English 12 is also a literature class for one semester. Students will examine the English language and English and American literature through a variety of texts, including fiction, non-fiction, poetry, and drama.

ENG 110-College Writing I, (SUNY-Broome Fast Forward Program) concurrent with English 12 - 1 WP credit, 3 college credits Prerequisite: English 11 and 85 (or higher) on NYS English 11 Regents exam, equivalent exam, or SUNY-B entrance exam.
Students are enrolled as SUNY Broome students for one semester.

In addition to the work outlined above, **ENG110** students practice the reading and writing strategies that enable them to write college-level essays from their own knowledge and experience and/or in response to various kinds of texts. Final grade for 3 SUNY-Broome credits will be a portfolio of four pieces of polished writing, with a short reflection on the process of writing. The portfolio also includes pre-writing, drafts, reviews, and edits. This is a college-level course about the processes of reading and writing and is preparation for researching and writing in other disciplines at the collegiate level. Students are expected to follow a syllabus for each unit, to self-advocate when help is needed, and to be active voices in class as well as active listeners.

CREATIVE WRITING – ½ credit, Prerequisite: English 9

The course Creative Writing for grades 10-12 supports students who wish to explore, create and perfect various writing genres. Students enrolled in Creative Writing learn the importance of intentionally selecting the best word choices and the effect that editing, revising, collaborating, and sharing final products can have on their individual writing skills. The course celebrates student choice and at the same time expects students to adhere to form and grammatically correct guidelines. Individual conferencing is utilized, and an individual portfolio is to be submitted at the completion of the course. Some writing tasks include form and open-form poetry, children's story, screenplay writing, and short stories.

LOTE (Languages Other Than English)

SPANISH I- 1 credit, Prerequisite: None

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.

SPANISH II – 1 credit, Prerequisite: Spanish I

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.

SPANISH III – 1 credit, Prerequisite: Spanish II

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.

SPANISH IV– 1 credit, Prerequisite: Spanish III

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

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.*

HEALTH

HEALTH – ½ credit, Prerequisite: None

Health is a one-semester course that provides students with 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.

PHYSICAL EDUCATION

PHYSICAL EDUCATION – ½ credit, Prerequisite: None

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 cardiorespiratory 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.

MATHEMATICS

MATH Academic Intervention Service (AIS) - Credit: none

Math Practicum (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 course, based on teacher identification and New York State math test results, to provide opportunities beyond the regular math classroom to meet the New York State Standards. This class meets two times in a six-day cycle and will contribute 10% to the overall course grade.

ALGEBRA I - 1 credit, Prerequisite: None

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.

ALGEBRA I – PART I - 1 credit, Prerequisite: None

Algebra I – Part I 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 II. 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.

ALGEBRA I – PART II - 1 credit, Prerequisite: Algebra I – Part I

Algebra I – Part II 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.

FOUNDATIONS OF GEOMETRY – 1 credit, Prerequisite: Algebra I or Algebra Pt I & Pt II

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 FOG. Students that took the two-year Algebra program and need to complete the third year of math required for graduation may also take FOG. 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.

GEOMETRY – 1 credit, Prerequisite: Algebra I or Algebra Pt I & Pt II

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.

ALGEBRA II – 1 credit, Prerequisite: Algebra I

4 credits from TC3 - MATH 120 - College Algebra

Algebra II is the third Regents course in mathematics for high school students preparing for the Regents Diploma with Advanced Designation. Students that have completed Algebra I/Geometry (for Regents credit) are eligible to sign up for this course. Topics include linear, quadratic, absolute value, polynomial, rational, exponential, and logarithmic expressions/equations/functions, function notation, graphing functions, transformations of functions, inverses, complex numbers, and linear, absolute value, and quadratic inequalities. A TI-84 graphing calculator is provided for in-class use and another one is assigned to you for the school year for use outside the classroom and at home.

COLLEGE MATH – 1 credit, Prerequisite: Algebra II

7 credits from TC3 – Statistics & Precalculus (MATH 138 & 200)

College Math is split into two college-credit bearing classes. Students are awarded credit from TC3. The first half is Statistics (3 college credits) and second half is Pre-Calculus (4 college credits). Topics covered in Statistics include but are not limited to methods of presentation of data, measures of central tendency and dispersion, sampling techniques, elementary probability, hypothesis testing, confidence intervals on both one and two populations, and linear regression and correlation. Use of the binomial, the normal, the student's T, and the chi-square distributions are covered.

Topics in precalculus include but are not limited to theory of functions and radicals, right triangle trigonometry, analytic trigonometry, law of sines, law of cosines, trigonometry with applications, vectors, polar coordinates, binomial theorem and conic sections.

ADVANCED PLACEMENT CALCULUS – 1 credit,

Prerequisite: College Math

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

The AP Calculus course is a rigorous full-year course that prepares students for all disciplines. Topics for the first semester connect to Math 201 which include limits, continuity, derivatives and antiderivatives of algebraic, trigonometric, logarithmic, and exponential functions, the definite integral, Integration and Logarithmic, Exponential, and Integration. Applications include curve sketching, optimization problems, and related rates.

Topics for the second semester connect to TC3's Math 202, which include slope fields, applications of separable differential equations, area between two curves, volumes of revolution, arc-length, work, advanced integration techniques (parts, trig integrals, trig substitution, and partial fractions), L'Hopital's Rule, improper integrals, infinite series, parametric equations, and polar coordinates.

Topics in this course also prepare students for Advanced Placement examination, AP Calculus A/B.

The course is intended for students in the Computer Science, Engineering Science, Adolescence Teacher Education: Mathematics and Physics concentrations, and the Liberal Arts-Math/Science A.S. degree programs. Use of a graphing calculator is required. Familiarity with Desmos and TI-89 is recommended.

Students who expect to receive Advanced Placement Credit through the College Board will need to take the AP Calculus Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

CONSUMER MATHEMATICS – 1 credit, Prerequisites: Algebra I or Algebra I Part II

This course covers topics in mathematics related to everyday life applications. Such topics include percents, solving for unknowns, discounts, markups and markdowns, payroll, simple and compound interest, credit cards, home ownership, depreciation, inventory, stocks, bonds, and mutual funds, proportions, customary units of measure, ratios and conversions, algebraic expressions and equations, introduction to quadratic and exponential functions, probability and statistics. These topics are studied through practical and quantitative reasoning applications as well as the use of technology.

FOUNDATIONS FOR COLLEGE MATHEMATICS – 1 credit,

Prerequisite: Seniors

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, and 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.

MUSIC

CONCERT BAND - 1 credit, Prerequisite: Previous ensemble experience preferred

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, multicultural 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.

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 Tournament of Bands and perform at the home football games in the stands as well as performing in the Memorial Day Parade in May.

HONORS CONCERT BAND & CONCERT CHORUS

Students who wish to receive honors credit for Concert Band and/or Concert Chorus must sign-up for honors credit by June 1st of the prior year. In order to receive credit, students must meet all the requirements listed in CONCERT BAND and/or CONCERT CHORUS as well as completing two additional honors assignments for each ensemble. For example: Performance at the NYSSMA Solo Festival on a level 4 or higher solo, membership in an All-County, Area All-State or State ensemble, participation in an approved outside ensemble such as Binghamton Youth Symphony, etc. A full list of the acceptable assignments can be found on the honors credit application.

CHORUS - 1 credit or in special circumstances ½ credit EOD,

Prerequisites: None

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 extracurricular 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.

MUSIC THEORY I – ½ credit, Prerequisites: The student must possess prior musical knowledge

3 cr. SUNY Broome - Fundamentals of Music (MUA 104)

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.

MUSIC THEORY II – ½ credit, Prerequisite: Music Theory I

Music Theory II 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.

ADVANCED PLACEMENT MUSIC THEORY – 1 credit, Prerequisites: Music Theory I & II

The 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 who expect to receive Advanced Placement Credit through the College Board will need to take the AP Music Theory Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

SOUND STUDIO I – ½ credit, Prerequisites: None

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!

SOUND STUDIO II – ½ credit, Prerequisite: Sound Studio I

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.

SCIENCE

The Physical Setting: EARTH SCIENCE – 1 credit, Prerequisites:

None

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 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.

INTRODUCTION TO THE LIVING ENVIRONMENT – 1 credit,

Prerequisites: None

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.

THE LIVING ENVIRONMENT – 1 credit, Prerequisites: None

Living Environment 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 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.

The Physical Setting: CHEMISTRY - 1 credit, Prerequisites: The Living Environment

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 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.

ENVIRONMENTAL STUDIES – 1 credit, Prerequisites: None

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.

PHYSICS – 1 credit, Prerequisites: Three years of high school mathematics suggested

8 credits from SUNY Broome Physics I: Wave & Heat PHY 161, Physics II: Wave Motion, Electromagnetism, and Atomic Physics PHY 162 8 cr.

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.

ADVANCED PLACEMENT BIOLOGY - 1 credit, Recommended: The Living Environment course grade of 85% or above/Regents Exam 80% or above. Chemistry course grade of 85% or above/Regents Exam 80% or above.

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

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

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 who expect to receive Advanced Placement Credit through the College Board will need to take the AP Biology Exam. The College Board charges a fee for this exam. Financial Aid is available for qualifying students.

ROBOTICS I / COMPUTER PROGRAMMING - ½ credit,

Prerequisite: Passed Living Environment Regents and currently taking or have passed a physical science Regents course in either, Earth Science, Chemistry, or Physics.

SUNY Broome 3 credit CST 117 Problem Solving & Communication Tools

The course will incorporate programming languages like JAVA and/or C++ and may have restrictions on which grades are allowed college credit.

This is a non-Regents course. This course will introduce students to programming using an Integrated Development Environment (IDE). Students will learn data types, variables, conditional statements (if / switch), loop structures (while / for), reading inputs and displaying outputs. This course is intended as an introduction to programming, to think like a computer. The main IDE used will be the Lego Mindstorms programming environment which models a LabVIEW Environment.

Maximum seat capacity: 20

ROBOTICS II / ADVANCED COMPUTER PROGRAMMING - ½ credit,

Prerequisite: Robotics I/ Computer Programming

This is a non-Regents course. This course follows Robotics I / Computer Programming. In this course students will design EV3 Lego robots. The robots will be modeled in a CAD like program called Lego Digital Designer. After the robot is built student will generate an ETR, Engineering Technical Review document detailing the robots functions, programming, and mechanical design. Students will also build robots to perform certain tasks and functions. Most projects will have a Physics element attached where students will make certain measurements using the robot and then calculate certain Physics quantities. All work follows an engineering process and is documented using Google Classroom.

Maximum seat capacity: 20

WEATHER AND BEYOND - ½ credit, Prerequisite: Successful completion of a Science Regents Exam

Does Binghamton have some of the worst weather in the nation? Is severe weather getting worse? How accurate are the weather forecasts? If you have ever wondered about these questions and others, this course will help you find these answers. This introductory course intends to educate you on the fundamentals of the Earth's atmosphere, weather and climate. Topics including: the atmosphere and its energy transformations, the seasons, atmospheric optics, water vapor, precipitation, and the wind are woven together to enable you to understand how weather works and what constitutes severe weather. Other topics of study might include El Nino, ozone depletion and global warming. You will participate in the act of doing science by investigating a weather topic. After taking this course, you should have a better understanding of the science of meteorology, how science progresses, and why Binghamton has such cloudy weather. Laboratory activities including weather data collection and analysis are included in this course.

NATURAL DISASTERS - ½ credit, Prerequisite: Successful completion of a Regents Science Exam

Tsunamis! Tornadoes! Earthquakes! Floods! How likely are you to have to deal with a natural disaster? What is the likelihood that Binghamton

will have another flood like the one in June 2006? This course examines the science behind natural disasters and how this results in loss of life and property. Course will use case studies of natural disasters to analyze the forces of nature and their impact.

SOCIAL STUDIES

SOCIAL STUDIES AIS (Academic Intervention Service)- credit:

none

Social Studies AIS is designed to review and reinforce basic concepts and material taught in class in order to improve student's success on the New York State Regents Examinations. The skills covered in this course provide a supplement to the regular classroom and focuses on class content, writing skills and test taking strategies for Global I & II as well as, US History. Students are selected based on teacher identification, 8th grade assessments, examinations (mid-term & final), and Regents scores to help meet the New York State Standards and Graduation Requirements. This class meets two times in a six-day cycle and will contribute 10% to the overall course grade.

GLOBAL HISTORY & GEOGRAPHY I – 1 credit, Prerequisite: None

This mandatory course covers world cultures and history from the Neolithic Revolution (10,000 B.C.) through 1750A.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.

GLOBAL HISTORY & GEOGRAPHY II – 1 credit, Prerequisite: Global

I
This mandatory course covers world cultures and history from 1750 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.

GLOBAL II HISTORY & GEOGRAPHY HONORS – 1 credit,

Recommended: Q1 & Q2 Global I averages 90% or above

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

Q2 English 9 Regents average 90% or above

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.

U.S. HISTORY AND GOVERNMENT – 1 credit Prerequisite: Global I & Global II

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). The following topics will be taught:

- The U.S. Constitution
- The Progressive Movement
- The Civil War & Reconstruction
- Current Issues
- Industrialization
- The Great Depression
- The World at World
- The Global Age

ADVANCED PLACEMENT UNITED STATES HISTORY – 1 credit,

Recommended: Q1 & Q2 Global II Honors averages 85% or above/Regents average 90% or above. Q1 & Q2 English 10 Honors 85% or above/English 10 Regents average 90% or above.

SUNY Broome 3 credit hours pending approval

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 or the 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 possibly 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 who expect to receive Advanced Placement Credit through the College Board will need 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.

ECONOMICS – ½ credit, Prerequisite: Seniors

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.

PARTICIPATION IN GOVERNMENT – ½ credit, Prerequisite: Seniors

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 Rights & Responsibilities, Current American Issues, Local Governmental Issues, The Criminal Justice System, Elected Officials

Community Service Hours and the completion of two major papers are MANDATORY.

CONNECTIONS - ½ credit, Prerequisite: None

SUNY Broome LRS Study Management & Memory & Exam 1 credit

Connections is a year-long course for selected 9th grade students that is designed to provide them with skills to be successful academically in high school. The purpose is to develop a connection to school that gives education a greater purpose for them, to encourage the exploration of career interests, and to give them a voice in their learning process.

EXTRA-CURRICULAR ACTIVITIES

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 fundraiser and we have a bowl-a-thon in May to make pottery bowls to sell at the district art show. We help 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: 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 several community service activities, attend state leadership conferences and possible a National Leadership conference each year, fundraising activities are involved.

FOREIGN LANGUAGE INTERNATIONAL CLUB

– Advisors: 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: Ms. Oliver

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. Horton

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 Tuesday 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: Mrs. Ferrara

SADD is a peer-to-peer education and prevention from destructive decisions. Particularly drunk driving, risky and impaired driving, and teen violence. We 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. 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: Mr. Hartley

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 – Advisors: Ms. Thomas and Mr. Monaco

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.

CLASS ADVISORS

- Senior Class Ms. Delgado
- Junior Class Mrs. DeMann
- Sophomore Class Mrs. Tyler
- Freshman Class Mrs. Dean

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