

WEST NOTTINGHAM ACADEMY

2023-2024 Curriculum Guide

Table of Contents

Table of Contents	2
Introduction	3
Mission and Vision	4
Graduation and Scheduling Requirements	5
Course Planning	6
Freshman Year	8
Sophomore Year	9
Junior Year	10
Senior Year	11
Post-Graduate Year	12
WNA Core Classes	14
English	16
History	21
STEM	27
World Languages.....	34
Visual and Performing Arts	41
Business.....	46
English as a Second Language.....	49
Chesapeake Learning Center	51
Life Skills and Future Planning	52

Introduction

Greetings All,

One of the most exciting parts of any year is when the time comes to plan for next year's courses. Considering your options and finding the right combination of classes helps bring you one step closer to your dreams. This year, the faculty and staff of West Nottingham Academy are happy to offer the classes found in this booklet. In the pages that follow, you will have a chance to see how we are recreating education to be more responsive to you and your needs.

Choosing your classes is one of the most important decisions that students can make when planning for their future. To help with this process, clearly think about what you hope to do after West Nottingham and talk with the trusted people in your life to find the right classes to help you reach those goals. Your advisors, your teachers, and your parents are all available to help guide you through those decisions. There are two driving factors when picking your classes.

First, pick those that will help with your future success. Colleges want to see that you are challenging yourself within the classes available for you to take. Consider where you can push yourself and put in that extra time to help make you stand out when the college admission process begins. You also want to consider your future career. For example, if you are considering a field in engineering but you are also considering not taking a math course in your senior year, you will have to revisit one of those decisions. Choose the classes that will help you succeed.

Second, when possible, pick a class that you will love. We all must take classes or do tasks sometimes that push us outside of our comfort zone. Knowing how to do that well is part of being a successful adult. One of the ways it becomes easier is to try and fill some of your time with something you genuinely love. Consider all the elective options and find something that brings you joy. For those with an identified passion, consider an independent study to really dedicate your time in a focused area. Doing something like this not only gives you a subject that you enjoy, but pushes yourself academically in the process.

As you review the class options listed in this guide, reach out to the faculty and staff with any questions you may have. Talk with your advisors, your parents, and the people who know you to help decide the best options for you. We will be collecting your requests prior to spring break with the hopes of giving you a tentative schedule in April. Please be aware that any schedule is still tentative until the start of the new school year. Things may change as we adjust based on faculty changes, new scheduling needs, and balancing sections. Thank you for your flexibility through the process.

Sincerely,

Garry Hallman
Assistant Head of School and Dean of Academics
West Nottingham Academy

Mission and Vision

The mission and vision of any organization help to guide and direct all strategic decisions when planning for the future. When done properly, these foundational documents allow an organization to grow and evolve while still maintaining cohesion and focus through any period of change. The WNA Mission and Vision provide exactly that guidance as you will see through the curriculum contained in this guide.

The WNA Mission Statement

West Nottingham Academy will become the best leadership development academy the world has to offer.

We will teach students to think critically, creatively, ethically, globally, and abundantly.

We will not be for everyone, but for the 180 students we welcome onto our campus each year, we will become their exploratory think tank for reaching the world.

The WNA Vision Statement

West Nottingham Academy is an incubator for every person who touches it. We are an inclusive community that provides a global perspective while promoting independent and innovative thinking.

In addition to these foundational statements, the Board of Trustees and the Head of School have also clearly identified four core areas of focus as the school moves forward. These areas are:

1. Technology
2. Social Progress
3. Entrepreneurship
4. Creativity

Graduation and Scheduling Requirements

As of the 2022-2023 school year, WNA will have the following **graduation** requirements:

FOUR credits of English

THREE credits of History including US History

THREE credits of Mathematics through a minimum of Algebra II

THREE credits of science including at least two lab science courses

TWO credits in World Languages in the same language

TWO credits in Visual and Performing Arts

SEVEN credits from Elective courses or other scheduling requirements (see below)

TWENTY-FOUR credits minimum required for graduation

In addition to these graduation requirements, students will be subject to the following scheduling requirements when they are enrolled at WNA. For years where they were enrolled at other schools, these requirements will be waived.

1. All students will be scheduled into the appropriate WNA Core class for their grade level without exception.
2. Freshman will be scheduled for Freshman Art, Freshman Music, and Freshman Skills without exception.
3. Sophomores will be scheduled for Introduction to Business and Introduction to Research without exception.
4. Juniors will be scheduled for Personal Financial Literacy and Junior Seminar without exception.
5. Seniors will be scheduled for Senior Seminar and Entrepreneurism without exception.
6. Students will be limited to a maximum of ONE block of Study Hall earning no credit each year.
7. Students are required to take a World Language every year until they meet the minimum requirement.
8. All students are required to maintain a full class schedule each year regardless of credits earned.

Course Planning

During the week of March 5, you will receive your course request form. This form will be personalized for you based on your previous course history. Certain classes will already be preselected for you based on where you are in the progression as well as any mandatory classes needed by grade level.

For course selection, you are responsible for filling eight blocks of classes. After choosing your primary courses, you are highly encouraged to select alternates that you would be interested in taking if you have a schedule conflict or if a course does not receive enough interest to be able to run next year, and you cannot take your first choice electives.

Final submission of your course request forms should be in your WNA Core Class by Friday, March 17. You may also submit the form at Mr. Hallman's office. Your advisor should review your choices to make sure you have a complete request form and help address any issues you may have.

This guide will provide descriptions of all courses available for you to select during course requests. Options are different by grade level, so you may see classes in this guide that are not included on your request form. If, for some reason, you believe you should be able to take a class that is outside of your grade level, please meet with and discuss your concern with the Academic Dean.

Courses in this guide are displayed in the following fashion:

COURSE NAME	Grades	Credits	Type	Weight
Course Description				

These areas contain the following information:

Course Name – The name that is listed on the course request form and that will appear in MySchoolApp, on schedules, report cards, and transcripts (subject to change)

Grades – The grade levels for which this class is appropriate. Exceptions to this should be brought to the attention of the Academic Dean

Credits – The amount of credit that this class will earn. Study Halls can be added into the schedule but do not earn credit.

Type – The class type is one of two options:

- **Main** – A class that is required for most students or helps fulfill graduation requirements in that particular department
- **Elective** – A class that is offered outside of the required track and will help fulfill the total number of graduation credits required

Weight – The weight type is one of four options:

- **T** – Traditional Weighting – The default weight a regular course earns without additional weighting attached.
- **H** – Honors Weighting – A slight increase in weighting to boost GPA reflecting the more difficult work required for this class.
- **IH** – Integrated Honors Weighting – A student will be able to choose either Traditional Weighting or Honors Weighting provided that they complete the additional work expected each marking period.

- **AP** – Advanced Placement Weighting – A higher weight value given to classes that conclude with an AP examination.
- **N/A** – Not Applicable – This applies to classes that do not receive grades and will not be part of the GPA

Course Description – A narrative description of the material covered in any particular class. If you have questions about what is involved, students are encouraged to ask the department chair or appropriate faculty member for more clarification.

Freshman Year

For the freshman year, most of the schedule will be filled with required classes. Students will be taking the following eight blocks:

English 9	1 block
Humanities History	1 block
Conceptual Physics	1 block
Math (appropriate level)	1 block
French (appropriate level) or Spanish (appropriate level)	1 block
Freshman Art	0.5 blocks
Freshman Music	0.5 blocks
WNA Core 9	1 block
Freshman Skills	1 block
<hr/>	
Total:	8 blocks

Students will have some variation in their schedule depending on their current math level as well as whether they will be in French or Spanish. Like math, language level will be based on prior experience.

Sophomore Year

Beginning in the sophomore year, students will begin to select a handful of electives, but most of their schedule will be predetermined as well. Students will take the following six blocks:

English 10	1 block
Modern World History	1 block
Chemistry	1 block
Math (appropriate level)	1 block
French (appropriate level) or Spanish (appropriate level)	1 block
WNA Core 10	1 block
Introduction to Business	0.5 blocks
Introduction to Research	0.5 blocks
<hr/>	
Total:	7 blocks

For the remaining block, students may choose from appropriate electives open to sophomores. The following options are recommended for consideration:

1. Students must complete **two** credits of arts classes to graduation. This is a good opportunity to take an additional art, music, or drama course to help fulfill that requirement now.
2. Study halls are not included automatically into the schedule for sophomores. Students have the choice of taking a study hall or taking additional electives. If you would like to have a study hall, please be sure to include one here!
3. Consider your broad interests and look at what electives best match them. Sophomore year is a great opportunity to try something out that you are curious about and see if it is a good fit.
4. Consider taking half-credit courses to increase the variety of what you can take rather than locking into full credit electives at this point. There will be more freedom with the schedule in the coming years.
5. If you are unsure of what else to take, **Ethics** is highly recommended for sophomores as it will fit in well with the content being covered in other required courses.

Junior Year

In the junior year, students begin to have more freedom in choosing their classes. All juniors will be required to take the following six blocks:

Two English Selectives	1 block
US History	1 block
Biology	1 block
Math (appropriate level)	1 block
WNA Core 11	1 block
Personal Financial Literacy	0.5 blocks
Junior Seminar	0.5 blocks
<hr/>	
Total:	6 blocks

For the remaining three blocks, students may choose from a variety of electives. The following options are recommended for consideration:

1. WNA will only require two years of a language for graduation, however we highly encourage taking additional years beyond the requirement. Some colleges will require three or four years, so know if this will be a requirement for you or not.
2. Students must complete **two** credits of arts classes to graduation. This is a good opportunity to take an additional art, music, or drama course to help fulfill that requirement now. If you have already fulfilled it, this is a great opportunity to explore additional artistic areas as well.
3. Study halls are not included automatically into the schedule for juniors. Students have the choice of taking a study hall or taking additional electives. If you would like to have a study hall, please be sure to include one here!
4. By now, you should begin narrowing your interests and taking electives that will best prepare you for the future.
5. In the junior year, all students are eligible to take an independent study if there is a topic or interest that you would like to explore that is not part of the standard curriculum. Juniors are permitted to sign up for **one** Independent Study **each semester** if they desire. There are specific requirements for these classes and a separate application process that you must complete. Pay attention for an information session on independent studies that will be held in the near future if you are interested in learning more or come speak directly to the Academic Dean if you have questions.
6. Discuss your interests and passions with your advisor and get their advice and insight on what classes may be the best fit for helping guide your future. Sometimes an outside perspective might present an option you had not initially considered.

Senior Year

In the senior year, students will often have a lot of flexibility with their schedule if they have completed most of their requirements in previous years. All seniors will be required to take the following three blocks:

Two English Selectives	1 block
WNA Core 12	1 block
Senior Seminar	0.5 blocks
Entrepreneurism	0.5 blocks
<hr/>	
Total:	3 blocks

For the remaining five blocks, students may choose from a variety of electives. The following options are recommended for consideration:

1. If you have not completed any requirements for graduation, these **must** be completed before considering other electives.
2. Pay close attention to the requirements of any colleges for which you will be applying. Ensure that you are taking at least the minimum of what they need.
3. All seniors are **highly encouraged**, though not required, to take at least one independent study. Seniors are eligible to take multiple independent studies with permission. There are specific requirements for these classes and a separate application process that you must complete. Pay attention for an information session on independent studies that will be held in the near future if you are interested in learning more or come speak directly to the Academic Dean if you have questions.
4. While not required, additional courses in math and science, particularly **Physics**, are encouraged for anyone entering any STEM related field.
5. While not required, additional years in world language courses are highly recommended. Be aware of college requirements in case these courses will be required for your future plans.
6. Consider your future plans. What electives best set you up for success in these areas? Choose those options.
7. Are there interests or passions that you have which you could not take classes in previously? Now is a great opportunity to do so.
8. Discuss your future plans and course options with your advisor and any other faculty and staff members who may be able to offer insights about where you would benefit. Sometimes an outside observer can show you an option you would not consider otherwise.

Post-Graduate Year

Because students participating in a Post-Graduate year have already earned a high school diploma, there is a lot of flexibility in laying out what courses a student will take. Every student will consult with the Registrar and the Academic Dean to determine the best course of studies for their individual needs. As such, there are not any specific requirements for Post-Graduates as every case is unique.

Departments

WNA Core Classes

DESCRIPTION

The purpose of the WNA Core classes is to guide the students through a four-year transformation. Each core class focuses on a specific question about the student. Additionally, four common threads run through each course.

- The first thread is public speaking where students will learn multiple styles of speaking in front of crowds.
- The second thread is current events where students will gain an awareness and appreciation of what is happening in the world right now.
- The third thread is journalism so that students understand how news can be skewed by others and how to properly make a clear and compelling argument in writing.
- The fourth thread is personal care so that students understand the fundamentals of maintaining good physical, social, mental, and emotional health by putting proper habits in place now.

While these courses are meant to be taken in sequence, adjustments will be made to each course to include the crucial components from earlier courses so that students can build from a solid foundation. In future years as the program is established, these adjustments will not be needed.

REQUIREMENTS

All students in grades 9 – 12 will take the appropriate grade level core course as part of their schedule.

COURSES

Course	Grades	Credits	Type	Weight
WNA Core 9	9	1.0	Main	T
WNA Core 10	10	1.0	Main	T
WNA Core 11	11	1.0	Main	T
WNA Core 12	12	1.0	Main	T

COURSE DESCRIPTIONS

WNA Core 9

9th

1.0 Credit

Main

T

The WNA Core 9 course focuses on the question, “Who Am I?” Students will tackle this difficult, introspective questions throughout the course of the year. The ability to think introspectively is one of the major focuses of this class. Students must learn how to have an inner dialogue with themselves to examine what makes them unique and what type of person they would choose to be. In particular, students will ask themselves the following fundamental questions: What am I passionate about? What motivates me? How do I learn? What issues do I care about? What kind of person do I want to be? Who do I look up to and why? Exploring these areas will allow the student to consciously reflect on who they are and who they want to be.

WNA Core 1010th

1.0 Credit

Main

T

The WNA Core 10 course focuses on the question, "Who Are We?" Students will build upon their study as freshmen into understanding themselves and now look at society as a whole. Instruction will center on three key areas: Human Geography to understand how to measure and evaluate societies, Teamwork to learn how societies cooperate both internally and externally, and a Speaker Series which brings in people from the outside to share how they transformed their passions into viable careers.

WNA Core 1111th

1.0 Credit

Main

T

The WNA Core 11 course focuses on the question, "How Do I Fit Into The World?" Students will take the groundwork done in the earlier classes and begin to apply that knowledge to their own future. To facilitate this, the focus for juniors will be in two major areas. The first area is a focus on innovation. By learning how to examine a scenario and identify problems needing solutions, students will be able to find niches that they are passionate about that will experience growth in the near future. The second area is the study of civics to understand the roles and responsibility of the individual in the larger society.

WNA Core 1212th

1.0 Credit

Main

T

The WNA Core 12 course focuses on the question, "How Do I Change The World?" Unlike in the junior year where students step into the larger world and found a way to belong to it, this year pushes the students into the more difficult position of creating significant change in the world. To accomplish this, the senior year has three major components to the program. First, students will have an overview of recent history. Only by understanding the patterns and trends of modern life can students begin to see areas that are ready for change. Second, students will study entrepreneurship to learn how to successfully implement solutions to problems. Third, students will be engaging in independent work and the Core class will provide an opportunity to coordinate efforts and receive the support needed to succeed.

English

DESCRIPTION

The English Department immerses students in the transformative power of language in our lives, fostering critical thinking and creativity. Our goal is to provide students with the reading, writing, and communication skills they need to succeed in college and the world of work. To develop lifelong readers and writers, students are encouraged to read and write for specific purposes and audiences as well as for pleasure. We are deeply committed to a diversity of voices in every course: students will explore a rich variety of authors from different backgrounds, genders, ethnicities, cultures, and time periods.

We believe that rigor means challenging students to think deeply and imaginatively. Students read literary texts to gain a deep understanding of the power—both positive and negative—of diverse forms of literary production through close, contextual reading and analysis. They learn to support their views of a work using text evidence with increasing complexity. Students write daily to build rhetorical flexibility and are trained in the full-editorial process, including planning, drafting, and peer review. Student writing includes argumentative, expository, and creative essays and projects. We use models to teach the technical elements of style, subject-specific vocabulary, and research techniques. All English courses emphasize speaking and listening skills, providing students with opportunities to build strong oral communication.

During the freshman and sophomore years, students learn the foundations of literary genres and read a variety of texts from America and around the globe. In their junior and senior years, students take four consecutive semester-long courses focused on special themes, giving students independence to read and write in genres they are passionate about. For students who speak English as a Second Language (ESL), we have specialized courses which support the literary skills required of all English classes, with targeted language learning. In all grade levels, students can choose to participate in our Embedded Honors Program to pursue additional enrichment. Our new Creative Writing Signature Program is designed to support and develop the writers of the future.

COURSES

Course	Grades	Credits	Type	Weight
English 9	9	1.0	Main	IH
English 10	10	1.0	Main	IH
Introduction to Research	10	0.5	Main	T
The American Dream Then and Now	11-12	0.5	Main	IH
American Voices	11-12	0.5	Main	IH
Ancient Legends, Modern Heroes	11-12	0.5	Main	IH
Antiheroes (Characters We Love to Hate)	11-12	0.5	Main	IH
The Art of Comedy	11-12	0.5	Main	IH
Civil Disorder in the Imagination	11-12	0.5	Main	IH
Memoir	11-12	0.5	Main	IH
Romance vs. Realism	11-12	0.5	Main	IH
Sci-Fi, Fantasy, and Horror	11-12	0.5	Main	IH
Shakespeare Reimagined	11-12	0.5	Main	IH
What is the Great American Novel	11-12	0.5	Main	IH
Writing and Liberation	11-12	0.5	Main	IH
Creative Writing I: Genres	11-12	0.5	Elective	T
Creative Writing II: Writer's Workshop	11-12	0.5	Elective	T

Journalism	11-12	0.5	Elective	T
Independent Study – English	11-12	0.5	Elective	H

REQUIREMENTS

- FOUR Credits of English taken sequentially
- Students wishing to take an English elective or Independent Study must first enroll in their required English course
- Students who wish to pursue enrichment in English Language Arts at West Nottingham Academy can apply to participate in our Integrated Honors Program

COURSE DESCRIPTIONS

Main Courses

English 9: Forms of Literature	9 th	1.0 Credits	Main	IH
---------------------------------------	-----------------	-------------	------	----

This course explores diverse forms of literature including short story, memoir and biography, novel, drama, and poetry. Students analyze these forms to understand how the parts make the whole and how the whole coheres as an effective literary text. Students examine content and structure to analyze how a writer's choices create desired impacts for readers--and in turn how they can use these techniques to develop their own unique voice. Students use literary texts and class projects to develop as analytical readers and strong critical writers. Students write expository, argumentative, and descriptive essays. They are introduced to research methods, including how to use MLA format and cite primary sources. Through the year, students build writing skills by learning how to incorporate textual evidence in written analysis, gain a strong foundation in research skills through lessons on using library resources, and practice speaking skills in a variety of settings to become effective communicators.

English 10: World Literature	10 th	1.0 Credits	Main	IH
-------------------------------------	------------------	-------------	------	----

In this course, students explore literature from around the world, looking closely at how different genres and topics--including novels, short fiction, drama, and poetry--compare and contrast in the context of global cultures. Students read and write with an eye towards evaluating meaning and quality of a text, exploring how authors' literary choices work so that they can both appreciate a diverse range of text, but also experiment with new writing genres themselves. Students expand on their foundational skills by conducting and presenting research projects, and learning complex organizational writing forms, including compare/contrast essays. We also learn how to research and apply secondary sources to literary analyses and other forms of writing, engaging in consistent activities that enhance speaking and listening skills. The focus of the course analysis shifts away from focusing on the self to society.

Introduction to Research	10 th	0.5 Credits	Main	T
---------------------------------	------------------	-------------	------	---

The purpose of this course is to develop the foundation for all research work that will follow in the curriculum. Students will learn how to analyze a prompt to determine an appropriate response, brainstorm topics as needed and develop an initial working thesis, conduct proper research using the variety of sources available, take proper notes while researching to ensure success in the writing phase, outline and structure papers of various lengths to map out how your discovered evidence will help prove the thesis, write in drafts to allow for the different phases of writing, cite your sources properly to avoid any plagiarism issues, and complete and present a finished paper to the rest of the class. Because of the humanities nature of this course, it may be taught as part of either the English or the History department.

Special Topics Literature11th – 12th

0.5 Credits

Main

IH

Students in 11th and 12th grade at WNA have the opportunity to choose from a wide variety of specialized topics based on literary themes while moving their reading, writing, and analytical skills to an advanced level. In every course, students will engage in rigorous study that develops their reading across genres, including fiction (novels, short stories, drama, poetry) and non-fiction (articles, memoirs, biography). Each quarter, students read 300-600 pages of text featuring writers from diverse periods and backgrounds. Upper-level English courses explore complexities, contradictions, and ambiguities in literature and language. Students move into increasingly independent and developed projects, writing essays for different purposes, including argumentative, expository, and creative pieces. They learn about citation forms based on discipline, incorporating primary and scholarly research, and synthesizing a larger number of sources for targeted audiences. Fall semester courses include a formal essay research paper. Every semester, they continue to develop their public speaking skills through discussions and presentations.

Additional topics beyond the yearly requirement may be chosen as Elective Choices

The American Dream Then and Now

This course examines how the American dream has changed through classic and contemporary works, exploring how it has changed and if the American Dream is possible.

American Voices

This course will examine how different voices have contributed to American Literature. We will explore all voices from the indigenous to the immigrant voice in different genres of American Literature.

Ancient Legends, Modern Heroes

Explore what it means to be a hero through ancient-medieval epic and myths to modern books, graphic novels, and movies.

Antiheroes (Characters We Love to Hate)

This course explores the bad heroes of great literature from ancient origins to modern novel and film: the villainous, the tragic, the complex.

The Art of Comedy

Explore how authors use humor to satirize and skewer topics from the mundane to the profound, ranging from ancient Greeks, medieval writers, 19th-20th century novelists, to 21st century late-night programming and viral memes.

Civil Disorder in the Imagination

This course defines the concept of civil disorder globally and explores how authors responded to civil disorder in their environments. It is a multi-genre course with a research component.

Memoir

This course will study various memoirs from different perspectives; students will refine how to tell their own story, learning about research when writing details about stories and figures.

Romance vs. Realism

Learn about the roots of Romanticism and Realism in literature (as well as art, music, and film), exploring how these two movements evolved over the course of the 19th-21st centuries.

Shakespeare Reimagined

This course will examine the dominance of the works of Shakespeare (reading his sonnets, plays, and life), while also exploring other interpretations of his work in novel and film adaptations.

Sci-Fi, Fantasy, and Horror

Explore reading and writing outside the bounds of reality, including science fiction (futurism, extraterrestrials, technology), fantasy (magic; other worlds and creatures), and horror (the dark supernatural).

What is the Great American Novel?

This course explores the historic canon of what was traditionally considered great American Literature and challenges the students to consider what great American literature should be.

Writing and Liberation

Explore works of fiction and nonfiction by authors who fought for human rights and resisted oppression and learn to write persuasively for the good of others.

Electives

Creative Writing I: Genres	11 th – 12 th	0.5 Credits	Elective	T
What makes a story worth reading? And what kind of story do you want to tell? In this course, students explore and analyze various forms of literary works to inspire their imaginations. Students compose original work in a variety of genres (fiction/non-fiction). They develop literary skill by going through a creative process including brainstorming, writing multiple drafts, workshopping, and editing and revising final projects. Students are also introduced to the Writer's Workshop process to build the necessary skills to both engage in the literary world, reflect on one's own work and set goals for improvement, and provide supportive and useful criticism for peers' work. Students create a portfolio of selections of their best work as their final project. Ultimately, the course introduces students to the world of creative writing by developing more self-aware, craft-conscious, dedicated, and imaginative writers of the future. This is a required elective for Creative Writing Certificate Program members.				
Creative Writing II: Writer's Workshop	11 th – 12 th	0.5 Credits	Elective	T
Students who have passed the Creative Writing class and wish to continue their craft may do so in cohorts of 2-5. Cohorts use the semester to independently develop a writing project, as well as to collaborate using the peer review and writer's workshop model to create and polish original works to add to their portfolio. This is a required yearly elective for Creative Writing Certificate Program members. Students meet weekly with their writer-teacher mentor and set writing benchmarks, determined by their genre and project of choice (i.e. one poem per week/poetry; one chapter per week/fiction; one scene per week/drama; one article per week/journalism). Cohorts meet weekly for a Writer's Workshop. The course teaches the process of sharing original work with the public. Students are required to read selected works during WNA creative writing events. Students will also be taught how to submit original work to both in-house and outside publications. The final project for the course is to either produce a mini portfolio OR portfolio update with a minimum of three polished pieces.				
Journalism	11 th – 12 th	0.5 Credits	Elective	T
In this learner-centered course, students are taught journalism ethics, style, and writing as they pursue self-directed and collaborative projects in a wide variety of mediums. Students are trained in the technical elements of AP-Style and correct attribution of sources. As part of their ethical training, they explore the responsibility of the press in a free and open democracy, learn how to conduct interviews and primary research, and how to vet credible sources. Each participant in the course must take a turn in a leadership role in a journalism project, such as editing and managing the school's monthly newspaper Rampage; orchestrating a podcast; or writing and filming broadcast reports. Students report on school and				

world events, giving them creative freedom to explore beats they are passionate about, while also learning to accept the critique of their audience by publishing their work to the school.

Independent Study – English11th – 12th

0.5 Credits

Elective

H

Students electing to complete an Independent Study in an English related field will identify a topic that they wish to study and then work with a Faculty Mentor and the Academic Dean to narrow the topic and produce a course of study culminating in a final project. While the course is mostly independent, students will participate in weekly check-ins and must maintain a research journal. Students interested in this course will have to complete an application to finalize the selection.

History

DESCRIPTION

The History Department at West Nottingham Academy strives to inspire in all students an appreciation for the human experience and our interaction both among our many cultures and communities and with the environments within which these cultures have developed. All our classes instill in students a growing knowledge of relevant chronology and vocabulary, as well as a sense of the act of deciding what is or is not significant in our study of the past. Our teachers are dedicated to teaching students how to read primary documents critically and how to communicate a coherent historical narrative in analytical writing, discussions, and oral presentations.

COURSES

Course	Grades	Credits	Type	Weight
Humanities History	9	1.0	Main	IH
Modern World History	10	1.0	Main	IH
US History	11	1.0	Main	IH
Introduction to Research	10	0.5	Main	T
Advanced European History	11-12	1.0	Elective	AP
Advanced US History	11-12	1.0	Elective	AP
Civics / Political Studies	11-12	0.5	Elective	T
Cold War Studies	11-12	0.5	Elective	T
Constitution Seminar I	11-12	0.5	Elective	T
Constitution Seminar II	11-12	0.5	Elective	T
Economic History	11-12	0.5	Elective	T
Ethics	10-12	0.5	Elective	T
History of American Cinema	10-12	0.5	Elective	T
History of American Music	10-12	0.5	Elective	T
Introduction to Philosophy	10-12	0.5	Elective	T
The Modern Era	11-12	0.5	Elective	T
Philosophy of Human Rights	11-12	0.5	Elective	T
Political Philosophy	11-12	0.5	Elective	T
Psychology	10-12	0.5	Elective	T
Religion	10-12	0.5	Elective	T
Sociology in Society	10-12	0.5	Elective	T
Independent Study – History	11-12	0.5	Elective	H

REQUIREMENTS

Students are required to take three year-long courses of history, and one of these must be US or Advanced US History. Freshmen take the Humanities course, which covers the earliest community settlements through the period of the Protestant Reformation. Sophomores take the Modern World History course, which begins in the European Enlightenment. Most Juniors take a US History course, though some take electives like Advanced European History or the Constitution Seminar before returning to a US History course their senior year.

COURSE DESCRIPTIONS

Main Courses

Humanities History	9 th	1.0 Credits	Main	IH
---------------------------	-----------------	-------------	------	----

The Humanities History courses are part of a multi-disciplinary approach along with Humanities Art and Music to study of the evolution of human society from its earliest roots through the Renaissance. Using a focused timeline as the centerpiece of the course, students examine not just the major events and movements of human history, but also the musical and artistic expressions that both reflected and helped shape those events. Students engage in hands-on analysis and synthesis of these artistic expressions, including both imitations of classic pieces and original creations of their own. Students develop a broader perspective on history, music, and art while they creatively develop essential skills, such as efficient notetaking and organizing projects.

Modern World History	10 th	1.0 Credits	Main	IH
-----------------------------	------------------	-------------	------	----

The course begins with a brief overview of economic and cultural exchange between Asia and Europe in the 1600s before moving to the European Enlightenment and the modern industrial world. The year-long course ends in the early twentieth century, during the times of the world wars. The focus on the course is to build a meaningful chronology and rich historical vocabulary across a broad range of cultures from ca.1600 to ca.1920. Students are exposed to the economic, cultural, political, scientific, and social forces that have shaped our contemporary world. The intention of this class is to help develop critical faculties and to improve ability to recognize, interpret, construct, and defend historical arguments through careful study of primary historical documents. Content addresses trends, issues, and personalities; chronology focuses on historical context, sequence, and patterns, change and continuity over time, and plausible relationships of cause and effect.

US History	11 th – 12 th	1.0 Credits	Main	IH
-------------------	-------------------------------------	-------------	------	----

In a little less than 250 years, the United States of America has evolved from a loose collection of disparate colonies to one of, if not THE dominant economic, military, and social force in the world today. The goal of this course is to examine the forces and personalities that created that nation and to try and understand their intentions and motives and the consequences of the choices they made. Students will take a detailed and creative approach to the patterns of history and the role of everything from geography and economics to race, and gender in historical evolution. Critical reading and writing skills will be developed through the analysis of a broad variety of sources (especially primary documents) and the creative application of this analysis to writing assignments that will range from classic essays to creative diary entries, editorials, and political cartoons.

Introduction to Research	10 th	0.5 Credits	Main	T
---------------------------------	------------------	-------------	------	---

The purpose of this course is to develop the foundation for all research work that will follow in the curriculum. Students will learn how to analyze a prompt to determine an appropriate response, brainstorm topics as needed and develop an initial working thesis, conduct proper research using the variety of sources available, take proper notes while researching to ensure success in the writing phase, outline and structure papers of various lengths to map out how your discovered evidence will help prove the thesis, write in drafts to allow for the different phases of writing, cite your sources properly to avoid any plagiarism issues, and complete and present a finished paper to the rest of the class. Because of the humanities nature of this course, it may be taught as part of either the English or the History department.

Elective Courses

Advanced European History	11 th – 12 th	1.0 Credits	Elective	AP
----------------------------------	-------------------------------------	-------------	----------	----

The advanced course is based upon the five major themes outlined in the AP European History curriculum, which offers solid preparation for those students who choose to take the AP exam in May. The themes are as follows: Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and other Institutions of Power, and Individual and Society. This advanced course will concentrate on a number of historical moments of notable tension and opportunity that arose as Europeans re-established contact with non-European powers and communities after about 1350. Students read and discuss numerous primary documents on particular moments to discuss these themes and to prepare essays on them as well. Occasional AP practice tests will be given to prepare those students who wish to sit for the national exam, but the focus of the course will be on the reading and assimilating of primary documents related to particular historical problems, and on preparing sharp and concise analytical essays.

Advanced US History	11 th – 12 th	1.0 Credits	Elective	AP
----------------------------	-------------------------------------	-------------	----------	----

Advanced United States History is a collaborative, project-based course of study, designed to challenge students to think more broadly and more deeply about the history of the United States. This study will include myriad topics, including but not limited to: politics, religion, technology, race, gender, ecology, and wars and other conflicts. Founded in primary documents as much as possible, this course will challenge its students to reflect and think on the great questions of history, moving beyond the elemental who, what, when, and where, to the most important of all historical questions, why, and what comes next? Encouraging thoughtful discourse at every turn, the course will emphasize historical skills such as historical empathy, contextualization, interpretation and argumentation, recognition of chronological patterns in history, and the ability to research and synthesize a solid argument from disparate, well-researched historical sources. These arguments will be both oral and written. Structurally, the course will consist of four quarters, each with a major theme which will provide the focus for our readings, writings, and classroom discussions. These themes will be matched up with appropriate projects such as The First Monday in October, the American Diary, creation of political posters and cartoons and classic debates and research papers. Students who are interested in taking the A.P.U.S. History test at the end of the course will be encouraged to meet with the teacher for supplemental study and preparation.

Civics / Political Studies	11 th – 12 th	0.5 Credits	Elective	T
-----------------------------------	-------------------------------------	-------------	----------	---

This course is based on active citizenship and social responsibilities. It incorporates topics of Rights & Responsibilities, Human Dignity, Development, Interdependence, Environment, and Democracy. The main priority of this course is to help students question, critique, and evaluate what is happening in the world outside of the classroom in an effort to create proactive activists who are intimately aware of varying global and societal prevailing issues.

Cold War Studies	11 th – 12 th	0.5 Credits	Elective	T
-------------------------	-------------------------------------	-------------	----------	---

We will deep dive into the events of the era of the Cold War, beginning directly following the conclusion of World War Two. There will be thorough analyses of the events of the Korean War, Vietnam War, and the larger events of the Cold War along the way, touching on perspectives and primary sources from both sides throughout the period. We will constantly relate the content of the course to the world we live in today and attempt to deduce what impact the events of the period had on the world we today inhabit.

Constitution Seminar I	11 th – 12 th	0.5 Credits	Elective	T
-------------------------------	-------------------------------------	-------------	----------	---

The U.S. Constitution is a one-semester elective course designed to guide interested students through the origins and modern application of the U.S. Constitution. This is a seminar-style course in the collegiate mode, relying on reading, writing, and most importantly, classroom discussion to achieve its goals. The first quarter focuses on the theoretical background of the Constitution. In the second quarter, focus turns toward efforts to understand how the application of the Constitution to life in the U.S. has evolved over the years. Students are challenged to make evaluate primary

documents spanning centuries of political thought and to draw conclusions and make critical decisions based on those documents.

Constitution Seminar II	11 th – 12 th	0.5 Credits	Elective	T
--------------------------------	-------------------------------------	-------------	----------	---

Building on the foundation of the Constitution Seminar I course, this course will continue to look at the role the constitution plays in shaping modern issues. Students will consider recent and current cases before the US Supreme Court to see how the Justices use the Constitution to guide their decision on topics such as sexuality in the context of a broader civil rights discussion, the expansion of government at all levels, the interpretation of the second amendment in a modern context, the rights of privacy in an era of technology, and other fundamental issues beyond what the founding fathers could have initially imagined.

Economic History	11 th – 12 th	0.5 Credits	Elective	T
-------------------------	-------------------------------------	-------------	----------	---

Throughout history, humans have been inextricably linked with the concepts of money and profit. This course will look at the development of economics and money across the many stages of history culminating in a basic grasp of how economics work in the modern world we live in as well as the path that has led to our conception of modern economics.

Ethics	10 th – 12 th	0.5 Credits	Elective	T
---------------	-------------------------------------	-------------	----------	---

What are the fundamental characteristics of ethics? What distinguishes ethics from morals? Who are some of the most influential ethicists, and how do they explain their standards of ethical action or intention? Do ethical expectations vary over time or in various cultures? What about while online? By what ethical framework do you judge people's behavior, and your own? We explore a few of the major ethical concepts from Aristotle through the monotheistic traditions of Judaism, Christianity, and Islam to the 'post-God' ethical challenges of Nietzsche. These ethicists offer strikingly different visions of where ethics originate and how we understand them through actions and ideas. Students are expected to identify and understand each ethical system, not agree with them. We also consider contemporary ethical challenges like freedom of speech on the internet and the influences of technology on social behavior and the freedom to espouse exclusionary political beliefs by considering how an Aristotelian, an Abelardian, and a Nietzschean might answer the question even as students are encouraged to build their own ethical standards through essays and in-class presentations.

History of American Cinema	10 th – 12 th	0.5 Credits	Elective	T
-----------------------------------	-------------------------------------	-------------	----------	---

Since the invention of the motion picture a little over a century ago, no other medium has allowed for such a vivid snapshot of a culture in a place and a time. By studying the history and evolution of American Cinema, students will learn how American culture has been captured and reflected from the earliest films to the blockbusters of today.

History of American Music	10 th – 12 th	0.5 Credits	Elective	T
----------------------------------	-------------------------------------	-------------	----------	---

Every culture defines itself in part by its music. As a reflection of the people and the times, music allows for a window into how a society functions. This class will trace the evolution of American music from its roots in the cotton fields, the hills of Appalachia, and the cities where immigrant cultures blended to form something new. At each level, the class will analyze how music both reflected and affected American history.

Introduction to Philosophy	10 th – 12 th	0.5 Credits	Elective	T
-----------------------------------	-------------------------------------	-------------	----------	---

Are you a thinker? If so, how do you know you think? Do you have a soul? Is there a god? What is reality? How do you know you're doing good? If these have crossed your mind, you might be a philosopher. This class will explore the foundations of philosophy and study those who have asked the same questions. Come join the Great Conversation.

The Modern Era	11 th – 12 th	0.5 Credits	Elective	T
-----------------------	-------------------------------------	-------------	----------	---

This elective will touch on the world post-Cold War and the more modern events that have led into the world we today inhabit. After an analysis of the events of the past thirty years, we will begin to treat the course as a discourse in Current Affairs that touches on fields such as Politics, Civic & Social Studies, and International Relations. This course will be treated largely as an introductory to a college seminar style of learning where the past thirty years and world happenings of today are discussed and analyzed at length.

Philosophy of Human Rights	11 th – 12 th	0.5 Credits	Elective	T
-----------------------------------	-------------------------------------	-------------	----------	---

What are human rights? Where do they originate? Who possesses them? Are they a right or a duty? Both? Are they universal? Are they legally justified? In this course, students will delve into the origin, meaning, practicality, and general morality of human rights. Through a variety of primary and secondary sources, historical contexts, and philosophers in the classical and modern periods, students will first derive definitions and parameters for what human rights should and should not be. We will then evaluate various conceptions of human rights throughout time, before constructing students' own ideas, practical understandings, and formulations for human rights in the modern realm that they inhabit. If you do not think and question for yourself, others will do so for you.

Political Philosophy	11 th – 12 th	0.5 Credits	Elective	T
-----------------------------	-------------------------------------	-------------	----------	---

"Man is born free and everywhere is in chains". Humans hold dear our individual liberties yet sacrifice them, allowing for and justifying our many commitments and values to be shaped and nurtured by community, seemingly a naturally restrictive practice. How do we individually choose to manage this dichotomy? Why did we initially begin forming societies and to what extent do they hinder or enable our natural rights to flourish as individuals? How should governments and societies be formulated to best serve our needs and rights as individuals? The course objective is to tackle these questions through discussing the origins of political philosophical thought and relating the developments in the field across history to the modern world we inhabit. Beginning with ideas from Ancient Greece in the form of Aristotle and Plato we will then continue through time to conceptions of philosophers from the Renaissance and Enlightenment such as Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. We eventually land in the modern realm of political philosophical thought in the form of John Rawls, Thomas Nozick, Noam Chomsky and Martha Nussbaum. If you do not think and question for yourself, others will do so for you.

Psychology	10 th – 12 th	0.5 Credits	Elective	T
-------------------	-------------------------------------	-------------	----------	---

Introduction to Psychology examines the minds and behavior of humans. The course incorporates case studies, articles, videos, and discussions as well as traditional classroom lectures to introduce students to the basic principles of psychology. Students learn different theories explaining how humans change and develop over time, how the brain makes sense of environmental stimuli, and how biology and other factors influence behavior in addition to gaining a basic understanding of mental illness. Class time centers on concept development and exploration of key psychological themes found in each textbook module. Students complete short writing assignments, create projects, write research papers, and deliver presentations that allow them to both reinforce and further explore topics.

Religion	10 th – 12 th	0.5 Credits	Elective	T
-----------------	-------------------------------------	-------------	----------	---

Religion is a semester-long course in which students receive an introduction to the tenets of ancient and modern world religions. Studies survey ancient Egyptian, Persian, Greek, Roman, Celtic and Norse polytheism, before turning to a more in-depth study of modern Eastern and Western religions, such as Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. Students make several short reports to their classmates on religions or religious figures and are expected to do a major research project and presentation at the end of the semester.

Sociology in Society10th – 12th

0.5 Credits

Elective

H

This course will take a multidisciplinary approach to define the terms classism, racism, and sexism and explore how they shape systems of oppression. Sociological theory will be the roots of the course and much time will also be centered on concepts sociologists use to analyze racial, class, or gender matters. Human nature and government intervention are at the heart of almost all sociological subjects means they deserve to also be considered in detail. This course will delve into highly controversial questions such as “Is marriage detrimental to women?” “Is global free trade harmful?” and “Should minorities be given preferential treatment in admissions or hiring?” lively classroom debates will give students an opportunity to refine their own views and values. Empirical research will be used to gain an extra dimension to better understand gender and race.

Independent Study – History11th – 12th

0.5 Credits

Elective

H

Students electing to complete an Independent Study in a History related field will identify a topic that they wish to study and then work with a Faculty Mentor and the Academic Dean to narrow the topic and produce a course of study culminating in a final project. While the course is mostly independent, students will participate in weekly check-ins and must maintain a research journal. Students interested in this course will have to complete an application to finalize the selection.

STEM

DESCRIPTION

The WNA STEM Department believes that science and mathematics will help students develop critical thinking which is one of the more essential skills for college and professional career success. Critical thinking will encourage students to be inquisitive, open minded, and analytical. This supports WNA's mission of students becoming socially aware leaders and innovators positively impacting their respective communities.

The department is devoted to developing critically minded students who will graduate from WNA with a solid foundation and confidence to tackle any challenges they will encounter in college, their professional careers, or personal lives. The department encourages its instructors to be creative in their approaches meeting the needs of the students. This includes exhibiting a passion of their respective content areas and challenging students to go beyond their comfort level. Instructors use a variety of instructional and assessment methods to help students learn, thrive, and grow to become critically minded individuals who are deliberate in approaching any challenges.

COURSES

Course	Grades	Credits	Type	Weight
Algebra I	9-10	1.0	Main	IH
Geometry	9-11	1.0	Main	IH
Algebra II	9-12	1.0	Main	IH
Finite Mathematics / Quantitative Reasoning	11-12	1.0	Main	IH
Precalculus	9-12	1.0	Main	IH
Calculus	10-12	1.0	Main	IH
AP Calculus BC	11-12	1.0	Main	AP
Conceptual Physics	9-11	1.0	Main	IH
Chemistry	10-12	1.0	Main	IH
Biology	10-12	1.0	Main	IH
Marine Biology	10-12	1.0	Main	IH
Physics	11-12	1.0	Main	IH
AP Chemistry	11-12	1.0	Main	AP
AP Biology	11-12	1.0	Main	AP
AP Physics C: Mechanics	11-12	1.0	Main	AP
AP Statistics	11-12	1.0	Elective	AP
Astronomy	10-12	0.5	Elective	T
Computer Science	10-12	1.0	Elective	AP
Environmental Science	10-12	1.0	Elective	IH
Forensic Science	10-12	0.5	Elective	T
Human Anatomy and Physiology	11-12	1.0	Elective	IH
Introduction to Organic Chemistry	11-12	0.5	Elective	H
Mobile App Design	11-12	0.5	Elective	IH
Web Design	10-12	0.5	Elective	IH
Independent Study – STEM	11-12	0.5	Elective	H

REQUIREMENTS

- Mathematics: Students must earn **three** credits in Math during the high school years through Algebra II
- Science: Students must earn **three** credits in Science including a minimum of **two** lab sciences

COURSE DESCRIPTIONS

Mathematics Main Courses

Algebra I	9 th – 10 th	1.0 Credits	Main	IH
------------------	------------------------------------	-------------	------	----

This course will explore the application of numerical and algebraic concepts and examine basic operations with expressions and equations and the skills to formulate, analyze, and solve real world problems and to support continued development and appreciation of mathematics as a discipline. It will cover solving equations and functions, linear equations and functions, systems of linear equations and inequalities, piecewise functions, exponents, polynomials and factoring, and quadratic functions. Throughout the course, students will be expected to communicate, identify, select, and use approach, skills, and concepts to solve problems both collaboratively and independently. Students are expected to master basic algebraic skills and their practical applications in preparation for subsequent required course work such as Geometry and Algebra II.

Geometry	9 th – 11 th	1.0 Credits	Main	IH
-----------------	------------------------------------	-------------	------	----

This course introduces students to basic figures (plane and solid), including angle relationships, perpendicular lines, planes, parallel lines, congruent triangles, circles, parallelograms, areas, and volumes of solids. Students use both inductive and deductive reasoning skills to write indirect and formal proofs. Geometry includes constructions and coordinate geometry. Algebraic skills are reviewed and strengthened through application to solving problems in geometry. The honors students delve a bit deeper into the how's and why's of geometry than traditional students do.

Prerequisite: Algebra I

Algebra II	9 th – 12 th	1.0 Credits	Main	IH
-------------------	------------------------------------	-------------	------	----

This course builds on the algebraic skills developed in Algebra I. Principal course skills include simplifying algebraic expressions, solving and graphing linear and quadratic equations, inequalities and functions, factoring polynomials, applications of factoring, operations with rational expressions, complex and irrational numbers, and exponents and logarithms. Students will also be introduced to theories of polynomial expressions, derivation of conic sections, and series and sequences.

Prerequisite: Geometry

Finite Mathematics / Quantitative Reasoning	11 th – 12 th	1.0 Credits	Main	IH
--	-------------------------------------	-------------	------	----

This course will begin with a study of compound statements giving students an understanding of logical reasoning and applications using truth tables to determine the validity of statements. This will be followed by a study of advanced set theory including operations on sets and discrete applications of set theory. The course will continue with a general study of probability theory and statistics. At this point the course will shift to Quantitative Reasoning allowing the students to be selective in the applications of the concepts that have been studied generally. Quantitative Reasoning will provide opportunities to be creative in applying mathematics concepts to "real world" situations. These student driven units of study could include mathematical analysis of art or music, finance, science, athletics, etc. The possibilities are exciting and endless.

Prerequisite: Algebra II

Precalculus	9 th – 12 th	1.0 Credits	Main	IH
--------------------	------------------------------------	-------------	------	----

Precalculus is a course for the mathematically adept student who has completed Algebra II. The course includes conic sections, angles, degree and radian measure, application and graphs of trigonometric functions and identities, addition and subtraction identities, double and half-angle identities, solving trigonometric equations, solving right angles, solving triangles using the Law of the Sines and the Law of the Cosines, complex numbers, polar coordinates and polar graphing vectors, infinite series, and Demoivre's Theorem. In the Honors course, students dive a bit deeper into why things work the way they do and we explore more complex proofs. Students are also introduced to the concepts of limits, derivatives and integrals to prepare them for calculus.

Prerequisite: Algebra II

Calculus	10 th – 12 th	1.0 Credits	Main	IH
-----------------	-------------------------------------	-------------	------	----

The Calculus course is designed for those students who have shown significant mastery of algebraic and trigonometric skills. Students are exposed to studies in many rigorous topics, including limits, continuity, differentiation, definition of integral, fundamental theorem of calculus, exponential, logarithmic and trigonometric functions, techniques of integration, and various applications.

Prerequisite: Precalculus

AP Calculus BC	11 th – 12 th	1.0 Credits	Main	AP
-----------------------	-------------------------------------	-------------	------	----

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus BC (equivalent to one year of college calculus). The major topics of this course are limits, derivatives, integrals, the Fundamental Theorem of Calculus, and series. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate. There will be a strong emphasis on project-based learning in this class and will try to teach in a manner that explains calculus graphically, algebraically, and symbolically. This class will be fast paced to best prepare students for success on the AP Calculus BC Exam.

Prerequisite: Precalculus

Science Main Courses

Conceptual Physics	9 th – 11 th	1.0 Credits	Main	IH
---------------------------	------------------------------------	-------------	------	----

Conceptual Physics is our freshman science course that will provide a foundational understanding of the rules of the physical world. Students will explore mechanics, the properties of matter, heat, sound, atomic and nuclear physics, and relativity. Physics is the study of motion and each of these units will be applicable as students move into Chemistry and Biology. Additionally, freshmen will learn the scientific method using physics labs as the model. They will learn to collect data, display it, and interpret it using graphs.

Chemistry	10 th – 12 th	1.0 Credits	Main	IH
------------------	-------------------------------------	-------------	------	----

The topics include scientific measurements, matter and change, atomic and molecular structures, nomenclature, chemical bonding, solutions, chemical quantities and types of reactions, and chemical equilibrium, acids & bases etc. The goals are to introduce and develop the basic concepts in modern chemistry and prepare students for higher level and/or college-level general chemistry classes. Students choosing the honors option will have a broader scope and more detailed content of each topic than the traditional class. The goal for the traditional option is to know the core concept and apply it to a basic situation. The honors class would need to know the mechanism behind the reaction and should be able to apply it to different, complex conditions. Student's will spend at least 25% of class working in the laboratory designing experiments, testing theories, using models and online simulations to represent real life chemical phenomenon. Chemistry

lab is an exciting and fun experience when carried out in a safe and knowledgeable manner. Our goal is to increase your enthusiasm, to better your laboratory technique, and to supplement the information gained in lecture.

Prerequisite: Algebra I

Biology	10 th – 12 th	1.0 Credits	Main	IH
----------------	-------------------------------------	-------------	------	----

Biology is the study of life, and we are all alive! So, this course should relate to everyone in some way, shape, or form. This course helps students become detectives of the natural world using the techniques of observation, questioning, and experimentation. Students survey the discipline of biology from the smallest unit of life, the cell, to the study of many lifeforms interacting in the biome. Students are introduced to the major themes of biology including form and function, evolution, interactions of biological systems, maintaining homeostasis, and processing, storing, and passing on hereditary information. Students practice determining what is “good science” from “pseudoscience” as they read information in the media. The Honors students delve deeper into the how’s and why’s of biology than the traditional classes do.

Prerequisite: Chemistry

Marine Biology	10 th – 12 th	1.0 Credits	Main	IH
-----------------------	-------------------------------------	-------------	------	----

Seventy percent of the surface of the Earth is covered by the ocean, which includes 97% of one of our most precious resources – water. Approximately 40% of the Human population lives within 50 miles of the coast, yet we know more about the moon than the great depths of the seas. The ocean, the last great frontier, has 95% yet to be explored. This course will explain how oceans operate and affect life on land. During the first semester the course will focus on oceanography; students will learn about plate tectonics, water chemistry, waves, tides, and currents – all the chemical and physical features of the oceans that in turn affect the biological features of the oceans. During the second semester the focus will be on the various forms of life found in the oceans from the microbial to marine mammals. Students will learn about various kinds of marine ecosystems and explore our environmental impacts on the oceans. An ongoing focus throughout the year will be the impacts of climate change on the oceans. Case studies and current marine and estuarine events will be discussed. This course will consist of applicable outreach involving organizational citizen science projects and will be academically rigorous. Student may have the opportunity to conduct several dissections which may include sand worm, hydra, mollusk, and dogfish shark, along with other laboratory investigations.

Prerequisite: Chemistry

Physics	11 th – 12 th	1.0 Credits	Main	IH
----------------	-------------------------------------	-------------	------	----

This course is an introductory physics course at the college-preparatory level with a hands-on laboratory component. The course provides instruction in the following content areas: mechanics, including kinematics, dynamics, energy and momentum, circular motion, simple harmonic motion, gravity; heat and thermodynamics; and waves and optics.

Prerequisite: Algebra II (or Concurrent)

AP Chemistry	11 th – 12 th	1.0 Credits	Main	AP
---------------------	-------------------------------------	-------------	------	----

The goals of this class are to introduce and develop the basic concepts in modern chemistry and to prepare students for the AP chemistry exam and/or college-level general chemistry classes. The topics include matter, energy, and measurements, atomic structure and properties, molecular and ionic compound structure and properties, intermolecular forces and properties, chemical reactions, kinetics, thermodynamics and applications, equilibrium, and acids and bases. Student’s will spend at least 25% of class working in the laboratory designing experiments, testing theories creating graphs and models to represent real life chemical phenomenon. Chemistry lab is an exciting and fun experience when carried out in a safe and knowledgeable manner. Our goal is to increase your enthusiasm, to better your laboratory technique, and to supplement the information gained in lecture.

Prerequisite: Chemistry

AP Biology	11 th – 12 th	1.0 Credits	Main	AP
-------------------	-------------------------------------	-------------	------	----

AP Biology is a rigorous year-long course designed for those students who have demonstrated passion for, and proficiency in, biological concepts. We guide our inquiry with the four big ideas, in short: evolution, energy, information, and interactions. Each big idea encompasses several enduring understandings, which help us ground our knowledge. About one fourth of class time is spent in student-directed investigative lab work that gives students experience with the seven science practices, in short: using models, using math, guiding inquiry with questions, planning and implementing data collection, analyzing data, working with theories and scientific explanations, and connecting knowledge from multiple domains. All students who take AP Biology must take the College Board-administered AP Biology exam in the spring. While the course aims to facilitate student success on the exam, its greater goals are to inspire curiosity and joy, to further interest in biological study, and to increase student proficiency in scientific thinking and experimental practices.

Prerequisite: Biology and Chemistry

AP Physics C: Mechanics	11 th – 12 th	1.0 Credits	Main	AP
--------------------------------	-------------------------------------	-------------	------	----

This course is equivalent to a one-semester, college-level, calculus-based introductory mechanics course for students pursuing physical sciences or engineering. The course includes a laboratory component and instruction in the following areas: kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The course prepares students for the AP Physics C: Mechanics exam.

Prerequisites: Physics and Calculus (or Concurrent)

Elective Courses

AP Statistics	11 th – 12 th	1.0 Credits	Elective	AP
----------------------	-------------------------------------	-------------	----------	----

AP Statistics is designed to be the equivalent of a project based, one semester, introductory college statistics or data analysis course. This course includes topics such as strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will learn how to design, administer, and tabulate results from surveys and experiments, probability and simulations will aid students in constructing models for chance phenomena, and the understanding of sampling distributions will provide the logical structure for confidence intervals and hypothesis tests. Students may be required to prepare written and oral analyses of real data to develop effective statistical and overall STEM communication skills. Often, they will coincide with projects and taking advantage of our innovation lab, and computer programming. This class will be fast paced to best prepare students for success on the AP Statistics exam.

Prerequisite: Precalculus & Instructor Approval

Astronomy	10 th – 12 th	0.5 Credits	Elective	T
------------------	-------------------------------------	-------------	----------	---

Astronomy is a natural science that studies celestial objects and phenomena. It uses mathematics, physics, and chemistry in order to explain their origin and evolution. We will begin with a study of our solar system and then the Milky Way Galaxy. Objects of interest include planets, moons, stars, nebulae, galaxies, and comets. Relevant phenomena include supernova explosions, gamma ray bursts, quasars, blazars, pulsars, and cosmic microwave background radiation. More generally, astronomy studies everything that originates beyond Earth's atmosphere.

Computer Science	10 th – 12 th	1.0 Credits	Elective	AP
-------------------------	-------------------------------------	-------------	----------	----

Computer Science is an introductory course that will provide students with tools to navigate technology and solve complex problems. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, and the development and implementation of algorithms to process data and discover new information. The entire class will begin with a graphics-based approach using the JavaScript framework, but advanced students may be allowed to choose another language to specialize in. Students will have the option to take either the AP Computer Science A or AP Computer Science Principles exam at the end of the class.

Prerequisite: Algebra II & Instructor Approval

Environmental Science	10 th – 12 th	1.0 Credits	Elective	IH
------------------------------	-------------------------------------	-------------	----------	----

Environmental Science is designed to give students the necessary knowledge and scientific skills that will enable them to evaluate, defend, or refute commonly held theories about environmental issues. Students will be able to understand the interrelationship between the different parts of the natural world and with the humans that depend on that world for their survival. This class combines discussion and experiential learning, both in the lab and in the field, to rigorously investigate the impact of humans on our environment. Major topics include climate science & global warming, geological processes, ecological principles, conservation biology, resource management, renewable energy, population impact, environmental stewardship, sustainable development, organic gardening, green living, and environmental politics. The curriculum is supplemented by online articles and other sources to synchronize the course with current environmental issues. Students contribute to the curriculum through presentations and special projects, and their progress is assessed based on participation in class discussions and activities, as well as lab reports and testing.

Forensic Science	10 th – 12 th	0.5 Credits	Elective	T
-------------------------	-------------------------------------	-------------	----------	---

This semester course is designed to introduce students to the basics of Forensic Science. Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. Students will learn to observe, collect, analyze, and evaluate evidence associated with criminal cases. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students will encounter the material through print, online audio and video sources, discussion board exchanges, lab exercises, and real-time instruction. Students are taught the proper collection, preservation, and laboratory analysis of various samples. Achievement in this class is assessed through objective and short answer quizzes, tests, lab reports, and research projects.

Human Anatomy and Physiology	11 th – 12 th	1.0 Credits	Elective	IH
-------------------------------------	-------------------------------------	-------------	----------	----

Human Anatomy and Physiology is designed to study the structure (anatomy) and function (physiology) of human body systems from the cellular level to the organism level. Structure determines function, so if the structure changes, the function must also change. The course addresses the interactions within and between systems that maintain homeostasis in an organism. As students engage in the study of human body systems, they are encouraged to apply the knowledge and processes of science to personally relevant issues, including how personal choices, environmental factors, and genetic factors affect the human body.

Prerequisite: Biology (or Concurrent)

Introduction to Organic Chemistry	11 th – 12 th	0.5 Credits	Elective	H
--	-------------------------------------	-------------	----------	---

Knowledge of basic Organic Chemistry is valuable for someone planning a major in Chemistry, Biochemistry, Medicine, Nutrition, Biotechnology etc. This course in organic chemistry covers the structure, properties, and reactivity of organic molecules. Specific topics include : Identification of various classes of organic compounds, their methods of preparation, and typical reactions, Naming and drawing specific organic compounds, Analyze and interpret data from instruments used in separating and identifying compounds: IR, NMR, MS. , Structures of protein & carbohydrates.

Prerequisite: Chemistry

Mobile App Design	11 th – 12 th	0.5 Credits	Elective	IH
--------------------------	-------------------------------------	-------------	----------	----

In this flipped classroom environment, students will explore the process of designing and implementing mobile apps. The class will focus primarily on Android app development, but students interested in pursuing iOS development will be permitted so long as the student already owns the Apple equipment required (a Mac and an iPhone or iPad). With teacher guidance, students will explore the programming environment and different features available when developing mobile apps. Students will define and create mobile apps based on their personal level of proficiency.

Prerequisite: Computer Science or Instructor Permission

Web Design10th – 12th

0.5 Credits

Elective

IH

In this flipped classroom environment, students will explore the process of creating and developing websites. Attention will be given to using HTML5 / CSS / Java to create dynamic sites as well as using existing platforms such as WordPress to create highly functional websites in no time. Students will work with the instructor to define projects and complete them based on individual student ability.

Independent Study – STEM11th – 12th

0.5 Credits

Elective

H

Students electing to complete an Independent Study in a STEM related field will identify a topic that they wish to study and then work with a Faculty Mentor and the Academic Dean to narrow the topic and produce a course of study culminating in a final project. While the course is mostly independent, students will participate in weekly check-ins and must maintain a research journal. Students interested in this course will have to complete an application to finalize the selection.

World Languages

DESCRIPTION

The mission of the WNA World Languages Department is to develop cross-cultural awareness in its students through linguistic, cultural, and historical routes to make students more flexible in their thinking and more confident in their ability to learn; to have them realize the contributions of language to human history and society and to realize the importance of critical thinking and cultural literacy. The World Languages Department feels the obligation to teach the students a foreign language that might potentially help them in their professional development in the future.

Proficiency in a foreign language can be an enriching experience for students in this changing world. Through a language and its literature, students can have a better understanding of people from different cultural backgrounds. This appreciation of other cultures should help students to be more aware of themselves as part of the larger world around them. At the same time, a greater awareness of global perspectives should enable students to have more insights into their own language and culture.

To help meet the needs of our world-wide society, students should be encouraged to learn a language for as many years as possible so that a degree of mastery is achieved. It is essential that varying student-centered methods be used by the teacher to stimulate and maintain the teenagers' interest and sense of worth.

Our motivation is for our students to be curious and have a strong desire to understand our world and the people living in it with their respective languages and cultures.

We wish for them to be motivated in learning from others, but even more so on their own.

Some desired skills for students are:

- **Communication skills** according to their level in the target language (reading, listening, speaking, and writing).
- **Social responsibility** (personal integrity, community service, stewardship of the natural world, self-regulation, and decision-making skills)
- **Learning skills** (study and reflection, explanation, interpretation, application, thinking, technological competency, and evaluation)
- **An appreciation of Differences:** (perspective, self-advocacy and understanding, empathy, responsible action)
- **Creativity** (artistic expression, flexibility, and intellectual risk-taking).

COURSES

Course	Grades	Credits	Type	Weight
French I	9-12	1.0	Main	IH
French II	9-12	1.0	Main	IH
French III	9-12	1.0	Main	H
French IV	9-12	1.0	Main	H
Advanced French	9-12	1.0	Main	AP
Spanish I	9-12	1.0	Main	IH
Spanish II	9-12	1.0	Main	IH
Spanish III	9-12	1.0	Main	H
Spanish IV	9-12	1.0	Main	H
Advanced Spanish	9-12	1.0	Main	AP
Arabic IA	10-12	0.5	Elective	T

Arabic IB	10-12	0.5	Elective	T
French through Documentaries	10-12	0.5	Elective	T
French through Innovation	10-12	0.5	Elective	T
French Poetry and Song – The Divergence of Verses	10-12	0.5	Elective	T
Spanish for Chefs	10-12	0.5	Elective	T
Spanish for Entrepreneurs	10-12	0.5	Elective	T
Spanish for Lawyers	10-12	0.5	Elective	T
Spanish for Medicine	10-12	0.5	Elective	T
Independent Study – World Language	11-12	0.5	Elective	H

REQUIREMENTS

To reach our goals, the Department offers a traditional program consisting of levels I to IV in French and Spanish as well as an advanced class in each of the target languages. To fulfill their graduation requirement in foreign languages, the students are expected to take a minimum of two years, in high school, in one of the languages offered. Once they fulfill the graduation requirement, students may continue taking higher levels of the language, being Advanced Spanish and Advanced French courses where students are prepared for taking the AP exam. The students may take other language elective courses that interests them, or would help them in their future careers, after completing Spanish III or French III. The electives of the department are one-year courses worth one credit, or one-semester courses worth half a credit.

COURSE DESCRIPTIONS

French I 9th – 12th 1.0 Credits Main IH

French I is an introductory course in French language and culture. Students will pursue their studies using a communicative methodology that focuses on four essential skills of language learning: reading, writing, speaking, and listening. They will also learn the fundamental strategies of language acquisition: studying and retaining vocabulary, conjugations, and grammar. Students will participate in dialogues, discussions, competitions, and projects in French. They will also go on a virtual tour of France, researching its regions, departments, and provinces while learning to prepare itineraries and make travel plans. Additional topics covered will include but are not limited to talking about oneself and one's environment, one's family and friends, one's likes and dislikes and making comparisons and formulating opinions. While this course focuses mainly on the present tense of regular, irregular, and reflexive verbs, students will begin to use the *passé composé* by the end of the year. Cultural research and projects will focus on celebrations and traditions throughout the Francophone diaspora. Students will be required to give presentations in French, produce a paper, and read primary source documents.

French II 9th – 12th 1.0 Credits Main IH

French II is an intermediate course in French language and culture. Students will pursue their studies using a communicative methodology that focuses on four essential skills of language learning: reading, writing, speaking, and listening. The focus of the second year is mastering narration in French. Students in this class must demonstrate mastery of the fundamental strategies of language acquisition: studying and retaining vocabulary, verb conjugations, and grammar. Through a blend of traditional and project-based instruction, students will learn fundamental grammatical structures narrate events in the past, present, and future. Students at this level will also research the history of the French language. Cultural research and projects will focus on celebrations and traditions throughout the Francophone diaspora. Students will be required to give presentations in French, produce a paper, and read primary source documents.

Prerequisite: French I or Appropriate Placement Testing

French III	9 th – 12 th	1.0 Credits	Main	H
-------------------	------------------------------------	-------------	------	---

French III is an intermediate/advanced course in French language and culture. Students will pursue their studies using a communicative methodology that focuses on four essential skills of language learning: reading, writing, speaking, and listening. This class focuses on the application of the grammar and vocabulary acquired in French I and II, and the development of complex grammar to further refine narrative skills in French. Students in this class must demonstrate mastery of the fundamental strategies of language acquisition: studying and retaining vocabulary, verb conjugations, and grammar. Participation and attentiveness during class are critical to student success in this course. Weekly to bi-weekly presentations and discussion are a major component of the French III curriculum. Through a blend of traditional and project-based instruction, students will undertake several hands-on projects that will provide real-life interaction with French in the workplace. Students will learn vocabulary specific to Maker Space experiences and will formulate hypotheses, develop opinions, research precedents, analyze and present data and results, and predict outcomes in French. Cultural research and projects will focus on technology and emerging business opportunities in the Francophone diaspora. Students will be required to give presentations in French, produce a paper, and read primary source documents.

Prerequisite: French II or Appropriate Placement Testing

French IV	9 th – 12 th	1.0 Credits	Main	H
------------------	------------------------------------	-------------	------	---

French IV is an advanced course in French language and culture. Students will pursue their studies using a communicative methodology that focuses on four essential skills of language learning: reading, writing, speaking, and listening. This course focuses on critical analysis of primary sources. Students in this class must demonstrate mastery of the fundamental strategies of language acquisition: studying and retaining vocabulary, verb conjugations, and grammar. Students will read primary sources in French, listen to and produce French podcasts, and view and critique French films, while fine-tuning their use of the grammar. Subjects covered will include but not be limited to: mastering relative pronouns, object pronouns, prepositions, conditional clauses, sequences of events, composed verb forms in the past and future, present participles, participles as adjectives, and the use of the infinitive. Through a blend of traditional and project-based instruction, students will expand their vocabulary and grammar and apply their knowledge of French. The class is conducted only in French and uses only real-world materials. Students will be required to conduct discussions and debates, give presentations, answer correspondence, and produce a three-page paper in French.

Prerequisite: French III or Appropriate Placement Testing

Advanced French	9 th – 12 th	1.0 Credits	Main	AP
------------------------	------------------------------------	-------------	------	----

Advanced French is an advanced course in French language and culture intended to prepare students for Advanced Placement in French. This course is designed to prepare students to communicate proficiently through the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the "Standards for Foreign Language Learning in the 21st Century". For this reason, the course will be conducted entirely in French. Course work will provide students with opportunities to achieve the Course Overarching Premise: "When communicating, students in the [Advanced] French Language and Culture course will demonstrate an understanding of francophone cultures, incorporate interdisciplinary topics (connections), make comparisons between their native language and French and between cultures (comparisons), and use the target language in real-life settings (communities)." Course materials will include the primary textbook *Thèmes*, films, songs, literary texts, and other authentic materials and resources from francophone websites and publications. Students are encouraged to take the AP French Language and Culture exam at the end of this course.

Prerequisite: French IV or Appropriate Placement Testing

Spanish I	9 th – 12 th	1.0 Credits	Main	IH
------------------	------------------------------------	-------------	------	----

This introductory language class is structured around the four essential skills of language learning: speaking, listening, writing, and reading. A blend of traditional and project-based instruction is used throughout the course as students learn fundamental grammatical structures: present tense of regular verbs and irregular ones, the near future, possessive

adjectives, formation of questions, making comparisons, etc. Cultural aspects of the language, celebrations, and traditions are explored through specific projects and activities in which students are required to present in Spanish, produce written work, and read primary source documents for their level. At the end of this course, the students will be able to talk about themselves in Spanish: their personality, likes and dislikes, family, hobbies, etc.

Spanish II	9 th – 12 th	1.0 Credits	Main	IH
-------------------	------------------------------------	-------------	------	----

This language class is structured around the four essential skills of language learning: speaking, listening, writing, and reading. A blend of traditional and project-based instruction is used throughout the course as students review fundamental grammatical structures while they are learning more complex ones such as the different kinds of pronouns and commands. They also study the preterit and the imperfect. To improve in the four skills of language, the students do listening comprehension exercises frequently; they do oral reports and read stories and write journals in the target language. To learn about the Spanish speaking countries and their people, cultural aspects of the language, celebrations, and traditions are explored through specific projects and activities in which students are required to present in Spanish and read primary source documents.

Prerequisite: Spanish I or Appropriate Placement Testing

Spanish III	9 th – 12 th	1.0 Credits	Main	H
--------------------	------------------------------------	-------------	------	---

This language class is structured around the four essential skills of language learning: speaking, listening, writing, and reading. A blend of traditional and project-based instruction is used throughout the course as students thoroughly review many of the grammatical concepts that they have already worked on and learn some advanced concepts such as the subjunctive mood, the future, and the perfect tenses. Readings are more commonly taken from real-world publications. Students are required to write several journals each semester. Students put into practice their listening skills by listening to Spanish speakers from different countries, and they are expected to speak in Spanish in class. Cultural aspects of the language, celebrations, and traditions are explored through specific projects and activities in which students are required to present in Spanish, produce papers, and read primary source documents.

Prerequisite: Spanish II or Appropriate Placement Testing

Spanish IV	9 th – 12 th	1.0 Credits	Main	H
-------------------	------------------------------------	-------------	------	---

In this advanced-level course, students continue to increase their knowledge of the Spanish language through reading and listening to authentic materials from different sources. They learn about and discuss important topics in today's Spanish speaking world and compare it with the situation in the United States. They write formal papers and participate in class debates and Harkness discussions. The class is conducted entirely in Spanish.

Prerequisite: Spanish III or Appropriate Placement Testing

Advanced Spanish	9 th – 12 th	1.0 Credits	Main	AP
-------------------------	------------------------------------	-------------	------	----

Advanced Spanish is offered to students who have completed Spanish IV successfully, or whose first language is Spanish. The goal of this course is to help the students reach the proficiency in the Spanish language that would permit them to understand spoken and written Spanish from different sources intended for Spanish native speakers, as well as to speak and write at an advanced level. While discovering Spanish-speaking cultures and reflecting upon their own, students will practice the skills necessary to keep improving their fluency in the target language. The Advanced Spanish are encouraged to take the AP Spanish Language and Culture exam in May.

Prerequisite: Spanish IV or Appropriate Placement Testing

Arabic IA	10 th – 12 th	0.5 Credits	Elective	T
------------------	-------------------------------------	-------------	----------	---

Arabic IA is an introductory course in Modern Standard Arabic. Students will pursue their studies using a communicative methodology that focuses on four essential skills of language learning: reading, writing, speaking, and listening. They will also learn the fundamental strategies of language acquisition: studying and retaining vocabulary, conjugations, and

grammar. Students will participate in dialogues, discussions, competitions, in Arabic. They will focus on researching the Arabic-speaking world. Additional topics covered will include but are not limited to talking about oneself and one's environment, one's family and friends, one's likes and dislikes, making comparisons and formulating opinions. While this course focuses mainly on the present tense students will begin to use the preterit by the end of the year. Cultural research and projects will focus on celebrations and traditions in the Middle East. Students will be required to give presentations, produce guided dialogues, read primary source documents in Arabic.

Arabic IB	10 th – 12 th	0.5 Credits	Elective	T
------------------	-------------------------------------	-------------	----------	---

Arabic IB is a continuation of the introductory course designed to give students the basics of Arabic language and culture acquisition. It is taught as much as possible in the target language. Students will learn Modern Standard Arabic through a communicative methodology that focusses on the four essential skills of language learning: speaking, listening, reading, and writing. Classes will meet every other day for 70-minute blocks on an eight-day rotating schedule. Much of the coursework for Arabic IB will be completed during class. Therefore, participation and attentiveness during class are critical to student success in this course. Topics covered will include but are not limited the basic grammar and syntax and well as writing and pronunciation. Cultural research and projects will focus on celebrations and traditions throughout the Arabic diaspora. Students will learn the geography of the Arabic-speaking world. Students will be required to present a brief presentation in Arabic and read primary source documents.

Prerequisite: Arabic IA or Appropriate Placement Testing

French through Documentaries	10 th – 12 th	0.5 Credits	Elective	T
-------------------------------------	-------------------------------------	-------------	----------	---

An exploration of French culture and language through the documentary genre of filmmaking. Students will learn to be critical viewers of documentary content while examining the genre and its influence in modern thought. After researching the fundamentals of documentary filmmaking, students will examine three documentaries from the series “les secrets du temps” and “L’ombre d’un doute”. They will research the topics presented and formulate a critical analysis of the broadcast. Was it accurate? What was omitted? Why? Students must have completed French III to register for this course. Students registering for this course must demonstrate mastery of the present and past tense conjugations of regular, irregular, and reflexive verbs and the fundamental strategies of language acquisition.

Prerequisite: French III or Appropriate Placement Testing

French through Innovation	10 th – 12 th	0.5 Credits	Elective	T
----------------------------------	-------------------------------------	-------------	----------	---

French through Innovation offers student an opportunity to use the Innovation Center in a more collaborative way. Students will be given a theme that addresses a problem that affects the Francophone diaspora. They will research precedents in French as well as document prior work in the topic area as they envision solutions. Then they will design a project and build it during one semester. Through a blend of traditional and project-based instruction, students will undertake several hands-on projects that will provide real-life interaction with French in the workplace. Students will learn vocabulary specific to Maker Space experiences and will formulate hypotheses, develop opinions, research precedents, analyze and present data and results, and predict outcomes in French. Cultural research and projects will focus on technology and emerging business opportunities in the Francophone diaspora. Students will be required to give presentations in French, produce a paper, and read primary source documents.

Prerequisite: French III or Appropriate Placement Testing

French Poetry and Song – The Divergence of Verses	10 th – 12 th	0.5 Credits	Elective	T
--	-------------------------------------	-------------	----------	---

Has modern French verse influenced lyric writing in French? Or has the influence worked the other way around? Students will explore lyrics, songs, and poetry in a retrospective of the past twenty years of French verse and modern music. This course will focus on exploring the works of Claude Abelen, Ezra Agha Malek, Pierre Alféri, Marc Alyn and others. We will explore the MC Solaar phenomenon and what has become of spoken word in French music. Students will learn to be critical listeners of contemporary lyrics while examining the musical and literary genres and their influence in modern

thought. The class is conducted only in French and uses only real-world materials. Students will be required to conduct discussions and debates, give presentations, and produce either a three-page paper, or two original poems or songs in French.

Prerequisite: French III or Appropriate Placement Testing

Spanish for Chefs	10 th – 12 th	0.5 Credits	Elective	T
--------------------------	-------------------------------------	-------------	----------	---

Would you like to be able to understand Spanish native speaker clients and co-workers when they are talking about food? Would you like to participate actively in those conversations? If the answer is “yes”, this course is for you! In this course, students will review and improve their Spanish grammar; they will expand their knowledge of Spanish vocabulary related to food and cooking. They will maintain mock professional conversations with their clients and other colleagues in Spanish. They will be able to write formal electronic mails and letters. The highlight of this class will be that the students will participate in a TV program called “Master Chef”. It will be as realistic as possible.

Prerequisite: Spanish III or Appropriate Placement Testing

Spanish for Entrepreneurs	10 th – 12 th	0.5 Credits	Elective	T
----------------------------------	-------------------------------------	-------------	----------	---

Do you wish to expand your business by working with companies in Spanish speaking countries, or with companies whose owners are Spanish native speakers? Wouldn't you like to be able to communicate in formal Spanish, using correct business vocabulary and grammar? If your answer is “yes”, this is the course for you. In this course, students will review and improve their Spanish grammar; they will learn vocabulary related to business; they will maintain mock formal business conversations and will be able to write formal electronic mails and letters. The goal of this course is that students be able to have successful business connections with companies in the Spanish speaking world.

Prerequisite: Spanish III or Appropriate Placement Testing

Spanish for Lawyers	10 th – 12 th	0.5 Credits	Elective	T
----------------------------	-------------------------------------	-------------	----------	---

Would you like to be able to understand your Spanish native speaker clients when they are telling you what really happened? Would you like to be able to explain to them in their own language their situation and what needs to be done for being successful in the case? Would you like to learn common Spanish legal terminology? If the answer is “yes”, this course is for you! In this course, students will review and improve their Spanish grammar; they will learn vocabulary used in the legal system. They will be able to write formal electronic mails and letters and fill out documents that lawyers usually use. They will have mock trials in Spanish. The highlight of this class is that students will simulate trials in Spanish.

Prerequisite: Spanish III or Appropriate Placement Testing

Spanish for Medicine	10 th – 12 th	0.5 Credits	Elective	T
-----------------------------	-------------------------------------	-------------	----------	---

Would you like to be able to understand your Spanish native speaker patients when they are telling you how they feel? Would you like to be able to explain to them, in their own language, what their problem is and what needs to be done for them to get better? If the answer is “yes”, this course is for you! In this course, students will review and improve their Spanish grammar and they will expand their knowledge of Spanish vocabulary related to the body and illnesses. They will maintain mock professional conversations with their patients and with health professionals in Spanish. Furthermore, they will be able to write formal electronic mails and letters. At the end of this course, the students will be able to have clear interactions with their patients and colleagues using their target language: Spanish.

Prerequisite: Spanish III or Appropriate Placement Testing

Independent Study – World Language	11 th – 12 th	0.5 Credits	Elective	H
---	-------------------------------------	-------------	----------	---

Students electing to complete an Independent Study in a World Language related field will identify a topic that they wish to study and then work with a Faculty Mentor and the Academic Dean to narrow the topic and produce a course of study culminating in a final project. While the course is mostly independent, students will participate in weekly check-ins and

must maintain a research journal. Students interested in this course will have to complete an application to finalize the selection.

Visual and Performing Arts

DESCRIPTION

The Visual and Performing Arts Department strives to develop students' creative skills and nurture their ability to express themselves effectively and productively. Students gain a sequential acquisition of skills and content during Freshman Humanities Art and Music, then proceed to pursue further studies of art and music, either in-depth by taking courses sophomore through senior year, all the way through to the AP level, all in the same discipline, or they may try out various disciplines to become more well-rounded in their approach to creatively express themselves. Some students will only take two more semesters of art beyond freshman year, and then pursue other academic interests.

One unique aspect of the curriculum is the Eric Fischl '66 Artist-in-Residence Teaching Program. Two professional artists come each for one semester, work in a studio space provided, teach two art classes, and display their work in the on-campus gallery or at a location on campus suitable for their medium. The artists teach according to their specialty.

Art students with a high degree of interest in the visual arts can apply for the Aspiring Artists Program. These students are given their own studio space and have a chance to work with our artists-in-residence approximately every third weekend for three hours doing various activities and workshops. These activities include mentoring, portfolio preparation, specific assignments for portfolio enhancement, trips to portfolio reviews, and other enriching experiences.

COURSES

Course	Grades	Credits	Type	Weight
Freshman Art	9	0.5	Main	T
AP Studio Art	11-12	1.0	Elective	AP
Art History – The “isms” of Western Art	10-12	0.5	Elective	T
Ceramics	10-12	0.5	Elective	T
Design	10-12	0.5	Elective	T
Drawing	10-12	0.5	Elective	T
Digital Drawing	10-12	0.5	Elective	T
Painting / Color Theory	10-12	0.5	Elective	T
Photography	10-12	0.5	Elective	T
Printmaking	10-12	0.5	Elective	T
Sculpture / 3D Design	10-12	0.5	Elective	T
Visual Arts Portfolio Development	11-12	0.5	Elective	T
Yearbook	10-12	0.5	Elective	T
Independent Study – Art	11-12	0.5	Elective	H
Freshman Music	9	0.5	Main	T
America’s Music	10-12	0.5	Elective	T
Choir	10-12	0.5	Elective	T
Music Ensemble	10-12	0.5	Elective	T
Music Performance	10-12	0.5	Elective	T
Music Theory	10-12	1.0	Elective	T
Drama I	10-12	0.5	Elective	T
Filmmaking I	10-12	0.5	Elective	T

REQUIREMENTS

- Students must complete a minimum of two credits of Art in order to graduate.
- All freshmen will be enrolled in Humanities Art and Humanities Music.

COURSE DESCRIPTIONS

Art Courses

Freshman Art	9 th Grade	0.5 Credits	Main	T
---------------------	-----------------------	-------------	------	---

Freshman Art is an introductory course that will encourage and develop creativity and an understanding of how to communicate and express visually. The creative process is one that can be developed and even those who believe they are not innately imaginative will have the opportunity to discover their ability to generate ideas. This class will cover a variety of approaches to art making including drawing, painting, ceramics, sculpture, and more. Art history will be touched upon as well to more deeply understand art's place in our lives.

Concurrent with Freshman Music

AP Studio Art	11 th – 12 th	1.0 Credits	Elective	AP
----------------------	-------------------------------------	-------------	----------	----

The AP program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, two-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns and methods. They demonstrate a depth of inquiry and discovery in the sustained investigation section. The quality section permits the student to select the works that best exhibit a synthesis of form, technique, and content. This is a rigorous class which requires research and writing about art history and current art issues, as well as the creation of artwork. Students are required to submit their portfolio to the College Board in the spring.

Prerequisite: A minimum of four semesters of art classes excluding Freshman Art or an equivalent portfolio & Instructor Approval

Art History – The “isms” of Western Art	10 th – 12 th	0.5 Credits	Elective	T
--	-------------------------------------	-------------	----------	---

Ever wonder what Realism is? Or Surrealism? Dadaism? Modernism? These are all visual representations of the ever-changing world and its effects on the psyches of the people who lived through them. Learn about the art world of the 19th and 20th centuries and how it reflects the realities of the times in which it was made and how it continues to influence art in contemporary times. You will develop a foundation in art history studies that can be built upon in future art history classes.

Ceramics	10 th – 12 th	0.5 Credits	Elective	T
-----------------	-------------------------------------	-------------	----------	---

Ceramic clay has been a means of artistic creation since the neolithic age. The basics of handbuilding techniques such as pinch, coil, and slab construction will be covered, as well as using ceramic clay to make sculptures. Different methods of using glaze will be used to add color and surface decoration. Students in this class will develop their aesthetic eye and an appreciation of good craftsmanship. They will grow artistically and creatively as they work with their hands.

Design	10 th – 12 th	0.5 Credits	Elective	T
---------------	-------------------------------------	-------------	----------	---

This semester long course explores a variety of design topics using the programs Adobe Photoshop, InDesign, and Illustrator. Composition is stressed and students will learn the elements and principles of design: line, shape, value, color, movement, rhythm, etc. and how these apply to all artworks, setting up the student to think critically about the imagery to which they are constantly exposed. Students will learn about layout and using fonts to effectively communicate. Ultimately, students will be more comfortable with the computer as a creative tool.

Drawing	10 th – 12 th	0.5 Credits	Elective	T
----------------	-------------------------------------	-------------	----------	---

Drawing is a semester long class with an emphasis on learning to draw from life as a foundation upon which to grow in other art areas. Students will practice creativity, expression, and risk-taking. Both line drawing and working with value will be covered as students work from a variety of subjects. Traditional media will be explored such as graphite, charcoal, pen and ink, and watercolor. Students will be exposed to various artists throughout history for inspiration and to deepen their understanding of art.

Digital Drawing	10 th – 12 th	0.5 Credits	Elective	T
------------------------	-------------------------------------	-------------	----------	---

Learn drawing using digital media such as Procreate and Photoshop. All the basics will be covered including sketching a variety of subjects from life and imagination, color theory and practice, and creating visual impact with composition. Creativity will be encouraged, as well as exploring different approaches, developing a personal style, and understand its context in contemporary art. This is a beginning level class and no prior experience is necessary. Drawing is the foundation needed for visual art making and this would be a great class a start on a fun and useful skill.

Painting / Color Theory	10 th – 12 th	0.5 Credits	Elective	T
--------------------------------	-------------------------------------	-------------	----------	---

There are many approaches to working with paint, and no one way is right or wrong. Students will learn a variety of techniques they can use to create imagery with color. Color theory will be studied including color vocabulary, color relationships, color and the illusion of depth, color schemes, and color psychology. It will then be used as a means of expression. As students work on projects, the ultimate goal will be to improve their skills, broaden their visual vocabulary to communicate ideas, and develop their own artistic voice. Work will become increasingly more conceptual and involve an even higher level of creativity and personal expression.

Prerequisite: Drawing

Photography	10 th – 12 th	0.5 Credits	Elective	T
--------------------	-------------------------------------	-------------	----------	---

Students will develop a foundation in the art of photography as they explore a variety of topics to strengthen their skills. They will use both DSLR cameras and the camera they always have with them – their phones! – as they develop their abilities with the medium. The manual functions of the DSLR camera will be introduced to allow for more control over creative decisions. Composition is stressed and students will learn the principles of design: line, shape, value, color, space, movement, rhythm, etc. in order to make their photographs art rather than merely snapshots. Students will be expected to be creative, take risks and express themselves in a thoughtful way.

Printmaking	10 th – 12 th	0.5 Credits	Elective	T
--------------------	-------------------------------------	-------------	----------	---

Printmaking is an artform that has allowed artists to make multiple copies of their images for centuries. Traditional and contemporary methods may be explored in this class such as drypoint, monotype, etching, relief, and screenprinting. Both black and white and color imagery will be introduced. Students will experience a range of methods that will deepen their understanding of how printmaking was important in history and in the history of art as well as allow them to be creative while making art.

Prerequisite: Drawing

Sculpture / 3D Design	10 th – 12 th	0.5 Credits	Elective	T
------------------------------	-------------------------------------	-------------	----------	---

There are endless possibilities when creating three-dimensional art. Three-dimensional art stands on its own as an artform, but even students who love drawing and painting can benefit from learning this vital building block in the studio artist's repertoire. Whether you simply are curious about how to make sculptures, or want to strengthen your two-dimensional artwork, this is a fun class where you will be working with all kinds of materials in unexpected ways.

Visual Arts Portfolio Development	10 th – 12 th	0.5 Credits	Elective	T
--	-------------------------------------	-------------	----------	---

Serious art students need time to work out a comprehensive portfolio for applying to college. This class is for those students who are art school bound and would like to make work specifically to add to their visual arts portfolio. This class is ideal for juniors in their second semester but can also benefit first semester seniors. Work will be mostly independent, with college requirements as a guide. A teacher will oversee and manage the process as well as give instruction and feedback. Students will be required to digitally document their work and edit pieces in Photoshop for final presentation.

Prerequisite: Two Semesters of Studio Arts, Photography, or Design Classes

Yearbook	10 th – 12 th	0.5 Credits	Elective	T
-----------------	-------------------------------------	-------------	----------	---

Learn about publishing while creating a real product (the yearbook!) that will document and celebrate the years' worth of activities. Instruction about topics including photography, layout, design, developing a theme, working as a team, and journalism will be provided to give students real world skills that can carry over into a variety of fields and experiences. You will be creating an important document that will be cherished by your fellow students and be part of the historic record of the school.

May be taken multiple times for additional credit

Independent Study – Art	11 th – 12 th	0.5 Credits	Elective	H
--------------------------------	-------------------------------------	-------------	----------	---

Do you have an artistic project in mind that you would like to create? Is there a series of pieces you would like to put together? This class will allow you to pursue those interests with mentoring from the department teachers. A proposal will need to be written and be approved to ensure the vigor and expectations of the program are being fulfilled. This is for the student who has as strong background established in the art discipline and will be able to work on their own to fulfill their vision.

Prerequisite: A minimum of three semesters of art classes or an equivalent portfolio & Instructor Approval

Music Courses

Freshman Music	9 th Grade	0.5 Credits	Main	T
-----------------------	-----------------------	-------------	------	---

This course is an introduction to the study and appreciation of music, including a variety of musical styles and genres, spanning from ancient times to the present. Through attentive listening, critical thinking, and focused creativity, students will develop the ability to analyze and communicate effectively about the role of music in human societies, and how it fits in their personal lives.

Concurrent with Freshman Art

America's Music	10 th – 12 th	0.5 Credits	Elective	T
------------------------	-------------------------------------	-------------	----------	---

This will be a performance-based semester long class with the first marking period focusing on the blues and the second marking period focusing on jazz. The Blues genre formed in America in the Deep-South in the 1860's in the form of African-American work songs and spirituals. The first blues songs were published in 1908 in New Orleans. This course will focus on the Mississippi Delta Blues and will trace the evolution of the genre up the Mississippi River to Memphis, St. Louis and eventually East to Chicago. Students will study not only the music, but also the history that was driving the genre. The Jazz genre formed in New Orleans in the 1910's with its' roots in blues and ragtime. This course will focus on the classical style of jazz that developed during the Jazz Age in the 1920s and 30s and the "big band" swing sound. Some considerations will be given to other forms of Jazz such as Gypsy Jazz and Bebop. As with the blues section, students will study the history that was driving the genre. Each semester will end with a public performance of the music studied.

Choir	10 th – 12 th	0.5 Credits	Elective	T
--------------	-------------------------------------	-------------	----------	---

As a performance-based course, music from a wide variety of styles, cultures, and time periods will be explored. By the end of their musical training, students will be able to identify and demonstrate: proper posture and breathing in relation to the making of music, proper vocal technique and vocal health, theoretical and historical concepts in music, and students will have been exposed to ear training and sight reading skills that will help increase musicianship.

This course may be taken either one or both semesters and may be repeated over multiple years

Music Ensemble	10 th – 12 th	0.5 Credits	Elective	T
-----------------------	-------------------------------------	-------------	----------	---

Music Ensemble provides an opportunity for a group of students to work together on a joint venture. Students should sign up for this course as a group and should indicate in the notes of their course selection that they desire to work together if the schedule allows. During the semester, the instructor will work with the students to define a course of study which will then culminate in a performance at the end of the semester.

Music Performance	10 th – 12 th	0.5 Credits	Elective	T
--------------------------	-------------------------------------	-------------	----------	---

Music Performance provides each student with an opportunity to practice and enhance their skills on the instrument of their choice. Students will work with the instructor to establish a course of study for the semester to improve their ability culminating in a performance at the end of the semester. While the primary focus will be on independent work, depending on the composition of the section, duos and other ensemble performances may be encouraged.

Music Theory	10 th – 12 th	1.0 Credits	Elective	T
---------------------	-------------------------------------	-------------	----------	---

Music Theory and Composition is a yearlong course designed to develop a firm foundation in the mechanics of music for the continued study of both the performer and music scholar. This course encompasses written theory as well as aural skills through group and individual classes and assignments.

Film and Drama Courses

Drama I	10 th – 12 th	0.5 Credits	Elective	T
----------------	-------------------------------------	-------------	----------	---

In *Speak the Speech*, we will be discovering what theater means. We will work from improvisation and movement to developed s network as we build the sense of ensemble. We will engage in different acting techniques from Chekhov to Method; we will explore scene study from classical to modern: we will learn from the example of figures in theater from Thespis to Lin Manuel Miranda.

Filmmaking I	10 th – 12 th	0.5 Credits	Elective	T
---------------------	-------------------------------------	-------------	----------	---

This semester-long course will enable students to develop their filmmaking and production skills. Students will explore the importance of setting, lighting, dialogue, narrative structure, score, etc. to develop their own style and pacing within their films. Students will also learn to provide constructive peer feedback as well as synthesize critiques to improve their work. Students will explore cinematic techniques in conjunction with their analysis of masterpieces in cinematography. Each week students will create a very short film that will focus on one or more aspects of filmmaking. Students who successfully complete the workshop will end with a polished 4.5-minute film to add to their portfolio and membership in the Film Creator's Network at West Nottingham Academy. At the end of the school year these students may choose to enter their short films in the WNA Film Festival.

Business

DESCRIPTION

The business department is responsible for covering material related to the establishment and running of both for-profit and non-profit businesses. As the gateway course, students interested in pursuing business classes should first take the Introduction to Business course which will orient students to the fundamentals of business and allow for specialty classes to branch from this foundation. As a new component of the WNA curriculum, the business department will continue to grow and evolve in future years in response to student needs.

COURSES

Course	Grades	Credits	Type	Weight
Introduction to Business	10-12	0.5	Elective	T
Personal Financial Literacy	11	0.5	Main	T
Entrepreneurship	12	0.5	Main	T
Behavioral Finance	10-12	0.5	Elective	T
Fundraising	10-12	0.5	Elective	T
Introduction to Business	10-12	0.5	Elective	T
Leadership	11-12	0.5	Elective	T
Management	11-12	0.5	Elective	T
Marketing	10-12	0.5	Elective	T
Social Media	10-12	0.5	Elective	T

REQUIREMENTS

Most business courses are electives. However, all juniors will be required to take Personal Financial Literacy and all seniors will be required to take Entrepreneurism.

COURSE DESCRIPTIONS

Main Courses

Introduction to Business 10th – 12th 0.5 Credits Elective T

Introduction to Business is a semester long course focused on introducing the student to the many functions of modern business. Students will understand how these functions exist in a changing society and the types of decisions that businesses are forced to make to survive and thrive. Both for-profit and non-profit business models will be considered. Topics covered include the business environment, management, organization, marketing, finance, accounting, social media, and fundraising among others.

Personal Financial Literacy 11th 0.5 Credits Main T

All juniors will take Personal Financial Literacy during the first semester. The focus of this course is to provide comprehensive classroom experiences to allow students to develop the knowledge and skills needed to make informed decisions as a consumer. Students will develop the financial skills related to income, taxes, financial planning, banking, consumer credit, budgeting, savings and investment, and insurance. By the conclusion of this course, students should have the foundation needed to enter adulthood with an appropriate understanding of monetary issues.

Entrepreneurship	12 th	0.5 Credits	Main	T
-------------------------	------------------	-------------	------	---

All seniors will take Entrepreneurship during the second semester. The focus of this course is to develop the in-depth entrepreneurial skills needed to effectively problem solve, organize, develop, create, and manage a business. Students will learn approaches appropriate to both for-profit and non-profit organizations. By the end of the course, students will have a toolkit available to implement a business solution to any problem they wish to address in the future.

Elective Courses

Behavioral Finance	10 th – 12 th	0.5 Credits	Elective	T
---------------------------	-------------------------------------	-------------	----------	---

The purpose of behavioral finance is to introduce the theoretical and scientific study of financial decisions and traditional economic theory. Students will explore psychological biases and strategies to be a savvy consumer of information and products. Financial settings and markets impact decision-making. Financial strategies begin early in social emotional development and are a lifelong pursuit. Think about the first time you learned the value of money. Understanding how individuals actually make money mistakes or enhance wealth management skills is essential and empowering. The goal in this class is to capture your passion in life through the lens of finance.

Fundraising	10 th – 12 th	0.5 Credits	Elective	T
--------------------	-------------------------------------	-------------	----------	---

Fundraising is a semester long course focusing on the approaches and methods that both for-profit and non-profit businesses can use to start and maintain their existence. Fundraising is essential to the survival of non-profit businesses and securing venture capital is often required for many for-profit start-ups. This class will cover the basics of grant writing, business planning, crowdsourcing, planned giving, capital campaigns, annual campaigns, and other topics that focus on the raising of funds for business use.

Prerequisite: Introduction to Business

Leadership	11 th – 12 th	0.5 Credits	Elective	T
-------------------	-------------------------------------	-------------	----------	---

Leadership is a semester long course that continues the study of leadership beyond what is covered in the Sophomore Core class. This course will allow students the opportunity to help define their own leadership style, study others who have that same style and learn from their successes and failures, and refine the skills needed to become a visionary leader who inspires others.

Management	11 th – 12 th	0.5 Credits	Elective	T
-------------------	-------------------------------------	-------------	----------	---

Management is a semester long course that provides students with a thorough understanding of how to handle the day-to-day operations of an organization. Often, the difference between leadership and management is defined as, “Leaders make sure that the right things are done, while managers make sure that things are done right.” Topics included in this course will be advanced project management, personnel management, operational management, and logistics among others.

Prerequisite: Introduction to Business

Marketing	10 th – 12 th	0.5 Credits	Elective	T
------------------	-------------------------------------	-------------	----------	---

Marketing is a semester long course focused on the intricacies of raising awareness of your product or your service. Students will spend the semester understanding the strategies involved in promoting your business and will engage in projects and simulations to experience these skills firsthand. This will be a hands-on course that will have the students experiencing how to do something rather than just learning the details.

Prerequisite: Introduction to Business

Social Media10th – 12th

0.5 Credits

Elective

T

Social Media is a semester long course that will focus on the implementation of social media in creating and maintaining a brand. As an essential element of any modern company, branding is vital to ensure that your product matches to the correct consumer. Proper social media handling is essential if businesses are to succeed. This class will learn the skills needed to successfully utilize the social media platforms currently in use to promote a business and a brand.

Prerequisite: Introduction to Business

Independent Study – Business11th – 12th

0.5 Credits

Elective

H

Students electing to complete an Independent Study in a Business related field will identify a topic that they wish to study and then work with a Faculty Mentor and the Academic Dean to narrow the topic and produce a course of study culminating in a final project. While the course is mostly independent, students will participate in weekly check-ins and must maintain a research journal. Students interested in this course will have to complete an application to finalize the selection.

English as a Second Language

DESCRIPTION

The English as a Second Language (ESL) Department focuses on working with students who are still developing the fundamental language skills necessary for success at WNA.

COURSES

Course	Grades	Credits	Type	Weight
ESL Level I	9-11	1.0	Main	T
ESL Level II	9-12	1.0	Main	T
ESL Study Hall	9-12	0.0	Elective	N/A

REQUIREMENTS

Placement in the ESL courses will depend on the initial language testing at the time of enrollment and at the conclusion of each year for returning students. The ESL courses can replace required English credits so that students can receive the direct support needed for success.

COURSE DESCRIPTIONS

ESL Level I 9th – 11th 1.0 Credits Main T

Students begin the first semester by reading short stories and academic articles in English. The main goal is to improve reading fluency and comprehension. The secondary goal is for students to learn skills for critically reading and analyzing a variety of written passages. Students quickly build their lexicon of academic vocabulary and engage in the process of writing, learning to write clear and effective sentences and paragraphs using correct grammar, sentence structure, and punctuation, leading to the creation of the standard five-paragraph essay. Students read two novels during the second semester. The focus will continue fluency and comprehension, but deeper analysis of text will take place. Projects that focus on holistic development of language skills include oral presentations, book reports, essays, and beginning research mini projects. Students learn about American culture while improving their interpersonal English communication skills through group work. This interactive course provides students with plenty of English-speaking opportunities. Learning activities are aligned with WIDA Standards.

Placement determination made by the Director of International Students

ESL Level II 9th – 12th 1.0 Credits Main T

In this second-year ESL course, students learn critical reading and writing skills along with enhanced listening and speaking skills. Students begin reading short stories and academic articles in English in the first semester at an advanced level. While fluency and comprehension are a focus, the students begin right away with critical analysis of text. Students begin to use some technical and content area vocabulary and expressions. Students begin right away with writing essays of varying lengths and types. In the second semester, students read two novels. Students study the novels in depth and develop skills in literary analysis and writing. Students develop a wide variety of communicative skills through essay writing, oral presentations, group work, research projects, and book reports. Throughout the year, we emphasize improving students' speaking, listening, reading, writing, and grammar skills. This interactive course provides students with plenty of English-speaking opportunities. Learning activities are aligned with WIDA Standards.

Placement determination made by the Director of International Students

ESL Study Hall

9th – 12th

0.0 Credits

Elective

N/A

For students whose primary language is not English, this study hall option allows for students to work with the Director of International Students to receive additional language help while completing their course work. As only support is provided in this period rather than additional instruction, no credit is earned. Students may elect to sign up for both semesters, one semester, or no semesters of this course as is appropriate to their needs.

Chesapeake Learning Center

DESCRIPTION

The Chesapeake Learning Center (CLC) program provides an individualized program that recognized student strengths and addresses learning challenges through the development of specific skills and strategies. The key to our success is the contact time spent with students and the relationships built through skill development leading to independent learners and academic success.

Skills included in CLC support include the following areas:

- Organization and time management
- Executive functioning skills
- Outlining, graphic organizer, and note-taking strategies
- Goal setting and self-reflection
- Test preparation
- Critical reading and writing skills
- Extended time and distraction-free environment for testing
- Project mapping
- Study guides and class notes
- Self-advocacy
- Individualized learning profiles

COURSES

Course	Grades	Credits	Type	Weight
CLC Support	9-12	0.0	Elective	N/A

REQUIREMENTS

CLC Support is determined during the admissions process through family or school referral and/or evaluation by the learning team. The appropriate level of support necessary will be identified through a discussion between the school and the family and will be implemented accordingly. All CLC services incur an extra fee for the student.

COURSE DESCRIPTIONS

CLC Support	9 th – 12 th	0.0 Credits	Elective	N/A
--------------------	------------------------------------	-------------	----------	-----

The CLC Support course is a structured study hall environment where students will receive additional support in organizing and preparing for class work. Student individual needs will be addressed with one-on-one assistance to guide the student in completing their work. Strategies for working will be explored to find the best approach for each individual student with the end goal of student independence always in mind.

Life Skills and Future Planning

DESCRIPTION

The Life Skills and Future Planning Department encompasses those classes that provide a solid foundation for the student in the present day as well as in the future. The purpose of these classes is to ensure that fundamental skills are learned properly as well as dedicating the time needed to adequately prepare for the future.

COURSES

Course	Grades	Credits	Type	Weight
Freshman Skills	9	0.5	Main	T
Junior Seminar	11	0.5	Main	T
Senior Seminar	12	0.5	Main	T
Exercise Science	11-12	0.5	Main	T
Structured Study Hall	10-12	0.0	Elective	N/A

REQUIREMENTS

- All freshmen will be required to take the Freshman Skills course.
- All juniors will be required to take the Junior Seminar course in the second semester.
- All seniors will be required to take the Senior Seminar course in the first semester.

COURSE DESCRIPTIONS

Main Courses

Freshman Skills	9 th	0.5 Credits	Main	T
------------------------	-----------------	-------------	------	---

The Freshman Skills class is a combination of a study hall and a foundational skills course. Students will spend a portion of their class time mastering the key skills needed for success at WNA. These skills include, but are not limited to, time management, note taking, independent studying, research, organization, and project management. The remainder of the time will allow for a supported study hall environment where students can receive assistance in completing their coursework. This course will receive 0.5 credits even though it meets all year as half of the course time is a structured study hall.

Junior Seminar	11 th	0.5 Credits	Main	T
-----------------------	------------------	-------------	------	---

Junior Seminar is offered in the second half of the junior year. During this time, students will formalize their plan for life after WNA. Part of this course will be exploratory in nature as students consider the options ahead of them. The class will consider options such as college, internships, gap years, entrepreneurship, and other options that students may wish to consider. For those choosing the college path, students will explore the college application process and begin to work on developing their list of colleges. The final result should be a plan for what needs to happen during the senior year to ensure success with their future plans.

Senior Seminar	12 th	0.5 Credits	Main	T
-----------------------	------------------	-------------	------	---

Senior Seminar is offered in the first half of the senior year. During this time, seniors will first develop their plan for the future if not already done and execute their plans to be successful after graduation from WNA. For those on the traditional college path, this will involve completing their applications and search for financial aid. For others, this will involve locating and applying for internships, developing business opportunities, and exploring other options for their post-high school experience.

Elective Courses

Exercise Science	11 th – 12 th	0.5 Credits	Elective	N/A
-------------------------	-------------------------------------	-------------	----------	-----

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will explore techniques used to optimize maximum productivity and efficiency in both sport specific and individualized training programs. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Upon completion of the course, students will be able to develop their own training program for desired results, as well as tailor a program for specific sports, outcomes, or results.

Structured Study Hall	10 th – 12 th	0.0 Credits	Elective	N/A
------------------------------	-------------------------------------	-------------	----------	-----

For students who wish to have more study time available during the class day, they are encouraged to choose the Structured Study Hall option. This will give students a class period to work under the guidance of a faculty member while they complete their course work. As no new material is taught during this block of time, no credit is earned. Students may choose to sign up for Structured Study Hall in both semesters, either semester, or no semesters at all depending on their personal needs.