



**Waterville Valley Academy**  
Program of Studies

<b>Message from Head of School</b>	<b>5</b>
Tom Sell, Executive Director and Head of School	5
<b>Waterville Valley Academy</b>	<b>6</b>
Overview:	6
Faculty:	6
Profile of the WVA Graduate:	6
Administration:	6
Accreditation:	7
Memberships:	7
WVA Mission:	7
WVA Philosophy:	7
WVBBTS Snowsports Educational Foundation Vision:	7
WVBBTS/ SEF Core Values:	7
The Curriculum:	7
Tools for Teaching and Learning:	7
Community Service Opportunities:	7
Athletic Programs:	8
Recent College Admissions of WVA Students:	8
Counseling Services:	8
Graduation Requirements:	8
Dates: (subject to change)	8
External Assessment Tools:	9
Burdenko Training, Conditioning and Recovery:	9
Additional Sport Offerings:	9
Transcript Analysis:	9
Academic Honesty:	9
<b>Regular Course Offerings</b>	<b>10</b>
Art:	<b>10</b>
Art I: Art Media	10
Art II: Cross Cultural	10
Art III and IV: Independent Study	10
English:	<b>11</b>
English 9	11
English 9H	11
English 10	11
English 10H	12
English 11	12
English 11H	12
English 12	12
English 12H	13
AP Literature and Composition	13

AP Language and Composition	13
Social Studies:	<b>13</b>
World Studies and Geography	14
World Studies and Geography H	14
American Government and Civics	14
American Government and Civics H	14
U.S. History Reconstruction to the Present and Contemporary Issues	15
U.S. History Reconstruction to the Present and Contemporary Issues H	15
U.S. History	15
U.S. History H	15
Economics	15
12th Economics H	16
AP Macroeconomics	16
AP Microeconomics	16
AP U.S. History	16
AP European History	16
AP Psychology	17
Math:	<b>17</b>
Algebra I	17
Algebra I H	17
Geometry	17
Geometry H	17
Algebra II	18
Algebra II H	18
Pre-Calculus	18
Pre-Calculus H	18
Calculus H	19
AP Calculus AB	19
AP Calculus BC	19
Statistics H	20
AP Statistics	20
Finite Math	20
Computer Science Principles	21
Health & Wellness:	<b>21</b>
Healthy Living for Athletes I	21
Healthy Living for Athletes II	21
Health Seminar	21
Science:	<b>21</b>
Earth Science	21
Physical Science	22
Physical Science H	22

Biology	22
Biology H	22
AP Biology	23
Marine Science	23
Environmental Science	23
AP Environmental Science	23
Geology	23
Meteorology	24
Chemistry	24
Chemistry H	24
AP Chemistry	24
Physics	24
Physics H	24
AP Physics 1	25
AP Physics 2	25
Human Anatomy & Physiology H	25
Forensic Science H	25
<b>World Language:</b>	<b>26</b>
Spanish I	26
Spanish I H	26
Spanish II	26
Spanish II H	26
Spanish III	26
Spanish III H	27
Spanish IV	27
Spanish IV H	27
AP Spanish Language and Culture	27
Spanish Conversation H	27
French I	28
French I H	28
French II	28
French II H	28
French III	28
French III H	28
French IV	28
French IV H	29
French Conversation H	29
Latin I H	29
Latin II H	29
Latin III H	29
Latin IV H	29
<b>Grading:</b>	<b>29</b>

## Message from Head of School

Waterville Valley Academy is a college preparatory academic program combined with a world-class athletic program. WVA differentiates itself by offering a robust and challenging curriculum including AP courses alongside our full-time athletic program. WVA strives to instill confidence by surmounting challenges in both sport and school, while taking intellectual risks.

Waterville Valley Academy was founded more than 50 years ago in response to the challenge of balancing the demands of our sports with an exceptional academic program. Our program has been progressive in asking students to probe critical questions and engage authentically with their education. Our students are independent thinkers and have chosen a unique and unusual path for their secondary school education. We know that the ability to think critically and assess information independently is increasingly central to student – and human - success. Increased value is placed on how students can be called to apply these skills, and how they are asked to convey this information in creative, collaborative ways. Not only is it important for students to know the answers to important questions right now, but also that they know how to find the answers to questions we don't yet even have the ability to articulate.

Waterville Valley Academy is constantly evolving as we respond to an ever-changing world. Some of our students will be working in fields that we do not yet imagine. Our students are masterful at managing their time, as they hone the ability to balance their personal athletic goals against the needs of a school community and an academic environment. They build resilience, versatility and adaptability, which are all essential life-long skills.

The relationships between teachers, coaches, and students support the learning outcomes of WVA graduates, and fuels our dynamic learning environment. With our small size, flexible schedule, and the responsive nature of our community, we support students' paths toward their goals both in- and outside of the classroom, as well as on and off the mountain. The students of WVA have displayed the courage to follow their dreams, and our unique community stands behind them in every regard.

Tom Sell, Executive Director and Head of School

# Waterville Valley Academy

## Overview:

WVA is a snowsports educational institution dedicated to student-athletes, grades 9-12, who are pursuing the highest level of performance in alpine racing, freestyle skiing and snowboarding coupled with an individualized academic program. WVA is owned and operated by Waterville Valley Black and Blue Trail Smashers Snowsports Educational Foundation, a 501(c)(3) nonprofit organization.

## Faculty:

Faculty members average 14 years of teaching experience, and over 50% have advanced degrees.

## WVA Students: 23

## Profile of the WVA Graduate:

All WVA graduates will demonstrate aptitude in technological literacy, creativity, critical thinking, problem solving, collaboration, communication, self-management, physical fitness and global awareness. Students will develop the ability to be a supportive teammate, as well as having a strong sense of independence, personal focus and the drive to perform successfully under pressure.

## Administration:

Tom Sell: WVBTS/SEF Executive Director & Head of School

Gary Benedix: Head of Academics & Student Life

Anne Marie Brayton: Registrar

Priscilla Fay: Director of College Counseling & Student Services

Susan Schofield: Director of Residential Life

Julie Fetzner: Director of Curriculum & Innovation

Tom Barbeau: Director of Human Performance and Head U14 Coach

Dan Shuffleton: Director of Freeski, Freestyle, & Snowboard

Patrick Purcell: Head Women's FIS Alpine Coach

Jason Guilbert: Head Men's FIS Alpine Coach

Mamie Phelan: Head U16 Alpine Coach

Matt Crowe: Head Freeski Coach

Rob Dresser: Head Moguls Coach

Connor Collins: Head Snowboard Coach

## Accreditation:

New England Association for Schools and Colleges - NEASC

## Memberships:

Association of Independent Schools of New England - AISNE  
United States Ski and Snowboard Association Gold Member - USSS

## WVA Mission:

WVABBTS is a snow sports academy and club that provides world-class training, competition, and a rigorous college-preparatory education tailored to the needs of the dedicated winter athlete. Through exceptional coaching, committed educators, and cutting-edge training venues, we empower athletes to excel both on and off the slopes. With our values of growth, respect, integrity, and teamwork, we are dedicated to developing well-rounded individuals by maximizing their potential in sports, academics and life in a family-focused community.

## WVA Philosophy:

WVA's philosophy focuses on the "whole" student-athlete by encompassing academics, athletics, conditioning, nutrition, life skills and independence. Our academic methods are based on research and best practices utilizing 21st Century tools for learning. Learning activities at WVA are student centered. Students will learn to research, analyze and synthesize information in order to make informed decisions and apply their learning to real world situations. We expect that students will work hard to achieve their personal goals and find balance between the rigors of sport, school and life.

## WVBBTS Snowsports Educational Foundation Vision:

WVABBTS will be the premier competitive snow sports academy and club, rooted in a passionately engaged community, fielding the most successful competitors at all levels. By instilling core values and providing exceptional athletic and academic experiences WVABBTS will enable our athletes to reach their full potential throughout their lives.

## WVBBTS/ SEF Core Values:

Integrity, Teamwork, Learning and Excellence

## The Curriculum:

WVA staff have personally visited, researched and surveyed over twenty-five high performing independent and public secondary schools in New England. Our curricular offerings are a synthesis of observed successful best practices and our own athlete-centric focus. All students will meet the eligibility requirements of the National Collegiate Athletic Association. Faculty will make cross-curricular connections whenever possible to create a greater sense of relevance and engagement for students.

## Tools for Teaching and Learning:

Technology is a crucial component for success in our world. Students and faculty will make use of current and cutting-edge technology that encourages participation in a multi-dimensional and engaging academic environment.

## Community Service Opportunities:

All students will be involved in community service projects during their tenure at Waterville Valley Academy. Possible service partners are New Hampshire Special Olympics Winter Games, Waterville Valley Resort, Waterville

Valley Town Square, Waterville Valley Tennis Center, Waterville Valley Athletic and Improvement Association (WVAIA).

### Athletic Programs:

Competitive Alpine Ski Racing, Freestyle, Free skiing and Snowboarding. Dry-land training programs are created to support specific snow-sport needs. Professional organizations include: USSA and USASA.

### Recent College Admissions of WVA Students:

American University, Amsterdam University College, Babson College, Bates College, Boston College, Boston University, Brown University, Champlain College, City University of London, Clark University, Clarkson University, Colby College, Colby-Sawyer College, Colorado College, Colorado School of Mines, Colorado State, Connecticut College, Cooper Union College, CU Boulder, Dartmouth College, Evergreen State College, Fairfield University, Fort Lewis College, George Washington University, Harvard University, Liden University College, McGill University, Middlebury College, MIT, Montana State University, New York University, Northeastern University, Pennsylvania State University, Plymouth State University, Reed College, Roger Williams University, Saint Anselm's College, Saint Lawrence University, Saint Louis University, Saint Michael's College, Sciences Po Grenoble (France), Seton Hall University, Sierra Nevada College, Suffolk University, Syracuse University, Tufts University, Union College, University of Calgary, University of Colorado, University of Connecticut, University of Denver, University of Idaho, University of Maine, University of Massachusetts Amherst, University of Nevada, University of New Hampshire, University of Oregon, University of Southern California, University of Utah, University of Vermont, Western State College, Westminster College, Williams College, Worcester Polytechnic Institute, Worcester State University, Yale.

### Counseling Services:

WVA offers a full array of student support. Students are offered direct guidance with the college process, as well as periodic ongoing counseling in human relations. If long term counseling is necessary, WVA will coordinate care with outside providers.

### Graduation Requirements:

In order to graduate, students must earn a minimum of twenty four credits. Students are strongly encouraged to take additional courses in their particular fields of interest.

Course of Study	Credits Earned
English	4
Social Studies	3
Math	3
Science	3
World Languages	2
Health	1
Art	1

Electives	3
Physical Education ( 1 credit per year WVA attendance)	4
<b>Minimum Credits for Graduation</b>	<b>24</b>

### Dates: (subject to change)

9/3/24 – 5/30/25

### External Assessment Tools:

SAT, PSAT, SSAT, ACT

Additionally, students in good academic standing are encouraged to take courses within our Advanced Placement curriculum to expand their academic portfolio for college admission. Some AP courses may require content specific prerequisites prior to taking the AP course. Students may also take elective online courses to further expand their learning beyond WVA core curricular offerings.

### Burdenko Training, Conditioning and Recovery:

Students will benefit from WVA's unique and innovative off-mountain training and conditioning program, The Burdenko Method. Focusing on the six essential qualities of human performance; flexibility, coordination, endurance, speed, and strength. Exercises will be tailored to the athlete's specific snowsport. Intensity levels will be monitored and modified based on where the athlete is in their training and conditioning schedule. Water recovery sessions, a key component of the Burdenko Method, will emphasize the decompression of the spine and joints. Based on a scientific approach and over 40 years of experience, this is the perfect conditioning, training, injury prevention, and rehabilitation program for snowsports athletes.

### Additional Sport Offerings:

WVA athletes will benefit from other individual sporting activities during the non-competition seasons. These additional sport offerings may include Road Cycling, Mountain Biking, Tennis, Rock Climbing, Stand-up Paddle boarding, Trampoline, Fishing and Hiking. A dedicated staff member will head up these activities.

### Transcript Analysis:

Each student will benefit from a full transcript analysis to determine the most appropriate classes for them as they work towards creating the strongest college application/portfolio possible.

### Academic Honesty:

The Waterville Valley Academy community is as strong as all of us working together; and it is as weak as the one person who defies right in favor of wrong. Our Code of Ethics (as referenced in the Student Handbook) articulates the premises by which we choose to live. One of the most central of these premises is academic honesty. Given the stresses and strains of homework assignments, travel, competition, and everything else that goes into the mix of Waterville Valley Academy life, the temptation to cut corners academically or otherwise, will always be present. Plagiarism or ANY attempt by a Waterville Valley Academy student to portray someone else's work as their own will not be tolerated. It is a clear violation of the Code of Ethics, and subjects the offender to our gravest disciplinary measures, including expulsion. Offenses can be as simple as failure to document sources properly in a paper, to the blatant copying of someone else's work. Academic honesty is a pillar of Waterville Valley Academy's educational foundation. Excuses for breaches in academic honesty will not be accepted.



## Regular Course Offerings

### Art

The WVA Studio Art curriculum offers our students the opportunity to develop an understanding and competency in a broad spectrum of art media. These are based on a foundation of the principles of design while the elements of art serve as the building blocks our students use to construct their work. The principles of design are: balance, proportion, rhythm, space, value, texture, and color. The elements of art are: line, shape, form, emphasis, and unity. These are taught and reinforced in every learning unit.

Our teaching puts strong emphasis on active learning. Therefore, the art history component is integrated into each learning unit rather than treated as a separate topic or assignment. A student can gain immediate understanding of the value and effect of Van Gogh's use of lines when working hands-on using a stick of charcoal to sketch out a first draft just as the artist did himself centuries ago.

#### Art I: Art Media

0.5 credit

The students in this course learn about a variety of artists from around the world and from different time periods. Part of this process involves the creation of art using a wide array of media, often in the style of the artists being studied. Some of the artists include Andy Goldsworthy, Norval Morrisseau, Roy Lichtenstein, Keith Haring, Takashi Murakami, Georgia O'Keefe, Wayne Thiebaud, Jean-Michel Basquiat, Banksy, and Bill Traylor.

- Painting with watercolor and acrylic
- Sculpture with air-dry clay
- Printmaking, mono-print
- Mixed media
- Foam Print
- Collage
- Stenciling
- Drawing with pen & ink, colored pencils, charcoal, and pastels (oil and chalk)

#### Art II: Cross Cultural

0.5 credit

In this course, students expand their understanding of different cultures as well as how art is expressed within these cultures. Students complete the following projects:

- Australian Aboriginal Art
- Huichol Indian Yarn Painting
- Mexican Piñata
- Mandalas
- Chilean Rain Sticks
- Molas
- Ojos de Dios
- El Anatsui Nigerian Art
- Creation Myth
- Inuit Soapstone Carving

#### Art III and IV: Independent Study

0.5 credit

This course is designed for upperclassmen who have completed Art I & II and who are striving to achieve their individual potential in a particular area of artistic interest. In their efforts they are required to give back to the

community using the talents they develop through their coursework. This program can identify certain art forms and understanding of the arts at a higher level. The class is self-designed under the supervision of the department head to explore their chosen area of creativity, skill development, study of art history, as well as, the elements and principles of design through a practicum.

## English

At WVA we believe that learning how to become a better reader, writer, and speaker occurs on a continuum. With this in mind, the English program follows a literary timeline in which each grade studies a segment of world literature, beginning with the Early Classic Period and running through Postmodernism. They analyze the material through group discussions and have collaborative writing and speaking activities to further their understanding. They are assessed in a variety of ways which may include timed in-class writing exercises; persuasive, reflective and research essay writing; exams, tests, projects and reading quizzes. There are also frequent grammar and vocabulary assessments to strengthen their written work. We use the Common Core Standards for Writing and Literature to construct the foundation of this course. The Common Core Standards set college and career readiness as a goal by developing the fundamentals of comprehension, analysis, and articulation necessary for success in regard to the SAT and ACT. Over the course of their study in English, students progressively build their reading, writing and speaking skills so that they matriculate to their next stage in life as effective communicators.

### English 9

1.0 credit

English 9 empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the Early Classic Period. Texts include *The Odyssey*, *The Metamorphoses*, *The Song of Roland*, *Oedipus Rex*, *Romeo and Juliet*, and *The Canterbury Tales*, as well as more contemporary writing that has been influenced by the ancient texts, such as *Lord of the Flies* or *Grendel*. Students read, write, and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression. Students of English 9 understand the influence of history and culture through the study of Classic literature.

### English 9H

1.0 credit

English 9H empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the Early Classic Period. Texts include *The Odyssey*, *The Metamorphoses*, *The Song of Roland*, *Oedipus Rex*, *Romeo and Juliet*, and *The Canterbury Tales*, as well as more contemporary writing that has been influenced by the ancient texts, such as *Lord of the Flies* or *Grendel*. Students read, write, and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression. Honor students are required to perform tasks to further their understanding of the complexities a study of literature presents such as, grammar and vocabulary work, as well as supplementary texts, and demanding writing assignments to augment the analyses and foster critical thinking. Students of English 9H understand the influence of history and culture through the study of Classic literature.

### English 10

1.0 credit

English 10 empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of the Romantic Period. Texts include *MacBeth*, *Carmen*, *Dr Jekyll and Mr. Hyde*, as well as a selection of Romantic short fiction and poetry, and more contemporary works that have been influenced by the Romantic movement, such as *Catcher in the Rye*, and *Into the Wild*. Students read, write and respond to texts presented in a variety of modes

across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression. Students of English 10 understand the influence of history and culture through the study of Romantic texts.

## English 10H

1.0 credit

English 10H empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of the Romantic Period. Texts include *MacBeth*, *Carmen*, *Dr Jekyll and Mr. Hyde*, as well as a selection of Romantic short fiction and poetry, and more contemporary works that have been influenced by the Romantic movement, such as *Catcher in the Rye*, and *Into the Wild*. Students read, write and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression. Honor students are required to perform tasks to further their understanding of the complexities a study of literature presents such as, grammar and vocabulary work, as well as supplementary texts, and demanding writing assignments to augment the analyses and foster critical thinking. Students of English 10H understand the influence of history and culture through the study of Romantic texts.

## English 11

1.0 credit

English 11 empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of Realism, Naturalism, and Modernism. Texts include *Death of Ivan Ilych*, *Of Mice and Men*, *The Sun Also Rises*, *The Death of a Salesman*, and *The Great Gatsby*, and a selection of Realist, Naturalist, and Modernist short fiction and poetry. Students read, write, and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression. Students of English 11 understand the influence of history and culture through the study of realist, naturalist, and modernist literature.

## English 11H

1.0 credit

English 11H empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of Realism, Naturalism, and Modernism. Texts include *Death of Ivan Ilych*, *Of Mice and Men*, *The Sun Also Rises*, *The Death of a Salesman*, and *The Great Gatsby*, and a selection of Realist, Naturalist, and Modernist short fiction and poetry. Students read, write, and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression. Honor students are required to perform tasks to further their understanding of the complexities a study of literature presents such as, grammar and vocabulary work, as well as supplementary texts, and demanding writing assignments to augment the analyses and foster critical thinking. Students of English 11H understand the influence of history and culture through the study of realist, naturalist, and modernist literature.

## English 12

1.0 credit

English 12 empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of Existentialism, Magic Realism, and Postmodernism. Texts include *The Stranger*, *Slaughterhouse Five*, and *The Things they Carried*, and a selection of Existential, Magic Realist, and Postmodernist short fiction and poetry. Students read, write, and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression. Students of English 12 understand the influence of history and culture through the study of Existentialist, Magic Realist and Postmodernist literature.

## English 12H

1.0 credit

English 12H empowers students to become skilled readers of fiction, poetry, drama, and nonfiction literature, and to achieve new levels of prowess in writing and research. The course of study focuses on the literature of Existentialism, Magic Realism, and Postmodernism. Texts include *The Stranger*, "No Exit," *The Metamorphosis*, *Slaughterhouse Five*, and *The Things they Carried*, and a selection of Existential, Magic Realist, and Postmodernist short fiction and poetry. Students read, write, and respond to texts presented in a variety of modes across diverse mediums, with an emphasis on utilizing technology to enhance their learning and expression. Honor students are required to perform tasks to further their understanding of the complexities a study of literature presents such as, grammar and vocabulary work, as well as supplementary texts, and demanding writing assignments to augment the analyses and foster critical thinking. Students of English 12H understand the influence of history and culture through the study of Existentialist, Magic Realist and Postmodernist literature.

## AP Literature and Composition

1.0 credit

Advanced Placement English is a college level course in composition and literature, which follows the curricular requirements described in the AP English Course Description. The study of literature emphasizes depth: depth and acuteness in analysis of language, structure, and content; depth in comparative evaluation; and depth in critical understanding. This intensive concentration is complemented by independent work by the students, who are given responsibility for careful reading and interpretation of literature, for forming opinions about the material, and for presenting and defending those opinions in both writing and/or class discussions. Writing assignments challenge students' abilities to communicate ideas, knowledge, and understanding. Students' writing should reflect sound logic, clear organization, precise expressions, and effective style. By the end of the course, students will have studied literature from both British and American writers as well as works written from the sixteenth century to contemporary times. The Advanced Placement English course is preparation for college and requires more writing and a heavier and a more mature reading load.

## AP Language and Composition

1.0 credit

The course goal is to further student understanding and appreciation of the English language, particularly language used to argue and persuade. The class will study the logic of English usage, learn new words, and read writing that exemplifies precision and rhetorical force. In the first semester, content and assignments in the course will center on understanding and clarifying personal values and weighing these against accepted societal values. The second semester will explore specific means of persuasion employed in American society. Articulate, deliberate, precise language will be encouraged and reinforced in writing assignments, oral reports, and class discussions.

## Social Studies:

While history forms the foundation for social studies, it is understood that concepts from other social sciences must be integrated through the department's courses to provide students with a better understanding of their principles and methodologies. It is further understood that students can only learn history by "doing" history. Students at Waterville Valley Academy are encouraged to be active participants in the educational process, examine primary and secondary sources, debate, role-play, and identify/consider critical questions while drawing their own conclusions through a process of critical thought. The goal is to draw our students out into the world community, while providing them with the capacity to live effective personal and public lives.

## World Studies and Geography

1.0 credit

This course begins with the study of the concept of culture. Students will analyze the physical environments of various regions of the world and the people who inhabit them. They will explore how cultures have adapted and changed over time. Also, included is a study of the major religions of the world and how they have impacted cultures. Students will study contemporary issues such as human rights, global/cultural conflicts and other global problems (the environment, overpopulation, and poverty). Emphasis will be placed on analyzing events, problems, or issues and their impact on the global community. Students will have the opportunity to meet extended application requirements through a service-learning project.

## World Studies and Geography H

1.0 credit

This course begins with the study of the concept of culture. Students will analyze the physical environments of various regions of the world and the people who inhabit them. They will explore how cultures have adapted and changed over time. Also, included is a study of the major religions of the world and how they have impacted cultures. Students will study contemporary issues such as human rights, global/cultural conflicts and other global problems (the environment, overpopulation, and poverty). Emphasis will be placed on analyzing events, problems, or issues and their impact on the global community. Students will have the opportunity to meet extended application requirements through a service-learning project. Honors level students follow the same curriculum but examine topics in greater depth.

## American Government and Civics

1.0 credit

This course will give an overview of the American political system beginning with early governments and governmental philosophers and ending with the federal, local, and state governments. Students will analyze the role of these units of government in solving particular social or economic issues. Students will compare and contrast America's form of government with other national governments. Students will analyze the U.S. Constitution and how it has changed over the course of the nation's history. Students will be given an analytical perspective of the study of government and politics in the United States. Learning will focus on the national, state, and local institutions that make policy along with the roles of individuals, groups, and processes in shaping those policies. Historical roots, case studies, the Constitution, civil rights and civil liberties, New Hampshire government, and the role of being "First in the Nation" will be addressed.

## American Government and Civics H

1.0 credit

This course will give an overview of the American political system beginning with early governments and governmental philosophers and ending with the federal, local, and state governments. Students will analyze the role of these units of government in solving particular social or economic issues. Students will compare and contrast America's form of government with other national governments. Students will analyze the U.S. Constitution and how it has changed over the course of the nation's history. Students will be given an analytical perspective of the study of government and politics in the United States. Learning will focus on the national, state, and local institutions that make policy along with the roles of individuals, groups, and processes in shaping those policies. Historical roots, case studies, the Constitution, civil rights and civil liberties, New Hampshire government, and the role of being "First in the Nation" will be addressed. Honors level students follow the same curriculum but examine topics in greater depth.

## U.S. History Reconstruction to the Present and Contemporary Issues

1.0 credit

This course is designed to study the essential topics, personalities, and events of our nation's history from 1877 to the present. This course focuses on major issues such as the effects of WWI, WWII and social issues including McCarthyism and the Great Depression. Students will learn through analysis of historical research, timelines, statistical tables, and graphs. Through these exercises, students will develop critical thinking skills by examining primary and secondary historical resources, determining cause and effect, detecting bias, recognizing stereotypes and determining credibility. Students will focus on fact-finding and critical interpretation of current events with a strong emphasis on American government and the economy. Successful students will leave the course with the ability to critically analyze events on a factual basis and form opinions based upon facts. The issues discussed in this course are ones that are at the core of today's public debates in the media.

## U.S. History Reconstruction to the Present and Contemporary Issues H

1.0 credit

This course is designed to study the essential topics, personalities, and events of our nation's history from 1877 to the present. This course focuses on major issues such as the effects of WWI, WWII and social issues including McCarthyism and the Great Depression. Students will learn through analysis of historical research, timelines, statistical tables, and graphs. Through these exercises, students will develop critical thinking skills by examining primary and secondary historical resources, determining cause and effect, detecting bias, recognizing stereotypes and determining credibility. Students will focus on fact-finding and critical interpretation of current events with a strong emphasis on American government and the economy. Successful students will leave the course with the ability to critically analyze events on a factual basis and form opinions based upon facts. The issues discussed in this course are ones that are at the core of today's public debates in the media. Honors level students follow the same curriculum but examine topics in greater depth.

## U.S. History

1.0 credit

The United States History class examines the time period from European discovery to the present through primary documents, historians and differing perspectives in order to inform students of the various people, events, and movements that altered or furthered the course of our country. Students read, write and respond using various modes and across mediums portraying an understanding and mastery of the Common Core Grade 11 History Standards.

## U.S. History H

1.0 credit

The United States History class examines the time period from European discovery to the present through primary documents, historians and differing perspectives in order to inform students of the various people, events, and movements that altered or furthered the course of our country. Students read, write and respond using various modes and across mediums portraying an understanding and mastery of the Common Core Grade 11 History Standards. Honor students are required to complete additional tasks for a deeper study into the complexities history presents.

## Economics

1.0 credit

This Economics course introduces the fundamental principles and theories of economics. Basic issues of scarcity, supply and demand, the market, the role of government, employment, inflation, money, role of labor, the national and world economy, and banking are examined. Students will be introduced to the basic concepts of personal financial planning. This course provides an examination of the principles of economics, with a dual emphasis on the application of economic principles for the consumer and producer, as well as the saver, investor, and voter. The

course will stress practical solutions to problems and issues students face as consumers. Honors level students follow the same curriculum but examine topics in greater depth.

## 12th Economics H

1.0 credit

This Economics course introduces the fundamental principles and theories of economics. Basic issues of scarcity, supply and demand, the market, the role of government, employment, inflation, money, role of labor, the national and world economy, and banking are examined. Students will be introduced to the basic concepts of personal financial planning. This course provides an examination of the principles of economics, with a dual emphasis on the application of economic principles for the consumer and producer, as well as the saver, investor, and voter. The course will stress practical solutions to problems and issues students face as consumers. Honors level students follow the same curriculum but examine topics in greater depth.

## AP Macroeconomics

1.0 credit

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## AP Microeconomics

1.0 credit

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## AP U.S. History

1.0 credit

AP U.S. History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis; build reading, writing, and communication skills; and discover how historical events have contributed to American culture. In the process, they learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students are ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

## AP European History

1.0 credit

This class introduces students to the political, economic, religious, social, intellectual, and artistic trends that shaped Europe from 1450 to the present. Students will acquire knowledge of the chronology of events and movements as well as develop the ability to analyze historical documents and express historical understanding in writing. As part of the Advanced Placement program, the course prepares students for the AP European History exam. All students are expected to take the exam.

## AP Psychology

1.0 credit

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

## Math:

### Algebra I

1.0 credit

The purpose of the Algebra I curriculum is to enable students to describe patterns, work with formulas, discuss unknowns in problems, create graphs and use current technology to generalize patterns and explore functions. Students will learn abstract concepts through concrete experiences. The foundation of this course is based on the Common Core Standards for Mathematics which sets college and career readiness as a goal, as well as developing the foundation and problem-solving skills necessary for success, not only in regard to SAT and ACT, but in life beyond school. Students who successfully complete this course will be recommended for Geometry the following year.

### Algebra I H

1.0 credit

Algebra allows us to describe patterns, work with formulas, discuss unknowns in problems, create graphs and use current technology to generalize patterns and explore functions. This course is designed as a more rigorous, first year course in algebra. It integrates geometry, statistics and probability into the traditional content of algebra. Students will learn abstract concepts through concrete experiences. The graphing calculator will be used where appropriate. Algebra forms the foundation for all other work in high school mathematics. It is important that students understand how critical their success in algebra is to their future courses. With that in mind, a variety of teaching methods will be used in order to reach all students. Teacher-led discussions, small group explorations, mathematical puzzles, games and activities will be used throughout the course. An emphasis will be placed on how algebra can be used to understand the world in which we live. Students who successfully complete this course will be recommended for Geometry - Honors the following year.

## Geometry

1.0 credit

This course is designed as an in-depth study of Euclidean Geometry through precise definition and careful proof. The concepts of geometry will be integrated with algebra requiring that the student has successfully completed Algebra I. The student will explore: Congruence, Similarity, Triangles, Quadrilaterals, Polygons, Trigonometry through The Law of Sines and Cosines, Circles, Coordinate Geometry, Geometric Measure and Dimension including the Area of Plane Figures, Surface Area and Volume of three-dimensional figures, and Modeling with Geometry. Students who successfully complete this course will be recommended for Algebra II the following year.

## Geometry H

1.0 credit

This course is designed as an in-depth study of Euclidean Geometry through precise definition and careful proof. The concepts of geometry will be integrated with algebra requiring that the student has successfully completed Algebra I. The student will explore: Congruence, Similarity, Triangles, Quadrilaterals, Polygons, Trigonometry

through The Law of Sines and Cosines, Circles, Coordinate Geometry, Geometric Measure and Dimension including the Area of Plane Figures, Surface Area and Volume of three-dimensional figures, and Modeling with Geometry. Students who successfully complete this course will be recommended for Algebra II H the following year. The honors students are required to develop a deeper understanding of the concepts through more in-depth course content and assessment.

## Algebra II

1.0 credit

The WVA Algebra II Curriculum is designed to build off of the skills learned in Algebra 1 and Geometry and dig deeper into algebra topics, with a strong emphasis on problem-solving skills and big ideas. The students will explore quadratic equations, graphing, complex numbers, functions, sequences and series, exponents and logarithms, and introductory statistics. The foundation of this course is based on the Common Core State Standards for Mathematics which sets college and career readiness as a goal, as well as developing the skills necessary for success in life as well as the SAT and ACT. Students who successfully complete this course will be recommended for PreCalculus the following year.

## Algebra II H

1.0 credit

The WVA Algebra II Honors Curriculum is designed to build off of the skills learned in Algebra 1 and Geometry and dig deeper into algebra topics, with a strong emphasis on problem-solving skills and big ideas. The students will explore quadratic equations, graphing, complex numbers, functions, sequences and series, exponents and logarithms, trigonometry, and statistical inferences. The foundation of this course is based on the Common Core State Standards for Mathematics which sets college and career readiness as a goal, as well as developing the skills necessary for success in life as well as the SAT and ACT. Students who successfully complete this course will be recommended for PreCalculus Honors the following year.

## Pre-Calculus

1.0 credit

The WVA Precalculus Curriculum is designed to build upon the topics studied in Algebra II, both by going more in-depth and by making connections between what may appear to be disparate topics. This course is designed to prepare students for post-secondary level math courses. Topics include functions, conic sections, exponential and logarithmic functions, probability and statistics, and trigonometry. The course content and style of learning is based on the Common Core Standards, prescribing that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is more project-based and will focus on practical applications of math in students' everyday lives and future.

Graphing calculator use will be emphasized. The course provides students with the opportunity to work with functions represented in a variety of ways -- graphically, numerically, analytically, and verbally. Students will develop analytic, algebraic, and graphical solutions in order to discover relationships and to reinforce underlying concepts.

## Pre-Calculus H

1.0 credit

The WVA Precalculus Honors Curriculum is designed to build on the topics studied in Algebra II, both by going more in-depth and by making connections between what may appear to be disparate topics. The course begins with a general review of families of functions and transformations of functions. Inverse functions are explored as students study the relationship between exponential and logarithmic functions and restrict the domain of the trigonometric functions to allow for their inverses. The year concludes with an in-depth look at trigonometric relationships, the unit circle, and trigonometric identities. The course content and style of learning is based on the

Common Core Standards, prescribing that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Graphing calculator use will be emphasized. The course provides students with the opportunity to work with functions represented in a variety of ways -- graphically, numerically, analytically, and verbally. Students will develop analytic, algebraic, and graphical solutions in order to discover relationships and to reinforce underlying concepts. Students who successfully complete this course will be recommended for AP Calculus AB the following year.

## Calculus H

1.0 credit

The WVA Calculus Honors course is an introductory course that will build conceptual understanding of topics by combining graphical, numerical, and algebraic viewpoints. This course follows the AP Calculus curriculum, but at an independent pace which will afford students a chance for in-depth understanding without the time constraint of AP. This strategy will permeate all areas of study so that students will gain a deep and useful understanding of the topics of differential and integral calculus. The spectrum of applications will be broad, ranging from the life & social sciences to business & economics to science & engineering. Topics will include limits and continuity; derivatives of algebraic, trigonometric, and transcendental functions; applications of the first and second derivative; integrals of algebraic, trigonometric, and transcendental functions; applications of integrals; and separable differential equations. This course will successfully prepare students to take first-semester college calculus.

## AP Calculus AB

1.0 credit

The WVA AP Calculus AB Curriculum is designed to give students an opportunity to understand mathematics conceptually, and will provide students with a class similar to a college-level single-variable Calculus course. The curriculum was designed in accordance with the College Board specifications for AP Calculus AB. This course will extensively study limits, differentiation, applications of differentiation, integration, and applications of integration. At the end of the year students will take the Advanced Placement Calculus AB examination. This course is an extremely rigorous course. Only the most dedicated of students will be able to be successful. Students should be able to use skills learned during this course for success not only on the AP Calculus exam but also in future mathematical studies.

Graphing calculator use will be emphasized. The course provides students with the opportunity to work with functions represented in a variety of ways -- graphically, numerically, analytically, and verbally. Students will develop analytic, algebraic, and graphical solutions in order to discover relationships and to reinforce underlying concepts.

## AP Calculus BC

1.0 credit

The WVA AP Calculus BC Curriculum is designed to give students an opportunity to understand mathematics conceptually, and will provide students with a class similar to both first and second semester college-level single-variable Calculus courses. The curriculum was designed in accordance with the College Board specifications for AP Calculus BC. This course will extensively study limits, differentiation, applications of differentiation, integration, applications of integration, parametrically defined curves, polar curves, vector-valued functions, and sequences and series. At the end of the year students will take the Advanced Placement Calculus BC examination. This course is an extremely rigorous course. Only the most dedicated of students will be able to be successful.

Students should be able to use skills learned during this course for success not only on the AP Calculus exam but also in future mathematical studies.

Graphing calculator use will be emphasized. The course provides students with the opportunity to work with functions represented in a variety of ways -- graphically, numerically, analytically, and verbally. Students will develop analytic, algebraic, and graphical solutions in order to discover relationships and to reinforce underlying concepts.

## Statistics H

1.0 credit

The WVA Statistics Honors curriculum is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students will build upon skills previously acquired regarding the numerical and graphical description of distributions. Students will gain practice in using formulas to find values for key descriptors, as well as isolating variables. While much of the content covered in this course does not appear in any other high school level math courses, the knowledge and abilities obtained from this course will greatly benefit students whose future studies (in fields such as biology, economics, psychology, etc.) will require a background in statistical methods.

## AP Statistics

1.0 credit

The WVA AP Statistics curriculum is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

This AP Statistics course is taught as an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics. Graphing calculator use will be emphasized. At the end of the year students will take the Advanced Placement Statistics examination. While much of the content covered in this course does not appear in any other high school level math courses, the knowledge and abilities obtained from this course will greatly benefit students whose future studies (in fields such as biology, economics, psychology, etc.) will require a background in statistical methods.

## Finite Math

1.0 credit

Prerequisite: successful completion of two of the following (grades of C or better advised) Algebra I, Algebra II, Geometry. This is a college preparatory course for students who are not likely to pursue the study of calculus and other technical (math, science, engineering, and computers) subjects beyond high school. There will be a review of the basic concepts of algebra from solving linear and quadratic equations to solving systems of equations and word problems. More advanced topics include set theory and symbolic logic, descriptive statistics, experimental probability, linear programming, mathematical modeling and the mathematics of finance.

## Computer Science Principles

1.0 credit

The WVA Computer Science Principles course is an introductory computing course. The major areas of the course are organized around seven big ideas, which are as follows: Creativity, Abstraction, Data and Information, Algorithms, Programming, Internet, and Global Impact. CS Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking, and inviting students to understand how computing changes the world. Students learn to write programs using the Python programming language. Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.

## Health & Wellness:

### Healthy Living for Athletes I

0.5 credit

This course is designed to support student/athletes by building a foundation of knowledge that will help them make healthy decisions as an individual and an athlete. Topics include CPR/First Aid (AED), Health Components, Character, and Goal Setting, Stress, and Emotional Health, Reproduction, Drugs and Alcohol. Health 1 creates the foundation for more in-depth analysis of specific health-related topics covered in Health 2.

### Healthy Living for Athletes II

0.5 credit

This course is designed to expand student learning around the following health-related topics: Relationships, Reproduction, Drugs and the Brain, Alternative Medicine, Nutrition, Body Image and Athletes, Spiritual Health, and "News" in the News. Students work through their learning to develop and practice a healthy lifestyle, as well as model and lead others to make similar choices in their lives.

### Health Seminar

0.5 credit

This health and wellness speaker series takes place throughout the academic year. Outside experts give presentations on a variety of topics, including mental health, human sexuality, healthy relationships, first aid and CPR, drugs and alcohol, and nutrition.

## Science:

### Earth Science

1.0 credit

This course will focus on the materials and processes that shape our planet. We begin with a brief review of atomic structure moving up in complexity from elements to minerals and finally rocks. Students will learn how to identify the most common rock forming minerals and the processes that change one type of rock into another. The structure of the earth will also be addressed at this time. The processes we will study in depth include volcanoes, earthquakes, erosion, mass wasting, rivers and streams. In addition to the physical changes caused by these events we will look at their impact on humans and society. The second half of the course will focus on the atmosphere, weather, and climate. This includes earth-sun relationships, a daily weather journal whose data will be used to identify trends and how climate change is affecting the snowsports industry now and in the future. Time permitting, we will also include a unit on the oceans.

## Physical Science

1.0 credit

This course uses an integrated approach to explore physical science through an examination of physical and chemical processes. It is activity centered and uses individual, group and class laboratory investigations to learn a set of basic concepts. There is an emphasis on the application of the scientific concepts through hands-on activities, which allow students to design, build, and test projects. The skills covered during the course include the use and care of equipment in the science labs, evaluation of simple equations, recording and organizing data, making and interpreting graphs, note taking, data analysis, and observational skills as they apply in the laboratory investigations.

## Physical Science H

1.0 credit

This course uses an integrated approach to explore physical science through an examination of physical and chemical processes. It is activity centered and uses individual, group and class laboratory investigations to learn a set of basic concepts. There is an emphasis on the application of the scientific concepts through hands-on activities, which allow students to design, build, and test projects. The skills covered during the course include the use and care of equipment in the science labs, evaluation of simple equations, recording and organizing data, making and interpreting graphs, note taking, data analysis, and observational skills as they apply in the laboratory investigations.

This course covers the same material but is more in depth and moves at a faster pace than Physical Science. More emphasis is put on cooperative learning and guided inquiry lessons. Students are held to a higher standard in all written work as well as laboratory technique. Higher level mathematics will be employed. Students taking this course should be comfortable with manipulating equations and solving for different variables as well as the use of constants and multi-unit conversions.

## Biology

1.0 credit

This is a general survey course in biology designed to expose students to a wide range of biology topics in preparation for life and a range of post-secondary options. Major goals are to develop an appreciation for the complexity of the world of living things and to help students develop the ability to solve problems involving basic biological concepts. Each student will perform lab investigations as related to the topics covered. The course also stresses the ordered interrelationships between living things and the non-living environment. A variety of concepts will be covered, which may include Biology Tools and Methods, Chemistry of Life, Cellular Structure and Function, Photosynthesis, Genetics, Evolution, Ecology, and an Introduction to Human Biology concepts.

## Biology H

1.0 credit

This is a general survey course in biology designed to expose students to a wide range of biology topics in preparation for life and a range of post-secondary options. Major goals are to develop an appreciation for the complexity of the world of living things and to help students develop the ability to solve problems involving basic biological concepts. Each student will perform lab investigations as related to the topics covered. The course also stresses the ordered interrelationships between living things and the non-living environment. A variety of concepts will be covered, which may include Biology Tools and Methods, Chemistry of Life, Cellular Structure and Function, Photosynthesis, Genetics, Evolution, Ecology, and an Introduction to Human Biology concepts.

This course covers the same material but is more in depth and moves at a faster pace than Biology. The honors students are required to develop a deeper understanding of the concepts through more in-depth course content and larger assessments.

## AP Biology

1.0 credit

AP Biology is an intensive year long course equivalent to a collegiate biology course following the current curriculum designated by the College Board. This challenging course proceeds at a rigorous pace and requires a high level of commitment from self-motivated students that are prepared to commit 5 to 8 hours of study time each week outside of the classroom. There is a significant lab component to this course designed to help students learn to collect and analyze data as well as develop problem-solving, critical thinking and inquiry based skills. Exams are semi-cumulative, incorporating information and connections to material covered in previous exams. Prerequisites: It is strongly recommended that students have successfully completed both Biology and Chemistry prior to commencing this course.

## Marine Science

0.5 credit

This course introduces students to ecosystems and diverse life forms of the world's oceans through lectures, discussions, field investigations, explorations, and teleconferences with marine biologists, and lab work. Students will explore the flora and fauna in tide pools, as well as investigate explorers of seas, origins of the world's oceans, chemistry, currents and climate, plankton, marine invertebrates and vertebrates, marine ecosystems, and how man can develop responsible and sustainable human practices with the sea.

## Environmental Science

1.0 credit

This course is designed to take advantage of the unique environmental setting of Waterville Valley Academy, giving students the opportunity to work in conjunction with world class organizations such as the Hubbard Brook Experimental Forest (the leading acid rain research lab in the world), Squam Lakes Science Center, and the White Mountain National Forest Pemigewasset Ranger Station Headquarters. The primary goal of this course is to teach students to become aware of the impact humans have on the intricate, fragile ecosystems they live in. Students will conduct lab and field experiments and use data to formulate solutions to potential problems in the environment. Assessments will include projects, tests, quizzes, labs, and reports.

## AP Environmental Science

1.0 credit

AP Environmental Science is a rigorous year-long science course following the current curriculum designated by the College Board. Students learn how to identify and analyze environmental problems using supplied data and field data. Students will analyze environmental problems and suggest solutions. This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students spend a considerable amount of time engaged in laboratory and/or fieldwork.

## Geology

1.0 credit

This introduction to Geology gives students an in-depth study of the Earth's systems, materials and processes. Topics will include mineral identification, rock formation and petrology, tectonics, volcanism, and earthquakes as well as glaciations and the geology of New Hampshire. Field trips include the Seacoast, Mt. Washington, and local geologic sites.

## Meteorology

0.5 credit

This course will investigate the basics of weather and climate, placing special emphasis on climate change and how it affects the ski industry. Using an introductory college level text, students will also learn about recording and

forecasting weather and will keep a daily weather journal for the purpose of identifying trends. Earth-sun relationships, global wind patterns, and violent weather will also be covered. Field trips will include the NH Seacoast and The Mt. Washington Observatory.

## Chemistry

1.0 credit

This course will cover laboratory technique, with an emphasis on measurement, scientific notation, uncertainty, and units. Content emphasis will be placed in understanding the states of matter, the mathematics of chemistry, the chemical equations, molecular motion and energy, the periodic table, the atomic and nuclear structure of matter, chemical bonding and energy, kinetics and equilibrium, acids and bases, and oxidation and reduction to examine other changes in matter. Applications to environmental issues and everyday life will be included.

## Chemistry H

1.0 credit

This course will cover laboratory technique, with an emphasis on measurement, scientific notation, uncertainty, and units. Content emphasis will be placed in understanding the states of matter, the mathematics of chemistry, the chemical equations, molecular motion and energy, the periodic table, the atomic and nuclear structure of matter, chemical bonding and energy, kinetics and equilibrium, acids and bases, and oxidation and reduction to examine other changes in matter. Applications to environmental issues and everyday life will be included.

This course covers the same material but is more in depth and moves at a faster pace than Chemistry. The honors students are required to develop a deeper understanding of the concepts through more in-depth course content and larger assessments. A greater emphasis on laboratory techniques and reporting are also expected.

## AP Chemistry

1.0 Credit

AP Chemistry is a rigorous year-long science course following the current curriculum designated by the College Board. The topics covered include Stoichiometry, Solutions/Liquids, Atomic Structure, Periodic Trends, Bonding, Gas Laws, Thermochemistry Equation Writing, Kinetics, Equilibrium, Acid-Base Chemistry, and Electrochemistry. Prerequisites: It is strongly recommended that students have successfully completed Chemistry prior to commencing this course.

## Physics

1.0 credit

This course emphasizes an exploratory and analytical approach to physics. Topics are chosen because of their real-world interest and utility to students who may have various career plans. The primary goal of the course is to enhance the student's ability to problem solve in a manner characteristic of mathematically based science. Major topics are motion, kinematics, forces, energy, sound, light, electricity, and magnetism.

## Physics H

1.0 credit

This course emphasizes an exploratory and analytical approach to physics. Topics are chosen because of their real-world interest and utility to students who may have various career plans. The primary goal of the course is to enhance the student's ability to problem solve in a manner characteristic of mathematically based science. Major topics are motion, kinematics, forces, energy, sound, light, electricity, and magnetism.

This course covers the same material but is more in depth and moves at a faster pace than Physics. The honors students are required to develop a deeper understanding of the concepts through more in-depth course content and larger assessments.

## AP Physics 1

1.0 credit

AP Physics is a rigorous year-long science course following the current curriculum designated by the College Board. This is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. Topics and concepts are learned through inquiry-based investigations that explore the topics of kinematics; force and translational dynamics; work, energy, and power; linear momentum; torque and rotational dynamics; energy and momentum of rotating systems; oscillations; and fluids. Prerequisites: It is strongly recommended that students have successfully completed Algebra II prior to commencing this course.

## AP Physics 2

1.0 credit

AP Physics 2 is a rigorous year-long science course following the current curriculum designated by the College Board. This is a full-year course that is the equivalent of a second-semester introductory college course in algebra-based physics. Topics and concepts are learned through inquiry-based investigations that explore the topics of thermodynamics; electric force, field, and potential; electric circuits; magnetism and electromagnetism; geometric optics; waves, sound, and physical optics; and quantum, atomic, and nuclear physics. While learning about the key course concepts, you'll do hands-on laboratory work to investigate specific phenomena. Prerequisites: AP Physics 1.

## Human Anatomy & Physiology H

1.0 credit

Human Anatomy & Physiology is a full year honors level course with labs that explores the structure and function of the human body. It is taught using a systems approach with an emphasis on how each of the systems directly relates to the student-athletes' snowsport and daily life. This course starts with an overview of the human body, related Biochemistry, and an in-depth review of Cytology. We then investigate Histology and each of the 11 major organ systems of the human body plus Nutrition, Metabolism, and an introduction to Human Development. The course is taught implementing a variety of methods including lecture, dissections, 3D Animations, X-rays, CT scans, MRIs, microscopy, and physiology experiments. Prerequisites: It is strongly recommended that students have successfully completed both Biology and Chemistry prior to commencing this course.

## Forensic Science H

1.0 credit

Forensic Science is a full year, lab-based, introductory course that overviews the science concepts and techniques used in crime scene investigations and how they apply to law. Topics covered include Preservation of a Crime Scene and Continuity of Evidence, Observational Skills, Tracking and Gaits, Document and Handwriting Analysis, Fingerprint Analysis, Hair and Fiber Analysis, Microscopy, Ballistics and Projectile Motion, Blood Typing, Blood Spatter Analysis, Toxicology, Forensic Pathology, Arson and Fire Investigation, Accident Reconstruction, Investigative Interview Techniques, Techniques for Estimating Time of Death, Soil Analysis, DNA Analysis, and Logistical Problem Solving. Prerequisites: It is strongly recommended that students have successfully completed Biology Honors and Chemistry Honors. Successful completion of Physics Honors, Environmental Science Honors, and or Human Anatomy and Physiology Honors would also be helpful to the student who wishes to enroll in this course.

## World Language:

The world language program at WVA is designed to provide students with the abilities to adequately communicate in a foreign language in numerous real-life situations. Students will also be introduced to cultures and customs of

different Spanish speaking countries and groups around the world. The program follows the standards set for the acquisition of World language learning.

World language study is progressive and requires various language skills. These skills are reading, writing, speaking and listening. These will provide a broad knowledge and base for the Spanish language as well as provide further insight into the student's own language. A large emphasis will be placed on spoken language acquisition and communication.

## Spanish I

1.0 credit

This course is designed to give students an introduction to the Spanish language and culture. We will discuss the importance and history of the Spanish language along with introducing the culture of Hispanic countries in various areas of the globe. The student will learn basic vocabulary and grammar so that he or she will be able to communicate in Spanish. The vocabulary covered will allow students to describe themselves and others, and talk about likes and dislikes, school, family, food, shopping, and travel. Grammar will include learning the present tense, definite and indefinite articles, the sweet sixteen verbs, and an introduction to past and future tenses. Students will also develop basic reading, writing, and listening skills.

## Spanish I H

1.0 credit

This course is designed to give students an introduction to the Spanish language and culture. We will discuss the importance and history of the Spanish language along with introducing the culture of Hispanic countries in various areas of the globe. The student will learn basic vocabulary and grammar so that he or she will be able to communicate in Spanish. The vocabulary covered will allow students to describe themselves and others, and talk about likes and dislikes, school, family, food, shopping, and travel. Grammar will include learning the present tense, definite and indefinite articles, the sweet sixteen verbs, and an introduction to past and future tenses. Students will also develop basic reading, writing, and listening skills. The honors level course will accommodate those students who come to high school with a solid background of Spanish I in middle school. The honors course will move at a quicker pace than Spanish I and will prepare the student for the honors tract in Spanish.

## Spanish II

1.0 credit

This course is designed to expand students' knowledge of vocabulary, grammatical structures, and cultural aspects of the Spanish-speaking world. Building on fundamental vocabulary pertaining to characteristics, school, family, food and clothing, sports, health, school, and leisure time activities will additionally be covered. Grammar will include pronouns, preterite, and imperfect tenses, future, present progressive, commands, and subjunctive.

## Spanish II H

1.0 credit

This course is designed to expand students' knowledge of vocabulary, grammatical structures, and cultural aspects of the Spanish-speaking world. Building on fundamental vocabulary pertaining to characteristics, school, family, food and clothing, sports, health, school, and leisure time activities will additionally be covered. Grammar will include pronouns, preterite, and imperfect tenses, future, present progressive, commands, and subjunctive. The honors level course will go more in depth and move at a quicker pace. Students entering this course will have had Spanish I honors or the equivalent in language proficiency. Students will work on increasing conversational skills.

## Spanish III

1.0 credit

Language skills learned in Spanish I and II will be reinforced and refined. New vocabulary and more advanced grammatical concepts will be introduced. Vocabulary will pertain to relevant topics such as social issues, preparing for college and future careers, the environment, and social media. Grammar will include a review of past tenses and commands and an introduction to perfect tenses, conditional, and other uses of the subjunctive. Students will be expected to do presentations and projects in Spanish. There will be a greater emphasis on culture including history, food, music, and art of Spanish-speaking countries.

### Spanish III H

1.0 credit

Language skills learned in Spanish I and II will be reinforced and refined. New vocabulary and more advanced grammatical concepts will be introduced. Vocabulary will pertain to relevant topics such as social issues, preparing for college and future careers, the environment, and social media. Grammar will include a review of past tenses and commands and an introduction to perfect tenses, conditional, and other uses of the subjunctive. Students will be expected to do presentations and projects in Spanish. There will be a greater emphasis on culture including history, food, music, and art of Spanish-speaking countries. The honors level course will focus on language proficiency. New vocabulary and more advanced grammatical concepts will be introduced. The student will be expected to speak more in Spanish, and there will be an increased focus on literature and cultural awareness.

### Spanish IV

1.0 credit

In Spanish IV, the student is called upon to demonstrate increased proficiency in the skills of reading, writing, speaking, and listening. This course is designed to follow the AP syllabus at an intermediate level. The six topics of AP: Families and communities, Beauty and Aesthetics, Science and Technology, Personal and Public Identities, Global challenges and Contemporary life will be discussed using authentic sources.

### Spanish IV H

1.0 credit

In Spanish IV, the student is called upon to demonstrate increased proficiency in the skills of reading, writing, speaking, and listening. This course is designed to follow the AP syllabus at an intermediate level. The six topics of AP: Families and communities, Beauty and Aesthetics, Science and Technology, Personal and Public Identities, Global challenges and Contemporary life will be discussed using authentic sources. The honors level course will go more in depth in grammatical concepts and require the student to speak entirely in Spanish. It will also require more reading and understanding of Hispanic literature and current events.

### AP Spanish Language and Culture

1.0 credit

For the dedicated and motivated Spanish student, this course is taught entirely in Spanish. This course follows the guidelines of the College Board (R) AP Spanish Language and Culture course and is designed to increase proficiency in speaking, listening, reading and writing. The course focuses on integrating the four communication skills and synthesizing information from various authentic sources. There will be an in-depth study of advanced structural and grammatical patterns. Practice AP exams will be given to prepare the student for the AP Spanish exam.

### Spanish Conversation H

(half year or full year) 0.5 or 1.0 credit

For the dedicated and motivated Spanish student, this course is taught entirely in Spanish and is designed to increase proficiency in speaking, listening, reading and writing. The course focuses on integrating the four communication skills and synthesizing information from various authentic sources. There will be an in-depth study of advanced structural and grammatical patterns. Conversations will be based on current events, culture, creating everyday scenarios, literature and movies. A variety of resources will be used to engage students such as video, internet, periodicals, audio recordings and films.

## French I

1.0 credit \* French is offered on a limited basis. An additional fee will be applied.

This course is designed as an introduction to the French language. All four skills, reading, writing, speaking and listening are introduced at this level. Students are encouraged to start speaking as soon as possible, reading out loud is used to improve pronunciation and thus student confidence.

## French I H

1.0 credit

This course is designed for students coming into high school with a solid background in French from middle school. All four skills, reading, writing, speaking and listening are introduced at this level. Students are encouraged to start speaking as soon as possible, reading out loud is used to improve pronunciation and thus student confidence. The honors course will move through the beginner material at a faster pace and prepare students to follow the honors program throughout their high school career.

## French II

1.0 credit

This course is a progression of French 1 and is designed to expand the student's knowledge of vocabulary, grammatical structures and cultural aspects of the French language. An increased focus will be placed on speaking skills used in various real-life situations.

## French II H

1.0 credit

This course is a progression of French 1 and is designed to expand the student's knowledge of vocabulary, grammatical structures and cultural aspects of the French language. An increased focus will be placed on speaking skills used in various real-life situations. This program is similar to French 2, however it will move more quickly and cover material in more depth. Students are expected to make an effort to speak French in class.

## French III

1.0 credit

This course focuses on language proficiency. Language skills learned in French 1 and 2 will be reviewed, reinforced, and refined. New vocabulary and more complex grammatical structures and readings will be introduced. There will be an increased focus on spoken communication and cultural awareness.

## French III H

1.0 credit

This course focuses on language proficiency. Language skills learned in French 1 and 2 will be reviewed, reinforced, and refined. New vocabulary and more complex grammatical structures and readings will be introduced. There will be an increased focus on spoken communication and cultural awareness. More complex grammatical structures, advanced vocabulary and verb tenses will be introduced. An increase in spoken French in class will be expected.

## French IV

1.0 credit

This program is designed for more motivated students wishing to acquire a higher level of proficiency in the four skills of reading, writing, speaking, and listening. The course focuses on written and oral expression as well as in depth study of advanced structural and grammatical patterns. A huge emphasis is placed on oral acquisition, students are encouraged to speak French as much as possible.

## French IV H

1.0 credit

This program is designed for more motivated students wishing to acquire a higher level of proficiency in the four skills of reading, writing, speaking, and listening. The course focuses on written and oral expression as well as in depth study of advanced structural and grammatical patterns. A huge emphasis is placed on oral acquisition, students are encouraged to speak French as much as possible. This course is designed for serious language students and those planning on taking AP French. More advanced grammar and readings, many from AP level courses will be introduced.

## French Conversation H

1.0 credit

This course is designed for advanced French students wishing to improve their spoken French skills and grammar. This will be accomplished through video and audio recordings, discussions of articles and readings and project presentations.

## Latin I H

1.0 credit

\* Latin is offered on a limited basis. An additional fee will be applied.

This course is designed to give students an introduction to the Latin language and Roman history. Students will be able to translate simple sentences from the text book into both English from Latin and Latin from English.

## Latin II H

1.0 credit

Students will build upon the grammar and vocabulary learned in Latin 1. Grammar elements covered include participles, infinitives, and the subjunctive. By the end of the course students will be able to read unedited Latin texts.

## Latin III H

1.0 credit

Students will read Latin authors, including Caesar, Catullus, Ovid, and Pliny. Students will study both elements of style and rhetoric as well as the historical setting of the texts.

## Latin IV H

1.0 credit

Students will continue to read Latin literature, with an emphasis upon Virgil. There will be an emphasis upon writing about the works and exploring the themes and historical context of the works. Students may repeat Latin 4 as Latin 5 and Latin 6. Current enrollment will determine the authors that are studied.

## Grading:

Grades are based on a 100-point scale, A (90 - 100) B (80 - 89) C (70 - 79) less than 70 does not receive credit. Additional weight is given to Advanced Placement and Honors courses.