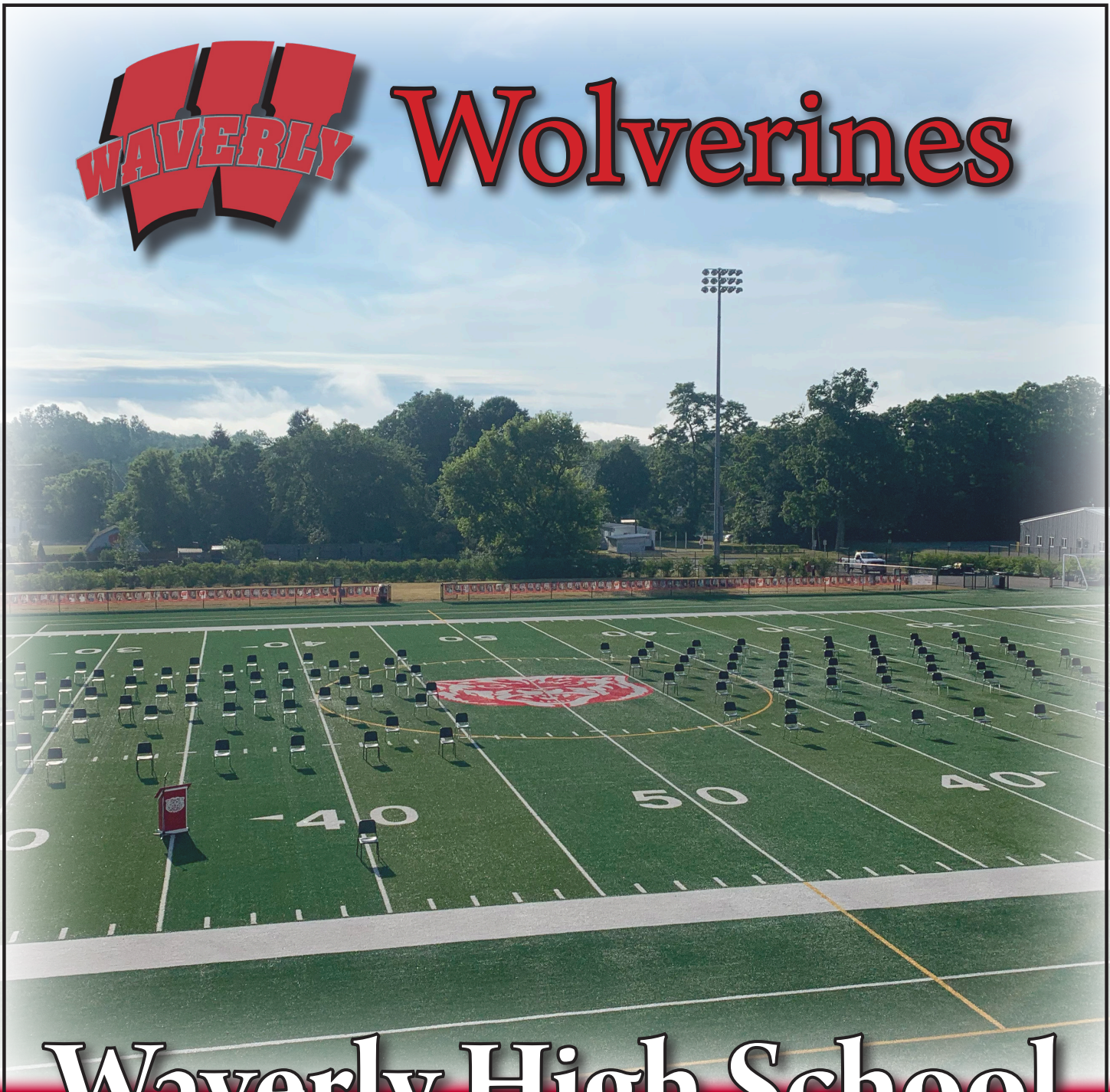
Wolverines



Waverly High School

2026-2027 Curriculum Guide

Our mission is to provide a comprehensive academic, career and personal/social program that will assist all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners.

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Board of Education

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Waverly Central Schools
District Administration
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Dr. Eric A. Knolles _____ Superintendent of Schools
Dr. Elizabeth McIntosh _____ Director of Curriculum and Instruction
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Ms. Kristin Bailey _____ Director of Special Programs
Mrs. Kathy Rote _____ School Business Official
Mr. Richard McIntosh _____ Director of Athletics and Transportation

Waverly High School Administration
607-565-8101 • 607-565-3718 (fax)

Mrs. Ashlee Hunt _____ High School Principal
Mr. Ernest Marilley _____ High School Assistant Principal
Mrs. Jacqueline Picco _____ High School Assistant Principal

Waverly Middle School Administration
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Ms. Catherine Pichany _____ Middle School Principal
Mr. Thomas Walsh _____ Middle School Assistant Principal

Waverly Middle/High School Counseling Office
607-948-0001 • 607-565-3718 (fax)

Mrs. Jennifer Fish _____ High School Counselor (A-L)
Mr. Chad Rylott _____ High School Counselor (M-Z)
Mr. Devan Witman _____ Middle School Counselor (A-Z)
Mrs. Angela Martin _____ School Psychologist

Definitions of Terms Used in this Guide

1. **A semester** or a **term** is one-half of a school year.
2. **One unit of credit** is granted for the successful completion of a high school subject studied one period a day for one semester.
3. **One-half unit of credit** is granted for the successful completion of a high school subject studied one half period a day or one full period every other day for one semester.
4. **Required subjects** are those which all students must take.
5. **Electives** are subjects which are not required but are chosen by the student.
6. **Prerequisites** are the requirements which must be met before a student may be scheduled for a given subject.

Important Notice:
All courses described in this booklet will be taught only if there is sufficient interest and approval from the Board of Education for staffing. The programs described are constantly being evaluated and adapted to meet our changing needs. If you and/or your parents have suggestions as to how we can make next year's booklet more helpful to you, please let us know. Any request to drop a course after the beginning of a semester must be approved by the principal.

Honor Roll

The guidelines used to determine honor roll are as follows:

For **High Honor Roll**, a student must have five subjects plus physical education. He/she must have no grades below 85 percent, no Failures (F) and no incompletes. The student must also have a marking period average of 89.5 or above.

For **Honor Roll**, a student must also have five subjects plus physical education. He/she must have no grades below 80 percent, no Failures (F) and no incompletes. The student must have a marking period average of 84.5 or above.

Students failing two or more courses will be restricted from all building privileges, both during and after the school day.

Transfer Students

Transfer students entering after ninth grade will be addressed on a case-by-case basis. Placement and graduation requirements will be determined by guidance staff and administration.

Special Education

Through the Waverly Committee on Special Education (CSE), students with disabilities have access to a wide variety of special education programs and services. For questions please contact the CSE Department at 607-565-8101, ext. 1102.

School Counseling Office
Waverly Middle/High School
1 Frederick Street • Waverly, New York 14892
Phone: (607) 948-0001 • Fax: (607) 565-3718

Mrs. Michelle Roney _____ Counseling Office Secretary _ ext. 1013__ *mroney@wcsdletsgo.com*
Mrs. Jennifer Fish_____ High School Counselor (A-L) _____ *jfish@wcsdletsgo.com*
Mr. Chad Rylott _____ High School Counselor (M-Z) _____ *crylott@wcsdletsgo.com*
Mr. Devan Witman_____ Middle School Counselor (A-Z) _____ *dwitman@wcsdletsgo.com*
School CEEB Code _____ 335-845

School counselors support students in the areas of academics, career planning and personal/social development. Support is provided through:

- Direct services: curriculum, individual student planning
- Responsive services: individual, group and crisis counseling
- Indirect services: consultation, referrals, meetings and advocacy.

Academic Success

Grade 8: School counselors present graduation requirements and fill out a four-year plan for each student, mapping out what his or her high school experience may look like based on career interests.

Grades 9-11: School counselors meet with students individually to discuss academic progress, current career goals and interests and to map out courses for the following year.

Grade 9-12: School counselors annually update and maintain student schedules and diploma credit checks.

Social and Personal Guidance

School counselors provide individualized, group and crisis counseling, as well as peer mediation based on student need. School counselors work collaboratively with outside agencies to connect families with support. Crisis and long-term counseling is referred to outside agencies. Please contact your child's school counselor for names and numbers for these services.

The Waverly School Counseling Guidance mission is to provide a comprehensive program that will assist all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners. The program's ultimate goal is for students to graduate with the competencies necessary to be able to make self-directed, realistic and responsible decisions that are necessary to function and contribute in a global and changing society.

College-Level Courses

Academically talented students have the opportunity to earn college credit while attending high school. Students electing to earn college credit are required to complete enrollment forms provided by Corning Community College (CCC) or Tompkins Cortland Community College (TC3). Upon satisfactory completion of the course, students are awarded college credit in addition to high school credit. All courses that are offered for college credit will be weighted 1.2 for grade point average.

The basic information for the program sponsored jointly by the Waverly Central School District and CCC or TC3 is as follows:

1. **Courses**
   Courses offered for college credit are those which are generally taught to college freshmen and are currently being taught to our more academically-capable students. In some cases, the curriculum of our high school course is slightly modified to correspond with the freshman level college course. For the most part, however, we teach college-level courses.
2. **Instructors**
   Present courses are taught by current high school faculty members or staff certified through the college.
3. **Admission to Courses**
   A student enrolled in a course for college credit must be in the current grade required and have met the prerequisite established for that course.
4. **College Registration**
   A student must register with CCC or TC3 as outlined on the following page in order to receive college credit.
5. **Tuition**
   Tuition is paid by the district for our courses that are taught concurrently by Waverly instructors on the WCSD campus.
6. **Grades**
   Students are assigned grades by the instructor based upon the student's performance and according to the grading system utilized by CCC or TC3.
7. **Transfers**
   Each student's credits and grades are recorded on an official CCC or TC3 transcript as courses taken in residence (the same as if he or she attended the courses on the CCC or TC3 campus).
8. **Transfer Credit**
   Most colleges and universities will accept credit from CCC or TC3. A student planning to transfer credit to another college should contact that college to ensure acceptance of credit transfer. The student also must request that his or her transcript from CCC/TC3 be sent to the college the student will be attending.

These courses are offered for both college and high school credit. A student electing to enroll in the course for college credit will receive both college and high school credit if he or she successfully completes the course. If the student does not elect to enroll for college credit, he or she will receive only high school credit upon satisfactorily completing the course. Students are responsible for contacting the college if they wish to drop the college credit by the drop date.

Waverly classes and the corresponding CCC or TC3 courses are listed below. Full descriptions and additional course listings may be found on each college's website. Both in-person and online courses through CCC and TC3 will be available each semester. This list is only some of those courses offered to students.

College-Level Courses

Waverly classes and the corresponding CCC or TC3 courses are listed below. Full descriptions and additional course listings may be found on each college's website. Both in-person and online courses through CCC and TC3 will be available each semester. This list is only some of those courses offered to students.

Waverly Course	CCC Course (ACE)	Credits
Business	BUSN1100 – Business Applications and Solutions	3 credits
English 13	ENGL1010 – College Composition I ENGL 1020 – College Composition II	3 credits 3 credits
Public Speaking	SPCH1080 – Public Speaking	3 credits
Spanish IV	SPAN2010 – Intermediate Spanish SPAN2020 – Composition and Conversation	3 credits 3 credits
Precalculus	MATH1413 – Precalculus	4 credits
Elementary Statistics	MATH1310 – Elementary Statistics	4 credits
Political Science	GOVT1010 – American Federal Government	3 credits
Macro Economics	ECON2001 – Principles of Macro Economics	3 credits
Waverly Course	**TC3 Course (College Now)**	**Credits**
American History	HSTY101 – American History to 1877 HSTY102 – American History from 1877	3 credits 3 credits
Spanish III	SPAN102 – Beginning Spanish II	3 credits
Anatomy and Physiology I Anatomy and Physiology II	BIOL131 – Principles of Human Anatomy I BIOL132 – Principles of Human Anatomy II	4 credits 4 credits
Music Theory I Music Theory 2	MUS108 – Music Theory I MUS109 – Music Theory II	3 credits 3 credits
Financial Algebra	BUAD222 – Money and Banking	3 credits
Painting I	ART115 – Painting I	3 credits
Painting II	ART116 – Painting II	3 credits
Drawing	ART 120 – Drawing I	3 credits
Ceramics I	ART130 – Ceramics I	3 credits
Ceramics II	ART131 – Ceramics II	3 credits
Personal Money Mgmt.	BUAD109 – Personal Money Management	3 credits
Biology I Biology II	BIO104 – General Biology I BIO105 – General Biology II	4 credits 4 credits
College Algebra	MATH120 – College Algebra	4 credits
Statistics	MATH200 – Statistics	3 credits
Calculus I	MATH201 – Calculus I	4 credits
Calculus II	MATH202 – Calculus II	4 credits
Foundations of Business	BUAD106 – Foundations of Business (Spring Semester EVEN Years	3 credits
Entrepreneurship	BUAD103 – Entrepreneurship (Spring Semester ODD Years)	3 credits
Intro to Childhood Ed.	ECHD125 – Introduction to Early Childhood Education (Online)	3 credits
Intro to Environmental Sci.	ENVS101 – Introduction to Environmental Science	3 credits
Technology and the Environment	ENVS102 – Technology and the Environment	3 credits
Food Systems I	ENVS110 – Introduction to US Food Systems	3 credits
Introduction to Psychology	PSYC103 – Introduction to Psychology	3 credits

Associate Degree Options through TC3

After taking the college courses offered by Waverly Central School District, a student may be eligible (credits depending) to graduate with an Associate Degree from Tompkins Cortland Community College. In order to achieve this, there may be outside and asynchronous coursework required.

Any student who is interested in achieving this credential should speak with their guidance counselor before the end of their sophomore year. Course work would begin the summer between grades 10 and 11.

Associate Degrees Offered:

TC3 Liberal Arts and Sciences - General Studies A.S. (60 credits)

TC3 Liberal Arts and Sciences - Math/Sciences A.S. (62 credits)

College-Level Courses

Online Courses

Each fall, spring and summer semester, various asynchronous classes will be offered by TC3, CCC or other higher education institutions that have articulation agreements with the Waverly CSD. Guidance counselors will share online course catalogs and registration forms when classes open. Students must make sure to return registration forms as soon as possible as classes fill up quickly. Students should also work with their guidance counselor make sure that courses chosen are appropriate and ensure that any prerequisites for courses have been met. Online classes are taken during a student's non-class time (i.e. study hall, lunch or before and after school) and are taught by a college instructor with other students enrolled in the dual enrollment course. These courses are rigorous and offer students the opportunity to earn college credit.

**Please note - Online, dual enrollment courses are funded though the Waverly CSD. However, if a student is not successful and does not complete or pass the course, the student will be unable to register for future online coursework.*

Certificates of Residency

All TC3 and CCC classes are free to students if a Certificate of Residency is completed. This certificate needs to be completed each year. If you are taking classes from both colleges you will need to fill out a certificate from each college. If the Certificate of Residency is not completed before the deadline, a bill will be issued to the student.

Note: ALL College courses must be approved through the Counseling Office to earn high school credits.
All registration forms and transcripts should go to the school counselors.

NCAA

The NCAA Clearinghouse is an organization outside of the NCAA which performs academic record evaluations to determine if a prospective student-athlete is eligible to participate at an NCAA Division I or II college as a freshman student-athlete. Please see Division I Initial Eligibility Requirements for a breakdown of those minimum academic requirements.

Who needs to be certified by the NCAA Clearinghouse?

All freshman and two-year college transfers who do not have an associate degree and would like to participate in any sport at an NCAA member institution (Division I or II) must register for the academic portion of the Clearinghouse.

Who do I need to be certified by the NCAA Clearinghouse if I'm going to attend a junior college?

Dependent upon your NCAA Clearinghouse qualification status (qualifier or non-qualifier), there are different 2-year school transfer rules to be immediately eligible at the 4-year institution you transfer to.

If I have never registered and/or never been certified by the NCAA Clearinghouse what is my NCAA qualification status?

If you have never registered with the NCAA Clearinghouse or never certified by the NCAA Clearinghouse, you are considered to be a non-qualifier and must meet non-qualifier transfer requirements should you decide to attend a junior college.

How do I register with the NCAA Clearinghouse?

The registration process is completed online by visiting *www.ncaaclearinghouse.net*. After junior year, students should visit the website and complete the Student Release Form (SRF) online and pay the registration fee ($50 for domestic and $75 for international students). Fees may be paid online by providing a credit or debit card number or by sending a check or money order to the clearinghouse. Please visit the clearinghouse website for detailed payment instructions. To complete the registration process, print a copy of your completed registration form and both Copy 1 and Copy 2 of the transcript release form. Sign the transcript release forms and give both to your high school counselor. You can obtain a copy of the "NCAA Guide for the College Bound Student-Athlete" which contains more detailed instructions of the clearinghouse registration process by visiting *https://web3.ncaa.org/ecwr3/*.

How can I find out if I am enrolled in approved core-courses which meet NCAA eligibility requirements?

You may view your high school's list of NCAA-approved core courses by visiting *www.ncaaclearinghouse*. net and selecting List of Approved Core Courses on the General Information page or by asking your high school counselor for the list.

How can I arrange for my test scores to be sent directly from the SAT or ACT testing agency to the NCAA Clearinghouse?

When you register to take the ACT or SAT, mark code 9999 so that the testing agency will send your scores to the clearinghouse. Test scores must be reported to the clearinghouse directly from SAT or ACT. The clearinghouse will not accept test scores reported on high school transcripts.

Once certified by the NCAA Clearinghouse, what is the difference between a qualifier and non-qualifier?

Qualifier: Eligible for athletically related financial aid, practice and competition during your first year of enrollment at a NCAA member institution. You have 5 years to play 4 seasons in your sport if you maintain your eligibility from year to year.

Non-qualifier: Ineligible for athletically related financial aid, practice and competition during your first year at a NCAA member institution. You have 4 years to play 3 seasons in your sport if you maintain your eligibility from year to year. Non-qualifiers have the ability to gain back a year of eligibility if they complete at least 80 percent of their degree prior to the beginning of their fifth year of college.

What is the NCAA?

The National Collegiate Athletic Association is an organization dedicated to providing a pathway to opportunity for college athletes. Over 1,000 colleges and universities are members of the NCAA. Those schools work together with the NCAA national office and athletics conferences across the country to support more than 500,000 college athletes that make up over 20,000 teams competing in NCAA sports.

The NCAA's diverse members include schools ranging in size from hundreds of students to tens of thousands. The NCAA's current three-division structure was adopted in 1973 to create a fair playing field for teams from similar schools and provide college athletes more opportunities to participate in national championships.

Among the three NCAA divisions, Division I schools generally have the biggest student bodies, manage the largest athletics budgets and offer the highest number of athletics scholarships. The Division II approach provides growth opportunities through academic achievement, learning in high-level athletics competition and a focus on service to the community. The Division III experience offers participation in a competitive athletics environment that pushes college athletes to excel on the field and build upon their potential by tackling new challenges across campus.

To learn more about the pathway that's right for you, visit **ncaa.org/divisions**.

The NCAA membership and national office work together to help the more than 500,000 student-athletes develop leadership, confidence, discipline and teamwork through college sports.

NCAA Sports

The NCAA conducts 90 national championships in 24 sports across Divisions I, II and III, with 45 championships administered for women, 42 for men and three coed national championships. That means almost 54,000 student-athletes participate in NCAA championships each year.

From signature events like the NCAA March Madness® basketball tournaments to rowing, rifle, softball and skiing, the NCAA administers championships to ensure student-athletes have a first-class experience. But the NCAA is also committed to quality events for everyone involved, from the coaches to the fans and broadcast audiences.

It is important to the NCAA that our championships have a positive impact on the communities that host them. The NCAA hosts youth clinics and various fan events to complement the competition – creating what is hoped to be a championship experience for everyone involved.

FALL SPORTS

MEN:	WOMEN:
Cross Country	Cross Country
Football	Field Hockey
Soccer	Soccer
Water Polo	Volleyball

WINTER SPORTS

MEN:	WOMEN:
Basketball	Basketball
Fencing	Bowling
Gymnastics	Fencing
Ice Hockey	Gymnastics
Indoor Track and Field	Ice Hockey
Rifle	Indoor Track and Field
Skiing	Rifle
Swimming and Diving	Skiing
Wrestling	Swimming and Diving

SPRING SPORTS

MEN:	WOMEN:
Baseball	Beach Volleyball
Golf	Golf
Lacrosse	Lacrosse
Outdoor Track and Field	Outdoor Track and Field
Tennis	Rowing
Volleyball	Softball
	Tennis
	Water Polo

EMERGING SPORTS

WOMEN:

- Acrobatics and Tumbling
- Equestrian (Divisions I and II only)
- Rugby
- Stunt (Division II only)
- Triathlon
- Wrestling

Our Three Divisions

The NCAA's three divisions were created in 1973 to align like-minded campuses in the areas of fairness, competition and opportunity.

DIVISION	DIVISION I	DIVISION II MAKE IT YOURS	DIVISION III DISCOVER | DEVELOP | DEDICATE
NUMBER OF SCHOOLS*	351 (33%)	296 (27%)	433 (40%)
MEDIAN UNDERGRADUATE ENROLLMENT	8,449	2,300	1,655
STUDENTS WHO ARE ATHLETES	1 in 22	1 in 9	1 in 6
AVERAGE NUMBER OF TEAMS PER SCHOOL	19	16	19
PERCENTAGE OF NCAA STUDENT-ATHLETES IN EACH DIVISION	36%	25%	39%
ATHLETICS SCHOLARSHIPS	Multiyear, cost-of-attendance athletics scholarships available **58%** of athletes receive athletics aid	Partial athletics scholarship model **67%** of athletes receive athletics aid	No athletics scholarships **80%** of athletes receive nonathletics aid
DID YOU KNOW?	Division I student-athletes graduate at a higher rate than the general student body.	Division II is the only division with schools in Alaska, Puerto Rico and Canada.	Division III's largest school has **27,642** undergraduates. The smallest? **228**.

*The number of schools for each division is current as of the 2022-23 academic year. This does not include reclassifying, provisional or exploratory schools. Student-athlete participation numbers include NCAA championship sports only and are current as of the 2021-22 academic year.

How is each division governed?

NCAA schools develop and approve legislation for their own divisions. Groups of presidents and chancellors lead each division in the form of committees with regularly scheduled meetings.

What are the eligibility requirements in each division?

If you want to compete at an NCAA school, you must meet academic and/or amateurism standards set by NCAA members. **Academic** and **amateurism standards** are outlined in this guide and can be found on each division's page on **ncaa.org**.

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet all the following requirements:

DIVISION I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester. Once you begin your seventh semester, any course that is needed to meet the 10/7 requirement cannot be replaced or repeated.

Semester 1 | Semester 2 | Semester 3 | Semester 4 | Semester 5 | Semester 6 | Semester 7 | Semester 8

10/7 requirement: 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

» Students with solely international academic credentials (including Canada) are not required to meet the 10/7 requirement.

The Eligibility Center will use the best combination of core courses to meet the 10/7 requirement. Courses can be repeated or replaced if they are not needed to meet the 10/7 requirement.

3. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

4 x 4 = 16

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet all the following requirements:

NCAA DIVISION II

MAKE IT YOURS

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

What If I Don't Meet Division II Standards?

If you have not met all the Division II academic standards, you may not compete in your first year of full-time enrollment at a Division II school. However, you will be deemed a partial qualifier. All Division II partial qualifiers may practice and receive an athletics scholarship, but may NOT compete, during their first year of full-time enrollment.

Division II Worksheet

Use the **Division II Worksheet** to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The Eligibility Center will determine your academic status after you graduate. Remember to check **your high school's list** of NCAA-approved core courses for the classes you have taken or plan to take.

ACADEMIC CERTIFICATION DECISIONS

Academic certifications are required for all college-bound student-athletes planning to compete at an NCAA Division II school. If you're being recruited by a Division II school, below are the most common decisions you may receive once a certification has been completed.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

PARTIAL QUALIFIER

You may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment.

Division III Amateurism Standards

International college-bound student-athletes (first-year enrollees and transfers) who initially enroll full time at an NCAA Division III school on or after Aug. 1, 2023, must have their amateur status certified by the NCAA Eligibility Center. (Academic documents may be requested to establish your official graduation timeline for amateurism certification purposes.)

NCAA DIVISION III
DISCOVER | DEVELOP | DEDICATE

ADDITIONAL INFORMATION

You must be on a Division III school's institutional request list before your certification will be started.

Three Easy Steps

1 Create Your Account

International student-athletes (first-year enrollees and transfers) planning to study and compete at a Division III school are required to complete an Amateurism-Only Certification account with the Eligibility Center.

2 Enter Your Information

When you register for an Amateurism-Only Certification account with the Eligibility Center, you will be asked a series of questions about your sports participation to determine your amateur status. In some instances, the Eligibility Center may need to gather additional information to evaluate your amateur status.

3 Request Your Final Amateurism Certification

You must request your final amateurism certification through your Eligibility Center account; the Eligibility Center cannot finalize your amateurism certification without your request. You can request your final amateurism certification even if other tasks are still open in your account. When you can request your final amateurism certification depends on when you are initially enrolling full time at a Division III school:

Fall Enrollment: If you are initially enrolling at a Division III school in the fall semester, you may request a final amateurism certification on or after April 1 prior to enrollment.

Winter/Spring Enrollment: If you are initially enrolling at a Division III school in the spring semester, you may request a final amateurism certification on or after Oct. 1 prior to enrollment.

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time

International (including Quebec):
on.ncaa.com/IntlContact

@ncaaec @ncaaec @ncaaec @playcollegesports

NCAA ELIGIBILITY CENTER

NCAA is a trademark of the National Collegiate Athletic Association. September 2023.

Weighted Courses

Several courses offered at the high school are weighted on a scale of 1.1 (10 percent) or 1.2 (20 percent) due to the rigorous content of the course.

Weighted on a scale of 10 percent

- Algebra II Regents
- Chemistry
- Physics

College-Level Courses Weighted on a scale of 20 percent

Project Lead the Way (PLTW) courses offered by Rochester Institute of Technology (RIT):

- Design, Drawing and Production (DDP)
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Civil Engineering and Architecture
  (For students to earn college credit, they must have a minimum B+ average (85 percent or higher) in the course and earn a 70 percent or higher on the college credit exam.)
- Engineering Design and Development
  (While EDD is a college-level course that will enhance a student's portfolio/resume, does not offer RIT credit.)

The following Corning Community College and TC3 courses are weighted on a scale of 20 percent

CCC courses

- ACE Elementary Statistics
- ACE Political Science
- ACE Macro Economics
- ACE Precalculus
- ACE Spanish IV A
- ACE Spanish IV B
- ACE Spanish V
- ACE College Comp I and II
- ACE Public Speaking
- ACE Business Applications and Solutions

TC3 courses

- CN Painting I and II
- CN Drawing I
- CN Ceramics I and II
- CN Gen. Biology I and II
- CN Intro to Environmental Science
- CN Food Systems I
- CN College Algebra
- CN Statistics
- CN Calculus I
- CN Calculus II
- CN Spanish III

TC3 courses (continued)

- CN Intro to Early Childhood Ed
- CN Prin. of Human Anatomy I and II
- CN Music Theory I and II
- CN Foundations of Business
- CN Entrepreneurship
- CN Money and Banking
- CN Technology and the Environment
- CN Introduction to Psychology

Class Rank

Class rank for the graduating senior class will be calculated after the completion of the second marking period. Ranking and GPA will be calculated using completed grades for all courses in which the student is enrolled, as well as past completed course work from grades 9-12. If students earned high school credit for a course in eighth grade, that course grade will be used to calculate overall GPA.

Any student transferring into the Waverly Central School District/Waverly High School must be enrolled for four (4) semesters to be included in class ranking at graduation.

Any student may use the accelerated graduation option per NYS regulation. This student would be choosing to graduate early, prior to his/her cohort year and before 4 years of high school are complete. The student will be required to meet with the school counselor with a parent/guardian present, who will then give permission and make an informed decision on the process.

Scheduling Information

Students will meet with their counselors to select courses for the next school year from February through April. During this meeting, each student will review his or her courses and exam progress toward graduation. Counselors will discuss student's future plans and assist in selecting courses for the following year. Please note: individual meetings are only to select courses. Schedules are built during the summer and students will not receive a schedule until the summer.

Students cannot request to have specific lunch periods, teachers or course placement within a schedule. If there are conflicts with courses fitting into a student's schedule, counselors will contact the student during the summer to discuss the conflict and alter the student's schedule. It is very important that parents make sure that their family contact information is updated with the school so that counselors are able to notify students of any problems with their schedules in a timely manner.

To remain in compliance with the New York State Public High School Athletic Association (NYSPHSAA) and New York State Education Guidelines, students must take at the minimum 3 credits of coursework plus a Physical Education class each semester to remain eligible to participate in a fall, winter and/or spring sport.

Dropping or Changing a Full Semester Course

Prior to dropping a full semester course, parents and students should contact the teacher directly to discuss the reasons for dropping the course. If the parent and teacher are in agreement that a drop or change is necessary, the parent and student should then contact the school counselor. At that time, the school counselor will request that a drop form be filled out and signed by the parent, teacher, counselor and an administrator. Once a drop form is returned to the counseling office, the student will have an opportunity to enroll in another course. ***All drops and changes to full semester courses must be made within the FIRST TWO WEEKS of the semester to ensure that students are appropriately placed in a different full semester course.***

Academic Intervention Services

Per New York State regulations, Academic Intervention Services (AIS/Academic Support) are mandated supports designed to help students achieve the learning standards in English Language Arts and Mathematics in grades K-12 and social studies and science in grades 4-12.

These services include two components:

1. Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
2. Student support services needed to address barriers to improve academic performance.

In regard to students in grade 9, all students who scored within Level 1 and Level 2 on the New York State Grade 8 ELA and/or Mathematics assessments shall be considered to attend AIS in that respective subject area.

Diploma Requirements and Pathways for Students

All students are required to earn at least 22 units of credit to receive a Regents Diploma to remain in compliance with the New York State regulations and graduation requirements. Such units shall incorporate the commencement level of the New York State Learning Standards in: English/Language Arts, Social Studies, Mathematics, Science, Technology, The Arts (including visual, music, dance and theater), World Language, Health, Physical Education and Career Development and Occupational Studies. Such units of credit shall include:

Regents Diploma

Minimum of 22 credits.

English	4 units of credit.
Social Studies	4 units of credit.
Science	3 units of credit. One credit must be a life science and one must be a physical science. The third can be either.
Math	3 units of credit. Each credit will be more advanced than the previous one to denote progressive and sequential.
Art or Music	1 unit of credit.
Health	.5 unit of credit.
Physical Education	2 units of credit (.25 per semester).
World Language	1 unit of credit.
Additional	3.5 credits

In addition, students must earn at least 65 percent on the following Regents exams:

- English (English 11)
- Social Studies (Global Studies II or US History and Government).
- Math (Algebra I, Geometry, Algebra II)
- Science (Living Environment, Chemistry, Earth Science, Physics).
- 4+1 Pathway (A second social studies, math or science exam)

4+1 Pathway

A student must either complete all the requirements for the CDOS Commencement Credential at *http://www.p12.nysed.gov/specialed/publications/2016-memos/cdos-graduation-pathway-option.html*; OR

- Pass an additional math Regents exam in a different course or department-approved alternative; or
- Pass an additional science Regents exam in a different course or department-approved alternative; or
- Pass an additional social studies Regents exam in a different course or department-approved alternative; or
- Pass an additional English assessment in a different course selected from the department-approved alternative list; or
- A department-approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a department-approved pathway assessment in the arts; or
- Pass a department-approved pathway assessment in World Language.

See multiple pathways at *www.p12.nysed.gov/ciai/multiple-pathways/docs/multiple-pathways*.

See department-approved alternatives at *www.p12.nysed.gov/assessment/hsgen/archive/list.pdf*.

Advanced Designation

To earn a diploma with Advanced Designation, a student must earn a 65 percent or better on eight required Regents exams as follows: three Math, two Science (one life science and one physical science), ELA, Global History and Geography, US History and Government and either a locally-developed Checkpoint B World Language exam in a world language (i.e. Spanish III) or a five-unit sequence in Engineering or the Arts.

Advanced Designation with Honors

To earn a diploma with Advanced Designation with Honors, a student must earn the minimum 22 units of credit for a Regents diploma, as well as three credits for electives and two additional credits in World Language or a five-unit sequence in Engineering or the Arts. These credits can be included in the 22 required credits. Students also must pass the eight required Regents exams with a computed average score of 90 percent or better as follows: three Math, two Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B World Language exam or a five-unit sequence in Engineering or the Arts.

Career Development and Occupational Studies Credential (CDOS)

In addition to the NYS Regents diploma, students may earn a Regents diploma with a Career Development and Occupational Studies (CDOS) credential, or a stand-alone CDOS credential. A CDOS can be earned in addition to a local, Regents or Regents with Advanced Designation Diploma. To earn a New York State Career Development CDOS credential, students would need to complete the following requirements:

- Career Plan documenting career interests, career strengths and needs, goals and work-based learning experiences.
- Commencement level CDOS learning standards demonstrates achievement in the area of career exploration and development (knowledgeable about the world of work); integrated learning (apply knowledge and skills to the workplace); and universal foundational skills (basic skills, thinking skills, personal qualities, interpersonal skills, technology, managing information, managing resources, systems)
- 216 hours of CTE coursework and/or work-based learning experience 54 hours must be in work-based learning experiences. Job shadowing, community service, volunteering, service learning, senior project(s), school-based enterprise(s)
- Employability Profile documenting employability skills and experiences, attainment of each commencement level CDOS standard, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

Seal of Civic Readiness

What is the Seal of Civic Readiness?

The New York State Seal of Civic Readiness (NYSSCR) is an initiative supported by the New York State Department of Education. To earn a NYSSCR seal, students must earn six points through various school and outside activities that demonstrate their knowledge of civics, as well as civic engagement. Civics knowledge could mean a combination of passing required social studies courses and/or social studies Regents exams and taking advanced social studies courses. Students who participate will be awarded the Seal upon graduation.

How does the NYSSCR benefit students?

The NYSSCR acknowledges the importance of being an active participant in our democracy and community. Work toward the Seal empowers students with a sense of agency. The Seal highlights the strong civic mindsets and contributions of students toward a better world. Therefore, students earn points and are recognized for their community service and hard work. All Seal earners receive a certificate from the New York State Education Department. All students are eligible to receive the NYSSCR; it is simply a matter of earning the six points toward the Seal.

Seal of Biliteracy

What is the NYSSB?

The New York State Seal of Biliteracy (NYSSB) is an award given to high school graduates who have demonstrated a high level of proficiency in English and one or more world languages. The NYSSB encourages the study of languages, affirms the value of diversity in a multilingual society and provides universities and future employers with additional information about applicants.

How does the NYSSB benefit students?

The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, encourages them to maintain their home language and pursue additional language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission.

Any student attending a district that offers the NYSSB who is proficient in and/or studying English and at least one world language is eligible to pursue this award. This includes students who speak a language other than English at home as well as those who are completing a course of study in a world language through high school.

What do students need to do to earn the NYSSB?

There are multiple pathways to earn the NYSSB. Whichever pathway is chosen, students must demonstrate the required level of proficiency by earning three (3) points in English and three (3) points in one or more world languages from a points matrix. Students can earn points toward the NYSSB in a number of ways, including earning an 85% or better in English or world language coursework, achieving a set score on national tests (such as Advanced Placement, International Baccalaureate or other exams) and completing and presenting a Culminating Project in English and/or a World Language.

Updated May 2025

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies *Distributed as follows:* *U.S. History (1)* *Global History and Geography (2)* *Participation in Government (½)* *Economics (½)*	4
Science *Distributed as follows:* *Life Science (1)* *Physical Science (1)* *Life Science or Physical Science (1)*	3
Mathematics	3
World Languages	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education *(participation each semester)*	2
Health	½
Electives	3 ½
Total	**22**

(**)Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) **Pathways**
A student must either:
- earn the Seal of Civic Readiness; or
- pass an additional Regents Exam or NYSED-Approved Regents Alternative in a different course (English, mathematics, science, or social studies); or
- pass a NYSED-Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all the requirements for earning the CDOS Commencement Credential; or
- successfully complete the Individual Arts Assessment Pathway (IAAP).

Reference: Multiple Pathways and NYSED-Approved Regents Examination Alternatives

2.) **Appeals**
All appeals are subject to local district approval. Reference: Appeals, Safety Nets, and Superintendent Determination

3.) **Exemptions from Diploma Assessment Requirements**
- **Exemptions due to a Major Life Events**: Reference the Exemptions for Major Life Events memo.
- **Exemptions from the Regents Exam in US History and Government (Framework)**: Reference the FAQ on Cancellation of Regents Exam in US History and Government (Framework).
- **COVID Exemptions**: Reference the FAQs: June/August 2020, January 2021, June/August 2021, and January 2022
- **Special Determination (June 2022 graduates only)**: Reference the Special Determination to Graduate with a Local Diploma in June 2022 memo.

4.) **Special Endorsements**
- **Honors**: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 NYSED-Approved Regents Alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.
- **Mastery in Math and/or Science**: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.
- **Seal of Biliteracy:** A student meets the criteria for earning the NYS Seal of Biliteracy.
- **Seal of Civic Readiness:** A student meets the criteria for earning the NYS Seal of Civic Readiness.
- **Technical Endorsement**: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a NYSED-Approved CTE program including the 3-part technical assessment.

Reference the Endorsements and Seals webpage or NYS Diploma/Credential Requirements for additional information related to awarding special endorsements to students with exam exemptions.

5.) **Superintendent Determination of a Local Diploma**
Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: Appeals, Safety Nets, and Superintendent Determination

6.) **World Languages Exemption**
Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.

Updated May 2025

Assessment Requirements

	Regents Diploma for **All Students**		Regents Diploma via Appeal for **All Students**		Local Diploma via Appeal for **All Students**		Local Diploma for **Students with a Disability**		Local Diploma via Appeal for **English Language Learners**	
Regents Exam or passing score on a NYSED-Approved Regents Alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65[!]	1	1 Regents Exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents Exams with a score of 65[!] or above	1	2 Regents Exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents Exams with a score of 65[!] or above	1	55[*^]	1	Either the ELA Regents Exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents Exams with a score of 65[!] or above, OR 1 Regents Exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents Exams with a score of 65[!] or above [†]
Math	1	65[!]	1		1		1	55[*^]	1	
Science	1	65[!]	1		1		1	55[*^]	1	
Social Studies	1	65[!]	1		1		1	55[*^]	1	
Pathway *(See note 1 on reverse side)*	1 or CDOS	65[!] if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55[*^] if Regents Exam	1 or CDOS	
Compensatory Safety Net	*Non-Applicable*		*Non-Applicable*		*Non-Applicable*		Scores of 45-54 on any required Regents Exam (except ELA and Mathematics) can be compensated by a score of 65[!] or above on another required Regents Exam including ELA and Mathematics.		*Non-Applicable*	

Regents Diploma with Advanced Designation

Students seeking the Regents diploma with advanced designation must:

- Meet the credit and assessment requirements for a Regents diploma; and
- Pass **two additional** Regents E**xams** or NYSED-Approved Regents Alternatives **in mathematics**; and
- Pass **one additional** Regents E**xam** or NYSED-Approved Regents Alternative in **science**
  - students seeking advanced designation must pass at least one Regents Exam or NYSED-Approved Regents Alternative in both sciences (**one life** and **one physical**); and
- Complete a **sequence**:
  - earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or
  - complete a 5 unit sequence in the Arts, or
  - complete a 5 unit sequence in CTE.

Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math[‡], 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

* A student with a disability may appeal scores between 52 and 54 on up to two Regents Exams in any discipline and graduate with the local diploma. Reference New York State Diploma/Credential Requirements: Local diploma for Students with Disabilities.

^ In the event a student with a disability is unable to attain a passing score on any Regents Exam, the student may be eligible for a Superintendent Determination of a local diploma. Reference Appeals, Safety Nets, and Superintendent Determination.

[†] English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference New York State Diploma/Credential Requirements: Local diploma for English Language Learners.

[‡] The 4th mathematics examination can be selected from the list of NYSED-Approved Regents Examination Alternatives.

[!] For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and Special Appeals may be applied to all diploma types.

Agriculture

Waverly offers a variety of courses that fall under the agriculture and natural resources umbrella. All courses in the following section are offered at the Chemung Innovation Center (71 North Street, Chemung).

Waverly Agriculture Education & FFA

WHAT IS CTE?

Career and Technical Education (CTE) programs in New York State provide students with hands-on learning experiences that connect classroom instruction to real-world careers. Agriculture CTE classes are offered at the Chemung Innovation Center and, at times, on our high school main campus, helping students build practical skills and prepare for college and career success.

Requirements:

- Technical Skill Assessment (Exam)
- Locally Developed Portfolio
- Completion of 4 Agriculture Courses
- Completion of 54 hours of Supervised Agricultural Experiences (WBL)

APPROVED COURSES

Required:

- Intro to AFNR

Optional (Choose 3):

- Large Animal Science
- Companion Animal Science
- Ag Mechanics
- ENVS 101 – Intro to Environmental Science
- ENVS 102 – Natural Resources & Sustainability
- Horticulture
- Farmers Market & Agriculture Business
- Greenhouse Management
- Applied Conservation & Forestry
- Floral Design

PROGRAM BENEFITS

- Graduate with industry-recognized credentials
- Gain real-world skills through SAE & Work-Based Learning
- Earn specialized credit (1 English, 1 Math, 1 Science) by completing 4 courses
- Explore careers and build connections with local employers & colleges
- Join FFA for leadership, competition, and community involvement
- Be college & career ready with hands-on learning, certifications, and valuable life skills

CONTACT US

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Agriculture

CTE Pathway

Class 1: Agriculture Mechanics
Class 2: ENVS 101 - Introduction to Environmental Science
Class 3: Farmers Market and Career Exploration
Class 4: Work-Based Learning Internship
**Integrated credits available: 1.5 English and 1.5 Science*

For integrated credit, students must complete the following:

Agriculture Mechanics
ENVS 101 - Introduction to Environmental Science
Farmers Market and Career Exploration
Work-Based Learning Internship

**Students also should be eligible for their Career Development Occupational Studies Credential (CDOS) as they will earn 216 hours of CTE credit. The 54 hours of WBL will be integrated through hands-on activities such as the greenhouse, farmers market and animal care.*

Intro to AFNR

1 Semester 1 Credit

This hands-on agriculture course is a five-week rotation through Animal Science, Food Science, Environmental Science and Agricultural Mechanics, giving students the chance to explore different areas of agriculture before choosing future classes. Students learn through labs, projects and real-world activities that build problem-solving, teamwork and workplace skills. This is the only required course in the Agriculture CTE Pathway and students who complete it may take any three additional agriculture courses to finish the pathway and earn one credit each in English, Math, Science and an elective. Students who complete this class will also earn the OSHA 10 General Industry Certification, a nationally recognized safety credential. All students in the course are required to complete a Supervised Agricultural Experience (SAE) to gain hands-on work-based learning hours toward the 54-hour requirement for CDOS credential eligibility.

Large Animal Science

1 Semester 1 Credit

Large Animal Science provides an introduction to the world of large animal care and health. Students will explore the fundamentals of large animal science, gaining a foundational understanding of animal biology and classification. The course covers detailed animal anatomy and physiology, examining the structure and function of various systems. Additionally, students will learn about large animal care, focusing on proper handling, nutrition and health maintenance. Through hands-on activities and interactive learning, this course prepares students for future studies or careers in veterinary medicine and animal care industries.

Ag Mechanics

1 Semester 1 Credit

Get ready to tinker, build and problem-solve in this hands-on agricultural mechanics course! Students dive into small engines and basic welding, exploring how engines work and how to fix them. Using small gas engines as their instructional tool, students gain real-world experience in measuring, troubleshooting, tearing down and reassembling engines, completing work/repair orders and reading service manuals. The course also introduces welding techniques and basic electrical work, giving students skills they can use both in and out of the classroom. Through exciting projects and labs, students develop critical thinking, technical skills and hands-on problem-solving abilities that prepare them for future courses, careers and life beyond school.

Agriculture

Intro to Environmental Science (ENVS101 - 3 credits) – TC3 College Now

1 Semester 1 Credit

Dive into the fascinating world of natural resources and the living systems around us in this spring-semester course! Students explore the basics of evolution and ecology while tackling real-world issues like wildlife management, food production, pest control, human health and protecting biodiversity. Both local and global challenges are explored and students gain hands-on experience through discussions, projects and problem-solving activities. All students will have the exciting opportunity to compete in the Southern Tier Envirothon, a team-based competition where students test their knowledge in Soils and Land Use, Aquatic Ecology, Forestry, Wildlife and a Current Environmental Issue. This hands-on experience helps students apply classroom learning to real-world environmental challenges while building teamwork and problem-solving skills.

Natural Resources and Sustainability (ENVS102 - 3 credits) – TC3 College Now

1 Semester 1 Credit

Explore the cutting-edge world of environmental technology and sustainability in this hands-on course! Students investigate real-world challenges like air and water pollution, climate change, energy production and managing non-renewable resources. You'll look at technical and economic solutions, explore alternative energy options and consider how science and innovation can shape a sustainable future. Both local and global issues are examined, giving students a big-picture understanding of our planet. ENVS 102 is designed for all students, whether you're interested in science, technology, or just making a difference in the world.

Horticulture

1 Semester 1 Credit

This course introduces students to the diverse field of plant science, covering essential topics such as greenhouse management, plant propagation and floral design. Students will learn to operate a greenhouse efficiently, mastering sustainable practices to promote optimal plant growth. They will explore plant reproduction techniques, from seed germination to grafting and develop skills in creating beautiful floral arrangements using design principles and color theory. Through hands-on projects and collaborative learning, students will gain practical experience and a comprehensive understanding of horticulture, preparing them for careers in areas such as agriculture, landscaping and environmental sciences.

Farmers Market and Agriculture Business

1 Semester 1 Credit

This course immerses students in entrepreneurship and career exploration through the operation of a student-led farmer's market. Students will design, produce, price, market and sell items such as fresh eggs, school-grown produce, fresh-cut flower arrangements and honey, focusing on food safety and quality. They will develop business plans and manage financial records, gaining practical experience with financial management and point of sale systems. The course also includes career exploration activities, helping students identify potential career paths in agriculture, business and related fields, while fostering critical thinking and problem-solving skills for life beyond the classroom.

Companion Animal Science

1 Semester 1 Credit

In this course, students will study the anatomy and physiology of common companion animals, explore proper nutrition and health management and learn safe and effective animal handling techniques. The course also introduces grooming practices, basic veterinary clinic procedures and professional standards used in animal care settings. Through classroom instruction, labs and real-world applications, students will develop the foundational knowledge and practical skills needed for careers such as veterinary technician, veterinarian, groomer, kennel technician and other animal-related professions.

Agriculture

Applied Conservation and Forestry

1 Semester 1 Credit

Step into the world of wildlife, forests and natural resource management in this hands-on introductory course! Students explore ecosystems, soil, water, energy and biodiversity, learning how humans impact the environment and how science can be used to protect it. Topics include forestry, wildlife and fish management, wetlands and prairies, outdoor skills, safety, ethics, energy and waste management, with opportunities for fieldwork, habitat projects, species monitoring and hands-on labs. Students also develop map-reading, data collection and problem-solving skills while gaining real-world experience in conservation and environmental stewardship. This class serves as a foundational course for ENVS 101 and ENVS 102, preparing students for advanced environmental studies and future careers in natural resources, forestry and wildlife management.

Floral Design

1 Semester .5 Credit

Floral Design is a hands-on course that introduces students to the art and principles of floral arrangement. Students will study elements and principles of design, color theory and floral composition while working with fresh and artificial materials. The course covers proper care and handling of flowers and foliage, use of floral tools and equipment and common arrangement styles for holidays, events and everyday occasions. Students will also explore basic floral business concepts such as pricing and customer service. Through practical projects and creative application, students will develop artistic skills, design techniques and an appreciation for floral artistry.

Greenhouse Management

1 Semester 1 Credit

Greenhouse Management is a hands-on course that focuses on the science and practices involved in growing and maintaining plants in a controlled environment. Students will study plant growth and development, greenhouse structures and systems and environmental factors such as light, temperature, water and humidity. The course includes instruction in plant propagation, soil and growing media, fertilization, pest and disease management and safe use of tools and equipment. Through laboratory activities and real-world applications, students will develop skills in plant care, problem-solving and responsible greenhouse operation.

Art

The primary goal of the visual arts program is to allow students to create their most powerful and expressive artwork. This requires thought, an enlarging sensibility and a broad understanding of artistic technique. High School Art Courses are a continuous process of shaping and reshaping vision which gives each student deeper artistic insight. This process occurs through a wide variety of disciplines: drawing, painting, digital photography, animation, ceramic sculpture, sculpture, printmaking and graphic design. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

Studio Art A

1 Semester ½ Credit Grade 9-12

An introductory art course that offers a wide variety of art materials and application. This course will familiarize the student with the art room and its materials, how art assignments are created and turned in and how to keep a sketchbook/journal. The 7 Elements of Art (Line, Shape, Space, Color, Texture, Value, Form) are the building blocks for this course where every element is expressed in a project, found in a master artist and studied as contemporary art.

Studio Art B

1 Semester ½ Credit Grade 9-12

The second half of the introductory art course (Studio A) that also uses a wide variety of art materials and application. This course will build upon the students' familiarity of the art classroom and its materials. The 9 Principles of Art (Scale, Proportion, Movement, Variety, Harmony, Contrast, Emphasis, Balance and Pattern) are the building blocks for this course where every principle is expressed in a project, found in a master artist and studied as contemporary art.

Intro to Drawing

1 Semester 1 Credit Grade 10-12

An introductory course where students explore the principles of drawing basics using graphite pencils, charcoal, colored pencils and pastels. Guided exercises provide an opportunity to improve upon drawing skills and learn techniques to make drawing more enjoyable and easier. Some basic drawing skills include how to draw contour lines, perspective and size relationships, shading and color. By focusing on lines, shapes, relationships and colors students will learn to trust what they see and render it accurately by using the principles of drawing.

Community Art

1 Semester 1 Credit Grade 9-12

Exploration of aesthetic and socio-cultural issues in creating art that engages community and affects positive change. Study of exemplary art works and creation of proposals for new ones. Emphasis on creative thinking, community involvement, enterprise, research and the creation of art works honoring aesthetic, ecological and cultural values. In addition to slide lectures, guest speakers and artists, media presentations, individual research, group discussions, site visits and readings, course assignments will require students to initiate and participate in community-based art works, projects or events. These works will involve creative planning sessions and collaboration with other students as well as the community.

Graphic Design

1 Semester 1 Credit Grade 10-12

Prerequisite: Studio Art A/B

An introductory digital design course where the computer is the ONLY source for creating art. Students will learn how to utilize software and programs such as Photoshop/GIMP to create unique layered pieces of work. This course is the building block for all further Graphic Design classes as well as for Animation. Students will follow a unique set of steps to help familiarize them with their computer program, as well as create amazing digital art pieces.

Art

3D Design

1 Semester 1 Credit Grade 9-12

Explore the exciting world of three-dimensional art and design in this hands-on course. Students will learn to transform their creative ideas into tangible works of art using a variety of materials and techniques, such as clay, wire, paper, wood and digital modeling tools. Emphasis will be placed on the principles of design, spatial reasoning and the creative process. Projects may include sculptural forms, functional objects, architectural models and digital 3D designs. This course fosters critical thinking, problem-solving and artistic expression while encouraging collaboration and personal growth. No prior experience is necessary.

Painting I (ART115 - 3 Credits) – TC3 College Now

1 Semester 1 Credit Grade 10-12

For this art class, students will explore and experience a variety of painting techniques, media and historical approaches to art. Painting is a problem-solving course dealing with form, color, line and texture (figurative and abstract). Using the world outside the classroom, models, drawings, photographs and imagination, students interpret and express the painter's world in a variety of materials including acrylic and tempera paint, watercolor, ink, paper and canvas as well as a variety of experimental media.

Painting II (ART116 - 3 Credits) – TC3 College Now

1 Semester 1 Credit Grade 10-12

Prerequisite: ART 115

This course is a continuation of Painting I and focuses on the creative use of both acrylics and oils with an emphasis on oil painting. Developing expressive, conceptual and aesthetic solutions through the creative process, ideation and experimentation are emphasized. Students will examine various styles, techniques and artists and improve their use of the elements and principles of art, color theory, form, light and composition in their work. Mixed media techniques are also explored.

*ART 116 fulfills The Arts SUNY General Education Knowledge and Skills Area.

Drawing I (ART120 - 3 Credits) – TC3 College Now

1 Semester 1 Credit Grade 10-12

This course introduces the process of drawing and develops crucial observational skills required in all of the visual arts. Translating the three-dimensional world to a two-dimensional surface is explored through a variety of media. Conceptual and aesthetic solutions for drawing are explored by utilizing the creative process and analyzing light, composition, the elements and principles of art and various styles, techniques and media. Students are introduced to these concepts by examining examples of professional work, demonstrations and class activities. The course also explores how observational drawing develops relevant skills that apply to other media and creative fields such as illustration, photography, animation, painting, computer graphics and graphic design. The relationship of drawing to commercial art, fine art and design and its integration into the creative and design process is emphasized.

*ART 120 fulfills The Arts SUNY General Education Knowledge and Skills Area.

Drawing II

1 Semester 1 Credit Grade 10-12

This is an advanced digital art course focused on expanding creative and technical skills using an iPad and the Procreate app. Students will explore advanced drawing and painting techniques, color, composition, texture and visual storytelling. A new component of the course includes digital animation, introducing students to frame-by-frame animation and motion using Procreate's animation tools. Students who have taken Digital Drawing 1 will benefit from prior experience, but it is not required to be successful in this course.

Art

Ceramics (ART130 - 3 credits) – TC3 College Now

1 Semester 1 Credit Grade 10-12

Ceramics A focuses on the fundamental methods of forming clay into a 3-dimensional art form. The students will use the basic techniques for hand building (pinch pot, slab construction and coil construction) to create their vessels. Emphasis will be placed on craftsmanship, creativity and application of the technique taught. Ceramic terms and art history will be explored.

Ceramics II (ART131 - 3 Credits) – TC3 College Now

1 Semester 1 Credit Grade 10-12

Prerequisite: ART 130

This course follows Ceramics I to provide a continued exploration of clay as a material that serves both expressive and functional purposes. Topics include advanced experimentation of various hand-building techniques, innovative decorating materials and a variety of firing processes. Beginning instruction using the potter's wheel to create basic thrown forms is included.

*ART 131 fulfills the SUNY General Education The Arts Knowledge and Skills Area but is not a Liberal Arts course.

Advanced Studio Art

1 Semester 1 Credit Grade 11-12

A full year studio art class where the students learn about the different styles of art (Abstract, Pop, Realism, Impressionism...) and how to use the techniques created by master artists to create their own artwork. Students will be assigned a style to work in and the medium to use – the rest is up to them. Creativity is key for this class, as well as the ability to follow through, complete tasks on-time and work independently.

Independent Art

1 Semester 1 Credit Grade 12

Self-guided half year elective for students who are interested in pursuing art as a career. Students will select personal projects and work on them independently. The role of the teacher is to guide and inform regarding college admittance and expectations. Projects will be incorporated into an electronic portfolio that can be used when applying to college.

Broadcasting/Technology Arts

Technology in the Arts

1 Semester | 1/2 Credit | Grades 9-12

In this class, students will learn the ways in which the arts use technology. We will cover techniques in live and recorded audio, sound system operation, microphones, creating music on the computer, video production, theater lighting and sound design. Students will gain hands-on experience by tackling these topics in real-world situations. After passing this class, students become eligible to work school events where they put these skills to use.

Broadcast Journalism

1 Semester | 1/2 Credit | Grades 9-12

Broadcast Journalism is designed to help students learn to work in different forms of media, including writing, videography, broadcasting, podcasting and public speaking. Students will learn the basics of journalism in a hands-on environment. We will report on real-life stories, learn how to conduct interviews, detect bias in reporting and build video news stories from scratch all the way to air time on the WNN Morning Show. Student in this class are highly encouraged to join the Wolverine News Network Team in conjunction with this course.

Wolverine News Network

1 Year | 1 Credit | Grades 9-12

WNN is Waverly's student journalism organization. Members of the team write and produce a 5-10 minute morning news show every school day, in addition to broadcasting various school sports and events throughout the year. Students in this course will learn basics of journalism, how to write for broadcast, how to research and write a basic news story, how to use the technology in our livestream studio and how to set up and broadcast using mobile livestream gear. This club offers students the opportunity to practice public speaking on a daily basis. We also offer students the opportunity to create new ideas for our broadcast platform. The possibilities of what WNN can broadcast are only limited by the imagination that they bring to the studio every day.
*Full year, co-curricular, multiple levels available.

Introduction to Musical Theater

1 Semester | .5 Credit | Grades 11-12

Introduction to Music Theater is designed to give students their first look at what Musical Theater is all about. It will give them a conversational knowledge about the world of theater, the history of musicals and many of the terms and concepts that are important to theater. Students will learn about some of the writing techniques used in theater, the use of metaphor, staging and costume design and many other topics pertinent to the art form. The format of the class will be primarily watching movie versions of musicals and filmed stage productions, with frequent discussions about the music, plot, characters and theater techniques along the way.

Business/Computer Science

Accounting I

1 Semester | 1 Credit | Grades 11-12

This course is designed to help students better prepare themselves for advanced courses in bookkeeping and accounting and to help students become sufficiently proficient as to prepare them for employment in business. The course covers double entry system of debits and credits, use of special journals, adjusting and closing entries, preparation of financial statements, banking procedures and payroll. Part of the course is devoted to working at a simulated business.

Career and Financial Management

1 Semester | .5 Credit | Grades 10-12

Get ready for an exciting journey into the world of work, money and career exploration. This dynamic half-unit course is recommended for all students, provides 54 hours of Career and Technical Education (CTE) and serves as a prerequisite for any work-based learning internships. You'll dive into the key features of our economy, explore career paths and master essential workplace skills, including career readiness, leadership, ethics and business communications. The course covers job selection processes, employment practices, workplace regulations and post-high school options while also introducing you to the latest technological innovations shaping industries today. On the financial side, you'll gain crucial money management skills, including budgeting, credit and loans, interest, investing, consumer protections, insurance and taxes. More than just a class, this course prepares you to confidently navigate the workplace, manage your finances wisely and succeed in your career, home and community.

Business Law Course

1 Semester | 1 Credit | Grades 11-12

This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Emphasis is also placed on the following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law and contracts. This class includes a field trip to Dauphin County Courthouse to view a trial in progress.

Discovering Computer Science

1 Semester | 1 Credit | Grades 9-12

This is an introductory course for students with minimal prior experience in computer science. The course presents an overview of the history, principles and transformative applications of computer science, as well as a comprehensive introduction to programming. Students will start by programming in Netsblox, a friendly graphical language that will allow them to express themselves by creating interactive games, animations and stories, while learning the fundamentals of computer programming. Students will continue to develop their programming and problem solving skills using the text-based language Python. Finally, students will learn how to design their own website using HTML, CSS and JavaScript. This is an introductory course for students with minimal prior experience in computer science. The course presents an overview of the history, principles and transformative applications of computer science, as well as a comprehensive introduction to programming. Students will start by programming in Netsblox, a friendly graphical language that will allow them to express themselves by creating interactive games, animations and stories, while learning the fundamentals of computer programming. Students will continue to develop their programming and problem solving skills using the text-based language Python. Finally, students will learn how to design their own website using HTML, CSS and JavaScript.

Microsoft Office Suite

1 Semester | .5 Credit | Grades 9-12

This is an introductory course in computers and Windows applications software. Microcomputer operating systems and the Microsoft Office integrated software involving word processing (Word), spreadsheets (Excel), database (Access) and presentations (PowerPoint) will be taught with a hands-on approach through a series of laboratory projects that are of interest to all students in all academic disciplines.

Business/Computer Science

Professionalism in the Workplace

1 Semester .5 Credit Grades 9-12

This course is designed to help students identify the relationship between career planning and lifelong goals. Students will perform a series of self-assessments to identify with career clusters that match their personal interests, values and abilities. Students will become familiar with the job search process and identify with the preparation that is necessary to transition from the educational environment into a career. This process includes preparing a resume, cover letter, follow- up letter, identifying and practicing interview skills and acquisition of career related information. Students will also study a wide range of financial areas that include managing and budgeting, comparing and contrasting a variety of financial institutional services and prepare sample state and federal tax returns. Students will understand the necessity of establishing and maintaining an excellent credit rating while evaluating various sources of credit. Planning and setting goals for purchasing a car, renting versus buying a home, risk management including the different types of insurance as well as the rights and responsibilities as a consumer in our economic system will also be covered.

Retail Management

1 Semester 1 Credit

In this course, students will learn about the different forms of business ownership, entrepreneurship, management, marketing and personal finance. During this course, students will help run a thrift store and running a booth at the farmer's market. All students will have an opportunity to be a cashier, bagger, greeter, stock person and counter person on a rotating basis throughout the year. In addition, students will receive instruction in basic business procedures that may be used in a retail environment. Students will learn and practice good customer service skills, teamwork and workplace ethics. Students will develop professional skills, including time management, teamwork, interpersonal relations, effective communication and organizational skills. Students will learn to operate a cash register, create store displays, develop marketing materials, monitor inventory and stock, process donation (sorting, laundering, folding), use Microsoft Excel to prepare inventory spreadsheets, basic math skills related to business and create items for sale using Cricut Design Space. *This course is held at the Chemung Innovation Center. Student will be bused daily to and from the Chemung Innovation Center in order to participate in the class.

Sports and Entertainment Marketing and Journalism

1 Semester .5 Credit Grades 9-12

Sports and Entertainment Marketing and Journalism is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. Marketing strategies along with topics in sponsorship, pricing, marketing research, endorsements and promotions will be part of this course. This course will develop critical thinking, decision making and communication skills through real world applications. Students will be prepared to handle specific tasks associated with either industry.

Sports Officiating Training

1 Semester .5 Credit Grades 9-12

Students will be trained in how to become officials in all New York public high school sports. The course also will highlight rules and regulations that govern each sport and the basic fundamentals of how to score, coach and prepare teams and contests in these various sports.

Business Applications and Solutions (BUSN1100 - 3 college credits) – CCC ACE

1 Semester .5 Credit Grades 9-12

Students will be trained in how to become officials in all New York public high school sports. The course also will highlight rules and regulations that govern each sport and the basic fundamentals of how to score, coach and prepare teams and contests in these various sports.

Business CTE Pathway

Course Title	Course SCED Code	NYSED Unites of Credit
Career and Financial Management	72211	.5 credit
ACE Accounting 100 – Financial Cluster Dual Enrollment Credit	12104	1 NYSED credit 3 SUNY Corning credits
Sports and Entertainment Marketing	12163	.5 credit
BUAD 106: Foundations of Business – Administrative Cluster Dual Enrollment Credit	12055	1 NYSED credit 3 SUNY TC3 credits
BUAD 103: Entrepreneurship – CAPSTONE Dual Enrollment Credit	12053	1 NYSED credit 3 SUNY TC3 credits
Work Based Learning Internship	22150 (GEWEP) 22151 (CEIP) 22152 (Co-Op)	Up to 3 NYSED credits
Credits to Earn		4-7 NYSED credits 9 College credits

English

English 9 (NCAA)

1 Semester 1 Credit Grade 9

This course focuses on a variety of activities designed to facilitate students' awareness of the world and of the self. The focus is on critical reading, annotating and reflection through daily writing, text-dependent questions and cumulative unit writing assessments. Writing is of a developmental nature. Writing tasks are generated from classroom literature, both formal and informal. Focus is on both fiction and non-fiction texts.

English 10 (NCAA)

1 Semester 1 Credit Grade 10

This course focuses on critical reading, annotating and reflection through daily writing, text-dependent questions and cumulative unit writing assessments. Focus is on both fiction and non-fiction texts.

English 11 – Regents (NCAA)

1 Semester 1 Credit Grade 11

During this course authors and trends in literature are studied. Literary devices and techniques are reviewed. Students read and analyze a collection of non-fiction novels, plays and poetry. Writing skills are reviewed and honed to prepare students for the Regents exam.
*All students must pass the New York State English 11 Regents exam. This is a graduation requirement.

English 12 (NCAA)

1 Semester 1 Credit Grade 12

This course focuses on critical reading, annotating and reflection through writing. Three important emphases are on narrative techniques, Shakespeare and research. Students read and analyze non-fiction, short stories, novels, plays and poetry. A successful culminating research project is required for graduation.

College Composition I (ENGL1010 - 3 college credits) – CCC ACE (NCAA)

1 Semester 1 Credit Grade 12

Essay writing is designed to sharpen the student's perceptions of the world through the study and use of non-fiction writings and to facilitate communications with correctness, clarity, unity organization and depth. Assignments include expository writing, argumentation and research techniques. (Three credit hours/fall and spring).

College Composition II (ENGL1020 - 3 college credits) – CCC ACE (NCAA)

Prerequisite: ENGL 1010 and satisfactory completion of all reading skills placements

Writing Process. Meets general education requirement in Basic Communication and Humanities. Essay writing course is designed to advance critical, analytical and writing abilities begun in ENGL 1010. Literary analysis and interpretation of works of fiction, poetry and drama are major assignments. (Three credit hours/fall and spring).
NOTE: This course is open to students with a 90+ average in high school and an 85+ on the English Regents exam or teacher recommendation. This course does not have to be taken for college credit; however, the course workload remains the same.

Public Speaking (SPCH1080 - 3 college credits) – CCC ACE (NCAA)

1 Semester .5 credit Grades 11-12

Prerequisite: Students will have successfully completed English 9 and English 10

This is a college credit course with co-enrollment at Tompkins Cortland Community College. This course develops self-awareness and audience awareness through oral presentation. Students will organize and present material in a variety of speaking occasions including information, visualization, demonstration, argumentation and persuasion.

English

Literature through Film I and II

1 Semester .5 Credit Grades 9-12

Students will analyze literature and film in class. Films viewed in class cover a wide range of subject material. Since many films with MPAA rating of "R" (not suitable for those under the age of 17 without a parent or guardian) may be shown, parents must give permission for students to view films. Films for class viewing are specifically chosen to illustrate the learning goals of this class and alternate sections are not provided. Response journals will be regularly assigned.

Great Books (NCAA) – Independent Study

1 Semester .5 Credit Grades 11-12

This course is designed to motivate students' reading exploration of classic novels which presents experiences common to all times and societies. Reading and class scheduling are completed on an independent basis. Reports, critical testing and individual conferences will be required with each selection that is read. A total of 10 books with accompanying written assignments are required.

Young Adult Novels (NCAA) – Independent Study

1 Semester .5 Credit Grades 11-12

This course is designed to motivate the reluctant reader to explore contemporary novels of high interest which present experiences common to us all. Reading and class scheduling are completed on an independent basis. Reports and individual conferences will be required for each selection that is read. A total of 10 books with accompanying written assignments is required.

Great Short Stories (NCAA) – Independent Study

1 Semester .5 Credit Grades 11-12

This course will present the popular genre of the short story. Classic universal stories that offer challenging reading opportunities will be used as choices. Students will be expected to analyze the subtleties, ironies and ambiguities of each story. Written reports, tests and individual conferences will be required. Reading and class scheduling will be completed on an individual basis. Students read forty stories over the course of the semester.

Creative Writing (NCAA)

1 Semester .5 Credit Grades 11-12

This course is designed to allow students to gain and improve writing skills with respect to short stories, poetry, nonfiction and personal essays. Students will study the effective elements of creative writing and work both individually and as part of a group to improve their writing skills.

Mathematics

The high school mathematics sequence is designed so students will understand mathematics and become mathematically competent by communicating and reasoning mathematically, applying mathematics in real-world settings and solving problems through the study of number systems, algebra, geometry and trigonometry. Students will use mathematical reasoning, mathematical operations and functions throughout the sequence. **All students are required to have three math credits and pass a minimum of one math Regents exam to graduate with a Regents Diploma.** Students wishing to pursue an Advanced Regents Diploma must pass three mathematics Regents exams. They include Regents Algebra I, Regents Geometry and Regents Algebra II.

Algebra I (NCAA)

1 Semester | 1 Credit | Grade 9

This course is the first in a sequence of three courses designed to meet New York State graduation requirements. The curriculum is quite rigorous. Algebra I covers the system of real numbers, algebraic functions, series and sequences, statistical analysis, solving equations, systems of equations, inequalities, transformations on functions, graphing functions, factoring and solving quadratic equations. Graphing calculators will be used.
*The Algebra I Regents exam will be given at the end of this course.

Intermediate Algebra

1 Semester | 1 Credit | Grade 10

Prerequisite: Algebra I

This course is designed for those students who have not passed the Algebra I Regents exam but have passed the Algebra I course. There will be an emphasis on problem solving and application. In addition to the Algebra curriculum, alternate assessments and technologies may be utilized to help students successfully complete the course. This course will focus on key topics that provide a strong foundation in the essentials of Algebra. Graphing calculators will be used and emphasized.
*The Algebra I Regents exam will be given at the end of this course.

Principles of Geometry (NCAA)

1 Semester | 1 Credit | Grades 10-11

Prerequisite: Successful completion of Algebra I or Intermediate Algebra

This course is an alternative second or third in a sequence of three courses designed to meet New York State graduation requirements. The curriculum is quite rigorous. There will be an emphasis on problem solving and application. Students will develop a solid foundation in geometric concepts, including congruence transformations, similarity transformations, trigonometric functions, quadrilaterals, triangles, circles, polygons, deductive reason and proofs. Alternate assessments and technologies may be utilized to help students successfully complete the course.
* A local exam will be given at the end of this course. This course is not designed to prepare students for the Geometry Regents exam.

Geometry (NCAA)

1 Semester | 1 Credit | Grade 10

Prerequisite: Recommendation of 80% or better in Algebra I

This course is an alternative second in a sequence of three courses designed to meet New York State graduation requirements. The curriculum is highly rigorous. Students in this course are expected to have a high level of mathematical competence, responsibility, independence and self-motivation. Topics include congruence transformations, similarity transformations, trigonometric functions, quadrilaterals, triangles, circles, polygons, deductive reason and proofs. Though these topics are similar to those in Basic Geometry, students will be expected to master the concepts at a significantly higher level. As such, students will be expected to rely on their mathematical intuition and mastery.
*The Geometry Regents exam will be given at the end of this course.

Mathematics

Algebra IIA

1 Semester 1 Credit Grade 11-12

Prerequisite: Successful completion of Algebra I or Intermediate Algebra, successful completion of Basic Geometry or Regents Geometry

This course is an alternative third math designed to meet New York State graduation requirements. The curriculum is quite rigorous. Students will develop a solid foundation in advanced algebraic concepts, including quadratic functions, complex numbers, polynomials, rational, exponential and logarithmic functions, probability, statistics, arithmetic and geometric sequences and series. The course is designed for students preparing for college or technical training.
*A local exam will be offered at the end of this course. This course is not designed to prepare students for the Algebra II Regents exam.

Algebra II (NCAA)

1 Semester 1 Credit Grade 11-12

Prerequisite: Successful completion of Algebra I and Regents Geometry and have passed the Algebra I Regents exam

This course is an alternative third in a sequence of three courses designed to meet New York State graduation requirements. The curriculum is highly rigorous. Students in this course are expected to have a high level of mathematical competence, responsibility, independence and self-motivation. Topics include quadratic functions, complex numbers, polynomials, rational, exponential and logarithmic functions, probability, statistics, arithmetic and geometric sequences and series and trigonometry. Successful completion of this course and the associated Regents exam will satisfy the mathematics requirement for an Advanced Designation Regents Diploma.
*The Algebra II Regents exam will be given at the end of this course.

College Algebra (MATH120 - 4 Credits) – TC3 College NOW

1 Semester 1 Credit Grade 11-12

Prerequisite: 85% or better grade in Algebra I and at least two math credits completed.

This course covers fundamental algebra at the college level and will prepare students for pre-calculus. Topics include linear, quadratic, absolute value, polynomial, rational, exponential and logarithmic expressions/equations, graphing functions, transformation of functions, inverses, complex numbers and linear, absolute value and quadratic inequalities. A TI 30XIIS scientific calculator is recommended. MATH120 fulfills the SUNY General Education Mathematics requirement.

Elementary Statistics (MATH1310 - 4 credits) – CCC ACE (NCAA)

1 Semester 1 Credit Grades 11-12

Prerequisite: Successful completion of Algebra IIA or Regents Algebra II

An intuitive approach to statistics. This course is very rigorous. Students in this course are expected to have a high level of mathematical competence, responsibility, Independence and self-motivation. Analysis and description of numerical data using frequency distributions, histograms and measures of central tendency and dispersion, elementary theory of probability with applications of binomial and normal probability distributions, hypothesis testing, chi-square, linear regression and correlation. Lab work will accompany this course. The statistical computer language Minitab will be used.
*The student can earn four college credit hours through Corning Community College for the year.

Statistics (MATH200 - 3 credits) – TC3 College Now

1 Semester 1 Credit Grades 11-12

Prerequisite: Successful completion of Algebra IIA or Regents Algebra II

This course is a study of the application of statistical procedures to the analysis of experimental data. Topics covered include methods for presentation of data; measures of center, dispersion and position; sampling techniques; elementary probability; hypothesis testing and confidence intervals for both one and two population; and linear correlation and regression. Use of the binomial, normal, student's T and chi-square distributions are also covered. Technology such as a graphing calculator or Excel is required. MATH 200 satisfies the SUNY Gen Ed Mathematics category.

Mathematics

Financial Algebra (BUAD222 - 3 credits) – College Now TC3 (NCAA)

1 Semester 1 Credit Grades 11-12

Prerequisite: Recommendation of 80 % or better in Algebra IIA or 75% or better in Regents Algebra II

This course is very rigorous. Students in this course are expected to have a high level of mathematical competence, responsibility, independence and self-motivation. Financial Algebra is designed to help the high school student understand the world of finance in mathematical terms. It answers the math student's age-old question: "When am I ever going to use this?" By building on your prior knowledge of math concepts from other courses, Financial Algebra will take you step-by-step through strategies to help you learn the time value of money, how to build a business plan by knowing costs, profits, break-even points and more. Other topics include stock and bond markets, compound interest, future value and present value of investments, consumer credit (credit scores, loans and credit cards) automobile ownership and depreciation, employment basics (income, benefits, taxes, Social Security and Medicare), income taxes and how to file a return, mortgages and the application and approval process and retirement planning.

*The student can earn three college credit hours through Tompkins-Cortland Community College for the year.

Personal Money Management (BUAD109 - 3 credits) – College Now TC3

1 Semester 1 Credit Grades 11-12

The course addresses finance at a personal and practical level. Students examine current economic conditions focusing on how they can impact their personal economic situations. Ethics, personal management of cash, debt, credit investments, insurance and home buying are examined.

*The student can earn three college credit hours through Tompkins-Cortland Community College for the year.

Pre-Calculus (MATH1413 - 4 credits) – CCC ACE (NCAA)

1 Semester 1 Credit Grade 11-12

Prerequisite: Successful completion of Algebra II

This course is highly rigorous. Students in this course are expected to have a high level of mathematical competence, responsibility, independence and self-motivation. These courses have been designed for the college-bound student and present fundamental concepts in several advanced topics. The course covers functions, inequalities, operations with complex numbers, advanced trigonometry, polar representation, logarithms and conic sections.

*The student can earn four college credit hours through Corning Community College for the year.

Calculus I (MATH201 - 4 credits) – TC3 College Now TC3 (NCAA)

1 Semester 1 Credit Grade 12

Prerequisites: 80% or better in Pre-Calculus

This is the first course in calculus for all disciplines. Topics include limits, continuity, derivatives and anti-derivatives of algebraic, trigonometric, logarithmic and exponential functions and the definite integral. Applications include curve sketching, optimization problems and related rates. A graphing calculator is recommended. Math 201 fulfills the SUNY General Education Mathematics requirement.

*The student can earn four college credit hours through Tompkins Cortland Community College for the semester

Calculus II (MATH202 – 4 credits) – College Now TC3 (NCAA)

1 Semester 1 Credit Grade 12

Prerequisites: C or better grade in Calculus I

This course is a continuation of Calculus I. Topics include: slope fields, application on separable differential equations, area between two curves, volumes of revolution, arc-length, work, advanced integration techniques (parts, trig integrals, trig substitution and partial fractions), L'Hopital's Rule, improper integrals, infinite series, parametric equations and polar coordinates. Use of a graphing calculator is required.

*The student can earn four college credit hours through Tompkins Cortland Community College for the semester.

Mathematics

Consumer Math

1 Semester 1 Credit

In this course, students will learn about the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. We will cover topics such as money (counting, using money to shop, adding and subtracting money and making change), will cover paychecks and wages, taxes, budgets, bank accounts and comparison shopping. Students will also learn how to complete job related forms and tax forms.
*This course is held at the Chemung Innovation Center, student will be bused daily to and from the Chemung Innovation Center in order to participate in the class.

Academic Support – Mathematics

No Credit Grades 9-12

Academic Support is scheduled into a student's day as a supplement to daily instruction in the subject area. It is assigned to those students who have been unsuccessful in a Regents exam or obtaining course credit in this subject area. It also may be recommended by a teacher in the department.

Music

Senior High Chorus

1 Year | 1 Credit | Grades 9-12

This course is offered to any student who enjoys singing. Talent and experience are NOT required. Through the activity of singing together, each student is taught the basic fundamentals of musicianship. Students will sing a wide variety of choral literature. Chorus members will receive a small group lesson once a week and will be encouraged to take advantage of other musical opportunities like Show Choir and county and state honors chorus festivals.

Choraleers

1 Year | 1 Credit | Grades 11-12

Choraleers is our select chorus, designed to give top music students a higher-level choral singing experience. Students are admitted by audition or teacher permission only. Choraleers sings more difficult repertoire and is expected to pursue honors choral experiences such as All-County, Area All-State and NYSSMA SoloFest.

Senior High Band

1 Year | 1 Credit | Grades 9-12

Prerequisite: Audition required

This program is designed to give students an instrumental musical experience of playing together with an emphasis on developing initiative and creativity and the ability to work with others. Marching Band places emphasis on precision and pageantry. Stage Band places emphasis on jazz, pop rock, the Big Band Era and current music.

CN Music Theory I and II (MUS108/109 - 3 credits each) – TC3 College Now

1 Semester | 1 Credit | Grades 11-12

Prerequisite: Band, Chorus or permission of the instructor

This course is designed for the serious student of music who desires a deeper, theoretical understanding of music. It will cover the basic aspects of music such as harmony, sight singing, ear training, melodic and rhythmic dictation and keyboard skills. It will be of great help to those desiring a career in music as it will aid their entrance into music school. Participation will be limited to grades 11 and 12 except for special situations.

Physical Education/Health

All students shall have earned the equivalent of two (2) units of physical education in accordance with the requirements set forth in Section 135.4 of the Commissioner's Regulation. A parent cannot exempt a student from physical education. Physical education is required for all students in grades K-12. If a student cannot be in regular physical education, he or she must be in adapted physical education with a program designed to meet his or her needs per the regulations of the commissioner.

Activity Units:

Outdoor adventure, soccer, lap swimming, instructional levels swimming, water games, water exercise, basketball, weightlifting, badminton, volleyball, archery, circuit fitness, tennis, golf, softball, yoga, spikeball, pickleball, flag football and physical fitness assessment (twice a year).

Lifeguarding

1 Semester .5 Credit Grades 9-12

Prerequisite Skills: 300 yard swim; 2-minute legs only tread and 20 yeard brick retrieval

The primary purpose of the American Red Cross Lifeguarding course is to provide entry level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies. This course also provides professional-level care for breathing and cardiac emergencies and sudden illness until emergency medical services personnel take over. At course completion, students will receive a two-year certification in Lifeguarding, CPR, First-Aid and AED for the Professional Rescuer from the American Red Cross.
*Students must be at least 15 years old by the completion of the course.

Health Education

1 Semester .5 Credit Grades 9-12

The purpose of this required course is to provide the student with basic skills and information about a variety of health- related topics. This information will help the student to determine his or her own personal health status for now and the future. Topics explored include physical, mental and social wellness, decision-making, goal setting, communication, mental health, relationships, reproductive health, nutrition, physical activity, body systems, tobacco, alcohol and drug use, etc. Knowledge gained will enable the individual to live a healthier life and to be able to advocate for their own overall well-being.

Pre-Engineering and Engineering Technology

Project Lead the Way (PLTW) credits offered by Rochester Institute of Technology (RIT)

Waverly offers the following PLTW courses, six of which offer the possibility of earning six RIT credits. Engineering Design and Development, while a college-level course that will enhance a student's portfolio/resume, does not offer RIT credit. For students to earn college credit, they must have a minimum B+ average (85 percent or above) in the course and earn a 70 percent or above on the college credit exam. All PLTW courses are weighted at the 1.2 scale.

Design Drawing and Production (DDP): Introduction to Engineering Design

1 Semester | 1 Credit | Grades 9-12

Requisite: Concurrent enrollment or completion of Algebra

Design Drawing and Production (DDP) is an introductory course which develops student problem solving skills, with emphasis placed on the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated using a Computer Aided Design System. By qualifying for and passing the college credit exam at the end of this course, the student is eligible to earn four undergraduate credits from Rochester Institute of Technology.

Principles of Engineering (POE)

1 Semester | 1 Credit | Grades 10-12

Prerequisite: Introduction to Engineering Design. Requisite: Concurrent enrollment in college preparatory mathematics

Principles of Engineering (POE) is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Fundamental principles of engineering including dynamics and kinematics, machines, hydraulics, pneumatics, thermodynamics and strength of materials are discussed in preparation of the mechanical and civil engineering disciplines. Prerequisite: Introduction to Engineering Design.
By qualifying for and passing the college credit exam at the end of this course, the student is eligible to earn four undergraduate credits from Rochester Institute of Technology.

Digital Electronics (DE)

1 Semester | 1 Credit | Grades 10-12

Prerequisite: Introduction to Engineering Design and Principles of Engineering, a final average of not less than 80 percent in Algebra and concurrent enrollment in college preparatory mathematics

Digital Electronics (DE) is a course of study in applied digital logic. The course is patterned after the first-semester course in Digital Electronics taught in two- and four-year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering or engineering technology. By qualifying for and passing the college credit exam at the end of this course, the student is eligible to earn four undergraduate credits from Rochester Institute of Technology.

Computer Integrated Manufacturing (CIM)

1 Semester | 1 Credit | Grades 10-12

Prerequisite: Introduction to Engineering Design and Principles of Engineering. Requisite: Concurrent enrollment in college preparatory mathematics

Computer Integrated Manufacturing (CIM) builds upon the computer solid modeling skills developed in Introduction to Engineering Design. Students will use Computer Numerical Control (CNC) equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis also are included. CIM is offered in alternating years with CEA. By qualifying for and passing the college credit exam at the end of this course, the student is eligible to earn four undergraduate credits from Rochester Institute of Technology.

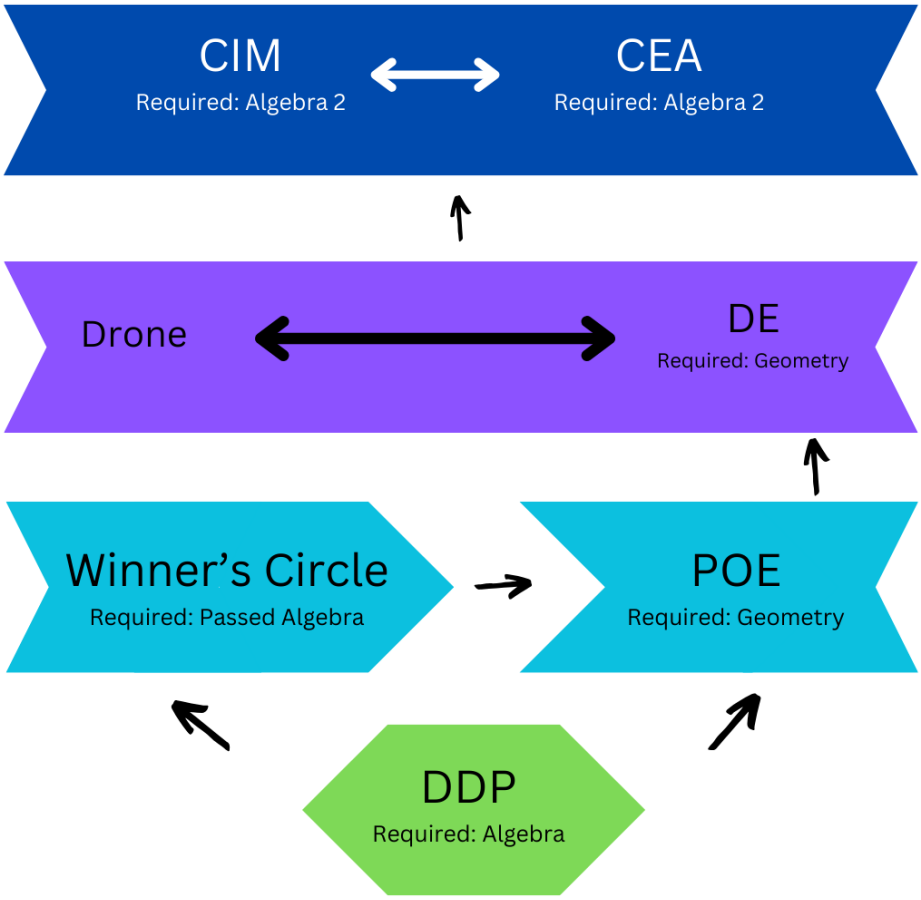
Pre-Engineering and Engineering Technology

Civil Engineering and Architecture (CEA)

1 Semester 1 Credit Grade 10-12

Prerequisite: Introduction to Engineering Design and Principles of Engineering. Requisite: Concurrent enrollment in college preparatory mathematics

Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication and other professional skills. CEA is offered in alternating years with CIM. By qualifying and passing the college credit exam at the end of this course, the student is eligible to earn four undergraduate credits from Rochester Institute of Technology.



Science

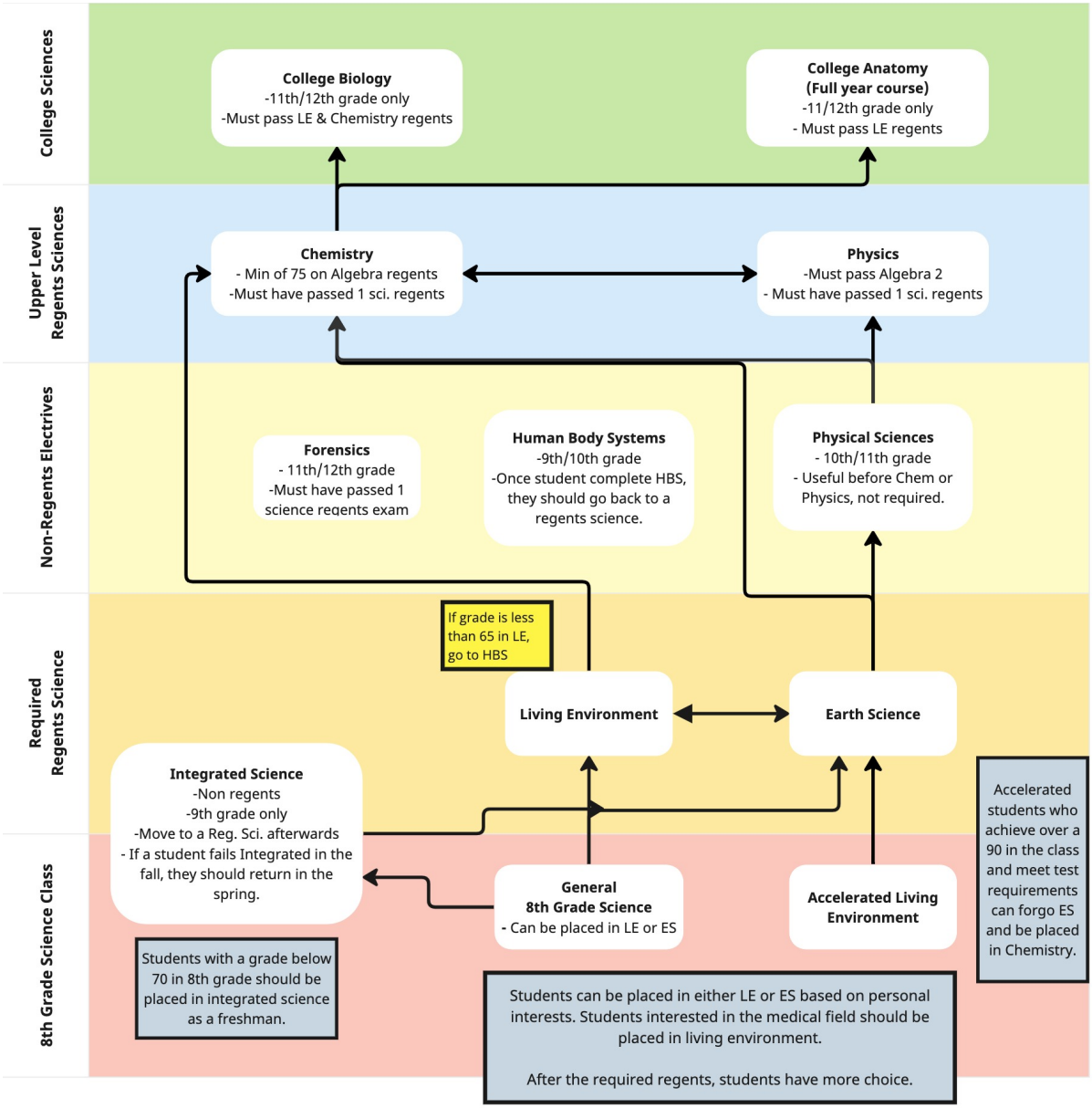
Regents Diploma Core Requirements

- 3 credits of science:

  (1 credit must be a lab science, 1 credit must from Life Sciences, 1 credit from Physical Sciences)
- Students must past one Regents exam

Advanced Designation Regents Diploma

- Core requirements listed above
- Students must past two Regents exam
- Students must get an 85 or above on three exams for mastery



Science

Life Science: Biology – Regents (NCAA)

1 Semester | 1 Credit | Grades 9-10

Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. Areas of concentration include: scientific inquiry, graphing and analysis, laboratory skills and equipment, biochemistry, energetics, cells, energetics, genetics, evolution, ecology, human anatomy and physiology. Students will be prepared for an end of the semester Regents exam. To be eligible to take the Regents, students must successfully complete 1200 minutes of laboratory instruction, with written record on file. Three state-required labs totaling 460 minutes are included in the 1200 minutes of mandated lab time.

Earth and Space Science – Regents (NCAA)

1 Semester | 1 Credit | Grades 9-10

Earth and Space Science is an interdisciplinary course that focuses on geology, meteorology and astronomy and touches on other areas, including geophysics and environmental science. Through the study of rocks, weather, the cosmos and the processes that form them, students will develop an understanding and appreciation of the earth, its place in the universe and how features such as earthquakes, the seasons and air masses/fronts provide us with the Earth we experience every day. Students will be prepared for an end of the semester Regents exam. To be eligible to take the Regents, students must successfully complete 1200 minutes of laboratory instruction, with written record on file. Three state-required labs totaling 400 minutes are included in the 1200 minutes of mandated lab time.

Chemistry – Regents (NCAA)

1 Semester | 1 Credit | Grades 10-12

Prerequisite: Passed Algebra and either Life Science: Biology or Earth and Space Science exams with a 75 or higher.

This course is designed to meet the New York State Department of Education science requirement. Core areas of instruction include atomic concepts, periodic table, mole/stoichiometry, chemical bonding, physical behavior of matter, kinetics/equilibrium, organic chemistry, oxidation-reduction, acids, bases and salts and nuclear chemistry. Students will be prepared for an end of the semester Regents exam. To be eligible to take the Regents, students must successfully complete 1200 minutes of laboratory instruction, with written record on file. Three state-required labs totaling 440 minutes are included in the 1200 minutes of mandated lab time.

Physics – Regents (NCAA)

1 Semester | 1 Credit | Grades 11-12

Prerequisite: Algebra II

Physical Science: Physics is based on the New York State learning standards for math, science and technology. Topics of study include linear motion, forces and Newton's Laws, work, power, momentum, energy, electricity and magnetism, waves and modern physics. Students will be prepared for an end of the semester Regents exam. To be eligible to take the Regents, students must successfully complete 1200 minutes of laboratory instruction, with written record on file. Three state-required labs totaling 480 minutes are included in the 1200 minutes of mandated lab time.

Integrated Science (Non-lab)

1 Semester | 1 Credit | Grades 9

Integrated Science is a freshman level course that is designed to introduce scientific topics and methods to students before they take Regents Life Science or Regents Earth and Space Science. Topics covered include atoms, cells and cell processes such as photosynthesis and cellular respiration, body systems, biomes, climate, weathering, natural disasters, human impacts on the environment, global environmental challenges and other science topics as directed by time and student interest.

Science

Human Body Systems (Non-lab)

1 semester | 1 credit | Grades 9-10

The Human Body Systems (HBS) course will allow students to examine body systems. As they explore interactions between organs, they will learn how the body provides: identity, communication, movement, power, energy and protection. Students will complete hands on activities, build structures on mannequins to represent the systems and complete other activities to help them learn how their major body systems interact. This course will give students an overall understanding of how the human body works and how our organ systems work together.

Forensic Science (NCAA)

1 Semester | 1 Credit | Grades 11-12

Prerequisite: Regents science course

Forensic Science is the application of science to crime investigation. A major emphasis is put on hands-on application. Attendance is essential. Topics to be covered include fingerprinting, hair and fiber analysis, DNA profiling, blood analysis and handwriting analysis. As part of the course, students will analyze evidence and crime scenes using microscopes, chemicals and other lab equipment. This course combines skills used in biology, chemistry, physics and Earth science.

Biology (BIO104 - 4 credits) – TC3 College Now (NCAA)

1 Semester | 1 Credit | Grades 11-12

Prerequisite: Living Environment and Regents Chemistry

This course is a college-level biology course designed to provide skills and knowledge necessary to succeed in other upper level biology courses. Topics covered will include biochemistry, cell structure and function, genetics, biotechnology, bacteria, protist and fungi taxonomy. Coursework will include reading and memorization, as well as independent work outside of the classroom. Mandatory lab work will prepare students for further lab investigation. This course has an attendance requirement due to the lab work. Four credits from Tompkins Cortland Community College are available upon successful completion.

Biology (BIO105 - 4 credits) – TC3 College Now (NCAA)

1 Semester | 1 Credit | Grades 11-12

Prerequisite: Biology 104

This course is a continuation of Biology 105. Topics covered will include evolution, anatomy and physiology of animals, reproduction, animal development, ecology, plant and animal taxonomy. A research project is required. This course has an attendance requirement due to the lab work.
*Four credits from Tompkins Cortland Community College are available upon successful completion.

Anatomy and Physiology I (BIO131- 4 credits) – TC3 College Now (NCAA)

1 Semester | 1 Credit | Grades 11-12

Prerequisite: Living Environment and Regents Chemistry (for college credit).

This is a college-level course with an emphasis on basic organization of the human body. Topics include bio- chemistry, histology, integumentary and skeletal, muscular and nervous systems. Coursework includes reading and hands-on labs. Course has extensive memorization component. Course has an attendance requirement due to lab work.
*Four Tompkins Cortland Community College credits are available upon successful completion.

Anatomy and Physiology II (BIO132 - 4 credits) – TC3 College Now (NCAA)

1 Semester | 1 Credit | Grades 11-12

Prerequisite: Anatomy and Physiology I

This course is a continuation of Bio 131. Topics covered include endocrine, cardiovascular, lymphatic, digestive, excretory and reproductive systems. Coursework includes reading and hands-on labs. Course has extensive memorization component. Course has an attendance requirement due to lab work.
*Four Tompkins Cortland Community College credits are available upon successful completion.

Science

Academic Support - Science

No credit Grades 9-12

Academic Support is scheduled into a student's day as a supplement to daily instruction in the subject area. It is assigned to those students who have been unsuccessful in a Regents exam or obtaining course credit in this subject area. It also may be recommended by a teacher in the department.

Science Sequences

College-bound:

College-bound students should get as much exposure to math and science as they can in high school. A good, strong, broad exposure is best to build a strong foundation. No science discipline stands alone. All science is integrated and you can't fully appreciate one discipline at an advance level without a basic foundation in the others. Math is the language of science. Again, you can't advance in any science discipline without a strong working knowledge of mathematics. With that said, any college-bound student should strive to take Earth and Space Science, Biology, Chemistry and Physics. These are all fundamental sciences. Problem solving at the college level will require a good working knowledge in Algebra, Geometry, Algebra 2, Statistics and Calculus.

College-bound students preparing to major in a science-related field, including any medical field, also should prepare themselves by taking advantage of the excellent elective offer at Waverly High School, including Anatomy, CN Biology and Forensics. Some of these electives are high-school level and some are college level classes, so some are more rigorous and a better preparation than others. This would mean doubling up on science classes in high school.

Career-bound/Military-bound:

Career-bound students not planning on a four-year college degree can choose science electives to fit their areas of interest, as long as they fulfill the New York State graduation requirement of three units of science, one from life science (Regents Biology) and one from physical science (Regents Earth and Space Science, Chemistry, Physics or Forensics). The third can be either physical or life science and the student must pass one Regents exam.

Social Studies

Global History and Geography I (NCAA)

1 Semester 1 Credit Grade 9

Prehistory-1750: This course is the first of a two-year global history course utilizing a chronological format organized around themes and concepts. The history, geography, economics and civics of world development will be studied. Global History eras explored include: Methodology of Global (history, geography, economics and politics); Ancient World (early man, Neolithic, classical civilizations, rise of empires, religions); Expanding Zones of Exchange and Encounter (Gupta, Tang and Song, Byzantine, early Russia, Islam expands, Medieval Europe, Crusades); Global Interactions (early Japan, Mongols, Trade-C, African civilizations, Black Plague impact, Renaissance and Humanism, Reformation, rise of nation-states); First Global Age (Ming, Ottoman Empire, Spanish and Portuguese Encounter, Mesoamerica, European Encounters, Absolutism).

Global History and Geography II (NCAA)

1 Semester 1 Credit Grade 10

1750-present: This course is the second of a two-year required global history course utilizing a chronological format organized around themes and concepts. The history, geography, economics and civics of world development will be studied. Global history eras to be explored include: Enlightenment; Age of Revolutions (political revolutions, nationalism, imperialism, industrial revolution, scientific revolution); Age of Crisis and Achievement (World War I, years between, World War II); 20th Century (Cold War, UN, economics, Chinese Revolution, Collapse of European Imperialism, Middle East conflicts, collapse of Communism, changes in Latin America); Global Connections (social, political, economic, environmental, science and technology).
*The Global History and Geography Regents exam given will be a transitional exam. It will measure content only from the second year of Global History (1750 to present). There may be skills-based questions that relate to human and physical geography learned in Global History I.

***A Regents exam will be given at the completion of Global History and Geography II.**

United States History and Government (NCAA)

1 Semester 1 Credit Grade 11

This is a chronologically organized course in United States history and constitutional decisions. Areas of concentration include; Geography of the United States and its role in US development; the Constitution (foundation, conventions, Bill of Rights, structure of the Federal government, basic principles and implementation of the principles of the Constitution); Nationalism and Sectionalism (unification of the US, stress and crisis, territorial expansion, the Civil War); Reconstruction (plans for reconstruction, the North, the South, end of reconstruction and the impact of the Civil War); Rise of Business and Industry (economic transformation, growth of business and industry, entrepreneurs, relationship between business and industry, labor laws, agrarian response to changes); Adjustment to Industrialization (impact of industrialization (impact of industrialization, immigration, reactions to immigration and government); Rise of American Power (global involvement, World War I, war laws, work for peace); War and Prosperity (impact of war, changes during 1920s, mass consumption and cultural values); the Great Depression (onset and FDR New Deal); Global Crisis (1933-1950, peace in peril, isolationism and neutrality, failure of peace and World War II); Peace with Problems (1945-1960, international issues, United Nations, containment in Europe, Asia, Africa and Latin America, Cold War in the US); World in Uncertain Times (1950s-present, science and technology, environmental issues, civil rights, diversity); Decades of Change (1960s, Kennedy years, Johnson and the Great Society); Turmoil Abroad (1965-1972, Vietnam); 1972-1985 (policies and changes under Nixon, Ford, Carter, Reagan and Bush); 1986-2017 (policies and changes under Clinton and Trump.
*A Regents exam will be given at the completion of the course.

American History to 1887 (HSTY201- 3 credits) – TC3 College Now (NCAA)

1 Semester .5 credit Grades 11-12

This is a study of the American people from the point of European contact to the end of the Reconstruction period. Selected issues emphasized include the impact of European intervention on Native American civilizations, the development of the American republic, westward expansion, immigration, economic and religious ideals, the institution of slavery, sectionalism, early social reform movements including women's rights and abolition and the war between the states.

Social Studies

American History Since 1887 (HSTY202 - 3 credits) – TC3 College Now (NCAA)

1 Semester .5 Credit Grades 11-12

This course analyzes problems faced by the American people since the end of Reconstruction. Issues include the effects of industrialization, social, economic and political reform, imperialism, immigration, urbanization, populism, progressivism, the transformation from isolationism to a position of world power, the New Deal, World War I, World War II, the Cold War, revival of feminism and racism.
*Note: HSTY 201 and 202 are completed in the same semester.

All students must enroll in and pass Participation in Government and Economics to graduate.

Participation in Government (NCAA)

1/2 Semester .5 Credit Grade 12

Prerequisite: US History and Government

The goal of this required course is to prepare students for full citizenship responsibilities by giving them a realistic under- standing of the processes of governing in the present-day United States. The focus is on decision making as the real core of the governmental process in the western tradition. The role of the individual participating in the political life of the nation is emphasized. Any student enrolled in Corning Community College classes with a scheduling conflict may apply for an exemption. These will be considered individually.

Economics (NCAA)

1/2 Semester .5 Credit Grade 12

Prerequisite: US History and Government

This introduction to economic decision making will include the role of the consumer, business, labor and agriculture in the economy. Unemployment, money, taxes, international trade and alternative economic systems also will be studied. Macro Economics may be substituted for this requirement.

Macro Economics (ECON2000 - 3 credits) – CCC ACE (NCAA)

1/2 Year .5 Credit Grade 12

This course is a study of economic problems and goals, scarcity, specialization, exchange, demand and supply, the role of government, business organizations, measuring national product and income, unemployment, inflation, fiscal and monetary policy, banking and growth. This course fulfills the graduation requirement for Economics.

Political Science (GOVT1010 - 3 credits) – CCC ACE (NCAA)

1/2 Year .5 Credit Grade 12

This is an Accelerated College Education (ACE) course that studies the workings of federal, state and local governments. (This class does not have to be taken for college credit.) Each semester can earn the student three college credit hours. This class may be taken for college credit through Corning Community College.

Spanish

Spanish I – Proficiency Assessment (Checkpoint A exam) (NCAA)

1 Semester 1 Credit Grades 8-12

The students learn polite expressions, greetings, classroom routine, introductions, identification of objects and persons, hours of the day, parts of the day, days of the week, months of the year, seasons and weather, common foods and beverages, as well as daily vocabulary used in the classroom, in the school, in the home, in the community and with friends. The student also learns about Spanish-speaking people and their countries. The main purpose is to help the students to acquire the basic skills in the use of the Spanish language, to foster interest in all languages and to introduce them to the Spanish world. Students are introduced to listening, speaking, reading and writing in Spanish.

Spanish II (NCAA)

1 Semester 1 Credit Grades 9-12

Prerequisite: Spanish I

In the second year, the student's base of experience broadens. Topics include extracurricular activities, daily routines, pre- paring for special events, shopping, running errands, understanding and giving directions to locations in a city or town, means of transportation and driving. Students will learn corresponding vocabulary, grammar and verb tenses to increase their ability to communicate about the topics. Students also will learn about cultural events and activities in Spanish speaking countries. The goal is to increase the student's self-confidence in listening to, speaking, reading and writing in Spanish.

Spanish III (SPAN102 - 3 credits) – TC3 College
Regional Spanish Assessment (Checkpoint B exam) (NCAA)

1 Semester 1 Credit Grades 10-12

Prerequisite for TC3 credit: successful completion of two years of high school Spanish with a grade of 70 or higher

This course is designed to develop high-beginning to low-intermediate level speaking, listening, reading and writing skills in Spanish and covers cultural information about the Spanish-speaking world. Course emphasis is on speaking and understanding colloquial Spanish. SPAN 102 fulfills the SUNY General Education World Languages Knowledge and Skills Area.

Spanish IV A and IV B (SPAN2010/2020 - 3 credits each) – CCC ACE (NCAA)

1 Semester 1 Credit Grade 11

Spanish 2010: Intermediate Spanish

Prerequisite: Three years of high school Spanish or its equivalent

Development of facility in reading, writing, speaking and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations (Four credit hours).

Spanish 2020: Composition and Conversation

Prerequisite: SPAN 2010 or equivalent

A thorough analysis of the language. Intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition oral reports and more informed discussions and conversations. (Four credit hours).

Work-Based Learning

Work-based learning (WBL) is the umbrella term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace.

Work-Based Learning Internship

1 Semester | .5 Credit or 1 Credit | Grades 11-12

The Work-Based Learning (WBL) course offers students the opportunity to gain hands-on experience in a real-world work environment, bridging the gap between classroom learning and career readiness. Through internships or apprenticeships, students will develop practical skills, enhance their understanding of workplace expectations and explore career fields of interest. The course emphasizes professional development, effective communication, teamwork and problem-solving in the workplace. Students will also engage in reflective activities to connect their work experiences with classroom lessons and career goals. A prerequisite of Career and Financial Management (CFM) must be completed before enrollment. 300 hours of WBL internship will earn students 1 credit, while 150 hours will earn ½ credit. With guidance from mentors and instructors, WBL empowers students to apply what they've learned, build their professional networks and gain valuable insight into potential career paths, preparing them for success in their future careers.

Workforce Development and Preparation

1 or 2 semesters | Minimum .25 Credit a semester | Grades 9-12

This opportunity focuses around the Wolverine Den. Students will gain hands on experiences in the Coffee Shop, Code Red Help Desk, IRFCU Student Branch, Special Events and Catering and Concessions. The intent is to have learn professional skills in a safe, educational environment, prior to sending them into an internship setting. Students will work with our student managers, staff and industry mentors to make these various division function. Throughout the year, our staff will run the following:

- Concessions for all sporting events, ranging in crowd numbers from under 100 to over 3000.
- The Wolverine Den Coffee Shop is open daily, serving coffee and snacks, complete with our own line of Wolverine Spirit Gear.
- The Special Events and Catering division coordinates and prepares events, ranging from coffee service for meetings for 10 to full buffet menus for 150 to formal, sit down dinners for 50. All prepared by our in-house culinary staff.
- The IRFCU Student Branch is run by students full trained and meeting federally mandated teller requirements. All student tellers receive the same training that tellers receive at the main branch. Tellers handle all customer transactions under the supervision of an IRFCU paid staff member.
- The Code Red Student Help Desk is our student run tier one tech support for all students 1 to 1 devices.

*All divisions are run by our student management team, who are juniors and seniors that serve as WCSD interns.

Entrepreneurship (BUAD103 - 3 credits) – TC3 College Now

1 Semester | 1 Credit | Grades 10-12

This is an online and asynchronous course run through the work based learning program, TC3 and GST BOCES. This course provides a basic overview of entrepreneurship and an awareness of what it takes to create a small business, based upon one's interests, passions or hobbies. Developing an entrepreneurial mindset to help the student build a successful venture is critical to the course. Students will be taken through the various aspects of business ownership and will culminate in a usable business plan and presentation of said plan.

Foundations of Business (BUAD106 - 3 credits)– TC3 College Now

1 Semester | 1 Credit | Grades 10-12

This is an online and asynchronous course run through the work based learning program, TC3 and GST BOCES. Foundations of Business covers the most current business information and practices, providing an overview that will hopefully grab your interest. This class is an introductory course that explores the dynamics and complexities of the U.S. and international business communities. Topics include business communication, forms of business ownership, social responsibility and ethics, entrepreneurship, human resource management, E-commerce management and marketing concepts, securities markets, international business and other major aspects of business.

Work-Based Learning

Guthrie Pipeline Program

Fall and Spring Semester 2 Credits Grades 11-12

Guthrie and Waverly High School have developed a partnership to offer students an incredible opportunity to explore careers in the health care industry. Through this unique partnership, Waverly students can shadow professionals, gain hands-on experience and discover exciting career paths in both medical and non-medical fields.

Choose a pathway: clinical, business or facilities.

- Start with rotations through multiple departments in that area to discover a wide range of careers.
- Choose specific departments to focus on and spend a semester gaining in-depth experience.
- Participate in activities designed for real-world insights and simulated hands-on tasks.
- Gain High School Elective credits for your experience at Guthrie.
- Take Dual Enrollment (College) coursework at Wavery HS to supplement your experiences at the Guthrie facility.

Clinical Pathway:

- Nursing
- Lab Sciences
- Medical Imaging
- Therapy (Physical, Occupational, Speech)
- Respiratory Care
- Sports/Athletic Training

Business Pathway:

- Human Resources
- Finance
- Office/Practice Administration
- Nutrition Services

Facilities/Maintenance Pathway

- Electrician
- HVAC
- Construction
- Facilities Management

GST BOCES Career and Technical Education (CTE)

Students who decide to enroll in a CTE Program course to begin their preparation toward careers make very mature decisions and this preparation for work is a very important responsibility. Students will have the opportunity to learn and demonstrate the skills and knowledge to be successful. In addition, each student is expected to develop skills and attitudes which relate to the other attributes that lead to success — these are excellent attendance, punctuality, dependability, pride in one's work, respect for authority, teaming, decision making, good citizenship and others.

Enrolling in one of the following programs will help students earn a high school diploma while preparing them for a solid career. Students are transported to the BOCES campus in Horseheads mornings or afternoons for the CTE Program.

Courses are offered and must be taken in pairs for one semester. Successful completion of a semester's work will earn one and one-half units of credit per semester minimum. A student may enter a program in any foundation course.

Animal Science

The Animal Science program prepares students for a wide range of careers associated with animal science. Students will study anatomy, physiology, breed identification, handling, restraints, health and disease, nutrition, behavior, reproduction and management of small animals. Students also will have experience working with large animals. This program is designed for students who want to pursue a career working with animals, with course work tailored to the interests of the students.

Audio Media Design

Audio Media Design gives students hands-on instruction in the basic field of audio and video production. This course includes the operational and electronic characteristics of pre-production, production and post-production sound and video for all media. Students will learn about the wide array of audio and video equipment, microphones and latest video and audio editing software technology that will help them prepare for a career in the audio media industry.

Students will create and produce radio/television commercials, newscasts and dramas, while at the same time learning how to operate and maintain the latest audio and video equipment. This course allows the student to choose from a wide career path that may include becoming a sound engineer or radio production specialist, working in television or as a video editor.

Automotive Technology

Our Automotive Technology course offers experience in all areas of automotive repair, from periodic maintenance service to engine replacement. Students will be exposed to diagnostic equipment comparable to that used in the automotive service industry.

Coursework includes maintenance, suspension, steering, brakes, New York State inspection regulations and procedures, engine repair, drive line service, fuel system, auto electrical systems, ignition systems, computer system operation (OBDII) and troubleshooting, 4-wheel alignment and cooling system service. Participants also will be exposed to oxyacetylene torch operation, MIG welding procedures and tire equipment and automotive lift safety and operation. Students can earn 10 student-level Automotive Service Excellence (ASE) certifications.

Building Construction

Building Construction students will have the opportunity to acquire skills in the safe operation of a variety of power and hand woodworking tools and machines, building site layout, various types of framing procedures and techniques, foundations and forms, simple stair construction, window and door installation, thermal and moisture protection, siding application, roofing, interior finishing, basic wiring, plumbing, brick and block laying, blueprint reading and basic cabinet installation. This course encompasses all processes of house construction. Additionally, students may have the opportunity to assist in the construction of a full-sized ranch-style house.

The Building Construction program uses the Career Connections Curriculum from the Carpenter's Union. Students will be required to takestandardized exams in order to earn certification. Successful students will have the opportunity to earn Union Certification Card and have advanced placement in the Regional Council of Carpenters with instructor recommendation.

GST BOCES Career and Technical Education (CTE)

Collision Repair and Refinishing Technology

As a Collision Repair and Refinishing Technology student, you will learn everything from estimating to refinishing. This includes detailing, panel replacement, welding and surface preparation, along with the latest in painting technology. Students will learn vehicle construction and become familiar with the tools used in the collision repair field. The equipment you will use in the course is the latest in technology and comparable to that found in commercial collision repair facilities. This class gives students a solid foundation for entry-level work in the field or to further their studies in this ever-growing industry.

Conservation

As a Conservation student, you will develop knowledge and skills related to production management and conservation of natural resources, as well as skills related to the biological, environmental and economic importance of renewable natural resources. Students also will be introduced to greenhouse operations and management, in addition to nursery and landscape operations. You will be introduced to the safety and operation of multiple pieces of modern, state-of-the-art equipment. Certifications that may be earned include Natural Resources Science I and II, Erosion Control, First Aid and CPR, as well as all four NYS Hunter Education disciplines.

If you're interested in this field, you should have the capacity to work long hours in all types of weather conditions. The Conservation program is an approved Precision program. Students will be required to take nationally-standardized exams in order to earn national certification in Natural Resources I and II and Greenhouse and Landscape Management.

Cosmetology

Cosmetology is a two-year course offering instruction and practical experience in the skills and theory necessary for employment as a hair designer, nail technician or full-service cosmetologist. This includes care of the hair, skin, nails and all other related services. You'll find the CTE Program laboratory equipment similar to that found in a modern salon.

As a Cosmetology student, you'll be required to complete 1,000 hours of instruction. Your successful completion of the program, by passing with a 65 average or better, will qualify you to take the New York State Cosmetology Licensing Exam. In order for Cosmetology students to meet the NYS requirement of 1,000 hours of instruction, they must attend a summer training program following the completion of their first year. Students have the opportunity to earn up to 125 additional hours outside of school time (subject to instructor approval). The work experience coordinator will assist the student in setting up and tracking these additional hours.

Criminal Justice

Designed to give students hands-on instruction in the field of criminal justice, this course allows students to patrol the campus and investigate mock crime scenes. They participate in role-plays, field trips, group projects and disaster drills to learn law and crisis intervention skills in an informative, educational and interactive way. The course emphasizes teamwork, problem-solving and self discipline. Students use their skills by providing security at special events both on and off campus.During the second year, students complete an internship with various criminal justice agencies. They are eligible for New York State certification as a security officer, FEMA certification and CPR/AED certification. Students will learn professional report writing skills that they could apply in multiple areas of the criminal justice field.

Culinary Arts

This course introduces students to careers in commercial food service and teaches them the basic skills and knowledge they need for success in this industry. On-the-job training and hands-on experience, coupled with a dynamic and comprehensive curriculum, fuel this program. High school students will experience all aspects of operating and managing a food service establishment and will build good business and management skills that are transferrable to other industries. The course content is aligned with National Restaurant Association standards and the curriculum is based on ProStart through the New York State Restaurant Association Education Foundation.

GST BOCES Career and Technical Education (CTE)

Dental Assisting

As a Dental Assisting student, you'll gain the knowledge and practical skills necessary to assist a dentist in the examination and treatment of patients. Course work includes dental anatomy, chairside assisting, charting teeth, tooth restoration, dental specialties, laboratory skills, office procedures and dental x-rays including digital radiology. You also will participate in a clinical experience one day a week (with an option of a partial summer) in area dental offices. Upon successful completion of the course and 200 hours of internship, you may sit for the New York State Dental Assisting Certification Exam.

Diesel Equipment Technology, Maintenance and Repair

Diesel Equipment Technology, Maintenance & Repair at the CTE Program is a two-year certificate course. During the first year of the course, students learn about gasoline engine theory, maintenance and repair, then transition to larger basic diesel engines. The second year of the course concentrates on diesel engine operation, maintenance and trouble shooting, heavy equipment suspension, drive train components and hydraulics. Students will have the opportunity to work on large diesel engines typically found in farm and construction equipment. A student enrolled in this program also can repair his or her own vehicles or equipment. This is a hands-on, project-based learning course.

Digital Media Arts

Digital Media Arts is a project-based program for students who want to discover exciting career options available in the rapidly growing visual communications field. The program blends traditional design principles, composition, color theory and layout and typography with advanced technical skills. Students use our high-tech digital design lab and photography and video production studios along with the latest professional software and equipment.

Students select specialized professional level training courses designed to align with their career goals. These are team-based or self-paced individual learning modules which allow highly motivated students to complete multiple courses during the program. Successful students will earn certification through the Adobe Certified Professional Program.

Early Childhood

This course is designed to prepare students to work as an Early Childhood Assistant. Students spend time off-campus working with children aged infant to second grade to assist in developing vital job skills. As part of this program students will participate, with teacher's approval, in a public or private school classroom. As an Early Childhood student, students will be prepared to seek employment as a nanny (private care), in public and private day care centers and in agencies serving the disabled. Students also will be well–prepared to continue their education in early childhood education or elementary education or to establish their own home or family day care program.

Fashion Design, Merchandising and Marketing

Students will focus on fashion design, fashion drawing, fashion construction and production methods, pattern manipulation, textile technology, merchandising and marketing. Fashion Design is a technical discipline centered on materials, design, assembly and maintenance of textile machinery and products manufactured by this machinery.

The Fashion Design, Merchandising & Marketing Program has been organized into defined units of study covering all of the knowledge and skills needed for the student who will be seeking employment or further education in the design and manufacturing of clothing. Topics include clothing design, clothing construction, advanced dressmaking, flat patternmaking, draping, textiles, business marketing, merchandising and fashion show production.

Nurse Assisting

Nurse Assisting offers students the skills necessary to seek employment in hospitals, long-term care facilities, home health care, residential care and facilities for the mentally and physically challenged. Students will learn the use of medical equipment, medical/surgical techniques, infection control and procedures common to health care. In addition, students will acquire basic knowledge vital for professional health careers including radiology, physical/occupational therapy, mental health and nursing.

The Nurse Assisting course emphasizes geriatrics and direct patient care. Upon successful completion of this program, students will produce a marketable résumé and be eligible to take the NYS exam for Certified Nurse Assisting. Integration of academics, technology and workplace skills are important components of this course.

GST BOCES Career and Technical Education (CTE)

Precision Machining

This two-year Machine Trades program will prepare students for entry-level jobs in a variety of manufacturing opportunities and provide a fantastic foundation for students looking to enter the Mechanical and Manufacturing Engineering fields. The goal of this program is to help students develop both the theory knowledge on machining as well as hands-on skills in a "real world" learning environment. Students will also have the opportunity to visit local businesses to see and speak with employees working in this occupation as well as complete an internship with a local company.

Professional Business Financial Technologies

This program will prepare students to be successful working in the modern office environment. Students will develop proficiency in the technological skills used in the modern office as well as developing excellent interpersonal communication skills. They will become familiar with software applications for word processing, presentations and spreadsheets, while also learning office practices and concepts of accounting and bookkeeping for the small business.

Students in this program will have the opportunity to earn Microsoft Office Specialist certifications while earning 20.5 ACE credits from Corning Community College. Through these ACE credits, during the two-year program, students also will earn one micro-credential in Bookkeeping and Accounting. These credits and micro-credentials are highly transferrable and would plug directly into any business program being offered by SUNY institutions.Students will be prepared to take the Civil Service exam(s) for Clerk Typist and Account Clerk. Students turning 18 years old during their senior year will also have the opportunity to earn the NYS Notary Public license.

Welding

As a Welding student, you will learn the proper procedures for welding and the recognition of metals. You will also receive instruction in proper safety and the care and use of small hand and power tools used in the trade of metal fabrication. You will have the opportunity to develop skills in reading and understanding blueprints. Our goal is to prepare students for employment in the welding field by offering effective hands-on and classroom training to meet local industrial standards.

SCAN to view the complete GST BOCES CTE Catalog

GST BOCES New Visions Honor Academy

New Vision's Career Exploration Programs consist of Health Careers Exploration, Human Services and Education or Innovation, Leadership and Business. These highly competitive programs allow selected students to explore a variety of professional careers while integrating academic knowledge within the work environment. It is a total immersion approach to education integrating high school credits for Economics, Government and students can also earn up to 18 college credits that include:

- ACE English (ENG 1010 and 1020) [6 credits from Corning Community College]
- ACE First Year Experience (FYEX 1000) [3 credits from Corning Community College]
- ACE First Aid and CPR [1 credit from Corning Community College]
- ACE Foundations of Education (EDUC 1010) [3 credits from Corning Community College]
- ACE Public Speaking (SPCH 1080) [3 credits from Corning Community College]
- ACE Professionalism (BUSN 1055) [3 credits from Corning Community College]
- ACE Personal Finance (BUSN 2020) [3 credits from Corning Community College]
- ACE Service Learning (INTD 1000) *Optional Independent Study 1-3 credits
- Economics and Participation in Government [1 high school credit]

Students spend approximately six weeks in a classroom setting and then begin internship-type rotations in local industry, business and school district or healthcare settings related to the program of their choice. These internship rotations are alternated with classroom theory sessions throughout the year so students can reflect on their experiences.

The program is an integrated educational experience in which a student explores professional careers in depth. The relevance of government, economics, English and public speaking to professions in their career field is demonstrated when the students return to class from rotations with real-life questions, dilemmas and an understanding of their potential role as professional adults. The class work is demanding, but extremely rewarding for the highly motivated, mature and academically capable student.

The requirements to gain entry to New Visions Honor Academy program rigorous. Students must have:

- demonstrated high motivation for a career field by writing an essay describing their goals and attributes
- received recommendations from their school counselor, school administrator and three academic teachers
- achieved an average of 85% or higher and have excellent attendance
- completed an interview process for final section.

The students in this program acquire the knowledge and the expertise to successfully interact with people other than their peer group, demonstrate independence from the traditional learning process and recognize the relationship between academic, social and employment skills.

SCAN to view the complete GST BOCES New Visions Catalog

Extracurricular Activities

Class Advisors

Freshman, Ms. LaFrance, *klafrance@wcsdletsgo.com*
Sophomore, Mr. Judson, *ljudson@wcsdletsgo.com*
Junior, Mary Rose McAloon, *mmcaloon@wcsdletsgo.com*
Senior, Mrs. Goodwin, *kgoodwin@wcsdletsgo.com* and Mrs. Golden, *sgolden@wcsdletsgo.com*

ADK Hiking Club

The ADK Hiking Club will go on trips during the school year and explore the trails around NY and PA. At the end of the school year, students will have the opportunity to hike the mountains of the Adirondack with an overnight trip. The club promotes camaraderie, teamwork and discovery.
Advisors: Scott Berent, *sberent@wcsdletsgo.com* and Tom Stein, *thstein@wcsdletsgo.com*

Drama Club

The Waverly Drama Club allows students to gain experience in the performing arts. As a member of the cast, crew or sound and light team, interested students learn valuable skills involved in play production. The Drama Club participates in various community events and its efforts culminate each year with the production of the spring play.
Advisor: William Diffenderfer, *bdiffend@wcsdletsgo.com*

Future Business Leaders of America (FBLA)

Future Business Leaders of America, Inc. (FBLA) is the largest business Career and Technical Student Organization in the world. FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. Opportunities are available for competition, travel, community service and scholarships.
Advisors: Mary Cole, *mcole@wcsdletsgo.com*

FFA

Get ready to be part of something exciting and impactful with FFA. As an extracurricular club, FFA brings together students who are passionate about agriculture, leadership and community service—and you don't have to be a farm kid to join! Agriculture impacts all of our lives, from the food we eat to the technology we use and the environment we live in. You'll dive into hands-on experiences with everything from farming and animal care to environmental sustainability and leadership development. Participate in fun and challenging Career Development Events (CDEs) and Leadership Development Events (LDEs) where you'll test your skills, compete with peers and grow as a leader. Plus, enjoy the amazing opportunity to attend Camp Oswegatchie, where you'll strengthen your teamwork, develop lifelong friendships and enhance your leadership abilities. Whether you're raising animals, exploring new agricultural technologies, or honing your leadership skills, FFA is the place to grow, learn and make lasting memories with friends who share your enthusiasm!
Advisors: Miranda Palmer, *mpalmer@wcsdletsgo.com* and Chandra Stanley, *cstanley@wcsdletsgo.com*

Leadership Crew

Leadership Crew involves active participation in leadership training and mentoring for all ninth-grade students. Crew Leaders assist at various school events such as orientations and functions involving our elementary schools. Crew Leaders are viewed as strong role models for all students in the Waverly School District. A facilitator must be highly energetic and enthusiastic. They must be willing to make a strong commitment to good citizenship qualities and behaviors. These include respect for self and others, leadership skills, sportsmanship, teamwork, healthy lifestyles and active school or community involvement. Becoming a Crew Leader involves a great deal of responsibility. You must be committed to making up any work you miss as you attend various program functions. You will be expected to maintain satisfactory academic, attendance and citizenship records. There must be a firm commitment to attending all meetings, workshops and training. To be considered for membership, you will need to complete the application and interview process.
Advisors: Kelly Altieri, *kaltieri@wcsdletsgo.com*; Kelly Goodwin, *kgoodwin@wcsdletsgo.com* and Tara Zwick, *tzwick@wcsdletsgo.com*

Extracurricular Activities

National Honor Society

The Waverly Chapter of the National Honor Society is the organization by which our school formally recognizes those students who demonstrate consistent outstanding performance in the areas of academics, leadership, character and service to the school and community. The organization works as a group to advance each of those characteristics. The goals are to promote high academic standards, to develop the qualities of leadership and character and to provide an instrument for the betterment of the individual, the school and the community. Membership is not sought, it is earned and awarded to those individuals who demonstrate through their actions all of the above characteristics.
Advisor: Mary Rose McAloon, *mmcaloon@wcsdletsgo.com*

Peer Tutor

Waverly High School students have the opportunity to mentor and support middle school students who are facing academic challenges. This program allows high school students to provide individualized assistance through one-on-one sessions or to offer support in a designated classroom setting, working with a larger group. This is considered an active course and students are expected to report as assigned. This course is offered on a pass/fail basis.

Quiz Team/Scholarship Challenge

Quiz Team is for students in grades 9-12 who enjoy competitive, challenging trivia. The club runs from October to March and students compete in the Southern Tier Quiz League against neighboring schools. The league holds three competitions in the Fall and a trophy is awarded to the top school. Waverly also competes in Scholarship Challenge, a competition sponsored by a local radio station. The games air live on both radio and Facebook live.
Advisors: Ron Chamberlain, *rchamberlain@gstboces.org* and Sandy Petrin, *spetrin@wcsdletsgo.com*

Show Choir

Show Choir is made up of students selected from the Senior Choir who show an aptitude and interest in performing pop/ jazz selections. Emphasis is on developing a pop/jazz style in both sound and appearance.
Advisor: Kevin Doherty, *kdoherty@wcsdletsgo.com*

WHS Student Council

The Waverly High School Student Council provides students with opportunities, training and experience in leadership, character building, goal setting, responsibility, citizenship and public service. Members participate in student-led endeavors in order to facilitate the improvement of student culture and community service. Monthly meetings take place on the second Tuesday of each month for the development, planning and implementation of events to improve both student life and community involvement. Past activities and projects have included talent shows, dances and collections for local charities and families including food, clothing and blood drives. New ideas are explored and voted on by the student council members and approved by the administration. Membership is open to all high school students.
Advisor: Ron Chamberlain, *rchamberlain@wcsdletsgo.com*

WHS Travel Club

Adventurous students with a passion for cultural discovery can participate and take advantage of opportunities to travel the world and experience new places, people, activities, customs and cultures. Through these unique journeys, they become more confident, independent and connected to themselves and others. Travel Club is open to all Waverly students who will be in grades 9-12 during the travel date for a trip. To be eligible for a trip, students must be passing all classes and have no behavioral infractions. Listen for announcements and look for posters related to enrollment meetings for your trip of interest, generally 12-18 months before the trip.

WHS Travel Club is dedicated to supporting students in covering the cost to experience their journey. Options are available. *Personal Donation Page*: Our travel company provides an online site to share with family and friends. All funds raised through the traveler's page goes directly into their account. *Travel Scholarship*: Our travel company offers a $1,000 scholarship for travelers. Interested students should contact the tour group leader for more information. *School Fundraisers*: The Travel Club also organizes and promotes multiple school-based fundraisers within the year of travel.
Advisor: Rebecca Lantz, *rlantz@wcsdletsgo.com*

Extracurricular Activities

Wolverine Buddies

Wolverine Buddies is a high school mentoring program designed to provide support and encouragement to elementary and middle school students who may benefit from additional guidance in academic or social settings. High school mentors engage in regular weekly interactions with their younger peers, fostering a sense of belonging, enhancing self-esteem and promoting academic success and consistent school attendance. Through structured activities and positive role modeling, mentors help create a supportive and enriching environment. Additionally, the program features group events throughout the year, allowing mentors and their buddies to connect and build lasting relationships in a fun and engaging setting.

Wolverine Den Enterprises

Students will gain hands on experiences in the Coffee Shop, Code Red Help Desk, IRFCU Student Branch, Special Events and Catering and Concessions. Throughout the year, our staff will run the following:

- Concessions for all sporting events, ranging in crowd numbers from under 100 to more than 3,000.
- The Wolverine Den Coffee Shop is open daily, serving coffee and snacks, complete with our own line of Wolverine Spirit Gear.
- The Special Events and Catering division coordinates and prepares events, ranging from coffee service for meetings for 10 to full buffet menus for 150 to formal, sit down dinners for 50. All prepared by our in-house culinary staff.
- The IRFCU Student Branch is run by students full trained and meeting federally mandated teller requirements. All student tellers receive the same training that tellers receive at the main branch. Tellers handle all customer transactions under the supervision of an IRFCU paid staff member.
- The Code Red Student Help Desk is our student run tier one tech support for all students 1 to 1 devices.
- All divisions are run by our student management team. This can be done as a club or for credit.

Athletics

Waverly has a rich tradition of athletic competition and participation. Athletics build discipline, school spirit and teamwork. Students at Waverly are encouraged to try out and participate in sports. Waverly is a member of Section 4, NYSPHAA and the Southern Tier Athletic Conference. Participation is offered to those students who are scholastically eligible. Athletes are expected to attend every practice and game for their sport. Athletes also are to exhibit proper conduct and school spirit while representing their school.

Director of Athletics: Richard McIntosh, *rmcintosh@wcsdletsgo.com*
Assistant to the Director of Athletics: Kim Spallone, *kspallone@wcsdletsgo.com*
Athletic Game Manager: Michele Cain, *micain@wcsdletsgo.com*

Fall

Varsity Cheerleading
Anndrea Bill, *abill@wcsdletsgo.com*
Varsity Cross-Country
Nate Culver, *nculver@wcsdletsgo.com*
Varsity Football
Jason Miller, *jmiller@wcsdletsgo.com*
JV Football
Dave Shaw IV, *bb4shaw@gmail.com*
Varsity Boys Golf
Marc Felt, *melt@wcsdletsgo.com*
Varsity Boys Soccer
Jon Rankin, *jrankin@gmail.com*
Varsity Girls Soccer
Tara Hogan, *thogan@wcsdletsgo.com*
Varsity and JV Girls Swimming Girls
Amy Steck, *asteck@wcsdletsgo.com*
Varsity Girls Volleyball Girls
Hailee Rote, *hrote@wcsdletdgo.com*

Winter

Badminton/Ping Pong
Jeff Mastrantuono,
jeffmastrantuono@wcsdletsgo.com
Varsity Boys Basketball
Lou Judson, *ljudson@wcsdletsgo.com*
Varsity Girls Basketball
Robert Kelly, *bkelly@wcsdletsgo.com*
Varsity and JV Bowling
Derek Bowman, *dbowman@wcsdletsgo.com*
Varsity Cheerleading
Anndrea Bill, *abill@wcsdletsgo.com*
Indoor Track
Kaylee Uhl, *kuhl@wcsdletsgo.com*
Varsity Boys Swimming
Joshua Mastrantuono,
joshmastrantuono@wcsdletsgo.com
Varsity Boys Wrestling Varsity
Devan Witman, *dwitman@wcsdletsgo.com*
Girls Wrestling
Devan Witman, *dwitman@wcsdletsgo.com*

Spring

Archery
Mark Bakley, *mark@markbakley.com*
JV Baseball
Marc Felt, *mfelt@wcsdletsgo.com*
Varsity Baseball
Kyle McDuffee, *kylemcduffee@yahoo.com*
Girls Flag Football Girls
Dave Shaw IV, *bb4shaw@gmail.com*
Varsity Boys Golf
Derek Bowman, *dbowman@wcsdletsgo.com*
Varsity Girls Golf
Samantha Cole, *scole@wcsdletsgo.com*
Skeet
Ray Houghton, *ray.houghton@adspipe.com*
JV Softball
Jason Miniker, *jminiker8@gmail.com*
Varsity Softball
Brent Doane, *doaneb@tompkinscortland.edu*
Varsity Tennis
Ron Chamberlain, *rchamberlain@wcsdletsgo.com*
Varsity Track and Field
David Hogan, *dhogan@wcsdletsgo.com*

Waverly High School
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Inspire. Educate. Learn. Succeed. Grow.
Kids. Community. Each other.