

Woods Charter School

High School Course Catalog
2026-2027

Looking ahead to 2026-27

You have questions, and we have answers. Please use this guide to inform yourself about the classes that are available and the graduation requirements.

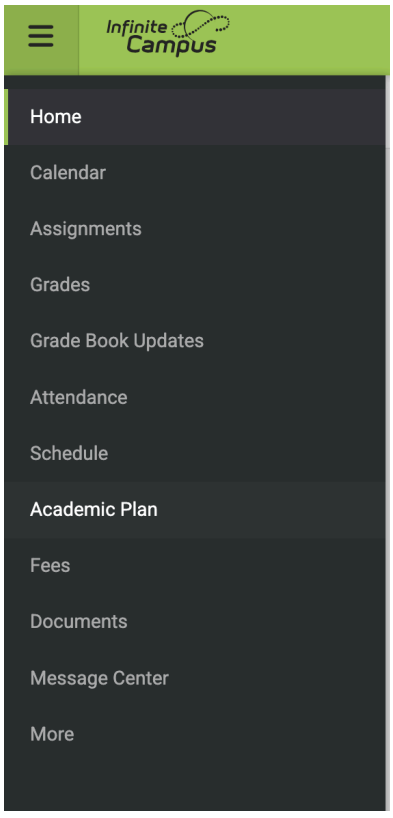
Your teachers, your advisor, and all other high school faculty members will be glad to talk through decisions, provide more information, and make recommendations as you think about building a schedule for next year.

YOU, each student, are the main person who needs to think about this. Making good choices at this stage leads to a better schedule!

Things to note:

Advisors will go over options and requirements in advisory throughout February and are available to talk through decisions and answer questions.

Students will be enrolled in the electives that they indicate, as space and scheduling allow. **Please review these choices** carefully!



REGISTRATION PORTAL OPEN February 17 - March 14

Sign up through Infinite Campus.
Look for the Academic Planning tab in the menu on the left.

You will be prompted to select courses to meet all of the graduation requirements through high school.

For students in G9, you will select classes for the next 3 years, and will review and make changes every spring.

Course offerings are decided based upon availability of teachers and interest of students; not all courses are offered every year. Final offerings to be determined.

Regular, honors, and AP classes have separate course descriptions in the catalog. They may or may not operate with mixed levels.

About Honors Courses

- Some courses are offered with an honors option. Honors courses are designed to present more complex challenges and advance student inquiry in the subject. Typically, strong performance in pre-requisite classes is recommended, as honors courses are more rigorous than standard-level courses.
- For honors courses, assignments may differ from standard-level assignments and/or require more independent work.
- Environmental Science and French/Spanish III, required at Woods, are classified as honors-level courses by NC Department of Public Instruction.
- Students should consider their overall academic loads and other time commitments when selecting classes, as well as personal interest and goals.

About AP Courses

Advanced Placement courses adhere to standards set by College Board and include a final exam provided and scored by College Board. These classes are taught at the college level and require considerable independent study and reading, as well as complex critical thought. Detailed information is available through each course syllabus and on the College Board website (collegeboard.org) You may also review the Program Principles.
NCDPI covers the exam fee for AP courses.

About Online Courses

Some juniors and seniors opt to take classes through online programs at CCCC, NCVPS, NCSSM, or other accredited schools. This is both a responsibility and a privilege, and requires personal integrity, independence, and initiative.

Permission to enroll in online classes is granted under several conditions, including when a student:

- has taken all of the courses offered at Woods,
- has an unresolvable scheduling conflict involving required credits,
- is at risk of not graduating,
- has met all graduation requirements and seeks an elective.

Courses that are offered at Woods may not be replaced with online classes. See WCS Board *Outside Academic Credits Policy* on the school website for more information. Please contact the High School Director with questions about online courses at landrews@woodscharter.org.

Registration Timeline for 2026-27 Rising G10-12 ***February 17 - March 14***

WCS Credits Required for Graduation = 22

English	I, II, III, IV [or AP Literature and Composition]	**4**
Math	1, 2, 3, plus one advanced course	**4**
Social Sciences	World History Founding Principles of Civics and Economics American History or AP US History Economics and Personal Finance	**4**
Science	Biology Chemistry Environmental Science	**3**
World Language	French I, II, III or Spanish I, II, III (or equivalent)	**3**
Physical Education	Health & PE	**1**
Computer Science	Beginning for 9th graders in 26-27, one computer science credit (AP or Honors Computer Science Principles)	**1**
Electives	Student-selected	**3**

Typical Course Sequence

Grade	Courses	Grade	Courses
9th	• **Math** • **World Language** • **World History** • **English 1** • **Biology** • **Health and PE**	**11th**	• **Math** • **American or AP US History** • **English 3** • **AP or Honors Environmental** • **World Language or Elective** • **Elective**
10th	• **Math** • **World Language** • **Founding Principles** • **English 2** • **Chemistry** • **Elective/Computer Science**	**12th**	• **Math** • **Economics and Personal Finance** • **English 4 or AP Lit** • **Elective** • **Elective** • **Elective**

WCS Middle and High School Math Sequences

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Sequence 1	Math 7	Math 8	NC Math 1	NC Math 2	NC Math 3	NC Math 4 *or* Precalculus *or* AP Statistics
Sequence 2	Math 7	NC Math 1*	NC Math 2	NC Math 3	Precalculus	AP Calculus AB *or* AP Statistics
Sequence 3	NC Math 1*	NC Math 2	NC Math 3	Precalculus	AP Calculus AB *or* AP Statistics	AP Statistics *or* AP Calculus BC

Woods Charter School requires 4 math credits for graduation. Additionally, it is the policy of the Woods Math Department that all high school students be enrolled in a math course each year.

**Middle-school NC Math 1 placement is based primarily on NC EVAAS (Education Value-added Assessment System) data and on Woods classroom assessments and teacher recommendations. Deviations from the sequence will be considered on an individual basis.*

Health and Physical Education & the Arts

Health & PE

This course includes a comprehensive health curriculum as well as physical education. Students will learn about the major health risks for their age group as well as skills to maintain a healthy lifestyle. The physical education portion of the class emphasizes lifetime personal fitness through development of skills that can be used into adulthood.

This course is a graduation requirement and typically taken upon entering high school.

Movement Lab - the Body in Motion

This introductory course explores the key principles of anatomical structure in movement—perfect for dancers, athletes, and moving bodies of all types.
Course Highlights:
● Introduction to Functional Anatomy: Learn the foundational principles of how the body's structure affects its movement capabilities.
● Dynamic Alignment and Postural Control: Understand the concept of how the body aligns itself for optimal movement and how to maintain proper posture.
● Musculoskeletal System and Embodiment: Explore the interconnectedness of the musculoskeletal system and how it contributes to movement and body awareness.
● Movement Analysis and Performance Enhancement: Discover how functional anatomy principles can be applied to analyze movement, assess alignment, and enhance performance.
● Hands-on Exploration: Engage in movement-based explorations and activities that help deepen understanding and embody the concepts.

Music Lab and Honors Music

Ever wanted to be in a band? Come join us in music! Students of all skill levels explore and understand music theory by playing instruments, singing, and creating original work. Various foci are driven in part by class members, but include performing as an ensemble, songwriting, ear training, musical improvisation, and lead sheet notation. Music students also explore computer based composition softwares and recording techniques. Participants should be self-motivated and harbor a true interest in and love of music. While no experience is necessary, those who sign up should have a sense of musicality. The class culminates in a spring sharing.

Honors Music will meet during the same period as the standard lab. Students who sign up for **honors** will participate fully in the same activities as non-honors, but will also be responsible for demonstrating proficient knowledge of scales, chords, notes and rhythms through performance and written quizzes.

Health and Physical Education & the Arts

Performing Arts Honors Thesis (*Prerequisite: Music Lab)*

Students in this class will design and execute a professional-level, performance-based project, either as a solo artist or in a collaborative team.
The class will function like a college course; creators will meet with Mr. Irons to share progress two times a week and will use class time to work the other days. Potential projects could include: writing/recording an album, writing and staging a performance piece (musical, one person show, play), studying and performing another artist's cannon, bringing music into the wider community, forming and leading a school pep band, etc.

Students interested in taking the class should meet with Mr. Irons in May or over the summer to discuss potential projects.

Visual Arts (Beginning)
This course emphasizes the development of the creative art process through exposure to, and practice in, various visual art forms and techniques. Students will be introduced to a variety of media through 2-D (and some 3-D) approaches. This course introduces techniques for use in several types of media including pencil, charcoal, pastel, watercolor, acrylic and collage. Direct observation of subjects and environments will be emphasized, as will technical skills and drawing techniques. This course also presents specific aspects of color theory (the way in which colors interact with each other) such as additive and subtractive color, and after-image (i.e. observing a color's complement after seeing a specific color). At the conclusion of this course, students are expected to understand elements of composition, color, and design as they apply to a particular work of art. Work should be kept for a portfolio.

Visual Arts (Intermediate)
Prerequisite: Visual Arts (Beginning) or permission of Instructor

This course builds on Beginning Visual Arts, emphasizing the continued development of the creative art process through exposure to, and practice in, various visual art forms and techniques. Students will continue instruction and practice in a variety of media through 2D (and some 3D) approaches. This course reviews techniques for use in several types of media including pencil, charcoal, pastel, watercolor, acrylic and collage. Direct observation of subjects and environments will be emphasized, as will technical skills and drawing techniques. This course also continues study of color theory. At the conclusion of this course, students are expected to not only understand, and practice, elements of composition, color, and design; they should also be able to comprehend these as they apply to a particular work of art. Work should be kept for portfolio.

Visual Arts (Proficient) Honors

This course is similar to the Advanced Visual Arts in that it requires the development and completion of a portfolio - the main difference being that work produced for the portfolio will not

Health and Physical Education & the Arts

be submitted to the College Board. The portfolios will be evaluated by the teacher. This course further develops ideas in design, drawing, painting, collage, and possibly sculpture and printmaking. Direct observation, aesthetics, art historical perspectives and critique will also be part of the curriculum. This course is an option for students who do not want to enroll in AP Studio Art.

Visual Arts (Advanced) Honors
Prerequisite: Visual Arts (Proficient) and/or permission of instructor, which may include portfolio review. This course is a prerequisite to AP Studio Art: 2-D Design

This course is similar to AP in that it also requires the development and completion of a portfolio, the main difference being that work produced for the portfolio will not be submitted to the College Board. Portfolios will be evaluated by the teacher. This course builds on previously-studied basics in design, drawing, painting, and printmaking. Drawing skills from direct observation of the figure, landscape, still-life and architectural form will be emphasized, along with a further understanding of critical thinking, problem solving, and design principles. Students will continue their exposure to art appreciation and the informal analysis of movements in art history. Students will continue themes and projects dealing with the following areas: Drawing, Painting, Photography, Fiber Arts, Sculpture, Installation, Collage, and Printmaking. Students will work with the intention of developing original style. The idea of keen observation, and attention to nuance and detail will continue to be emphasized, as will art historical perspectives, critique, and aesthetics.

AP Studio Art: 2-D Design
Prerequisite: Visual Arts (Advanced) and/or permission/recommendation of instructor. Students must submit an AP portfolio.

AP Studio Art: 2D-Design is recommended for students who have college-level ability and want to develop a strong portfolio. Students will have experience with multiple materials, will have a strong understanding of composition and the elements and principles of design, and will have basics developed in beginning and intermediate courses. Students will enhance their development of philosophy of art and Aesthetics, in addition to exploring their own creativity. Students should be able to work independently, and focus on developing and enhancing current skills; they should be ready to experiment and discover new techniques. The focus of this year will be placed on art production and art criticism with the intent to become a stronger artist. Assessment and evaluation are based upon the completion of all the requirements for the AP portfolio.

AP CAPSTONE

AP Capstone *coursework includes AP Seminar and AP Research. For more information on how these challenging and innovative new courses develop research and analysis skills, see A Paradigm Shift from Content to Skills.*

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AP Seminar [Capstone I]
AP Seminar engages students in interdisciplinary inquiry and builds research skills.

Students will learn to navigate academic databases and use materials like news stories, research studies, primary sources, and literary works to craft compelling and thorough arguments. What do you want to learn about? Past topics have included ocean pollution, unjust incarceration, space debris, community gardens, sports photography, and other ideas generated by students. Through group and independent work, students explore compelling questions through various lenses.

The course is an introduction to college-level research methods, and requires students to read, write, collaborate, and present. Three AP-defined components (group project, independent research, and a written exam) will determine your AP score.

AP Research [Capstone 2]
Prerequisite: AP Seminar

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Students design, plan, and conduct a year-long research based investigation to address a research question. Students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question.
Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

ENGLISH & LITERATURE

English I
This course explores a central narrative theme: what it means to come of age. Through reading, writing, and class discussion, we will seek to understand our changing place in school, society, and at home, while examining differing perspectives on the complexities of adolescence.

English I Honors
English I Honors requires independent, out-of-class reading and writing. Students should be prepared to manage their time, self-motivate, and observe deadlines. Honors students participate in the standard class and read complex texts, participate in formal graded discussions and complete reading responses in addition to regular coursework.

ENGLISH & LITERATURE	
English II English II focuses on world literature to widen the literary landscape for sophomores. Our units begin with an investigation of culture, working toward a definition and an understanding of the commonalities and differences among human cultures as represented in literature, media, and non-fiction from around the world. English II also allows students to consider their academic needs and interests. In addition to reading and writing, students will establish personal course goals and survey their own progress.	**English II Honors** Students enrolled in English II Honors will independently read and respond to approximately five novels throughout the year in addition to regular coursework. All Honors reading and writing takes place outside of class. Students should be prepared to manage their time, self-motivate, and observe deadlines.
English III This course explores important works of American literature with the hope that this exploration will deepen students' thinking about key questions in American life: What defines American culture? Is the American Dream a reality? What does it mean to be an American?	**English III Honors** English III Honors requires independent, out-of-class reading and writing. Students should be prepared to manage their time, self-motivate, and observe deadlines. Honors students participate in the standard class and read complex texts, participate in formal graded discussions and complete reading responses in addition to regular coursework.
English IV Students enrolled in English IV continue to increase and refine their writing skills.The course is a study of literature from the old English period, medieval period, English renaissance, romantic period, Victorian period, and modern and postmodern period. English IV combines MLA research skills and extensive essay writing. Literary criticism will be expanded.	**English IV Honors** Students enrolled in English IV Honors will independently read and respond to approximately five novels throughout the year in addition to regular coursework. All Honors reading and writing takes place outside of class. Students should be prepared to manage their time, self-motivate, and observe deadlines.
AP Literature and Composition (G12 ONLY) AP British Literature and Composition is the culmination of English studies at Woods and follows the curricular requirements described in the AP English Course Description published by the College Board. It is designed as a rigorous freshman college/university course that "engages students in the careful reading and critical analysis of imaginative literature." By the end of the year, we will have studied works written in several genres by British authors and written extensively on what we've read. AP Literature & Composition can replace the required English IV credit for seniors.	
Honors Literature of the American West (G 10, 11, 12) This course is offered as an elective for the students who want to take an additional English class along with their grade level offering. We will tackle the true legacy of the American West while rooting ourselves in the lived reality of marginalized groups, the ways in which expansion affected the history of the west, and the perceived ownership over natural resources. Using the interplay of	

ENGLISH & LITERATURE
literature and history, we will develop a clear understanding of western culture, exploring in particular the themes of rugged individualism and femininity. Manifest destiny, the American Indian Wars, and the “reclamation” of water in the western United States will serve as touch points throughout the course as we engage with the question of who is seen as the narrator of truth. The excitement for critical reading and analytical writing will be paramount to the success of any student who enrolls in this elective.
Journalism + Media + Yearbook **I & II (Honors)** Clear communication with an understanding of writing for particular purposes and audiences is a goal of all journalism courses. In addition, students study art, design, business, and advertising skills. Learning to use computers as tools for word processing, layout, advertising, design, desktop publishing, telecommunications, and recordkeeping is essential. Finally, in order to understand and appreciate the basic function of the news media, students should be aware of the relationship of journalism to the history and social context of our democratic society. Although journalism courses offered in grades 9-12 are part of the language arts curriculum, the courses are interdisciplinary; they offer students a chance to understand freedom of communication as a necessity in a free society, to use mass media to understand current history, humanities, science, technology and other significant aspects of contemporary life, to gather, verify, interpret and evaluate relevant news, to use various learning styles to achieve a tangible and saleable product (Wolftracks - the Woods Charter School yearbook, and Pine & Ink - the WCS Newspaper), to explore a vocation and to strengthen skills in independent and group work. Instruction in reading, writing, speaking, listening, viewing, and thinking are consistent with the communication skills outlined in the North Carolina standard course of study.

WORLD LANGUAGES
Spanish I This course emphasizes the sound system of the language and sentence patterns for expression and comprehension of basic communication functions. Mastery of frequently used vocabulary is developed via skills of listening, speaking, reading, and writing. Culture, geography, history and traditions of Latin America are integral parts of the course.
Spanish II This course builds on the basic knowledge of Spanish learned in Spanish I, bringing students to an intermediate level of written and spoken Spanish. Topics studied include: travel, daily activities, giving commands, and talking about past events. Culture, history and geography of Latin America are parts of the course.
Spanish III Honors This course is designed to give students an advanced understanding of the Spanish language through the study of geography, history and culture of Spain and Latin America.. Students will apply rules of grammar, verbs, and vocabulary to writing and speaking assignments.
Spanish IV Honors This course is for students who wish to continue their studies in Spanish and increase fluency in

WORLD LANGUAGES
reading, writing, listening, and speaking. Students will continue to increase their Spanish vocabulary, work through advanced Spanish grammar, read a sampling of Spanish literature, and continue their exposure to Spanish and Latin American history and culture. Spanish will be the official language of the course, and will be spoken almost exclusively.
Spanish V Honors This Honors Spanish course is intended for students who have demonstrated excellence in Spanish and wish to continue with language acquisition but who are seeking an *alternative* to a rigorous AP course and who elect to *not* take the AP exam yet or at all. The basis of the course is similar to the AP course with an intensive grammar review, frequent readings from a variety of sources, including collections of Spanish and Latin American short stories and periodicals. This course however will focus more on conversational Spanish with a variety of auditory and oral assessments. Spanish will be the official language of the course, and will be spoken exclusively.
AP Spanish Language and Culture *Prerequisites: Spanish IV or permission of teacher* The AP Spanish Language course is intended for students who have demonstrated excellence in Spanish and wish to take the AP Language exam. This course is organized thematically. The basis of the course is an intensive grammar review, frequent readings from a variety of sources, including collections of Spanish and Latin American short stories and periodicals. In addition, there will be continuous vocabulary acquisition, daily auditory practice and interpersonal and presentational speaking and writing. Spanish will be the official language of the course, and will be spoken exclusively.
French I This course emphasizes the sound system of the language and sentence patterns for expression and comprehension of basic communication functions. Mastery of frequently used vocabulary is developed via skills of listening, speaking, reading, and writing. Culture, dealing with everyday situations, as well as appreciating history and traditions, is an integral part of the course.
French II This course is designed to move students from the basic knowledge of French learned in French I to an intermediate level through reading and storytelling. Culture, dealing with everyday situations as well as appreciating history and traditions, is an integral part of the course.
French III Honors This course is designed to give students an advanced understanding of the French language through reading, storytelling and composition. Students will apply rules of grammar, verbs and vocabulary to writing and speaking assignments.
French IV Honors This advanced level French class is taught during the same period as AP French Language and Culture. Students in this course complete many of the same group and oral assignments with their AP mates, but then complete their own written and research assignments. The course is taught almost exclusively in French. The emphasis is on culture and vocabulary acquisition. Themes of study include : current events, global challenges, science and technology and communities.
AP French Language and Culture The AP French Language course is intended for students who have demonstrated excellence in

WORLD LANGUAGES
French and wish to take the AP Language exam. The course is organized thematically. Class activities include intensive grammar review; frequent readings from a variety of sources, including short stories, poetry, newspaper articles, excerpts from theater and novels; continuous vocabulary acquisition; and daily auditory and oral practice. In addition, there will be interpersonal and presentational speaking and writing. French will be spoken almost exclusively.

MATHEMATICS

NC Math 1
This course establishes a foundation in algebraic concepts and problem solving. It serves as a preparation for NC Math 2 (formerly known as Geometry) and NC Math 3 (formerly known as Algebra II). Upon completion, students should be able to utilize appropriate technology in order to solve course content problems. Topics include equations, graphing, inequalities, polynomials, factoring, functions, radical expressions, order of operations, simplifying expressions, and statistics.

NC Math 2 NC Math 2 continues a progression of the standards established in NC Math 1. In addition to these standards, NC Math 2 includes polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.	**NC Math 2 Honors** NC Math 2 continues a progression of the standards established in NC Math 1. In addition to these standards, NC Math 2 includes:polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. In addition, students will fulfill honors requirements for the class.
NC Math 3 NC Math 3 continues a progression of the strands established in NC Math 1 and NC Math 2. NC Math 3 extends to include algebraic concepts such as the complex number system, inverse functions, logarithmic functions, inverse functions, higher degree polynomial functions, rational functions, trigonometric functions and the unit circle. Conics, circles and geometric proofs are the geometric concepts in NC Math 3. NC Math 3 serves as a preparation for precalculus and higher level mathematics.	**NC Math 3 Honors** Honors NC Math 3 extends to include algebraic concepts such as: the complex number system, inverse functions, logarithmic functions, inverse functions, higher degree polynomial functions, rational functions, trigonometric functions and the unit circle. Conics, circles and geometric proofs are the geometric concepts in NC Math 3. NC Math 3 serves as a preparation for precalculus and higher level mathematics. In the honors section, more challenging problems will be assigned on assignments and assessments.
NC Math 4	

MATHEMATICS

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

Precalculus Honors (*Prerequisite: Math 3)*
The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college mathematics course.

AP Calculus AB (*Prerequisite: Precalculus)*
This course is designed to develop an understanding of the concepts of calculus and provide experience with its methods and applications. The course represents a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. This course is intended to mirror the academic demands of a university or college calculus course.

AP Calculus BC (*Prerequisite: AP Calculus AB)*
This advanced course covers topics in single variable differential and integral calculus that include the study of functions, limits, derivatives, integrals, and infinite series. These topics are typically part of a first-year college Calculus I and Calculus II two-semester course sequence. Special emphasis will be given to applications of the derivative and integral. The course prepares students to succeed on the AP Calculus BC exam and subsequent courses that draw on material from this course.

AP Statistics (*Prerequisite: NC Math 3)*
The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

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

Computer Science Honors OR AP Computer Science Principles

MATHEMATICS

This course uses the Computer Science Principles curriculum from code.org. Students work collaboratively to complete hands-on activities to help them understand the challenges computer scientists face, and how the field has developed solutions for those challenges. Topics include how the internet works, the importance of data security, studying various innovations in technology, and programming in JavaScript.The AP Computer Science Principles exam score is made up of a Digital Portfolio submitted to College Board (30%), and a multiple choice exam taken in May (the remaining 70%). No prior programming or computer science experience required.

AP Computer Science A
This course focuses on object-oriented programming through the use of Java and follows the AP Computer Science curriculum closely. Topics include programming fundamentals, data types and assignment, flow control structures, and data structures.

AP Computer Science A exam will be taken in May.
Prior programming experience is helpful, but not required.
(This course depends on sufficient student interest and may not run every year)

SCIENCE

Biology
Biology is the study of living things their origins, metabolism, growth, reproduction, and interaction with their environments. This survey course begins with an overview of chemical compounds and cells as they are organized within the organism, and then considers organism interactions with each other and the environment. Modern genetics and biotechnology topics are discussed in detail including the science and ethical considerations related to stem cell research and bioengineering.

Students practice using pipettes and use gel electrophoresis to analyze DNA. There will be a significant laboratory emphasis, with the goal of building scientific literacy and an understanding of the scientific process. Students are expected to practice critical analysis incorporating written, oral, mathematical skills.

Biology Honors
This course will be offered as an option in Biology. Honors students will complete an independent research project and complete a preassigned written essay for each of the units of study. There will be alternative reading assignments and (in some cases) alternative homework assignments to enhance the Biology curriculum.

Students should demonstrate a passion for science, possess strong written and verbal communication skills, and be able to manage project deadlines independently.

SCIENCE	
Chemistry Chemistry is the study of matter and the changes that it undergoes. Topics include: atomic theory, the structure of the atom, the periodic table, molecular geometry, chemical reactions, states of matter and energy, stoichiometry, gas laws, solids and solutions, acids-bases and thermochemistry. Upon completing this course students should have a foundation in problem solving skills that can be applied to all sciences.	**Chemistry Honors** The honors course is offered in conjunction with General Chemistry but will require additional projects, extra homework and the student will be assessed on a deeper level of understanding of Chemistry.
Environmental Science Honors Environmental Science pulls together science, politics, economy and ethics. We will focus on how to live on the Earth sustainably, using the Four Principles of Sustainability. In addition, the umbrella theme, if you will, is water. The uniqueness of water on this planet allows for life, but human actions degrade it . Students should come to the course with the following skill set: ability to work in groups, ability to think critically, basic understanding of Chemistry, Biology, NC Math 1 and World History. Skills that will be honed during this course are written and verbal communication, especially in a scientific framework.	**AP Environmental Science** *Prerequisite: Honors Chemistry and/or Honors Biology; Honors English 2 or Honors World History* The course is similar to Environmental Science (above) but students should have the following skill set prior to enrolling in this course: ability to write well, ability to think critically, ability to articulate ideas, highly self-motivated and ability to synthesize a variety of information and develop well written, thoughtful conclusions. An AP exam will be taken in May. ***Summer work is required.***
Honors Physics *(This course is offered every year)* *Co-requisite: Math 3* This course provides the students with a general understanding of the principles of physics, as well as hands-on experiences building devices to help their understanding. This course covers mechanics, electricity and the physics of light and sound. This is a good course to take if you are generally interested in physics and want a broad introduction to the topic. Strong algebra skills are recommended for this course. Please ask Mr. Chetwynd if you are unsure of whether to take this course or AP Physics.	***AP Physics 1: Algebra-Based*** *(This class is being offered in 2026-27. It will not be offered in 2027-28 - it will alternate with AP Chemistry)* *AP Physics is the equivalent of a single semester of college level introductory mechanical physics with labs. It covers mechanics, forces and how they are applied to objects moving in one dimension, two dimensions and spinning. Topics are covered in great depth – students are expected to devote significant amounts of time outside of class to bring their understanding up to the standard. High-level facility with algebra is considered a prerequisite, although calculus is not necessary. This is a good course to take if you are planning on going into physics in college or want a challenge. Scores on the AP exam in this class are historically the lowest of any AP test – if you are unsure whether you are prepared to take this course, please discuss*

SCIENCE

	with Mr. Chetwynd.

Principles of Engineering
This course provides the students with a general understanding of the various types of engineering as well as the hands-on experience related to each type of engineering. For each type of engineering, students will learn the basic principles and theories related to the type and utilize that information to solve a problem. Types of engineering covered include civil, mechanical, electrical, computer, industrial, environmental, chemical, nuclear, and materials science. Some of the projects include surveying, bridge/boomilever testing, computer-aided design and drafting, and analog and digital electronics.

AP Biology
Prerequisites: Biology and Chemistry. Completion of NC Math 3 with a teacher recommendation and concurrent enrollment in Precalculus is a minimum expectation for Math.
Advanced Placement Biology is the equivalent of 2 college level introductory Biology courses, each with a lab component. AP Biology examines the discoveries that shaped our modern understanding of Biology through hands-on experimentation and problem-solving strategies. How can you grow an ear in a dish? How does Biology hold the answers for many of today's problems? How does Biology propose better design of materials and machines? How can we mine large data sets to formulate a better hypothesis about human health or climate change? The course includes modern genetics and biotechnology including bacterial transformation, genetic fingerprinting, DNA and protein electrophoresis, polymerase chain reaction (PCR), DNA sequencing and barcoding, DNA microarrays to study complex genetic traits, genetically-modified organisms, and population genetics.

Students will use these strategies as a foundation to explore the organization of complex biological systems (e.g. anatomy and physiology and complex ecosystems) using both computer modeling and traditional wet lab approaches. Throughout the course, students will integrate skills they have developed in math, chemistry, environmental science, and computer science.

AP Chemistry
Prerequisites: Biology; Chemistry; Math 3

(This class will not be offered in 2026-27. It will next be offered in 2027-28; it will alternate with AP Physics)

This course is the equivalent of 2 college level introductory chemistry courses (a total of 8 college credits), each with a lab component. AP Chemistry is designed to be taken only after the successful completion of a first course in high school chemistry. In this course students learn about the fundamental concepts of chemistry such as structure and states of matter, intermolecular forces, reactions, and how to use chemical calculations to solve problems. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, acids and bases, and equilibrium. This course requires that 25 percent of the instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry based). Students will establish lines of evidence

SCIENCE

and use them to develop and refine testable explanations and predictions of natural phenomena. This class requires students to take the associated lab Enrichment.

Marine Ecology
Marine Ecology is an interdisciplinary science that combines biology with physical science (e.g. geology, chemistry, oceanography and geophysics.) We will focus on the living organisms in the ocean and the interrelatedness with the environment. We will study the chemistry of the ocean water, how the ocean interplays with the atmosphere and Earth's weather, how climate change is affecting the ocean chemistry and biology, and how our human survival is tied to the health of the Earth's oceans!

Come to this course with your questions about oceans, your sense of exploration and your inquisitive mind and let's delve into the depths of the oceans--and leave only bubbles behind!

HISTORY and SOCIAL SCIENCES

World History & Honors World History
World History is a required course for 9th grade students. It is a survey course that covers prehistory to the present with a particular focus on the world after 1200, giving a basic overview of historical events from every region of the world. The class format will include reading, lectures, discussions, and essay writing.

World History Honors involves more writing than the regular section of World History. Written assignments are typically longer, require more sources, and are graded to a higher standard than those in the regular section of the course. Honors students also have an additional large essay each trimester in addition to periodically having extra and more complex readings. The tests in Honors World History have a greater analytical component than those in regular World History.

Founding Principles of the United States of America and North Carolina: Civic Literacy
Civic Literacy is a required course for tenth grade students and covers the foundations, structure, and mechanics of the American government, the government of the state of North Carolina and the economy. In addition, students will learn and discuss a wide range of political and economic policy issues, which will include keeping up with current events. The class format will include reading, lectures, discussions, and essay writing.

Civic Literacy Honors involves more writing than the regular section of Civics. Written assignments are typically longer and are graded to a higher standard than those in the regular section of the course. Honors students will be assigned leadership roles in group projects and will have roles requiring more research and public speaking. Test questions for Honors Civics have a greater analytical component than those in regular Civics.

HISTORY and SOCIAL SCIENCES

American History & Honors American History
American History is offered to high school students who have successfully passed World History and Founding Principles: Civic Literacy. Students not enrolled in AP U.S. History (which serves as an equivalent) must pass American History to help fulfill one of the four required social studies courses for high school graduation in North Carolina. American History will guide students through an examination of the political, economic, social and cultural development of the United States from the end of the French and Indian War (1763) to the last presidential election (2020). The desired outcomes of this course are for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States in an interconnected world through a deep investigation of both primary and secondary sources. Students interested in earning honor's credit in American History will be given additional written assignments and assessments that will require some outside reading.

AP US History
This AP course fulfills the American History requirement for high school graduation for those who choose to take it at this advanced level. The level of expectations is at a college level both in terms of depth of material covered and the maturity required to master it. A moderate summer reading, etc. requirement also must be completed by the start of the school year. The course will cover United States history from its pre-colonial period to the present and culminates in the AP US History exam in May.

The course covers all major aspects of American history during that period including: political, diplomatic, intellectual, cultural, economic and social. In addition, the course deals extensively with learning how to read, understand, analyze and interpret a wide variety of both primary and secondary texts together with the maps, graphs and pictorial materials associated with them. The course also aims to help students to put the knowledge and understanding they are gaining into practice through sharpening their oral and written communication skills. **Summer reading is required.**

Economics and Personal Finance
The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

AP Comparative Government and Politics
Prerequisites: World History & Civics or instructor permission
This course will cover International Relations and Comparative Government Theory and then apply that knowledge to the study of six countries: the United Kingdom, Russia, China, Mexico, Nigeria, and Iran. Students will study the history of political, social, and economic development in each of the six countries, the current structure of the governments, and the political culture and policy debates in those countries today. This AP course will require a substantial amount of reading and written work, as well as some

HISTORY and SOCIAL SCIENCES

work over the summer. An Advanced Placement (AP) Test will be taken in May.

History of Human Thought
From the earliest times humans questioned the nature of life and existence. Through the developments of civilization, a variety of perspectives emerged attempting to answer these questions. This non-AP course will trace some of the many threads of human thought from pre-civilization to modern times through the integration of history, philosophy, religion, literature, art, and music. This course aims to demonstrate the way that human beings historically create and share meaning as individuals, as communities, and as cultures through what they document and produce. The course requires substantial amounts of reading. Can be taken as Regular or Honors with corresponding expectations in work quality and workload.
THOHT Honors carries additional rigor and higher expectations, including additional reading, longer essays, honors projects, and higher grading standards.

AP European History
Prerequisites: World History & Civics or instructor permission
This AP course will cover European history from the Renaissance (c. 1450) to the present and includes the AP European History exam in May. The course covers all major aspects of European history during that period including: political, diplomatic, intellectual, cultural, economic and social. In addition, students will read, understand, analyze and interpret a wide variety of both primary and secondary texts together with the maps, graphs and pictorial materials associated with them.
The course aims to help students to put the knowledge and understanding they are gaining into practice through sharpening their oral and written communication skills. As an AP course it requires a good history background and a high level of maturity and commitment to master the material. It also includes summer reading to be completed by the start of the school year.

AP Psychology
Prerequisites: Biology & Chemistry or instructor permission
This course is an introduction to the science of behavior and mental processes, its history, traditions and current perspectives. This course is comparable to Psychology 101 at the college level, and provides a broad survey of Psychology's many subfields. Substantial reading is expected as well as a high level of maturity and commitment to study, as well as summer assignments.

Human Geography examines economic, social, political, and environmental issues through a geographic lens. By analyzing spatial patterns, human influences, and landscape dynamics, students gain insight into global change, make predictions, and propose solutions. Topics include geopolitics, migration, population dynamics, language diversity, political organization, agriculture, land use, industrialization, and economic development. The course emphasizes the interaction between global and local events, fostering critical thinking and a global perspective. Relevant to any college major, it also offers an optional AP exam for potential college credit.

Frequently Asked Questions about AP classes

Q: What does AP mean?

A: AP stands for Advanced Placement, a designation by College Board that indicates college-level course content and standards. See course titles and descriptions.

Q: Should I take AP classes?

A: Maybe. AP classes are the most challenging at Woods. They require more complex reading, concepts, and analysis but in the classroom and at home. Expect summer reading, nightly homework, and a rigorous grading scale. It's important that each student consider their individual needs, goals, and interests, and how their overall schedule will be impacted.

Q: Am I eligible for AP courses?

A: Some AP classes have prerequisites, which are noted in the course descriptions. It is generally recommended that you have mastery of critical reading and writing skills, such as those gained in the first two years of high school.

Q: How do AP classes impact my GPA?

A: AP classes add value (1.0) to your grade point average. Taking an AP class and earning an A is worth 5.0 points on the four-point GPA scale.

Q: Will I receive college credit for AP classes?

A: This depends on the college or university you attend. All schools have credit transfer information on their websites, so you can research whether AP credits are accepted, and what score may be required to earn credit.

Q: Do I have to pay for AP exams?

A: The NC Department of Public Instruction will cover the cost of the AP exam for students who are enrolled in the course. It is possible to take an exam without taking the course provided you meet the October deadline for signing up. The student must pay the fee in this case.

Q: So, should I take AP classes?

A: You should talk with your advisor and/or the course teacher, review your commitments (sports? clubs? work?), and sign up for AP classes that you are excited about. Don't take AP just to take AP!