Course Planner (for selecting 2015-2016 courses)

Directions:
1) During the Academic Days of Emphasis (Tuesday and Wednesday, February 3rd and 4th), record your core course recommendations and the total number of hours estimated for homework completion.
2) Next, during the following Advisory (Thursday, February 5th), record your potential electives (you will continue this process after the Electives Fair as well) and rank order your choices in order of priority.
3) Next, record your activities with the total number of estimated hours of commitment beyond your school day.
4) Finally, total up the number of hours your courses and activities may require, and then ask yourself: have I struck a balance? Consider both traditional homework assignments and general reading load.

<table>
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<tr>
<th>English Recommendation</th>
<th>Estimated # Hours Weekly HW</th>
<th>Math Recommendation</th>
<th>Estimated # Hours Weekly HW</th>
<th>Extra-Curricular Activity (sports, job, childcare)</th>
<th>Estimated # Hours Weekly Commitment</th>
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<tr>
<td>Social Studies</td>
<td>Estimated # Hours Weekly HW</td>
<td>Science Recommendation</td>
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<td>World Language</td>
<td>Estimated # Hours Weekly HW</td>
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<td>(or Elective)</td>
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<td>Elective</td>
<td>Estimated # Hours Weekly HW</td>
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What Are Your Priorities?
(Which courses are most important? Which activities? Reflecting on your priorities now will help you and your counselor work together to appropriately balance your academics and the rest of your activities.)

Total # of Hours of Academic HW Per Week:  

Total # of Hours of Extra-Curricular Activity Commitment Per Week:

Have you struck a balance?

AP & Curriculum Night
Monday, Feb 9th
6:45 – 8:45 for upperclassmen
Honors and Advanced Placement (AP) Reflection Form

If you are considering an Honors or AP course for the 2015-2016 school year, please take a moment to complete the self-assessment below. WSHS is an open enrollment school. Any student who wishes to take an advanced course may do so as long as she/he has completed the prerequisites. Students are encouraged to carefully consider the time commitment, dedication, and work ethic required to be successful in one or more advanced classes. Reminder: After June 19th, you will be required to remain in the scheduled Honors and AP course through the first quarter. The request to drop/transfer after first quarter may be honored if the student has made genuine efforts to seek additional help, is still struggling in the course, and there is space available in the requested class.

1. I turn in all homework on time.
   - Always
   - Sometimes
   - Rarely
   - Never

2. I am confident in my essay writing skills.
   - Strongly Agree
   - Agree
   - Undecided
   - Disagree
   - Strongly Disagree

3. I have strong reading comprehension skills.
   - Strongly Agree
   - Agree
   - Undecided
   - Disagree
   - Strongly Disagree

4. I am willing and able to devote approximately one and a half to two hours per AP class for homework.
   - Strongly Agree
   - Agree
   - Undecided
   - Disagree
   - Strongly Disagree

5. I keep an organized notebook.
   - Strongly Agree
   - Agree
   - Undecided
   - Disagree
   - Strongly Disagree

6. I read for pleasure on my own time.
   - Strongly Agree
   - Agree
   - Undecided
   - Disagree
   - Strongly Disagree

7. I seek help when I do not understand something or need additional clarification.
   - Strongly Agree
   - Agree
   - Undecided
   - Disagree
   - Strongly Disagree

8. I record all of my assignments in my planner.
   - Strongly Agree
   - Agree
   - Undecided
   - Disagree
   - Strongly Disagree

9. Please list your other activities (sports, clubs, etc.) in which you plan on participating next year.
   
Please discuss the results of this self-evaluation with your counselor while signing up for courses.

HW GUIDELINES – from FCPS Regulation 3205.1 Schools should develop and communicate, to students, parents, or guardians, consistent homework expectations within grade levels, teams, and/or courses.

1. Homework should serve a positive purpose for learning and support the instructional program. Homework should be a vehicle through which students practice, apply, and/or elaborate on content that they are currently learning. It may also be used as preparation for learning new content.

2. Homework assignments should be relevant to content being studied with an emphasis on quality rather than quantity. Homework for advanced learners should focus on understanding content in greater depth and complexity and not on increased time commitments.

3. Homework assignments should be tailored to match the varying needs of students’ learning styles, readiness, primary languages, and home support systems. Teachers should ensure that all students know what has been assigned. All students are expected to complete homework assignments.

4. Students should receive timely feedback on all homework, and feedback should reinforce student learning.

5. Homework grading policies should be established by the local school, consistent with the standards outlined in the grading and reporting handbooks for elementary, middle, and high school. Homework expectations and their effect on academic or work habit grades should be communicated in writing to students and their parents or guardians.

6. It is recognized that students vary significantly in the amount of time they need to complete given assignments. Teachers should estimate the amount of time the average student would require to complete an assignment. In general, homework across disciplines should not exceed 0.5 hour in kindergarten through grade three, 1 hour in grades four through six, 1.5 hours at the middle school level, and 2 hours at the high school level. Long-term projects may require additional time. Teachers should adjust daily homework assignments accordingly.