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COURSE CATALOG

A Planning Guide For Diploma Requirements

2024-2025

TABLE OF CONTENTS

THE COUNSELING DEPARTMENT WELCOMES YOU

MS. SHAYLA PASKER, HIGH SCHOOL COUNSELOR
MRS. KATHERYN ARMSTRONG, MIDDLE SCHOOL COUNSELOR

GUIDANCE

Your guidance counselor is concerned with you and the problems which you might encounter as a teenager and young adult. Your counselor is trained in assisting students in coping with peer pressure and emerging social and/or emotional problems. Your counselor is trained to help you help yourself. Your counselor is always available to help with routine situations involving schedule planning, schedule changes, requirements for graduation, vocational plans, college plans, explanation of test scores, working permits, etc. The Guidance Department is based on the philosophy that everyone counts, that every individual is born with certain aptitudes that should be discovered and developed, and that the individual can become a mature person capable of living successfully as a member of society. The Guidance Department is actively involved with helping students in grades 9-12 plan their educational program and think about higher education and career opportunities. Students in grades 7-8 will be involved in career awareness activities and discussions with their classroom teachers and guidance counselor, generating some ideas for their high school and/or post-secondary pursuits. The Guidance Department is yours to use during school hours. Parents who wish to meet with guidance counselors may do so during school hours or evenings by appointment.

ACADEMIC PLANNING

The Red Creek High School Course Catalog for 2024-2025 offers a wide range of courses. It also provides essential information regarding graduation requirements, grading systems, and educational opportunities offered to meet individual needs. All students are encouraged to read the course catalog carefully to help inform course selection. The hope is that students, along with the support of their counselors, make choices that will result in a challenging and rewarding educational program.

SCHEDULING

Each student will complete a course request sheet that indicates his/her course requests for the following school year. All students are expected to take the following course load each semester: 6 courses consisting of English, Math, Social Studies, Science and Physical Education. Students who have already completed their 3 credits of Math or Science may be exempt from a 4th course with Principal, Counselor and Parent approval. Students who are taking 2 or more AP and/or College courses are allowed to take 5 classes plus physical education each semester. Counselors will meet with all students individually to make course requests. These sessions will also provide a review of the student's transcript, graduation requirements, and current diploma track. To earn course credit, high school students must meet the minimum scholastic requirements of the course established by the State Education Department and/or the teacher and principal. Students will be informed of these requirements by their teachers. Students wishing to attend WFL BOCES during their Junior and Senior year they will review their transcript, grades, and attendance with their counselor to determine eligibility. If a student is in good academic standing, WFL BOCES will be incorporated into the student's schedule for the following school year. Students will also be given a WFL BOCES application that must be completed and returned. Students who attend a BOCES program will be required to take only courses needed to graduate.

PLEASE NOTE: Course selections are NOT guaranteed. Fluctuating enrollments, limited class size, and/or insufficient requests may prevent your assignment to one of your selected classes. The Counseling Office staff will do all that is possible to satisfy your original request. However, when this cannot be done, your course selections will be modified.

THE COUNSELING DEPARTMENT WELCOMES YOU

MS. SHAYLA PASKER, HIGH SCHOOL COUNSELOR
MRS. KATHERYN ARMSTRONG, MIDDLE SCHOOL COUNSELOR

SCHEDULE CHANGE REQUESTS

All schedule change requests must be submitted to the student's counselor on a Schedule Change Request form, which is available in the Counseling Office. Signatures of teacher, parent, principal, counselor (in this order) must be included before the request will be acted on. Students may not add courses after the first two weeks of the first day of class.

Course Drops

- No drops will be allowed until a student has attended class for at least three days.
- During the first two weeks of a course, students may drop a course with written approval from teacher, parent, principal and counselor on the Schedule Change Request form.
- In order to drop a course, students must still maintain the minimum course load. During this time period, a dropped course will not show on a student's report card or transcript.
- For full-year courses, approved drops that occur after the fifth week of class will result in a W indicating a withdrawal appearing on the student's report card and transcript. There will be a discussion between teacher, parent, principal and counselor to determine if the drop is necessary.
- No drops will be allowed after the first 5 weeks of the course.
- Add/drops due to teacher change will not be permitted. If there is a concern there will be a conference with student, teacher, parent, counselor, and principal to remedy the problem.

WEIGHTING OF COURSES

Class rank is determined by averaging all of the courses students take that have credit attached to them. The final course average is multiplied by the weight determined for that course. College courses are weighted 1.1 to recognize the course rigor.

CLASS RANKING/ WEIGHTING OF COURSES

Class ranking is based on credits earned. All one-credit courses receive the same "weight." Half or quarter credit courses count half or a quarter of a one-credit course. College courses and H.S. Physics (listed below) will carry a weighting of 1.1 in figuring G.P.A. for class ranking only. Please note that because G.P.A. for class rank is based on credits earned, there will be a discrepancy with the quarterly report card G.P.A. which is used to figure honor roll.

College Credit Courses

Qualified students have the opportunity to earn a wide range of undergraduate credit hours granted by Cayuga Community College or Finger Lakes Community College. These courses may not be offered every year.

Registration for students meeting course prerequisites will occur during the first weeks of school. Cost for program participation is very nominal for each course. Interested students may contact the Guidance Office for further information. Course availability will be contingent on minimum enrollment.

NYS Diploma Requirements

<table>
<tr><th>Diploma Type</th><th>Course Credit Requirements</th><th>Assessment Requirements</th></tr>
<tr><td>Regents Diploma</td><td rowspan="6">All Diploma Types Require The Same Successful Earning of 22 Units of Credit Distributed as Follows:
ELA- 4 Credits
Social Studies- 4 Credits
Science- 3 Credits
Math- 3 Credits
Health- 1/2 Credit
Arts- 1 Credit
World Languages- 1 Credit
Physical Education- 2 Credits
Electives- 3 1/2 Credits</td><td>Students must successfully pass four required Regents Exams (one in each discipline- English, math, science, social studies)
Students must successfuly complete one pathway*</td></tr>
<tr><td>Regents Diploma with Honors</td><td>Same as above except student must have a computed average score of 90 or better on all required Regents Exams</td></tr>
<tr><td>Regents Diploma with Advanced Designation</td><td>1. Students must successfully pass 7 Regents Exams as follows:
Math- 3 Regents Exams
Science- 2 Regents Exams (one physical, one life)
English- 1 Regents Exam
Social Studies- 1 Regents Exam
2. Successful completion of one pathway*
3. Sequence: successful completion of one of the three sequence options:
Earning an additional 2 units of credit in world languages and passing a locally developed Checkpoint B exam in world languages; or
Completing a 5 unit sequence in the Arts; or
Completing a 5 unit sequence in CTE</td></tr>
<tr><td>Regents with Advanced Designation with Mastery in Math</td><td>Meets all of the above requirements for a Regents with Advanced Designation and scores 85 or better on each of the 3 Math Regents Exams</td></tr>
<tr><td>Regents with Advanced Designation with Mastery in Science</td><td>Meets all of the above requirements for a Regents with Advanced Designation and scores 85 or better on each of the 3 Science Regents Exams</td></tr>
</table>

NYS Diploma Requirements

*Pathway Information:

In addition to passing the four required Regents exams, all students must complete one of the following pathway options:

- Earn the NYS Seal of Civic Readiness; or
- Pass an additional math Regents Exam in a different course; or
- Pass an additional science Regents Exam in a different course; or
- Pass an additional social studies Regents Exam in a different course; or
- Pass an additional English assessment in a different course selected from the NYSED approved alternative list; or
- Pass a NYSED approved pathway assessment in the arts; or
- Pass a NYSED approved pathway assessment in World Languages; or
- Successfully complete all the requirements for a CDOS Commencement Credential; or
- Successfully complete an approved CTE program, including the associated 3-part technical assessment.

Additional Endorsements Available at Red Creek High School:

In addition to earning one of the previously described diploma types, students are also eligible to earn the following endorsements on their diploma:

Type of Endorsement	Credit Requirements	Assessment Requirements
Career and Technical Education (CTE) Endorsement	Students complete all credit requirements for a specific diploma type **and** successfully complete an approved career and technical education program (i.e. BOCES program)	Students achieve a passing score on state assessments for a specific diploma type **and** successfully completes the three part technical assessment designated for the particular approved career and technical education program which the studnet has completed
Seal of Biliteracy	Students complete all credit requirements for a specific diploma type **and** meets the criteria for earning the New York State Seal of Biliteracy	Students achieve a passing score on state assessments for a specific diploma type **and** meet the criteria for earning the New York State Seal of Biliteracy
Seal of Civic Readiness	Students complete all credit requirements for a specific diploma type **and** meet the criteria for earning the New York State Seal of Civic Readiness	Students achieve a passing score on state assessmetns for a specific diploma type **and** meet the critera for earning the New York State Seal of Biliteracy

NINTH GRADE COURSE SELECTION SHEET

Student Name: _____ ID#: _____

The following will be determined by teacher recommendation and assessment scores:	
English	_____ English 9 _____ CT _____ English 9 Honors
Math	_____ Algebra 1 _____ CT _____ Geometry _____ Other _____
Science	_____ Living Environment _____CT _____ Earth Science _____CT _____ Other: _____
Social Studies	_____ Global 1 _____ CT
Physical Education	_____ Physical Education
The following will be determined by student/parent/counselor collaboration:	
Fine Arts	_____ Studio in Art _____ Design Drawing and Production (DDP) _____ Band _____ Chorus _____ Other: _____ _____ Other: _____
World Languages	_____ Spanish 2 _____ Other: _____
Electives	_____ Health _____ Video Production _____ Other: _____ _____ Other: _____

*PLEASE NOTE: This form is a **request** form. Course requests will be honored based on: space availability, graduation requirements, grade level and/or recommendations, support/intervention classes, and program requirements.*

Completed Requirements:

4 Credits of ELA:
- ☐ English 9
- ☐ English 10
- ☐ English 11
- ☐ English 12
- ☐ _____

4 Credits of Social Studies:
- ☐ Global Studies 1
- ☐ Global Studies 2
- ☐ US History
- ☐ Government (0.5)
- ☐ Economics (0.5)
- ☐ _____

3 Credits of Science:
- ☐ Living Environment
- ☐ Earth Science
- ☐ Chemistry
- ☐ Physics
- ☐ _____
- ☐ _____

3 Credits of Math:
- ☐ Algebra 1
- ☐ Geometry
- ☐ Algebra 2
- ☐ _____
- ☐ _____

☐ 1/2 Credit of Health
☐ 1 Credit of World Language
☐ 1 Credit of Fine Arts
☐ 2 Credits of PE

3 1/2 Credits of Electives:
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Total Credits to Date: _____

_____ _____ _____

Student Signature *Parent Signature* *Counselor Signature*

TENTH GRADE COURSE SELECTION SHEET

Student Name: _____ ID#: _____

The following will be determined by teacher recommendation and assessment scores:	
English	_____ English 10 _____ CT _____ English 10 Honors _____ English 9 _____CT
Math	_____ Geometry Regents _____ CT _____ Geometry Local _____ CT _____ Algebra 1 _____ CT _____ Consumer Math 1
Science	_____ Earth Science _____ CT _____ Living Environment _____ CT _____ Other: _____
Social Studies	_____ Global 2 _____ CT _____ Global 1 _____CT
Physical Education	_____ Physical Education
The following will be determined by student/parent/counselor collaboration:	
Music	_____ Band _____ Chorus
World Languages	_____ Spanish 3 _____ Other
Electives	_____ Health _____ Video Production _____ Other: _____ _____ Other: _____

*PLEASE NOTE: This form is a **request** form. Course requests will be honored based on: space availability, graduation requirements, grade level and/or recommendations, support/intervention classes, and program requirements.*

Completed Requirements:

4 Credits of ELA:
- ☐ English 9
- ☐ English 10
- ☐ English 11
- ☐ English 12
- ☐ _____

4 Credits of Social Studies:
- ☐ Global Studies 1
- ☐ Global Studies 2
- ☐ US History
- ☐ Government (0.5)
- ☐ Economics (0.5)
- ☐ _____

3 Credits of Science:
- ☐ Living Environment
- ☐ Earth Science
- ☐ Chemistry
- ☐ Physics
- ☐ _____
- ☐ _____

3 Credits of Math:
- ☐ Algebra 1
- ☐ Geometry
- ☐ Algebra 2
- ☐ _____
- ☐ _____

☐ 1/2 Credit of Health
☐ 1 Credit of World Language
☐ 1 Credit of Fine Arts
☐ ___ /2 Credits of PE

3 1/2 Credits of Electives:
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Total Credits to Date: _____

_____ _____ _____

Student Signature *Parent Signature* *Counselor Signature*

11TH - 12TH GRADE COURSE SELECTION SHEET

Student Name: _____ ID#: _____

English	___ English 11 ___ CT ___ English 12 ___ CT ___ FLCC 102 & 103	___ AP Language / FLCC 101	**Senior Electives:** _____ _____
Math	___ Geometry R ___ Geometry Local ___ Algebra 2 R ___ FLCC MAT 110- Math of Money	___ CCC MAT 104- College Algebra 0.5 ___ CCC MAT 106- Pre-Calculus 0.5	___ CCC MAT 108- Calculus 0.5 ___ MAT 214- Statistics 0.5 ___ Consumer Math 2
Science	___ Earth Science R ___ Chemistry R ___ Physics R ___ College Geology	___ Conceptual Physical Science ___ STEM Science 0.5 ___ Forensics 0.5	___ AP Biology / FLCC BIO 121/122 ___ AP Chemistry / FLCC CHM 120/121
Social Studies	___ US History R ___SC US History(IEP) ___ AP US History / FLCC HIS 110 & 111	___ Participation in Government ___ Economics ___ Leadership	___ FLCC POL 100- Government ___ FLCC ECO 100- Economics ___ Psychology 0.5
Physical Education	___ Phys. Education ___ FLCC HPE 110 Physical Conditioning	___ FLCC HPE 117 Basic Weight Train ___ Advance P E	___ Health ___ Lifetime Wellness
Art	___ Studio in Art ___ Drawing/Painting ___ Creative Crafts ___ Digital Media	___ Ceramics 0.5 ___ Adv. Ceramics 0.5 ___ Advanced Studio ___ Cake Dec. 0.5	___ Photography 0.5 ___ FLCC ART 110- College Photo 0.5 ___ Glass Fusing 0.5
Music	___ Concert Band ___ FLCC MUS 105- Basic Musicianship	___ Chorus	___ FLCC MUS 100- Music Apprec. 0.5 ___ CCC MUS 145- Music Theory 0.5
World Languages	___ Spanish III ___ American Sign Lang.	___ Spanish IV- FLCC SPN 201/202	___ Spanish V- FLCC SPN 203/204
Career and Technical Education	___ DDP ___ Basic Electric 0.5 ___ Welding 0.5 ___ Metals 0.5 ___ Adv. Metals 0.5 ___ Robotics 0.5 ___ Adv. Robotics 0.5 ___ CIM 0.5 ___ Manufacturing 0.5 ___ Print/Publications ___ Power/Energy 0.5 ___ Transp. Sys. 0.5	___ Basic Woodworking .5 ___ Adv. Woodworking .5 ___ FLCC CSC 115- Programming ___ FLCC CSC 122- Webpage Dev. ___ CCC BUS 101- Principles of Accounting (0.5) ___ CCC BUS 105- Business Math (0.5)	___ World of Tech ___ FLCC Tech 122- Elec. Theory 0.5 ___ FLCC Tech 123- Dig. Electron. 0.5 ___ Video Game Design ___ FLCC BUS 120- Intro to Business 0.5 ___ CCC BUS 150- Business Communications 0.5
Other	___ CAY 101- Strategies for College Success ___ Seal of Biliteracy Eligible ___ FLCC PSY 100- Intro to Psychology ___ Seal of Civic Readiness Eligible ___ BOCES Tech and Career Program: _____ ___ Other ___ _____		

Completed Requirements:

4 Credits of ELA:
- ☐ English 9
- ☐ English 10
- ☐ English 11
- ☐ English 12
- ☐ _____

4 Credits of Social Studies:
- ☐ Global Studies 1
- ☐ Global Studies 2
- ☐ US History
- ☐ Government (0.5)
- ☐ Economics (0.5)
- ☐ _____

3 Credits of Science:
- ☐ Living Environment
- ☐ Earth Science
- ☐ Chemistry
- ☐ Physics
- ☐ _____
- ☐ _____

3 Credits of Math:
- ☐ Algebra 1
- ☐ Geometry
- ☐ Algebra 2
- ☐ _____
- ☐ _____

- ☐ 1/2 Credit of Health
- ☐ 1 Cr. of World Language
- ☐ 1 Credit of Fine Arts
- ☐ ___/2 Credits of PE

3 1/2 Credits of Electives:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Total Credits to Date: _____

*PLEASE NOTE: This form is a **request** form. Course requests will be honored based on: space availability, graduation requirements, grade level and/or recommendations, support/intervention classes, and program requirements.*

_____ _____ _____

Student Signature *Parent Signature* *Counselor Signature*

ENGLISH COURSES

English 9

Length: Full Year, 1 Credit
Pre-requisite: Completion of ELA 8
Final Assessment: Local Exam

In English 9, students refine their reading and writing skills. Engaging activities and assignments require thinking critically, reading closely, and responding creatively and analytically to a variety of worthy and complex texts. Students will have many opportunities to speak and write formally and will be expected to complete quality work both in and out of class. Literary genres covered include novels, poetry, short stories, and drama from various historical periods. *Romeo and Juliet* and *To Kill a Mockingbird* are included as major reading components along with other texts. Students, writing creatively and routinely in brief and more extended time frames, will develop responses to a variety of texts.

English 9 Honors

Length: Full Year, 1 Credit
Pre-requisite: Completion of ELA 8 with mastery
Final Assessment: Local Exam

For the Honors English 9 course, students will delve deeper into refining their reading and writing skills through rigorous academic exploration. This course challenges students to engage with texts at a higher level, fostering critical thinking, close reading, and the development of creative and analytical responses to a diverse array of challenging materials. Emphasizing intellectual rigor, students will be tasked with advanced activities and assignments that demand deeper analysis and synthesis of complex ideas.

Through a combination of intensive reading, discussion, and writing, students will sharpen their ability to articulate sophisticated interpretations and insights. Expectations for formal speaking and writing will be elevated, with an emphasis on producing exemplary work both in class and through independent study. Literary exploration will span a wide range of genres, including novels, poetry, short stories, and drama, encompassing works from various historical periods and cultural contexts.

Key texts such as *"Romeo and Juliet"* and *"To Kill a Mockingbird"* will be studied as major components of the curriculum, alongside other challenging texts carefully selected to broaden students' literary horizons and deepen their understanding of complex themes and ideas. Writing assignments will encompass both creative and analytical modes, requiring students to craft responses of increasing depth and sophistication within both short and extended time frames. Through this rigorous exploration of language and literature, students will cultivate the skills and insights necessary for success in advanced academic pursuits.

English 10

Length: Full Year, 1 Credit
Pre-requisite: Completion of ELA 9
Final Assessment: Local Exam or Project Based Assessment

English 10 continues to develop the skills introduced and developed in English 9. Further emphasis is placed on reading, research, and writing skills. The research component includes a research project and an informational argumentative essay. Students read a Shakespeare play and various novels, poems, and short stories. This course further prepares students for success on the New York State Regents Exam in English that is given at the end of grade 11.

English 10 Honors

Length: Full Year, 1 Credit
Pre-requisite: Completion of ELA 9 with mastery
Final Assessment: NYS Regents in English

English 10 Honors continues to develop and fine tune the skills introduced and developed in English 9. Further heightened emphasis is placed on reading, research, and writing skills. The research component includes a research project and an informational argumentative essay. Students read a Shakespeare play and various novels, poems, and short stories. This course further prepares students for success on the New York State Regents Exam in English that will be administered to English 10 Honors students at the end of this course. Students scoring mastery (85% or above) on the NYS Regents will be awarded credit by exam for English 11.

English 11

Length: Full Year, 1 Credit
Pre-requisite: Completion of ELA 10 or English 10 Honors
Final Assessment: NYS Regents Exam in English

English 11 is a required Regents course designed to improve students critical thinking, reading, speaking, and writing skills in preparation for the Regents examination in English. Students read a variety of literature to enhance their critical thinking and literary response skills as shown through formal and informal writing, as well as class discussions and oral presentations. A research project is also required. In addition to preparing students for the Regents, this course helps students to prepare for collegiate and real world applications of academic skills.

AP Language

Length: Full Year, 1 Credit
Pre-requisite: Completion of ELA 10 (Open to Juniors and Seniors)
Final Assessment: Local Exam

The Advanced Placement program (AP) enables willing and academically prepared students to pursue college-level studies while still in high school. The AP program develops college-level courses that high schools can choose to offer and corresponding AP exams that are administered once a year.

The **AP English Language and Composition** course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make a compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally they read and analyze rhetorical elements and their effects in nonfiction texts-including images as forms of text- from a range of disciplines and historical periods. Students completing this course may earn enrollment credit for FLCC ENG 101

FLCC ENG 101- Composition 1

Length: Fall Semester, 0.5 Credit + 3 College Credits
Pre-requisite: Completion of ELA 11 with mastery
Final Assessment: College Final Exam

The goals of English 101-Composition 1 are to develop students' abilities to write at a college level and to think critically. Students will learn to make decisions based on rhetorical concerns of a writer's purpose, the readers needs, and the context in which documents are read. As using sources effectively is one of the goals of the course, research will be interwoven into documents as a way to support ideas and connect with the audience. The course emphasizes process based writing, student reflection of their learning progress, and it culminates in a learning portfolio. This course carries SUNY general education basic communication: written credit. ENG 101 and 102 are taken in tandem to meet the credit requirement for graduation and to gain optional college credit through FLCC earning students three college credits for each course.

ENG 102- Introduction to Reading Literature

Length: Spring Semester, 0.5 Credit + 3 College Credits
Pre-requisite: ENG 101
Final Assessment: Essay

ENG 102 invites students to learn, practice, and develop the critical reading skills that enable one to understand, interpret, and engage with a variety of literary, academic, and popular texts. Through the study of literature, students will explicitly develop critical reading skills that transfer across disciplines. This course carries SUNY general education humanities credit. ENG 101 and 102 are taken in tandem to meet the credit requirement for graduation and to gain optional college credit through FLCC earning students three college credits for each course.

English 12: Graphic Novels

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Project

For interested students this is an introduction and overview of the "graphic novel" as a storytelling medium. This course will begin with an overview of the history of the form, and then focus on the impact the medium has on several book-length works across genres. Writing will include analysis of style, form, and story, and students will create their own multi-panel stories

English 12: Poetry

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Portfolio

This course will focus on appreciation and analysis of poetry from all time periods chronologically, studying ancient poems (including an epic poem) all the way to contemporary poems. Some focus areas would include structure, theme, context and Analysis. Students would also write their own poems as formative informative assessments.

English 12: Young Adult Literature

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Project or Portfolio

Students will read and analyze a variety of texts written for and marketed to young adults that reflect on human experience. In addition to reading and analyzing novels written by a diverse group of authors, students will also explore other young adult media, including advertising, movies and shows. Students will analyze the social and cultural influences, as well as the entertainment and educational value of these texts. Supplementary sources including literary narratives, media adaptations and advertisements will require critical analysis of the literary features of these books and invite discussion of the craftsmanship and rhetorical strategies of the authors, artists, and publishers who produce and market them.

English 12: Creative Nonfiction

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Project or Portfolio

Creative nonfiction, also called "literary nonfiction," explores memoir and personal essays (both in reading and writing). The course will focus on literary techniques and structure which maximizes emotional impact in writing, and also have a focus on developing an authentic writing "voice" through personal storytelling and revision techniques.

English 12: Creative Writing

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Writing Portfolio

Students in creative writing will experience a sampling of writing from multiple genres. These include (but are not limited to) personal essays, poetry, short stories, flash fiction, and nonfiction, and more. Students will be encouraged to play with language and form while learning techniques that can help in all forms of writing.

English 12: Film Studies

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Final Paper

Introduction to film as a medium- students will use film studies oriented academic vocabulary and critical approaches to analyze film techniques and their impact on the story. How to view film as a storytelling "from script to screen and a lot in between" -a focus on camera angles, movement, writing, and directing. Writing will include a series of reflections and a critical analysis of scenes, as well as storyboard and script writing.

English 12: Drama/Theatre

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Project or Portfolio

Students will demonstrate a working knowledge of several aspects of theatre, including acting, directing, and stagecraft. An introduction to dramatic techniques, from script analysis, acting/performing, directing, and what it takes to put on a production. Grades will be a combination of writing, participation, and performance. Students will perform monologues and short one act plays, making notations on direction, action, and props, and incorporating the principles of acting in theatre and their performances.

English 12: Short Story & Flash Fiction

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Mini Portfolio

A focus on the genres of short story and even shorter "flash fiction" as platforms for studying character development, plot, author's craft. Students will write analyses of multiple short stories and flash fiction, using academic language (relevant to both short story and literary techniques in general), as well as write a creative piece of flash fiction which demonstrates an understanding of the form and writing techniques. Writing will include critical response and also creative writing components.

English 12: Science Fiction

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of ELA 11
Final Assessment: Mini Portfolio

Focus on the genre of Science Fiction, with readings from across the history of the genre. Science fiction often satirizes current events by answering, "what if?" and imagines a future where current issues have been taken to an extreme. This course will also touch on character development, plot, and author's craft. Students will write analyses of multiple short stories, films, and at least one novel-length work, using academic language. Writing will include critical response and also creative writing components.

MATHEMATICS COURSES

Algebra I

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Math 8
Final Assessment: NYS Regents Exam in Algebra I

The content of this course is governed by the current New York State Next Generation Learning Standards. The focal point of the course is the algebra content strand with an emphasis on functions; specifically linear, quadratic, and exponential functions. Course topics include relationships between quantities and reasoning with equations and their graphs, linear and exponential relationships, descriptive statistics, expressions and equations, polynomials, and quadratic functions and modeling.

Students will explore many examples of functions and will interpret functions represented graphically, numerically, symbolically, and verbally. They compare and contrast functions, looking for structure in each, and will translate between representations, and understand the limitations of various representations. Students will be expected to understand math conceptually and decide for themselves which formulas and Technology tools to use. This course will assist students in developing skills techniques and processes to successfully solve problems in various Settings.

A consultant teacher (CT) and special class (SC) version of this course will be available only to students with an IEP that requires such specialized course supports. Students completing both CT and SC versions of Algebra 1 will still be responsible for successful completion of the NYS Regents Exam in Algebra 1 as a pre-requisite for graduation in New York State.

Geometry

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Algebra 1
Final Assessment: NYS Regents Exam in Geometry

The content of this course is governed by the current New York State Next Generation Learning Standards for math. The focal point of the course is the geometry content strand. Students will develop a robust geometrical Foundation essential for advanced studies and practical problem solving in various disciplines. Students will investigate geometric situations, Justified geometric relationships, and study properties of geometric figures. Additional topics of study include constructions, Transformations, coordinate geometry, congruence, and similarity of figures as well as trigonometry. Through a combination of theoretical Concepts and practical applications, students will develop a strong foundation in Geometry, enhancing their problem solving abilities and analytical thinking. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics.

A basic version of this course will be available, by teacher recommendation **only**, for students who may finish the course with a local exam in place of the New York State Regents exam in Geometry.

Algebra II

Length: Full Year, 1.0 Credit + 0.5 Credit for Lab
Pre-requisite: Completion of Geometry
Final Assessment: NYS Regents Exam in Algebra II

Algebra 2 is a course that will incorporate mathematical Knowledge from previous classes and build upon that Foundation. The curriculum in this course will follow the New York State Next Generation Learning Standards for math and students will be expected to take the New York State Algebra II Regents exam at the conclusion of the course. This class will include units of advanced function analysis, exponents and logarithms, radicals, quadratics, sequences and series, trigonometry, statistics, and probability.

This course will include an additional lab credit for experiential learning and application of course material.

MAT 104: College Algebra

Length: Half Year, 0.5 Credit, + 3 College Credits
Pre-requisite: Completion of Algebra 2 or Teacher Recommendation
Final Assessment: College Final Exam

This course is a continuation of the study of intermediate algebra and introduces the fundamentals of trigonometry. The fundamentals of algebra and basic properties of the complex number system are first reviewed. The concept of function is then introduced and applied to algebraic, rational, exponential, and logarithmic functions. Applications of the right triangle are emphasized.

Students will solve polynomial, radical, rational, absolute value, exponential and logarithmic equations and we'll sketch the graphs of these functions, using transformations and/or other identifying key features of these functions **without** the use of technology.

MAT 106: Pre-Calculus

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: Completion of MAT 104 or Mastery in Algebra 2
Final Assessment: College Final Exam

This course completes the study of algebraic and trigonometric skills necessary for the successful study of calculus. Trigonometric functions and identities are applied to analytic geometry. Applications of oblique triangle trigonometry and vectors are emphasized. Systems of equations and inequalities are solved using algebraic, graphical, and matrix methods. Theory of equations, including remainder, Factor, and De Moivre's Theorem are used to study and help in graphing of equations. Using standard equations to graph and evaluate ellipses, hyperbola, and parabolas is also emphasized. Series and sequences, as well as the binomial theorem and mathematical induction are introduced.

MAT 108: Calculus

Length: Half Year, 0.5 Credit + 4 College Credits
Pre-requisite: Completion of MAT 106- Pre-Calculus
Final Assessment: College Final Exam

This course objectives are for students to gain basic knowledge of differential and integral calculus, to be able to apply differential and integral calculus in science, business, and allied fields that apply mathematics, and to provide necessary mathematics to support courses in physics, computer science, and engineering.

Course topics studied are: functions; properties of limits and continuity; derivatives with applications to related rates; maximum/minimum and curve sketching; the chain rule; differentials; the mean value theorem; Newton's method; integration with applications to plain areas, volumes of solids of revolution by disk, shell, and cross sections. Differentiation and integration of exponential and logarithmic functions are applied to growth and decay.

MAT 214: Statistics

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: Completion of MAT 104- College Algebra
Final Assessment: College Final Exam

This statistics course is a three-credit college course offered through Cayuga Community College's Cayuga Advantage Program. The prerequisites for this course are MAT 104 or MAT 102 with the minimum grade of C+ or higher. Topics range from data collection, descriptive statistics, and linear regression models to inferential statistics. This course will also include probability, counting principles, and binomial probability distribution. The normal probability distribution and students t-distribution are discussed in single and two populations applications as well. Statistical inference (confidence intervals and hypothesis testing) in sociology, psychology and business / industry are stressed. Time permitting, additional topics may include Chi-square goodness of fit test, test for Independence, and testing the significance of the linear regression model.

MAT 110: Math of Money

Length: Full Year, 1.0 Credit, + 3 College Credits
Pre-requisite: Geometry
Final Assessment: College Final Exam

This course is directed toward the student who wishes to study mathematics with business and financial applications and will be used as a third year math credit for any student not following a traditional regions pathway. This course is a mathematics course using business related topics to enhance the student's abilities in and appreciation for mathematics. The course emphasizes the appropriate use of mathematical tools including formulas, algebra, calculators, estimation techniques, and spreadsheets. The course topics are chosen so as to be of interest to a broad range of students. Among the topics chosen are simple interest, simple discount, compound interest, present and future value of annuities, and other specific Financial applications.

In this course students will use math, including algebra and other techniques, to solve applied problems in the business World such as mortgages, car loans, credit cards, Investments, and financial planning. Students will use technology, including scientific calculators and spreadsheets software, to perform Financial calculations and solve applied problems. Students will make decisions based on facts found through mathematical computations and analyze business and financial problem situations. Students will also evaluate reasonableness of results and draw appropriate conclusions.

Consumer Math SC

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Algebra 1, Designation on IEP
Final Assessment: Local Final Exam or Project

Consumer Math is a dynamic course designed to empower students with essential life skills and financial literacy. Through rigorous instruction and practical application, students delve into the intricacies of personal money management, equipping them with the knowledge and skills necessary to navigate the complexities of modern financial landscapes confidently. Topics include but are not limited to employment acquisition strategies, prudent decision-making in major purchases such as automobiles, understanding credit card mechanics and associated charges, tax obligations, interest calculations on loans and savings, comprehensive personal banking practices, and meticulous budgeting for essentials such as transportation, food, clothing, utilities, and insurance. Additionally, students will gain proficiency in the completion of tax forms and strategic planning for leisure activities such as vacations. This course fosters critical thinking, analytical reasoning, and practical problem-solving skills essential for success in today's dynamic economic environment. ***Only students with SC Math on an IEP are eligible to enroll in this course.***

Math Course Flow Chart

The following flow chart details the various sequences of courses available in order for students to earn the three credits of math that are required for graduation. Use of an alternative course to meet math graduation requirements will require approval from the High School Principal.

8th Grade	9th Grade	10th Grade	**11th Grade**	**12th Grade**
Algebra I Regents (accelerated) →	Geometry Regents →	Algebra II Regents →	Fall: MAT 104 College Algebra OR MAT 106 Pre-Calculus Spring: STATS or CALC →	Fall: MAT 106: Pre-Calculus Spring: MAT 108 Calculus MAT 110 Math of Money
Math 8 →	Algebra 1 Regents →	Geometry Regents →	Algebra II Regents →	Fall: MAT 104 College Algebra Spring: MAT 106 Pre-Calculus OR MAT 214 Statistics
		Geometry Local (Teacher Recommendation) →	MAT 110: Math of Money →	Applied Math or Technical Math
	Algebra I SC →	Consumer Math SC 1 →	Consumer Math SC 2	

SCIENCE
COURSES

Living Environment

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Science 8
Final Assessment: NYS Regents Exam in Living Environment

The Living Environment is a comprehensive study of how organisms interact within their environments and at the same time maintain a constant internal environment. The following main topics are covered: Characteristics of life, the cell, biochemistry, a survey of kingdoms, genetics, human body systems, reproduction, evolution, and ecology.

This course includes a lab requirement.

A consultant teacher (CT) or special class (SC) version of this course may be available only to students with an IEP that requires such specialized course supports. Students completing both CT and SC versions of Living Environment will still be responsible for successful completion of the NYS Regents Exam in Living Environment as a pre-requisite for graduation in New York State.

Earth Science

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Living Environment
Final Assessment: NYS Regents Exam in Earth Science

An introduction to selected topics in geology, meteorology and astronomy, with emphasis on covering material necessary to meet the challenges of a N.Y.S. "core" science course. Students investigate the nature and origin of minerals and rocks in association with landforms. Topographic map interpretation, plate tectonics, earthquakes, weathering, erosion, streams, glaciers and earth history round out the geologic aspects of the course. Earth motions, planetary astronomy, everyday and violent weather, climate and the water cycle are aspects of the meteorology and astronomy topics.

This course includes a lab requirement.

A consultant teacher (CT) or special class (SC) version of this course may be available only to students with an IEP that requires such specialized course supports.

Chemistry

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Earth Science
Final Assessment: NYS Regents Exam in Chemistry

Chemistry is the study of matter and the interactions matter undergoes, meeting the N.Y.S. "Core" curriculum guidelines. Topics covered are matter and energy, atomic structure, chemical bonding, the periodic table, mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, organic and nuclear chemistry. This course includes both lecture and laboratory work.

Physics

Length: Full Year, 1.0 Credit
Pre-requisite: Completion or Co-Enrollment in Algebra 2
Final Assessment: NYS Regents Exam in Physics

Topics covered are mechanics, energy, electricity and magnetism, wave phenomena, modern physics, and nuclear physics. This course includes both lecture and laboratory work.

CCC College Geology 110/111

Length: Full Year, 1.0 Credit + 3 College Credits
Pre-requisite: Completion of Earth Science
Final Assessment: College Final Exam

This course is an introduction to the geosciences. Core topics include the rock cycle, earth surface environments and processes, geologic time, planetary formation, plate tectonics theory, energy resources, and climate change. The local geology of Central New York will be discussed. The laboratory experience emphasizes rock and mineral identification and exploration of the planet using Google Earth. Students will demonstrate scientific reasoning applied to the natural world, including an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling.

Conceptual Physical Science

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Science Regents Living Environment, Earth Science Final Assessment: Local Exam

This course is a one credit course, meeting once a day. There will be no separate laboratory component. The topics covered are matter and energy, atomic structure, chemical bonding, the periodic table, acids and bases, redox and electrochemistry, organic, nuclear chemistry, kinematics and energy. Hands-on activities will be built into the course to reinforce concepts. A locally generated final examination will be administered.

STEM Science

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of 1 Science Regents and 2 Science Courses Final Assessment Local Exam

This course is designed for the students to explore and apply scientific knowledge and engineering skills to complete hands-on project and other assigned tasks efficiently and effectively. The student will develop teamwork skills by exploring science concepts, problem solving, and building science-related projects that demonstrate the concepts of motion, gravity, mass, air resistance, engineering and design, and more.

Forensics

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of Earth Science, Stem
Final Assessment Local Exam

This course is designed for the student to explore and apply concepts and skills related to forensic science. Students will use scientific skills to prepare and analyze blood spatter, fingerprints, DNA, insect life cycles, mystery powders, and other topics. Students will analyze evidence and solve cold cases and analyze past murder trials.

AP Biology / FLCC BIO 121 & 122

Length: Full Year, 1.0 Credit + 6 College Credits
Pre-requisite: Completion of Living Environment and Chemistry with Mastery
Final Assessment: AP Exam and College Final Exam

A course designed to provide students an opportunity to build a foundation that correlates to introductory college-level Biology. This course is structured around the four Big Ideas of the AP Biology curriculum that target homeostasis, genetics, biological statistics, theory of evolution, and ecology. This course allows students to become actively engaged in science through inquiry and extensive use of the scientific method.

AP Chemistry/ FLCC CHM 120 & 121

Length: Full Year, 1.0 Credit + 6 College Credits
Pre-requisite: Completion of Chemistry with Mastery
Final Assessment: AP Exam and College Final Exam

Students cultivate their understanding of chemistry through inquiry- based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

SOCIAL STUDIES
COURSES

Global History I

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Social Studies 8
Final Assessment: Local Final Exam

Global History and Geography I deals with the development of humanity from its prehistoric origins through the Scientific Revolution and the Age of Enlightenment in the 17th and 18th centuries and the French Revolution. Upon successful completion of Global History and Geography I, students will be enrolled in Global History and Geography II.
A consultant teacher (CT) or special class (SC) version of this course may be available only to students with an IEP that requires such specialized course supports.

Global History II

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Global History I
Final Assessment: NYS Regents Exam in Global History

Global History and Geography II deals with the development of humanity from the French Revolution through modern times. Upon successful completion of Global History and Geography II, students will take the Regents Examination in Global History and Geography in order to meet one of the pathways requirements for graduation. A consultant teacher (CT) or special class (SC) version of this course may be available only to students with an IEP that requires such specialized course supports. Students completing both CT and SC versions of Global History II will still be responsible for successful completion of the NYS Regents Exam in Global History as a pre-requisite for graduation in New York State.

United States History

Length: Full Year, 1.0 Credit
Pre-requisite: Completion of Global History II
Final Assessment: NYS Regents Exam in US History

What does it mean to be an American? This simple question is a query that Americans have sought to answer since the founding of the United States. In Regents United States History we will attempt to discover the current answer to this question through the study of American history. Students will utilize a variety of historical skills to study American history in its entirety from the Colonial Era to the Modern Era. Throughout the course, students will examine various topics through multiple perspectives and will be asked to not only display their knowledge of past, but its relevance in today's society. Upon successful completion of U.S. History and Government, students will take the Regents Examination in order to meet one of the pathways requirements for graduation.

A consultant teacher (CT) or special class (SC) version of this course may be available only to students with an IEP that requires such specialized course supports. Students completing both CT and SC versions of US History will still be responsible for successful completion of the NYS Regents Exam in US History as a pre-requisite for graduation in New York State.

AP US History / FLCC HIS 110 & 111

Length: Full Year, 1.0 Credit, + 6 College Credits
Pre-requisite: Completion of Global 2 and English 10
Final Assessment: AP US History Exam, College Final Exam, NYS Regents Exam in US History

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

HIS 110: This course begins the exploration of the social, political, economic, intellectual and cultural development of the United States, from the pre-Columbian era to 1865. Topics include: the first European settlements, the American Revolution, the Age of Jefferson, Westward Expansion, Slavery and the Old South, and the Civil War. This course carries SUNY General Education US History and Civic Engagement Credit.

HIS 111: Modern U.S. History explores the social, political, economic, intellectual and cultural development of America after 1865. It covers such topics as Reconstruction, industrialization, Western expansion, the Progressive era, the Great Depression, the New Deal, WWI and WWII, America's rise as a world power, the Cold War, the Civil Rights movement, Vietnam, Watergate, the Reagan Revolution and the post-9/11 War on Terror. This course carries SUNY General Education US History and Civic Engagement Credit.

Participation in Government

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of US History
Final Assessment: Local Final Exam

Students discover how public participation contributes to better decisions made by the decision-making process. Student obtain information in the form of additional facts, values, and perspectives obtained through public input process. They can express their opinions on the world and how it is governed, and try to take part in and shape the decision that affect their lives.

A consultant teacher (CT) or special class (SC) version of this course may be available only to students with an IEP that requires such specialized course supports.

FLCC POL 100- Government

Length: Half Year, 0.5 Credit + 3 College Credit
Pre-requisite: Completion of US History
Final Assessment: College Final Exam

This course explores the nature and dynamics of the American political system, including the basic structure, functions, and processes of the executive, legislative, and judicial branches of government, the roles of political parties and special interest groups, the mechanics of political campaigns and elections, the U.S. Constitution and the Bill of Rights, and prominent issues in U.S. domestic and foreign policy. This course carries SUNY General Education Social Sciences credit.

Economics

Length: Half Year, 0.5 Credit
Pre-requisite: Completion of US History
Final Assessment: Local Final Exam

In this course, the students use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms. The central focus of this introductory course is the study of macro and micro economics.

A consultant teacher (CT) or special class (SC) version of this course may be available only to students with an IEP that requires such specialized course supports.

FLCC ECO 100- Survey of Economics

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: Completion of US History
Final Assessment: College Final Exam

This is an introductory course dealing with the principles of economics and how they are applied to consumer choices, business decisions, and within the domestic economy. Students will examine the role of public/private sectors, markets, market structures, economic indicators, and fiscal and monetary policies as they relate to the U.S. economy.

FLCC PSY 100- Intro to Psychology

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: Completion of English 10
Final Assessment: College Final Exam

This course is a comprehensive overview of the scientific study of behavior and mental processes. It will familiarize students with the scientific methods used in the field of psychology. It will also introduce various topics within the field, such as consciousness, motivation, learning, memory, cognition, development, personality, psychological disorders and their treatments, social psychology, and the biological bases of behavior. This course will help students understand diversity and how our diverse experiences impact the psychological development and experiences of individuals. There are no pre- or co-requisites for this course. This course carries SUNY General Education Social Science and Diversity: Equity, Inclusion and Social Justice credit.

Leadership

Learning to be an effective leader is one of the most important skills that students can learn in high school. This leadership course is designed to develop and improve leadership skills for future growth. Areas from goal setting to team building to personal relations to problem solving will be covered. Learn what leadership is all about by learning about your leadership style, developing goal setting skills, communication skills, decision making skills, teamwork and much more. You will develop your leadership skills further by studying stress management, empathy, self-confidence, public service and community impact. Students will work with leadership projects within the school district and the community including presenting Bully Drills to elementary classes. Each person must come to class with an open mind, respect for others, a willingness to participate, and a sense of dedication to the class. This course meets every-other day throughout the school year and students will receive 0.5 elective credit, which can be used towards completing the Seal of Civic Readiness.

PHYSICAL EDUCATION COURSES

Physical Education

Length: Full Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Final Project

This is a course for all students in grades 9-12, which is mandated by New York State. Students are offered a variety of structured activities built upon the foundation of personal health and fitness. Students will demonstrate knowledge of skills, strategies, cooperation, and rules of various team and individual sports. The goal is to build strong, healthy, knowledgeable students.

Health

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment Local Exam

A required course for all students, preferably designed for 9th and 10th grade students. This course helps students to understand the concept of health and wellness as well as identify actions that promote healthful living. Various topics will be discussed to develop the following personal and social skills: communication, stress management, decision making, planning/goal setting, and advocacy. Topics that will be discussed include aspects of health, stress, goal setting, chronic/communicable diseases, nutrition, physical activity, diabetes, alcohol, tobacco, other drugs, first aid procedures, pregnancy/childbirth, sexually transmitted diseases, and HIV/AIDS.

Advanced Physical Education

Length: Full Year, 0.5 Credit
Pre-requisite: 10th, 11th grade
Final Assessment: Local Exam

Student driven class with 10-week seasons instead of units. Football, basketball, volleyball and soccer will be played throughout the course. Possibility of softball or ultimate frisbee at year's end. Students will play/practice each day as well as assume all additional roles needed to complete a contest (coach, referee, score keeper, etc.). Change of clothes and having sneakers are required ch

FLCC HPE 110- Physical Conditioning

Length: Full Year, 0.5 Credit + 3 College Credits
Pre-requisite: 10th,11th,12th
Teacher Recommendation
Final Assessment: College Final Exam

A blend of aerobic activity and weight training designed to improve one's overall fitness level and encourage participation in physical fitness activities for a lifetime. Fitness testing, discussions/lecture, and individualized, workouts will be incorporated throughout the semester.

FLCC HPE 117- Basic Weight Training

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: Physical Conditioning
Final Assessment: College Final Exam

This course will explore basic techniques of weight training, focusing on the various exercises applied in a weight training program, demonstration of proper technique, and development of an overview of a comprehensive training program.

Physical Education: Lifetime/Individual Activities

Length: Full Year Alternate Days 0.5 Credit
Pre-requisite: None
Final Assessment: Local Exam

Preferably designed for 11th and 12th grade students, this course will provide students the opportunity to explore a variety of recreational activities in a small class setting. These activities are designed to allow students to focus on their individual exploration while working in individual, partner or small group settings. Students will experience and explore community resources that can assist them in their passion for lifetime activities. Activities may include: yoga, weight training, self defense, badminton, pickleball, kayaking/canoeing, snowshoeing, hiking, outdoor recreation games, archery, tennis, golf, and bowling.

ART
COURSES

Studio in Art

Length: Full Year, 1.0 Credit
Pre-requisite: None
Final Assessment: Portfolio

Studio in Art is designed to provide a foundation for advanced courses. Students will explore a variety of artists, art processes, and materials such as drawing, painting, printmaing, two-dimensional design, and three-dimensional design.

Ceramics

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Portfolio

Ceramics is an art that concentrates on clay as a vehicle for self-expression. Techniques covered in the class are wheel throwing, hand-building, and slip casting. The class will concentrate on building functional and non-functional ware through a variety of projects that explore the rich history of clay work from a global perspective. Students who enjoy the class are encouraged to enroll in advance Ceramics for the remainder of the year.

Advanced Ceramics

Length: Half Year, 0.5 Credit
Pre-requisite: Ceramics
Final Assessment: Portfolio

This course is intended to expand on the content and skills of the basic ceramics class. Students will work to refine techniques including wheel throwing, hand-building, and slip casting to create more detailed and skilled wares.

Photography 1

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Portfolio

No previous experience is required for this class. Digital photography is booming with all the devices that contain cameras these days. This class is about taking pictures on a DSLR camera and then editing and being creative with them in Photoshop. In addition, students will learn about digital photography, photographic terminology, editing images, and graphics and copyright law, and file management. We will have the opportunity to experience art galleries in the Rochester area as well as prepare for art shows in the community which will involve Printing and original works.

Photography 2/ FLCC ART 110

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: Photography 1
Final Assessment: College Portfolio

This course is designed to provide an introduction to digital photography and will cover the creative process and appreciation of methods of artistic expression through projects and exercises. The course will cover the parts of the camera and how they are used, technical and practical aspects of the digital camera, the composition of photographs using principles of art, critical analysis of photographs through peer critique and the study of notable artists, the use of image editing software and editing and manipulating photographs, and output options. The class will also cover basic techniques for improving picture quality. This course carries SUNY General Education The Arts credit.

Advanced Studio in Art

Length: Full Year, 1.0 Credit
Pre-requisite: Studio in Art with 90% or Teacher Recommendation
Final Assessment: College Portfolio

Advanced Studio Art as an upper level course in visual art. Students will build upon the skills they gained in studio art by creating a variety of unique and interesting works of art utilizing an array of methods, materials, and techniques. Students will have more freedom in their project choices and will only be required to utilize the same media as is used in Studio Art. Projects Concepts and slash or meaning will be decided by the student. Through taking this course, students will develop a better understanding the visual art history, methods, materials, and techniques.

Drawing & Painting

Length: Full Year, 1.0 Credit
Pre-requisite: Studio in Art or Teacher Recommendation
Final Assessment: Portfolio

This class is an advanced art class that pushes students to delve deeper into the elements and principles of art learned in studio art through a variety of drawing and painting media. Drawing and painting will concentrate on drawing from Life. However, in addition to drawing from live models, students will also draw from photographs; that's incorporating photographic exploration. Some of the materials used in this class are graphite, pen and ink, acrylic paint, oil pastel, watercolor, and chalk. Students are also required to keep a Sketchbook as part of each marking. Throughout the year, students will analyze and critique contemporary and historical artwork, including the art of their peers. Class critiques are an important component of building the language and confidence necessary to excel.

Creative Crafts

Length: Full Year, 1.0 Credit
Pre-requisite: None
Final Assessment: None

This class studies and creates functional craft objects in contrast with purely artistic craft objects. We will also explore the crafting Traditions associated with various cultures. Some of the materials students will work with are marble paper, book construction, paper mache, wire sculpture, polymer clay, but, leaving, tie dye, and recycled or found objects. The majority of the projects created and creative crafts are three dimensional. Students will also analyze, interpret, and critique contemporary and historical artwork, including the art of their peers

Digital Media

Length: Full Year, 1.0 Credit
Pre-requisite: None
Final Assessment: Portfolio

No previous experience is required for this course. Digital media is a course designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software and Equipment, including drawing tablets and the entire Adobe suite. The curriculum covers a wide range of areas, so it appeals to diverse group of students. Topics covered in Digital Media class include graphic design, animation, and video production.

Cake Decorating

Length: Half Year, 0.5 Credit
Pre-requisite: 11th/ 12th Status
Final Assessment: None

This class will teach the foundations of cake decorating and frosting. Students will learn basic measurements, including measuring out ingredients to make frostings and cakes. You will learn the basic foundations of frosting cupcakes, cakes, and cookies. There is no need for prior experience in this course.

Glass Fusing

Length: Half Year, 0.5 Credit
Pre-requisite: JR/SR Status
Final Assessment: None

Learn about the new and amazing world of glass fusing colon glass cutting, design, care, and operation of a glass kiln. You will learn techniques to make pieces as small as beads or earrings and as large as plates and vessels, or just make something for art's sake. This class will give you every tool you need to form beautiful new glass pieces. No experience necessary.

MUSIC
COURSES

Concert Band

Length: Full Year, 0.5 Credit
Pre-requisite: None
Final Assessment: None

High School Concert Band offers an interactive and immersive experience aimed at developing students' sense of independent and group commitment in instrumental music. Through this dynamic journey, students explore a diverse range of repertoire, honing skills necessary for high-level performance. With a blend of advanced instrumental study, theoretical exploration, and collaborative performance, students emerge with a well-rounded musical education and the skills essential for success in the varied landscape of music. Each student's active participation in daily rehearsals and performances is vital to the overall success of the ensemble, underscoring the importance of their contribution. Throughout the year the student will receive small group lessons wherein the student will prepare and perform individual assignments in their weekly lesson. The goal of the small group lesson is to develop the individual musician.

Concert Chorus

Length: Full Year, 0.5 Credit
Pre-requisite: None
Final Assessment: None

High School Chorus is tailored to develop students' musicality and vocal skills, accommodating individuals of varying skill levels, from novice to advanced. Throughout the course, students will deepen their understanding of music theory, refine vocal technique, cultivate performance etiquette, and explore diverse styles and languages in music. Daily ensemble participation allows students to collaborate with peers, fostering their musical growth. Each student's contribution is crucial to the group's overall performance, underscoring the importance of participation in rehearsals and performances for both individual and ensemble success. Additionally, students will engage in small group lessons to work on individual assignments, aimed at enhancing their development as musicians.

FLCC MUS 105- Basic Musicianship / Music Theory

Length: Full Year, 3 College Credits
Pre-requisite: None
Final Assessment: None

Music Theory aims to deepen understanding of the theoretical aspects of music, exploring advanced concepts and their practical use. It is tailored for students passionate about music, aiming to improve their analytical and compositional skills. Major course topics include a study of scales, intervals, key signatures, meters, rhythmic reading, and chords. Through examination of these concepts, along with practical applications and creative projects, students will gain a sophisticated understanding of music theory and its significance in music creation and interpretation.

FLCC MUS 100- Music Appreciation

Length: Half Year, 0.5 Credit, 3 College Credits
Pre-requisite: None
Final Assessment: None

Music Appreciation is designed for the general interest student, aiming to heighten awareness of music's significance in our culture and enrich enjoyment of the art form itself. This course offers SUNY General Education The Arts credit, providing students with an opportunity to explore various musical styles, genres, and historical contexts. Through listening, analysis, and discussion, students will deepen their understanding and appreciation of music's role in society while cultivating a lifelong love for the art form.

WORLD LANGUAGE COURSES

Spanish 2

Length: Full Year, 1.0 Credit
Pre-requisite: Successful completion of Spanish 1
Final Assessment: Local Final Exam

This is the second course offered toward a three-year sequence in world languages leading to the Regents Diploma or the Regents Diploma with Advanced Designation. This course extends the ability of students to understand, speak, read, and write in Spanish within the limits of structure and vocabulary. The more advanced structure of the language is presented and practiced intensely through speaking, listening, reading, and writing. Vocabulary topics include technology, health and body, community and entertainment.

Spanish 3

Length: Full Year, 1.0 Credit
Pre-requisite: Successful completion of Spanish 2
Final Assessment: Local Checkpoint B Exam

This course is the final of a three-year sequence in world languages leading ot the REgents diploma or the Regents Diploma with Advanced Designation. Students learn to use complex grammatical structure and tenses in all communicative skills. Students are able to read complex texts such as magazine articles, newspaper articles, short stories, and short novels and they are able to write complex compositions. Students are able to speak spontaneously, read, listen, and write for extended periods of time in the target language. Students continue in-depth study of the country's cultural aspects such as the hsitory, art, and the lifestyle of the people. Studnets study the geography of Spanish speaking countries. Students are expected to completed daily assignmetns and participate in daily oral expression. Students are required to take a NYS Approved assessment in Spanish in June.

Spanish IV
FLCC SPN 201/202

Length: Full Year, 1.0 Credit + 6 College Credits
Pre-requisite: Successful completion of Spanish 3
Final Assessment: College Final Exam

Spanish IV/V course description

SPN 201 expands on the vocabulary and grammatical structures introduced in the first two semesters of study. Emphasis is on the continued development of Spanish language skills through the study and discussion of authentic readings in Hispanic literature and culture. Students will learn strategies to improve reading comprehension and fundamental composition writing skills. Students at this level will also continue to develop deeper insights into Hispanic culture and to draw comparisons with their own culture.

SPN 202 is a continuation of the intermediate level course (SPN 201). Emphasis is on enhancing communication skills in Spanish, both spoken and written. Students will refine critical reading and writing skills through further exploration of Hispanic literature and culture.

Spanish V
FLCC SPN 203/204

Length: Full Year, 1.0 Credit + 6 College Credits
Pre-requisite: Successful completion of Spanish 3
Final Assessment: College Final Exam

Spanish IV/V course description

SPN 203 further develops Spanish speaking, listening, reading, and writing skills at the advanced intermediate level. The course includes an introduction to representative literary works of the Spanish-speaking world and a review of key and complex grammatical structures to support increased focus on reading and composition. Increasing awareness of cultural themes will be reinforced by a variety of activities designed to enhance and stimulate speaking skills.

SPN 204 further develops Spanish speaking, listening, reading, and writing skills at the advanced intermediate level. The course includes continuing study of representative literary works of the Spanish-speaking world and a review of key and complex grammatical structures to support increased focus on reading and composition. Deepening awareness of cultural themes will be reinforced by a variety of activities designed to enhance and stimulate speaking skills.

American Sign Language

Length: Full Year, 1.0 Credit
Pre-requisite: 11th / 12thStatus
Final Assessment: Local Exam

Students enrolled in sign language class will learn basic, conversational American Sign Language (ASL) to be able to communicate with each other and people who are deaf or hearing impaired. Along with learning sign language, students will complete several readings and research projects to gain a better understanding of the deaf community and important deaf historical figures. Students will be assessed based on precision of signing technique, as well as to the ability to read sign. This course is designed to prepare students for real world ASL communication as well as college level sign language coursework. This course satisfies the foreign language requirement for Regions diploma, and also counts as a foreign language elective for students who choose to take the course.

CAREER & TECHNICAL EDUCATION

COURSES

Design, Drawing, Production (DDP)

Length: Full Year, 1.0 Credit
Pre-requisite: None
Final Assessment: Project

Emphasis on design, DDP is a course that invites students to explore how things are made and improved to serve humankind. Students will learn the basics of technical drawing, How to implement the design process, How do you several forms of computer aided design (CAD) software, and how to manipulate and construct with different types of materials. Students will be required to use their creativity and problem solving skills to overcome design challenges while enrolled in this course.

Basic Electricity

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Local Exam/Project

This is a course designed to cover the theories and application of direct and alternating current, Ohm's Law and other related topics. This course will enable students to become familiar with circuits and how they are design by building their own projects.

Basic Welding

Length: Half Year, 0.5 Credit
Pre-requisite: Metals 1
Final Assessment: Local Exam/Project

Basic Welding will provide students with opportunities to use electric arc welding equipment and oxy-acetylene welding equipment. By completing 30 assigned welds, the student should have a good working knowledge of metals and how to weld them in various positions and with various procedures. Over 90% of the time will be spent practicing these skills, with their major of the time discussing related materials.

Metals Technology

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Project

Metals Technology I acquaints the student with basic and advanced knowledge of hand tools, machines, metals, and metalworking processes. Students work in a variety of metals areas such as foundry, brazing, soldering, sheet metal, heat-treating, and bench metal. Students have the opportunity to achieve direct contact experience in many of these areas including numerous lab work projects that will be provided as a regular part of the course.

Advanced Metals Technology

Length: Half Year, 0.5 Credit
Pre-requisite: Metals Technology I
Final Assessment: Project

Advanced Metals Technology is a course designed to build on the skills developed in Metals Technology I and introduce students to machine shop technology. This is done through the use of hands-on projects, classroom lectures, textbook work, and video presentations. The project work centers on the working of metal or engine lathe in addition to the other power tools available in the metals lab. Other hands-on work includes and advanced Foundry project and alternative metal shaping processes.

World of Technology

Length: Full Year, 1.0 Credit
Pre-requisite: 2 Years of Math or Science
Final Assessment: Project

World of technology class will provide students with opportunities to become engaged in critical thinking as they design and develop solutions to real-world problems. Incorporating engineering design and problem solving methods, students will successfully adjust the commencement level key standards and performance indicators of the MST parentheses Math Science and Technology parentheses learning standards. The world of technology class will provide students with opportunities to reach high levels of learning, develop their ability to innovate and construct their own knowledge and understanding. Furthermore, students will apply concepts of mathematics and science; as well as develop linkages to other standard areas. The world of technology class is a commencement level course in technology education that may be used as the third unit of credit in math or science, but not both.

Robotics

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Project

Robotics is a 20-week course that invites students to explore both the Hands-On construction of robots and the programming of robots to perform tasks. Students can expect to learn how the components of robots work using the VEX robotics system, how to write code in a C++ language, and how to overcome obstacles while attempting to solve teacher given challenges.

Advanced Robotics

Length: Half Year, 0.5 Credit
Pre-requisite: Robotics
Final Assessment: Local Exam/Project

Advanced Robotics is an intensive 20-week course designed to build upon the foundational knowledge acquired in Robotics. Students will delve deeper into the intricacies of robotics construction and programming, focusing on advanced techniques and concepts. Through hands-on exploration with cutting-edge robotics systems, students will further develop their technical skills and understanding of robotics components. In this course, students will expand their programming expertise by mastering advanced programming languages , enabling them to tackle more complex challenges with precision and efficiency. Emphasis will be placed on problem-solving strategies and innovative approaches to overcome increasingly difficult obstacles. By the end of the course, students will emerge with a comprehensive understanding of advanced robotics principles and the confidence to tackle real-world robotics projects with ingenuity and expertise.

Basic Woodworking

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Project

Basic woodworking is a 20-week course that lets students explore the basic concepts of woodworking for both practical and artistic purposes. Students will learn how to safely use woodworking tools and machines while crafting items out of various species of wood. Students can expect to become proficient and basic hand tools, power tools, woodworking machines, basic what joints, and would processing techniques. Some of the projects in this course are teacher driven to improve basic skills, and others are personal projects that the students can design and create.

Advanced Woodworking

Length: Half Year, 0.5 Credit
Pre-requisite: Basic Woodworking
Final Assessment: Project

Advanced Woodworking is a 20-week continuation of basic woodworking, but introduces more advanced woodworking joints and woodworking techniques. Students in this course can expect to learn precision cutting, advanced joinery, lathe wood turning and advanced finishing techniques. Projects are teacher driven and student-driven while promoting a higher level of quality.

Video Game Design & Programming

Length: Full Year, 1.0 Credit
Pre-requisite: None
Final Assessment: Project

Video Game Design explores the principles of 2D and 3D graphics, animation, sound, and collision detection using frameworks like Unity and Unreal Game Engines, as well as programming languages like C#. Students will gain an understanding of how video games are designed and learn how to create their own games.

Video Production

Length: Full Year, 1.0 Credit
Pre-requisite: None
Final Assessment: Project

This course will allow students to develop professional skills in video, film, and television pre-production, production, and post-production. Fundamentals of video production, including the techniques and the aesthetics of shooting, lighting, and editing will be covered. Emphasizes hands-on production experience using digital video. This class will introduce students to video camera operation, camera stabilization techniques, lighting, scripts and storyboarding, digital imaging, motion graphics software, and importing/exporting graphics, movies, animations and sound effects into, or out of video editing software. Students will develop an understanding of the wide range of business aspects within the industry and create a digital portfolio to display all their work. Students will produce daily announcements for the school and create segments including sports, weather, and advertisements for school events.

FLCC CSC 115- Intro to Programming

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: None
Final Assessment: College Exam or Project

Introduction to Programming and Computational Thinking serves as a first course for all computer-related majors. This course is for beginning programmers, and is the first course in a sequence of three programming courses. The course emphasizes the development of languages and software, problem-solving, and programming in a structured, object-oriented language. The Java programming language is used throughout the course.

FLCC CSC 122- Webpage Development

Length: Half Year, 0.5 Credit + 3 Credits
Pre-requisite: 80% or Higher in Algebra 1
Final Assessment: College Exam or Project

This course is an introduction to the design and development of basic Web pages for non-computing sciences majors. Students will learn how to design and create Web pages that are in compliance with currently accepted standards. Students will learn how to use markup and formatting languages to create and customize Web pages. Sound Web design techniques will be examined and implemented as Web pages are developed. Web authoring tools will be introduced for the creation of Web pages, the manipulation of images and the creation of basic multimedia elements. Simple text editors, Web page converters and Web page editors will be employed to demonstrate their advantages and disadvantages in developing Web pages. Multiple browsers will be examined to demonstrate the differences in Web pages as they are rendered. Students will also learn how to evaluate and select services for publishing Web sites.

FLCC TECH 122- Electronic Theory

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: 11th or 12th grade, 80% or higher in Algebra 2
Final Assessment: Project

An algebra based electric circuit analysis course. Topics include: voltage, current, resistance, Ohm's law, resistor combination, Kirchhoff's laws, power, source conversion, capacitance, relays, microcontrollers, and residential wiring. Computer analysis of circuits introduced. Lab applies classroom theory, teaches use of multimeters and power supplies, and introduces the oscilloscope, breadboarding, schematic reading and troubleshooting. Prerequisite: MAT 145 or placement into Math Level 3 or higher.

FLCC TECH 132- Digital Electronics

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: TECH 122, 80% or high in Algebra 2
Final Assessment: Project

This course focuses on the theory and application of digital devices and circuits. Topics investigated include digital signals, binary number systems, Boolean algebra and Karnaugh mapping circuit reduction techniques. Digital devices/circuits tested include basic logic gates, flip-flops, counters, adders, registers, encoders, decoders, multiplexers, demultiplexers, and analog-digital converters. The course will also provide an introduction to microcontrollers and applications.

Print & Publications

Length: Full Year, 1.0 Credit
Pre-requisite: None
Final Assessment: Project

Students in this class will explore all aspects of modern media production and design. Students will master basic design skills for print, social media and web using a variety of current software. In addition, students will work in teams using critical thinking skills to conceive, develop, report and produce projects on a variety of topics. The work is largely project-based, requiring both independent work and group management skills for success — a critical career skill in an ever-evolving work environment. Formats explored will be modern multimedia and social media for storytelling, which includes photography and video, preparation for web production and print readiness for magazine and yearbook. produce media for publication by determining its content and design, including the yearbook as well as a variety of online and multimedia components for digital communication. Students will use cutting-edge graphic design software such as Adobe Photoshop and other digital imaging programs to prepare their work for submission. Students will take photographs using a variety of professional-level cameras and apply digital imaging and pre-production skills as well as report, write and design all copy using computers, laptops and iPads throughout this technical and career-prep course.

Computer Integrated Manufacturing (CIM)

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Project

Order integrated manufacturing is the study of manufacturing paired with planning, integration, and the implementation of automation and processing. The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design with hands-on components in a fun lab setting where Leading Edge Technologies such as plasma cutters, routers, 3D printers, vinyl graphic cutters, and more are paired with automation,

Manufacturing

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Project

This course covers the principles and procedures of various manufacturing processes used i modern industries. Materials selection and machine tools required for the processes are emphasizes. The major categories of content include inputs, resources, processes, outputs and control.

Power & Energy

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Project

Every technological endeavor makes use of one or more energy forms. The Energy and Power Technology course, designed as a half-unit, 18 week course, is intended to acquaint students with the sources and forms of energy available now and what may be available in the future. Students will learn that there are often choices to be made about the most appropriate energy form to use. The energy conversion systems which change energy forms to meet human needs also will be studied. The course stresses the importance of identifying the issues and problems associated with the use of each energy form and conversion system. Identifying the consequences of choices is also an important aspect of the course.

Transportation Systems

Length: Half Year, 0.5 Credit
Pre-requisite: None
Final Assessment: Project

This course is designed to provide an overview of transportation with emphasis on land, marine, aerospace and futuristic modes. Instruction includes propulsion systems, power transfer systems, types of vehicles, mass transit, safety routes and instrumentation. Students are required, by the end of the course, to complete homework assignments, study all of the systems under each mode of transportation and using this knowledge construct a model vehicle of each mode to show the ability to use this knowledge to solve a problem.

FLCC BUS 120- Intro to Business

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: 10,11,12th grade
Final Assessment: Project

Introduction to such business factors as ownership, careers, economic systems, competition, organizational structures, management, production, marketing, finance, business ethics, and current topics. This course is also designed as a first year seminar for students entering the AS and AAS Business Administration programs. This course prepares students to take higher level business courses, or serve as a general survey course for non-business students.

CCC BUS 150- Business Communications

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: None
Final Assessment: Project

Foundation for developing communication skills. Students apply principles of effective business and personal business correspondence. Job application and oral presentation are highlighted; also covers essentials of grammar, punctuation, spelling, use of reference materials, vocabulary enrichment.

CCC BUS 101- Principles of Accounting

Length: Half Year, 0.5 Credit + 4 College Credits
Pre-requisite: None
Final Assessment: Project

This course is an introduction to financial accounting. Covers the accounting cycle, including worksheet and financial statement preparation; receivables and payables; merchandise inventory; fixed and intangible assets; accounting for cash and payroll; and system and control procedures, including bank reconciliations. Study is applied by means of an assigned accounting practice project.

CCC BUS 105- Business Math

Length: Half Year, 0.5 Credit + 3 College Credits
Pre-requisite: None
Final Assessment: Project

Focuses on basic math combinations and shortcuts; problems in buying and selling items, including markups, markdowns, percentages and discounts; preparation of banking and payroll records; and computation of simple interest and note discounts.

BOCES CAREER & TECHNICAL COURSES

Program	Program Overview	Job Outlook of Program
Advanced Manufacturing and Engineering	**Program Goal**: Advanced Manufacturing and Engineering Academy students are exposed to Precision Machining, Computer Aided Design and Welding Technologies, experiencing the interaction of multiple technologies in a real manufacturing environment and through field trips to local industries. In the second-year students select an area of concentration in either Engineering, Precision Machining or Welding Technologies. **Curriculum**: Over the two-year program students will follow approved industry methods and engineering standards while learning to fabricate industry specific metal products. Students learn to make components from blueprint to completion. Following the design phase, students utilize lathes, surface grinders, drill presses, and power saws. Upon successful completion of the program, students can earn Machining Level I certification. In addition, students learn how to weld using the four different welding processes. In the second year of machining, there is a focus on Computer Numerical Control (CNC) machining.	• Machinist and Tool and Die Makers-$44,950 Median Pay; 1% Growth • Welders, Cutters, Solderers, and Brazers-$41,380 Median Pay; 6% Growth • Mechanical Engineers-$87,370 Median Pay; 9% Growth • Mechanical Engineering Technicians-$56,250 Median Pay; 5% Growth • Industrial Engineering Technicians-$55,460 Median Pay; 1% Growth • Sheet Metal Workers-$48,460 Median Pay; 9% Growth • Ironworkers-$52,770 Median Pay; 13% Growth
Animal Science	**Program Goal**: The Animal Science program prepares students for a wide range of careers related to the animal care industry. **Curriculum**: Students receive instruction in veterinary care, nutrition, animal anatomy, physiology and animal behavior. The classroom houses many domestic and exotic pets. Students operate a grooming parlor that is used as a learning model for the handling and caretaking of animals. During their junior year, students may apply for the New Vision Veterinary Assistant program.	• Veterinary Assistants and Laboratory Animal Caretakers-$27,540 Median Pay; 19% Growth • Veterinary Technologists and Technicians-$34,420 Median Pay; 20% Growth • Veterinarians-$93,830 Median Pay; 19% Growth • Animal Care and Service Workers-$23,950 Median Pay; 22% Growth
Auto Body Repair	**Program Goal**: Students in the Auto Body Repair program work with the latest technologies in order to hone diagnostic and repair skills on a variety of vehicles. **Curriculum**: Learning is accomplished in a hands-on environment, on vehicles owned by real customers. During class time students receive practical experience in collision repair, which includes frames, unibody repair and auto refinishing.	• Automotive Body and Glass Repairers-$41,330 Median Pay; 8% Growth • Painting and Coating Workers-$36,810 Median Pay; 2% Growth • Claims Adjusters, Appraisers, Examiners, and Investigators-$65,670 Median Pay, -1% Growth

Program	Program Overview	Job Outlook of Program
Automotive Technology	**Program Goal**: Automotive Technicians are in high demand. From computerized diagnostics to hands on repair, students in the Auto Technology program learn to service and maintain all types of cars and light trucks. **Curriculum**: Coursework is based on the National Automotive Technician Excellence Foundation (NATEF) standards, which follow the Automotive Service Excellence (ASE) standards.	• Automotive Service Technicians and Mechanics-$40,710 Median Pay; 6% Growth • Diesel Service Technicians and Mechanics-$47,350 Median Pay; 9% Growth
Carpentry	**Program Goal**: The Carpentry program is a combination of hands-on skill development and technical training that uses the most up-to-date equipment and resource materials. **Curriculum**: The program employs a standardized curriculum that was developed by experts in the construction trades industry through the National Center for Construction Education and Research (NCCER). Students earn NCCER and OSHA 10 certification. Safety is a full time focus of the Carpentry Program ever reminding the students of the ever-present dangers associated with this trade. Students build a variety of large projects on and off campus as part of their experience.	• Carpenters-$46,590 Median Pay; 8% Growth • Drywall and Ceiling Tile Installers, and Tapers-$45,180 Median Pay; 1% Growth • Insulation Workers-$41,910 Median Pay; 5% Growth • Roofers-$39,970 Median Pay; 11% Growth • Woodworkers-$31,550 Median Pay; 1% Growth
Computer Programming and Video Game Design	**Program Goal**: Computer Programming and Video Game Design enables students to learn software development, game programming and computer network support. After mastering Java programming, students may choose to specialize in computer programming and video game design or computer hardware and network operating systems through on-line tools and certification exams provided by TestOut. **Curriculum**: During the first year of this program, students learn the essentials of computer programming and practice their skills through programming exercises and by writing their own computer games using Java. Students are taught concepts from geometry, trigonometry, and algebra necessary to model real world physics in games and simulations. During the second year, students may select between two areas of specialization. **Video Game Programming**: Students who select the video game programming specialization study the Windows programming model using .NET and C#. C# is the most modern programming language desired by professional software development firms. These students apply their skills to collaborate on a substantial game development project using C#, Visual Studio, Unity game engine or other tools. **Computer Networking and PC Support**: Students who choose this specialization study the fundamentals of computer and networking technology as well as desktop and server operating systems. These students will also design, implement and support networks and PCs in a lab environment. In addition to the TestOut certifications, this specialization also includes preparation for the CompTIA A+ and Network+ exams. **Work Based Learning**: Students from both specializations will collaborate to form the officers and staff of an in-house software design and marketing company which markets student created software projects to customers.	• Computer Programmers-$84,280 Median Pay; -7% Growth • Software Developers-$105,590 Median Pay; 24% Growth • Computer Support Specialists-$53,470 Median Pay; 11% Growth • Network and Computer Systems Administrators-$82,050 Median Pay; 6% Growth

Program	Program Overview	Job Outlook of Program
Cosmetology	**Program Goal**: Cosmetology is an exciting career that requires a wide range of skills. Artistic ability, as well as technical and communication skills are critical to success. The Cosmetology program teaches students the competencies and professional skills necessary to pass the New York State Board practical and written licensing exams. **Curriculum**: Students attend the program for two years. A clinic open to members of the local community provides students with real life experience in their field. Only licensed cosmetologists may work in salons in New York State. To sit for the licensing exam, students must complete a minimum of 1,000 hours of approved instruction. *To obtain the 1000 hours required by NYS students must attend a summer session	• Barbers, Hairstylists, and Cosmetologists-$24,830 Median Pay; 13% Growth • Manicurists and Pedicurists-$24,330 Median Pay; 13% Growth • Skincare Specialists-$31,290 Median Pay; 14% Growth
Culinary Arts	**Program Goal**: The Culinary Arts program is focused on preparing all students to meet the challenges of employment and/or continuing their education in the culinary field. **Curriculum**: In this two-year program, practical experience is gained in both the classroom and fully equipped commercial-style kitchens. Guest speakers from local businesses and food related careers are also invited to speak with students. The Culinary Arts Program is a member of the New York State Restaurant Association (NYSRA) Educational Foundation ProStart Program. This program provides students the work experience and classroom learning they need to succeed in restaurant/food service careers. Students will have the opportunity to earn their ServSafe Managers certification which is a 5-year certificate.	• Chefs and Head Cooks-$48,460 Median Pay; 10% Growth • Cooks-$25,200 Median Pay; 6% Growth • Bakers-$26,520 Median Pay; 8% Growth • Food Preparation Workers-$23,730 Median Pay; 8% Growth • Food Service Managers-$54,240 Median Pay; 9% Growth
Electrical Trades	**Program Goal**: The purpose of the Electrical Trades program is to prepare students for entry-level employment in the various electrical trades. **Curriculum**: Throughout the program, students gain daily practical experience working with residential, commercial and industrial wiring. In addition, the students will have the opportunity to become a Network Cabling Specialist. Students explore renewable energy technologies.	• Electricians-$55,190 Median Pay; 9% Growth • Heating, Air Conditioning, and Refrigeration Mechanics and Installers-$47,610 Median Pay; 15% Growth • General Maintenance and Repair Workers-$38,300 Median Pay; 8% Growth • Electrical and Electronics Engineers-$99,070 Median Pay; 7% Growth

Program	Program Overview	Job Outlook of Program
Emergency Medical Services Academy	Students will experience a wide variety of situations that will allow them to see and experience the value of pre-hospital care in increasing the survival rate of people involved in trauma and suddenly occurring medical situations. The academy is designed to prepare students for Certified First Responder (CFR) certification in the first year. Second year students successfully completing this program the two-year sequences are able to take the New York State Emergency Medical Technician (EMT) practical skills exam.	• To prepare students for Certified First Responder Certification 1st year. • Second year student are able to take the NYS Medical Technician Practical Skills Exam.

Program	Program Overview	Job Outlook of Program
Health Careers Academy	In the WTCC Health Careers Academy, students have the opportunity to obtain multiple certifications over two years. During their first year, juniors have the opportunity to become certified in the following: Patient Care Assistants (PCA), CPR/First Aid (AHA), OSHA 10, and Home Health Aides. Students get to experience real-life hands-on care at medical facilities for a total of 60 hours. Health Careers Academy has incorporated many different hands-on learning approaches such as Anatomy Fridays. Each week the students are assigned a body system that they create using clay. By the end of junior year, students have the potential of obtaining all five certifications. These certifications are the foundational building blocks that students will require upon their return to our program their senior year. Senior year jumps right back into medical skills and hands-on learning review from the previous year. Seniors start their adventure in obtaining the Certified Nursing Assistant Certification. Similar to the junior year, the senior year has an additional two weeks of clinical rotation for a total of another 60 hours (120 hours total over 2 years). However, during these rotations, our student's main focus is Long Term Care Facilities and Rehabilitation Centers. This allows our students to have experiences in a multitude of healthcare profession areas. Seniors also have two college courses embedded into our program, English 101 and Bio 110. Students the opportunity to obtain a total of six college credits in the program. All of this leads up to the New York Certified Nursing Aide exam at the end of the school year. Eligible students register and test at WTCC, which is an approved Facility Testing Site. To date, WTCC has achieved a 100% passing rate for the CNA Exam for the last five years! We have added a new certification called Certified Patient Care Tech (CPCT). Many hospitals train their PCT in their facility. We are now able to offer that here on our campus after the students have successfully completed and passed the CNA exam! This portion of our program takes everything that our students have learned previously while adding new and fun content such as phlebotomy and EKG (both of which we are able to demonstrate and practice in our lab). After completing the learning objectives they take a computer exam (much like CNA) where they can obtain their Certification as Patient Care Technician. At the time of graduation, students are not only prepared to enter into the medical workforce, but they are able to do so in any of the three major medical areas: Home Care, Long Term Care/Rehab, or Hospital. Our goal at WTCC is to take the students of today and create the medical professionals and team members of tomorrow!	• Nursing Assistants and Orderlies-$30,290 Median Pay; 5% Growth • Home Health Aides and Person Care Aides-$29,430 Median Pay; 25% Growth • Licensed Practical and Licensed Vocational Nurses, $48,070 Median Pay; 6% Growth. • Registered Nurses-$77,600 Median Pay; 6% Growth • Medical Assistants-$37,190 Median Pay; 16% Growth

Program	Program Overview	Job Outlook of Program
Heavy Equipment Repair and Operation	**Program Goal**: In Heavy Equipment Repair and Operation, students learn the maintenance and repair of diesel and gasoline vehicles, farm machinery, earth-moving equipment and small power equipment used in agriculture, conservation and landscaping. Basic skills are developed in welding/fabrication and troubleshooting.	• Diesel Service Technicians and Mechanics-$47,350 Median Pay; 9% Growth • Heavy Vehicle and Mobile Equipment Service Technicians-$50,320 Median Pay; 8% Growth • Small Engine Mechanics-$37,060 Median Pay; 5% Growth • Industrial Machinery Mechanics, Machinery Maintenance Workers, and Millwrights-$51,630 Median Pay; 7% Growth
New Vision Health Therapy Services	**Program Goal**: The New Vision Health Therapy Sciences program is designed to enable high school seniors the opportunity to intensely investigate future professional career options within the fields of health, exercise science, and personal training. Both theory and hands-on experience are included in this exciting program. **Curriculum**: This program will allow students to explore, learn and examine concepts, material and procedures in the areas of Anatomy & Physiology, Nutrition, Exercise Science and English. This is intended to give the dedicated student a look into the areas of healthcare based on movement, exercise and nutrition. Through the lens of in-depth study and vocational discovery come enhanced career and college focus. The foundational course will be Fundamentals of Anatomy. This is a very challenging study of the structure and function of the human body. Anatomy and Physiology is a healthcare essential course that is a pre-requisite for further study. Introduction to Nutrition exposes the student to the field of human nutrition and food focused on the mutual relationships between humans and their biological and physical environment. Physical Education credits are also provided as various exercise methods are practically explored for performance, health and rehabilitation of injuries and ailments. The ability to effectively read, write, speak and perform research are necessary skills demanded in the area of healthcare. English Composition 101 and 103 will challenge the students in these areas. Career exploration rotations will be completed during the school year, these will be observational in nature. Each student is expected to uphold a professional approach and seek optimal understanding through interactions with professionals in the field. Rotations will take place in affiliated clinics, private practices, and other health settings. **Competitive application required.** ***** Only available to Seniors*****	• Physical Therapist-$87,930 Median Pay; 28% Growth • Physical Therapist Assistants and Aides-$48,090 Median Pay; 30% Growth • Occupational Therapist- $84,270 Median Pay; 24% Growth • Occupational Therapy Assistants and Aides-$57,620 Median Pay; 28% Growth • Athletic Trainers-$47,510 Median Pay; 23% Growth • Exercise Physiologists-$49,270 Median Pay; 13% Growth • Fitness Trainers and Instructors-$39,820 Median Pay;10% Growth • Dietitians and Nutritionists-$60,370 Median Pay; 15% Growth

Program	Program Overview	Job Outlook of Program
New Vision Medical Careers	**Program Goals**: The New Vision Medical Careers (NVMC) program is a one-year program offered to high school seniors who are high academic performers with an interest in the medical field. This placement provides seniors with the opportunity to explore the medical profession within an interdisciplinary environment. Admission to the program is highly selective with a strict vetting process for acceptance into the program, including; prior Regents work, high academic performance, community service, and recommendations from counselors and math and science teachers. New Vision Medical Career students intend to transition to pre-med, nursing, physician assistant, physical therapy, diagnostic imaging, speech and occupational therapy studies, as well as, other areas of traditional medicine. The goal of this one year academically intensive program is to learn theory and practice: ◦ College level human anatomy and physiology (Biology 110 Gemini) ◦ College level medical terminology (HCS 154 Gemini), ◦ College level English Composition 101/103 ◦ Development of critical thinking skills ◦ Discussing complex case studies ◦ Learn the scientific method as it applies to clinical practice in multiple disciplines. Students are also offered certification in 21st Century Skills (Precision NY), BLS/First Aid, A&P, and Health Care Sciences. **Curriculum** Students observe 2 days per week at Newark-Wayne Community Hospital as part of the RRH in 25 departments. Students are American Heart Association Hospital BLS (Basic Life Support) CPR/AED and First Aid Certified Three days a week students take college English (101 and 103), Anatomy & Physiology (Bio 110), and Medical Terminology (HCS 154) earning 12 credits through Finger Lakes Community College. Critical thinking skills are taught both in and out of the classroom using simulation scenarios and case study analysis. Students also have access to the Health Professions Simulation Lab located at the Regional Support Center in the same building as their classroom where they learn how to assess and treat various diseases using state of the art patient simulators. Many students go on to work as PCT's while attending college/university	• Registered Nurse-$80,220 median pay; 6% growth • Licensed Practical Nurse-$54,620 median pay; 5% growth • Nursing Assistant-$35,740 median pay; 4% growth • Pharmacist- $ $132,750 median pay; 3% growth • Pharmaceutical Technician-$37,790 median pay; 6% growth • Physician's Assistant- $126,010 median pay; 27% growth • Nurse Practitioner- $ 125,900 median pay; 38% growth • Phlebotomist- $38,530 median pay; 8% growth • Physician/Doctor- $229,300 median pay; 3% growth

Program	Program Overview	Job Outlook of Program
Professions in Education and Human Services	**Program Goal:** Students enrolled in the Professions in the Education and Human Services program at WTCC will be immersed into a culture that expands their knowledge and experience of the many career opportunities available in the fields of education and human services. Students will work with preschoolers in the on-campus preschool, participate in job shadowing experiences, and engage in field site experiences in their area of interest under the direction of teaching professionals. This program teaches students the skills, attitudes, and professional expectations of those in the education and human services fields. **Curriculum**: Prior to working with learners, students will spend their classroom time gaining perspective about the fields of education and human services. They will learn about human development and the family life cycle, theories of learning and development, the history of education, lesson planning, implementation, and evaluation, as well as effective communication skills. Students will create developmentally-appropriate lesson plans and interact with professionals in their field experience sites. Eligible seniors may apply for Level I NYS Teacher Assistant Certification upon completion of the program and the Dignity for All Students Act (DASA) course. Both juniors and seniors have the opportunity to earn six college credits each year through Finger Lakes Community College (FLCC) and Monroe Community College (MCC). Both classes also visit two and four year colleges. Guest presenters will be providing real life experiences from their specific professions.	• Kindergarten and Elementary School Teachers-$57,980 median pay; 7% growth • Childcare Workers-$23,240 median pay; 7% growth • Preschool Teachers-$29,780 median pay; 10% growth • Teacher Assistants-$26,970 median pay; 8% growth • Social and Human Services Assistants-$33,750 median pay; 16% growth • Social Workers-$49,470 median pay; 16% growth • Health Educators and Community Health Workers-$46,080 median pay; 16% growth

Program	Program Overview	Job Outlook of Program
New Vision Veterinary Assistant	**Program Goal**: The New Vision Veterinary Assistant program is designed to provide high school seniors the opportunity to intensely investigate future college and professional career pathways within the field of Veterinary Science. Both theory and hands-on experiences are introduced in the Veterinary Assistant program. New Vision Veterinary Assistant program students may earn the approved Veterinary Assistant certification. **Curriculum**: An approved program by the National Association of Veterinary Technicians Association (NAVTA), this one-year program follows the New Vision Model by offering student mentored non-paid co-ops at local veterinary offices. The program also introduces students to all aspects of Veterinary Science including: office and hospital procedures, communication and client relations, vaccinations, examination room procedures, surgical preparation and assisting. The New Vision Veterinary Assistant program is designed to prepare students for a wide variety of careers related to Veterinary Science. Veterinary Assistants are employed by animal shelters, aquariums, boarding kennels, humane societies and animal rescue shelters, pharmaceutical companies, research facilities at universities, veterinary hospitals, wildlife sanctuaries and zoos. This is a broad-based professional curriculum that will target student development of the knowledge and skills of a wide range of career options within the Veterinary Science field. Additionally, this program will give students a foundation of basic skills required for workplace situations and is uniquely suited to help students build skills related to communication, decision making, time management and relationship building, among others. Students will study and experience academics in an environment that uses an interdisciplinary approach to English Language Arts, Math, Science and Technology.	• Veterinarian-$103,260-median pay; 20% growth • Veterinary Technician-$38,240 median pay; 21% growth • Veterinary Assistant-$34,740 median pay; 20% growth

DIPLOMA
ENDORSEMENTS

NYS SEAL OF BILITERACY

The NYSSB recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society. Successful candidates will earn three points in English and three points in each world language from a points matrix, which includes course grades, national and state exams, transcripts, and culminating projects. The NYSSB takes the form of a Seal on the student's diploma and a medallion worn at graduation.

History of the NYSSB

New York State boasts a rich linguistic and cultural heritage, with students speaking over 200 languages. Understanding the importance of multilingualism and multiliteracy, the New York State Legislature established the New York State Seal of Biliteracy in 2012, with the first set of graduates earning the Seal in the 2015-2016 academic year. The NYSSB is an award given by a high school, school district or county office of education that formally recognizes students who have attained a high level of proficiency in two or more world languages (one of which must be English) by high school graduation. The NYSSB is awarded by the Commissioner to students who meet the criteria established by the Board of Regents and who attend schools that voluntarily agree to participate in the program. The NYSSB is affixed to the student's high school diploma and transcript and must be made available to students at no cost.

The NYSSB acknowledges the importance of being biliterate in today's global society. It highlights the hard work and achievement of students, and encourages them to pursue language study while in school, including the continued development of one's home language. The recognition of attaining biliteracy is also a statement of accomplishment for future employers and for college admission.

This award is denoted by a seal affixed to the student's diploma and a notation on the student's high school transcript. To earn the NYSSB, students must demonstrate Intermediate High proficiency in English and the required level of proficiency in one or more world languages set forth by the NYS Learning Standards for World Languages, adopted by the NYS Board of Regents in March 2021. Students can earn points toward the NYSSB in a number of ways, including:

- Completing coursework in English and/or a world language with an average of 85% or better;
- Completing a Home Language Arts Program with an average of 85% or better;
- Earning a set score on an approved assessment in English and/or a world language;
- Demonstrating successful completion of coursework from a nation outside the U.S.; and
- Completing and presenting a Culminating Project in English and/or a world language that demonstrates the required level of proficiency in all three modes of communication (Interpretive, Interpersonal, and Presentational).

Criteria to Earn the New York State Seal of Biliteracy (NYSSB)

A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma*;
B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
1A. Score 80 or higher on the NYS Regents Examination in English Language Arts** or English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation.	1	**2A.** Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, consistent with Checkpoint C standards.	1
1B. ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	**2B.** Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
1C. Complete all 11th- and 12th-grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	**2C.** For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
1D. Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.)	1	**2D.** Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 51-53.)	1
1E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	**2E.** Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

Testing accommodations recommended in an Individualized Education Program (IEP) or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

* Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.

NYS SEAL OF CIVIC READINESS

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student's understanding of a commitment to participatory government; civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- recognizes the value of civic engagement and scholarship.

Criteria for the Seal of Civic Readiness

In order to obtain the Seal of Civic Readiness, a student must complete all the requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation. Students may also earn points by completing a middle school Capstone project or a high school Capstone project.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 Credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Proficiency level in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

*Students may receive these points more than once.

Testing accommodations recommended in an individualized education program or Section 504 accommodations plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy.

Learn more about the New York State Education Department's Seal of Civic Readiness on the Department's Civic Readiness Initiative webpage (http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative).