

# **WHITESBORO HIGH SCHOOL**

## COURSE DESCRIPTION HANDBOOK



# **2025-2026**



**COUNSELING, COLLEGE AND CAREER CENTER**

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# WHITESBORO HIGH SCHOOL

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## DISTRICT OFFICE

**Dr. Brian K. Bellair**  
Superintendent  
65 Oriskany Blvd.  
Whitesboro, NY 13492  
(315) 266-3303

## HIGH SCHOOL

**Mr. David Cognetti**  
Principal  
(315) 266-3216

## GUIDANCE

**Mr. Christopher O'Neil**  
Director  
Pupil Personnel  
(315) 266-3240

## COUNSELORS

Amy Ambrose  
Daniel Everson  
Christa Nigro  
Margo Testa

## DISTRICT DEMOGRAPHICS

- The District has a population of approximately 40,000 people and includes urban, suburban and rural areas comprised of the Whitestown, Schuylers, Deerfield, Marcy and Trenton townships.
- Approximately 3,000 students are enrolled in grades K-12. The high school enrollment is approximately 1,000.
- The high school has a staff of approximately 100 people, including approximately 75 teaching and instructional staff.
- The District has an outstanding extracurricular program with 37 varsity and junior varsity teams, 30 music organizations performing more than 100 concerts a year and other opportunities available for student participation.

## INSTRUCTIONAL TIME

Length of academic year .....40 weeks  
Length of class period .....40 minutes  
Periods per day .....9

## MINIMUM PASSING GRADE – 65% LETTER GRADE CONVERSION

A= 90-100 B= 80-89 C= 70-79 D= 65-69 F= 0-64

## UNIT OF CREDIT

One unit of credit is granted for completion of a course which meets 5 periods a week for the full academic year. Half unit of credit is granted for a course which meets 5 periods a week for one semester (20 weeks). Physical Education classes meet one period every other day for a semester, earning 1/2 unit of credit each year.

## GRADUATION REQUIREMENTS

COURSE	CREDITS
English .....	4
Social Studies .....	4
Mathematics .....	3
Science .....	3
Foreign Language .....	1
Health .....	0.5
Art or Music .....	1
Physical Education .....	2

Additional electives or sequences necessary to complete 22 total credits.

In addition, students must meet Regents testing benchmarks specified by New York State which determine diploma type.

## ADVANCED PLACEMENT

Biology	Human Geography
Calculus	Psychology
Chemistry	Statistics
English Lit. and Composition	U.S. History and Government
Environmental Science	World History

## PROJECT LEAD THE WAY

This is a nationally recognized program for pre-engineering. College credits from Rochester Institute of Technology can be earned through this program if the student demonstrates mastery on the RIT final exam in Introduction to Engineering (IED), Principles of Engineering (POE), Digital Electronics (DE), Engineering Design & Development (EDD) and Computer Integrated Manufacturing (CIM).

## NEW YORK STATE DIPLOMAS CLASS OF 2024



## GRADUATION PLAN CLASS OF 2024



## DUAL CREDIT COURSE OFFERINGS

### In conjunction with Herkimer County Community College:

American Sign Language (HU100 & HU101)

### In conjunction with Mohawk Valley Community College:

American National Government (PS101)

Chinese (FL111 & FL112, FL211 & FL212)

Computer Aided Design (M140)

Digital Applications (G145)

English (ENG101 & ENG102)

Financial Accounting (AC115)

Fitness Center (PE154)

French & Spanish 191, 192, 201 AND 202

History of Civilization (HI101 & HI102)

Math (MA110 & MA115)

Music Appreciation (HU186)

Sociology (SO101)

U.S. History (HI 111 & HU112)

### In conjunction with Syracuse University (SUPA):

Economics (ECN203)

Forensic Science (CHE113)

Government (PST101)

### In conjunction with Tompkins Cortland Community College:

Chemistry (CHEM107 & 108) & Biology (BIOL104 & 105)

Environmental Science (ENVS101 & 102)

Students also have the ability to bridge with MVCC, Herkimer Community College, Utica University and Hamilton College.



## OPPORTUNITIES

Educational opportunities, including Career and Technical Education Programs, are made available to students without regard to gender, race, color, national origin or handicap. This policy is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Any alleged grievances should be reported to the appropriate compliance officer. Compliance officers are as follows, Section 504/ADA Coordinator, Christopher O'Neil, Director of Pupil Personnel Services, Whitesboro High School, 6000 Route 291, Marcy, N.Y. 13403, 315.266.3240. The Title IX Coordinator is Christopher O'Neil, Director of Pupil Personnel Services, Whitesboro High School, 6000 Route 291, Marcy, N.Y. 13403, 315.266.3240.

## RECORDS

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records. The act gives parents, legal guardians or eligible students the rights to: 1. inspect and review their child's educational records; 2. make copies of these records; 3. receive a list of all individuals having access to those records; 4. ask for an explanation of any item in the records; 5. ask for an amendment to any report on the grounds that it is inaccurate, misleading or violated the child's rights; and 6. a hearing on the issue if the school refuses to make an amendment. Any alleged violation should be reported to Section 504 Coordinator Christopher O'Neil at 315.266.3240.

## PROMOTION REQUIREMENTS

Grade placement is determined by the number of credits completed as follows:

- To enter grade 10 – 5.5 units of credits prior to September
- To enter grade 11 – 11 units of credit prior to September
- To enter grade 12 – 16 units of credit or the ability to project graduation in June

## ENROLLMENT IN COURSES

Course selection takes place at the beginning of the second semester. Counselors meet with students to review completed course work and graduation requirements. Parents are encouraged to participate in the process. Parents are notified via mail regarding their child's course selections.

Courses will be offered pending sufficient enrollment and availability of staff. Students are strongly advised to carefully consider their choices at course selection time.

All students enrolled at Whitesboro High School must be full-time students. A full-time student is one who is enrolled in at least six courses plus physical education each semester. Repeating seniors will be permitted to enroll in fewer than six courses, provided fewer than six courses are needed to complete graduation requirements.

## CHANGES IN STUDENT PROGRAMS

**Adding Courses** – A student may add a course or courses to their schedule within the first week of a semester course or within the first two weeks of a full-year course. Any additions after the stipulated time frame must have the approval of the instructor and the school counselor.

**Dropping Courses** – All students in grades 9-12 must take a minimum of six courses plus physical education each semester. Students who wish to drop a course from their schedule must complete an add/drop form within the first two weeks of the semester. If a drop is requested within the third through fifth week of school, an add/drop form must be completed and a meeting with the teacher of the course to be dropped and the parent/guardian is required. If the course is dropped, a "W" (withdrawal) will appear on the student's transcript for that course and a letter acknowledging the possible ramifications in regards to college acceptance must be signed by the parent if warranted. Requests for a course to be dropped after five weeks will only be considered in the most extreme and unusual circumstances.

**Course Change** – A student's progress in their courses is constantly monitored to ensure that they are properly placed. Students are encouraged to take the most challenging course possible. If it is determined that a student is not properly placed in a full-year course, the student may change to an equivalent course. The change must be initiated within the first 10 week marking period. Any extenuating circumstances will be reviewed by the Director of Pupil Personnel Services and/or the Principal.

**Schedule Changes** - Schedule changes are to be made prior to the beginning of the school year and must have an academic basis for a change. After student schedules are distributed, student/parent requests to change courses for the following reasons will not be honored:

- To have a different teacher (unless the student had the teacher previously)
- To accommodate a job commitment/convenience
- To change a study hall period or location
- To change a lunch period
- To change classes to be with friends

Schedule change requests are only approved for the following reasons:

- Computer error
- Incorrect course level
- Course omitted – i.e. drop SH/add course
- Changes resulting from pass/fail in summer school or passing/failing the previous school year

**ATTENDANCE**

If a prolonged absence due to a short-term physical, mental, or emotional illness is anticipated, the student's parent should contact the school counselor to request homebound instruction. According to the State Education Department, an absence of at least 10 days is considered a prolonged absence. Written verification from a licensed physician or licensed psychologist regarding the need for home instruction is required, as well as a signed HIPAA form giving consent to the School Physician to contact the student's physician in determining whether homebound instruction is warranted.

**SUMMER SCHOOL POLICY**

Students in the Whitesboro Central School District shall be eligible to enroll in the BOCES summer school subject to the conditions of this policy.

It shall be the intent of the Whitesboro Central School District to allow student participation if a student in grades 6-12 earns a failing final grade in a core course and/or a course required for graduation. For a student to be eligible to attend, he or she must have attained a grade of 50 percent or higher and been in attendance in the class he or she is repeating a minimum of 90 percent. (Can miss no more than 18 days.) Any exception to this eligibility criteria, i.e., long-term documented health issues, needs to be reviewed and approved by the building principal or Director of Pupil Personnel Services.

Students with academic deficiency(ies) will be eligible to participate in the BOCES summer school. No student will be admitted to summer school for the purposes of acceleration, pursuit of additional credits/courses not required for graduation and/or driver education.

It is directed that students participating in the BOCES summer school, under the auspices of the Whitesboro Central School District, shall be made aware of, and agree to abide by, all rules and regulations of this policy and the summer school, including those rules/regulations of any school district, which may be operating the summer school at their site(s) under the direction of the OHM BOCES.

- a. The Whitesboro Central School District will not provide transportation either to or from summer school. Transportation will be the exclusive responsibility of the respective student's parent / guardian.
- b. Students will follow all rules and regulations of the summer school, including academic, attendance, and behavioral regulations.
- c. A student desiring enrollment in the summer school must submit a completed summer school application by the specified deadline.

**TUTORING REQUIREMENTS**

- A. Tutoring is for those students who, due to hardship

circumstances, cannot attend summer school and who cannot pass a course by raising the final exam grade. For a student to be eligible to participate in this option, he or she must have attained a grade of 50 percent or higher and been in attendance in the class he or she is repeating a minimum of 90 percent. (Can miss no more than 18 days.) Any exception to this eligibility criteria, i.e., long-term documented health issues, needs to be reviewed and approved by the building principal. Circumstances will be reviewed by the building principal who must approve prior to the beginning of the tutoring sessions. This is to be implemented during the summer school timeframe, in July and August.

1. Thirty hours of instruction are necessary.
2. Instruction must be provided by a teacher certified in the content area. A copy of the certification must be presented to the principal prior to the approval of the tutoring sessions.
3. The cost of instruction shall be the responsibility of the student and/or parent.
4. It shall be the responsibility of the instructor to develop homework assignments, quizzes, and exams. The local final exam shall be an exam prepared by the appropriate high school department, i.e., English, Social Studies, etc. It will be administered at Whitesboro High School by Whitesboro High School staff. A Regents exam, where offered, shall be the final exam for that course.
5. The course outline that is followed by the high school staff in teaching the course(s) shall be followed.
6. A completed time sheet, including dates and time of instruction, is to be presented to the Director of Pupil Personnel Services prior to the administration of the examination.
7. Review by Principal or Director of Pupil Personnel Services is required prior to receipt of transcript credit.

**UNITS OF CREDIT IN ART AND/OR MUSIC FOR PARTICIPATION IN AN ADVANCED OUT-OF-SCHOOL ACTIVITY**

Pursuant to CR 100.5 (d) (2) (1) (b), a Whitesboro High School student may obtain a unit of credit in art and/or music by participating, only in exceptional situations, in an advanced, out-of-school art or music activity.

- A. A unit of credit for such participation will be awarded if:
  1. the participation is equivalent to a unit of study (one-half unit of credit will be awarded if the participation is equivalent to one-half unit of study);
  2. a course outline clearly delineating the content of the advanced course has been reviewed and approved by the student's art or music teacher and/or the district's art or music coordinator and the high school principal;
  3. the nature of the participation is consistent with the goals and objectives of the art and/or music program

at Whitesboro High School;

4. the awarding of credit is recommended and approved by the student's art or music teacher and/or the district's art or music department chairperson and the high school principal.
- B. The unit of credit will not be awarded toward the total unit of credit necessary for completion of the student's primary sequence(s) when the requirements necessary to the primary sequence can be acquired through course offerings at Whitesboro High School. The unit of credit may be used as a part of a secondary sequence(s) or as a part of the minimum total of elective credits required for graduation.

## PROCEDURES FOR EARNING COURSE CREDIT

A student may earn up to a maximum of 6 1/2 units of credit for courses without completing units of study provided that the student meets each of the following criteria for challenging:

1. Based on a review of the student's past academic performance, the Superintendent of Schools or his/her designee must determine that the student will benefit academically by exercising this challenging alternative.
2. The student must achieve a score of at least 85 percent on the written examination.
3. The student must pass an oral examination or must successfully complete a special project to demonstrate proficiency in the area of study, as determined by the building principal.
4. A student's special project for a Regents level science course must demonstrate proficiency in a range of inquiry or laboratory (field) experiences that are at least equal to skills acquired by students pursuing regular instruction.
5. The student must attend Whitesboro High School or have received substantially equivalent instruction elsewhere, as determined by the Superintendent of Schools, in accordance with sections 3204 and 3205 of the Education Law, until the age of 16.

Requirements for Challenging:

1. The student may not challenge a course in which he/she is currently enrolled.
2. The student must not have previously attempted a challenge of the particular course.
3. The student has achieved scores of 80 percent or higher on final examinations in a majority of his/her courses, as well as school final averages of 80 percent or higher in the majority of his/her courses; or the student has earned a school final average of at least 85 percent in the two most recently completed courses in the same subject area as the course being challenged, if applicable.
4. The student's application for credit through the challenge process has been approved by his/her parent or guardian, school counselor, appropriate department chairperson and building principal.

Challenging Procedures:

1. The process is to be student initiated and is to be considered an independent venture on the student's part. Teachers may assist in this venture.
2. An application form (pages 35-36) is to be filed with the school counselor's office. A minimum of five school days will be required to process and review an application. Project approval is to be received no later than 60 school days prior to the administration of the written examination.
3. A pre-test may be administered following the filing of the application to assess student baseline achievement in that subject area.
4. The special project or oral examination to demonstrate proficiency in the subject matter must be submitted to the principal, or in the case of an oral examination, taken no later than 20 school days prior to the written challenge evaluated by a committee to include the principal, respective chairperson, and a third person agreed to by the principal and chairperson.
5. The challenge examination will be administered during the regularly scheduled final examination for the course being challenged, as agreed to by the principal, respective department chairperson, and the student.
6. To be admitted to the challenge examination, the student must have completed all requirements.

## HONORS PROGRAM

Honors classes are offered in:

English 9	Global History 9
English 10	Earth Science
English 11	

1. Student Information ("What to Expect"): Regular honors courses (non – AP) help to meet the needs of accelerated students. Honors classes offer the same foundational curriculum that non-honors classes provide, but overall, are more challenging, faster-paced, and include a more in-depth study of course topics. Students can expect a variety of ancillary readings, activities, and assessments; an engagement in higher-level thinking and discussions that span across academic disciplines.
2. Honors Program Philosophy: Whitesboro High School offers English, Science and Social Studies honors courses that are open to academically inquisitive and self motivated students who are genuinely interested in a deeper exploration of the specific course content than the regular curriculum offers. Additionally, honors coursework challenges students to develop and maintain strong work ethics, organization, time management, and study skills. It is the purpose of the Whitesboro Honors Program to prepare students for success in AP coursework.
3. Course Placement Decision: If it is decided that a student's needs would best be met in a non-honors class, the level of success in that class would be a consideration in the

## GENERAL INFORMATION

student's application for the Honors Program at the next level the following year.

### **Selection Process:**

Students qualify for honors classes based on their final school average at the end of eighth grade in the corresponding courses. Students selected for Honors English 9 and Honors Global History 9 must take both honors courses. Qualifying students will receive a letter via mail in July. If interested in participating in honors classes, students must return the form that was mailed. Students must have been enrolled in and passed Living Environment in eighth grade in order to take Earth Science Honors.

### **ADVANCED PLACEMENT COURSES**

Philosophy:

It is our belief at Whitesboro High School that our students need to be challenged academically to match their abilities. To that end, we desire to offer to our higher ability students as wide a selection of Advanced Placement courses as possible with the opportunity to earn college credit. These offerings are, of course, dependent on student interest, actual class enrollment, and available staff.

### **PROJECT LEAD THE WAY**

Whitesboro High School is one of the area schools to offer the national Project Lead the Way pre-engineering education program. This project is a partnership between schools, colleges, universities, and the private sector that seeks to increase the number of qualified high school students who complete a two- or four-year college program in engineering or engineering technology.

### **MVCC/TCCC/HCCC HIGH SCHOOL DUAL-CREDIT**

Mohawk Valley Community College, Tompkins County Community College and Herkimer County Community College's Dual-Credit Programs are a community service offered to area high school students enabling them to earn advanced standing or college credit for college classes attended in their own high school. Students typically enroll in 100-200 level college courses taught by qualified high school teachers who have been pre-approved by MVCC, TCCC, or HCCC as adjunct instructors. Courses are identical to those offered on the respective campuses. All schoolwork, however, is done in the high school setting during the routine school day.

This unique program provides students the opportunity to earn both college and high school credit for the same course. Dual-credit has become widely recognized as a unique way of enhancing the typical high school experience, offering motivated students a larger course selection, a manageable transition to college-level coursework, and a potential means of saving tuition dollars in the long run. Tuition is free. There is no cost to the student.

Students seeking college credit may have no more than six absences each semester. Students should be aware upon taking any dual-credit course, they are beginning a college transcript that will be a part of their permanent academic record beyond high school.

### **MVCC BRIDGE PROGRAM/COLLEGE CONNECTIONS**

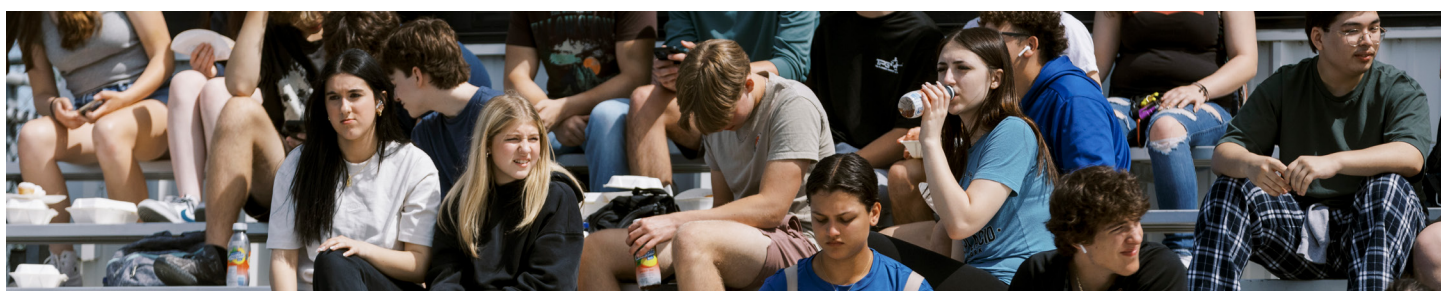
College Connection is a scholarship program for qualified high school juniors and seniors. Students may take approved courses on a part-time basis at MVCC's Utica or Rome campus. In order to participate students must have a GPA of 80 percent or higher and be experiencing no academic or attendance difficulties. College Connections courses **cannot** be used to fulfill high school graduation requirements.

### **REGIONAL PROGRAM FOR EXCELLENCE**

The Regional Program for Excellence offers high school seniors the opportunity to explore diverse careers. Students may have the opportunity to assist a veterinarian, observe surgery or contribute to architectural drawings. These and many more experiences are available for students in this unique program through a mentor/student internship relationship. Students are selected based on their class ranking and counselor recommendation.

### **SYRACUSE UNIVERSITY PROJECT ADVANCE**

Syracuse University Project Advance (SUPA) is an educational program that provides high school students with the opportunity to take Syracuse University courses in their own high school during the regularly scheduled day. After successful completion of the course(s) they can request to transfer the credits they earn into the colleges/universities they attend after high school. Tuition is charged for these courses, but at a dramatically reduced rate.





### SCHOOL COUNSELING

Counseling services are designed to provide opportunities for our students to achieve their maximum growth intellectually, socially and emotionally through self-understanding and the development of life skills. The school counseling staff plan a counseling program to deal appropriately with the needs of each student around issues related to academic planning, personal development and adjustment, as well as college and vocational planning.

The comprehensive Counseling Program at Whitesboro High School includes the following elements:

- Individual counseling to help students with educational, personal, social and career issues;
- Group guidance to assist in the implementation of the required course of study by doing instructional and informational presentations with classes of students;
- Consultation with parents, teachers and others to determine the most appropriate services to assist students;
- Student assessment, which includes interest inventories and guided exploration to help with educational, personal, social and career decisions, and in placing students in the appropriate programs of study; and
- Program coordination to provide a myriad of services such as new student orientation, financial aid information and assistance with college applications.

### SOCIAL WORKER

School social workers promote and support the educational process by meeting the individual needs of students. Through their unique practice, school social workers assess needs, provide professional services and mobilize community resources to overcome barriers to learning and enable students to achieve educational success. School social workers facilitate the resolution of situations where behavioral and social difficulties interfere with a student's ability to attain his or her potential.

### SCHOOL PSYCHOLOGIST

The school psychologist performs assessments, individualized for each student, for those who have been referred to the Committee on Special Education. School psychologists support student learning, growth and development by providing diagnostic and strategic interventions to help students achieve success despite academic and emotional challenges.

### SCHOOL NURSE

School nurses enhance the educational process by the modification or removal of health related barriers to learning and by promoting an optimal level of wellness. The role of the school nurse includes managing health care, delivering health services, counseling for the health concerns of students, emergency response and educating the school personnel on health related topics. Optimal learning requires good emotional and physical health.





## DIPLOMA REQUIREMENTS

Graduation Requirements in New York State are based on the year students enter grade 9. The charts below outline the requirements for students who will graduate in 2025 - 2026 based on the year students enter grade 9.

### DIPLOMA TYPES FOR CLASSES 2025 - 2026

**New York State Local Diploma** – can only be awarded to students if they are identified by the Committee on Special Education.

**New York State Regents Diploma** – awarded to all students who complete at least 22 credits and achieve satisfactory scores on the required Regents exam as detailed in the chart below. A Regents diploma will be required for students entering grade 9 in 2008 and thereafter unless they are identified by the Committee on Special Education.

**Regents Diploma with Advanced Designation** – awarded to students who complete all the course and testing requirements of a Regents Diploma plus the following additional requirements: (a) Foreign language - at least 3 credits in the same foreign language

plus a score of at least 65 on the comprehensive foreign language exam or a 5 unit sequence in art, music, career technical education or technology, (b) two additional Regents examinations in Math (Geometry and Algebra II), and (c) a Second Regents examination in Science. One exam must be Living Environment and the second can be any of the Physical Sciences (Earth Science, Chemistry or Physics).

**Regents Diploma with Honors** – awarded to students who complete all requirements of the Regents diploma and achieve an average of at least 90 for all Regents exams.

**Regents Diploma with Advanced Designation with Honors** – awarded to students who complete all requirements of the Regents diplomas with Advanced Designation and achieve an average of at least 90 for all Regents exams.

### COURSE REQUIREMENTS FOR ALL WHITESBORO HIGH SCHOOL STUDENTS\*

	CREDITS REQUIRED FOR LOCAL/REGENTS DIPLOMA	CREDITS REQUIRED FOR REGENTS WITH ADVANCED DESIGNATION DIPLOMA (RAD)
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Second Language	1	3
Health	1/2	1/2
Art/Music	1	1
Physical Education	2	2
Electives	3.5	1.5

\*Graduation requirements for students in New York State will be changing over the next several years. At the time of printing, the specifics have not yet been determined.



# CAREER AND TECHNICAL EDUCATION

Students who desire vocational training may choose from a variety of courses offered by the Board of Cooperative Educational Services (BOCES). Vocational students spend half days in their home school and the other half at the BOCES Career and Technical Education Center.

The BOCES Career and Technical Education Program requires a half day commitment for a period of one to two years and should be taken seriously. Students who expect to continue vocational training upon graduation would do well to choose supporting electives in mathematics, science, business, family and consumer science and technology during their first two years in high school.

Students may substitute a 5-unit sequence in CTE for the Foreign language requirement of the Regents Diploma with Advanced Designation

Whitesboro High School provides a comprehensive and rigorous educational experience for students, reflecting the District's Mission and Vision statements. The Career and Technical Education (CTE) programs offered through BOCES in students' junior and senior years of high school are one of many examples that support this high standard. The programs at BOCES enable students to acquire knowledge and skills in their chosen field to either further their education at college or enter the workforce immediately after graduation. Although integrated credit for subjects such as English, Math, and Science can potentially be awarded upon successful completion of their program, Whitesboro High School does not recognize these courses as being substantially equivalent to a full-year course in each of those subject areas. Accordingly, students enrolled in CTE programs must enroll in and successfully complete the aforementioned courses to meet graduation requirements at Whitesboro High School.

Course descriptions and career information related to specific training are available from the guidance office as well as through BOCES.

## Courses

4 credits

Advertising Design / Multimedia Productions  
Animal Science  
Auto Body Repair  
Automotive Technology (NATEF)  
Conservation  
Construction Trades  
Cosmetology  
Criminal Justice  
Culinary Arts  
Early Childhood Education  
Electricity/HVAC  
Emerging Technologies & Cyber Security  
Food Service Occupations  
MiTech  
Multi-Occupations  
Nurse Assistant  
Outdoor Power / Recreational Equipment Technology  
Trades Exploration  
Welding

## New Visions:

Business Management  
Communications  
Education  
Engineering Technology  
Health Professions  
Legal Professions  
Veterinary Science



# ART

Satisfactory completion of one credit in studio in Art may be used to meet the one credit in art or music required of all students to meet graduation requirements as prescribed by the NYS Education Department. Students may substitute a 5-unit sequence in art for the foreign language requirement of Regents Diploma with Advanced Designation.

## Studio in Art

1 credit

This comprehensive foundation course offers a variety of art experiences based on the understanding, knowledge, appreciation and application of the fundamental elements, and principles common to all art structure. The course has been organized into three major areas: the nature of art, the elements of art, and introduction to the major art movements. The nature of art is designed to consider, in a broad sense, what art is. Primarily an aesthetic and philosophical approach is used. Next is a series of studio work experiences based on the fundamental elements of art.

## Drawing and Painting

1 credit

*Prerequisite: Studio in Art*

This basic art program is continued with the fundamentals of the nature of art and art history with stress on the elements. Areas of naturalistic, conventionalized, and abstract design are explored through the techniques of pencil, pen and ink, watercolor, tempera, pastel, etc.

## Advanced Drawing and Painting

1 credit

*Prerequisite: Drawing and Painting*

This course offers foundation and exploratory experiences in drawing and in painting, using watercolors, acrylics and various drawing materials such as pencils, crayons, pastels and ink.

## Ceramics

1 credit

The ceramics course is designed for the student who is interested in working with clay. It includes the use of the potter's wheel, applying glazes, experimentation with the various methods of handling clay and the contemporary uses of clay in various art objects. The second half of the course focuses on advanced techniques on the potter's wheel along with continuing work in hand-building, glazing and decoration.

## Photography

1 credit

This course is designed to encourage students to use the camera creatively, to consider photography as an art as well as a technical operation and a hobby, and to realize its potential toward possible

vocations. The course covers the development, nature and function of photography, the creative use of the camera, and various technical processes involved. This includes the study of the camera, film, lighting, composition, developing, printing and enlarging, cropping, mounting and spotting. During the second half of the course, emphasis is placed on more advanced photo processes and techniques. Students work on in-depth projects and are also exposed to photo practiced in and out of the commercial field.

## \*Digital Photography 1: Camera & Editing – Dual-Credit MVCC PT 207

1 credit

This course introduces techniques used to create, edit, and manipulate photographs through digital processes. Topics include image capture and input methods, workflow, editing in the digital darkroom, and output techniques for black and white as well as color images. Students operate a DSLR camera, and are introduced to Adobe Lightroom and Adobe Photoshop. Photographic composition and aesthetics, and their use as a form of visual communication, are emphasized.

Upon successful completion of this course, 3 college credits will be awarded by MVCC.

*\*New Course for 2025-2026*

## Portfolio

1 credit

*Prerequisites: Studio in Art, Drawing and Painting and Advanced Drawing and Painting*

This course is designed for the advanced art student who has a sincere interest in the visual arts.

The course will involve an intense study of work at the college level and will expose students to the techniques and skills needed to document their completed work. By the end of the course, students will have a complete professional portfolio in both slide and mounted form.

## Digital Applications 1 - Dual-Credit MVCC GD 145

1 credit

This course introduces students to a variety of modern digital tools and techniques within the visual arts. Students will have exposure to skills applicable in: graphic design, animation, digital art/illustration and marketing. Students can use these skills to obtain visual art work after high school, or as a foundation to any higher educational art program. Students will learn basic functions of software within the Adobe Creative Suite including: Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe After Effects and Adobe Premiere.

Students do not need any previous knowledge of digital technology or digital tools. Students do not need personal electronic devices, computers or software to enroll in this course.

Upon successful completion of this course, 3 college credits will be awarded by MVCC.



# BUSINESS AND COMPUTERS

The business department offers courses designed to help students succeed in college, business and life. Students may use a 5-unit sequence in business to substitute for the Foreign Language requirement for the Regents Diploma with Advanced Designation.

## Financial Accounting - Dual-Credit MVCC AC 115 1 credit

*This course is offered as dual-credit through Mohawk Valley Community College allowing students the opportunity to receive 3 college credits for successful completion.*

This course is the first of a sequence that explores fundamental accounting principles, concepts and practices as a basis for the preparation, understanding and interpretation of accounting information. It covers the complete accounting cycle for service and merchandising businesses through the adjustment and closing of the books and the preparation of the income statement, the statement of owner's equity and the balance sheet. The details of accounting for cash, receivables, inventory, long-lived assets and current liabilities are investigated.

## Game Maker Programming 1/2 credit

*Preference given to juniors and seniors; sophomores only with permission of counselor and teacher*

This course will introduce students to the gaming industry through computer programming. Learn how to design and develop video games through team projects and hands-on assignments using Game Maker programming software. Learn about the video gaming industry: the history of video games, career opportunities, economic impact of the gaming industry, practical applications of interactive video games, and innovations in the gaming industry.

No prior game or graphics programming experience is necessary.



## Business and Personal Law 1 credit

Students will study laws impacting minors, families, and consumers. This course covers some of the following topics: what is a legal and binding contract, remedies for breach of contract, laws involving the use of credit and personal finance, personal and real property, and protecting property against loss. Emphasis is placed on current events dealing with law and current changes in law. Various guest speakers are invited into the class to answer questions and give short presentations on their careers in the legal field. Students will observe the legal system in operation through a field trip to a local Court House.

## Career and Financial Management 1/2 credit

Are you unsure of a career choice and confused by too many choices? The purpose of this course is to provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace, and begin to become financially literate. A job shadowing experience opportunity will be provided.

## Intro to Computer Science - Dual-Credit MVCC CI 110 1 credit

**Prerequisite:** Final grade of 85 or higher in algebra, completed or taking either geometry or algebra II. Exceptions will be made at the discretion of the instructor.

*This course is offered as dual-credit through Mohawk Valley Community College allowing students the opportunity to receive 3 college credits for successful completion.*

Computer science is a way of thinking; a problem-solving approach that is transferable to any area of study. This course teaches fundamental programming concepts such as data types, arrays, loops, conditions, functions, and classes. The course focuses on building up a strong base of knowledge in procedural programming to prepare students for a paradigm shift to object oriented programming offered.

The course will be taught in Python with the vast majority of key concepts and ideas transferable to any other programming language. Students will work through a large variety of projects as the primary means of instruction. Collaboration is highly encouraged as students work writing code. Students will learn to design and implement computer programs that solve problems relevant to today's society. If time allows, special attention will be given to individual projects of interest such as desktop application design, video game design, or web development.

No prior computer science knowledge is required to take this course, however students should have a strong math background.

## COURSE DESCRIPTIONS

### Personal Finance

1/2 credit

Financial literacy is essential in meeting the challenges of the 21st century. This course is designed to promote positive financial behavior, increase confidence in managing money, and provide lifelong skills. Learn the basics of identity theft/fraud, credit ratings, budgeting, saving, checking, insurance, housing, investing, buying/leasing a vehicle, living independently. Learn how to save for your dreams - car, home, travel, retirement!

### Sports and Entertainment Management

1 credit

This course is a unique and innovative class designed for students who have an interest in the sports and entertainment industries. Students will develop an understanding of the marketing and management concepts and theories as applied to sports and events. Cooperative learning in groups and teams will be demonstrated throughout the year. Promotional materials will be created using various multimedia. Students will enjoy creating a short video/commercial and presentation for their classmates. In addition, students will practice running their very own football franchise using a virtual simulation.

### \*Foundations of Sport Management – Dual-Credit MVCC SM 101

1/2 credit

This course provides an overview of sports management in terms of its scope, principles, issues, future trends, and career opportunities. It also examines the job responsibilities and competencies required of sport managers in a variety of sports or sports-related organizations. The course also provides students with an overview of the different facets and career opportunities that are available in the field of sport management.

**\*New Course for 2025-2026**

### Introduction to Web Development

1/2 credit

Web development is an interesting combination of practical computer science with creativity and design. Fundamental skills will be taught directly and then students will be expected to use these skills to create websites of their own design. These websites will begin as simple text sites and grow into styled sites with color and design features eventually having the functionality of modern websites. This will require both the typical analytical thinking of a computer science course combined with the artistic approach of any of the arts classes.

Students will learn the three fundamentals of basic web development: HTML (the content that appears on a webpage), CSS (how to style the content), and JavaScript (how to give the content functionality).

### \*Introduction to Cybersecurity – Dual-Credit MVCC CI 104

1 credit

**Prerequisite:** Final grade of 85 or higher in algebra, completed or taking either geometry or algebra II. Exceptions will be made at the discretion of the instructor.

*This course is offered as dual-credit through Mohawk Valley Community College allowing students the opportunity to receive 3 college credits for successful completion.*

This course provides students with a broad understanding of the concepts and interdisciplinary applications of cybersecurity and its impact on society. It examines the historical development of security in technology as it relates to governance, personal information and assets, and major commerce sectors such as finance, healthcare, retail, and manufacturing. It also introduces basic networking, assessing and handling of security risks, hardware components, and basic computer troubleshooting.

**\*New Course for 2025-2026**





# ENGLISH

Four years of English are required for a high school diploma. Additionally, all students are required to pass the Regents Examination in English Language Arts which is offered in grade 11 as a graduation requirement.

## English 9

1 credit

English 9 is designed to meet the needs of the individual pupil in the skills of reading, writing, speaking, listening, and understanding with a concentration on literary analysis. Areas of emphasis are the development of mature vocabulary and disciplined writing, which utilizes language for specific purposes, and the application of literature to real life.

## English 10

1 credit

The English 10 curriculum continues to build on the language arts skills necessary to achieve success on the NYS English Regents. The foundation for the course rests firmly on the NYS learning standards for speaking and listening, reading, writing and language use where attention is given to tasks and strategies through a variety of learning experiences in all units. An emphasis on literary analysis, close readings of a limited number of dense texts from a variety of genres, and a deeper exploration into themes and authors' craft will form the core of the course. Additionally, the course is designed to challenge students to further develop their independent study habits, work ethics, organization, and time management skills.

## English 11 (R)

1 credit

The aims of reading are chiefly: (1) to read with comprehension; (2) to understand, enjoy and appreciate the literature with selections chosen to emphasize a variety of genre, chiefly in American literature

In writing, the aims are (1) to develop accuracy of mechanics through drills in vocabulary, spelling, dictionary usage, punctuation and grammar; outlining for organization of material; library usage as needed for research material; precise writing drills for grasping the central thought of reading and for conciseness of writing; (2) to write analytically and critically about literature; (3) to work toward a mature style of expression and to emphasize originality and development of content through themes of all types and letter writing.

Students will be preparing to take the Regents Exam in English Language Arts.

## English 12: Humanities

1 credit

The primary focus for the senior year is to help students for the next step after high school. English 12 is designed to aid the students in this transition. The curriculum will require students to practice comprehensive reading strategies and literary analysis. Through extensive writing and research practices the students will explore various topics of study related to fiction and non-fiction genres. English 12 is a course designed to prepare seniors for college, expository analysis of non-fiction, and interpretive literary analysis. Students continue to build writing skills through process writing, grammar review, and vocabulary development. Instruction will focus on refining reading strategies; developing the ability to analyze and interpret literary texts; increasing vocabulary and communicating and extending understanding. The student will respond to, analyze and interpret literary texts in class discussion, projects and presentations. Through extensive writing and research practices the students will explore various topics of study related to fiction and non-fiction genres.

## English - Dual-Credit MVCC EN 101/EN 102 Composition/Ideas and Values in Literature

1 credit

English 101 is a composition course. By focusing on several kinds of writing, self-expressive, informative, argumentative and others, it teaches the student to produce the clear, correct and effective prose required in a wide variety of professions and occupations.

English 102 is a writing and literature course. This course seeks to deepen the understanding of human nature and the human condition through the study of ideas and values expressed in literature. Emphasis is placed on the use and development of critical thinking and language skills.

English 101/English 102 run concurrently, and therefore fulfill the English 12 requirement and is offered to students aspiring to earn up to six college credits through MVCC. The course curriculum follows the standard English 101/English 102 courses taken by college freshmen. Students should approach this class with the understanding that it is a college level course that requires collegiate effort.

Upon successful completion of English 101 & 102, MVCC will award a total of 6 college credits.

## English Literature and Composition: Advanced Placement

1 credit

This full-year course is a special college-level learning experience. Reading is on a very mature and challenging level. Discussion of literary works and analytical writing are at the core of the course. Students learn literary terminology and techniques of analysis they will need to succeed in college English courses. Students are required to take the AP exam in May and may earn advanced standing and/or college credit based on their scores. Students should be recommended by their 11th grade English teachers.

# FAMILY AND CONSUMER SCIENCE

The goal of the Family & Consumer Sciences Department is to prepare students to be competent, confident and caring in managing their personal, family and career lives. Our hands-on courses help students apply the skills and knowledge that they have gained in their other courses as well as in the family and consumer science classes. Graduate with a complete education - take a course with us!

## Food and Nutrition

1/2 credit

*This course is a prerequisite for all other food courses*

If you like to cook, want to learn to cook, want to know what to eat or if you really enjoy food – this is the course for you! Learn to make such items as breads, cakes, cookies, omelets, vegetables, pasta dishes, and so much more! Be part of our Fundraising Bake Sales in which we raise money for a charity chosen by you, the students. Also take part in our Pizza Warriors Competition. This course is a favorite by all who take it. Don't miss out!



## Food Entrepreneurship/ Gourmet Foods

1/2 credit

*Prerequisite: Food and Nutrition*

Have you always wanted to operate your own food business? Then this is the course for you! Building on culinary skills learned in Food & Nutrition, you will develop advanced culinary skills such as cake decorating, candy making, advanced pastry skills, and quantity cooking. The profits derived from your business ventures (including the SweetHeart Sale, Mother's Day Sale, and more) are used to fund a field trip to a locally-owned and operated restaurant. There you will have the opportunity to tour the facilities and interview the owner. If you like to cook and enjoy an active, fast paced class sign up for Food Entrepreneurship!

## Regional and International Foods

1/2 credit

*Prerequisite: Food and Nutrition*

Explore the culture and cuisine of different parts of the U.S. as well as five other regions of the world in this advanced foods class. Build on the culinary skills covered in Food & Nutrition as you learn to prepare dishes that made the cuisine of the U.S. so unique. Each week we explore new places and make dishes native to those lands including cuisines of Italy, Greece, Spain, England, Poland, Japan, Middle East, and so many more. Be a part of our International Foods Fair as well!



# MATHEMATICS

All students must earn three credits in Mathematics to meet requirements for graduation with a Regents Diploma or Local Diploma. In addition, all students must take a New York State Regents exam in Math for a Regents Diploma and three Regents examinations for Advanced Designation.

## Algebra I (R)

1 credit

Integrated Algebra is the first mathematics course in high school. Students study linear equations with variable, quadratic functions with integral coefficients, absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. System of equations, data analysis, probability and right triangle trigonometry will also be studied. Students will take the Algebra I Regents Examination in June.

## Geometry (R)

1 credit

This is the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles will receive particular attention. Students will take the Geometry Regents examination in June.

## Topics in Geometry

1 credit

*Prerequisite: Algebra I*

Topics in Geometry will follow similar topics of study as Geometry (R). This course is designed for the student who is not pursuing an Advanced Regents Diploma or who wants to strengthen math skills before pursuing a higher level math course.

## Topics in Trigonometry

1 credit

*Prerequisite: Geometry*

Topics in Trigonometry will follow similar topics of study as Algebra II. This course is designed for the student who is not pursuing an Advanced Regents Diploma or who wants to strengthen basic skills before pursuing Algebra II.

## Algebra II (R)

1 credit

*Prerequisite: Geometry or Topics in Trigonometry*

Algebra II and Analytic Trigonometry is the capstone course of three units of Regents credit in mathematics. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated correlation coefficients will be determined. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Students will take the Algebra II Regents examination in June.

## Algebra and Statistics:

1 credit

### Dual-Credit MA 110/MA 115

*Prerequisite: Algebra II or Topics in Trigonometry*

This course emphasizes algebraic manipulations and problem solving. A thorough investigation into the study of statistics is also pursued. Topics included are: graphs, tables, frequency distributions, measures of central tendency and dispersion, normal distribution, correlation and regression, probability and inferential statistics.

This is a dual-credit course. Students will earn high school credit and have the opportunity to earn college credit. Students who pass the MVCC placement test may earn seven college credits, transferrable to most two- and four-year colleges, upon successful completion of this course. Students seeking college credit may have no more than six absences each semester.



## COURSE DESCRIPTIONS

### **\*Pre Calculus: Advanced Placement**

1 credit

*Prerequisite: Algebra II (R)*

This course is designed for students who will pursue postgraduate study in the pure sciences or engineering. Topics included are: theory of equations, introduction to calculus, analytic geometry, logarithmic functions, and trigonometric functions.

**\*New Course for 2025-2026**

### **Calculus: Advanced Placement**

1 credit

This course consists of a full academic year of work in calculus and related topics comparable to courses in colleges and universities. Most of the year's work will be devoted to the topics in differential and integral calculus and applications. It leads to the AP exam in May.

### **\*Statistics: Advanced Placement**

1 credit

*Prerequisite: Algebra II (R)*

This course consists of a full academic year of work in statistics and is comparable to statistics courses taught at colleges and universities. Most of the year's work will be devoted to topics in data analysis, data collection, probability and statistical inference. Students who wish to leave open the option of taking calculus in either high school or college, should include pre-calculus in their high school program and consider taking AP Statistics concurrently with pre-calculus.

**\*New Course for 2025-2026**





# MUSIC

The music program is comprehensive in its offerings, with students participating in five credit bearing ensembles and four non-credit bearing ensembles meeting after school hours (Chamber Orchestra, Jazz Ensemble, Chamber Singers and Pep Band). Instruction is also offered in Music Theory and instrumental/ vocal group lessons. The program is highly regarded, maintaining a reputation of excellence throughout the state and has been recognized nationally on several occasions. Many of our performing ensembles travel extensively and have been honored with numerous awards and salutations.

## A'Cappella

1 credit

A'Cappella choir is a major performing ensemble of students. Members of the choir study choral literature representing various periods in music history. Technical aspects of singing such as voice production, posture, breathing, tone quality, enunciation, musical interpretation, and sight reading are stressed. Members are selected from other choral groups on the basis of voice, reading ability, and general musicianship. All members attend weekly group lessons where students work on sight singing, music reading, and general musicianship.

## 9th Grade Girls' Chorus

1 credit

The 9th Grade Girls' Chorus provides a training program for the basic elements of choral singing. Good diction, posture and vocal production are stressed together with proper rehearsal techniques. Emphasis is placed on music reading, sight singing, and general musicianship. All members attend weekly group lessons.



## Music Appreciation: Dual-Credit MVCC HU 186

1/2 credit

This course develops musical perception, understanding and appreciation. It features direct listening and live performances and demonstrations in a variety of musical styles. Students will become familiar with music styles, major musical compositions of each style or period, musical terms and musical examples outside of Western tradition. This is a dual credit course offered to students to earn 3 college credits through MVCC. No formal music training is required for students to take this course. This course is offered every other year.

## Full Orchestra

1 credit

The Whitesboro High School Orchestra is a major performance ensemble of string students and select members of the Symphonic Band. The purpose of the Orchestra is to provide and instill the aesthetic values of music and to help its members master skills in technical performance of their instruments. The Orchestra performs regularly throughout the year and is a frequent participant at school and community functions. All students enrolled attend weekly lessons where various technical exercises, etudes, solos and ensemble literature are studied. Grades 9-12

## Symphonic Band

1 credit

The Whitesboro High School Symphonic Band is a major performing ensemble of wind and percussion students. The purpose of Symphonic Band is to provide and instill the aesthetic values of music and to help its members master skills in concert performance. All students enrolled in Symphonic Band attend weekly lessons where various technical exercises, etudes, solos and ensemble literature are studied. The Symphonic Band performs regularly throughout the year.





# PHYSICAL EDUCATION

## Physical Education

1/2 credit

The Physical Education department believes that physical education is important for the social, emotional and physical development of every student. The department will make every effort to provide a safe, healthy and encouraging atmosphere that will set challenging standards that are both reasonable and attainable.

The goal of our physical education program is to promote lifetime fitness by preparing students to participate in a variety of physical and recreational activities. Students will demonstrate responsible personal social behavior while engaging in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. As an exit standard, our students will be aware of and able to access opportunities available to them within their community to engage in physical activity.

### Physical Education Requirements:

- Two credits of P.E. are required for all students
- New York State Mandatory Requirement

In order to graduate from high school, the New York State Education Department requires each student to successfully complete eight consecutive semesters of physical education. The state requires that each student participates in physical education and successfully earn two credits toward graduation.

## Fitness Center - Dual-Credit MVCC PE 154

1/2 credit

This course introduces students to a comprehensive fitness program, including strength training, cardiovascular endurance, and flexibility enhancement. Students develop the basic knowledge to pursue fitness as a lifetime endeavor. Successful completion of this course will earn one-half credit and shall be applied towards the two credits of P.E. required by New York State for graduation and earn 1 college credit through MVCC.

This course is open to seniors.

# HEALTH EDUCATION

## Health

1/2 credit

This required course addresses sound health habits, family living, disease control and prevention and the sociological problems of alcohol, tobacco and other drugs. The student is exposed to many purposeful opportunities and experiences that direct and guide the student toward a greater appreciation and understanding of healthful living for a lifetime. This course is taught to 10th-12th grade students.



# SCIENCE

All students must earn three credits in Science and pass one Regents examination in order to meet the requirements for graduation. One credit must be in life science and the second in a physical science. The third credit of science can be in either a physical science or a science. Section 8.2(c) of the rules of the Board of Regents states that in order to take a Regents examination in any of the Regents sciences, a student must complete 1200 minutes of laboratory experience with satisfactory documented laboratory reports. The 1200 minutes of laboratory experience must be in addition to the required classroom instruction associated with earning a unit of credit.

## \*Earth and Space Sciences (R)

1 credit

Students will learn about the Earth's history, systems, weather and climate, space systems, and human sustainability. Throughout the course, students will engage in hands-on laboratory activities and investigations to help them develop scientific inquiry and data analysis skills. They will also be encouraged to make connections between the Earth and Space Science concepts they are learning and real-world applications. A minimum of 1200 minutes of successful laboratory work is required to sit for the Regents exam.

**\*New course for 2025-2026**

## \*Life Sciences: Biology (R)

1 credit

Biology is the study of life, living organisms, and living processes. Major emphasis in the new biology includes molecular and cellular biology; maintenance in animals and plants; reproduction and development; heredity; evolution and diversity; and ecology and conservation. Considerable time is devoted in the laboratory to microscopic and macroscopic study of representative organisms. A minimum of 1200 minutes of successful laboratory work is required to sit for the Regents exam.

**\*New course for 2025-2026**

## Issues and Ethics in Science

1 credit

The goal is to provide students with a basic foundation in scientific principles in sustainability. This course will introduce students to the basic principles of sustainability as they appear to analysis of environmental systems on a global scale. It will address causes of ecosystem and biome degradation including pollution, land use, coast degradation as well as means to mitigate these causes such as environmental law, environmental economics, and renewable energy. The concepts of sustainability will be infused into the course with an

emphasis on the importance of sustaining resources and mitigating pollution to ecosystems. It is also designed to instruct students on how they can apply this knowledge to pursue active careers in sustainability. This is a non-lab elective science course without prerequisites.

## Biology: Advanced Placement/ TCCC BIOL 104, BIOL 105

1 credit

**Prerequisites:** *Algebra II, Living Environment, Regents Chemistry (Final grade of 80 or higher)*

This class consists of a full year of academic work in college-level biology. Topics in this class include biochemistry, cell morphology and energetics, classical and molecular genetics, evolution, biodiversity, botany, and ecology. Laboratories are hands-on and highly quantitative. Laboratory work is required. The topics and labs are covered in more detail than in Regents Biology.

This is a dual-credit course with AP designation. Students who earn a 75 or higher may earn eight (8) college credits from TCCC, transferrable to most two- and four-year colleges. BIOL 104 and BIOL 105 fulfill the SUNY General Education Natural Science Requirement. Students enrolled in this course are expected to take the AP exam in May.

## Physical Setting – Chemistry (R)

1 credit

**Prerequisite:** *Algebra II or currently taking Algebra II*

Chemistry is the study of the composition, structure and properties of matter, the changes that matter undergoes, and the energy accompanying these changes.

Areas studied include atomic structure, chemical bonding, periodic table, mole concept, kinetics, and equilibrium. Chemistry is offered as a year course for the more able students planning on college or a future in some field of science. A minimum of 1200 minutes of successful laboratory work is required to sit for the Regents exam.

## Forensics

1 credit

**Prerequisite:** *Regents Earth Science or Living Environment*

This non-Regents course is for the student that is interested in science, but is not planning on pursuing a science-related career or science-content focused college major. The course consists of 40 weeks of instruction/hand-on topics on fundamental science techniques in crime investigations:

Crime scenes, eyewitness application, collecting forensic samples, blood and impression evidence, identification of fresh and decomposed tissue, questionable documents, trace evidence, toxins, bone and DNA evidence.

It is designed to provide students with the basic theoretical and philosophical understanding of the investigatory process in the sciences of criminalistics.

## Forensic Science - Project Advance Syracuse University (CHE 113)

1 credit

Forensic Science is focused on the application of scientific methods and techniques to crime and law. Recent advances in scientific

## COURSE DESCRIPTIONS

methods and principles have had an enormous impact on science, law enforcement and the entire criminal justice system. In this course, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis is placed on understanding the science underlying the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, fingerprints, hair analysis, DNA, drug chemistry, forensic medicine, forensic anthropology, toxicology, fiber comparisons, soil comparisons, and fire and engineering investigations, among others.

This concurrent enrollment class is offered to students desiring to earn four college credits transferable to 90% of two- and four-year colleges. It is imperative that students understand the expectations of this course. This course is for students who are looking to challenge themselves academically and therefore, should approach this course with an established work ethic and willingness to prepare outside the class. This is the same course that students take at Syracuse University. Collegiate effort is expected.

*This is a tuition-bearing course.*

**Chemistry: Advanced Placement/  
TCCC CHEM 107, CHEM 108** 1 credit  
*Prerequisites: Regents Chemistry (Final grade of 80 or higher), Algebra II*

This course consists of a full year of academic work in college-level chemistry. It is a more thorough and quantitative study of basic chemistry principles than in Regents Chemistry, and it is designed for science majors. Topics include atomic theory, bonding, stoichiometry, phases of matter, thermochemistry, kinetics, electrochemistry, solutions, and equilibrium. Laboratory experiments are hands-on activities and are performed in a traditional chemistry lab under supervision of a chemistry instructor.

This is a dual-credit course with AP designation. Students who earn a 75 or higher may earn eight (8) college credits from TCCC, transferrable to most two- and four-year colleges. CHEM 107 and CHEM 108 fulfill the SUNY General Education Natural Science requirement. Students enrolled are expected to take the AP exam in May.

**Physical Setting - Physics (R)** 1 credit  
*Prerequisite: Algebra II (or currently taking Algebra II)*

Physics is a science course for the student who requires the course for college entrance, such as a student pursuing any field of science or engineering in college.

A modern view of physics is presented with emphasis on the fundamental concepts of mechanics, electricity and magnetism, waves, atomic and nuclear physics. Laboratory investigations and hands-on demonstrations are used whenever possible to reinforce basic physical principles that govern interactions from the size of an atom to the size of the universe. For the first half of the year, these investigations will focus primarily on mechanics and energy while the second half of the year will focus on electricity and magnetism through the building and designing of electronic circuits.

Students should be proficient in Google Docs and Google Sheets

to submit lab reports as a minimum 1200 minutes of successful laboratory work is required to sit for the Regents exam.

**Physiology** 1 credit  
*Prerequisite: Regents Chemistry*

It is the nature of man to wonder what enables people to move, how it is possible for them to walk, how they can see the expanse of the world and feel the objects about them, what happens to the food they eat, how they derive the energy for activity, and by what process they reproduce other beings like themselves. All these and other human activities make up life. Physiology attempts to explain them and, hence, to explain life itself.

In the laboratory, students will conduct experiments involving muscle contraction, nerve transmission, respiration, EKG, and other, physiological problems. A major lab emphasis includes the dissection of vertebrate organs and *Felis domesticus* (the cat). Mandatory dissections.

**Introduction to Nanotechnology** 1/2 credit  
*Prerequisite: Earth Science, Living Environment, Chemistry (or currently taking Chemistry) and Algebra II (or currently taking Algebra II)*

Introduction to Nanotechnology is designed to introduce students to the emerging field of Nanotechnology and its implications for society. Students will understand Nano-Science as a process through lecture, labs (hands-on & computer simulations) and project-based learning. Students will understand the relevance of Nanotechnology as it relates to chemical and physical systems, electric and magnetic nanostructures, nano-applications with light and material nanofabrication.

**Environmental Science: Advanced Placement/  
TCCC ENVS 101, ENVS 102** 1 credit  
*Prerequisite: Regents Earth Science, Regents Biology (Final grade of 80 or higher)*

This class consists of a full year of academic work in college-level environmental science. Topics in this class include human population by dynamics, human health and toxicology, wildlife biology and management, food production, pest control, air and water pollution, traditional and alternative energy sources, climate change, environmental justice, and environmental law. Laboratories are hands-on and highly quantitative. Laboratory work is required. The topics and labs are designed to encourage students to become more aware of his/her role in the environment and how she/he can change his/her lifestyle to cause less damage to the earth's systems. This class will promote a greater understanding of environmental issues and career opportunities in sustainability.

This is a dual-credit course with AP designation. Students who earn a 75 or higher may earn six (6) college credits from TCCC, transferrable to most two- and four-year colleges. ENVS 101 and ENVS 102 fulfill the SUNY General Education Natural Science requirement. Students enrolled are expected to take the AP exam in May.



# SOCIAL STUDIES

All students must earn four credits in Social Studies by passing Global 9 and 10, U.S. History, Economics, and Participation in Government. In addition, all students must take a NYS Regents exam in Global History and U.S. History.

## AP Human Geography

1 credit

Advanced Placement Human Geography is a course which introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will learn about the methods and tools geographers use in their research and applications.

Content is presented thematically rather than regionally and is organized around various subfields including economic geography, cultural geography, political geography and urban geography. Case studies are drawn from all world regions with an emphasis and understanding the world in which we live today. Among the topics of study included are: geography, its nature and perspectives, population and migration, cultural patterns and processes, political organization of space, agriculture, food production and rural land use, industrialization and economic development and cities and urban land use.

The goal of the course is to provide a learning experience equivalent to that obtained in most college introductory human geography or cultural geography course. By the end of the course, students should be geoliterate, more engaged in contemporary global issues and more multicultural in their viewpoints.

Students must be willing to accept the challenge of a rigorous academic course. Extensive reading and solid writing skills, along with a willingness to devote considerable time to study are necessary to be successful in this class. This is an elective class and does not replace any state mandated social studies course.

The Advanced Placement examination is taken in May.

## Global History 9

1 credit

This course is designed to explore the history of the world up to 1775. The student travels through time from the "cradles of civilization" to man's first experience as a "global" being. Attention will be given to man's interaction to his environment, cultural patterns and the impact on our culture today. The course is taught chronologically, using the technology, textbooks and human resources available to our school.

## Global History 10 (R)

1 credit

This course is designed as a continuation of the study of Global History 9. This course covers the chronological events in world history since 1775. The major topics include the Age of Revolution; the development of capitalism, socialism, and communism; the major world conflicts; international cooperation; and the Information Age. Emphasis is placed on the political, social, and economic interdependence of the nations of the world including the roots and results of terrorism. Students will take the Regents Examination in Global History and Geography II in June.

## U.S. History & Government 11 (R)

1 credit

This course will include a chronological survey of United States history in general, with an emphasis on the United States as a developing industrial and post-industrial nation. Constitutional and legal issues will be explored in depth, as will be the problems of a dynamic industrial society in an increasingly complex and technology-oriented world. Students will take the Regents Exam in U.S. History and Government in June.

## AP U.S. History/American History I/II (MVCC HI 111/HI 112)

1 credit

AP United States History is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. This course is presented in a shorter time frame and at a faster, more intense pace than a Regents level class. It focuses on developing students' abilities to think conceptually about U.S. History from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance- identity, people, politics and power, work, exchange and technology, America in the world, environment and geography, and ideas, beliefs and culture provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparison among various historical developments in different times and places. Students will take the Advanced Placement United States History exam in May and will also take the New York State Regents exam in United States History and Government in June. **Solid reading and writing skills, along with a willingness to devote considerable time to studying are necessary to be successful in this class.**

*This is a dual-credit course offered through Mohawk Valley Community College allowing students the opportunity to receive six college credits for successful completion.*

## Economics

1/2 credit

This course will include the basic economic concepts and understandings that all persons will need to function effectively and intelligently as citizens and participants in the economy of the United States and of the world. Some of the major concepts that will be dealt with are scarcity, productivity, opportunity cost, supply and demand, inflation, profit, interdependence,

## COURSE DESCRIPTIONS

capital, competition and the market. The major focus will be on the economy of the United States with an examination of the other economic systems. The course will include topics that examine the basic principles of economics, the elements of an economic system (macro-economics), and the world economy and international trade. This is a mandated course for Grade 12.

### **Government 101** 1/2 credit **An Introduction to the Analysis of Public Policy-Project Advance** **Syracuse University (PST 101)**

Public policy. How do we shape it? How do we enact it? This course will help you answer those questions and quite a few more.

In an effort to understand public policy, you will deconstruct local, state, and national level issues; you will develop the social science skills to define and identify policy components; and you will use graphs, tables and statistics to analyze and communicate your ideas. Ultimately you will identify a social problem and propose a policy to deal with it - defending the costs and outlining the expected benefits, becoming a more informed citizen, worker, and consumer.

The outline for the course is as follows:

- Introduction to basic concepts required in the analysis of public policy
- Acquiring information: surveys, use of the library, use of experts
- Formulating public policy
- Evaluating public policy
- Implementing public policy

This dual-credit class is offered to students desiring to earn three college credits transferrable to most two- and four-year colleges.

Seniors with a minimum of an 85 average are encouraged to take this course, which is offered and administered through Syracuse University. It is imperative that students understand the expectations of this course. This course is for students who are looking to challenge themselves academically and therefore, should approach this course with an established work ethic and willingness to prepare outside of class.

*This is a tuition-bearing course.*

### **Economic Ideas & Issues -** 1/2 credit **Project Advance Syracuse University (ECN 203)** **Prerequisite: Minimum of 85 overall GPA**

"Chocolate or Vanilla?" "Rent or buy?" "Support a strong or weak dollar?" Our lives - from the micro and personal to the macro and political - are consumed by choices.

How and why we make choices - and the consequences of them - is the subject of ECN 203.

This course examines Western economic thought by starting with a one-person society and asks how this person makes

choices, especially when other individuals are introduced and resources become scarce. Our journey leads us to the complex, industrialized society we live in today.

In ECN 203 you will ...

- Learn how micro and macro economic theory affects our personal lives.
- Investigate the role governments play in creating and solving global economic challenges.
- Become a more engaged citizen by gaining a better understanding of financial policy.

This concurrent enrollment class is offered to students desiring to earn three college credits transferable to 90% of two- and four-year colleges.

Seniors with a minimum of an 85 average are encouraged to take this course, which is offered and administered through Syracuse University. It is imperative that students understand the expectations of this course. This course is for students who are looking to challenge themselves academically and therefore, should approach this course with an established work ethic and willingness to prepare outside the class. This is the same course that students take at Syracuse University. Collegiate effort is expected.

*This is a tuition-bearing course.*

### **American National Government -** **Dual-Credit MVCC PS 101** 1/2 credit

*This course is offered as dual-credit through Mohawk Valley Community College allowing students the opportunity to receive three college credits for successful completion.*

This course introduces the discipline of political science through the study of American government including the interaction between citizens and government. The course will encourage students to understand and participate in the democratic process. Topics include the concept of the political system, democracy in theory and practice, the historical background and content of the Constitution, Federalism, and the role of the Supreme Court in civil rights. It stresses these aspects of the American political system: public opinion, voting behavior, the electoral system, political parties, and modern campaigning techniques. Throughout the course, key civic values and analytical concepts will be developed and reinforced. This is a mandated course for Grade 12 fulfilling the Participation in Government requirement for Social Studies.

### **AP World History Modern/History of Civilization I/II** **(MVCC HI 103/HI 104)** 1 credit

AP World History Modern is a fast-paced course investigating historical events from 1200 CE to the present. It features instruction on historical developments as well as the development of written expression and critical thinking skills. It requires an intrinsic



## COURSE DESCRIPTIONS

interest in global history and the ability to complete rigorous coursework independently. Students are required to take the AP examination in May as well as the Global History and Geography II exam in June. **Solid reading and writing skills, along with a willingness to devote considerable time to studying are necessary to be successful in this class.**

*This is a dual-credit course offered through Mohawk Valley Community College allowing students the opportunity to receive three college credits for successful completion.*

### **Sociology - Dual-Credit MVCC SO 101**

1/2 credit

**Prerequisite:** Minimum of 85 overall GPA

Sociology is the study of society and the interactions within society's many groups. It involves learning about relationships within groups, relationships in social institutions, and the organization of society. Sociology also deals with vital issues and social problems, such as, social conflict, crime, poverty, and discrimination. Other topics studied in the course include culture, social stratification, socialization, sociological perspectives, and research methods for studying sociology. The course will help them to understand human behavior and themselves.

This dual-credit class is offered to students desiring to earn three college credits transferable to many two- and four-year colleges. The course curriculum follows the standard introductory sociology course taken by freshmen entering college. Students will earn high school credit and may opt to earn college credit for this introductory course.

Juniors and seniors with a minimum of an 85 average are encouraged to take this course, which is offered free of charge,

and administered through Mohawk Valley Community College. Students should approach this class with the understanding that it will help them prepare for college level work and collegiate effort is expected. No more than six (6) classes may be missed to receive MVCC credit.

### **Psychology: Advanced Placement**

1 credit

Advanced Placement Psychology is a course that is designed to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

Topics of study include: The evolution of the study of psychology along with various approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal behavior including treatment and social psychology among various topics.

The aim of the course is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. Students must be willing to accept the challenge of a rigorous academic course. Extensive reading and solid writing skills, along with a willingness to devote considerable time to study, are necessary to be successful in this class.

Advanced Placement examination is taken in May.



# TECHNOLOGY

Aside from offering courses designed to help students build skills necessary to be successful in life, the department offers numerous dual-credit courses with MVCC and through Project Lead the Way (affiliated with Rochester Institute of Technology). Students taking dual-credit through MVCC or Project Lead the Way can earn up to one semester worth of college credit. There is NO college tuition charged for the courses when they are taken in high school.

- Collaborate with others!
- Advance your Career Opportunities!
- Earn College Credit without paying tuition
- Hands-on Learning Opportunities
- Learn to use Computer Software currently used in the field
- Learn Power Tool Skills
- Satisfy Humanities requirement for graduation
- Substitute a Technology sequence for a World Language sequence

## **Computer Aided Design (CAD) - Dual-Credit MT 140** 1 credit

It is highly recommended, but not required, that students take either Design and Drawing for Production (DDP) or Introduction to Engineering Design (IED) before taking this course. CAD will expose the student to CAD terminology, history, components, applications, design functions, careers and software. The majority of the time spent in this course will consist of using two different CAD systems. Two-Dimensional graphic problem solving will be accomplished through the use of AutoDesk's AutoCAD, an industry leading design software package. Three dimensional modeling and analysis will be handled by AutoDesk Inventor, also an industry leading program. Students will expand their technical drawing skills and an understanding of industrial standards and codes, and use the current methods available to generate hard

copies. The students will also gain an understanding of how CAD and computer technology have affected the design and manufacturing process.

*This course is offered as dual-credit through Mohawk Valley Community College allowing the students the opportunity to receive 3 college credits for successful completion.*

## **Construction Systems**

1/2 credit

The construction industry is one of the largest sectors of our economy. Unlike many other industries, the construction industry is made up of many relatively small companies. The students will follow through on a simulated construction project from the planning steps to the final delivery and setup of the structure. The student will learn tool skills and safety, characteristics of materials, structural concepts, finishing of a structure and light maintenance skills. Trades such as plumbing, heating, electrical, masonry, carpentry, insulation and communications will be covered.

## **Design and Drawing for Production**

1 credit

DDP is a good introductory technology course providing a general knowledge of technology-based thinking. The course begins with a study of basic drafting and design skills, and techniques used in the technological environment. Students use critical thinking skills to apply the seven resources of technology to solve problems in our increasing technological society. The course will also include the utilization of computer drafting and solid modeling equipment to design and build working models. Modeling software utilized is the industry standard implementing the latest versions of AutoCAD and AutoDesk Inventor. The course fulfills the Humanities (Art/Music) requirement for graduation.





## COURSE DESCRIPTIONS

### Materials Processing

1/2 credit

In this course, students will be acquainted with the technology of how various materials are processed into useful products.

Our lab is designed for work with a variety of fine hardwoods. Common activities include, but are not limited to, building furniture and common household adornments. Students will have the opportunity to utilize all of the tools in our well equipped wood processing laboratory.

Through the use of individual and group activities, skills will be developed utilizing a variety of tools and machines while the students gain an understanding of how materials are transformed into the many products we enjoy.

### Transportation Systems

1/2 credit

The moving of people and goods is accomplished mainly through land, air, and marine transportation. These modes will be explored and experienced in this course through hands-on lab experience. First-hand experience is gained in the area of a variety of engine types and applications as well as mechanics hand and power tools. Lab activities will include the complete teardown and overhaul of a small engine for the purpose of analysis and troubleshooting. This will include a thorough understanding of the most critical engine systems such as power, ignition, carburetion, and lubrication. Other activities include the design, construction, and racing of a model boat as well as the construction and testing of a model rocket.





# PROJECT LEAD THE WAY

## **Project Lead the Way** **Introduction to Engineering Design** *1st Course in Project Lead the Way Sequence*

1 credit

This curriculum has been developed to expand student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students start from the concept of developing a 3-D model of an object; first by hand, then using other tools such as computers with state-of-the-art software. Once the model is created, the object, whether a teapot or a space shuttle, can be observed from many different viewpoints: animated, textured, rendered, highlighted or re-proportioned. This 3-D model representation has become the industry standard. The course will emphasize the design development process of a product and how that product is produced, analyzed and evaluated using a Computer Aided Design System. Various design applications will be explored with a discussion of possible career opportunities.

This course will fulfill the Humanities (Art/Music) requirement for graduation that all students must take, as it is aligned with the state-approved DDP course. It is also the first course in the five-course sequence of the Project Lead the Way Program.

## **Digital Electronics** *Prerequisite: Algebra I*

1 credit

*This course is offered as a dual-credit through Mohawk Valley Community College allowing students the opportunity to receive college credit for successful completion.*

Digital Electronics is a course of study in applied digital logic and circuitry. Students will study circuits found in their everyday lives from video games to cell phones. The application of Boolean logic, binary code and various critical thinking techniques will be utilized to form solutions to various problem solving activities. Students will use computer software, design, and test, analyze and fabricate circuits. Various hands on design problems and activities to include: Power generation, random number generators, traffic signals, digital coins, burglar alarms, digital coffee makers, and clocks.



## **Principles of Engineering** *3rd Course in Project Lead the Way Sequence*

1 credit

Principals of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They also will learn how various engineering systems and manufacturing processes. Students will learn how engineers address concerns about the social and political consequences of technological change. The main purpose of this course is to experience through theory and hands-on problem solving activities what engineering is all about and to answer the question, "Is a career in engineering or engineering technology for me?"

## **Computer Integrated Manufacturing** *4th Course in Project Lead the Way Sequence*

1 credit

This systems course builds upon the computer solid modeling design skills developed in Introduction to Engineering Design. Students will be presented with design problems that require the use of the Inventor program to develop solutions to the problems. They will evaluate the solutions using mass property analysis (study of the relationship among the design, function and materials used), make appropriate modifications and use rapid prototyping equipment to produce three-dimensional models of the solutions. Students will be expected to communicate the process and results of their work through oral and written reports.

## **Engineering Design and Development** *5th Course in Project Lead the Way Sequence* *Prerequisite: 12th grade* *Successful completion of PLTW courses: IED or CIM*

1 credit

The Senior level Project Lead the Way course incorporates all aspects of the engineering process from design to fabrication. Students will develop solutions to assigned problems or create one of their own. Students will maintain a journal and a portfolio of their completed solution. The project will involve a full fabrication of a working 3-D model and a presentation of their invention. This is a hands-on course covering critical thinking and designing with a purpose. This senior level course is geared towards creativity and freedom of independent expression in the classroom.

# WORLD LANGUAGES

Several levels of French, Spanish, American Sign Language and Chinese are offered at Whitesboro High School. There are 11 MVCC Dual-Credit courses offered for juniors and seniors. Each sequential course involves speaking, reading, writing and listening in the World Language. Study through the third level of any language will serve as one requirement for an Advanced regents Diploma. The MVCC dual-credit courses offer **three transferrable college credits per course**. Enhance your college resumé and study a World Language!

## \*French I

1 credit

This course is designed for students who have never studied French before. French I includes the introduction of listening, speaking, reading and writing skills. Emphasis will be placed on listening and reading comprehension, incorporating oral proficiency with the goal of being "functional" in the French language. Basic formative grammatical concepts are introduced and practiced.

**\*New Course for 2025-2026**

## French II

1 credit

**Prerequisite:** French I

This is a sequential course to French I. The student enters equipped with the basic concepts of foreign language learning. In French II, the student builds upon his/her vocabulary and grammar. This is approached through all four areas of language learning: speaking, listening, reading, and writing. The student begins to express himself/herself with some degree of fluency and fluidity.

## French III (R)

1 credit

**Prerequisites:** French II

This course focuses on the advancement of the four skills of language learning: speaking, listening, reading, and writing. It is designed to increase the proficiency of the student in French so he/she is capable of communicating with a native speaker in such areas socializing, obtaining information, and expressing personal feelings. Grammar and vocabulary are studied through a variety of activities that deal with these areas. Students in this level are preparing for the Checkpoint B exam in June.

## French - Dual-Credit MVCC FR 201/FR 202

1 credit

**Prerequisite:** French III

This course is a literature and vocabulary intensive course. Students will become proficient in reading, writing, listening and speaking in French at an advanced level. Students will be exposed to a variety of full length short stories.

*This is a dual-credit course. The class is offered to those students desiring to earn college credit, which is transferable to most two- and four-year colleges. This course is free of charge and is administered through Mohawk Valley Community College. Three college credits are earned each semester for a total of six credits for the year.*

## \*French - Dual-Credit MVCC FR 301/FR 302

1 credit

**Prerequisite:** French 201/202 with a minimum B average

This is a two semester survey course in French literary masterpieces and French culture. Students will read and analyze short stories, novels, plays and poetry from France and the Francophone written from the Middle Ages to the 20th century. All of the works are read in non-abridged French versions. Students will be expected to analyze the literature, art, film and music in critical discussions and writing.

*This is a dual-credit course. This class is offered to those students desiring to earn college credit, which is transferable to most two- and four-year university programs. This course is free of charge and is administered through Mohawk Valley Community College. Three college credits are earned each semester for a total of six credits for the year.*

**\*New Course for 2025-2026**

## Spanish I

1 credit

**Prerequisite:** None

This course is designed for students who have never studied Spanish before. Spanish I includes the introduction of listening, speaking, reading and writing skills. Emphasis will be placed on listening and reading comprehension, incorporating oral proficiency with the goal of being "functional" in the Spanish language. Basic formative grammatical concepts are introduced and practiced.

## COURSE DESCRIPTIONS

### **Spanish II**

1 credit

**Prerequisite:** Spanish I

This is a sequential course to Spanish I. The student enters equipped with the basic concepts of foreign language learning. In Spanish II, the student builds upon his/her vocabulary and grammar. This is approached through all four areas of language learning: speaking, listening, reading, and writing. The student begins to express himself/herself with some degree of fluency and fluidity.

### **Spanish III (R)**

1 credit

**Prerequisites:** Spanish II

This course focuses on the advancement of the four skills of language learning: speaking, listening, reading, and writing. It is designed to increase the proficiency of the student in Spanish so he/she is capable of communicating with a native speaker in such areas socializing, obtaining information, and expressing personal feelings. Grammar and vocabulary are studied through a variety of activities that deal with these areas. Students in this level are preparing for the Checkpoint B exam in June.

### **Spanish – Dual-Credit MVCC SP 201/SP 202**

1 credit

**Prerequisite:** Spanish III

This course is a literature and vocabulary intensive course. Students will become proficient in reading, writing, listening, and speaking in Spanish at an advanced level. Students will be exposed to a variety of full length short stories.

*This is a dual-credit course. This class is offered to those students desiring to earn college credit, which is transferable to most two- and four-year colleges. This course is free of charge and is administered through Mohawk Valley Community College. Three college credits are earned each semester for a total of six credits for the year.*

### **\*Spanish - Dual-Credit MVCC SP 301/SP 302**

1 credit

**Prerequisite:** Spanish 201/202 with a minimum of B average

This is a two semester survey course in Spanish/Hispanic literary masterpieces and culture. Students will read and analyze short stories, novels, plays and poetry from Spain and Spanish America written from the Middle Ages to the 20th century. All of the works are read in non-abridged Spanish versions. Students will be expected to analyze the literature, art, film and music in critical discussions and writing

*This is a dual-credit course. The class is offered to those students desiring to earn college credit, which is transferable to most two- and four-year colleges. This course is free of charge and administered through Mohawk Valley Community College. Three college credits are earned each semester for a total of six credits per year.*

**\*New Course for 2025-2026**

### **American Sign Language II**

1 credit

**Prerequisite:** American Sign Language 1

This course has been designed to satisfy the New York State Regents requirement for Languages other than English (LOTE) credit. ASL 11 is the second of a series of three sequential courses that will teach you introductory level vocabulary, basic grammatical structure and the cultural background needed to communicate with deaf individuals. Information that will be covered will include the language functions; asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes as well as many other basic skills required to communicate on a rudimentary level. The multimedia exposure student's experience in this class will help them better understand the deaf culture. Offers students a variety of experiences that will increase their awareness of the world around them.

### **American Sign Language III – Dual-Credit**

**HCCC HU 100**

1 credit

**Prerequisite:** American Sign Language I & II

This course has been designed to satisfy the New York State Regents requirement for Languages other than English (LOTE) credit. ASL III is the third of a series of three sequential courses that will teach you introductory level vocabulary, basic grammatical structure and the cultural background needed to communicate with deaf individuals. Information that will be covered will include the language functions asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes, as well as many other basic skills required to communicate on a rudimentary level. The multimedia exposure students experience in this class will help them better understand the deaf culture. Offers students a variety of experiences that will increase their awareness of the world around them. Students in this level are preparing for the Checkpoint B exam in June.

*This is a dual-credit course. The class is offered to those students desiring to earn college credit, which is transferable to most two- and four-year colleges. This course is free of charge and administered through Herkimer County Community College. Three college credits are earned upon successful completion of the course.*

### **American Sign Language IV – Dual-Credit**

**HCCC HU 101**

1 credit

**Prerequisite:** American Sign Language I, II & III

ASL 4 is the final course in a series of four sequential courses that will teach students to develop advanced skills in American Sign Language. Through 12 units of study on topics such as Deaf Literature, Deaf refugees, Complex Classifiers, and Geographical signs, students will further develop previously learned skills as well as learn new skills in American Sign Language. Students will use presentational/expressive and receptive language skills to meet expectations. This course is derived from the New York State



## COURSE DESCRIPTIONS

Learning Standards for Languages Other than English. The course is also aligned to the national proficiency guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL).

*This is a dual-credit course. The class is offered to those students desiring to earn college credit, which is transferable to most two- and four-year colleges. This course is free of charge and administered through Herkimer County Community College. Three college credits are earned upon successful completion of the course.*

### **Chinese Level 2A**

1 credit

**Prerequisite:** Chinese 1C

This is the first of a two-year sequence that will progress through the second level of traditional language study. This is a sequential course that continues the teaching of Chinese beginning at the Checkpoint B of the New York State standards. The student enters the course with basic concepts of Chinese. Students build upon vocabulary, grammar and character writing. Students will begin to express themselves with some degree of fluency and fluidity in all four language skills of speaking, listening, writing, and reading.

### **Chinese Level 2B**

1 credit

**Prerequisite:** Chinese 2A

This course is the second half of Level 2 Mandarin Chinese. The content is derived from the Checkpoint B World Languages standards of New York State. Coming into this course, students will have an advanced progression of skill, particularly in the writing and speaking of Mandarin Chinese. Students in Mandarin Chinese 2B will continue to build vocabulary, grammar, and character writing. Project based learning will be applied and learning will continue to go deeper based on the previous knowledge, such as on the topics of sports, health, and travel. Extended knowledge of the language will be demonstrated as a student will be able to sustain lengthier conversations in the language as well as be able to write in Chinese with an element of fluidity and continuity. Lessons in the course have embedded Chinese culture throughout the course.



### **Chinese Level 3 - Dual-Credit MVCC FL 111/FL 112**

1 credit

**Prerequisite:** Chinese 2A & 2B

This course is designed to prepare students to meet the Checkpoint B World Languages standards of New York State. The focus of the course is on the advancement of the four primary skills of communication: speaking, listening, reading and writing. The course design helps students to increase proficiency levels so that they are capable of communicating with a native speaker in such areas as socializing, providing and obtaining information, expressing personal feelings or opinions and getting others to adopt a course of action. Grammar and vocabulary are studied through a variety of activities that deal with these areas. Increased emphasis will be placed on the writing of Chinese characters to expand the student's ability to write and speak in Chinese, including an added emphasis on interpersonal communication. Lessons in the course have embedded Chinese culture throughout the course.

*This is a dual-credit course. The class is offered to those students desiring to earn college credit, which is transferable to most two- and four-year colleges. This course is free of charge and administered through Mohawk Valley Community College. Three college credits are earned upon successful completion of the course.*

### **Chinese Level 4 – Dual-Credit MVCC FL 211/FL 212**

1 credit

**Prerequisite:** Chinese 3

These courses review selected grammatical features, with emphasis on oral and written competency at the intermediate level, supported by a study of cultural materials and further use of Chinese characters.

The Whitesboro Central School District contracts with our local BOCES to provide courses to our students that we would not normally offer. The Chinese and American Sign Language (ASL) programs are two such offerings. These are both distance learning programs, meaning that for some courses, they are taught by an off-site instructor. Whitesboro has been fortunate that most of our classes are taught in person while broadcasting to other schools in New York State. However, there will be occasions that will result in students being instructed by a teacher off-site. Whitesboro uses the latest state-of-the-art technology to facilitate teaching and learning for these courses.

## 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
<b>1A.</b> 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.	<b>1</b>	<b>2A.</b> 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.	<b>1</b>
<b>1B.</b> 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.	<b>1</b>	<b>2B.</b> 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.	<b>1</b>
<b>1C.</b> 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.	<b>1</b>	<b>2C.</b> 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.	<b>1</b>
<b>1D.</b> Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.)	<b>1</b>	<b>2D.</b> 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.)	<b>1</b>
<b>1E.</b> 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.	<b>1</b>	<b>2E.</b> 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.	<b>1</b>

Testing accommodations recommended in an Individualized Education Program (IEP) or section 504 Accommodations Plan must be provided for all State and district-wide 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.

\*\*For information on exemptions for these examinations, see questions 72-73, 91-92.

## NEW YORK STATE SEAL OF CIVIC READINESS



The Whitesboro Central School District offers students the opportunity to participate in the New York State Seal of Civic Readiness program. The program aligns with the school district's mission, vision, core beliefs, five-year plan, and around Culturally Responsive-Sustaining Education. 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 is a distinction that will appear on a student's high school transcript and diploma and recognizes a 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 that the student recognizes the value of civic engagement and scholarship.

Civic Knowledge	Points	Civic Participation	Points
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 (min. 25 hours) and reflective civic learning essay/ presentation/ product	1*
Proficiency Level on Social Studies Regents Exam	1*	Earned Credit in an elective course that promotes civic engagement	.5*
Advanced Social Studies Course(s)	.5*	Middle School Capstone Project (grade 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-Curricular participation or work-based learning experience (min. 40 hours) and an essay/ presentation/ product	.5*
		Civics Capstone Project	4

*\*Students may receive these points more than once.*

### Requirements

To obtain the New York State Seal of Civic Readiness, a student must complete all 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. Interested students should contact their school counselor.



# GRADUATION REQUIREMENT WORKSHEET

	8th Grade	Credit	9th Grade	Credit	10th Grade	Credit	11th Grade	Credit	12th Grade	Credit
1			English	1	English	1	English	1	English	1
2			Global History	1	Global History	1	U.S. History	1	Economics Government	.5 .5
3			Math ____	1	Math ____	1	Math ____	1		
4			Science ____	1	Science ____	1	Science ____	1		
5			Lab _____		Lab _____		Lab _____			
6			PE	.5	PE	.5	PE	.5	PE	.5
7			Art or Music* or Tech	1			Health	.5		
8										
9	Second Language Proficiency	1	Second Language** _____	1	Second Language** _____	1				
10										

\*Students must complete ONE: Studio in Art, A'Cappella, Chorus, Band, Music Theory I and II, Music Appreciation, Orchestra, Design for Drawing & Production or Introduction to Engineering Design.

\*\*A 5-unit Sequence in Art, Music, Business, Project Lead the Way or Career and Technical Education can substitute for the Sequence in Foreign Language.



Required for Regents Diploma.  
Regents exams required in English, Global History, U.S. History, Algebra, and any Science.



Required for Regents with Advanced Designation Diploma.  
Regents exams required in English, Global History, U.S. History, Algebra, Geometry, Algebra II, Living Environment and any Physical Science (Earth Science, Chemistry or Physics) and Second Language.

## GRADUATION REQUIREMENT EXHIBIT

### ***CREDIT BY EXAMINATION APPLICATION AND PROJECT PROPOSAL***

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Grade

I wish to earn a unit of credit without completing the unit of study in \_\_\_\_\_.  
(Course Title)

I have read and understand the Whitesboro School District policy regarding the earning of credit by examination. I agree to take the written examination on \_\_\_\_\_.

I agree to take the oral examination or complete the project by \_\_\_\_\_.

\_\_\_\_\_  
Student's Signature / Date

Respond with as much specific information as possible to statements A and B (attached).

Signatures of Approval:

\_\_\_\_\_  
Parent / Guardian

in subject area \_\_\_\_\_

\_\_\_\_\_  
Guidance Counselor / Date

\_\_\_\_\_  
Department Chairperson / Date

\_\_\_\_\_  
Building Principal / Date

For Counselor's Use Only

Cumulative Average \_\_\_\_\_

Date Final Exams -  
Last two courses \_\_\_\_\_

Number of school final averages below 80% \_\_\_\_\_

Date Application Filed \_\_\_\_\_

Date Application Approved \_\_\_\_\_

Date Project Approved \_\_\_\_\_

Date of Written Exam \_\_\_\_\_

Examination of Score \_\_\_\_\_

Unit(s) of Credit Awarded  
(x to all that apply):

Regents \_\_\_\_\_ Local \_\_\_\_\_ Elective \_\_\_\_\_

## GRADUATION REQUIREMENT EXHIBIT

A. Description of equivalent study I have completed, or will complete, in this area in order to qualify for taking the examination.

B. Special project proposal that I will complete in order to qualify for the final written examination. *(The proposal must include the project goals, objectives, research and activities necessary for completion of this project.)*



## NOTES

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