

# Mynderse Academy



2025-2026

## Academic Course Handbook

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### Directory of Mynderse Academy

<b>Administration, Counselors &amp; Advisors</b>			<b>Department Chairpersons</b>		
Principal	Faith Lewis	ext. 1300	Art & Technology/Music	Christina Korba/ Heather Cole/ Laura Fitzgerald	ext. 1143 ext. 1140
Assistant Principal	Carrie Heffron	ext. 1128	World Language	Deena Swenson	ext. 2211
High School Secretary	Brianna Cuny	ext. 1133	Family & Consumer Science	Lindsey Willson	ext. 2206
High School Secretary	Wendy Ryrko	ext. 1158	English	Justin Pawlak	ext. 1265
MS Counselor	Sheri Doell	ext. 2151	Special Education	Sue Turchetti	ext. 1155
HS Counselor A-L	Jessica Taylor	ext. 2152	Social Studies	Heather Schantz	ext. 1270
HS Counselor M-Z	Daniel Bobbett	ext. 2155	Library Media	Amanda Fleig	ext. 2136
Counseling Secretary	Laura Wilkie	ext. 2150	Math	Cynthia Chuttey	ext. 1262
Registrar	Diane Neal	ext. 2154	Physical Education/Health	Kim Hendy & Jessica Lambert	ext. 2145
Student Council Advisor	Emily Kessler	ext. 1162	Science	Scott Redding	ext. 1168
National Honor Society	Cindy Chuttey		Co-Advisor, Myndersian	Allison DelFavero Heather Schantz	ext. 1256 ext. 2166
Yearbook/Journalism	Heather Schantz & Allison DelFavero	ext. 1266 ext. 1256	Yearbook/Business Advisor	Chris Crawford	ext. 1269

PREPARE for your future NOW -----

*Your education will not stop the moment you receive your high school diploma. Education is a continuous, never-ending process. It may include a four-year college, two-year community college, one-year training program, or just some evening courses from time to time. You must start planning and thinking NOW!*

**EIGHTH GRADERS:**

**8**

**It's not too early!**

- ▣ The classes you take in high school are very important. Ask your School Counselor which courses you should take next year to start preparing for your future.

**NINTH GRADERS:**

**9**

**Challenge yourselves!**

- ▣ Take classes that help you keep growing and that lead to other challenging classes. Homework is the key to your success. Allot time to do it daily.
- ▣ Think about your talents and special interests -- music, politics, writing, and acting -- and join an activity or club. Have fun and develop your talents.
- ▣ Get involved in your classes. Ask questions. Speak up. Discuss.
- ▣ Begin the career exploration process by completing an interest inventory assessment in the Virtual Job Shadow Platform.
- ▣ Thinking about playing college sports? See your School Counselor to make sure you are taking the necessary courses to meet the NCAA eligibility requirements.

**TENTH GRADERS:**

**10**

**Keep going & growing!**

- ▣ Stay on track. The classes you take may seem tough, but you can be a success. Get help if you need it. Use 10th period for extra help.
- ▣ Study and keep studying! Setbacks are natural--don't get discouraged.
- ▣ Inquire about classes and tests that you will need to take going forward to align with career interests and/or college major. Eligible students should take the PSAT in October.
- ▣ At the end of the year, think about your goals and remind yourself that you are preparing for your future. Remember, colleges and employers are looking for challenging high school programs.
- ▣ Visit the school counseling department to learn about different career options and the necessary education requirements that will be required after graduation.
- ▣ Talk with your parents about your educational plans; start learning about financial aid and scholarships.

**TWELFTH GRADERS - You're almost there!**

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- ▣ Don't stop now! Keep taking those challenging classes in Math, Science, English, World Language, and other subjects. Hard work in your senior year can mean a smooth and successful college beginning as well as good preparation for a job. Remember that many employers want employees who have the potential for growing and learning and who know how to work hard.
- ▣ Take the ASVAB test if you plan to enter the Armed Services after graduation.
- ▣ Work with your School Counselor to find the right college for you, and check your credits for graduation.
- ▣ Submit your Transcript Request Forms to the Counseling Office EARLY. A general rule to follow is to have most of your applications completed by mid-December. All applications for college admission should be processed through the Counseling Office. Almost every application requires some additional information from your School Counselor.
- ▣ Families and students should attend evening informational sessions throughout the fall and students are required to attend their group and individual meetings with their school counselor.
- ▣ **APPLY FOR FINANCIAL AID.** Almost everyone needs some kind of aid. To qualify for financial aid, you must submit the appropriate forms. Please see your School Counselor to find out how to access online financial aid forms

**ELEVENTH GRADERS: It's up to you, you decide!**

- ▣ Think about choices that will keep you headed toward your goals. Think about subjects that you need to improve in and try to strengthen your weak areas.
- ▣ Meet with your School Counselor to discuss your future plans and how your classes are helping you to achieve your goals. Be Sure to Keep your appointment!
- ▣ Do research regarding colleges, careers, and financial aid resources. Have conversations with your family regarding the cost of college.
- ▣ Take the ASVAB test if you think you may wish to enter the Armed Services after graduation. Information is available in the Counseling Office. The test contains valuable information regarding your interests and abilities.
- ▣ Learn about college admission tests such as the SAT & ACT. Ask your School Counselor what to take and when.
- ▣ Be sure to refer to the Counselor News Google Classroom for important information regarding post-secondary planning
- ▣ Continue thinking about, and talking with your parents about, financial aid and your future plans.
- ▣ Visit a college you might like to attend, and meet with an admissions counselor. Spring vacation is a good time to do this as colleges are often in session and you can get a better idea of what campus life is like.
- ▣ Take the PSAT in the fall, and the SAT and/or ACT in the spring.
- ▣ Attend the evening College Information Program at Mynderse. This program is for juniors and their parents and is held in spring.
- ▣ Keep in close contact with your School Counselor and ask questions.
- ▣ Thinking about playing college sports? See your School Counselor to make sure you are taking the necessary courses to meet the NCAA eligibility requirements. If you are planning to play NCAA Division I or II collegiate athletics, complete the necessary documents through the NCAA website at the end of your junior year. See your School Counselor for the required forms.

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## INTRODUCTION

*This guide has been prepared to help you make meaningful and productive decisions concerning your education while attending Mynderse. Your future will be determined by the foundation you build for yourself during high school. We hope you will decide to take all the courses you are capable of taking and will enrich yourself whenever possible by becoming involved in extracurricular clubs and activities which are offered for your benefit.*

*Since high school serves as preparation for college, it is imperative that you get the best possible background in all subject areas. If your plans do not include college, it is important that you take courses which will help you develop marketable skills.*

*The Counseling Department is here to serve you. Academic, vocational, personal, and crisis counseling and information are available. Feel free to call upon us for any help we may give you while in school and after graduation.*

Regents Diploma		Advanced Designation Regents Diploma	
English	4 Units	English	4 Units
Social Studies	4 Units	Social Studies	4 Units
Math	3 Units	Math	3 Units
Science	3 Units	Science	3 Units
World Language (A)	1 Unit	World Language (B)	3 Units
Art/Music	1 Unit	Art/Music	1 Unit
Health	1 Unit	Health	1 Unit
Physical Education	2 Units	Physical Education	2 Units
Electives	3 Units	Electives	1 Unit
<b>Total</b>	<b>22 Units</b>	<b>Total</b>	<b>22 Units</b>
<ul style="list-style-type: none"> <li>✓ All students must pass (65+) the following four (4) required Regents Exams: 1 Math, 1 Science, 1 Social Studies, 1 ELA; and</li> <li>✓ Students must complete one (1) of the following additional pathways: <ul style="list-style-type: none"> <li>○ Pass additional Social Studies Regents Exam; or</li> <li>○ Pass additional Science Regents Exam; or</li> <li>○ Pass additional Math Regents Exam; or</li> <li>○ Approved CTE, World Language *, or Arts* Pathway Assessment; or</li> <li>○ CDOS Commencement Credential</li> <li>○ Department Approved Alternative Assessment (*Pathway assessment in the Arts has not yet been approved by SED)</li> </ul> </li> </ul>		<u>Required Exams (Passing: 65+)</u> Three Math Regents Exams Two Science Regents Exams Global History Regents Exam Common Core English Exam US History Regents Exam Final Exam in Spanish 3 (Checkpoint B)	
Successful completion of the writing portfolio is required for all students. See English Department section for more information.			

**(A)** A student identified as having a disability which adversely affects the ability to learn a language may be excused from the World Language requirement if such student's Individualized Education Program indicates that such a requirement is not appropriate to the student's Special Education needs.

**(B)** To earn the Advanced Designation, the student must complete one of the following:

- ✓ A Language Other Than English, total of 3 credits.
- ✓ Career and Technical Education (CTE), 5 credits, plus one credit in a Language Other Than English.
- ✓ The Arts, 5 credits, plus one credit in a LOTE.

Please note that all students with disabilities must take each Regents examination required for their ninth grade entering class. However, failure on a Regents examination would not prevent graduation. In that case, students receiving special education services have the following safety net options available to meet testing requirements for a local high school diploma: A 55-64 passing score on the required Regents examinations or the compensatory option.

¶ The 55-64 passing score option provides an additional safety net for all students with disabilities. Under this safety net, a score of 55-64 on required Regents examinations meets testing requirements for a local diploma.

¶ The local diploma/compensatory option provides an additional option for a student with a disability who entered grade nine in 2005 and thereafter if the student:

- scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics exam, but scores 65 or higher on one or more of the required Regents exams, (score of 55% or > is needed) in which case the lower score(s) can be compensated by the higher score(s); and
- obtains a passing grade, that meets or exceeds the required passing grade by the school, for the course in the subject area of the Regents examination in which he or she received a score of 45-54

**Students must complete 20 hours of community service before graduation. Beginning in the 2018-19 school year, students must complete a minimum of 5 hours per school year until the 20 hours are complete. This may be started in the summer prior to grade 9. 20 hours must be completed by February 1<sup>st</sup> of the student's senior year.**

All students are required to take six (6) courses plus Physical Education each semester of each year, unless permission has been granted by the Principal. Such exceptions would occur in the case of students taking more than one AP course.

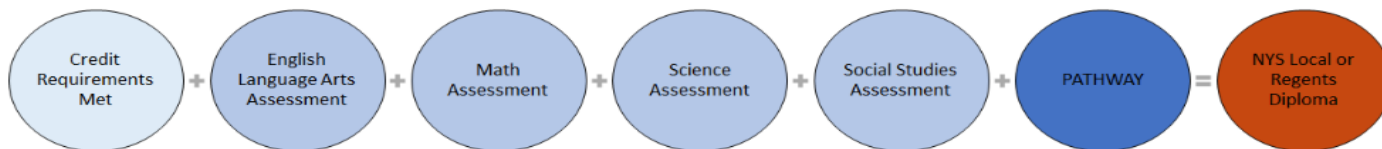
The words "With Honors" may be added to the Regents Diploma or Regents Diploma with Advanced Designation if a student has earned an average of at least 90 percent in all Regents examinations required for that diploma type as established by the State Education Department.




Students are eligible to receive mastery in Mathematics and/or Science recognition on their Regents or Advanced Regents for attaining an 85 or better on 3 Regents Examinations in that content area.

**Please note: the following credit bearing courses are not included in the ranking of courses:  
Chamber Singers, Vocal Jazz, Model UN, Jazz Band**

## Multiple Pathways

Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The regulations approved in 2015 and 2016 recognize students' interests in [the Arts](#), [Biliteracy \(LOTE\)](#), [Career and Technical Education \(CTE\)](#), [Career Development and Occupational Studies \(CDOS\)](#), [Humanities](#), and [Science, Technology, Engineering and Mathematics \(STEM\)](#) by allowing an approved pathway to meet the students' graduation requirements.



Pathway	Students eligible for this pathway must successfully complete:
Arts Pathway	<ul style="list-style-type: none"> <li>an additional Arts course (or sequence) culminating in a Department-approved pathway assessment; and</li> <li>the culminating <a href="#">Department-Approved Pathway Assessment in the Arts</a> .</li> </ul>
Biliteracy (LOTE) Pathway	<ul style="list-style-type: none"> <li>adequate LOTE coursework (based on student proficiency); and</li> <li>the culminating <a href="#">Department-Approved Pathway Assessment in Languages other than English</a>.</li> </ul>
Career and Technical Education (CTE) Pathway	<ul style="list-style-type: none"> <li>a <a href="#">Department-Approved CTE Program</a>; and</li> <li>the culminating 3-part technical assessment.</li> </ul>
Career Development and Occupational Studies (CDOS) Pathway	<ul style="list-style-type: none"> <li>the <a href="#">CDOS Commencement Credential Requirements (Option 1 or Option 2)</a>.</li> </ul>
Humanities Pathway	<ul style="list-style-type: none"> <li>an additional Social Studies or English Language Arts course culminating in a Regents or Department-approved alternative assessment; and</li> <li>the culminating <a href="#">Regents Exam</a> or <a href="#">Department-Approved Alternative</a> .</li> </ul>
STEM Pathway	<ul style="list-style-type: none"> <li>an additional Science or Mathematics course culminating in a Regents or Department-approved alternative assessment; and</li> <li>the culminating <a href="#">Regents Exam</a> or <a href="#">Department-Approved Alternative</a> .</li> </ul>

### **Challenging Courses at Mynderse Academy**

A student may earn a maximum of six and one half units of credit for either a Regents or an Advanced Diploma without completing units of study for such units of credit if certain requirements are fulfilled by the student. Only courses currently listed in the "Student Handbook" may be challenged. Please consult your School Counselor for more information.

### **Research Papers**

Students may be enrolled in courses that require, as a course expectation, the successful completion of a research paper/project. Said projects are to be completed in accordance with the terms and conditions established by the teacher and approved by the administration. These types of projects require the use of various sources that must be cited to avoid plagiarism. Instances of plagiarism will result in a zero for the paper/project, which could end up being a mid-term or final exam grade. If a student is found guilty of plagiarism for a second time, he/she could be denied credit for the respective course. Students are also required to turn in a research paper and/or project, even if they are late and do not receive credit, where stated, as it is a course condition to be eligible for credit in that course.

### **Withdrawing From a Course**

A student wishing to drop a course during the first 5 weeks of the semester may do so by communicating with their counselor and parents. Students wishing to drop/withdraw after the 5 or 25 week mark will require a parent/teacher conference if all parties are not in agreement. The student will be marked according to the current grade in said course (Withdraw Pass or Withdraw Fail) on their transcript. Withdrawing at this time may not allow for enrolling in an additional course. Other factors to consider are total credits being earned by students to meet graduation requirements, full time student status and/or eligibility for sports/extracurricular involvement. Withdrawals after the first marking period (or the 3rd marking period is a 2nd semester course) will only be allowed under extenuating circumstances and approved by the parent, counselor, and principal.

### **Mynderse Academy Academic Eligibility Policy**

Mynderse Academy has an Academic Eligibility Policy for students who participate and/or attend any and all extracurricular and non-credit co-curricular activities, social events (dances, Homecoming, Senior Ball, Junior Prom, trips, etc.) and interscholastic athletics. The policy requires students to be failing less than two subjects, in order to maintain their eligibility to attend and participate in activities. During a respective 5-week period, if a student is failing two or more subjects, the student will be placed on a *2-week warning (or*

*probationary) period*. If the student has not raised his or her grades to passing at the end of the probationary period, the student will be declared "ineligible" until the teacher "signs-off" on the student. A student is only eligible to be placed on probation one time during the academic year. Thereafter, the student automatically becomes "ineligible" when failing two or more classes at an interim progress report or marking period. Eligibility is based on individual marking period reports/progress reporting periods and not on a cumulative basis. Students may not drop a course for the purpose of maintaining their eligibility. A student will be considered ineligible until the next reporting period, if a class is dropped and they are failing at least one other course.

### **Appeal to Graduate with a Lower Score on a Regents Examination**

Beginning with students entering grade 9 in 2005, all students who have taken and passed certain courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within five points of the 65 passing score (60-64) may appeal to graduate with a Regents or Local diploma using this lower score. Students who are granted one appeal from their local school district under this provision shall earn a Regents diploma. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area. There is an appeal process that may be initiated by the student, student's parent/guardian or teacher and must be submitted by to the school principal. A committee will review the appeal and make a recommendation to the school superintendent, who will accept or deny the appeal. See the school principal or school counselor for further guidance issued by the State Education Department.

## **Homework Policy**

The Seneca Falls Central School District and Mynderse Academy are committed to educating the whole student. The District Steering Committee made homework practices a standing agenda item throughout the 2018-2019 school year. Committee members, which included students, teachers, parents, community members, administration, and BOE members, discussed homework practices, developed belief statements, and arrived at recommendations for consideration to each of the School Improvement Teams. Any instructional strategy used in school, including homework, is to improve learning.

### **Purposes/Beliefs:**

- Homework is meaningful when aligned to best practices in instruction. Useful purposes of homework may include: practice learning, reinforce topics through independent practice, to foster creativity, to find relevance, as self-assessment, in preparation for upcoming class discussion/learning.
- When assigned to study, teachers ensure students know how and what to study. This will be taught specifically in each class.
- Goal and purpose for each homework assignment should be communicated to students.
- Being college and career ready - students will be prepared to handle the workload and expectations after high school.

### **Expectations:**

- Homework is factored into students' grades, but will not be more than 25% of their overall grade for each class.
- Students who participate in a sport or extra-curricular activity will stay period 10 with a teacher or in sports study hall in order to complete work and study.
- Teachers will communicate with one another in order to alleviate excessive amounts of homework, projects, and assessments assigned to students at a given time.

### **Hopes:**

- Families take time to eat, talk, and spend time together as often as possible.
- Parents assist students in prioritizing and managing their time in order to complete assigned work.
- Parents, teachers, coaches, and administrators encourage students to spend their time in study halls and sports study hall completing work and studying.
- Students will have a conversation with their parents and teachers if homework is creating anxiety or is a struggle for them to complete. We encourage open communication between home and school.

## **Summer School**

Mynderse Academy participates in a county-wide summer school program. Students are eligible for summer school if they have failed a course and have achieved a minimum of a 45% final average grade. The final grade for a course that a student fails is determined by combining 60% of their final grade average during the school year and 40% of their summer school average. Students who do not receive a minimum of 45% may attend summer school, but will not be able to attain a high enough average to receive credit. Students are not eligible for summer school if they have been denied course credit due to an attendance hearing **UNLESS THEY AUDIT THE COURSE FOR THE REMAINDER OF THE SCHOOL YEAR AFTER CREDIT HAS BEEN DENIED.**

Attendance at Summer School is mandatory and students are not permitted to miss more than 2 classes. Being absent 3 times may result in removal of the student from the course, and the course having to be made up in the next academic year.



## **LIBRARY MEDIA CENTER**

*Ph: (315) 568-5500 x1159, fax: (315)712-0559*

### ***Academic Support and Instruction:***

Recognizing that students must be able to use appropriate information in any situation and must be “information fluent” in order to thrive both in and out of school, Mynderse Academy faculty and staff work with the Library Media Specialist to make information fluency skills and strategies an integral part of learning in any and all subject areas. Information and computing literacy skills are taught by the library media specialist in collaboration with the classroom teacher, so that students are developing and applying these skills within the context of their academic subject areas and as they explore their individual interests.

The [Empire State Information Fluency Continuum](#), a framework recognized and supported across New York State, which is fully correlated to the Common Core Learning Standards, National Education Technology Standards, (NETS), International Science and Technology Standards, (ISTE) and the Standards for the 21<sup>st</sup> Century Learner determined by the American Association of School Librarians serves as an instructional guide. The Library Media Specialist teaches research, inquiry, and technology skills to students within the context of their academic subjects, and also provides professional development for teachers.

The framework is based on three standards that form the basis for the skills and strategies essential for students to become independent readers and learners:

**-- Standard 1: Using Inquiry to Build Understanding and Create New Knowledge**

**-- Standard 2: Pursuing Personal and Aesthetic Growth**

**-- Standard 3: Demonstrating Social Responsibility**

The Empire State Information Fluency Continuum provides a framework for teaching and learning the critical thinking and information literacy skills today’s students need to be college and career ready.

Examples of information literacy and computing literacy skills that are learned include:

1. Inquiry process – identifying information needs, developing targeted questions to be answered
2. Consideration of appropriate information types and sources for the question to be answered
3. Identification of the various aspects and perspectives of a topic or question
4. Access strategies for various information forms
5. Evaluation of information sources in terms of credibility, reliability, date of publication, bias
6. Analysis of search results and alternative means of searching including strategies to narrow or broaden the search
7. Analysis of information gathered to build understanding and identify additional information needs (classroom push in)
8. Synthesis of information gathered to form, test, or modify a thesis
9. Selection of an effective means of communicating new learning
10. Software selection guidelines for the intended product and purpose; including but not limited to reports and documents, slide presentations, digital movies, flyers, brochures, pamphlets, booklets, posters, drawings, paintings, diagrams, charts, tables, graphs, spreadsheets, digital recordings, etc.
11. Writing, speaking, and presenting in an appropriate form, including contextual evidence from sources
12. Combining individually developed portions of a project to form a complete and cohesive of presentation or report
13. Citation guidelines, both within the text of a document being written and as a bibliography of sources used
14. Paraphrasing vs. direct quotation for copyright regulation compliance
15. Formatting guidelines for a variety of document styles and purposes
16. Development and utilization of templates to organize and convey information
17. Saving documents in multiple formats to aid access on a variety of operating systems
18. Printing guidelines and features
19. Digital file organization strategies such as Clever
20. Ethical and responsible information system access and use
21. Online communication guidelines and conventions including email, blogging, twitter, social media, etc.
22. Basic technology troubleshooting including wireless networking, common software issues, access issues, and strategies for resolving common issues through Technology Dept. partnership

***Library Materials and Resources:***

All library materials are purchased and made available by means of the Board of Education policies and regulations regarding instructional materials. In addition to the materials housed within the Library Media Center, students, faculty and staff also have access to the materials of all school libraries, public libraries, and college/university libraries within the region via the cooperative interlibrary loan system facilitated by the Wayne Finger Lakes BOCES School Library System (WFL BOCES SLS). Students are encouraged to search for materials using the Mynderse Academy Online Public Access Catalog, (OPAC), or through the Rochester Region School Library Systems union catalog (Five Systems). Access to both is provided via the District Libraries webpage on the District Website, or via the webpage for the Mynderse Academy Library.

Students also have access to multiple database resources, which are subscribed to by the District, or are provided via grants of the WFL BOCES SLS, Rochester Regional Library Consortia, (RRLC), or the State of New York, NOVEL program.

***Computer and Flash-drive Loan Program:*** Students are allowed to reserve and sign-out laptop computers from the Library Media Center to complete academic assignments outside of school, providing that they follow the established borrowing procedures.

***Independent Use of the Library Media Center:***

*Structured students* are welcome to use the library with a pre-signed pass by the teacher that placed them on structured study hall, or by the teacher assigning the work requiring library resources, indicating what work is to be done while in the library.

*Unstructured students* may come to the library, after signing in at their unstructured study hall for attendance. Students may come to the library to work, read, or to use computers as an alternative to other settings (safe space).

## NCAA Information and Responsibilities.

Varsity Coaches should be working with Guidance Counselor (Jessie Taylor, ext. 2152) regarding student athletes who have interest in participating at the intercollegiate level. Please refer to our registration website ([eligibilitycenter.org](http://eligibilitycenter.org)) or our educational site ([ncaa.org/play college sports](http://ncaa.org/play-college-sports)) for even more information. The NCAA updated resources for the 2025-26 school year can be found on our Educational Resources page and include:

- Guide for the College-Bound Student-Athlete
  - \* Initial-Eligibility Brochure
- Division I Initial-Eligibility Requirements
  - \*Division II Initial-Eligibility Requirements

### **Division I Sports**

**Grade 9** - Ask your counselor for a list of your high school's [NCAA core courses](#) to make sure you take the right classes.

**Grade 10** - Register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).

#### **Grade 11:**

- Check with your counselor to make sure you will graduate on time with the required number of [NCAA core courses](#).
- Take the [ACT or SAT](#) and submit your scores to the NCAA using code 9999.
- At the end of the year, ask your counselor to upload your [official transcript](#) to the NCAA Eligibility Center.

#### **Grade 12**

- Finish your last [NCAA core courses](#).
- Take the [ACT or SAT](#) again, if necessary, and submit your scores to the NCAA using code 9999.
- Complete all academic and [amateurism](#) questions in your NCAA Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- After you graduate, ask your counselor to submit your final [official transcript](#) with proof of graduation to the NCAA Eligibility Center.

### **Division I academic eligibility**

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet **ALL** the following requirements:

- Complete [16 core courses](#):
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a [2.3 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low-test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

## Play Division II Sports

If you want to compete in NCAA sports at a Division II school, you need to register with the NCAA Eligibility Center to make sure you stay on track to meet initial-eligibility standards.

If you have questions about your eligibility or the registration process, call us toll free at 1-877-262-1492. International students should call 317-917-6222.

### [Register with the NCAA Eligibility Center](#)

**Grade 9:** Ask your counselor for a list of your high school's [NCAA core courses](#) to make sure you take the right classes.

**Grade 10:** Register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).

### Grade 11

- Check with your counselor to make sure you will graduate on time with the required number of [NCAA core courses](#).
- Take the [ACT or SAT](#) and submit your scores to the NCAA using code 9999.
- At the end of the year, ask your counselor to upload your [official transcript](#) to the NCAA Eligibility Center.

### Grade 12

- Finish your last [NCAA core courses](#).
- Take the [ACT or SAT](#) again, if necessary, and submit your scores to the NCAA using code 9999.
- Complete all academic and [amateurism](#) questions in your NCAA Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- After you graduate, ask your counselor to submit your final [official transcript](#) with proof of graduation to the NCAA Eligibility Center.

## Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.

You must graduate high school and meet **ALL** the following requirements:

- Complete [16 core courses](#):
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a [2.2 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low-test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

**Mynderse Academy Course Offerings****ART**

- ❖ Introduction to Studio Art
- ❖ Ceramics/Sculpture (Intro., Intermediate, Advanced)
- ❖ Graphic/Digital Arts (Intro., Intermediate, Advanced)
- ❖ Advanced Placement Art (Drawing, 2D, 3D)
- ❖ Studio Art, Intermediate SA, Advanced SA
- ❖ Introduction to Photography (Intro., Intern., Advanced)
- ❖ Illustrations (Intro., Intermediate, Advanced)
- ❖ Portfolio Preparation/ Portfolio Extension

**BUSINESS**

- ❖ Personal Money Management/ Introduction to Business \*FLCC Gemini
- ❖ Computer Principles/Core Word, Core Excel, PP \*FLCC Gemini
- ❖ Accounting
- ❖ Principles of Marketing
- ❖ Fashion & Hospitality Management/Marketing
- ❖ Sports Entertainment Management/Marketing
- ❖ Business Law
- ❖ Business Communications
- ❖ International Business
- ❖ Career & Money Management

**ENGLISH**

- ❖ English 9
- ❖ English 9 Regents Support
- ❖ English 10
- ❖ English 10 Regents Support
- ❖ English 11
- ❖ English 11 Regents Support
- ❖ Honors English 9, 10, 11
- ❖ English 12
- ❖ College English (Advanced Placement)
- ❖ English Composition I & II\*\*FLCC Gemini\*\*

**FAMILY & CONSUMER SCIENCES**

- ❖ Food and Nutrition
- ❖ Life Span Studies
- ❖ Housing and Environment
- ❖ Clothing and Textiles
- ❖ Food Preparation and Nutrition
- ❖ Food and Culture
- ❖ Adolescent Psychology
- ❖ Child Development and Psychology
- ❖ Independent Living
- ❖ Nutrition, Health and Fitness
- ❖ Personal & Academic Success Skills
- ❖ Introduction to Health Professions I & II

**WORLD LANGUAGE**

- ❖ Spanish I
- ❖ Spanish II
- ❖ Spanish III
- ❖ Spanish IV \*\*FLCC Gemini\*\*
- ❖ Spanish V

**HEALTH & PHYSICAL EDUCATION**

- ❖ Physical Education
- ❖ Health/Gemini Health

- ❖ Stress Reduction Through Exercise \*FLCC Gemini
- ❖ Basic Weight Training \*FLCC Gemini

**MATH**

- ❖ Algebra I E
- ❖ Algebra I
- ❖ Geometry
- ❖ Algebra II
- ❖ Fundamentals of Algebra
- ❖ Pre-Calculus \*\*CCC Advantage\*\*
- ❖ Advanced Placement: Calculus \*\*CCC Advantage\*\*
- ❖ Business Mathematics

**MUSIC**

- ❖ Concert Band
- ❖ Jazz Band
- ❖ Chamber Singers
- ❖ Vocal Jazz Ensemble
- ❖ Varsity Chorus
- ❖ Music Theory
- ❖ Music Theater
- ❖ Applied Music Study

**SCIENCE**

- ❖ Regents Physical Environment/Earth Science
- ❖ Regents Living Environment/Biology
- ❖ Regents Physical Setting/Chemistry
- ❖ Regents Physical Setting/Physics
- ❖ Gemini Physics \*\*FLCC Gemini\*\*
- ❖ General Biology \*\*FLCC Gemini\*\*
- ❖ Biology 110 Anatomy/Physiology \*\*Northeast College\*\*
- ❖ Introduction to Astronomy
- ❖ General Science
- ❖ Chemistry \*\*FLCC Gemini\*\*
- ❖ Forensics

**SOCIAL STUDIES**

- ❖ Global History 9 and Geography
- ❖ Global History 10 and Geography
- ❖ US History \*\*FLCC Gemini\*\*
- ❖ Advanced Placement US History \*\*FLCC Gemini\*\*
- ❖ Current Issues and Analysis
- ❖ Social Studies Lab
- ❖ Psychology
- ❖ Sociology
- ❖ Pre-AP World History & Geography

**TECHNOLOGY EDUCATION**

- ❖ Basic Electronics, Basic Carpentry
- ❖ Communications Systems
- ❖ Design and Drawing for Production (PLTW)
- ❖ Technical Drawing, Architectural Drawing
- ❖ Computer Graphics
- ❖ Computer Aided Design
- ❖ Manufacturing Systems, Woodworking
- ❖ Principles of Engineering (PLTW)
- ❖ Computer Application/Web Design
- ❖ Computer Science Principles (PLTW)

**ART DEPARTMENT**

ART

Course	Units Earned
Intro to Studio Art	1.00 Unit
Introduction, Intermediate & Advanced Levels of Ceramics	1.00 Unit
Introduction, Intermediate & Advanced Levels of Digital	0.50 Unit
Advanced Studio Art 1 (Studio Art)	1.00 Unit
Advanced Studio Art 2 (Intermediate Studio Art)	1.00 Unit
Advanced Studio Art 3 (Advanced Studio Art)	1.00 Unit
Advanced Placement Art: Drawing	1.00 Unit
Advanced Placement Art: 3D	1.00 Unit
Advanced Placement Art: 2D	1.00 Unit
Introduction, Intermediate & Advanced Levels of Design & Drawing for Production	1.00 Unit
Introduction, Intermediate & Advanced levels of Illustration	0.50 Unit
Portfolio Preparation	0.50 Unit
Portfolio Extension	0.50 Unit

The Art Education program provides a wide variety of courses that allow the students to pursue their interests and to discover and improve their talents. All students are required to complete one unit in Art and/or Music and may choose Art to meet that requirement.

**New York Standards and Art Courses**

The Standards for Graduation that have been issued by the state of New York require many different talents. The art courses have been meeting many of these Standards and will continue to do so in the future. The activities you do in the various classes are designed to give you the necessary experience and skills needed to successfully complete authentic assessments.

**Recommended Sequences**

The following outlines indicate suggested courses for students with individual interests. All Art courses, except Photography, are full year courses and reward one unit of credit upon satisfactory completion. All Art courses are offered on an annual basis. Photography is 1/2 unit.

	Freshman Year	Sophomore Year	Junior Year	Senior Year
<b>Fine Art Specialization</b>	Studio Art	Adv 1	Adv 2 & Photography OR Ceramics	AP Drawing OR Adv 3
<b>3D Design Specialization</b>	Studio Art	Adv 1	Ceramics	AP 3D OR Adv 2
<b>Illustration Specialization</b>	Studio Art	Adv 1	Illustration & Graphics Art	AP 2D OR AP Drawing
<b>Digital Art Specialization</b>	Studio Art	Adv 1	Illustration Photography & Graphic Art	AP 2D OR Adv Art 2
<b>Art Appreciation</b>	Studio Art	Ceramics	Adv 1 & Graphic Arts	Adv 2 & Photography & Illustration

**0710 Studio Art (Intro to Studio Art)**

Full-year Course: 1 Unit (Offered Every Year)  
 Prerequisite: MS Art  
 Final Exam: Local Final Exam

Studio art is designed to develop an understanding of the fundamentals of design and aims to help students gain a better appreciation for the arts. Students will focus on the foundations of technical drawing skills in the first quarter and a half using graphite and charcoal. In later projects students will explore a variety of media like printmaking, color pencils, watercolor paint, acrylic paint, and ceramics (clay). This is the foundation course for all students who would like to take art electives in the future.

Evaluation is based on planning sheets, reflection sheets, practice skills worksheets, projects graded on a rubric scale and weekly sketchbook assignments. A 9"x12"

sketchbook is required for the course. Students may take art electives after completing this course. If the rare situation calls for it, upperclassmen with a high level of academic achievement may apply to take studio art and art electives at the same time pending instructor approval. If enrollments exceed availability, prospective students pursuing a degree in art and seniors needing to complete the art requirement will receive preference. All graduates must complete a fine arts elective to receive their diploma and this fulfills the requirement.

## **Introduction to Illustration**

Half-year Course: 0.5 Unit (Offered Each Year)

Prerequisite: Studio Art

Final Exam: Local Final Exam

Illustration work is stylized art typically in a cartoon or semi-realism style. Students will learn the fundamentals of illustration in this course. They will have the opportunity to design characters, comics, animation, storyboarding, book covers, fashion lines, editorial and scientific illustrations. Students will use iPad pros, apple pencils, illustration boards, markers, inks and watercolors to create their illustrations. This course **heavily relies on their drawing skills** learned in studio art. Students will be evaluated on their planning, reflection, projects and weekly sketchbook assignments. A 9"x12" sketchbook is required for the course.

### **Intermediate Illustration**

Prerequisite: Studio Art & Introduction to Illustration (80%+)

Length: Half year

Maximum Students: 5

Time Frame overlaps with Introduction & Advanced Illustration

The continuation of the Introduction to Illustration course. Students will be provided with more freedom when choosing materials. New areas within illustration will be introduced not covered in the original course. Both traditional and digital tools will be offered for students to experiment with.

Every project has a rubric provided in the beginning planning stages. There will be a weekly illustrator of the week as sketchbook homework inspiration. Daily informal feedback from the instructor. Group peer feedback during critique will also be part of their participation assessment. Students will write planning sheets and reflection sheets as part of their assessment.

### **Advanced Illustration**

Prerequisite: Studio Art & Introduction to Illustration & Intermediate Illustration (80%+)

Length: Half year

Maximum Students: 5

Time frame overlaps with Introduction to Illustration & Intermediate Illustration

The continuation of the Introduction to Illustration & intermediate illustration courses. Students can choose the genre of illustration they'd like to further explore with guidance from the instructor.

Every project has a rubric provided in the beginning planning stages. There will be a weekly illustrator of the week as sketchbook homework inspiration. Daily informal feedback from the instructor. Group peer feedback during critique will also be part of their participation assessment. Students will write planning sheets and reflection sheets as part of their assessment.

### **Design and Drawing for Production**

Full-year Course: 1 Unit (Offered Each Year)

Prerequisite: None

Final Exam: Local Final Exam

Combining the techniques of the Technical Drawing with the creativity of art is the framework of this course. With technical drawing equipment and the computer the students will be

designing solutions for problems. This course will give them experience in creative problem-solving techniques. The elements and principles of Art are covered along with orthographic projection, pictorial isometric and oblique drawings, auxiliary views, developments, basic artistic rendering and air brush techniques. This course includes all Standard implementation requirements. This course meets the prerequisites for all Advanced Art and Photography courses. (Required Supplies: pencils, erasers, colored pencils, drawing pencils {6B, 3B, and HB}, color markers, and sketchbook.) \*Not currently offered

## **0711 Digital/Graphic Arts**

Full-Year Course: 1 Unit

Prerequisite: Studio Art or DDP

Final Exam: Local Exam

Students will learn various Adobe programs through taking this course like Illustrator, Animate and After Effects. Students will have the opportunity to digitally design logos, posters and simple motion graphics. Students must be comfortable with computers and the course does still rely on **drawing skills taught in Studio Art**. At the completion of the course students will leave with a digital portfolio of work. Students are required to document their work and progress in an online learning journal as well as submit weekly sketchbook assignments. A 9"x12" sketchbook is required for the course.

### **Intermediate Digital Art**

Prerequisite: Studio Art & Digital Art (80%+)

Length: full year

Maximum Students: 3

Time frame overlaps with Digital Art & Advanced Digital Art

The continuation of the Digital Art course. Students will be taught more advanced tools and techniques in Adobe Illustrator including some animation basics. This course gives students an opportunity to use their prior knowledge and experience for deeper and broader understanding of the digital program.

Students will be required to research one professional graphic designer bi-weekly and fill out a reflection and critique of their work. Students will write planning sheets and reflection sheets for their own work as part of their assessment.

### **Advanced Digital Art**

Prerequisite: Studio Art & Digital Art (80%+)

Length: full year

Maximum Students: 3

Time frame overlaps with Digital Art & Advanced Digital Art

The continuation of the Intermediate Digital Art course. Students will use their previous knowledge to create their own curriculum supported by the teacher. This course gives students an opportunity to use their prior knowledge and experience from the previous 2 courses to create a body of digital work.

Students will be required to research one professional graphic designer bi-weekly and fill out a reflection and critique of their work. Students will write planning sheets and reflection sheets for their own work as part of their assessment.

## **S105155 Advanced Studio Art 1 (Studio Art)**

Full-year Course: 1 Unit

Prerequisite: Studio In Art or DDP

Final Exam: Local Final Exam

Students will build further on their beginner experiences from Studio Art and experiment with a variety of art materials at a more advanced level. New materials will be introduced such as professional grade paints, markers, scratchboards, charcoal and ink. Students will leave Advanced Studio Art 1 working at a proficient level with the materials preparing them for Advanced Studio Art 2. This course **heavily relies on the students technical drawing skills.** Students are required to document their work and process in an online learning journal as well as submit weekly sketchbook assignments. A 9"x12" sketchbook is required for the course.

### **05158 Ceramics**

Full-Year Course: 1 Unit  
Prerequisite: Studio Art or DDP  
Final Exam: Local Exam

Students will be given the opportunity to dive deeper into the world of ceramics, sculpture and three-dimensional design concepts. Students will create functional pottery using a variety of handbuilding techniques as well and learn to throw clay on the wheel. Students will also experiment with ceramics as a sculptural form separate from functional pottery. Students will learn techniques, as well as how to use and properly care for equipment.

### **Intermediate Ceramics**

Prerequisite: Studio Art & Ceramics (80%+)  
Length: full year  
Maximum Students: 3  
Time frame overlaps with Ceramics & Advanced Ceramics

The continuation of Ceramics. Students will be taught more advanced techniques for building and surface treatment including glaze. This course gives students an opportunity to use their prior knowledge and experience for deeper and broader understanding of clay. Students will continue to develop technical skills and will be challenged as artists creatively.

Students will be required to research one professional ceramicist bi-weekly and fill out a reflection and critique of their work. Students will write planning sheets and reflection sheets for their own work as part of their assessment.

### **Advanced Ceramics**

Prerequisite: Studio Art & Ceramics & Intermediate Ceramics (80%+)  
Length: full year  
Maximum Students: 2  
Time frame overlaps with Ceramics & Intermediate Ceramics

The continuation of Ceramics & Intermediate Ceramics courses. Students can choose their building techniques they'd like to further explore and design their own lesson with guidance from the instructor.

Students will be required to research one professional Ceramicist bi-weekly and fill out a reflection and critique of their work. Students will write planning sheets and reflection sheets for their own work as part of their assessment.

### **S205155 Advanced Studio Art 2 (Intermediate Studio Art)**

Full-Year Course: 1 Unit  
Prerequisite: Advanced Studio Art 1, Studio Art/DDP  
Final Exam: Local Exam

Students will use their proficient knowledge and experience from Advanced Studio Art 1 and work again with advanced levels of a

variety of mediums. Students will design their own path for each semester. Every ten weeks a variety of material options are given and the students will pick and choose their own plan to work with materials and techniques of their choosing. Every student creates their own unique path based on materials. Students are required to document their work and process in an online learning journal as well as submit weekly sketchbook assignments. A 9"x12" sketchbook is required for the course.

### **S305155 Advanced Studio Art 3 (Advanced Studio Art)**

Full-Year Course: 1 Unit  
Prerequisite: Advanced Studio Art 2, Advanced Studio Art 1, Studio Art/DDP  
Final Exam: Local Exam

Students will use their advanced knowledge and experience from previous courses and be in full control of their own art path. They will be able to create art concentrating on the materials and ideas that they feel most connected to. The goal is for the student to be in full control of their entire process so that they find their artistic voice and leave as an artist, not an art student. Students are required to document their work and process in an online learning journal as well as submit weekly sketchbook assignments. A 9"x12" sketchbook is required for the course.

### **55199 Advanced Placement Art: 2D**

Full-Year Course: 1 Unit  
Prerequisite: Advanced Studio Art 1, Studio Art, Prior approval from the art teacher & Completion of summer coursework  
Final Exam: Portfolio rated by AP Board

Recommended for Juniors or Seniors who have a serious desire to pursue art after graduation. Students must have the approval of the art teacher to take the course. Students who choose the 2D portfolio will work on concepts related to 2D design. Materials can include photography and other media arts. In building a portfolio, students experience concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and ideation. Students will develop a body of work for the concentration section of the portfolio that investigates an idea of personal interest to them. Summer work prior to beginning the course is mandatory as an additional prerequisite. Students will be provided with the necessary materials prior to summer vacation. Students are required to document their work and process in an online learning journal as well as submit weekly sketchbook assignments. A 9"x12" sketchbook is required for the course. Recommended for students that excelled in Photography, Illustration, Graphic Arts and Advanced Studio Art.

### **55159 Advanced Placement Art: 3D**

Full-Year Course: 1 Unit  
Prerequisite: Advanced Studio Art 1, Studio Art, Prior approval from the art teacher & Completion of summer coursework  
Final Exam: Portfolio rated by AP Board

Recommended for Juniors or Seniors who have a serious desire to pursue art after graduation. Students must have the approval of the art teacher to take the course. Students who choose the 3D portfolio will work on concepts related to 3D design. Students will work in various 3 dimensional materials including ceramics, found objects, plaster, foam, textile and more. Students will submit a portfolio of work in May. In building a portfolio, students experience concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and ideation. Students will develop a body of work for the concentration section of the portfolio that investigates an idea of personal interest to them. Summer work prior to beginning the course is mandatory as an



additional prerequisite. Students will be provided with the necessary materials prior to summer vacation. Students are required to document their work and process in an online learning journal as well as submit weekly sketchbook assignments. A 9"x12" sketchbook is required for the course. Recommended for students that excelled in the Ceramics course specifically.

### **55156 Advanced Placement Art: Drawing**

Full-Year Course: 1 Unit

Prerequisite: Advanced Studio Art 1, Studio Art, Prior approval from the art teacher & Completion of summer coursework

Final Exam: Portfolio rated by AP Board

Recommended for Juniors or Seniors who have a serious desire to pursue art after graduation. Students must have the approval of the art teacher to take the course. Students who choose the drawing portfolio will work on concepts related to drawing techniques. Materials can be any media applied to a 2 dimensional flat surface including paint. Students will submit a portfolio of work in May. In building a portfolio, students experience concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and ideation. Students will develop a body of work for the concentration section of the portfolio that investigates an idea of personal interest to them. Summer work prior to beginning the course is mandatory as an additional prerequisite. Students will be provided with the necessary materials prior to summer vacation. Students are required to document their work and process in an online learning journal as well as submit weekly sketchbook assignments. A 9"x12" sketchbook is required for the course. Recommended for students that excelled in Intro to Illustration and Advanced Studio Art courses.

### **0712 Introduction to Digital Photography**

Half-year Course: 0.5 Unit (Offered Each Year)

Prerequisite: Studio In Art or DDP

Final Exam: Local Final Exam

In this course students will explore the basic techniques of digital photography. Emphasis will be placed on constructing quality photographs by understanding and applying concepts of light, subject and composition. Cameras are provided but students and their families are responsible for their safe return. Students will take photos weekly outside of class for their homework assignments and edit them in class. Adobe Lightroom and Adobe Photoshop will be used to manipulate the images on an iMac computer. Students will be evaluated on their planning work, reflections, class critiques, projects and weekly ten homework photos. Students must be comfortable using technology for this course.

### **Intermediate Digital Photography**

Prerequisite: Studio Art & Introduction to Digital Photograph (70%+)

Length: Half year

Maximum Students: 2

Time frame overlaps with Introduction & Advanced Photography

The continuation of Introduction to Photography course. Students will be provided with a weekly prompt related to their assignment. Students will learn about Photoshop and Lightroom in more depth.

Every project has a rubric provided in the beginning planning stages. There will be a weekly illustrator of the week as sketchbook homework inspiration. Daily informal feedback from the instructor. Group peer feedback during critique will also be part of their

participation assessment. Students will write planning sheets and reflection sheets as part of their assessment.

### **Advanced Digital Photography**

Prerequisite: Studio Art & Introduction to Digital Photography & Intermediate Photography (70%+)

Length: Half year

Maximum Students: 1

Time Frame overlaps with Introduction & Intermediate Photography

Student limit is based on the availability of the DSLR camera we have and seats available in the class.

The continuation of the Introduction and Intermediate Photography courses. Students will have more freedom with their subject matter for their assignments. They will learn more advanced editing techniques in the Adobe programs.

Every project has a rubric provided in the beginning planning stages. There will be a weekly illustrator of the week as sketchbook homework inspiration. Daily informal feedback from the instructor. Group peer feedback during critique will also be part of their participation assessment. Students will write planning sheets and reflection sheets as part of their assessment.

### **Portfolio Preparation**

Prerequisite: Studio Art & Art 1 (80%+ in those courses)

Length: Half Year

Maximum Students: 5

Ideally its own course but can be doubled up with any advanced course (except ceramics) taught by either teacher.

This course is intended for senior students seriously pursuing art in the future. Most college art programs require a collection of art to be submitted as part of their application process. This course is intended to provide students the opportunity to organize their previous work and create pieces that would strengthen their application. They will show a range of media, subject matter and style with a heavy focus on observational drawing. Students will be given resources to assist with picking a specific major and potential college options. Students interested in apprenticeships or art careers directly after high school are also encouraged to enroll.

### **Portfolio Extension**

Prerequisite: Studio Art & Art 1 (80%+ in those courses)

Length: Half Year

Maximum Students: 5

Ideally its own course but can be doubled up with any advanced course (except ceramics) taught by either teacher.

Portfolio Extension is intended for Seniors already accepted to a college art program and who started in Portfolio Preparation. This course is designed to help students increase skills in their weaker portfolio pieces in order to prepare them for the rigor and pace of college art courses.

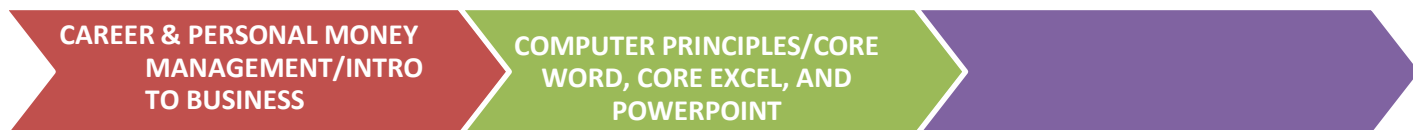
**BUSINESS DEPARTMENT**

Course	Units Earned
FLCC Introduction to Business	0.50 Unit
FLCC Career & Personal Money Management	0.50 Unit
Computer Principles/Core Word, Core Excel, and PowerPoint	0.50 Unit
Business Communications	1.00 Unit
Accounting	1.00 Unit
Business Law	1.00 Unit
Business Mathematics	1.00 Unit
Principles of Marketing	1.00 Unit
International Business	1.00 Unit
Sports and Entertainment Management/Marketing	1.00 Unit
Fashion and Hospitality Management/Marketing	1.00 Unit
Career & Money Management	0.50 Unit

College Credit Courses	Units/Credits Earned
Computer Principles/Core Word, Core Excel, and PowerPoint	0.50 Unit + 3 FLCC Credits
FLCC Career & Personal Money Management	0.50 Unit + 3 FLCC Credits
FLCC Introduction to Business	0.50 Unit + 3 FLCC Credits

The first three courses are required for all business clusters. However, the sequence of the last three courses in each cluster can occur in any order to create a personalized cluster.

**BUSINESS CAREER CLUSTERS**  
**ALL CLUSTERS REQUIRE 3 MAIN COURSES**



**PLUS POTENTIAL CLUSTERS**



**511 Accounting**

Full-year Course: 1 Unit  
 Prerequisite: None  
 Final Exam: Local Final Exam  
 Recommended Grade Level: 11, 12

A full-year course designed to develop occupational competencies in bookkeeping. This course is also recommended for students going on to post-secondary accounting training. Course content encompasses the complete accounting cycle, but major emphasis is placed on the bookkeeping process through the trial balance.

Students are also required to complete an accounting practice set, using their accounting knowledge and applying its use onto the computer.  
**This course will only be offered if there is significant enrollment.**

**661 FLCC Personal Money Management**

Half-year Course: 0.50 Unit, 3 Credits (FLCC)  
 Prerequisite: None  
 Final Exam: Local Final Exam

This Finger Lakes Community College Gemini course provides students with the opportunity to explore a variety of careers, learn the skills and competencies needed for success in the workplace. It will also deal with management of personal finances over the life cycle of the individual consumer. Topics covered include establishment of personal financial objectives, budgeting, use of credit, property, liability and life insurance, major purchases such as housing, transportation and education; taxes, savings, investments, and retirement and estate planning.

### **663 FLCC Computer Principles/Core Word, Core Excel and PowerPoint**

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Half-year Course: .5 Unit, 3 Credits  
(FLCC) Prerequisite: None  
Final Exam: Local Final Exam  
Recommended Grade Level: 10-12

This course is designed to teach the students core skills in MS Word, MS Excel, and MS PowerPoint, which are MS Office Applications. The course will include topics appropriate to prepare the student to take the MOS (Microsoft Specialist) certification test upon completion.

### **281 Business Mathematics**

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Full-year Course: 1 Unit  
Prerequisite: Students pursuing Local/Regents Diploma  
Final Exam: Local Final Exam  
Recommended Grade Level: 11, 12  
\*Current taught by the Math department

This full-year course is a specialized course for students who have successfully passed Algebra I Regents Exam. The course will conform to the Commencement Level Mathematics Standards. Students will earn one (1) unit of Mathematics or business credit. All Mathematical topic areas will use applied academic applications from all career areas. Topics include loans, annuities, fundamentals of investing, real estate, taxes, banking, salary, purchasing and pricing merchandise as well as international business. Students will also use calculators and computers for solving many of the problems.

### **522 Principles of Marketing**

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Full-year Course: 1 Unit  
Prerequisite: None  
Final Exam: Local Final Exam

This course will cover the foundations and functions of marketing. It approaches marketing as an integrated set of tasks, built on a solid set of foundations. Students will learn about the various functions of marketing, but also

discover how each function fits with the others. With activities in every chapter, students will experience marketing in the real world.

### **120 FLCC Introduction to Business**

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Half-year Course: 0.50 Unit, 3 Credits (FLCC)  
Prerequisite: None  
Final Exam: Local Final Exam

Introduction to Business encompasses business factors such as ownership, careers, economic systems, competition, organizational structures, management, production, marketing, finance, business ethics, and current topics.

Students will be presented with a variety of business and ethical issues throughout the course (in written assignments, tests, and class discussions) for which they will have to determine appropriate resolutions. This course will instruct on ethics as it relates to the business environment. Students will be tested on ethics as well as receive assignments relating to ethics.

Local unit exams, midterm and final exam will be used to assess student knowledge, as well as projects throughout the year including any FLCC assessment requirements.

### **502 Sports and Entertainment Management/Marketing**

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Full-year Course: 1 Unit  
Prerequisite: None  
Final Exam: Local Final Exam

This course will be for students interested in marketing and management using the sports and entertainment industries. The marketing section will have activities and projects using examples that cover a wide variety of teams and artists. The management section will cover leadership, finance, product management, legal and ethical issues, customer relations, sales management, managing change, and career development. This is a full year course.

### **550 Business Law**

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Full-year Course: 1 Unit  
Prerequisite: None  
Final Exam: Local Final Exam

This is a full-year course that is encouraged as an elective for all students. Course emphasis is on the individual as he/she encounters business law in his/her personal family life and occupational life. From the study of business law, students should gain a genuine respect and intelligent application for a segment of the law that affects them both at home and at work. Modules covered include: Law, Justice, and You; Fundamentals of Contracts; Forms of Business Organizations and if time permits, the Law and Jobs.

**521 Fashion and Hospitality Management/Marketing**

Full-year Course: 1 Unit

Prerequisite: Principles of Marketing

May be alternated with Sports & Entertainment

Final Exam: Local Final Exam

Fashion and hospitality marketing will cover marketing curriculum using fashion and hospitality industries as the learning vehicle. For the fashion section, topics of discussion will be the fashion cycle, fashion economics, promoting fashion image, and technology in fashion marketing. The hospitality topics will be hotel management and location, types of lodging, key players and services, and information and risk management. This course will give the students a perspective on how management/marketing shapes the future of fashion and hospitality industries and possible career opportunities. **This course will only be offered if there is significant enrollment.**

**523 International Business**

Full-year Course: 1 Unit

Prerequisite: None

Final Exam: Local Final Exam

In this course, students will learn the basic foundations of business within the context of the global economy. It includes enhanced coverage of international finance with strong links to history, geography, and cultures around the world. This course is becoming more important as economies of different countries and regions become more interdependent. This is a full year course. **This course will only be offered if there is significant enrollment.**

**501 Business Communication**

Full-year Course: 1 Unit

Prerequisite: Must have taken two Business classes or have fulfilled English portfolio requirements and passed English Regents Exam

Final Exam: Local Final Exam

**Students will be selected for this class based on the recommendation of the Business Department Chairperson, Guidance and the Principal.** Business

Communications equips students with the communication tools needed for success in today's rapidly changing global business environment. New topics such as exchanging information via electronic mail, images in multimedia, and on-line information services will be presented using the classical business communications approach. Students must have taken two of the following business classes: Computer Principles, Business Law, Accounting, Principles of Marketing, International Business, Career & Personal Money Management, Sports & Entertainment, Fashion & Hospitality or Business Mathematics.

*\*Not currently offered*

**12161 Career & Money Management**

Half-year Course: 0.5 Unit

Prerequisite: None

Final Exam: Local Final Exam

Careers and Money Management teaches you how to survive and thrive in the 21st century! We dive into the real world of money, including jobs and paychecks in high school, career planning, budgeting, managing a checking account, choosing and paying for college, renting your first apartment, buying and caring for your vehicle, managing credit, avoiding common financial mistakes, saving for the future, purchasing insurance for your most valuable assets, and more. This course utilizes engaging simulations and projects so you can practice the skills you will need to manage your personal finances and help navigate career pathways.

**ENGLISH DEPARTMENT**

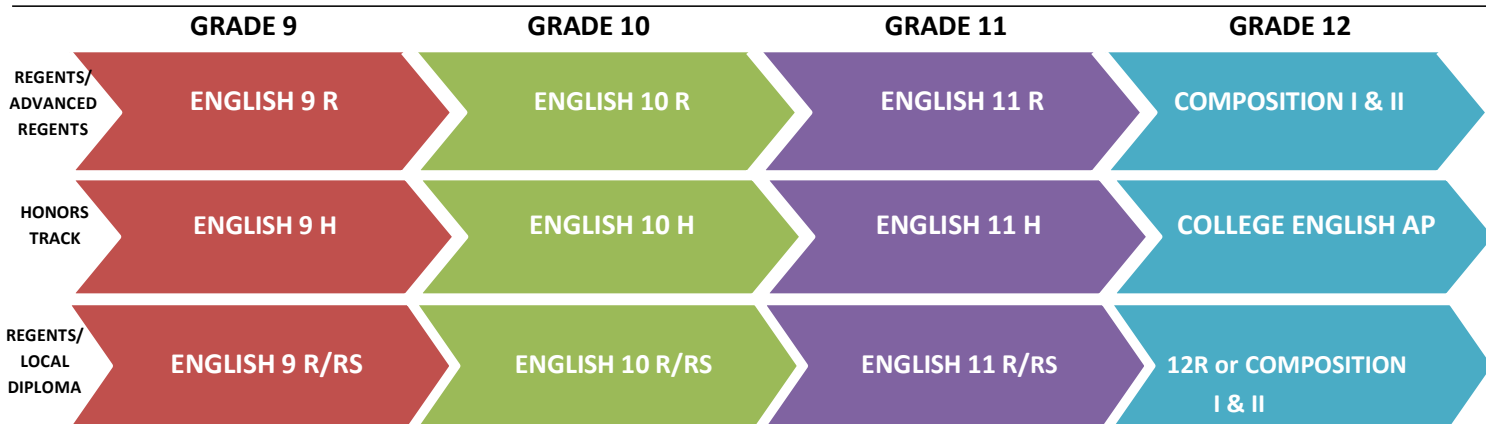
Courses	Units Earned
English 9 Regents	<b>1.00 Unit</b>
English 9 Regents Support	<b>1.00 Unit</b>
English 10 Regents	<b>1.00 Unit</b>
English 10 Regents Support	<b>1.00 Unit</b>
English 11 Regents	<b>1.00 Unit</b>
English 11 Regents Support	<b>1.00 Unit</b>
Honors English 9, 10, 11	<b>1.00 Unit</b>
English 12	<b>1.00 Unit</b>
English AIS	

College Credit Courses	Units/Credits Earned
College English *Advanced Placement* CCC ADVANTAGE	<b>1.00 Unit + 6 Credits</b>
English 101 & 103 – Composition I & II **FLCC Gemini**	<b>1.00 Unit + 6 Credits</b>

Students are recommended for the respective English course (RS, R, H) based on their level of achievement in their current English course. It is strongly recommended that parents adhere to this recommendation.

Students will be invited to enter the Honors English program at the end of 8<sup>th</sup> grade. The application process requires a teacher recommendation based on 8th grade achievement in English, parental permission and submission of writing samples and a letter of interest by the announced date. The Honors English class will include summer reading requirements.

**PATHWAY TO REGENTS, ADVANCED REGENTS, AND LOCAL DIPLOMA\***



**Writing Portfolio**

In order to be eligible for graduation, all students must pass a writing portfolio which demonstrates competency in writing. This typically occurs in their Junior year.

**049 English AIS**

This course is an academic intervention skills lab for students who have not yet met the graduation requirement of either a competent score on the District Writing Portfolio or a passing score on the English Regents Exam. Both of these assessments are administered at the end of the junior year and are required for students to be eligible to graduate from Mynderse Academy. This is designed to be a ½ year course/skills lab as students will retake the exam or resubmit the portfolio at the end of January.

**051 English 9 Regents**

Full-year Course: 1 Unit  
 Prerequisite: ELA 8, Teacher Recommendation,  
 Final Exam: Local Final Exam; A response journal is required

In English 9 the student draws together the various language arts skills (s)he has acquired and utilizes them in written and oral expression. Composition and narrative skills are emphasized. The student will study all the major genres of literature: novel, drama, short story, essay and poetry. The student will learn to recognize the characteristics of each genre. Students in this course will take the Common Core Regents Exam at the end of their junior year.

**052 English 9 - Regents Support**

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Full-year Course: 1 Unit  
 Prerequisite: ELA 8, Teacher Recommendation  
 Final Exam: Local Final Exam

English 9 RS focuses on listening, speaking, reading, writing, language and thinking skills. Instruction is planned and implemented with the writing specialist allowing for intensive writing remediation. A response journal is required for all students. Students in this course will take the Common Core Regents Exam at the end of their junior year.

This course is recommended for students whose performance on the 8th grade ELA and/or the 8th grade writing portfolio indicates a need for additional support in reading and writing.

**061 English 10 Regents**

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Full-year Course: 1 Unit  
 Prerequisite: ELA 9  
 Final Exam: Local Final Exam

The tenth year course focuses on critical reading in a variety of genres (i.e. fiction, non-fiction, personal narrative, poetry, drama, short fiction). A response journal is required. Instruction is given in literary response, methods of composition, research based analysis, personal narrative, persuasion and short fiction. Collaborative work in literary studies supports the reading, writing, and critical thinking basis of the course. Students in this course will take the Common Core Regents Exam at the end of their junior year.

**062 English 10 - Regents Support**

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Full-year Course: 1 Unit  
 Prerequisite: ELA 9  
 Final Exam: Local Final Exam; A response journal is required

English 10 RS is a 40-week course designed to continue the curriculum of English 9 RS and to prepare students for work in English 11RS. Emphasis is on development of writing skills. This intensive writing practice is designed to prepare the student for the writing portfolio assessment in 11th grade. Students will produce persuasive essays, theme papers, poetry, short fiction and expository writing. Literature includes plays, short stories, poems, novels and multicultural pieces. Students in this course will take the Common Core Regents Exam at the end of their junior year.

**070 Honors English 9, 10, 11 (Literature and Composition)**

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Full-year Course: 1 Unit  
 Prerequisite: Students must meet specific criteria (to be outlined in 8<sup>th</sup> grade) AND submit an application (including samples of the student's work).  
 Final Exam: Local Final Exam 9 ,11, CC Regents Exam 10

The Honors English track is designed for students who, upon meeting the criteria and recommendation from teachers, wish to prepare for college level advanced placement English in literature and language. With successful completion of the track (English 12AP), the student has the opportunity to earn college credit; the student also has the opportunity to earn AP credit with successful completion of the AP exam at the end of the senior year.

The Honors curriculum fulfills the literature, language and

composition requirements of a high school Regents course including the Common Core Regents Exam which is taken at the end of the 10<sup>th</sup> grade year and the submission of the Writing Portfolio at the end of the 11<sup>th</sup> grade year.

Students undertaking the Honors curriculum are expected to make the commitment of time and devote the necessary energy to complete a high school program of study in a concentrated time which may include summer reading requirements following the eighth, ninth, tenth, and eleventh grade years.

**(Honors students are expected to maintain an 85 average. Students who do not meet the 85% Final Average will be strongly encouraged to leave the program).**

**071 English 11 Regents**

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Full-year Course: 1 Unit  
 Prerequisite: English 10  
 Final Exam: Common Core Regents Exam

English 11R focuses on writing and literary interpretation. Students will also prepare works to submit for their writing portfolio, a graduation requirement.

Work is accomplished primarily through cooperative group work, and whole class discussions. Students will use a writer's notebook and a reading journal to practice writing and literary response. Students read literature covering a variety of time periods, from 500 AD to the present day, in different genres from epic poems and plays to short fiction, non-fiction and novels. Students will write poems, personal narratives, persuasive and opinion essays, critical analyses of literature, and research based papers. Students in this course will take the Regents Exam as the final exam in this course.

**English 12 RS**

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Full-year Course: 1 Unit  
 Prerequisite: ELA 11  
 Final Exam: Local Final Exam

The purpose of the first half of the course is to help students pass the New York State Common Core Exam in English if they were unsuccessful in their Junior year, and to work on writing to aide students in submitting their Portfolios for a re-evaluation after their first attempt resulted in a novice or apprentice rating. This course will help 12th grade students appreciate literature and write effectively and confidently in their professional and personal lives. Students will communicate clearly in both writing, and in small and large group discussions. Skills students need to be ready for college and their careers will be focused on, from reading and writing, to listening and speaking. This will prepare students for the course's final exam, an oral presentation.

**072 English 11 Regents Support**

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Full-year Course: 1 Unit

Prerequisite: ELA 10

Final Exam: Common Core Regents Exam

English 11 RS focuses on literature and writing. All major forms of literature are studied: novel, drama, short story, essay, poetry as well as non-fiction. A response journal may be used. Intensive writing instruction is provided to prepare students for both the New York State Common Core Exam in English and submission of the writing portfolio, both of which are graduation requirements. Students in this course will take the Common Core Regents Exam as the final exam in this course.

**081 English 12R**

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Full-year Course: 1 Unit

Prerequisite: ELA 11

Final Exam: Local Final Exam

The purpose of this course is to help all grade 12 English students appreciate literature and write effectively and confidently across the curriculum and in their professional and personal lives. Students are expected to read critically, think analytically, and communicate clearly both in writing and presentation.

In this course, writing to understand a literary work involves writing response and reaction papers, along with close reading and annotation. Writing to explain a literary work involves analysis and interpretation, and will include writing brief focused analysis on aspects of language and structure.

The skills of reading, writing, listening, speaking and language follow the demands and expectations of the College and Career Readiness Standards. The final exam in this course includes an oral presentation.

**083 English 12  
Advanced Placement Literature &  
Composition\*\*CCC Advantage\*\***

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Full-year Course: 1 Unit

Prerequisite: Completion of Honors English 9,10,11; passing the English 11 Regents and portfolio requirements.

The AP Literature & Composition curriculum is a full year, freshman-level survey course. The literary focus relies on a broad range of genres in world literature. Concentrated readings in full-length novels, drama, poetry & non-fiction originate with a summer reading requirement prior to the start of the senior year. Close textual studies of classic & modern short stories and poems are driven by a reader-response approach to examples presented in the text.

Collaborative work in literary studies supports the reading, writing, and critical thinking basis of the course.

Instruction & development in composition focuses on college level essay writing (in accordance with the standards of the College Board AP program), research paper writing, creative fiction, and poetry. Students receive high school credit for English 12 by successfully completing the course requirements. College credit (3-6 credit hours) can be earned through the CCC Advantage program as well as scoring a grade of 3 or higher on the AP Literature Exam given in May by the Educational Testing Service.

Students enrolled in A.P. course must write the A.P. exam\* to be eligible to earn course credit. The cost of the A.P. exam is the responsibility of the student/parent. \*These projects are mandatory and must be completed for students to be eligible for course credit.

**English Composition I and II (101 and 103), FLCC Gemini**

Full-year course: 2 Units, ENG 101 & ENG 103 – 6 FLCC credits

Prerequisite: 80% HS GPA and successful completion of Common Core Regents exam and MA Portfolio

Final Exam: Local Final Exam (Process Paper / Final Project)

The goal of both Composition I and II is to develop students' abilities to write at a college level and think critically. Students will learn to identify and analyze rhetorical concerns, including modes of persuasion, diction, syntax, tone, tropes, etc. Students will also consider writer's purpose, audience, and context of persuasive elements. Informational texts and video sources will supplement the primary text. Both courses will emphasize process-based writing, although the Composition II course will focus more on student-driven research. During this second semester, students will be expected to conduct independent research, building on the processes used during Composition I. This course emphasizes academic, research-based reading and writing that will continue into college and further, into the professional realm.

**English SC (Self-contained)**

This course is a self-contained English class for 9th and/or 10th grade students. Content is modified to meet the needs of the students in this smaller class. Students will focus on listening, speaking, reading, writing, language and thinking skills. There will be specific focus on the skills necessary to pass the English Regents, which they will take at the end of their junior year.

Students would only be enrolled in this class if deemed necessary by the CSE as per recommendations from Special Education and English teachers familiar with student needs. This course is recommended for students whose performance in English classes as well as on the 8th grade ELA test and/or the 8th grade portfolio indicates a need for a modified curriculum and more extensive support in reading and writing beyond what is offered in a Regents Support section. This course is only offered when there is a need.

<b>FAMILY AND CONSUMER SCIENCES DEPARTMENT</b>
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Courses	Units Earned
Food and Nutrition	<b>0.50 Unit</b>
Life Span Studies	<b>0.50 Unit</b>
Housing and Environment	<b>0.50 Unit</b>
Clothing and Textiles	<b>0.50 Unit</b>
Food Preparation	<b>0.50 Unit</b>
Food and Culture	<b>0.50 Unit</b>
Child Development and Psychology	<b>0.50 Unit</b>
Independent Living	<b>0.50 Unit</b>
Nutrition, Health and Fitness	<b>0.50 Unit</b>
Adolescent Psychology	<b>0.50 Unit</b>
Personal & Academic Success Skills	<b>0.25 Unit</b>
Introduction to Helping Professions I	<b>0.50 Unit + 3 NAZ</b>
Introduction to Helping Professions II	<b>0.50 Unit + 3 NAZ</b>

Family & Consumer Science courses are available as “electives” for any students. All courses are 1 semester and are ½ credit.

#### **0670 Food & Nutrition**

Half-year Course: 0.5 Unit  
Prerequisite: None  
Final Exam: Local Final Exam

*THIS COURSE IS THE PRE-REQUISITE FOR ALL OTHER FOODS COURSES!* This course will help you develop an understanding of sound nutritional concepts through many hands-on experiences related to food and nutrition. You will explore nutritional and fitness requirements for people of various ages and needs, learn about the dietary guidelines which promote long-term wellness, and plan, purchase, prepare, serve, evaluate a wide variety of foods (example – meat dishes, fruits and vegetables, yeast dough, etc.). Careers related to food and nutrition and how they match up with your personal characteristics and skills will also be studied. Students who enjoy cooking or who want to consider a career in food or dietetics would benefit from this course. Max 12 participants. Priority given to grades 10-12.

#### **0681 Life Span Studies**

Half-year Course: 0.5 Unit, *Formerly Human Development*  
Prerequisite: None  
Final Exam: Local Final Exam

This course will help you see where you fit into the scheme of things as an adolescent. You will learn about yourself, ways of coping with problems and stress you face, and how to deal effectively with those around you – peers, family members, younger children and other adults. You will have opportunities to investigate issues facing teens today. You will discover how you affect the lives of children and adults as well as how they affect you. Career opportunities will be explored in the human development field such as social work, day care, and human services.  
*\*Not currently offered*

#### **0674 Housing & Environment**

Half-year Course: 0.5 Unit, *Formerly Interior Design*  
Prerequisite: None  
Final Exam: Local Final Exam

In this course you will investigate how lifestyle, social and economic factors, and stage in the life cycle influence housing decisions. You will identify and explore how culture and the environment influence housing design in relation to past, present, and future perspectives. Through hands-on experiences you will cover design elements and principles as they related to architecture and interior design. Careers related to housing and interior design will be explored. (This course can be counted towards Art/Music requirement for all students).  
*\*Not currently offered*

#### **0673 Clothing and Textiles**

Half-year Course: 0.5 Unit, *Formerly Fashion Design*  
Prerequisite: None  
Final Exam: Local Final Exam

In this course you will study clothing as it relates to culture, history, social and economic situations. By learning clothing construction skills you will be able to increase your own wardrobe, evaluate the quality of ready-made garments and be a better consumer. Careers will also be explored. Projects may include fabric painting, clothing alterations, personal color analysis, and clothing construction. (This course can be counted towards Art/Music requirement for all students).  
*\*Not currently offered*



**0671 Food Preparation & Nutrition**

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Half-year Course: 0.5 Unit Prerequisite:  
Food and Nutrition Final Exam: Local Final Exam

This course will provide more in-depth studies of the concepts of Food and Nutrition course relating to dieting, nutrition, basic food selection, and meal preparation. Labs will include cakes, pies and pastries, soups, mindful eating, sauces, menu development. Limited to 12 participants.

**0683 Food & Culture (Global & Gourmet Foods)**

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Half-year Course: 0.5 Unit  
*Formerly International and Regional Foods*  
Prerequisite: Food & Nutrition  
Final Exam: Local Final Exam

This course leads to a greater understanding of foods, culture, meal patterns of various countries and regions. French, Spanish, Italian, Asian, and American cuisines are a few of the areas that will be studied. Language majors or students with interests in other cultures would benefit from this course. (Priority will be given to 11<sup>th</sup> and 12<sup>th</sup> grade students based on student enrollment). Limited to 12 participants.

**0682 Child Development and Psychology**

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Half-year Course: 0.5 Unit, *Formerly Child Development*  
Prerequisite: None  
Final Exam: Local Final Exam

This course explores knowing and understanding your children's characteristics and needs; the multiple influences on development and learning, and how to use this developmental knowledge to create health, respectful, supportive and challenging learning environments. The principles of child development are emphasized including language achievement, creative expression, physical, cognitive and social/emotional development. Careers that involve working with children, and parenting philosophies will also be explored. Other topics covered include: Introduction to Psychology, Observing Children, Prenatal Development, Postnatal Period, Infancy, Toddlerhood, Preschool & Special Challenges for Children, and School Age Children. Limited to 12 participants. Priority given to 11 & 12<sup>th</sup> grade students.

**0675 Independent Living**

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Half-year Course: 0.5 Unit  
Prerequisite: None  
Final Exam: Local Final Exam

This practical course is designed to provide skills needed to live independently. Areas covered include dormitory or apartment living, kitchen survival skills, money management, credit, buying and insuring a car. Students planning to go to college or living on their own after graduation should take this course.  
*\*Not currently offered*

**Personal & Academic Success Skills-PASS**

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Ten Week Course: 0.25 Unit *Replaces Family & Environment*  
Prerequisite: None  
Final Exam: Local Final Exam

PASS offers students the opportunity to receive explicit instruction on academic and personal management skills to support current and lifelong learning. PASS specifically teaches time management, study skills, skills to be a successful online learner, and other relevant skills to support learning in all areas. \*Offered to 8<sup>th</sup> & 9<sup>th</sup> graders

**0676 Nutrition, Health & Fitness**

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Half-year Course: 0.5 Unit, *Formerly Food and Fitness*  
Prerequisite: Food and Nutrition  
Final Exam: Local Final Exam

Athlete or not, this course teaches students that physical fitness is a lifestyle of healthy eating and exercising. Students will learn the elements of exercise, analyze various means of physical activity, discover the specific muscles used during the various types of exercises, and develop an individualized fitness plan to be implemented. Students will learn to maximize physical fitness by examining the role of nutrients in the body (energizing nutrients vs. nutrients that cause one to feel sluggish), diet analysis (Atkins, South Beach, to name a few), the effect that preparation techniques have on the nutritional value of food (frying vs. boiling), as well as conditions related to diet (Diabetes, Obesity). Students will also learn how to prepare simple healthy meals. Careers in the field of physical fitness and nutrition will conclude the course. Limited to 12 participants. Priority given to 11<sup>th</sup> & 12<sup>th</sup> graders.

**0672 Adolescent Psychology**

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Half-year Course: 0.5 Unit *Replaces Family & Environment* Prerequisite: None  
Final Exam: Local Final Exam

Adolescent Psychology focuses on the development stages of humans ages 12-19. Students will learn the roles, expectations and responsibilities of adolescents in a state of constant transitions and change. This course will explore the physical, emotional, and mental development of adolescents as well as the impact of family and social influences on the essential tasks of this developmental stage. As members of society students will learn the vital skills necessary for successful relationships at home, school, in the community, and at the workplace. Priority given to 11<sup>th</sup> & 12<sup>th</sup> graders. \*Not currently offered

**Introduction to Mental Health (Helping) Professions I**

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Half-year Course: 0.5 Unit + 3 College Credits  
Prerequisite: None  
Final Exam: Local Final Exam

This dual-enrollment course offers a comprehensive exploration of the mental health counseling and wellness professions. Led in collaboration with seasoned experts in mental health, this curriculum fuses theory and real-world application with topics ranging from foundations of emotional awareness, personal wellness, effective crisis communication, understanding coping and stress management strategies, healthy decision making, empathy & conflict resolution. Students will participate in up to three college visits to learn from college professors and graduate students about pathways to mental health careers. Students will acquire essential skills for a career in human services, specializing in mental health and wellness, while developing their own personal wellness philosophy. Limited to 12 participants. 11 & 12 grade only.

**Introduction to Mental Health (Helping) Professions II**

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Half-year Course: 0.5 Unit + 3 College Credits  
Prerequisite: None  
Final Exam: Local Final Exam

This course is the second in a foundational series designed to explore the roles, responsibilities, and skills required in the helping professions, including counseling, social work, psychology, and related fields. Building on concepts introduced in Introduction to Helping Professions I, students will deepen their understanding of key professional practices, ethical standards, and effective communication strategies. Through interactive lectures, case studies, and hands-on activities, students will refine skills such as active listening, empathy, and problem-solving. The course will also address topics such as the impact of trauma on development, the science of the brain, professional boundaries, substance use, and common mental health diagnosis and treatment. Special emphasis will be placed on exploring career pathways, understanding systemic influences on client well-being, and developing a personal framework for entering the helping professions. By the end of the course, students will have a clearer vision of their professional goals, and a foundational skill set to support their continued education and practice in the field.

## FOREIGN (WORLD) LANGUAGE DEPARTMENT

Courses	Units Earned
Spanish 1A	<b>0.50 Unit</b>
Spanish 1B	<b>0.50 Unit</b>
Spanish 2	<b>1.00 Unit</b>
Spanish 3	<b>1.00 Unit</b>

College Credit Courses	Units/Credits Earned
Spanish 4: Spanish III (SPN 201)	<b>0.50 Unit + 3 FLCC Gemini Credits</b>
Spanish 4: Spanish IV (SPN202)	<b>0.50 Unit + 3 FLCC Gemini Credits</b>
Spanish 5	<b>1.00 Unit</b>

The Mynderse Academy Foreign Language curriculum has been designed to follow the New York State Standards for Languages Other than English. These Standards state that:

1. Students will be able to use a language other than English to communicate.
2. Students will develop cross-cultural skills and understandings.

Mynderse Academy offers both the study of the Spanish and French languages. Foreign Language instruction in Spanish begins in the middle school in the 7<sup>th</sup> grade with Level 1A. These students continue their study of a foreign language in 8<sup>th</sup> grade with Level 1B.

All students except those with an exemption specified on their IEP, must earn one high school credit in Foreign Language in order to receive a NY State high school Regents diploma. The combination of the Intro Level and Level 1 fulfills the students' minimum requirement for the Regents diploma.

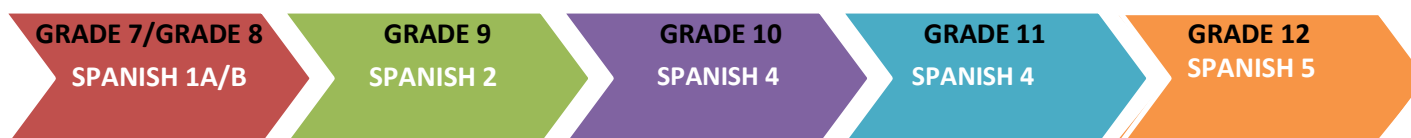
Students may then choose to continue on to Level 2 and Level 3 in order to receive a Regents Diploma with Advanced Designation. Students can also receive a Regents Diploma with Advanced Designation with a 5 unit sequence in Art, Business, Technology, or CTE without taking the Levels 2 and 3 Foreign Language courses.

### Learning a Second Foreign Language

If a student wants to pursue the study of a second foreign language, he or she must have attained at least an 80% in the last course taken in the first language. If the student has an average below the 80%, he or she may study the second foreign language but only with the recommendation from the foreign language teacher of the last course taken.

If a student is taking two foreign language courses simultaneously, he or she must maintain a passing average in both languages at the end of each 10 week marking period, or he or she will be dropped from the second language course. This will allow the student to devote more time and energy to the original language studied.

### PATHWAY TO ADVANCED REGENTS AND LOCAL DIPLOMA



#### **431 Spanish 1B**

Full-year Course: 1 Unit  
Prerequisite: Spanish 1A  
Local Final Exam

This course is taught using comprehensible input. Input is the primary focus. Students will acquire the language by

listening and reading to support their eventual output of writing and speaking. Emphasis is on language acquisition with the goal of communicating in a global society. Focus will be on acquiring high frequency word structures through listening and reading. Beginning speaking and writing skills will also be developed. The course will be based on a combination of stories, in-class

notes, making use of readings, songs, computer programs, and games to bring the Hispanic culture into the classroom. Classes will be conducted in Spanish and English.

### **432 Spanish 2**

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Full-year Course: 1 Unit  
Prerequisite: Spanish 1B  
Final Exam: Local Final Exam

This course is taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading to support their output of writing and speaking. Emphasis is on language acquisition with the goal of communicating in a global society. Focus will be on acquiring high frequency word structures through listening and reading. More advanced speaking and writing skills will also be developed. The course will be based on a combination of stories, in-class notes, making use of readings, songs, computer programs, and games to bring the Hispanic culture into the classroom. Classes will be conducted in Spanish and English. It is a strong recommendation that students earn at least a 75% or higher in the course prior.

### **433 Spanish 3**

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Full-year Course: 1 Unit  
Prerequisite: Spanish 2  
Final Exam: Local Final Exam

This course is taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading to support their output of writing and speaking. Emphasis is on language acquisition with the goal of communicating in a global society. Focus will be on acquiring high frequency word structures through listening and reading. Advanced speaking and writing

skills will also be developed. The course will be based on a combination of stories, in-class notes, making use of readings, songs, computer programs, and games to bring the Hispanic culture into the classroom. Classes will be conducted mostly in Spanish and some English may be used. It is a strong recommendation that students earn at least a 75% or higher in the course prior.

### **444 Spanish 4: FLCC Gemini Course (SPN 201/SPN202)**

Full-year Course: 1 Unit, 6 Total College Credits  
Prerequisite: Spanish 3  
Final Exam: Local Final Exam

This is a college level of study including advanced grammar, composition, literature, and fine arts. It is geared particularly for those students pursuing a college education. Students must have successfully completed the Level 3 course of study in order to enroll in the Level 4 course, with an average of an 85%. This full year course meets daily for 40 minutes. Students who successfully

complete the course requirements earn 6 hours of college credit. This course will be offered if there is sufficient number of students to fill the course and an accredited teacher in order to teach the course. It is a strong recommendation that students earn at least an 85% or higher in the course prior.

### **445 Spanish 5: Culture & Communication**

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Full-year Course: 1 Unit  
Prerequisite: 80% in Spanish 4  
Final Exam: Local Final Exam

Spanish 5, Culture and Communication, will allow students to continue the development and improvement of their speaking, listening, reading and writing skills, which are all necessary to acquire the language. With this focus, opportunities for a deeper exploration of music, literature, movies, Spanish game days and food tasting are possible. Course content will be based on student interest. Students may choose to reach out to our elementary students and work on basic language with them, complete a cooking unit, create videos and/or study a topic of their choice. Understanding and applying previous learning will be the goal of this course. It is a strong recommendation that students earn at least an 80% or higher in the course prior.

**MATHEMATICS DEPARTMENT**


Courses	Units Earned
Algebra I	1.00 Unit
Algebra I Extended 1	1.00 Unit
Algebra I Extended 2	1.00 Unit
Geometry	1.00 Unit
Algebra II	1.00 Unit
Fundamentals of Algebra II	1.00 Unit
Business Mathematics	1.00 Unit

College Credit Courses	Units/Credits Earned
College Algebra & Trigonometry (MAT 104) **CCC Advantage	0.50 Unit + 3 CCC Credits
Pre-Calculus (MAT 106) **CCC Advantage	0.50 Unit + 3 CCC Credits
Calculus I (MAT 108) **CCC Advantage	1.00 Unit + 4 CCC Credits

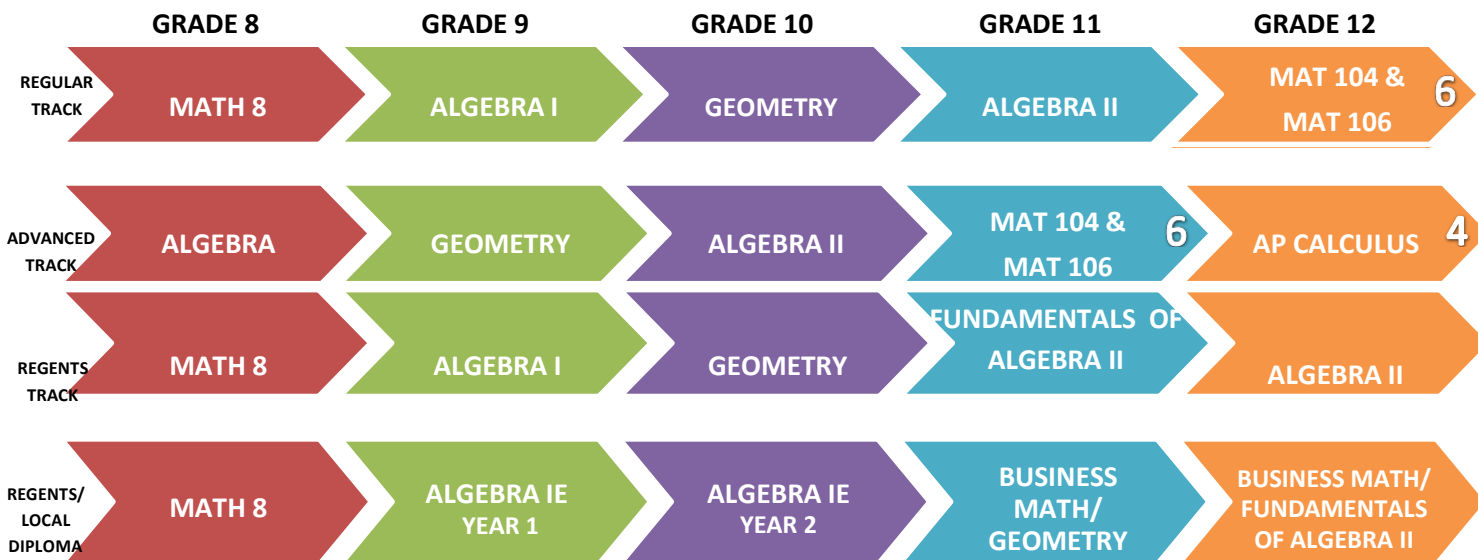
All students must take and pass three units of Math. For a Regents diploma, the student must score 65 or higher on one Regents examination. For an Advanced Regents Diploma, students must pass **three (3) Regents examinations, (Algebra, Geometry, and Algebra 2) with a score of 65 or higher.** Please see Graduation Requirements Section for further information regarding required State Assessment scores.

Students are recommended for the respective Math course based on their level of achievement in their current Math course. **It is strongly advised that parents adhere to this recommendation.**

All Math courses require the use of a graphing calculator. The recommended model is the TI-84+ which may be borrowed from the school during the school year, on a daily basis. Students are encouraged to use the free app Calculate 84 for homework by downloading to their phone.

 Pre-Calculus and AP Calculus are a part of the Cayuga Community College Advantage Program. Pre-Calculus is a full year high school course, made up of two half-year college courses for a total of 6 CCC credits. AP Calculus is a full year course worth 4 CCC credits. Students must earn a minimum grade of C (73%) to be awarded the college credit.

**PATHWAY TO REGENTS, ADVANCED REGENTS AND LOCAL DIPLOMA\***



**251 Algebra I Extended – Two Year Course**

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Full-year Course: 1 Unit  
 Prerequisite: Math 8, Teacher Recommendation  
 Final Exam: Regents Exam after Year 2

**Year I**

This is the first part of a two year course that teaches students the fundamentals of Algebra and prepares them for the Algebra Regents Exam. Topics include number systems, solving equations and inequalities, polynomials, factoring, graphing linear functions, and solving systems of equations. Students will take a local final exam.

**Year 2**

This is the second part of a two-year course that teaches the students the fundamentals Algebra and prepares them for the Algebra Regents Exam. Topics include a review of equations and inequalities, review of polynomials and factoring, linear, quadratic, absolute value, and exponential functions, statistics, sequences, and series. Students will take the Algebra Regents as their final exam.

**252 Algebra I**

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Full-year Course: 1 Unit  
 Prerequisite: Math 8, Teacher Recommendation  
 Final Exam: Regents Exam

This course provides tools that are necessary for problem solving in other disciplines such as Science, Business, Fine Arts, Social Sciences and Technology. Topics include solving equations and inequalities, working with linear, quadratic, absolute value and exponential functions, coordinate geometry, data analysis, statistics, sequences, and series. At the completion of this course, the student will write the New York State Algebra Regents Examination. Accelerated students are expected to maintain an 85% average.

**261 Geometry**

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Full-year Course: 1 Unit  
 Prerequisite: Algebra or Algebra Extended  
 Final Exam: Regents Exam

This course is designed for students who have successfully completed Algebra and have received a passing grade on the Regents Exam. Topics include similarity, congruent triangles, quadrilaterals, coordinates, transformation & Euclidean geometry, logic, properties of three dimensional figures, and geometry of the circle. At the completion of this course, the student will write the New York State Geometry Regents Examination. Accelerated students are expected to maintain an 85% average.

**271 Algebra II**

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Full-year Course: 1 Unit  
 Prerequisite: Algebra and Geometry  
 Final Exam: Regents Exam

This course is designed for students who have successfully completed Algebra and Geometry, and have passed both Regents exams. Topics include intermediate algebra, complex numbers, polynomial and rational functions, transformations of functions, exponents and logarithms, quadratics, complex numbers, trigonometry, probability, sequences, series, and statistics. At the completion of this course, the student will write the New York State Algebra 2 Regents Exam. Accelerated students are expected to maintain an 85% average.

**272 Fundamentals of Algebra II**

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Full-year Course: 1 Unit  
 Prerequisite: Geometry & Algebra or Algebra IE  
 Final Exam: Local Final Exam

This course is designed for students who have successfully completed Algebra and Geometry. Topics include intermediate algebra, complex numbers, exponential and logarithmic functions, probability, statistics, and trigonometry. Students will take a local final exam at the end of this course.

**279 Pre-Calculus (MAT 104 and 106)**

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**College Algebra & Trigonometry (104)**  
**With Pre-Calculus (106)**

Full-year Course: 1 Unit (0.5 MAT 104, 0.5 MAT 106 )  
 Prerequisite: Algebra, Geometry, Alg II  
 Final Exam: CCC Final Exam

This course is designed for students who have successfully completed Algebra, Geometry, and Algebra 2 & Trigonometry, and have received passing grades on all three Regents Exams. It provides a background for further study in Mathematics at the college level. Math 104 requires a scientific calculator that does not have graphing capabilities & cannot simplify radicals. Recommendation is TI-30X, or a similar calculator.

College Algebra & Trigonometry: This course introduces the basics of trigonometry and reviews the basic properties of the complex number system. The concept of function is applied to algebraic, rational, exponential, logarithmic and trigonometric functions. Emphasis on applications of trigonometry to right and oblique triangles and vectors.

Pre-Calculus: Completes the study of algebraic and trigonometric skills necessary for successful study of calculus. Trigonometric functions and identities are applied to analytic geometry. Systems of equations and inequalities are solved using algebraic, graphical and matrix/determinant methods. Theory of equations including remainder, factor, and De Moivre's theorem



are used to study and help in graphing of equations. Introduces series and sequences (arithmetic and geometric), the binomial theorem.

**\*Students enrolled in this course who meet the Cayuga Community College enrollment requirements may be eligible for college credit, (6 credits) in their Math 104 & 106 course, depending on their course grade.**

## 290 **Advanced Placement: Calculus (108)**

Full-year Course: 1 Unit, 4 Credits

Prerequisite: Pre-Calculus

Final Exam: CCC Final Exam & AP



This course is open to all seniors who have been accelerated in Math and have successfully completed Pre-Calculus. The course is similar to a first-semester college calculus course. The AP exam is given in May and based on the score earned, the student may be eligible for college credit. The AP exam is a course requirement and the student must pay for the exam.

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

This course is designed for students planning to major in Math, Science or any curriculum with a Math requirement OR for those students who would like to complete their college Math requirement at the high school level. The course includes a lab period.

Students enrolled in this course will have the opportunity to receive credit from Cayuga Community College, pending approval by the Cayuga Community College. Students who pass the class, and have received a passing grade on the CCC, can accumulate college credits that will transfer to many colleges and universities.

## 281 **Business Mathematics**

Full-year Course: 1 Unit

Prerequisite: None

Final Exam: Local Final Exam

This full-year course is a specialized course for students who have successfully passed Algebra I Regents Exam. The course will conform to the Commencement Level Mathematics Standards. Students will earn one (1) unit of Mathematics or business credit. All Mathematical topic areas will use applied academic applications from all career areas. Topics include loans, annuities, fundamentals of investing, real estate, taxes, banking, salary, purchasing and pricing merchandise as well as international business. Students will also use calculators and computers for solving many of the problems.

### **Introduction to Geometry**

Full-year Course: 1 Unit

Prerequisite: Algebra or Algebra Part 2

Final Exam: Local Exam

Introduction to Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

## MUSIC DEPARTMENT

Courses	Units Earned
Concert Band	<b>1.00 Unit</b>
Jazz Band	<b>0.50 Unit</b>
Chamber Singers	<b>0.50 Unit</b>
Vocal Jazz Ensemble	<b>0.50 Unit</b>
Varsity Chorus	<b>1.00 Unit</b>
Applied Music Study	<b>0.50 Unit</b>
Music Theatre	<b>0.50 Unit</b>
Music Theory *FLCC Gemini Course*	<b>1.00 Unit, 6 Total Credits</b>

### REQUIREMENTS FOR A 5-UNIT SEQUENCE IN MUSIC

#### ALL 3.5 UNITS OF ENSEMBLE



#### PLUS ALL 1.5 UNITS OF COURSE WORK



#### 740 Concert Band

Full-year Course: 1 Unit  
 Prerequisite: None  
 Open to students in Gr. 9-12, instrumental experience

Instrumental group performance with an emphasis placed on group tone quality, technique, intonation, balance and musicality. Mandatory group performances and occasional trips as an organization will take place throughout the year. Participation in class is equal to 20% of the overall band grade. Preparation for class is equal to 20% of the overall band grade.

Performances may include at least four evening concerts, band pageant, parades, graduation, and an annual spring trip to an evaluation festival. Performances are equal to 30% of the overall band grade.

Band members are automatically placed into a rotating schedule of small group lessons. Emphasis is placed on developing correct instrumental techniques and note reading abilities. Time is also spent preparing for individual performances at a spring adjudication festival, which is optional, but strongly encouraged. Lesson activities are equal to 30% of the overall band grade.

#### 742 Jazz Band

Full-year Course: 0.5 Unit  
 Prerequisite: Concert Band Member

Piano, bass and guitar students are at the discretion of the director, as they are not typical instruments in the Concert Band. Performance oriented with emphasis on tone quality, tone production, improvisation, rhythm accuracy, blend, balance and ensemble playing as related to the jazz and swing idioms. Participation in the band lesson program is required. Participation in class is equal to 20% of the overall jazz band grade. Preparation for class is equal to 20% of the overall band grade.

The jazz group is scheduled to meet 10th period on "B" days. Rehearsals will count for 30% of the overall jazz band grade.

Performances may include at least three evening concerts, band pageant, and an annual spring trip to an evaluation festival. Performances are equal to 30% of the grade. Students who are on the 10<sup>th</sup> period for academic courses are required to attend the academic 10<sup>th</sup> period unless it is Jazz Band preference, unless other arrangements can be made with both teachers. **This credit-bearing course is not calculated into the rank.**



**723 Chamber Singers**

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Full-year Course: 0.5 Unit

Prerequisite: Membership in Varsity Chorus,

Audition Required

Open to students in grades 9-12

Audition to evaluate tone quality, musical experience level, sight reading ability. Limited to a maximum of 25 singers.

Performance oriented select vocal ensemble, focusing on choral singing at the highest level. Repertoire is primarily a cappella, and is drawn from all periods of music history, including many contemporary choral compositions.

Members must agree to regular lesson attendance, a heavy performance schedule and rehearsals. The group is scheduled to meet 10<sup>th</sup> period on "A" days. Members (except freshmen) are encouraged to perform a NYSSMA All-State audition at the end of the year.

Rehearsal participation = 30% of grade. Individual Preparation = 30% of grade. Performance Participation = 40% of grade. Students who are on the 10<sup>th</sup> period for academic courses are required to attend the academic 10<sup>th</sup> period unless it is Chamber Singers preference, unless other arrangements can be made with both teachers. **This credit bearing course is not calculated into the rank.**

**724 Vocal Jazz Ensemble**

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Full-year Course: 0.5 Unit

Prerequisite: Membership in Varsity Chorus,

Audition Required

Open to students in grades 9-12

Rigorous audition to evaluate tone quality, stylistic awareness, musical experience level, sight reading ability. Limited to a maximum of 16 singers.

Performance-oriented select vocal ensemble, exploring the entire range of vocal jazz repertoire, both solo and ensemble. Considerable emphasis is given to soloing, including scat singing.

Members must agree to regular lesson attendance, a heavy performance schedule and rehearsals outside the school day. Members (except freshmen) are expected to perform a NYSSMA All-State Vocal Jazz Ensemble audition at the end of the year. Rehearsal participation = 30% of grade. Individual Preparation = 30% of grade. Performance Participation = 40% of grade. **This credit bearing course is not calculated into the rank. \*Not offered**

**731 Varsity Chorus**

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Full-year Course: 1 Unit

Prerequisite: None

Open to students in grades 9-12

Choral singing with attention to diction, tone production, tone quality, phrasing, blend and balance. At least four mandatory evening concerts each year. Occasional field trips and overnight trips. Participation in solo and major organization festivals and competitions is encouraged. Chorus members are automatically included in weekly small group and individual lesson program.

Varsity Chorus members are automatically put into a rotating schedule of small-group lessons. Emphasis is placed on developing correct vocal techniques and note reading abilities. Time is also spent on choral music and preparing for spring adjudication festivals. Lesson attendance does affect the overall chorus grade.

**743 Applied Music Study**

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Full-year Course: 0.5 Unit

Prerequisite: Department Approval

Students may receive credit for independent music study that occurs from a private instructor, providing the application for approval is completed and submitted to the Music Department Chairperson and building principal prior to requesting credit. Piano lessons or voice lessons are examples of private instruction through this course. The school district reserves the right to approve or not approve the application/private music instructor.

**720 Music Theatre**

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Half-year Course: 0.5 Unit

Prerequisite: None

Open to students in grades 9-12

A historical survey of the evolution of the American Broadway musical as well as basic stagecraft, acting and technical theatre.

The course traces the development of the Broadway musical from late 19th century operettas to contemporary productions from London to New York. Acting includes reading scenes and studying songs from shows under study. Stagecraft and technical theatre includes basic study of lighting, set design and construction, costume design, etc. **This credit bearing course is not calculated into the rank.**



**719 Music Theory \*\*FLCC Gemini Course\*\***

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Full-year Course: 1 Unit, 6 Credits  
 (3 Credits- MUS 100, 3 Credits- MUS 105)  
 Prerequisite: Chorus, Band or private study background strongly recommended, but not required.  
 Open to students in grades 9-12

Exploration of music as a written language, with additional emphasis developing aural and rudimentary keyboard skills. Enrollment and student interest will be used to determine whether this course will be offered annually, or every other year.

Semester I: Music Appreciation (MUS 100)

A Course for the general interest student, the intent of which is to heighten the student's awareness of the place of music in our culture and enhance his or her enjoyment of the art form itself.

Semester II: Basic Musicianship (MUS 105)

Study of scales, intervals, key signatures, meters, rhythmic reading, and chords.

## Course Outline:

1. Basic physical properties of sound
2. Rhythmic notation
  - a. Meter
  - b. Note and Rest values
3. Melodic notation
  - a. Clefs
  - b. Note reading
  - c. Scales - major, minor, modes
4. Key Signatures
5. Intervals
6. Chord construction and usage
7. Ear Training
8. Functional keyboard skills
9. Basic composition

## HEALTH & PHYSICAL EDUCATION DEPARTMENT

Courses	Units Earned
PE 9	<b>0.50 Unit</b>
PE 10	<b>0.50 Unit</b>
PE 11	<b>0.50 Unit</b>
PE 12	<b>0.50 Unit</b>
Health	<b>1.0 Unit</b>
Gemini Health	<b>1.0 Unit</b> <b>(3 FLCC Credits)</b>
Stress Reduction Through Exercise	<b>0.25 Unit</b> <b>(2 FLCC Credits)</b>
Basic Weight Training	<b>0.25 Unit</b> <b>(1 FLCC Credits)</b>

**Curriculum:** The outline of Mynderse Academy Health and Physical Education curriculum has been developed to meet the New York State Learning Standards, National Learning Standards, the Mental Health Benchmarks and will continue to grow and develop to meet the ever-growing needs of today's students.

### Physical Education Course:

- The major emphasis of the Physical Education Program at Mynderse Academy is the preparation and development of students to lead healthy, physically active lifestyles for a lifetime. At the High School level, instruction in traditional team and individual sports is continued with an increased emphasis on lifetime sports and activities.
- Numerical grades are given in Physical Education classes. These grades are a part of the student's overall Grade Point Average (GPA) and rankings.
- Students are required to have the proper dress clothes for Physical Education, which must be approved by the instructor for safety issues. Students are encouraged to wear clothing appropriate for physical activity. Proper footwear is mandatory.
- In accordance with NYSED bylaws and eligibility standards, students who do not dress out for class or do not participate in Physical Education class without proper documentation will not be allowed to participate in any interscholastic practices or competitions for that particular day.
- In accordance with the school district's Dress Code Policy, for safety purposes, all jewelry which is considered unsafe (i.e. hoop earrings, dangling necklaces, watches, bracelets, rings, etc.) must be removed before participating in any Physical Education activity.
- Students are required to complete the Presidential Physical Fitness Test in the fall and in the spring.

- Modification to participate in Physical Education due to illness or injury requires written documentation from the attending physician. The form appears on page 42. Students may obtain a one day excuse from participating in physical education due to injury or illness at the discretion of the school nurse. **Students may be required to complete a written assignment for any classes that are missed. If the student will miss more than one week of physical education class, students may be required to complete a written assignment (2 to 3 page paper packet) that pertains to the unit that is being taught.**

### New York State Learning Standards for Health & Physical Education

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**Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

**Standard 3:** Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** Exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

**Standard 6:** Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

### National Learning Standards Physical Education

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**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## PE 164 Stress Reduction Through Exercise

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Half-year Course: .25 Unit (2 FLCC Credits)

Prerequisite: Grade 10,11 ,12 Students

Final Exam: Local Final Exam

This course will explore the many ways that stress affects us both physically and emotionally. Stress management techniques taught include meditation, progressive relaxation, autogenic and others. Exercise is a regular part of each class. No pre-requisites required.

### Student Learning Outcomes:

#### The student will:

1. Identify and understand the signs and symptoms of stress.
2. Distinguish methods to control and/or reduce stress in their daily life.
3. Develop coping skills that will enable the student to control his/her level of stress.
4. Apply stress management techniques.

### Types of Course Materials:

Textbook, Notebook, Journal, Handouts

### Methods of Instruction (e.g. Lecture, Lab, Seminar ...):

Lecture, Discussions, Demonstrations, Physical participation in activities

The Physical Education Department believes each instructor should determine the grading system and evaluation methods that will be used in their section of the course. The methods of assessment must be communicated through the Course Outline that is given to the students the first week of the semester. Possible assessment methods include: quizzes, tests, collected assignments, group activities and demonstration of skills and performance. Such assessments and related assignments will develop critical thinking techniques and reading, along with developing ethics and values regarding an appreciation of lifetime physical wellness.

### General Outline of Topics Covered:

A. Lecture: Stress, Eustress, Distress, Fight or Flight, Negative Coping Techniques, Journal Writing, Communication, Social Support, Nutrition, Sleep, Time Management, Spirituality, Comic Relief, Positive Affirmations

B. Relaxation Techniques: Deep Breathing, Muscle Relaxation, Visualization, Meditation, Autogenic Training, Yoga, Tai Chi, Comic Relief, Music Therapy, Affirmations

C. Exercises: Walking, Jogging, Hiking, Pilates, Tai-Chi, Yoga, Aerobic (Cardio Machines), Anaerobic (Circuit Weight Training), Recreational Games

## HPE 212 Gemini Health

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Full year Course: 1 Unit (3 FLCC Credits)

Prerequisite: Grade 10, 11, 12 Students

Final Exam: Local Final Exam

### Course Description (including any recommended pre-requisite knowledge or course):

Focus on lifestyle factors and their relationships to well-being, behaviors, and disease. Health content areas, defined by NYS Education Department, are explored. Topics include: health & wellness, stress management, nutrition, social media. Teen Mental Health First Aid, drug use and abuse, family life education, communication skills for productive relationships, training in child abuse recognition and reporting, and Safe Schools Against Violence in Education Legislation Certification

### Evaluation of Course (exams and effectiveness of course):

Possible assessment methods include: quizzes, tests, research & presentations, collected assignments, group activities and demonstration of skills and performance. Such assessments and related assignments will develop critical thinking techniques and reading, along with developing ethics and values regarding an appreciation of lifetime wellness.

**015 Health Course**

Full-year Course: 1 Unit

Prerequisite: Grade 10,11 ,12 Students

Final Exam: Local Final Exam

Health education is a full year course focusing more on a skills-driven approach than content-driven. The following skills will be incorporated into the content areas listed:

**Skills**

**Self-Management:** Overall personal health skill that enables the student to assess and analyze one's current health and safety status, apply appropriate knowledge and skills, monitor, evaluate and adjust one's behavior to enhance personal health and safety.

**Communication:** This skill is comprised of multiple sub skills enabling the student to listen, understand and express oneself in respectful, safe and health enhancing ways. This includes verbal, non-verbal, assertiveness, refusal, negotiating and conflict management.

**Stress-Management:** Enable the student to identify stressors in their life and finding health enhancing plans to accomplish these goals.

**Health & Wellness** Stress management, social media, Teen Mental Health First Aid

**Relationship Management:** Enable the student to apply interpersonal and intra-personal strategies and skills to enhance personal, family and community health.

**Content Areas**

**Family Life Education:** Includes parenting; reproductive systems; teen pregnancy; abstinence; contraception; HIV/AIDS and STI's; relationship management. **Written parent permission must be submitted prior to this unit being taught.**

**Drugs/Alcohol/Tobacco:** A study of the effects legal and illegal drugs have on an individual, family and society in terms physical, social, medical and economic and an exploration of methods which are or might be employed to control the problem.

**Nutrition:** An overview of nutrients, a variety of diets to include vegetarian, vegan and plant-based.

**PE 117 Basic Weight Training**

Half-year Course: .25 Unit (1 FLCC Credits)

Prerequisite: Grade 10,11 ,12 Students

Final Exam: Local Final Exam

This course will explore basic techniques of weight training, focusing on the various exercises applied in a weight training program, demonstration of proper technique, and development of an overview of a comprehensive training program. No prerequisites.

**Student Learning Outcomes:****The student will:**

1. Identify the wellness benefits of a weight training program and the life-long importance of physical fitness.
2. Identify and execute basic components of a weight training program.
3. Implement a schedule of workouts, evaluate results and modify training program.
4. Demonstrate a knowledge regarding muscular strength, muscular endurance and body composition.
5. Demonstrate correct techniques utilizing both free weights and commercial strength machines.
6. Apply proper safety procedures in a fitness center environment.

**College Learning Outcomes Addressed by the Course:**

Writing, computer literacy, oral communications, ethics/values, reading citizenship, mathematics, global concerns, critical thinking, information resources

**Types of Course Materials:**

Instructor handouts and fitness charts/folders.

The Physical Education department believes each instructor should determine the grading system and evaluation methods that will be used in their section of the course. The methods of assessment must be communicated through the Course Outline that is given to the students the first week of the semester. Possible assessment methods include: quizzes, tests, collected assignments, group activities, demonstration of weight training techniques and performance of specific fitness activities. Such assessments and related assignments will develop critical thinking techniques, reading, along with developing ethics and values regarding an appreciation of lifetime physical fitness.

**General Outline of Topics Covered:**

1. Safe weight training techniques
2. Life-long wellness benefits
3. Components of a weight training program
4. Schedule of workouts and fitness log
5. Muscular strength
6. Muscular endurance
7. Flexibility
8. Body composition
9. Free weights
10. Commercial strength equipment
11. Sets, repetitions and amount of weight

**PE Medical Forms:**

**Form that is sent to Doctors:**

To whom it may concern:

This letter is being sent to request your help so that we can modify the High School Physical Education program of one of your patients. It is the desire of the Seneca Falls Central School District to ensure that all high school students receive credit for participation in physical education. One of our current students, \_\_\_\_\_ has recently brought us a medical excuse for physical education class. We have attached a form requesting any specific information that you can provide regarding what activities, if any \_\_\_\_\_ may be able to participate in. This information will allow us to create a modified and appropriate physical education program until \_\_\_\_\_ is able to participate in physical education without restrictions.

Please note that this letter and the attached form are accompanied by a parent permission sheet allowing us to request this information. Please fax the attached form to 315-712-0523. If you have any questions please feel free to call the high school office at 315-568-5500.

Sincerely,  
Kim Hendy

PE Department Chair, Seneca Falls Central Schools

**Parents' permission Form for Doctors:**

I \_\_\_\_\_ give my permission for the Seneca Falls Central School District to contact my child's doctor: \_\_\_\_\_ to request information that would allow them to modify (Child's Name) \_\_\_\_\_ physical education program appropriately.

Name (please print) \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SCIENCE DEPARTMENT

Course	Units Earned
Physical Setting/Earth Science	1.00 Unit
Living Environment/Biology	1.00 Unit
Physical Setting/Chemistry	1.00 Unit
Physical Setting/Physics	1.00 Unit
General Science	1.00 Unit
Forensics	1.00 Unit

College Credit Courses	Units/Credits Earned
College Physics I (PHY 118) **FLCC Gemini	0.50 Unit + 4 FLCC Credits
College Physics II (PHY 119) **FLCC Gemini	0.50 Unit + 4 FLCC Credits
General Biology I (BIO 121) **FLCC Gemini	0.50 Unit + 4 FLCC Credits
General Biology II (BIO 122) **FLCC Gemini	0.50 Unit + 4 FLCC Credits
Introduction to Astronomy (SCI 151) **FLCC Gemini	0.50 Unit + 4 FLCC Credits
Advanced Placement Chemistry (CHM 121)** FLCC	0.50 Unit + 4 FLCC Credits
Advanced Placement Chemistry (CHM 122)** FLCC Gemini	0.50 Unit + 4 FLCC Credits
Biology 110 Anatomy & Physiology **Northeast College	1.00 Units + 4 Northeast College Credits
Introduction to Engineering Design (Project Lead the Way)	1.00 Unit + 3 RIT College Credits

Curriculum reform in NYS has resulted in the creation of seven Learning Standards Documents. All students in high school will be required to take and pass a minimum of three Science courses, (grade of 65% or greater), to graduate from a high school in New York State. These State Assessments consist of multiple choice questions, short answer questions, real life scenarios/short answer questions, and laboratory performance questions. Please see Graduation Requirements Section for further information regarding required State Assessment scores.

Note: To attain credit in Physical Setting Earth Science, Chemistry, Physics and Living Environment Biology, all students must meet the NYS prerequisite of a minimum of 1200 minutes of lab experiences and successful completion of those lab write-ups. **Any student missing or failing 5 labs will have his/her status reviewed by the instructor and administrator evaluated to determine if the student will remain in the course or be removed with credit denied. If the student is removed from the course, he/she will not be eligible to attend summer school for that course and have to repeat it the next school year. This may result in graduation being delayed one year.** Students are expected to purchase a review book. These will be made available in the school bookstore.

### Transfer Students

Students transferring in will need to provide documentation of completed lab work. Failure to provide this documentation may result in the student being required to complete additional laboratory exercises, or be eligible for "non-Regents credit only".

In addition, all Science students are responsible for meeting the NYS lab requirements as outlined in the teacher's written course expectations, in order to be permitted to write the Regents exam.\* **Failure to meet this lab criteria may result in the student being removed from the course and having to repeat it in its entirety during the next school year. If the student is removed from the course for violating the lab requirement, he/she is not eligible to take the course in summer school.**

\*Written teacher expectations will be provided to and gone over with the student upon enrollment.

### PATHWAY TO REGENTS, ADVANCED REGENTS AND LOCAL DIPLOMA

*(Traditional Pathways below. See School Counselor for additional options)*

8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Earth Science	Living Environment	Regents Chemistry	Regents or FLCC Physics	AP Chemistry FLCC Biology FLCC Astronomy
Earth Science	Living Environment	Regents Chemistry or Regents Physics	FLCC Chemistry FLCC Physics FLCC Biology FLCC Astronomy	FLCC Chemistry FLCC Physics FLCC Biology FLCC Astronomy
8 <sup>th</sup> Grade Science	Earth Science	Living Environment	Regents Chemistry	Regents Physics
8 <sup>th</sup> Grade Science	Earth Science	Living Environment	Regents Chemistry or Physics or Forensics	AP Chemistry* FLCC Physics FLCC Biology FLCC Astronomy
8 <sup>th</sup> Grade Science	Earth Science	Living Environment	General Science Forensics	Regents Chemistry or Physics

**391 Physical Setting/ Earth Science**

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Full-year Course: 1 Unit  
 Prerequisite: Science 8  
 Final Exam: Regents Exam

Earth Science is a full year Regents course that meets 7 or 8 times per week with many periods devoted to laboratory investigations. Following a problem-solving approach, students observe several natural phenomena, manipulate equipment and ideas, record and interpret data, apply Mathematical skills, communicate, and make inferences and conclusions.

A lab performance grade, short answer questions, and multiple-choice questions make up the Final Exam grade. The Regents counts as the Final Exam and is 20% of the Final Average.

The nine core areas include: Dimensions of the Earth, Minerals and Rocks, the Dynamic Crust, Surface Processes and Landscapes, Earth's History, the Atmosphere, Water Cycle and Climate, the Earth in Space, and Environmental Awareness. These are supplemented by a few extended topics (glaciers and earthquakes).

**361 Living Environment/Biology**

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Full-year Course: 1 Unit  
 Prerequisite: Science 8  
 Final Exam: Regents Exam

Regents Biology is a full year course governed by the New York State Core Curriculum for the Living Environment. The class meets for 7 or 8 periods each week, with at least two of these periods spent in the lab. Topics include: similarities & differences among living things, homeostasis in organisms, reproduction and development, genetic continuity, evolution, and ecology. In addition to the New York State lab requirement, Biology students must satisfactorily complete **four** state mandated laboratory exercises.

**371 Physical Setting/Chemistry**

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Full-year Course: 1 Unit  
 Prerequisite: Earth Science, Biology, Algebra I  
 Final Exam: Regents Exam

Chemistry is a full year course open to those students in grades 11 and 12 who have been successful in previous academic science courses.. Approximately two periods per week are required for laboratory work. There is a lab requirement that must be met to participate in the Regents exam.

Topics included in this course are: Atomic Concepts, Periodic Table, Moles/Stoichiometry, Chemical Bonding, Physical Behavior of Matter, Kinetics/Equilibrium,

Organic Chemistry, Oxidation Reduction, Acids, Bases, and Salts, and Nuclear Chemistry

**381 Physical Setting/Physics**

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Full-year Course: 1.0 Unit  
 Prerequisite: Earth Science, Biology, Algebra I  
 Corequisite: Geometry  
 Final Exam: Regents Exam

Regents Physics is a full year course designed to introduce students to the study of forces that help shape the universe around us. Topics include Newtonian Mechanics, Energy and Work, Electricity and Magnetism, Waves and the Electromagnetic Spectrum, and Modern Physics. The class meets every day and has an attached lab period which meets every other day (7 or 8 class periods per week).

Students who have had success in previous Science courses are encouraged to take Physics. Some Mathematical background is required (see prerequisite & corequisite).

Students will be required to complete all labs and take the NYS Regents examination at the end of the year.

**PHY 118 & 119 College Physics I & II –Gemini Physics**

Full-year Course: 1.0 Unit  
 Prerequisite: Earth Science, Biology, Algebra I, Geometry, Algebra II  
 FLCC Gemini-8 Credits: PHY 118 (4), PHY 119 (4)  
 Final Exam: Regents Exam; Student Option for AP

College Physics I focuses on the topics of motion in 1 & 2 dimensions; Newton's Laws and applications; Conservation Laws including momentum, Energy, and work; rotational motion; equilibrium; and elasticity. This course is at the mathematical level of intermediate algebra and trigonometry. College Physics II focuses on the topics of Oscillations and wave motion; optics; electricity and magnetism; and Fluids and thermal properties of matter. This course is at the mathematical level of intermediate Algebra II. These courses require students to have received an 80% or higher in Algebra II.

Students will be required to complete all labs and take the NYS Regents examination at the end of the year.

**383 Advanced Placement (AP) Physics 1**

Full-year Course: 1 Unit

Prerequisite: Earth Science & Biology

Final Exam: Regents Exam;

CCC Exam



All students who take the AP course must write the AP exam given in May. The cost of the exam must be paid by the student.

AP Physics is a rigorous course that requires entering students to have mastered certain skills and background information. The course is the equivalent of a college level introductory course in that is Algebra-based Physics. Topics include Kinematics, Dynamics, Circular Motion and Gravitation, Energy, Momentum, Simple Harmonic Motion, Torque/Rotation Motion, Electricity, Mechanical Waves and Sound. The class meets every day and has an attached lab period which meets every other day (7 or 8 class periods per week).

Students enrolled in this course will have the opportunity to receive credit from Cayuga Community College, pending approval by the Cayuga Community College. Students who pass the class, and have received a passing grade on the CCC, can accumulate college credits that will transfer to many colleges and universities

The following is a list of courses and ability levels recommended before a student will be considered for participation in the course:

- ◆ Successful completion of Physical Setting/Earth Science with an average of at least 85.
- ◆ Successful completion of Living Environment/Biology with an average of at least 85.
- ◆ Successful completion of Physical Setting/Chemistry with an average of at least 85.
- ◆ Successful completion of all previous Math courses with an average of at least 85.
- ◆ Demonstration of competence in reading and understanding the technical writing (to be determined through recommendation of the English department).
- ◆ Successful completion of all assigned summer work.

Applicant's qualifications will also be reviewed by the Science department for the purpose of determining the applicant's willingness to meet the AP Physics course's academic challenges.

*\*Not currently offered*

**363 Advanced Placement Biology**

Full-year Course: 1 Unit

Prerequisite: Earth Sci, Biology, Chemistry

Final Exam: CCC Final Exam with AP

Option



AP Biology is an extremely challenging course that requires students to have an aptitude for inquisitive scientific thought and the ability to understand some very complex concepts. Students must also possess the motivation needed to devote a considerable amount of time to the course. Possibly the most important lesson a student should learn in AP Biology is how to be successful in a college course. There are, of course, other benefits such as the possibility of earning up to 8 college credit hours (that is the equivalent of 2 college Science classes and the labs that go with them).

AP Biology is designed to be comparable, in both scope and rigor, to an introductory level Biology course that would be taken by a college Biology major. We use the same text book that is used by freshman Biology students at Cornell University and we cover the vast majority of that text.

Students enrolled in this course will have the opportunity to receive credit for Biological Principles 103 and 104 from Cayuga Community College, pending approval by the Cayuga Community College.

There are several prerequisites required for acceptance into the class and for continued participation as follows:

1. It is recommended that students must achieve a regents exam score of at least 85 in Earth Science and Biology and an 80 on the Chemistry exam in order to be accepted into AP Biology class.
2. Students must maintain at least a 78 average in AP Biology to remain in the class. The rationale for this requirement is that, generally speaking, that is the numerical equivalent of a C+ which is often the lowest grade that will receive transfer credit from a community college to a State University College.
3. Students must demonstrate, to the instructor, the proper level of effort during the course of the year. This effort will be based on class participation, completion of homework assigned and especially the student's willingness and ability to take advantage of the test make-up program. The pace of the course is so rapid that success in the course and on the AP exam is unlikely if the make-up program is not adhered to.

Student progress will be assessed at the end of each 10 week marking period. All students who take AP Biology are required to take the AP exam which is offered in



May. Failure to adhere to these prerequisites may result in the student being removed from the class.

*\*Not currently offered*

### **SCI 151 Introduction to Astronomy**

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Full-year Course: 0.5 Unit, FLCC Gemini-3 Credits

Prerequisite: Chemistry Recommended

Final Exam: Local Final Exam

A survey of the mechanics of the solar system as they are interpreted by current astronomers. This course includes study of motions of the earth, time and concepts and determination, planetary motions and characteristics, and general structure of the solar system as it appears to be at the present time.

*\*Not currently offered*

### **BIO 121 & 122 General Biology I & II –Gemini Biology**

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Full-year Course: 1.0 Unit

FLCC Gemini-8 Credits: BIO 121 (4), BIO 122 (4)

Prerequisite: Earth Science, Biology, Chemistry-Strongly Recommended

Final Exam: Local Final Exam, Student Option for AP

General Biology 121 focuses on the basic principles of biology including an in depth study of photosynthesis, respiration, levels of cellular complexity, genetics and evolution. General Biology 122 is a continuation of General Biology 121 therefore General Biology 121 is a prerequisite for admittance to General Biology 122. Evolutionary concepts and taxonomy will be studied (in 122) with emphasis on anatomical and physiological adaptations, life history and the ecology of representative organisms.

The academic rigor of both courses will be set high enough such that a proficient student will have the foundation necessary to enter a pre-med university track. Students should expect to spend twice as much time out of class preparing for class as is spent in class. Students who successfully complete the course (average of C+) will earn 3 transferable college lecture credit hours and 1 transferable college lab credit hour for each course. The lab work is diverse and includes biochemical labs and numerous dissections.

### **03102 Advanced Placement Chemistry**

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Full-Year Course: 1.0 Unit

FLCC Gemini-8 CHEM 121 (4) CHEM 122 (4)

Prerequisite: Regents Chemistry

Final Exam: FLCC Exam & AP exam

This full-year course is designed to support both the FLCC Gemini Chemistry 121 and 122 curriculum as well as cover all content necessary for students to be prepared to take the AP Exam in Chemistry. Students are required to have successfully completed Regents Chemistry prior to enrolling in this course. The first semester covers topics including atomic structure, the periodic table, chemical calculation, classification of reactions, nomenclature, kinetic theory of gases, ionic and covalent bonding, liquids and intermolecular forces. The second semester covers topics including electronic structure, bonding theory, solutions, kinetics, equilibrium, acid-base chemistry, thermochemistry, thermodynamics, solids, electrochemistry, and coordination chemistry. Organic and biochemistry and nuclear chemistry will be covered following the AP Exam. Achieving a C or better in CHEM 121 is a pre-requisite for enrolling in CHEM 122. The cost of the AP exam is to be paid for by the student. *\*Not currently offered.*

### **372 General Science**

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Full-year Course: 1.0 Unit

Final Exam: Local Exam

Integrated Physical Science is an inquiry-based, hands-on approach to Science, which is taught in an emphasis on activities and projects. This survey course of the Physical Sciences correlates with the New York State Learning Standards and selected sections from Physical Science Core Curricula. This course will meet the NYS requirements as one of the three (3) units required for graduation. Enrollment in this course will be for students who do not meet the Math requirements for Chemistry and Physics and is not open to all students who need to satisfy their third unit Science requirements of science.

### **Forensics**

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Full-year Course: 1.0 Unit

Final Exam: Local Exam

Recent advances in scientific methods and principles have had an enormous impact upon 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 upon understanding the science behind the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, hair analysis, DNA processing, drug chemistry and toxicology, paints, and fingerprints, among others. **Parental permission is required to take this course. Mature content will be presented.**

**03053 NEC Biology 110 Anatomy & Physiology**

Full-year Course: 1.0 Unit  
 Northeast College: 4 Credits  
 Prerequisite: Earth Science & Biology  
 Final Exam: Local exam

This course provides an overview of the foundational concepts of human anatomy and physiology. Students investigate relationships between form and function. Major concepts include anatomical terminology, basic biochemistry, cells and tissues, skeletal, muscular, nervous, endocrine, cardiovascular, immune, respiratory, digestive and urinary systems. An introduction to common human disease processes is included.

**Chem 121 & 122–Gemini Chemistry**

Full-Year Course: 1.0 Unit  
 FLCC Gemini-8 Credits: CHEM 121 (4) CHEM 122 (4)  
 Prerequisite: Regents Chemistry  
 Final Exam: FLCC Exam

This full-year course is designed to support the FLCC Gemini Chemistry 121 and 122 curriculum. Students are required to have successfully completed Regents Chemistry prior to enrolling in this course. The first semester covers topics including atomic structure, the periodic table, chemical calculation, classification of reactions, nomenclature, kinetic theory of gases, ionic and covalent bonding, liquids, and intermolecular forces. The second semester covers topics including electronic structure, bonding theory, solutions, kinetics, equilibrium, acid-base chemistry, thermochemistry, thermodynamics, solids, electrochemistry, coordination chemistry, organic and nuclear chemistry. Achieving a C or better in CHEM 121 is a prerequisite for enrolling in CHEM 122.

**PLTW (Project Lead The Way)****Introduction into Engineering and Design (IED)**

Full year Course: 1.0 Unit  
 Final Exam: PLTW Sponsored Exam

Introduction to Engineering Design (IED) is a high school engineering course in the PLTW Engineering Program. In IED, students explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.

Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assemblability and sustainability. Students develop skills in technical representation and documentation especially through 3D computer modeling using a Computer Aided Design (CAD) application. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process. Student-developed testing protocols drive decision-making and iterative design improvements. To inform design and problem solutions addressed in IED, students apply computational methods to inform design by developing algorithms, performing statistical analyses, and developing mathematical models. Students build competency in professional engineering practices including project management, peer review, and environmental impact analysis as part of a collaborative design team. Ethical issues related to professional practice and product development are also presented.

**Potential to earn RIT Credit applying to all PLTW courses:**

*End of course assessments are online exams. RIT requires that these students receive at least a 6 stanine score on the year-end exam (6=C; 7=B; 8 and 9 = A), and have a class average of 85% or higher. For the students meeting these criteria, RIT awards three semester credits for each of the courses. The cost of tuition is \$225 per course and paid for by the student.*

## SOCIAL STUDIES DEPARTMENT

Courses	Units Earned
Global History and Geography 9	<b>1.00 Unit</b>
Global History and Geography 10	<b>1.00 Unit</b>
US History and Government	<b>1.00 Unit</b>
Current Issues and Analysis	<b>1.00 Unit</b>
Psychology	<b>0.5 Units</b>
Sociology	<b>0.5 Units</b>
Social Studies Lab (AIS)	<b>0 Units</b>
Pre AP World History & Geography	<b>1.00 Unit</b>

College Credit Courses	Units/Credits Earned
Advanced Placement US History	<b>1.00 Unit + 6 FLCC Credits</b>
United States History I (HIS 110)	<b>0.50 Unit + 3 FLCC Credits</b>
United States History II (HIS 111)	<b>0.50 Unit + 3 FLCC Credits</b>
American Government (POL 100)	<b>0.50 Unit + 3 FLCC Credits</b>

All students will be placed in the appropriate New York State Regents class for Grades 9, 10 and 12. Prior to Grade 11, selected students will be recommended for the Advanced Placement US History and Government Class for their junior year. All other Juniors will take the regular Regents class.

### PATHWAY TO REGENTS, ADVANCED REGENTS AND LOCAL DIPLOMA



#### **151 Global History and Geography 9**

Full-year Course: 1 Unit  
Prerequisite: Social Studies 8  
Final Exam: Local Final Exam

Global History and Geography 9 is the foundation course required for high school graduation and preparation to the Global History 10 Regents Exam. Global History and Geography 9 begins with the Paleolithic Era and continues to a period of Global Interactions from approximately 1400 to 1750. Students must use a variety of skills (analysis, composition, and persuasion) in class. Students must successfully complete various assessments and standard based tests to receive course credit. NOTE: June 2019 was the first administration of the NEW Regents Exam in Global History and Geography 10 that is based on the Evidence-Centered Design. Students will be tested on the content only from the Global 10 course, however will be required to use skills, knowledge, and social studies practices from Global 9 to meet the new state requirement. NOTE: A student who does not pass this course will repeat Global History 9.

#### **161 Global History and Geography 10**

Full-year Course: 1 Unit  
Prerequisite: Global 9  
Final Exam: Regents Exam

Global History and Geography 10 is a continuation of Global History and Geography 9. Global History and Geography 10 begins with a snapshot of the world at 1750, incorporates the Enlightenment and Industrial Revolution, and continues to the present. The major political, economic, cultural, and geographic themes, eras, ideas, and developments are studied. Students must examine history, especially its content and thematic connections, and investigate the historical roots of the modern world. They must continue to use a variety of skills (analysis, composition, persuasion) to achieve an understanding of this portion of the course. In order to pass Global History and Geography 10, students must successfully complete the Regents exam. NOTE: June 2019 was the first administration of the NEW Regents Exam in Global History and Geography 10 that is based on the Evidence-Centered Design. Students will be tested on the content only from Global 10, however will be required to use skills, knowledge, and social studies practices from Global 9 to meet the new state

requirement. Please see specific graduation requirements listed in the beginning of the student handbook.

## **171 US History & Government**

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Full-year Course: 1 Unit  
Prerequisite: Global History  
Final Exam: Regents Exam

This course includes a thorough study of the Constitution and US Government and History. Geographic, economic, political, and social issues will be discussed as they relate to the chronological study of the US from the colonial period to the present. In order to pass US History and Government, students must successfully pass the Regents Exam. Please see specific graduation requirements listed in the beginning of the student handbook.

**Note: A student who does not pass this course will repeat US History and Government the next school year. They may not be able to “double – up” with Current Issues and Analysis by the end of the first semester they have a failing grade in either of the two courses.**

## **04104 Grade 11 - Advanced Placement US History**

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Full-year Course: 1 Unit + FLCC Gemini Credit (6)  
Prerequisite: Global History  
Final Exam: Regents Exam

This full-year course provides a college-level survey of United States History from 1607 to the present. Emphasis is placed on political, economic, social and cultural growth of the United States. Students taking the course must satisfactorily complete an extensive summer assignment prior to the start of the course in September.

Students will be accepted into the course based on student achievement recommendation of an 85% on the Global History Regents. Students will also need acceptable teacher recommendations from their Global 10 AND English 10 teachers.

**Students are required to take the internationally-administered Advanced Placement Exam in early May, and the Regents exam in US History and Government in June.** Depending upon the score earned on the AP exam, the college the student attends, and the field of study the student pursues, the student could receive up to 6 college credit hours from the mark the student receives on the AP exam. Students enrolled in APUSH will also enroll in FLCC's United States History I and II (upon successful completion will earn 6 Gemini Credits).

**Note:** This course is taken in lieu of the Regents course in US History and Government (course #171). In order to pass the AP Course, students must successfully complete the required course work and required performance-based activities. A passing grade on the U.S. History and

Government Regents is also required. The cost of the AP exam will be paid for by the student.

## **US History I and II (FLCC HIST 110 & 111)**

Full-year Course: 1 Unit + HIST 110 (3); HIST 111(3)  
Final Exam: Regents Exam

FLCC History 110: This course begins the exploration of the social, political, intellectual, and cultural development of America from 1500 to 1877, covering such topics as the first European settlements, the American Revolution, Age of Jefferson, Westward Expansion, Slavery and the Old South, the Civil War and Reconstruction. Students will be expected to complete several tests & quizzes, essay exams, and an assigned research paper or book review.

FLCC History 111: This course, the second half of the history of the United States sequence, continues the exploration of the social, political, intellectual, and cultural development of America from 1865 to the present, covering such topics as Industrialization, the Progressive Era, WWI, the Great Depression and the New Deal, World War II and America's rise as a world power, the Cold War, Vietnam, the Civil Rights movement, Watergate, the Reagan presidency, and the post-9/11 War on Terror. Students will be expected to complete several tests & quizzes, essay exams, and an assigned research paper or book review. **Upon successful completion students will earn 6 Gemini Credits. Department recommends prior successful completion of the Global History course & Regents exam.**

## **187 Grade 12 - Current Issues and Analysis**

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Full-year Course: 1 Unit  
Prerequisite: Global History/US History  
Final Exam: Local Final Exam

During this year-long course, which all seniors must successfully complete to graduate, emphasis is placed on the application of economic and political concepts to current issues. The study of government, macro-micro economics, and the application of consumer economics and skills that are vital for citizens in a modern democracy are the key components of this course. Students in CIA will have to complete numerous projects centered on economics and public policy topics as well as a traditional final exam.

**A midterm project and final project must be completed as a course requirement. Failure to do so will result in the student being ineligible for course credit.**

**American Government (FLCC POL 100)**

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Full-year Course: 0.5 Unit (Every other day),  
 (3 Gemini FLCC Credits)  
 Prerequisite: None  
 Final Exam: Final Exam

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

*\*Not currently offered*

**04254 Psychology**

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Half-year Course: 0.5 Unit  
 Prerequisite: None  
 Final Exam: Final Exam

This course is designed to provide an overview of the field of Psychology. Both basic research methodology as well as past and current research within various subject areas will help students explore the major theories of the field. This 20-week course will cover areas such as personality theories, mental disorders, intelligence and normal stress/coping. The goal of this course is to think consciously, deliberately and skillfully about human behavior. Priority for enrollment is given to junior and seniors.

**04258 Sociology**

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Half-year Course: 0.5 Unit  
 Prerequisite: None  
 Final Exam: Final Exam

This course is an introduction to sociology. It will serve to help students understand the systematic study of human relationships with emphasis on society, culture, social groups, social stratification and social deviance. Students will also examine modern social issues to help them navigate the world today. This class will guide students in developing a growth mindset as they interact with social norms and evolve as members of society. Priority will be given to juniors and seniors.

**04051 Pre-AP World History & Geography**

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Full-year Course: 1.0 Unit  
 Prerequisite: None  
 Final Exam: Local exam (Regents Exam & AP in 10<sup>th</sup> grade)

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and helps to prepare students for a range of AP history and social science coursework during high school, including AP World History and AP American History. Primary and secondary sources take center stage in the classroom, and students use the tools of the historian

and geographer to examine questions and build arguments. Students will be exposed to primary and secondary sources analysis, higher-order questioning, evidence-based writing, and academic conversation. This is a fast paced, writing intensive course, which will require considerable work outside of the classroom to be completed. Recommended freshman would take this course.

**Social Studies Lab (AIS)**

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NYS requires school districts to provide Academic Intervention Services in academic areas that include Social Studies. Social Studies Lab is a class designed to ensure that all students meet the minimum graduation requirements in the area of Social Studies. Students are selected for this lab based on academic performance on state assessments, final course average, parent recommendation and teacher recommendation.

The course will include a review of Social Studies course content, concepts and skills. It will also provide strategies and practice to improve study skills, test taking and organizational skills for all participants.

Note: This course is designed to provide extra help and improve the skill level of the student. Therefore, students who take this course will receive a grade based on a rubric that includes attendance, participation, preparedness and work ethic.

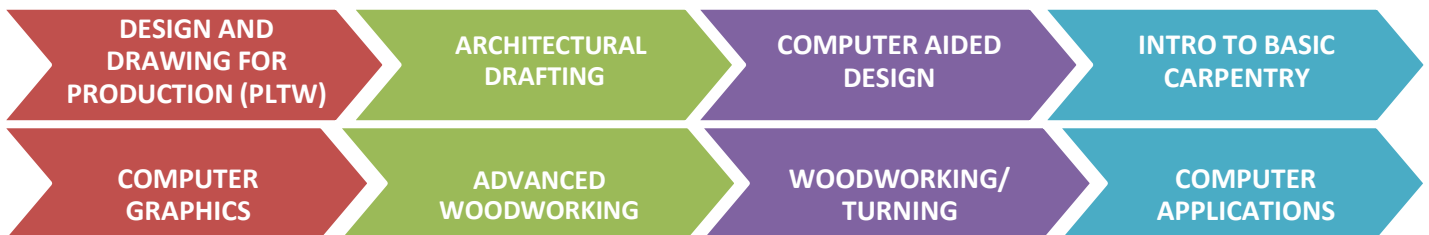
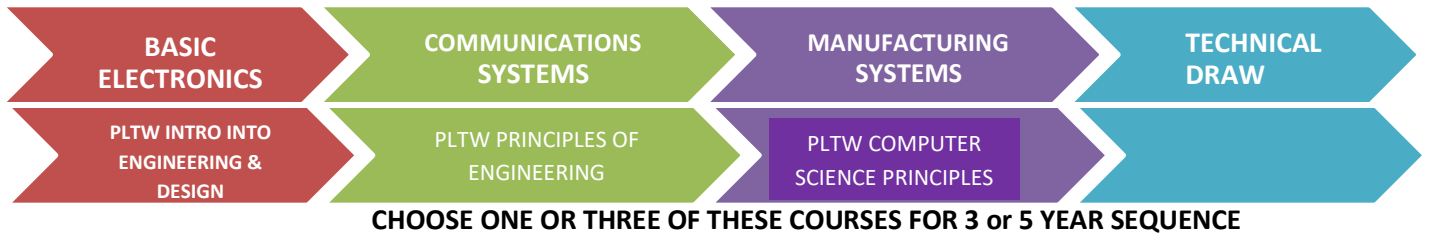
## TECHNOLOGY DEPARTMENT

Courses	Units Earned
Basic Electronics	<b>1.00 Unit</b>
Communications Systems	<b>0.50 Unit</b>
Design and Drawing for Production	<b>1.00 Unit</b>
Technical Drawing	<b>0.50 Unit</b>
Computer Applications/Web Design	<b>0.50 Unit</b>
Computer Graphics	<b>0.50 Unit</b>
Architectural Drafting	<b>0.50 Unit</b>
Computer Aided Drafting	<b>0.50 Unit</b>
Introduction to Basic Carpentry	<b>0.50 Unit</b>
Manufacturing Systems	<b>0.50 Unit</b>
Woodworking	<b>0.50 Unit</b>
Advanced Woodturning / Advanced Woodworking	<b>0.50 Unit</b>
Coding and Video Game Development	<b>1.00 Unit</b>
Digital Media Production	<b>1.00 Unit</b>
Computer Science Principles	<b>1.00 Unit</b>

- See PLTW course section for potential to earn 3 RIT College Credits per PLTW course based on criteria

Today's society demands a highly educated work force that is able to understand technology and make informed decisions. Mynderse Academy technology courses help you meet these demands. The courses will help explore your career interests and opportunities by using your ability to: problem-solve, think creatively, improve decision-making skills, become an informed and educated consumer, and much more. For students considering careers in technical professions, technology courses will provide you with more technical experiences for a head start on your competition.

### SUGGESTED/ELECTIVE COURSES



### New York Standards and Technology Courses

The standards for graduation that have been issued by New York require many different talents from you. The activities you do in the various classes are designed to give you the necessary experience and skills needed to successfully complete authentic assessments.

*Please note: Presently, the NY State Education has the following policy: "Students who take a sequence of at least five units in occupational education (Business, Family and Consumer Science, Technology, or vocational education), art, or music may substitute for a second language, a three-unit sequence in another subject area."*

**623 Basic Electronics**

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Full-year Course: 1.0 Unit  
 Prerequisite: None  
 Final Exam: Local Final Exam  
 (Required for Technology sequence)

Basic electronics is an exploration into electricity and circuitry with a heavy focus on prototyping with bread boarding and creating Printed Circuit Boards. Students will dive into logic gates to better understand how electronic chips work. Lastly, students will gain an understanding of how basic residential wiring works.

**611 Communications Systems**

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Half-year Course: 0.5 Unit, Offered Every Year  
 Prerequisite: None  
 Final Exam: Local Final Exam  
 (Required for Technology sequence)

Communications Systems will engage students in activities that include such things as: production of audio recordings using Garage Band, production and editing videos using iMovie, and editing digital photographs using Photoshop Elements. Students will also be creating presentations as well as exploring advanced techniques in PowerPoint.

**631 Technical Drawing**

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Half-year Course: 0.5 Unit, Offered Every Year  
 Prerequisite: None  
 Final Exam: Local Final Exam  
 (Required for Technology sequence)

Thinking about going to a technical college or into engineering, architecture, interior design, or machine related occupations, you really need this course. This course covers topics that will help eliminate many problems that could come up in college or on the job.

This course will show you the different types of drawing skills used in drafting. You are given the chance to discover and develop the basic skills of mechanical drafting. You will do freehand sketching, dimensioning, sectioning, multi-view drawings, and pictorial drawings. The major supplies you need will be loaned to you.

**302 Computer Applications/Web Design**

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Half-year Course: 0.5 Unit, Offered Every Year  
 Prerequisite: None  
 Final Exam: Local Final Exam

This course explores many software programs but focuses on two programs for college and career readiness: PowerPoint and Dreamweaver. Several presentations will be completed in PowerPoint, exploring advanced features of the program. Web pages and websites will be created in Dreamweaver, while you learn HTML, and use Flash to create interactivity. This course is highly recommended if students plan to go on to the computer graphics course. No prior experience is necessary to successfully complete this course.

**301 Computer Graphics**

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Half-year Course: 0.5 Unit, Offered Every Year  
 Prerequisite: Computer Applications highly recommend  
 Final Exam: Local Final Exam  
 (Required for Technology sequence)

In computer graphics, you will be mastering programs that allow the manipulation and creation of digital images and animations, primarily Adobe Photoshop Elements and Flash. You will be working with digital photography so you can take pictures, edit them and import them into graphic programs you will be using. The pictures you take will be manipulated, cropped, and adjusted for quality and other types of editing. We will also be repairing old paper photographs using computer technology. Other fun programs used include iMovie and Garage Band.

**633 Architectural Drafting**

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Half-year Course: 0.5 Unit, Offered Based on Enrollment  
 Prerequisite: None  
 Final Exam: Local Final Exam

If you are thinking about being an architect, an interior designer, a carpenter or just like to design things, take this course.

Architectural drafting is not like the other drawing courses. You will have two projects, one of which is to develop a residential structure of your own design.

You will be given the opportunity to develop your architectural talents through the design of this structure. You will develop floor plans, elevations, and pictorial drawings of your design. Using CAD will also be a big part of the course. (Required Supplies: A notebook or a folder with metal tabs, and other small items.)

**613 Computer Aided Drafting CAD**

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Half-year Course: 0.5 Unit, Offered Based on Enrollment  
 Prerequisite: Technical Drawing or DDP  
 Final Exam: Local Final Exam

More and more companies are using the computer to make the drawings you did using a drawing board and pencil. This course will show you why. You will not learn technical drawing in this class, but rather you will learn how to do what you did in technical drawing on the computer. No more erasing, no more dull pencil points, no more T-squares or triangles. The computer replaces all of these and the hours you spent doing in the drawings in DDP or technical drawing. (Required Supplies: a notebook or a folder with metal tabs)

**621 Introduction to Basic Carpentry/  
Residential Construction**

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Half-year Course: 0.5 Unit, Offered Based on Enrollment  
 Prerequisite: None  
 Final Exam: Local Final Exam

In this class, you will be doing some of the same jobs a carpenter does and then some. You will learn about such things as: plumbing, wiring, roofing, masonry work, surveying, methods of framing, etc. You will work on small individual project, such as: doing drywall, plumbing, masonry, framing, and a class project. The class project in the past has been a full size garden shed. If you think you might want to go to BOCES for carpentry or just have some fun pounding in nails, sign up because there is a limit to how many students can be in the class.

**612 Manufacturing Systems**

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Half-year Course: 0.5 Unit, (Req. for Tech sequence)  
 Prerequisite: None  
 Final Exam: Local Final Exam

In manufacturing systems course you will learn how to use woodworking machines, power tools, and hand- tools. You will do several small projects and exercises using these tools and then the class will mass-produce a project. For the past several years, the class has made compact wooden camp chairs. If time allows, you will design the project that will be manufactured using industrial assembly line, mass-production methods. You will also cast pewter rings, work with sand casting of metal, and do some slip casting of ceramic mugs. All these relate to real-life manufacturing processes.

**620 Woodworking**

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Half-year Course: 0.5 Unit, Offered Based on Enrollment  
 Prerequisite: None  
 Offered as General  
 School Credit

If you think you might want to be a carpenter, learn how to use tools or take a class that allows you to do something you can't do in any other class, this is the place to start. You will learn how to operate machines and power tools by making projects. This course is a good one to have if you want to take Residential Construction (Basic Carpentry) or Manufacturing Systems. (Required Supplies: a notebook or a folder with metal tabs.)

**Advanced Woodturning 1 & 2**

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Half-year Course: 0.5 Unit, Offered Based on Enrollment  
 Prerequisite: Woodworking Technology & Construction  
 Offered as General School Credit

If you think you might want to be a carpenter, learn Woodturning has become a very popular form of woodworking. This is a half year course that will give students the ability to create beautiful, one of a kind projects that can only be achieved through use of the lathe. This course is designed to give students who enjoyed woodturning to further their skills and creativity through a variety of woodturning methods.

**Advanced Woodworking Technology**

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Half-year Course: 0.5 Unit, Offered Based on Enrollment  
 Prerequisite: Woodworking Technology & Construction  
 Offered as General School Credit

This is a half year course that is designed for the student who is seriously interested in investigating opportunities in the woodworking industry. Students will explore the basics of cabinetwork through a series of activities that will result in an advanced level product (or series of products). Areas that will be covered include product design, aspects of cabinetwork and casework, assembly, finishing, lumber specifications, cost estimation, and careers in the woodworking industry.



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## **Design and Drawing for Production (DDP)**

Full year Course: 1.0 Unit

Prerequisite: None

Final Exam: Local

(Can be used for Technology or Art credit)

In DDP, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work.

## **Computer Science Principles**

Full year Course: 1.0 Unit

Final Exam: PLTW Sponsored Exam

At a time when computer science affects how we work and live, PLTW Computer Science empowers students in grades 9-12 to become creators, instead of merely consumers, of the technology all around them. The program's interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking – not just how to code – and become better thinkers and communicators. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

**\*\*PLTW DOES NOT ALLOW THIS COURSE TO BE ELIGIBLE FOR RIT CREDIT.**

## **Principles of Engineering (POE)**

Full year Course: 1.0 Unit

Final Exam: PLTW Sponsored Exam

(Can be used for Technology or Art credit)

Principles of Engineering is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. The course Principles of Engineering follows Introduction to Engineering and Design in the course sequence.

Through a balanced approach, assessment is an ongoing activity that provides students with a variety of opportunities to demonstrate their knowledge and skills, which allows teachers to monitor student progress and modify instruction accordingly. PLTW students show what they've learned by completing classroom activities, projects, and problems; maintaining logs, notebooks, and portfolios that undergo assessment; and evaluating work through a range of tools, such as performance rubrics and reflective questioning, to

Potential to earn RIT Credit applying to all PLTW courses:

End of course assessments are online exams. RIT requires that these students receive at least a 6 stanine score on the year-end exam (6=C; 7=B; 8 and 9 = A), and have a class average of 85% or higher. For the students meeting these criteria, RIT awards three semester credits for each of the courses. The cost of tuition is \$225 per course and paid for by the student.

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## **Digital Media Production**

Full year Course: 1.0 Unit

Prerequisite: None

Final Exam: Local

Welcome to the cutting-edge world of Digital Media Production! Unleash your creativity as we dive into the art of storytelling through technology. Join us to learn the fundamentals of video production, editing techniques, graphic design, and more. Get ready to bring your imagination to life and craft captivating digital content that will leave a lasting impact in today's multimedia landscape. Join us on this exciting journey where your creativity knows no bounds!

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## **Coding and Video Game Production**

Full year Course: 1.0 Unit

Prerequisite: None

Final Exam: Local

Embark on an exhilarating journey into the realm of Game Development! Unleash your passion for gaming as we explore the dynamic world of creating interactive experiences. Dive into the fundamentals of game design, coding, and storytelling techniques. Join us to unlock the secrets of game mechanics, level design, and bring your imagination to life through digital worlds. Get ready to craft your own games and turn your ideas into playable adventures. Join us for an immersive experience where innovation meets fun in the exciting realm of Game Development!

## Courses offered at the Finger Lakes Technical and Career Center

An extensive program of technical and career courses is available at the Finger Lakes Technical and Career Center, a division of Wayne Finger Lakes BOCES. Technical education gives students a head start on their college career and/or preparation for a job after graduation. Students in their junior year may elect to enroll in a two-year technical program. Juniors may apply to be considered for acceptance to the one year New Visions programs. Please see the information on the following pages regarding specific enrollment requirements for juniors considering a technical program and the signature page that will need to be signed prior to enrollment. Technical programs offer students the opportunity to earn four credits per year. A complete description of all technical and career courses is available in the Counseling Office.

Technical and Career Courses to be offered in the 2025-2026 school year are listed below:

### Agriculture/Conservation

Animal Science

### Transportation Careers

Auto Body Repair  
Auto Technology

### Computers

Computer Technology

### Communication

Graphic Media Production

### Agriculture Careers

Animal Science  
Diesel Technology Heavy Equipment.  
Repair & Operation (HERO)

### Construction/Fabrication Careers

Carpentry  
AME Academy: Advanced Manufacturing & Engineering  
Electrical Trades

### Service Industry Careers

Health Professions  
Emergency Services Academy  
Cosmetology  
Culinary Arts  
Education Professions

### One Year Programs (Grade 12 only; application available in Jan.)

### New Visions

#### One Year Programs (Grade 12 only)

Students must apply during the winter of their Junior Year)

New Visions Medical Careers

New Visions Health Therapy



## MYNDERSE ACADEMY COUNSELING DEPARTMENT

105 Troy St.  
Seneca Falls, NY 13148  
315-568-5500

February 2025

Dear Mynderse Academy Parent/Guardian:

Your child has expressed an interest in attending one of the technical and career programs offered by the Finger Lakes Technical and Career Center. Successful participation in one of these programs allows students to obtain skills that can lead to employment or post-secondary opportunities upon graduation from Mynderse Academy. Therefore, it is imperative that students enrolled in these programs understand the importance of this educational opportunity and commit themselves to the successful completion of the selected program.

The following criteria are taken into consideration by the school district prior to a student being eligible to attend the Finger Lakes Technical and Career Center (FLTCC).

1. **Students need to be in good academic standing, with satisfactory grades.** Juniors must be enrolled in, or have completed the following courses:
  - Enrolled in Grade 11 Social Studies and Grade 11 English
  - Completed 1 full credit of Physical Education
  - Completed and/or enrolled in a third year of Math and Science
  - Will have completed their Foreign Language requirement

**Please be aware that students will NOT be able to “double up” in Grade 10 and Grade 11 courses.**

2. **Students need to have demonstrated a consistent pattern of attendance during their previous high school years.** Poor attendance patterns may prevent approval for the Technical and Career Center Program.
3. **Students need to have demonstrated a pattern of appropriate behavior during their previous high school years.** A pattern of misbehavior may prevent approval for the Technical and Career Program.
4. The Technical and Career Program at FLTCC is a two-year commitment. Students will **NOT** be permitted to drop their Technical and Career Center Program and return to Mynderse Academy courses, after October of their Junior Year. **After the end of October students are required to complete the program for that academic year.** The Seneca Falls Central School District pays the cost of tuition for each registered student, even if the student chooses not to attend. The district cannot insert another student into a vacated slot during the school year.
5. Students who are dropped/discontinued from a Technical and Career Center Program during their 11<sup>th</sup> grade year will **NOT** be considered for reinstatement in a Technical and Career Center Program during their 12<sup>th</sup> grade year.

Please review this information with your child. Your signature indicates that you have reviewed the content of this letter and approve of a potential placement in a Technical and Career Center Program. ***Students will not be considered for enrollment without a parent/guardian signature. Please return the signed portion below to the Counseling Office by April 1, 2024.***

If you need additional information or have any questions, please contact your child's school counselor at (315) 568-5500 ext. 2150.

Sincerely,  
**Jessica Taylor & Daniel Bobbett**  
School Counselors

I have discussed the criteria for attending the Finger Lakes Technical and Career Center with

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Student's Name

They understand the commitment and agree to abide by the rules and regulations set forth by Mynderse Academy and the Finger Lakes Technical and Career Center. Failure to abide by the rules will result in removal from the program.

As a parent/guardian, I understand this enrollment in the program is a commitment. I understand and agree to the following terms:

- Once my child is formally accepted into the program, I understand that the school district is financially responsible for tuition payment and cannot receive a refund if the student is removed/discontinued from the program. Students are required to maintain good attendance.
- I understand that removal/discontinuation from the Technical and Career Center Program may result in delay of graduation, due to missed class time from Mynderse Academy High School.
- I understand that acceptance into a Technical and Career Center program is not guaranteed and is based on the criteria outlined. I understand that there is limited seating in each program and it is possible that my student will be placed on a waitlist for their preferred program.
- **I understand that my child will be transported by the district to the Finger Lakes Technical and Career Center for part of the school day by bus.** Juniors will leave for FLTCC after 5<sup>th</sup> period and return to Mynderse Academy at approximately 3:20. **They will not have access to 10<sup>th</sup> period** and bussers will take the late bus home upon their return from FLTCC. Seniors will leave for FLTCC after 1<sup>st</sup> period and return to Mynderse Academy during 6<sup>th</sup> period. Students are not permitted to drive themselves unless on the rare occasion that they receive prior written permission to do so or if needed to attend an event that is directly related to their FLTCC program.
- I understand that in order for my child to attend FLTCC, a formal lunch period may not fit in their schedule. Students will be allowed to eat during their 5<sup>th</sup> or 7<sup>th</sup> period class and should make arrangements with their teachers.

My signature indicates agreement with the criteria and information provided in this letter.

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name (Print)

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

\_\_\_\_\_  
Date

\*Program student wishes to enroll in: \_\_\_\_\_

## Mynderse Academy High School Online Courses

Students at Mynderse Academy have the opportunity to take approved online courses. These courses provide opportunities for students who cannot fit required courses in their schedule, for students who may want to increase rigor, for students in need of credit recovery, or for those who wish to expand their course options by taking courses not offered in the district through an online platform. Online course access can be discussed with the School Counselor via the academic planning process through high school. Approval for such courses must be gained through the Mynderse Academy Principal.

Students who decide to take an approved online course to increase rigor, for credit recovery, or to resolve a scheduling conflict should understand that these courses hold as much importance as a course being taken at Mynderse Academy. While the work is done at one's own pace and time, deadlines and guidelines still need to be met. There is a teacher of reference, not on campus, for students to communicate with in regards to questions or concerns about the content and class. The following stipulations are required for the students enrolled in the courses:

- The student must successfully pass the respective course to be eligible for course credit.-
- The grades earned will be placed on the student's report card and official transcript.
- The final grade earned will be counted in the student's GPA and be calculated as part of their final ranking.
- Students enrolled in Accelerate U courses are subject to the same academic eligibility and probations rules that apply to traditional courses.

If a student wishes to drop a course that they have enrolled in for credit recovery or to create space in their schedule, a meeting **must** take place with the **School Counselor and Principal** in order to determine if there will be room/time in the student's future schedule.

Students that are approved for an online Advanced Placement course will take the Advanced Placement Exam in the respective course in May. Colleges generally grant credit from the Advanced Placement exams with at least a score of 3 (out of 5) or higher, however it is up to the discretion of each college..

Students who take the AP online courses will receive grades throughout the duration they are enrolled. The grades will be entered on the student's transcript and if they pass, credit will be assigned. The following stipulations are required for the students enrolled in the courses:

- The student must take the respective AP exam to be eligible for course credit.
- The grades earned in the course will be placed on the student's report card and official transcript.
- The final grade earned in the course will be counted in the student's GPA and be calculated as part of their final ranking.

We have read the Online Course Expectations and understand/assume responsibilities for course participation.

Online Course: \_\_\_\_\_ Source: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I hereby approve the student's enrollment and participation in the listed online course:

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Myndersian (0.5 credit)**

Journalism is a credit bearing elective course that is responsible for producing the yearbook. Each segment of the course – layout and design (*StudioWorks* Program), photography (*PhotoShop* Program), business, and literary – is graded based on current journalism standards. Editorial students in layout and design will develop a theme, plan a ladder diagram, select and crop digital pictures, and design pages. Photographers must have experience with a SLR digital camera and a compact flash card, complete photo shoots, and organize pictures in a student-shared folder. Writers are responsible for copy and caption writing and revision. Business staff members must sell advertisements, sell and collect magazine and other fund raising, and facilitate the sale of the yearbook itself. Computer students who enter copy and layout must be able to use *StudioWorks*, *Taylor Tools*, and *PhotoShop*. Any high school student who is willing and able to write, take pictures, be involved in the business duties, or enter data on a computer is eligible for this course. Students who are chosen to be editors are responsible for layout and design and must complete a summer seminar in advanced journalism prior to the beginning of the school year.

The purpose of the *Myndersian* is to present the story of the year past using current *Columbia Scholastic Press* journalism standards in writing, photography, design, graphics, and computer technology. Staff leaders include: editor-in-chief / *Layout* Editor, literary editor, business manager, and photography/editor. The responsibility of the *Myndersian* literary staff is to design and put together the annual. The responsibility of the business staff is to raise the necessary funds to pay for the publication of the yearbook.

### **The Model United Nations Club (.5 Credit)**

This course provides students with many opportunities to develop research, writing, organization, and presentation skills through conference participation and club governance. During conference sessions student present, defend and amend prepared resolutions and position papers that are reflective of a specific United Nations member country, global issue or international conflict. Students are expected to attend regularly scheduled meetings, prepare and participate in at least two conferences, and contribute to fundraising efforts. Students must participate, meet deadlines, submit paperwork, etc., to maintain good standing and receive course credit. This course is particularly useful for students in Global History and/or students who wish to pursue careers in business or politics.

**\*This credit bearing course is not calculated into the rank.**

## Clubs, Organizations and Activities

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### **Interscholastic Athletics**

Athletics at Mynderse Academy have several objectives. While athletics are an important aspect of the school community, being a participant in interscholastic athletics is a privilege not a right. No one can minimize the values of varied skills in the various sports, the spirit of fair play, sportsmanship, the observance of rules and regulations, physical and moral stamina, self-discipline, social mindedness and character building.

A properly controlled, well-organized interscholastic athletic program meets students' needs for self-expression, mental alertness and physical growth. It is our hope to maintain a program that is sound in purpose and will further each student's educational maturity.

Interscholastic competition is available in a variety of sports at the Varsity and Junior Varsity level of play. Usually, eleventh and twelfth graders comprise the Varsity team while ninth and tenth graders compete at the JV level, learning their game and its skills in hope of advancing to the Varsity level. However, the Varsity team represents the best student athletes in the school. Occasionally underclassman may demonstrate a high enough level of skill and maturity to be chosen for the Varsity team.

Given the current and projected enrollments of Mynderse Academy, our student athletes are asked to participate in multiple sports. While we realize the sacrifice this causes given both in season and out of season commitment, students participating in multiple sports is the only way Mynderse Academy can continue to compete in offering the wide range of interscholastic athletics. Parents have final say relevant to out of season participation and there is a fine line to having student athletes, especially those who participate in multiple sports balance their out of season activities and family and other activities/family events, etc. Parents and coaches should converse and be on the same page relative to said participation.

### **Modified Sports**

The modified program is an introductory program for students in grades 7 & 8 to interscholastic athletics. Students are encouraged to participate in this developmental program as it serves multiple purposes (introduces student athletes to interscholastic athletics, allows students to develop and enhance their skills as they grow both physically and emotionally).

### **Junior Varsity**

The Junior Varsity (JV) program is a stepping stone for the Varsity level. Players develop all the basic fundamentals through tough competition and practice. After learning the proper skills, players can advance to the Varsity Level.

### **Baseball (Varsity, JV, Modified) Spring**

Baseball is offered during the Spring Season. Weather determines how soon teams can practice outside but usually the first month of the season, practices are in the gyms and obviously are limited as to the extent of what can be accomplished. Baseball coaches provides student athletes opportunities to work out during open gyms in the winter as there is an indoor batting and field cage available for students to use.

### **Basketball (Varsity, JV & Modified boys/girls) Winter**

Basketball is offered during the winter season for male and female participation at all three (3) levels. The boys and girls modified seasons are split with boys modified season. Skills, fundamentals and competition are stressed to prepare all players for a high level of play and to instill confidence in their abilities. Our coaches conduct summer league and camps and there are open gyms that begin in the fall prior to the season that are open to all interested in playing the sport of basketball.

### **Cheerleading (Varsity and Modified A) Fall;**

### **Winter – Modified and Varsity Non Competitive vs Club**

Schools can maintain a "Club Status" that does not allow them to participate in competitions but allows for them to be cheer at sporting contests and pep rallies. Presently due to the level of participation (high school students and 7<sup>th</sup> & 8<sup>th</sup> graders) Mynderse is operating under the "Club" status and working towards being a competitive team in the near future. The rules and regulations for both groups are the same as far as meeting medical clearance and Athletic Placement Process requirements.

### **Cross-Country (Varsity & Modified) Fall**

This individual sport is probably the best choice for athletes who want to be well-conditioned. There is competition in its own right through a schedule of dual meets, invitational and

sectionals. Players of other sports might choose to get into shape during their "off-season" and discover a lifetime health activity at the same time.

### **Football (Varsity and Modified A) Fall**

A source of community interest and pride, the football program is a very important one at Mynderse Academy. Players follow a strict regimen of skill and strength building to prepare them for a tough game schedule in the Finger Lakes league. Coaches provide off season time in the weight and fitness center as strength, agility, quickness and speed are essential to be successful in this sport. There are also off season and summer camps to help prepare players for the season.

### **Golf (Varsity) Fall**

Golf is a Coed Varsity interscholastic sport. Practices and home matches are held at Seneca Falls Country Club at least once a week for anyone who wishes to participate. There is no cost to students. The Varsity team is made up of the top six golfers which are determined by achieving the best six (6) scores on the team.

### **Lacrosse (Boys Varsity & Modified A) Spring**

The lacrosse program at Mynderse Academy attempts to encompass many of the virtues of competitive athletics. Lacrosse, as a sport, combines many of the skills of both football and basketball. Anyone who enjoys these two sports may find themselves comfortable in our program. Open gyms and summer programs are available with student participation strongly encouraged.

### **Lacrosse (Girls Varsity, JV & Modified) Spring**

While the rules of Boys' and Girls' Lacrosse is different, the results are the same. Girls' lacrosse is a fun, exciting, fast paced, competitive game. Open gyms and summer programs are available with student participation strongly encouraged.

### **Soccer (Varsity, JV & Modified) Fall**

Soccer is, perhaps, the most popular sport in the world. Conditioning and skill building are emphasized in the program at Mynderse. Both the boys' and girls' teams compete in the tough Finger Lakes League besides being invited to an occasional tournament. Off season and summer programs are available with student participation strongly encouraged.

### **Softball (Varsity, JV & Modified) Spring**

The Varsity program has been very successful over the years and at this level Mynderse competes in one of the most competitive leagues and Sections in the area. Open gyms and summer programs are available with student participation strongly encouraged.

**Tennis (Varsity, JV & Modified) Fall (girls) Spring (boys)**

Tennis is a tremendous individual and dual sport that players can pursue their entire lives. A large number of participants can be accommodated. The teams consist of the top eight players at each level but exhibition matches and scrimmages can be arranged for interested players who want to work hard at learning the game. Coaches conduct out of season programs and clinics and our facility allows for independent use throughout the year including in the evening as lights are part of the facility all with weather permitting.

**Indoor Track (Modified & Varsity—Girls and Boys) Winter**

Indoor track has become a very popular sport in recent years with an opportunity for both girls and boys to enhance their skills in a wide variety of running and field events. This sport provides any interested student athlete the opportunity to find an activity they like and wish to improve upon and at the same time being part of a team. This sport provides for great opportunities during the winter when Basketball or Wrestling is not an area of interest.

**Track (Varsity, JV & Modified) Spring**

Track and Field is such a diversified sport that almost any person can find an activity in which they can be successful. It is made up of 15 individual events and three relays. It incorporates such diverse activities as jumping (three different kinds): vaulting, sprinting, shot, discus, middle distance runs, long distance runs and hurdling. It is based on individual preference and performance. A person in this sport sets personal goals and receives a great deal of self-gratification in reaching them.

**Volleyball (Girls Varsity, JV & Modified) Fall**

Volleyball is one of the fastest growing sports in the United States today. In the Volleyball program we stress learning the skills and strategies necessary to play the game at a consistently high level of play. It is a wonderful life-time sport with many playing opportunities in high school and beyond.

**Wrestling (Varsity) Winter**

Wrestling is perhaps the purest individual sport, placing opponents in straight one-on-one competition. A person in this sport aims for his own individual goals while being part of a team. When a wrestler reaches a goal he can take great pride in the fact that he did it on his own. The coaching staff works with each wrestler on skills and helps develop each wrestler's strength and conditioning.

**Swimming varsity and Modified (girls & boys) Ice Hockey**

Mynderse Academy does not field these two sports, however we have a relationship with neighboring school districts that allows our students the opportunity to participate in these two

sports as a combined or merged team. The registration process and all other requirements/regulations that are in place for other sports must be followed. The district does not provide transportation to the practices and contests of these two sports. Transportation is the responsibility of the parents.

Athletic programs at Mynderse Academy have a great tradition and have been very successful. This tradition is a source of pride for our school and community. The success of Mynderse Academy is also recognized by the Mynderse Academy Hall of Fame with annual inductions in October. The Hall of Fame members plaques are on display in the Middle School Gym Lobby for all to see.

**The Athletic Placement Process**

Students in grades 7 & 8 who are recommended to move to the JV & Varsity in a respective sport require a series of steps beginning with justification by the coach for said move, then parent permission. Once that has been completed the NYSPHSAA requires the following: medical & maturity clearance from the student's primary care physician or the school district medical director. Once that is approved, the student must successfully complete a physical fitness test. Once all requirements are met the list of students must be submitted to Section V for approval.

**Family ID**

Family ID is an online web-based registration program for students who wish to participate in interscholastic athletics as well as other areas. It is a data collection program that is seamless and data sharing is secure. It allows parents and primary care physicians to provide electronically the information that currently done with pencil and paper. It is seamless, more time efficient and provides for immediate updates without having to wait for fax or hard mail to be received by the school prior to student athletes being able to participate.

**NCAA National Letter of Intent**

Graduating seniors who will be attending a Division I or II College/University to participate in intercollegiate athletics will be recognized for signing their National Letter of Intent, (NLI) providing the student notifies the athletic office to set up a date and time after school hours. Students attending a Division III school who will be participating in intercollegiate athletics are also eligible to be recognized for signing a "Celebratory" (Non-binding by NCAA rules) Letter of Intent.



## **Other**

### **Mynderse Academy Student Council**

The purpose of Student Council is to develop school spirit, foster better citizenship and scholarship, promote school-wide community projects, and extend communication between the students and faculty/administration, Steering Committee, and the Board of Education. The officers and general membership are to be determined as written in the Student Council Constitution. Meetings are held monthly at a time and place to be determined by the advisors and executive committee. Members should make every effort to attend all meetings. Students should also demonstrate good citizenship on and off school grounds. Students who participate in activities that are in violation of school policy may be removed from Student Council. Final decisions are made at the discretion of the advisors and the principal.

### **Interact Club**

School/Community Service Club sponsored by the local Rotary Club and Rotary International. The members of the Interact Club participate in numerous community service projects such as Community Christmas Project and, Salvation Army Red Kettle Campaign. The Interact Club members also assist the local Rotary Club with their projects. This organization is open to students in Grades 9-12.

### **Ski Club**

The Ski Club is for any student or faculty member who would like to ski at Bristol. Lessons are given by qualified instructors at Bristol from beginner to expert. Rental equipment is available. We will be traveling to Bristol Mountain a total of 5 times as a group. We will be going 5 Friday evenings starting in January.

## **Mynderse Academy Chapter of the National Honor Society Originally Established in 1960**

The purpose of the Mynderse Academy Chapter of the National Honor Society shall be:

- A. To recognize those students in the High School who have exhibited the following in both the school and the community: positive leadership, high academic achievement, exemplary character and service.
- B. To take an active part in seeking out activities and functions, which are consistent with the criterion through which members were selected.

### **1. Selection Criteria**

In order to be selected for membership, students must demonstrate high standards of scholarship, leadership, service and character in both the school and the community. Juniors and seniors as defined by accumulated credits may be considered for membership.

(A) **Scholarship:** Students must achieve a minimum grade point average. Juniors must have an average of 90% or greater and seniors must have an average of 85% or greater to be eligible. Students who were not selected in their junior year may be selected during their senior year. The average is based on all courses included in the calculation of the student ranking for qualification in to the National Honor Society.

(B) **Leadership:** Students will demonstrate leadership in order to be considered for membership. The student who exercises leadership is one who exemplifies a positive attitude and demonstrates leadership qualities in the classroom and in school/community activities.

(C) **Service:** The student who is willing to provide dependable and well-organized assistance, is gladly available, and is willing to sacrifice time to offer assistance.

(D) **Character:** The student who demonstrates the highest standards of honesty, reliability, upholds principles of morality and ethics and shows courtesy, concern, and respect for others.

### **2. Selection Procedure**

A. Submit a brief letter stating why you want to be considered for the National Honor Society.

B. Submit a copy of up-to-date activity sheet.

**C. Submit a character recommendation from a person other than a teacher that you currently have or have had. Any adult (non-family member) can be the person to write this letter. Examples of who can write said letter might be one of the following (coach, advisor, employer, community service supervisor, and clergy).**

**Marching Band**

This is an extra-curricular activity, filled by Concert Band members in grades 8-12, on a voluntary basis. It is also open to any 7<sup>th</sup> grade band member who would like to participate. Those students would simply need to communicate their desire with the band director, to make sure they are at the appropriate playing level to participate. Color Guard and twirling units are composed of students in grades 6-12. Members are selected from the entire student body and do not have to be members of the Concert Band. If tryouts for these units are necessary, they will be held in the spring of the upcoming marching season. Weekly rehearsals begin after the spring musical and continue through Memorial Day. Rehearsals are in the evening, and generally alternate between once a week and twice a week throughout the season. Performances include the Seneca Falls Pageant of Bands, Memorial Day and Relay for Life parades. Rehearsal grades are incorporated into the lesson portion, and parade grades into the performance portion of the overall Concert Band grade.

**Musical**

Each year Mynderse Academy produces a full-length Broadway musical. In addition to performing on stage, students are needed backstage, in the pit band and in the business office. Production usually begins immediately after Christmas vacation, with performances in late March or early April. Auditions are used to determine participation and assign parts.

**Fall Play**

The Mynderse Academy Drama Club produces a full-length play each year. Traditionally it takes place in the fall (opposite the spring musical). Cast size ranges from 8-20 characters, depending on the play chosen by the director. Auditions are required for the cast. Other opportunities are available in the areas of set construction, stage crew and house staff. Auditions usually take place immediately following the resumption of school in September, with the performances in early November.

**The Seal of Civic Readiness**

The Seal of Civic Readiness is a prestigious award that lets colleges and employers know that you have demonstrated the knowledge, mindsets and skills that will promote a successful democratic society. Students who earn this Seal will have the Seal added to their high school diploma and may include it on college applications and resumes.

Any student in the Seneca Falls Central School District may apply for the Seal of Civic Readiness. Projects and learning experiences leading toward meeting the requirements of the Seal will be embedded into middle and high school social studies courses. High school counselors and social studies teachers will assist students who are eligible to apply for this seal of distinction. School counselors will ensure that all necessary courses are in the student's course load to achieve the seal.

The Seal of Civic Readiness Handbook can be found on the district website. It includes criteria to earn the Seal as well as the student application.

**Seal of Biliteracy**

The Seal of Biliteracy is a prestigious award that lets colleges and employers know that you are proficient in more than one language. It is a distinction that will be attached to diplomas and transcripts of graduates who have demonstrated language proficiency in both English and any other language, including American Sign Language.

Any student working towards proficiency in reading, writing, listening and speaking in English and another language can apply. High school counselors and language teachers will assist students who are eligible to apply for this seal of distinction. Students will be introduced to the program requirements beginning in ninth grade. Planning will typically begin during the 11th grade year. School counselors will ensure that all necessary courses are in the student's course load to achieve the seal. Students starting their junior or senior year are eligible to apply for the NYSSB.

The Seal of Biliteracy Handbook can be found on the district website. It includes criteria to earn the Seal as well as the student application.