2025-2026

CHURCHVILLE-CHILI

COURSE HANDBOOK

GRADES 9-12

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Offered courses will be scheduled if the enrollment is a minimum of 15 students.

CHURCHVILLE-CHILI MISSION STATEMENT

The Churchville-Chili Central School District challenges all students to strive for excellence while developing their unique talents and becoming respectful, resourceful citizens and contributing members of an interconnected global society.

THE CHURCHVILLE-CHILI GRADUATE IS EXPECTED TO BE

I. *A Knowledgeable Person*

II. *An Information User*

III. *A Critical Thinker*

IV. *An Effective Communicator*

V. *A Productive Worker*

VI. *A Good Citizen*

VII. *A Responsible, Self-Reliant Person*

Please contact the building principal for further information regarding the graduation outcomes.

INTRODUCTION

We have prepared this handbook to help Churchville-Chili students and parents plan a meaningful school program. We encourage students and parents to refer to it frequently when choosing a course of study. After carefully reading the handbook and discussing plans with parents, students should consult with a school counselor to discuss program planning. We cannot overemphasize the importance of careful planning and selection of courses. Future plans depend a great deal upon the decisions made while in high school.

PLEASE NOTE

All courses require a minimum enrollment of fifteen students. Courses that fall short of this enrollment ***may not*** *be offered in the 2025-26 school year. In the event that your son/daughter has selected a course that will not be offered, he/she will be asked to make an alternate selection.*

PROGRAM ADJUSTMENTS

School counselors and others continually emphasize the importance of making careful decisions regarding course selection all through the school year, but especially during January and February, when counselors meet with students to review the programming plan and make selections for the coming school year. **There should be little need for change if choices are made wisely.**

Student course requests are tallied and potential enrollment figures are used to determine course offerings for the coming school year. Courses with insufficient enrollment will be cancelled and these students will be counseled to make alternative selections.

After August, all change requests will be handled using our Course Selection and Schedule Adjustment Process guidelines. We firmly believe that with careful planning, the need for changes in the fall should be almost nonexistent.

BOARD OF EDUCATION

Ms. Kathleen Dillon - President
Mr. Steve Hogan - Vice President
Mr. Thomas Albano
Ms. Michelle Aloi
Mr. Kevin Johnson
Ms. Alycia Nagle
Mr. Jonathan Payne
Ms. Colleen Parker
Ms. Amy Wilson

DISTRICT ADMINISTRATION

You can reach the following persons by calling 293-1800.

Dr. Carmine Peluso - Superintendent of Schools..... Ext. 2300
Mr. Matthew DeAmaral - Assistant Superintendent for Business Services..... 2330
Ms. Renee Mulrooney-Director of Curriculum Assessment and Professional Development……..2350
Mr. Giulio Bosco - Assistant Superintendent for Instruction 2310
Mr. Larry Vito - Assistant Superintendent for Human Resources……..... 2320
Mr. Jeffrey Smith - Director of Music and Fine Arts…… ……..……..3520
Ms. Nicole Livingston-Neal – Assistant Superintendent of Student Services ……2460
Mr. Mike Murray – Director of Health, P.E. and Athletics……..3110

ADMINISTRATION

You can reach the following persons by calling 293-4540.

Mr. Scott Wilson - High School Executive Principal ..... Ext. 2840
Mr. Jason Cline - High School Assistant Principal..... 2770
Mr. David Burgess - High School Assistant Principal 2880
Mr. Steve Colabufo - High School Assistant Principal..... 3130
Ms. Mary Leach - 9th Grade Academy House Administrator..... 1590
Ms. Rebecca Tibbitts - Middle School Executive Principal 1500
Ms. Kim Eichas - Administrator (Blue House) 1570
Ms. Ashley Guarino - Administrator (Red House). 1510
Mr. Terry Moore - Administrator (Green House) ……..……1585

INSTRUCTIONAL LEADERS

You may reach the Instructional leaders by calling 293-4540.

Ms. Wendy English - Career and Technical Education ..... Ext. 5664
Ms. Janelle DeVito - English..... 5583
Ms. Renee Sheelar - Languages Other Than English..... 5544
Ms. Sarah Wergin - Library Media Services..... 2710
Ms. Kate Esposito - Mathematics 5546
Mr. Karl Biedlingmaier - Science..... 3010
Ms. Elizabeth Hoelperl - Social Studies 3000
Ms. Cristin DelGaizo - Special Education 2680
Mr. Karl Biedlingmaier – IB Coordinator..... 3010
Ms. Shavaughn Stefaniak – Counseling……1509

SCHOOL COUNSELING

The mission of the Churchville-Chili Central School District counseling program is to assist students with course selection, career exploration, college admission, and/or the pursuit of work skills development. Please work closely with your child's counselor and meet with him/her as needed to help plan your child's school program.

With administrative approval, a student may request permission to take a course for which they may not meet the stated pre-requisite requirement. The student's progress will be monitored and assessed at the five-week interim period.

Counselor assignments for grades 2025-2026 school year 9 - 12:

Senior High School
Please call 293-4540

Counselor	Caseload
Jamie Miner **X2870**	**10 – 12** **A-D**
Kelly Kostek **X2940**	**10 – 12** **E-K**
Christine Sergent **X2965**	**10 – 12** **L-Q**
Margie Rudy **X2850**	**10 - 12** **R-Z**
John Mahoney **X1540**	**Grade 9** **A - Z**

COLLEGE AND CAREER CENTER

The College and Career Center provides many services to high school students and families. Materials are available on self-assessment, careers and occupations, two-year and four-year colleges, apprentice programs, the military, scholarships, and financial programs. Computer workstations are available for online career and college research using ***SchoolLinks***. Resume and student portfolio assistance is also provided. The Center contains books, pamphlets, catalogues, periodicals, and DVD's on colleges and careers. College and military representatives visit the Center to meet with interested students and/or parents. In addition, students may take advantage of the Shadowing Program which offers an opportunity to experience a profession at a work site (see page 50 for description).

Ms. Elizabeth Decosse……..Career Education Coordinator…….……... 2735
Ms. Sue Martin……..Career Center Assistant…..……..……..….2730

LIBRARY INSTRUCTIONAL SERVICES

The CC SHS & NGA Library is committed to providing equitable access to resources on and off campus. The library provides educational media resources that accommodate diverse learning styles and enrich the district's curriculum. The library hosts a robust website with access to subscription databases, content creation tools, our library catalog, online magazines, newspapers, SAT & DMV prep links, and more. Our Sora collection allows access to over ten thousand single-use and unlimited simultaneous-use eBooks and audiobooks. The library houses a diverse collection of over 18,000 print books. Students are also encouraged to take brain breaks if needed. While in the library, students have access to non-tech-based activities, including board games, cards, puzzles, coloring, and other maker-type activities. Visit the SHS & NGA Library website for more information or to access our wealth of resources.

NEW YORK STATE GRADUATION REQUIREMENTS

To earn a diploma, students are required to earn credits in specific courses and to pass specific Regents Exams. Please review the chart and see your child's School Counselor if you have questions about graduation requirements.

COURSES REQUIRED FOR GRADUATION

REGENTS DIPLOMA		REGENTS DIPLOMA WITH ADVANCED DESIGNATION	
English	4	**English**	4
Social Studies	4	**Social Studies**	4
Math	3	**Math**	3
Science	3	**Science**	3
*** World Languages**	* 1	**** World Languages**	3
Art/Music	1	**Art/Music**	1
Health	.5	**Health**	.5
Physical Education	2	**Physical Education**	2
Electives	3.5	**Electives**	1.5
TOTAL CREDITS	**22**	**TOTAL CREDITS**	**22**

COMMON CORE/REGENTS EXAMS REQUIRED FOR GRADUATION

Regents Diploma: English, Algebra, Global History, U.S. History, any Science Regents exam
Other pathway options can be discussed with counselors

Regents Diploma with Advanced Designation: English, Algebra, Geometry, and Algebra II, Global History, U.S. History, two Science Regents exams***, World Language checkpoint B exam*

Honors Diploma: "With Honors" may be added to the Regents diploma or the Advanced Designation diploma for students who have attained at least a 90 average on Regents examinations required to earn that diploma. For students with a minimum of three scored Regents Exams applicable to the diploma type Exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Exam scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. For students with fewer than three scored Regents Exams applicable to the diploma type the student's final course grade for each exempted Regents Exam will be substituted in the calculation for honors. If the computed average of the scored Regents Exams and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.

Mastery in Math and/or Science:

Students completed all the requirements for Advanced Designation and

- passed 3 Regents Exams in math/science with a score of 85 or higher;
- or, passed 2 Regents Exams in math/science with a score of 85 or higher and was granted an exemption on a third Regents Exam in math/science;
- or, passed 1 Regents Exam in mathematics/science with an 85 or higher and earned a final course

grade of 85 higher in 2 additional mathematics/science courses culminating in a Regents Exam for which an exemption was granted.

* Students are required to earn 1 unit of credit in a world language other than English by the end of 8th grade. To earn this credit, students must successfully complete both 7th & 8th grade courses and pass the checkpoint A exam in Grade 8 or successfully complete a world language course in 9th grade.

** Students acquiring a 5-unit sequence in Art, Music, Business, Technology or Career & Technical Education will be exempt from the LOTE requirement. See chart below for a description of how to earn a 5-Unit sequence in Art, Music, or Fine Arts.

Five-Unit Sequences in the Arts

Fine Arts Sequence:
Studio in Art (1) + Musical Knowledge (1) + Dance/Visual-Media Art/Music (3)

Visual Arts Sequence:
Visual Arts Foundation (1) + Visual Arts Foundation/Advanced Elective (4)

Music Sequence:
Musical Knowledge (2 or 3) + Skill Development (3 or 2)

Visual Arts Courses		Music Courses	
Foundation	**Advanced Elective**	**Skill Development**	**Musical Knowledge**
Studio in Art Media Arts Design & Drawing for Production	Drawing & Illustration Painting Sculpture Ceramics Digital Imaging Advanced Computer Graphics Photography IB I/IB II Portfolio Pre/AP Studio	Voice Class Piano Class Guitar Class Treble Choir 9-12 Mixed Chorus Concert Choir Symphonic Band Wind Ensemble SH Orchestra	Digital Music IB Music I IB Music II AP Music Theory

*** Students must pass The Biology Regents exam and one of the physical setting (either Earth & Space Sciences, Chemistry or Physics) Regents exams to obtain a Regents diploma with advanced designation.

REQUIREMENTS FOR STUDENT COURSE LOAD

In order to be considered a full-time student enrolled at Churchville-Chili Senior High School, all students must enroll in a minimum of 6.5 credits.

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COURSE CREDIT EARNED BY CHALLENGING AN EXAM

The New York State Regents have made provisions [100.5(9) (1)] for a student to earn credit for either a Regents or local diploma without completing units of study for such credit. This implies that a student may earn credit for knowledge or study that they have learned elsewhere. Under extenuating circumstance, the high school principal may consider granting credit based upon specific requirements set by the State Education Department and the local school board. If the high school principal determines that an extenuating circumstance exists, the student must complete the following four steps:

1. Apply for credit by examination through the School Counselor.

2. Demonstrate through past academic performance that they will benefit academically by exercising the alternative.

3. Achieve a score of at least 85 percent on a state-developed or state-approved examination.

4. Pass an oral examination or successfully complete a special project to demonstrate proficiency in the subject matter area.

If you would like to start the process or if you have further questions, please see your school counselor.

Churchville-Chili Senior High School
Drop and Add Expectations & Procedures

READ ALL EXPECTATIONS AND PROCEDURES PRIOR TO SUBMITTING YOUR REQUEST

Course Load:

- All students, Grade 9 through Grade 12 are expected to take 6.5 credits each year.

Level Change Requests:

- If parent, student, teacher, assistant principal and counselor agree that a level change is necessary, the change can be made without a conference.
- If any one of the above is in disagreement with the level change, a conference will be held to discuss the proper course placement.
- If a student changes a level, prorated grades will be transferred to the new course. Once a student changes levels, the receiving teacher will have discretion to determine the need for make-up work and re-testing.

Course Drops:

- During the first 5 weeks of a course, students may drop a course without it appearing on their report card or transcript.
- Signatures of approval from the teacher, parent, assistant principal and counselor on the *Schedule Change Request Form* are required; however, students must still maintain the minimum course load of 6.5 credits.

Course Adds:

- Students may not add courses after the second full week of that class, unless a level change is recommended and approved by the teachers and parents.

Full-Year Courses:

- Approved drops that occur after the 5th week of class and before the start of the second semester will result in **WP - Withdraw Passing or WF - Withdraw Failing** on their Report Card only.
- Approved drops after the first semester will result in **WP - Withdraw Passing or WF - Withdraw Failing** on their Report Card and Transcript.

First Semester Courses:

- Approved drops that occur after the 5th week of class and before the end of Quarter 1 will result in **WP - Withdraw Passing** or **WF - Withdraw Failing** on the Report Card.
- Approved drops after the first Quarter will result in **WP - Withdraw Passing or WF - Withdraw Failing** on their Report Card and Transcript.

Second Semester Courses:

- Approved drops that occur after the 25th week and before the end of Quarter 3 will result in **WP - Withdraw Passing** or **WF - Withdraw Failing** on the Report Card only.
- Approved drops after the Quarter 3 will result in **WP - Withdraw Passing or WF - Withdraw Failing** on their Report Card and Transcript.

	Churchville-Chili Senior High School **SCHEDULE CHANGE REQUEST FORM**

Use this form for ALL schedule change requests. Please return the completed form to your School Counselor. Continue to follow your original schedule until your School Counselor confirms the change has been approved.

Student Name: _____**Date:** _____

Reason for requesting to drop: _____

Parent Signature: _____ **Case Manager:** _____

VALID REASONS	INVALID REASONS
I have received credit for this course already.	I don't want that teacher.
I want a different course level (AP, IB, Honors).	I want this class at a different time.
I do not have the prerequisite for this course.	I don't want this elective anymore.
I am a Senior and need this class to graduate.	I want to be with friends.
I have changed my career goal and need courses to align.	I want an early dismissal or late arrival.
I need an NCAA-approved course for eligibility. *(Business Writing, Film Study, & Theater are **NOT** NCAA approved).*	I want a different lunch.

COURSE DROP REQUESTED			
Day & Period	**Course Title**	**Teacher Signature**	**Teacher Comments**

COURSE ADD REQUESTED			
Day & Period	**Course Title**	**Teacher Signature**	**Teacher Comments**

For Office Use Only:

School Counselor Signature: _____

Administrator Signature: _____

Email sent to teachers and Records Clerk: _____

COLLEGE CREDIT FOR HIGH SCHOOL COURSES

Advanced Placement (AP) Program

These courses, developed by the College Board, prepare students to take the AP examinations in May for **potential** college credit. Students are instructed at a freshman college level and, therefore, AP courses require a substantial commitment of time and effort by the student. Some courses require a summer assignment prior to the beginning of the school year. AP courses are a valuable introduction to college level work. They provide students with exposure to both the level and quality of work expected at a collegiate level.

Students and families are encouraged to consult with their school counselor and college representatives as to whether or not Advanced Placement courses are awarded college credits by specific college/universities and at what level of performance on the Advanced Placement exam. Many college web sites post this information.

1. Students who want to enroll in AP courses should demonstrate an aptitude and interest in that particular subject area. Students should have an average of 85 in the subject area during the current year and the recommendation of their teacher.

2. Those who enroll in AP courses are expected to take the AP exam offered during the third week of May.

3. Students must pay the complete AP exam fee, established by the Educational Testing Service, prior to the exam.

4. Final course assessments may include Regents or teacher-made examinations, portfolios or projects.

Advanced Placement Course Offerings

AP English Language and Composition

AP English Literature and Composition

AP Statistics

AP Calculus AB

AP Calculus BC

AP Biology

AP Chemistry

AP Physics 1 & 2

AP United States Government and Politics

AP U. S. History

AP World History

AP Studio Art

AP Computer Science

AP Music Theory & Composition

Contact your school counselor for more information about AP courses.

New Visions Health Professions

Seniors enrolled in the New Visions Health Professions program spend part of their day off campus in authentic learning environments. Senior Social Studies credits are integrated into the New Visions experience. Students have the option of applying for college credit. There is an application and interview process by the New Visions staff to be enrolled in this program. See page 69 for more information and contact your school counselor for details.

Colleges Granting Credit: MCC
Contact your School Counselor for more information about dual credit courses.

International Baccalaureate Program

Students who wish to challenge themselves academically and personally have the opportunity to participate in the IB Diploma Program beginning in their junior year of high school. Churchville-Chili Senior High School believes that all students should challenge themselves in the appropriate manner for their academic level, which could include being an IB Diploma Candidate or taking an individual IB course. In order for a student to participate in the IB Diploma Program, they must be willing to participate fully in undertaking independent research, activities that involve community service and have an intellectual curiosity. There are no exams, applications or minimum scores required to be a part of the IB Diploma Program.

The International Baccalaureate (IB) Program is a challenging college preparatory program designed to educate the whole child. A balanced, interdisciplinary curriculum focuses on an interconnected global society and the development of college and career skills necessary to becoming knowledgeable, caring, and contributing members of a community. Courses are developed using international standards and common assessments. The IB program, which begins in the junior year, is for highly motivated students who want to pursue the IB Diploma or earn IB course certificates.

What are the benefits of becoming an IB Learner?

- IB classes develop and refine critical thinking skills.
- IB classes focus on becoming a learner who appreciates and treats all with mutual respect, dignity, and honesty.
- IB classes use technology as a tool for learning and communicating in a global world.
- IB classes prepare students for college.

IB Diploma Requirements

The IB Diploma is a broad-based curriculum focused on six individual subject areas. Students wishing to pursue the IB Diploma select one course from each group* plus the completion of the Core. The six subject areas include: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts. Students must select at least three higher level (HL) courses, and three standard level (SL) courses. In addition, students must complete the Core including Theory of Knowledge, Creativity, Activity and Service, and the Extended Essay.

*Students have the option of substituting a different course from Groups 1-5 in place of a Group 6 course.

IB Diploma Candidate or IB Course Candidate?
Students have a choice of pursuing the IB Diploma or IB Course Certificates. Churchville-Chili CSD believes that all students are capable and should challenge themselves by taking IB courses. IB Course Certificates can be earned by completing the required course work in an IB subject and the required IB internal and external assessments.

CHURCHVILLE-CHILI IB CURRICULUM MODEL

Subject Groups 1-6**

**Course descriptions can be found in each individual department.

Studies in Language	**Sciences**
Language & Literature HL	Biology HL
	Chemistry SL
	Environmental Systems & Societies SL
Language Acquisition	**Mathematics**
French SL	Mathematics Applications & Interpretation SL
Spanish SL	Mathematics Analysis & Approaches SL
Individuals & Societies	**The Arts**
History HL	Music HL
Psychology HL	Visual Arts HL
Business Management HL	

As with AP courses, any student taking an IB course is expected to sit for the exam. IB external assessments are scheduled during the month of May and there is a fee associated with the assessment. Many of the IB courses run over two years, therefore students would not be expected to pay for the exam until the fall of year two. If the course is a one-year course, students would pay the exam fee in the fall of year one.

Please contact Karl Biedlingmaier, IB Coordinator at Kbiedlingmaier@cccsd.org with questions.

College Partnership Credit Opportunities

Dual Credit

Churchville-Chili currently has articulation agreements with Monroe Community College, Rochester Institute of Technology and SUNY Brockport. Dual credit courses are taught in the high school by high school faculty following a syllabus that is aligned with the sponsoring college's curriculum and requirements. The evaluation of student performance is supervised by the college faculty. Students who satisfactorily meet the established criteria will earn college credit and receive a transcript from the sponsoring college. Dual credit is available in some courses in Career and Technical Education, Art, Languages other than English, some WEMOCO courses, and New Visions. Fees are required for college credit. Contact your School Counselor for more information.

Art

Course	College	Fee
Digital Imaging	MCC	$266/course
Studio in Art	MCC	$266/course

Career and Technical Education

Course	College	Fee
Accounting	MCC	$336/course
Civil Engineering and Architecture	RIT	$240/course
Computer Integrated Manufacturing	RIT	$240/course
Design and Drawing for Production	MCC RIT	$266/course $240/course
Engineering Essentials	RIT	$240/course
IB Business Management	MCC	$266/course
Money Management	MCC	$266/course
Principles of Engineering	RIT	$240/course

ELA

Course	College	Fee
AP English Language and Composition	SUNY Brockport	$300/course
AP English Literature and Composition	SUNY Brockport	$300/course

Languages Other Than English

Course	College	Fee
French IV	MCC	$266/course
Spanish IV	MCC	$266/course
French V	MCC	$266/course
Spanish V	MCC	$266/course

Math

Course	College	Fee
Pre-AP Calculus AB	MCC	$266/course
AP Calculus AB	SUNY Brockport	$400/course
Ap Computer Science	SUNY Brockport	$400/course

Science

Course	College	Fee
AP Biology	SUNY Brockport	$400/course
AP Chemistry	SUNY Brockport	$400/course

Social Studies

Course	College	Fee
AP US History	SUNY Brockport	$300/course

Other

Course	College	Fee
Introduction to Teaching as a Profession	SUNY Brockport	$300/course

Project Lead the Way

This is a five-course pre-engineering sequence designed to help students explore technology-related careers. Through special agreements with area colleges, students may earn college credits for some of the courses in this program. See the Technology Section for more information and contact your school counselor for details.

Project Lead the Way Opportunities for College Credit

Design for Drawing Production	MCC/RIT
Engineering Essentials	RIT
Principals of Engineering	RIT
Computer Integrated Manufacturing	RIT
Civil Engineering and Architecture	RIT

SEAL OF BILITERACY

Churchville-Chili High School is pleased to participate in the New York State Seal of Biliteracy Program.
The Seal of Biliteracy is a prestigious award that lets colleges and employers know that you are proficient in more than one language. Students who wish to earn the Seal of Biliteracy must demonstrate a high level of proficiency in both English and another language.

Any student who has a high level of 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. Planning will typically begin during the 11th grade year. Students are eligible to apply for the New York State Seal of Biliteracy during their senior year.

Earning the Seal of Biliteracy
A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma.
B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three points** in each of **the two areas** listed below:

Criteria for Demonstrating Proficiency in English	Point Value	Criteria for Demonstrating Proficiency in a World Language	Point Value
1a. Score 75 or higher on the NYS Comprehensive English Regents Examination **or** score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core) **or** English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without	1	**2a.** Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.	1
1b. ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT) as demonstrated by an overall scale score of 290.	1	**2b.** Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
1c. Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	**2c.** For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
1d. Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, **or** -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	**2d.** Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
1e. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	1	**2e.** Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	1

Additional information about the criteria can be found at: http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb

High School and College Connections

3-1-3

The 3-1-3 Program is a cooperative program between Churchville-Chili High School and SUNY College at Brockport and provides seniors the opportunity to combine their high school senior year and their freshman year at college.

Courses currently approved at Churchville-Chili are:

AP Biology
AP Environmental Science
AP Chemistry
AP Portfolio Art
AP U. S. History
AP Calculus
AP Computer Science
AP English Language and Composition
AP English Literature and Composition

Students enrolled in the 3-1-3 Program take two or three SUNY approved courses at Churchville-Chili and register for two or three courses each semester at Brockport. Students can earn a maximum of 15 college credits per semester but pay only for the courses taken at the Brockport campus. Both the approved high school and college courses will appear on a SUNY College at Brockport transcript. Students have full use of the Brockport college facilities. To gain admission to the program, students need the approval of their CCHS counselor and must submit a SUNY Brockport application by April 1. Upon completion of the courses, students will receive a SUNY Brockport transcript reflecting Brockport grades earned. Contact your School Counselor for more information about the application process and fees.

Tuition and Fees: $315/credit hour plus the cost of books (all costs are subject to change without notice).
Contact your school counselor for more information.

WEMOCO

Students in the second year of selected WEMOCO courses can earn college credit while enrolled at WEMOCO. Students enroll by paying a reduced tuition and have the opportunity to receive an official college transcript upon successful completion of the course. WEMOCO program descriptions are listed on page 63 of this handbook.

WEMOCO Courses with an option for College Credit

Advanced Manufacturing	Exercise Science I
Baking	HVAC/Plumbing II
Child and Family Development I & II	Machining I & II
Criminal Justice I & II	Medical Laboratory Assisting & Phlebotomy I
Culinary Arts II	Nurse Assisting & Associated Health Careers I
Dental Assisting, I	Residential & Commercial Electric II

Contact your School Counselor for more information.

NCAA Eligibility Requirements

DIVISION I

If you enroll in a Division I college and want to be a full qualifier participant in athletics and receive an athletics scholarship, you must meet the following NCAA requirements:

- Complete 16 core courses listed below.
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math, or science.
- Earn a core-course GPA of at least 2.300.
- Earn the SAT/ACT score matching your core-course GPA on the Division I sliding scale (see NCAA website for scale).
- Graduate high school.

16 Required Core Courses:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural or physical sciences (including 1 year of lab science)
- 1 additional year of English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional core courses (from any category above, foreign language or comparative religion/philosophy)

DIVISION II

If you enroll in a Division II college in August 2018 or later and want to be a full qualifier participant in athletics and receive an athletics scholarship, you must meet the following NCAA requirements:

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the SAT/ACT score matching your core-course GPA on the Division II scale (see NCAA website for scale).
- Graduate from high school.

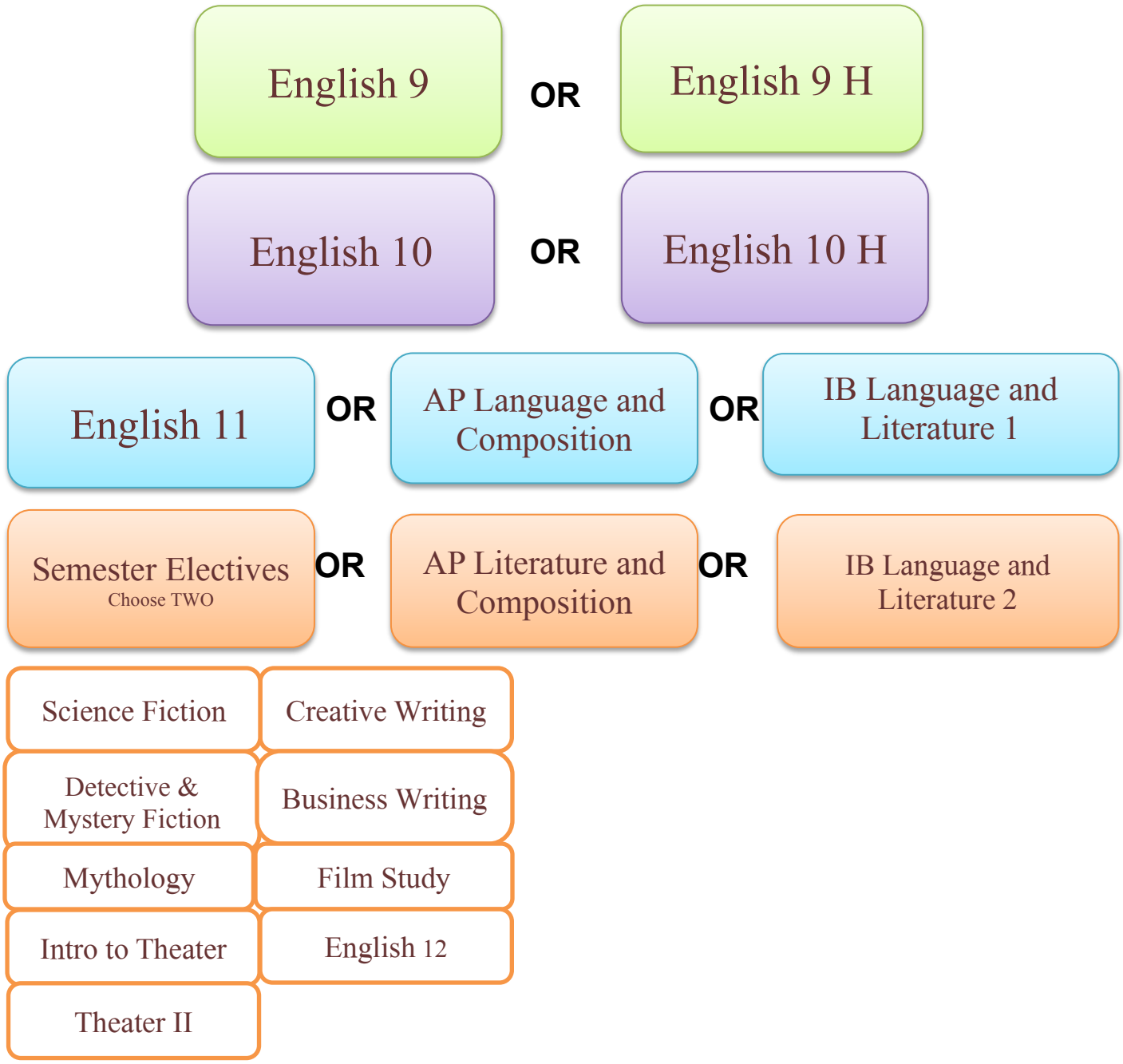
16 Required Core Courses

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural or physical sciences (including 1 year of lab science)
- 2 years of social science
- 3 additional years of English, mathematics, or natural/physical science
- 4 years of additional core courses (from any category above, foreign language or comparative religion/philosophy)

BE SURE TO ASK YOUR COACH OR SCHOOL COUNSELOR ABOUT THESE REQUIREMENTS OR DOWNLOAD THE "GUIDE FOR THE COLLEGE-BOUND STUDENT-ATHLETE" AT https://web3.ncaa.org/ecwr3.

*****Courses that have been approved by NCAA are noted next to the course title.*****

English Course Flow Chart



There are more potential combinations of courses. Please see your school counselor in order to make the decision that is most appropriate for you. Some courses have prerequisites which need to be fulfilled.

ENGLISH 9 (NCAA)

In accordance with the New York State and Churchville-Chili learning standards for English Language Arts, students read, write, listen and speak for four purposes: for information and understanding, for literary response and expression, for critical analysis and evaluation and for social interaction. Students proceed through the writing process as they compose: they engage in various prewriting activities to set their focus, they write, they revise, they edit and they publish their work. Furthermore, students read a variety of literature including novels, plays, and works of nonfiction in addition to many shorter works and poetry. Throughout the year, students work to improve and enhance their speaking and listening skills. A library research unit is also a part of the year's activities as well as opportunities to use technology to support student learning. The final examination in June is a departmental final examination.

Prerequisite: English 8
Open to grade 9, 1 credit

ENGLISH 9 H (NCAA)

Offered as an introduction to Advanced Placement English Language and Composition 11 and Advanced Placement English Literature and Composition 12, English 9 Honors is open to students who have demonstrated exceptional ability in reading and writing as well as a strong commitment to a rigorous, demanding course load. Since this course is a precursor to advanced level classes, the curriculum will focus on various modes of discourse and genre as well as stylistic devices. Students must be highly motivated since this is a fast-paced class with rigorous expectations. The final examination in June is a departmental final examination.

Prerequisite: Student should demonstrate a strong work ethic and an interest in English. A final average of 90 or better in English 8 or English 8 Honors is required, as well as a 3+ or 4 on the NYS ELA 8 assessment. A student entering from English 8 must have a recommendation from his/her English teacher.

Open to grade 9, 1 credit

ENGLISH 10 (NCAA)

Students must write for the four purposes identified in the New York State and Churchville-Chili learning standards for English Language Arts: for information and understanding, for literary response and expression, for critical analysis and evaluation and for social interaction.

They work on refining their abilities to formulate and develop expository essays. They read a wide range of literary selections ranging from novels, plays, and short stories to poetry and nonfiction. A library research unit is also a part of the curriculum as well as further opportunities to use technology to support their learning. The final evaluation in June is a departmental final examination with tasks similar to those on the New York State Regents examination.

Prerequisite: English 9
Open to grade 10, 1 credit

ENGLISH 10 H (NCAA)

This course continues the standards set in English 9 Honors and the expectations of AP English Language and Composition 11, AP English Literature and Composition 12, and IB Language and Literature I. Students must demonstrate the ability to perform in an exceptional manner in the areas of reading comprehension, writing, and analysis. The course will be based on a fast-paced and challenging curriculum. Students will be required to complete a summer reading and writing assignment prior to beginning the course in September. Students should commit to higher standards and a demanding workload. Students enrolled in this course take the New York State Comprehensive Regents Examination in English as their final evaluation in June.

Prerequisite: Student should demonstrate a strong work ethic and an interest in English. A final average of 85 or better in English 9 or English 9 Honors is required, as well as a 3+ or 4 on the NYS ELA 8 assessment. A student entering English 10 Honors from English 9 must have a recommendation from his/her English teacher.

Open to grade 10, 1 credit

ENGLISH 11 (NCAA)

In June of the junior year, students take the New York State Comprehensive Regents Examination in English, and during the first semester they have many opportunities to write the types of essays that are included on this exam. As in their earlier years of high school, they continue to use the writing process as they compose for the four purposes identified in the New York State and Churchville-Chili learning standards for English Language Arts. The literature they read in this course is primarily American literature. In addition to a number of short stories and poems, students read novels, plays and nonfiction. In preparation for the PSATs and SATs, teachers stress vocabulary and grammar. They also provide students further opportunities to develop their skills in library research and technology use.

Prerequisite: English 10
Open to grade 11, 1 credit

ADVANCED PLACEMENT ENGLISH
LANGUAGE AND COMPOSITION 11 (NCAA)

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The AP Language and Composition course enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will be required to complete a summer reading and writing assignment prior to beginning the course in September. In May, students take the Advanced Placement Examination in English Language and Composition. A successful score on the examination qualifies students to apply for college credit and/or admission to upper-level courses at the college they will be attending.

Prerequisite: Student should demonstrate a strong work ethic and an interest in English. A minimum grade of 90 or better in English 10, or Pre-AP English 10 is required and a score of 90 or better on the English 10 examination. A student entering Advanced Placement from English 10 must have a recommendation from his/her English teacher.

Open to grade 11, 1 credit

ADVANCED PLACEMENT ENGLISH
LITERATURE AND COMPOSITION 12 (NCAA)

The goal of Advanced Placement English is to engage students in the careful reading and critical analysis of imaginative literature. Through the in-depth active reading of representative texts from multiple periods, genres and cultures, students will deepen their understanding of the ways writers use language, structure, theme, and style. Writing assignments in the form of expository, analytical, and argumentative essays make up the bulk of student writing for this course and reinforce critical reading and analysis. Emphasis is placed on sophisticated language and stylistic maturity. Occasional creative writing and technology assignments will be used to sharpen understanding and appreciation of literary artistry. Since the reading for this course should be "wide and deep," students will be required to complete a summer reading and writing assignment prior to beginning the course in September. In May, students take the Advanced Placement Examination in English Literature and Composition. A successful score on the examination qualifies students to apply for college credit and/or admission to upper-level courses at the college they will be attending.

Prerequisite: Students should demonstrate a strong work ethic and an interest in English. A minimum grade of 90 or better in English 11 or AP English Language and Composition 11 is required and a letter of recommendation from his/her English teacher. A student entering Advanced Placement from English 11 must have a score of 90 or better on the NYS ELA Regents 11 examination and a recommendation from his/her English teacher.

Open to grade 12, 1 credit

IB LANGUAGE AND LITERATURE I (NCAA)

The IB Language and Literature course focuses on the analysis of a wide variety of texts and genres. These will include: mass media communication, samples of advertising, internet resources, literary works, and nonfiction essays. Reading and discussion will focus on the idea that language, in all its forms, reflects larger cultural interests and concerns. The chosen texts introduce students to a wide range of global themes and issues. Through oral and written expression, students will develop the ability to engage in close, detailed analysis of texts.
This is a two-year sequence required for the IB diploma. Students will take all four sections of the International Baccalaureate examination over the two years. Completion of this course and all parts of the exam satisfy the English language requirement for the IB diploma.

Open to grade 11, 1 credit

IB LANGUAGE AND LITERATURE II (NCAA)

In IB Language and Literature II, students will continue the multi-genre discussion begun in Language and Literature I. In this half of the course, students will focus on both oral presentations and written assessments. In order to receive an IB certificate in English, students must complete both years of the course.

Prerequisite: IB Language and Literature I
Open to grade 12, 1 credit

IB THEORY OF KNOWLEDGE

Theory of Knowledge is a discussion-based course which asks students to consider the question “How do we know?” In discussing topics such as language, mathematics, the sciences, and the arts the course touches on a wide variety of academic disciplines. Students will be encouraged to make connections between their experiences both in and outside of the classroom. The ultimate goal of the course is to allow students to formulate questions, develop arguments, and analyze alternate perspectives.

This course is offered in the second semester of junior year (ToK 1) and fall semester of senior year (ToK 2). ToK is mandatory for IB Diploma candidates and does not count for English or Social Studies credit.

Prerequisite: None
Open to grades 11-12

ENGLISH ELECTIVES

Grade 12 students not enrolled in AP English Literature and Composition OR IB Language and Literature 2, will choose two semester elective courses to fulfill their English requirement in their senior year.

NOTE: Students in grades 10-12 may choose to take any English elective in addition to their grade-level English requirement. They may not, however, retake those electives for senior credit. If enrollment needs to be limited, 12th graders will receive preference.

ENGLISH 12 (NCAA)

This course will provide a range of opportunities for students to enhance their reading, writing, speaking, and listening skills. The main objectives of the course are to prepare students for college writing and/or literature courses and help students to acquire the necessary communication skills for life outside of high school. Course work will include the study of a wide range of texts from various perspectives. Written work will include a formal research paper, analytical essays, a personal essay and a reflective essay. Students will submit a writing portfolio showcasing learned skills as their final assessment.

Prerequisite: English 11
Open to grade 12 Only
Semester, 1/2 credit

SCIENCE FICTION (NCAA)

Science Fiction is a survey course which exposes students to a selection of stories and novels from the genre. Students will consider the ethical, philosophical, and social issues prevalent in science fiction writing. Potential authors for consideration include Ray Bradbury, Isaac Asimov, Kurt Vonnegut, Arthur C. Clarke, Robert Heinlein, C. S. Lewis, Dan Simmons, Ursula LeGuin, Mary Shelley, and H. G. Wells.

Prerequisite: None
Open to grades 10-12, 1/2 credit

DETECTIVE AND MYSTERY FICTION (NCAA)

Detective and mystery narratives raise fascinating questions about the process of reading and interpretation. Students will read various mystery and detective stories and will examine the changing cultural and technological implications of mystery and investigation. Potential authors for investigation include Sir Arthur Conan Doyle, Edgar Allan Poe, Agatha Christie, Truman Capote, Daphne DuMaurier, and John Grisham.

Prerequisite: None
Open to grades 10-12, 1/2 credit

MYTHOLOGY (NCAA)

In this course students will be introduced to classical Greek and Roman mythology, Norse tales, Celtic lore, and legends of King Arthur. Students will explore stories of gods and goddesses, myths about human beings, and tales of knights. These myths and tales will be the most familiar in Western culture and literature. Units and projects will address a wide variety of student learning styles, including art, videos, and writing.

Prerequisite: None
Open to grades 10-12, 1/2 credit

INTRODUCTION TO THEATER

This course will introduce students to the various aspects of theatre as well as the fundamentals of acting. Students will critically analyze and perform plays, create original scripts, and learn the art of improvisation. This course involves continuous active participation. Teachers evaluate students on their performances, the critiques of written drama as well as performances they have reviewed, and their written exams.

Prerequisite: None
Open to grades 10-12, 1/2 credit

THEATER II: INTERMEDIATE ACTING

This course will build on knowledge gathered in Introduction to Theatre. Students will effectively create characters from the printed page to the stage. They will work with scripted pieces and will perform for an audience. Students will examine the difference between stage and video acting and will deepen their exploration of theatrical literature as well as develop intermediate acting skills and oral/physical interpretation.
This course involves continuous active participation. Teachers evaluate students through authentic assessments (performances), peer evaluation, and teacher assessment, as well as quizzes on terminology and content.

Prerequisite: Introduction to Theatre
Open to grades 10-12; 1/2 credit per course

BUSINESS WRITING

This course provides students with the opportunity to develop skills necessary for effectively communicating in the workplace and in social situations. Students review basic English skills and apply them to universal principles of professional communication. Projects include writing college essays, business letters, email messages, and technical reports, and designing presentations both with and without visuals. Students will create professional portfolios showcasing their accomplishments that can be used on college and job interviews.

Prerequisite: None
Open to grades 10-12, 1/2 credit

CREATIVE WRITING (NCAA)

In this course, students are able to extend the writing they have done in the regular English class. They write both fiction and nonfiction, and, through frequent writing, they develop their own voices and styles. Students compose works of varying lengths and write for a variety of purposes and audiences. As they proceed through the writing process, they have many opportunities to evaluate their own writing and that of their peers, and they receive feedback from other students as well as the teacher.

Prerequisite: None
Open to grades 10-12, 1/2 credit

FILM STUDY

In this course, students learn to become discriminating, critical viewers, and they learn to appreciate the film as art. They identify film terms and techniques, distinguish between fact and opinion, recognize stereotypes and biases, and discriminate between fact and fantasy. They analyze films for their technical aspects, themes, purposes, and impacts; they develop an awareness of the power of visual presentations, and they evaluate visuals using established criteria. Teachers evaluate students on their written responses, class and group discussions, and projects.

Prerequisite: None
Open to grades 10-12, 1/2 credit

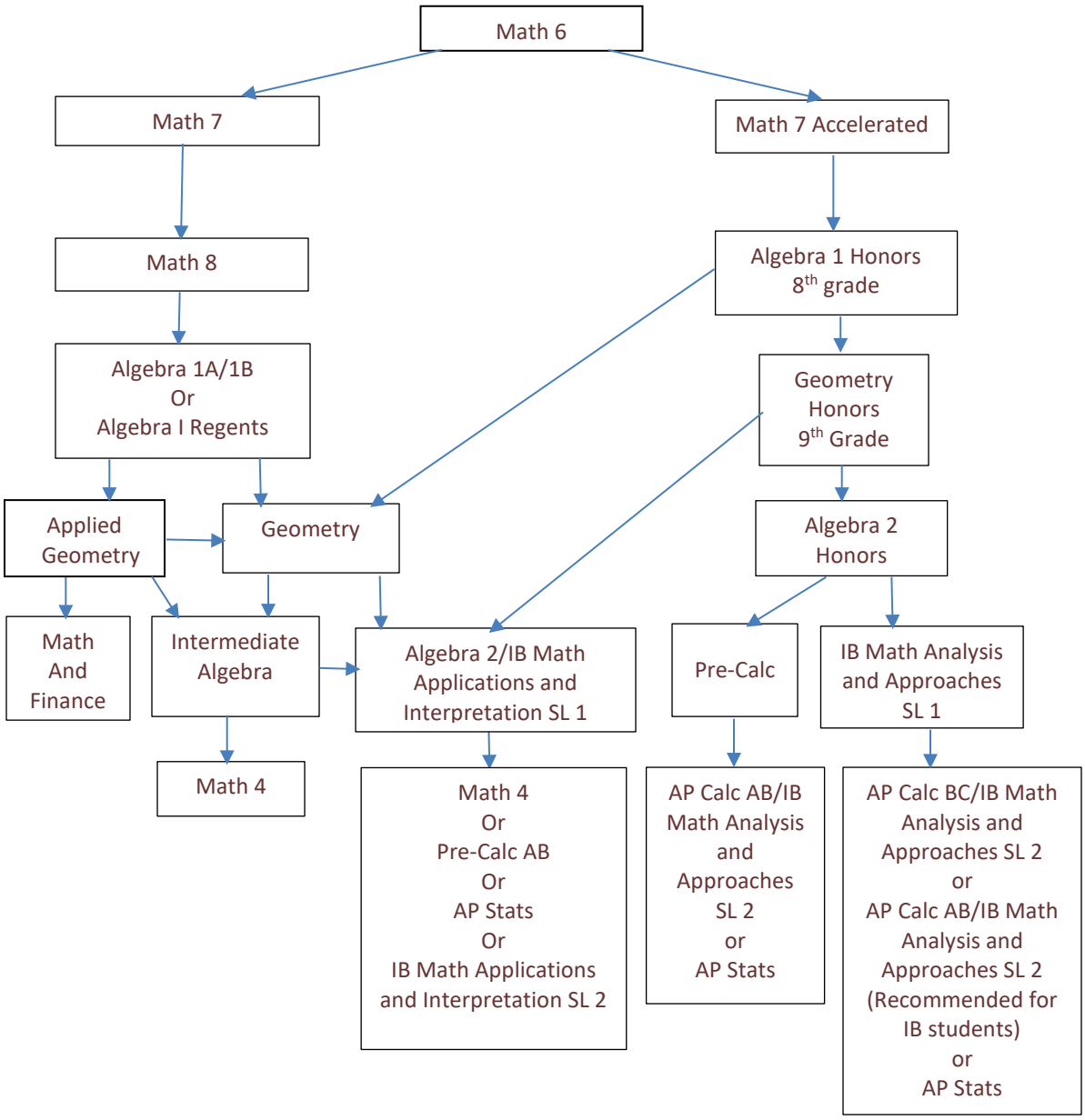
CRITICAL LITERATURE COURSE

This is elective credit only. Utilizing the following professional resources, this course will cover the following broad topics: Reading Strategies for Fiction, Reading Strategies for Nonfiction, Disciplinary Reading (Reading in the Content Areas), Media Literacy and Informational Fluency, and Writing for Argumentation, Information, and Personal Narration.

This course will be split into two sections: Fiction and Nonfiction. The first 10 weeks will be focused on using Beers and Probst' book: Notice and Note Strategies for Close Reading. Using the 6 Sign Posts (strategies for close reading in fiction) students will look through various fictional readings in order to strengthen their ability to close read and read with purpose. The remainder of the course will be focused on using Beers and Probst' book: Notice and Note Stances, Signposts and Strategies. Using the 5 Sign Posts (strategies for reading nonfiction) students will practice the 5 Sign Posts with various nonfiction texts. The students will be able to connect these ideas and strategies to the courses they are already enrolled in. The students will partake in two projects throughout the course to show their understanding of the material.

Prerequisite: None
Open to grades 9-12, 1/2 credit

CHURCHVILLE-CHILI MATHEMATICS COURSES



Other Math Courses (do not count as math credits):

Introduction to Computer Science is offered as two separate semester courses:

- **Introduction to Computer Science-Python**
- **Introduction to Computer Science-Programming Methods**

Students can take one or both of the courses and one is not the pre-requisite for the other.

AP Computer Science is a full year course option for students in Grades 10-12.

Pre-requisite: Successful completion of Algebra 1 course and regents, or approval of instructor.

MATHEMATICS

The TI – 83 plus or TI-84 plus handheld is recommended for all Mathematics courses

ALGEBRA 1A
This semester course allows students the opportunity to fine-tune their algebra skills while assisting them in developing and understanding the application of algebraic processes.

ALGEBRA 1B
This semester course is a continuation of Algebra 1A and further investigates the use of algebra to successfully solve problems in a variety of settings. Students enrolled in this course will take the Algebra 1 Regents examination in June.

ALGEBRA 1 (NCAA)

Algebra provides tools and ways of thinking that are necessary for solving problems in a number of diverse disciplines, such as science, business, social sciences, fine arts, and technology. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course will also assist students in developing skills and processes to be applied using an assortment of techniques to successfully solve problems in a variety of settings. The Algebra Regents examination will be taken in June, and which is a graduation requirement.

Prerequisite: Math 8, 1 credit
Final Assessment: Algebra 1 Regents Exam

APPLIED GEOMETRY

This is a local course that does not culminate in a New York State Regents examination. Students may use Applied Geometry as their second mathematics course which is needed for a Regents Diploma. A major emphasis of this course is to allow students to investigate geometric relationships through algebraic applications and through geometry software. Formal proof will not be a part of this course.

Prerequisite: Successful completion of the Algebra Regents exam as well as the Algebra course, 1 credit

GEOMETRY (NCAA)

Geometry is the second Regents course in mathematics for high school students preparing for the Regents Diploma with Advanced Designation. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Students will justify geometric relationships and properties of geometric situations. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

Prerequisite: Successful completion of the Algebra 1 course and the Algebra 1 Regents exam, 1 credit.
Final Assessment: Geometry Regents Exam

GEOMETRY HONORS (NCAA)

This course is the honors version of Geometry. Students in this program must display a strong work ethic and a desire to explore topics at a deeper level. It is designed to challenge the mathematical learner, as they will travel through the Geometry Curriculum at a faster pace and greater depth than a Regents Geometry course. Students will take the Geometry Regents exam in June.

Prerequisite: Successful completion of the Algebra 1 Honors course and Algebra 1 Regents exam, 1 credit
Final Assessment: Geometry Regents Exam

ALGEBRA 2/IB MATHEMATICS APPLICATIONS & INTERPRETATION SL 1 (NCAA)

This is the third regent's course in mathematics for high school students preparing for the Regents Diploma with Advanced Designation. This course will prepare the student for the Algebra 2 Regents Exam and also satisfy the first year of the two-year requirement for the IB Diploma or certificate. While developing the algebraic techniques that will be required of those students who continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Topics include, but are not limited to, imaginary and complex numbers, the families of functions, data analysis, sequences and series, probability and trigonometry. A graphing calculator is required for this class.

Prerequisite: Successful completion of both the Algebra I and Geometry courses and the Regents exams; 1 credit
Final Assessment: Algebra 2 Regents Exam

ALGEBRA 2 HONORS (NCAA)

This course is the honors version of Algebra 2. Students in this program must display a strong work ethic and a desire to explore topics at a deeper level. Students will take the Algebra 2 Regents exam in June.

Prerequisite: Successful completion of the Geometry Honors course and the Geometry Regents exam, 1 credit
Final Assessment: Algebra 2 Regents Exam

INTERMEDIATE ALGEBRA (NCAA)

Intermediate Algebra satisfies the third mathematics sequence required for graduation with a Regents Diploma. Participation in this program will not lead a student to fulfilling the requirements for the Regents Diploma with Advanced Designation. Topics include extended algebraic concepts learned in previous courses, rational expressions, functions, radicals, exponents, logarithms, complex numbers, probability, right triangle trigonometry functions, equations and applications. This is a non-Regents course.

Prerequisites: Successful completion of Geometry or Applied Geometry as well as the Algebra 1 Regents exam, 1 credit.

MATH 4 (NCAA)

This course offers a variety of advanced mathematics topics to prepare students for college-level mathematics. This is a fourth level course that will incorporate specific targeted skill and content development. Topics covered include higher level equations, graphing techniques, systems of equations, matrices, and the study of many different functions including trigonometric, polynomial, rational, conic, exponential and logarithmic. Throughout this course an emphasis on reasoning and problem solving to address real-life connections will be stressed, as well as nurturing the ability to effectively communicate, and justify results.

Prerequisite: Successful completion of either Intermediate Algebra or Algebra 2/IB Mathematics Applications and Interpretation SL 1 as well as the Algebra 1 Regents exam, 1 credit.

PRE-CALCULUS (NCAA)
This course prepares students for Advanced Placement Calculus AB and/or first semester college calculus. Topics covered include functions, transformations, exponential and logarithmic functions, trigonometry, and vectors. This course is a prerequisite for Advanced Placement Calculus AB.
This course may be taken for dual credit with MCC if the student meets the following criteria:
Algebra 2 course grade 93 or higher, with HS GPA 3.5 or higher,
Or Algebra 2 Regents Exam grade 83 or higher,
Or SAT score in Math 620 or higher,
Or ACT score in Math 26 or higher.

Prerequisite: Successful completion of the Algebra 2 Regents exam as well as the Algebra 2 or Algebra 2/IB Math Applications and Interpretation SL 1 course, 1 credit
Final Assessment: MCC Final or local final.

IB MATHEMATICS APPLICATIONS AND INTERPRETATION SL 2 (NCAA)

This is the second year of the two-year IB Math Studies requirement for the IB Diploma. This course is designed for students with varied mathematical backgrounds and whose main interests lie outside the field of mathematics. Students in this course will study numbers and algebra, sets and logic, geometry and trigonometry, statistics and probability, functions, financial math, and an introduction to differential calculus. The emphasis of this course is the application of mathematical process to real-life situations. The program requires students to complete an internal assessment which is an undertaking of an investigation of a mathematical nature with teacher supervision. This project will enable the mastery of skills learned during the course and develop the students' abilities to ask their own questions about mathematics.

Prerequisite: Algebra2/IB Mathematics Applications and Interpretation SL 1 or Algebra 2 Honors course
Final Assessment: IB Math Applications and Interpretation exam

IB MATHEMATICS ANALYSIS AND APPROACHES SL 1 (NCAA)

This is the first year of a two-year course designed for students who already possess a strong background knowledge of basic math. IB Math SL is designed so that students will study a breadth of mathematical topics, rather than several topics in depth. Topics include, but are not limited to, advanced algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and basic calculus. The program requires students to undertake an investigation of a mathematical nature with teacher supervision. This project will enable the mastery of skills learned during the course and develop the students' abilities to ask their own questions about mathematics. Students must use a graphing calculator in this course.

Prerequisite: Completion of Algebra 2 Honors class and regents, 1 credit
Final Assessment: local final

AP CALCULUS AB / IB MATHEMATICS ANALYSIS AND APPROACHES SL 2 (NCAA)

This is the second-year course opened to accelerated math students with exceptional math ability. Topics studied include but are not limited to: limits and continuity; derivatives and their applications; integration and its applications; transcendental functions; differential equations. Students must use the graphing calculator in this course. Students will have the option of earning credit towards the IB diploma and/or AP through final assessments.

Prerequisite: Pre AP-Calc. AB or IB Math Analysis and Approaches SL 1, 1 credit
Final Assessment: AP Calculus AB exam and/or IB Mathematics Analysis and Approaches SL exam

AP CALCULUS BC / MATHEMATICS ANALYSIS AND APPROACHES SL 2 (NCAA)

This is the second-year course opened to accelerated students who have achieved mastery in IB Mathematics Analysis and Approaches SL 1 and have a serious interest in mathematics and/or science. AB Calculus BC/IB Mathematics Analysis and Approaches SL 2 is a full year course in the calculus of functions of a single variable. It includes all topics taught in AP Calculus AB plus additional topics including but not limited to: polar, parametric, and vector functions and their derivatives; integration by parts or partial fractions; sequences and series. Students must use the graphing calculator in this course. Students will have the option of earning credit towards the IB diploma and/or AP through final assessments.

Prerequisite: 85% or better average in IB Mathematics Analysis and Approaches SL 1, 1 credit
Final Assessment: AP Calculus BC exam and/or IB Mathematics Analysis and Approaches SL exam

AP STATISTICS (NCAA)
In this course students will learn how to collect, organize, analyze and interpret numerical information from data. The understanding of statistics provided through this course will allow students to successfully navigate our complex information age in which statistical concepts are everywhere. Students will have the opportunity to engage in self-directed and teacher-directed projects designed to increase their depth of statistical understanding. The AP exam is given during May. Those who successfully pass this exam may apply to the college of their choice for advanced placement credit or standing.

Prerequisite: A minimum average of 85% in Algebra 2 Honors or Algebra2/IB Math Applications and Interpretation SL 1, as well as successful completion of the Algebra 2 Regents exam, 1 credit
Final Assessment: AP Statistics Exam, and a local final.

INTRODUCTION TO COMPUTER SCIENCE

This introductory course is separated into 2 semester courses and covers a variety of programming languages including Bootstrap, Python and HTML5.

INTRODUCTION TO COMPUTER SCIENCE - PYTHON

This semester course covers two main programming languages Bootstrap and Python. Students will practice using logical operators, writing code using proper syntax and debugging code. A collaborative environment will be utilized to emphasize a real code development environment. This course includes project-based learning, hands-on learning and online sandboxing. This course is recommended for any student thinking about computer programming, computer science, app development or wishing to strengthen logical and critical thinking skills.

INTRODUCTION TO COMPUTER SCIENCE – PROGRAMMING METHODS

This semester course will focus on critical thinking and strategic design. Students will learn to code their own web pages using HTML 5 as well as CSS. This includes a final project in which students design, build and deploy their own custom coded, fully functional website. Additionally, students will have the opportunity to visually code a variety of robots. A collaborative hands-on classroom will be utilized to emphasize a real code development environment. This course is recommended for any student thinking about computer programming, computer science, app development or wishing to strengthen logical and critical thinking skills.

Prerequisite: None
Open to grades: 9-12, 1 credit

AP COMPUTER SCIENCE A

AP Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. It is meant to be the equivalent of a first semester college level course in Computer Science. Students must take the AP exam administered in May. Those who successfully pass the AP exam may apply to the college of their choice for advanced placement credit or standing.

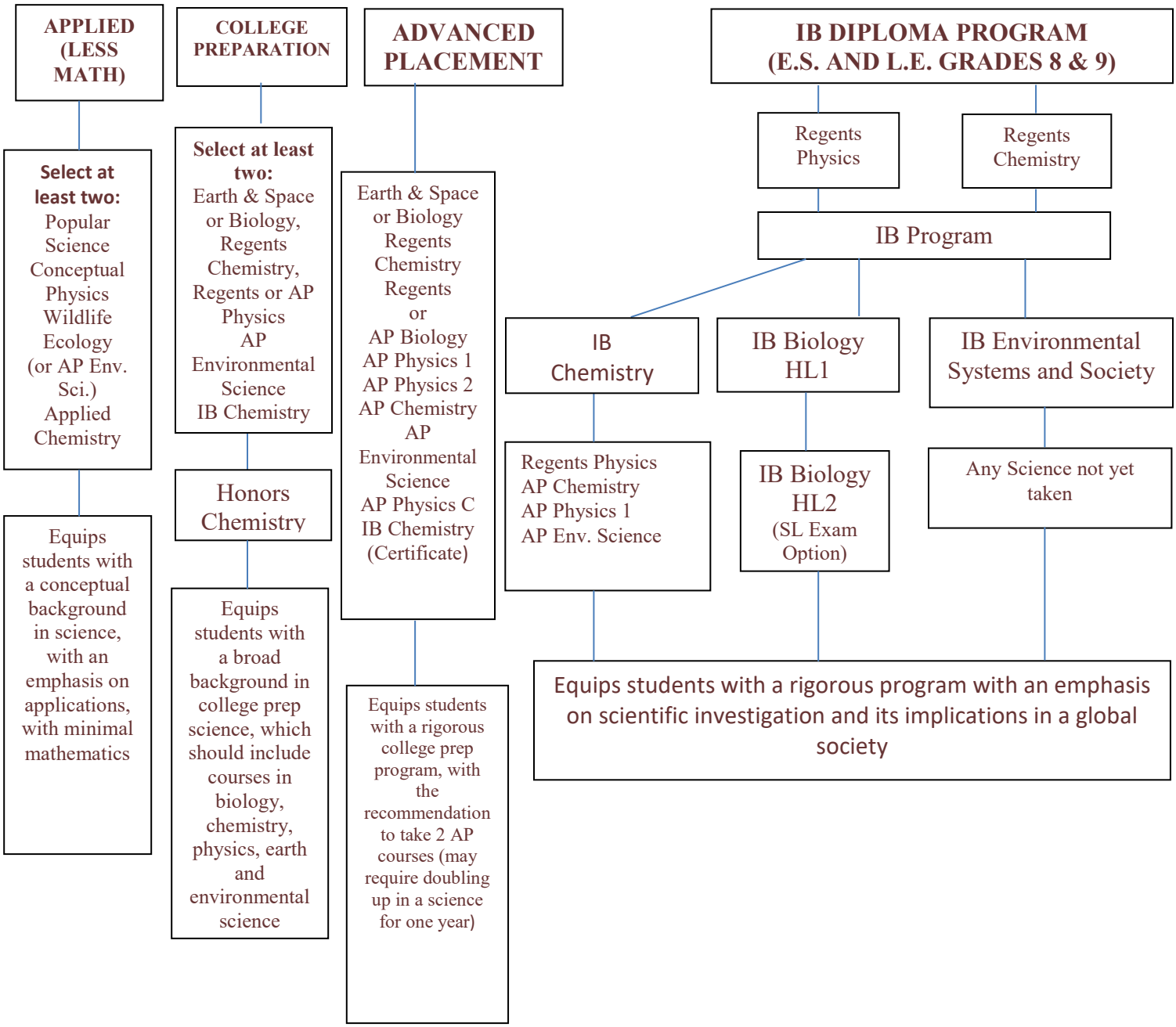
Prerequisite: Successful completion of the Algebra 2 course, IB Math Applications and Interpretation SL 1, or permission of instructor.
Open to grades: 10-12, 1 credit
Final Assessment: AP Computer Science A Exam

MATH AND FINANCE

Math and Finance is an interdisciplinary business course related to the Math, Science, and Technology learning standards. After successfully passing the Algebra Regents exam, this course may be used as the third unit of mathematics required for the Regent's diploma. Participation in this program will not lead a student to fulfilling the requirements for the Regents Diploma with Advanced Designation. **Students should be advised that colleges may not consider this course as a fourth credit of high school math. It may be used as the third math credit towards a Regents diploma. It can be taken as a Business elective. Topics include**: gross and net income, tax preparation, banking, credit, loans, interest, investments, vehicle acquisition, housing costs, insurance, and budgeting. Students may opt for this course with current math teacher's recommendation or as an elective.

Prerequisite: Successful completion of 2 units of math and the Algebra Regents exam
Open to grades: 11-12, 1 credit

SCIENCE DEPARTMENT COURSE SELECTION FLOW-CHART



- A minimum of two previous years of high school science, to include chemistry (e.g., living environment and chemistry, or earth science and chemistry)

SCIENCE

EARTH & SPACE SCIENCES (NCAA)

Earth Science is the study of the materials, processes, and history of the planet earth as well as its environment in space. Closely related to the natural environment, it is an integrated, interdisciplinary science that builds on the background of science acquired in the earlier grades. The major topics covered are geology, meteorology, weathering, erosion, landscape development, earth-moon motions, measurement of the earth, and energy transfer. Students taking this course must complete a minimum of 1,200 minutes of lab time as well as the accompanying reports, and then will be eligible to take the Regents examination in June.

Prerequisite: None
Open to grades 9-12, 1 credit

BIOLOGY (NCAA)

Biology presents a conceptual and inquiry (lab) approach to the study of living organisms and their environment. The areas of study include cells, biochemistry, ecology, evolution, genetics, reproduction and development, and human physiology. The course follows the New York State Regents Biology core curriculum as well as the New York State Science learning standards. Students selecting this course should possess strong reading comprehension skills. Students must complete a minimum of 1,200 minutes of lab time with passing grades on the accompanying reports in order to be eligible to take the Regents examination in June.

Prerequisite: None
Open to grades 9-12, 1 credit

AP BIOLOGY (NCAA)

This course is equivalent to an introductory college biology course. It is for the science-oriented student who has demonstrated exceptional achievement in previous science courses and wishes to broaden their knowledge in Biology. The major topics of study (biochemistry, cell structure energetics, Mendelian and molecular genetics, evolution and ecology) will be interwoven within the four “Big Ideas” of biology: 1 The process of evolution drives the diversity and unity of life, 2 Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, 3 Living systems store, retrieve, transmit and respond to information essential for life processes and 4 Biological systems interact and these systems and their interactions possess complex properties. This course involves intensive reading and out of class preparation, lecture and content related discussions, as well as a rigorous laboratory component. Students will be engaged in laboratory activity for approximately half of class time. Students completing this course are expected to sit for the AP Biology exam in May, and will then become eligible to earn up to 8 college credits.

Prerequisite: Regents Biology and Regents Chemistry
Open to grades 11-12, 1 credit

IB BIOLOGY 1 SL/HL (NCAA)

IB Biology Higher Level (HL) 1 is the first year of a two-year course focusing on core concepts common to both SL and HL levels. Students learn about cell theory, the chemistry of living things, plant science, genetics, health and human physiology and the relationship of structure and function of living organisms at all levels of complexity, among many other topics to further their understanding of and learning about biology Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. At the end of the first year, students must declare whether they will take the Standard Level (SL) or Higher Level (HL) exam.

Prerequisites: Regents Earth Science, Regents Chemistry
Open to Juniors

IB BIOLOGY 2 SL/HL (NCAA)

IB Biology Higher Level 2 is a continuation of IB Biology Higher Level 1. During the second year, common core concepts from the first year will be highlighted and supplemented with more in depth materials and additional topics unique to the higher-level curriculum will be addressed. Students will continue to engage in creative inquiry style laboratory investigations. At the end of the second year, students will take the HL exam unless they declared the SL level exam at the end of the first year.

Prerequisites: IB Biology 1 SL/HL
Open to Seniors (as a continuation)

IB ENVIRONMENTAL SYSTEMS AND SOCIETY SL (NCAA)

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

Prerequisite: None
Open to grades 11-12, 1 credit

APPLIED CHEMISTRY

The course is less mathematically challenging than the Regents Chemistry course. The course will cover the basic foundation of chemistry topics such as atomic concepts, periodic table, physical behavior of matter, color, agriculture, food additives, textiles, pollution, and metalworking. Students taking this course will spend much of their time doing hands-on chemistry and can prepare a student for Regents Chemistry.

Prerequisite: One credit in high school math and science
Open to grades 10-12, 1 credit
***Available only on odd years**

CHEMISTRY (NCAA)

This course is designed to be the third course in science for the college-bound student**.** It is a math oriented, cumulative course. Students taking this course will be equipped with more advanced concepts and techniques of chemistry and will be adequately prepared to take Advanced Placement Chemistry. Students study topics in atomic structure, periodic table, bonding, gas laws, kinetics, thermodynamics, equilibrium, acid/base, oxidation-reduction, nuclear and organic chemistry. Students must complete a minimum of 1,200 minutes of lab time as well as the accompanying reports, and then will be eligible to take the Regents examination in June.

Suggested Criteria for Success: Algebra Regents exam score of 80% or higher
Biology Regents exam score of 80% or higher

Prerequisite: Two Regents science credits and two high school math credits
Open to grades 10-12, 1 credit
***Available only on odd years**

AP CHEMISTRY (NCAA)

Advanced Placement Chemistry is the equivalent of freshmen level college chemistry. The course is open to anyone looking to broaden their exposure and skill level in a laboratory oriented physical science. Four major themes of study are:

1. Stoichiometry – the study of the mole relationships in chemical reactions
2. Thermodynamics – the study of why reactions occur
3. Kinetics – the study of the rate of reactions
4. Equilibrium – the study of how forward and reverse reactions compete.

A balance between theoretical and laboratory work is sought, with about half of class time spent in the lab. Students completing this course are expected to sit for the AP Chemistry exam, and will then become eligible to earn up to 8 college credits. Students are also encouraged to take physics before AP Chemistry, but this should not be considered a deterrent to enrolling. Any students unsure about their ability to take this course are encouraged to consult with the instructor.

Prerequisite: Successful completion of Regents Chemistry
Open to grades 11-12, 1 credit

IB CHEMISTRY SL (NCAA)

The focus of IB Chemistry SL is a deeper understanding of the subject of inorganic chemistry with a brief introduction to organic chemistry. The course emphasizes problem solving. The primary topics covered are atomic theory, bonding, gas laws, thermodynamics, liquid and solid states, kinetics, equilibrium, acids and bases, and electrochemistry. Approximately 30-50 percent of class time will be devoted to laboratory activities. The course will be assessed according to IB assessment standards. Students may take the course as part of the IB Diploma program or for an IB Course Certificate.

Prerequisites: NYS Earth Science Regents and NYS Biology Regents
Open to: Grades 11 and 12

CONCEPTUAL PHYSICS

Conceptual physics is designed for any student who has an interest in science and wishes to study the natural laws that govern how objects and forces interact. The major themes of the course are studies about how objects move, sound and light related phenomena, and electricity and magnetism. The course is primarily hands-on and therefore students spend much of their time “doing” physics. Though physics requires some algebra skills, the mathematical demands are much less than required in Regents Physics.

Prerequisite: Successful completion of Algebra and two science credits
Open to grades 10-12, 1 credit
***Only available on even years**

PHYSICS (NCAA)

This course is for those who are completing a science major. College-bound students should strongly consider this course as the completion of their college preparation in the sciences. Physics is a laboratory-oriented program that includes topics such as motion, electricity, magnetism, waves and light, and nuclear physics. Mathematical and logical problem-solving skills underlie the entire course of study. Students must complete a minimum of 1,200 minutes of lab time as well as the accompanying reports, and then will be eligible to take the Regents examination in June.

Prerequisite: At least 2 credits of high school math
Open to grades 11-12, 1 credit

AP PHYSICS 1 (NCAA)

This course is designed as a first- year physics course, open to all students. The course curriculum includes studies of mechanics. The course is algebra based, and it is strongly recommended that participating students have strong math skills. Students who complete the course may sit for the AP Physics 1 exam to potentially earn college credit.

Prerequisite: Algebra, trigonometry or a science or math teacher’s recommendation.

AP PHYSICS 2 (NCAA)

This course is designed as a second-year college physics course, following AP Physics 1. It is open to all students who have successfully passed AP Physics 1. The curriculum includes fluids, thermodynamics, electricity and magnetism, optics, and modern physics. The course is algebra based. Students who take the course may sit for the AP Physics 2 exam to potentially earn college credit.

Prerequisite: AP Physics 1

AP PHYSICS C (NCAA)

This course ordinarily forms the first part of the college sequence of Physics courses taken by students majoring in engineering or the physical sciences. This is a calculus-based course, and methods of calculus are applied wherever appropriate in developing formulas and solving problems. This is a more intensive and analytical course than Physics 1. The subject matter is that of the first semester of college physics, which is mechanics. Multiple labs will be done.

Students enrolling in this course should have already taken one course in Physics (Regents Physics or Physics B) and should be at least concurrently enrolled in calculus. Students completing this course may sit for the AP Physics C Mechanics Exam, and will then become eligible to earn up to 4 college credits.

Prerequisite: Physics or Physics 1, Calculus or concurrent enrollment therein.
Open to grades 11-12, 1 credit

WILDLIFE ECOLOGY (NCAA)

Wildlife Ecology is designed to help students meet the need for a third year of science. Wildlife Ecology is an interactive course where students use and develop their previous science experiences. The course is a unique combination of field biology, ecology, environmental chemistry, and environmental science. The course is suggested for any student interested in biology or the environment.

The course is designed to take general ecological concepts learned in the classroom and apply those concepts to real-life fieldwork. Classes go outside frequently. Students should be prepared to go outside in all weather conditions. Research projects will be included in the course experience.

Wildlife Ecology I – Offered the first semester. Topics included during the course: scientific method, orienteering, ecology, population dynamics, species identification, and taxonomy. Classes will also investigate current issues in ecology and student-directed topics.

Prerequisite: Biology
Open to grades 11-12, 1/2 credit

Wildlife Ecology II- Offered in the second semester. Topics included during the course: animal tracking, wildlife conservation, Great Lakes ecology, invasive species, ornithology, bone and skull identification, and ecological threats. Additional topics include the sustainability of wildlife, current issues in ecology, and student-directed topics.

Prerequisite: Biology
Wildlife Ecology I is not required to take Wildlife Ecology II but is recommended.
Open to grades 11-12, 1/2 credit

AP ENVIRONMENTAL SCIENCE (NCAA)

This is a field course which will allow for application of understandings from many areas of science, such as geology, biology, chemistry, geography, and environmental science. The course is very similar to Wildlife Ecology, except those topics are covered in more detail and with greater depth. Students completing this course are expected to sit for the AP Environmental Science exam, and will then become eligible to earn up to 4 college credits.
The instructor and the AP College Board both recommend the following prerequisites:

- Two years of high school science – one year of life science and one of physical science (e.g., living environment and earth science, or living environment and chemistry).
- NYS Integrated Algebra

Open to grades 11-12, 1 credit

POPULAR SCIENCE

This course is designed to help students meet the need for a second or third year in science. Students will explore various topics in science including aspects of biology, earth science, chemistry, and technology. The purpose of Popular Science is to show how science impacts everyday life and to build a knowledge of basic scientific ideas. There will be opportunities to investigate student-directed topics. The course will also integrate science-related topics that are in the news at the time of the course.

Prerequisite: Regents Earth Science OR Regents Biology
Open to grades 9-12, 1 credit

OCEANOGRAPHY: Fall (NCAA)

A scientific study of the "Water Planet". Course topics include history of oceans, ocean geography, chemical and physical properties of the oceans, tides, currents, marine environments, ocean resources, and current threats to the oceans. The class is taught through a mix of textbook lessons, hands-on activities, and video media.

Open to grades 11 and 12, 1/2 credit

MARINE BIOLOGY: Spring Semester (NCAA)

The Oceans and their coastal areas form the largest biome on Earth. This course studies this biome and the species that live there. Plankton, nekton, and benthic organisms are examined. Special attention is paid to the challenges faced by marine species in the modern world. The class is taught through a mix of textbook lessons, hands-on activities, and video media.

Open to grades 11 and 12, 1/2 credit

SOCIAL STUDIES COURSE SEQUENCE
2023-2024 Graduation Requirements

9th grade: Global History and Geography 9 *or* Global History & Geography 9 H
10th grade: Global History and Geography 10 *or* AP World History
11th grade: US History & Government *or* AP US History/IB History HL Year 1
12th grade: Economics and Government *or* IB History HL Year 2 *or* AP US Government & Politics with Economics While seniors MUST take one of these three options, they MAY choose to take both IB History 2 **AND** AP Government & Politics with Economics. One is a history course and the other a political science course.

Social Studies Electives for 9th & 10th graders (Semester Courses)

Psychology	American Military History
Local History & Community	

Social Studies Electives for 11th graders

IB Psychology HL (2 year course-Students CAN just take the first year)	
Introduction of Teaching as a Profession	Psychology
Introduction to Sociology	Genocide Studies
Crime & Justice	American Military History
Local History & Community	

Social Studies Electives for 12th graders

IB Psychology HL 2 (If students took year #1 as juniors)	
Introduction of Teaching as a Profession	Psychology
Introduction to Sociology	Genocide Studies
Crime & Justice	American Military History
Local History & Community	

SOCIAL STUDIES

GLOBAL HISTORY & GEOGRAPHY 9 (NCAA)

Global History 9 is the first year of a two-year study of the world's history. Global 9 begins with a look at the world's earliest peoples and ends with an examination of evolving political, economic, and social ideas and systems. Students will explore the first agricultural revolution, the rise and fall of great empires, the world's great religions, major cultural movements and the rise of Europe during the Age of Discovery. Students will examine primary source material and document the increasing historical interactions among Asia, Africa, Latin America, Europe and the Middle East until about 1750.

Prerequisite: None
Open to grade 9, 1 credit

GLOBAL HISTORY & GEOGRAPHY 9 H (NCAA)

This upper-level Global History & Geography course satisfies all of the demands of the New York State Social Studies Framework for grade 9 but is designed as a precursor to the AP and IB history courses offered in 10th-11th-12th grades. Increased focus will be on developing the skills necessary to successfully transition to the pace and rigor of the AP/IB courses.

Prerequisite: Student should demonstrate a strong work ethic and an interest in Global History. A final average of 90 or better in grade 8 Social Studies and teacher/counselor recommendation is suggested for the course.
Open to grade 9, 1 credit

GLOBAL HISTORY & GEOGRAPHY 10 (NCAA)

Global History 10 focuses on world history from 1750-present. Students will examine nineteenth century European imperialism, two global wars, the rise of communism, colonial nationalism and revolution, the Cold War, the fall of Soviet communism and global interdependence. Students will explore current global issues such as the spread of nuclear weapons, international pollution, economic interdependence, ethnic strife and terrorism, child labor and the search for peace and security in the Middle East. Students take the New York State Global History and Geography Regents New Framework examination in June.

Prerequisite: Global History 9
Open to grade 10, 1 credit

AP WORLD HISTORY (NCAA)

AP World History is a rigorous study of the history of the world from the many perspectives of a historian. Students will examine the conventional historical thinking about the influence of geography, the impact of technology, the movements of peoples and the development of political, economic, social and religious systems on states and peoples.

Students take the AP World History College Board examination in May (there is a fee). Many colleges grant credit (up to six hours) and/or course exemptions when AP scores are satisfactory. Course work following the AP exam will include projects and preparation for the New York State Global History and Geography Regents exam.

Prerequisite: Honors Global History & Geography 9 or Global History & Geography 9 with strong teacher/counselor recommendation
Open to grade 10, 1 credit

U.S. HISTORY AND GOVERNMENT (NCAA)

U.S. History and Government is a chronologically organized course in U. S. history and a study of the principles of government in the United States. During the first semester, students study the United States Constitution and selected historical periods prior to 1900. The second semester focuses on the nation's development from the turn-of-the-century industrial era to current issues facing the United States. The course concludes with the New York State Regents examination (new framework).

Prerequisite: Successful completion of Global History two-year program
Open to grade 11, 1 credit

IB HISTORY HL Year 1 HL/AP US HISTORY (coseated) (NCAA)

AP U.S. History/IB History 1 is a coseated course focusing on the development of the United States. Students learn the intricacies of the American republican form of government while also examining the role of the U.S. in world affairs. The course begins with 15th century Spanish colonization and ends with the modern era. During the course, students read a college level text, and analyze numerous primary sources, both written and audio-visual. Students are expected to write the Advanced Placement exam in May and then must take the New York State Regents exam in June. In the senior year, students take the second half of the course and write the International Baccalaureate exam.

Prerequisite: AP World History or Global History & Geography 10
Open to grade 11, 1 credit

IB HISTORY HL Year 2 (NCAA)

IB History 2 will focus on a variety of events and topics taking place across the globe, beginning with the 1930's and ending with the fall of the Soviet Union in 1991. This course will look at the rise of authoritarian leaders in the 20th century in Europe, Asia, and Latin America. It will look at the key events leading to start of World War II and how the Cold War impacted the world. The unique feature of this course is that it analyzes events from different perspectives. Because the world is interconnected, it is important to understand how events in the world affect many nations. This class will analyze what those effects were and while doing this, develop the higher-level thinking skills necessary for success after high school. Successful completion of both IB History 1 and 2 will also satisfy the requirements for Government and Economics in New York State.

Course Prerequisite: IB History 1
Open to grade 12, 1 credit

GOVERNMENT (NCAA)

One-half of the grade twelve social studies program is a course in Government. The course will explore the fundamental mechanics/workings of American government. Students will analyze the contrast between the need to balance individual liberties and states' rights with the need to govern at the federal level. As members of the next voting generation, it is a civic responsibility to continue the American democratic tradition. This course will encourage students to become educated decision makers through active involvement, critical thinking, and informed debate. Actual participation during and outside of class is essential for a student to be successful in this course. Successful completion of this course (or AP Government & Politics with Economics or IB History HL Years 1 & 2) is necessary for graduation.

Prerequisite: None
Open to grade 12, 1/2 credit

ECONOMICS (NCAA)

The study of economics is the study of choices. This semester-long course is designed to make informed consumers, competent decision-makers, and effective participants in the global economy. In this course students will be required to demonstrate an understanding of major ideas, themes, and policies in economics from a variety of perspectives. The Economics course was created to enable students to be familiar with current issues in today's global economy as well develop an understanding of major ideas, themes and policies related to economics. Successful completion of this course (or AP Government & Politics with Economics or IB History HL Years 1&2) is necessary for graduation.

Prerequisite: None
Open to grade 12, 1/2 credit

AP US GOVERNMENT AND POLITICS (NCAA) with Economics

Advanced Placement courses are college-level courses in the high school program under the direction of College Board. This full year course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Students take the College Board Examination in May (fee). Many colleges grant credit (up to 3 hours) and /or course exemptions when AP scores are satisfactory. The course fulfills the New York State requirement for the senior Government and Economics courses.

Prerequisite: US History
Open to grades 11-12, 1 credit

SOCIAL STUDIES ELECTIVES

CRIME AND JUSTICE (NCAA)

This course provides students with the opportunity to explore the major components of the United States justice system. Units of study include the history of crime and punishment, the constitutional basis for laws, civil rights, police work, the legal system, and corrections. Students participate in a mock trial as their final exam.

Prerequisite: None
Open to grades 11-12, 1/2 credit

INTRODUCTION TO SOCIOLOGY (NCAA)

Can group pressure influence ordinary people to treat others differently? What is normal behavior? Are criminals born or made? Students fascinated by these questions and who wish to look into a career in social work are encouraged to take Introduction to Sociology. This course acquaints the student with the principles of sociology, the social environment we live in and our daily interactions with one another.

Prerequisite: None
Open to grades 11-12; 1/2 credit

GENOCIDE STUDIES (NCAA)

Genocide Studies will examine issues relating to past and current genocides. Students will examine how genocides start and identify patterns and characteristics of genocide. Students will study the genocides of Native Americans and the Armenians to gain an understanding that the Holocaust was not the first genocide. Much of the focus of this course is the Jewish Holocaust of the 1940s, which students will study in depth. During the course students will consider issues such as resistance; liberation and forgiveness. Finally, the course will examine other genocides that occurred after the Holocaust, such as those in Cambodia, Rwanda and Bosnia.

Prerequisite: Global History II
Open to grades 11-12, 1/2 credit

AMERICAN MILITARY HISTORY (NCAA)

The semester military history course will study the United States in international conflicts from the French & Indian War to the modern Middle Eastern conflict. Students will study the individuals and events to build a deeper understanding of the impact of these foreign policy events on American history.

Prerequisite: Global History I
Open to grades 9-12, 1/2 credit

PSYCHOLOGY (NCAA)

The semester psychology course is aimed at introducing the field of psychology and human behavior. It is open to 9th and 10th grade students and will study research methodology, human development, personality, mental health, and group dynamics. As a 9th-10th grade elective, the hope is also to encourage students to consider taking IB Psychology as a junior.

Prerequisite: none
Open to grades 9-10, 1/2 credit

IB PSYCHOLOGY HL Year 1 (NCAA)

A course for juniors, IB Psychology is the study of human thought and behavior. IB Psychology students will have an opportunity to achieve a greater understanding of themselves and their environment through in-depth investigations of various topics in psychology. The course focuses on the biological, cognitive, and sociocultural influences on human behavior. Students will study diverse topics such as the nature/nurture debate, how brain and body chemistry affect behavior, memory, decision-making, and how groups influence us. This is a two-year course during which students will have an opportunity to conduct further research into a topic that interests them, planning and carrying out an experiment of their own. This is an interesting course in which debate, discussion, and independent thinking is encouraged. Students do not need to have prior knowledge in psychology.

Credit Options: Although this is a two year course offered as a route to the IB diploma, students will have an option elective credit upon completion of the first year without continuing into the second year. Note: only juniors are eligible for IB Psychology HL Year 1.

Prerequisite: None
Open to grade 11 only, 1 credit

IB PSYCHOLOGY HL Year 2 (NCAA)

This course continues the study from IB Psychology HL Year 1 by utilizing students' expertise in psychology to analyze special topics in the field. These topics include: psychological disorders and treatment, human relationships, and human development. In the second year, students will carry out their own psychological experiment. Completion of the second year of HL psychology will prepare students to sit for the IB Psychology HL exam.

Prerequisite: IB Psychology HL Year 1
Open to grade 12 only, 1 credit

INTRODUCTION TO TEACHING AS A PROFESSION (Dual Credit with SUNY Brockport)

Teaching as a profession allows students to explore the career of teaching and to think more deeply about the teaching profession. Students will examine various aspects of teaching from the theory and history of education to exploring teaching through classroom visitations and to developing units and lessons and teaching them in class. Several aspects of teaching such as classroom management, diversity in the classroom, and other aspects of teaching will be explored. The class is taught in conjunction with SUNY Brockport and students will receive three credits from SUNY Brockport for completing the course (see Dual Credit page for the SUNY Brockport fee amount.)

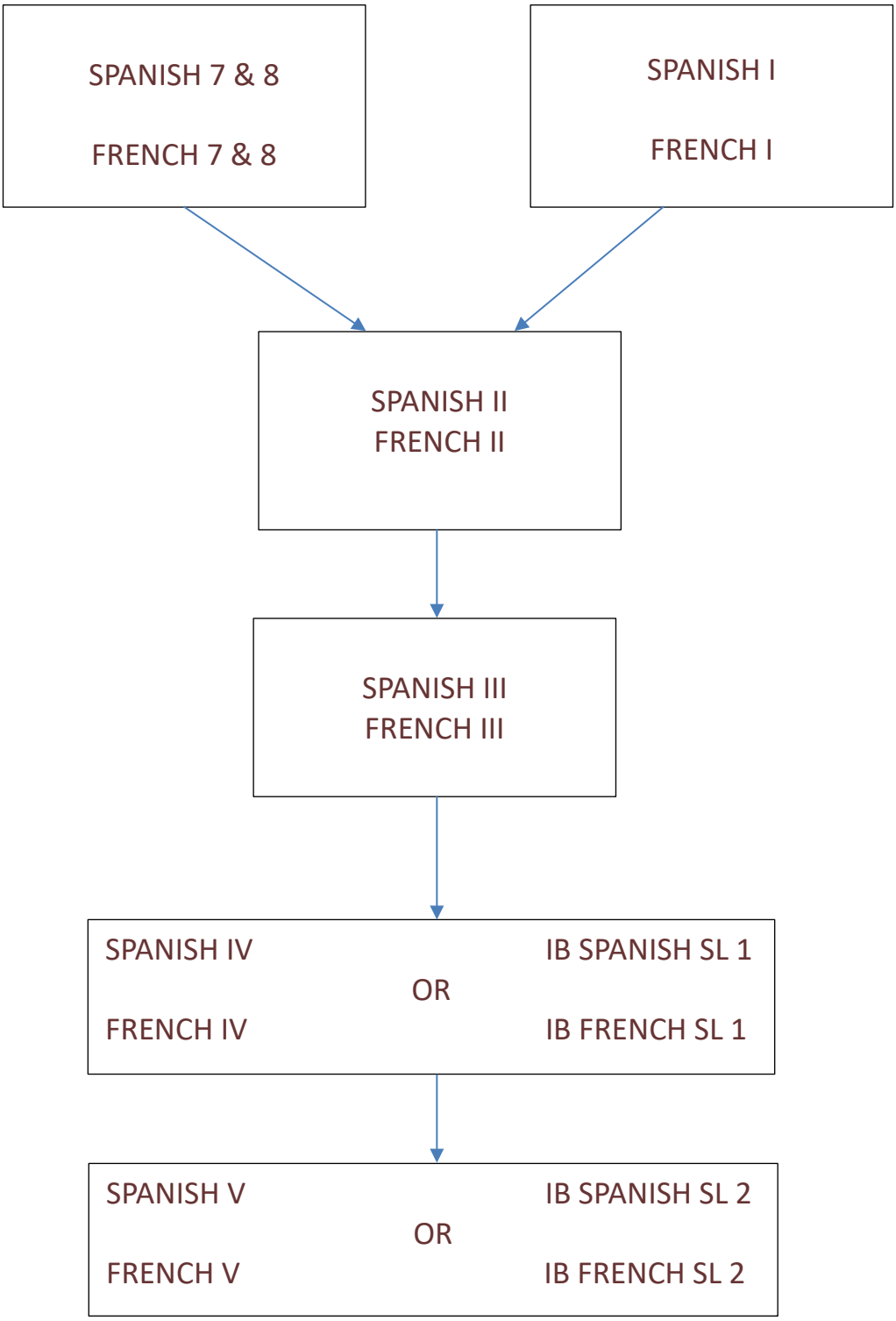
Prerequisite: None
Open to grades 11-12; 1/2 credit

LOCAL HISTORY & COMMUNITY

This Local history course focuses on New York State, Monroe County, Rochester, and Churchville Chili in order to teach students about the history of their community and to understand the world around them. In this course, students explore the people, events, cultural practices, landmarks, political structures and economic developments that shaped their community over time. The class may include readings, discussions, and research on local archives or historical sites, encouraging students to connect broader historical trends to their immediate surroundings.

Prerequisite: None
Open to grades 9-10-11-12; ½ credit

WORLD LANGUAGES



WORLD LANGUAGES

In accordance with the New York State World Language syllabus, programs in French and Spanish focus on the development of proficiencies in listening, speaking, reading and writing. An appreciation and understanding of the target culture is also integrated into each world language class.

Ninth grade students who have successfully completed the seventh and eighth grade levels in a modern foreign language will move into French II or Spanish II.

SPANISH I (NCAA)

Students in this course either have no prior instruction in a language other than English or have not yet achieved proficiency in the target language as measured by the Checkpoint A Examination. These two groups of students interact with similar material in a variety of ways through the use of differentiated instruction. Students with no prior knowledge learn about the culture of the countries and how to communicate in the world language through listening, speaking, reading, and writing. All vocabulary is introduced topically using authentic materials and experiences. At the end of the course, students will be able to communicate in the target language at a basic level of proficiency. Upon successful completion of this course, students will have earned the one unit of credit in a world language other than English to fulfill the world language requirement for the Regents diploma.

Prerequisite: None
Open to grades 9-12, 1 credit
Examination: Checkpoint A Exam

FRENCH II (NCAA)
SPANISH II (NCAA)

Students further develop their understanding and use of speaking and listening skills in communicative settings. They must read authentic material and write guided compositions. The curriculum also includes cultural enrichment of the respective countries.

Prerequisite: Level I or Grade levels 7 and 8 and passing the Checkpoint A exam
Open to grades 9-12, 1 credit
Examination: Local

FRENCH III (NCAA)
SPANISH III (NCAA)

Learning from the communicative approach, students continue to develop skills. They begin to express original ideas using familiar vocabulary and a variety of grammatical structures. They also improve their reading skills through the use of authentic and culturally relevant materials. Students further develop their writing skills through composition and a variety of creative projects.

Prerequisite: Level II
Open to grades 10-12; 1 credit
Examination: Checkpoint B exam

FRENCH IV (NCAA)
SPANISH IV (NCAA)

The emphasis of this course is on the refinement of listening, speaking, reading, and writing skills through the communicative approach. Students must sustain a conversation with improved fluency and read material derived from a variety of authentic sources, including periodicals, informational material, and appropriate literary selections. Students will use the foreign language as they engage in researching and reporting on various topics of interest. Students in level IV may elect to receive dual credit through Monroe Community College for French or Spanish. Successful completion of the MCC requirements will then allow students to receive three college credits. These credits are transferable to most postsecondary institutions; however, students are responsible for verifying if their chosen college accepts transfer credits. A fee is payable to MCC (see dual credit page for amount). All course work and testing is done in class with the regular Churchville-Chili teacher.

Prerequisite: Level III and passing the Checkpoint B exam
Open to grades 11-12, 1 (high school) credit
Optional: 3 MCC credits
Examination: MCC exam

FRENCH V (NCAA)
SPANISH V (NCAA)

Level V is available for experienced and interested language students who want to increase their fluency, creativity, and proficiency in all four language skills (listening, reading, writing, and speaking). Students must demonstrate their understanding of the language in a variety of settings. Students compose unified and organized texts on everyday topics with sufficient vocabulary to express themselves simply and clearly. Students in level V may elect to receive dual credit through Monroe Community College for French or Spanish. They may register for
these credits whether or not they chose the option in level IV. Successful completion of the MCC requirements will then allow the student to receive three college credits. These credits are transferable to most postsecondary institutions; however, students are responsible for verifying if their chosen college accepts transfer credits. A fee is payable to MCC (see page 10). All course work and testing is done in class with the regular Churchville-Chili teacher.

Prerequisite: Level IV or IB SL 1
Open to grade 12, 1 (high school) credit
Optional: 3 MCC credits
Examination: MCC exam

IB FRENCH SL 1 (NCAA)
IB SPANISH SL 1 (NCAA)

IB Spanish I and IB French I are the first-year courses of the two-year college level sequence. In these courses students will explore higher level language structures as applied to speaking, listening, reading and writing skills. Students who enter the IB course must have the recommendation of their level III teacher as well as a grade of 85 or higher on both the Checkpoint B exam and in their level III course. Students should have an exceptionally high skill level in listening, speaking, reading and writing in the language. IB will require students to move through a fast-paced curriculum that demands lengthy reading and writing assignments. Authentic audio and video resources will also be used as a means of acquainting students with native accents. Students who are considering this course should be self-motivated, independent learners who can succeed in a demanding academic environment.

Prerequisite: Level III French or Spanish. 85+ on the Checkpoint B exam <u>and</u> final course average in the level III language, plus recommendation of level III language teacher is recommended.
Open to grade 11 (1 credit)
Examination: local

IB FRENCH SL 2 (NCAA)
IB SPANISH SL 2 (NCAA)

IB Spanish and IB French II are the second-year courses of the two-year college level sequence. In these courses, students will continue to explore higher-level language structures as applied to speaking, listening, reading and writing skills. Students who enroll need to have an above average skill level in the language as determined by teacher recommendation and successful completion of IB level I. Students take the IB assessment throughout this course culminating in May. There is a fee to take the IB assessment. Several colleges grant credit or course exemptions depending upon the score achieved on the assessment. Students are responsible for checking on the policy of their chosen college in regards to IB credit.

Prerequisite: Students must have successfully completed IB level I course.
Open to grade 12, 1 credit
Examination: IB assessment and local project.

ART DEPARTMENT COURSE FLOW CHART

2 Comprehensive Foundation Courses that meet the New York State requirement for 1 year of Art

‡Studio in Art
[Full Year]

Media Arts
[Full Year]

ʘDrawing and Illustration
[Full Year]

ʘPainting 1
[1/2 Year]

ʘPainting 2
[1/2 Year]

Ceramics 1
[1/2 year]

*Ceramics 2
[1/2 Year]

Sculpture 1
[1/2 Year]

Sculpture 2
[1/2 Year]

‡*Digital Imaging
[Full Year]

‡*Adv. Computer Graphics
[Full Year]

‡*Photography 1
[1/2 Year]

‡*Photography 2
[1/2 Year]

ʘIB Visual Arts 1/ Portfolio Prep

*IB Visual Arts 2—SL/HL [Full Year]

ʘAP Studio Art [Full Year]

*Requires a Prerequisite ʘPrerequisite Recommended ‡Dual Credit Offered through MCC

ART

STUDIO IN ART

Studio in Art sets the standard, introducing students to the world of art while satisfying the NYS fine art requirement for graduation. Exciting hands-on projects explore a range of art forms including drawing, painting, printmaking, ceramics, sculpture and more. This course is designed to captivate and inspire varied student interests and abilities as key concepts and skills are reinforced. Lively and interesting facts about artists and the works they created are infused throughout the course to spark interest, appreciation and understanding. This course will introduce students to the basic critique process to create a foundation for advanced classes to expound upon. The goal is to teach students to respond to and reflect on their own artwork.

* Studio in Art is the ideal choice for students who wish to strengthen their creative potential, artistic ability and prepare for advanced electives in the arts.

Dual Enrollment Option-Granting college credit (MCC)
Prerequisite: None
Open to Grades 9-12, 1 credit (full year)

***This course can count for your required New York State Fine Arts credit.**

MEDIA ARTS

Media Arts is a unique introduction to the Visual Arts through new media and digital technology. Meeting the NYS fine art requirement for graduation, Media Arts is an accepted alternative to Studio in Art. Students interested in tapping into the potential of technology and new media for artistic expression and communication design, will learn to use the computer as a creative tool to solve artistic challenges. Students will learn to appreciate and create original works of art and animations using both digital and handmade images, as well as various software and hardware applications. Exciting, innovative projects will allow students to link traditional media and digital media together.

* Media arts is the foundational Computer Graphics course and is required to take Digital Imaging.

Prerequisite: None
Open to grades 9-12, 1 credit (full year)

***This course can count for your required New York State Fine Arts credit.**

DRAWING & ILLUSTRATION

This full year course offers an in-depth study of drawing. Skill-building assignments are arranged sequentially to help students “see” as an artist sees, discover key strategies and gain self-confidence in their drawing efforts. Creative challenges explore a wide variety of drawing media (charcoal, ink, pastels, colored pencils, etc.), themes and concepts. Individual ability levels and effort are considered as students are expected to advance to their individual potential. Students will develop skills in visual storytelling through figure drawing, still life, concept art, character design and graphic novel creation.

Drawing and Illustration is a perfect option for students with a strong interest in the visual arts who plan to pursue additional electives. Strengthening drawing and observation skills will positively influence a student’s success in advanced art electives and is a key factor in producing quality portfolios required by college art programs.

Prerequisite: Studio in Art highly recommended
Open to Grades: 9 with permission of instructor
10 – 12, 1 credit (full year)

PAINTING 1/TRANSPARENT MEDIUM

This half year semester course offers a focused study of painting with transparent mediums, primarily watercolor. Exciting studio assignments are organized to build skill, confidence and expressive energy in individual student painting efforts. A variety of themes and design challenges are arranged to address key color/design concepts and technical strategies. Students are guided through sequential assignments to ensure success as they develop proficiency, personal style and vision.

* Students benefit greatly from taking Painting I and II concurrently to ensure a comprehensive program with adequate time to demonstrate painting proficiency and mastery of painting concepts.

No prerequisite: Drawing & Illustration recommended
Open to grades 10-12; 1/2 credit (1/2 year)

PAINTING 2/OPAQUE MEDIUM

This course explores the versatility of painting with acrylics. An in-depth study of opaque paints provides hands on learning experiences and self-expression. Students will explore techniques and ways of working with acrylics as encourage experimenting with process and style to create personal paintings that address a variety of themes and design concepts.

Prerequisite: None, Drawing & Illustration and/or Painting I recommended
Open to grades 10-12, 1/2 credit (1/2 year)

SCULPTURE 1
(Additive Sculpture)

In Sculpture 1, students will work directly with exciting 3-dimensional materials and methods that open new ways of understanding the arts. Sculpting will be primarily in additive (construction) methods. Inspiration will be drawn from sculptors from various cultures and time periods with a focus on contemporary works of art.

* This course allows students to develop the skills and projects required for the Advanced Placement (AP) Three-Dimensional portfolio.

Prerequisite: None
Open to Grades 9-12, 1/2 credit (half year)

SCULPTURE 2
(Subtractive Sculpture)

In Sculpture 2, students will create works of 3-dimensional art through various methods of carving (subtractive) using a variety of materials including, but not limited to clay, paster, stone, and foam. Sculptural works will be inspired by ancient and contemporary art from around the world.

* This course allows students to develop the skills and projects required for the Advanced Placement (AP) Three-Dimensional portfolio.

Prerequisite: Sculpture 1
Open to Grades 9-12, 1/2 credit (half year)

CERAMICS 1

The Ceramics 1 semester course is a fun way to introduce beginning students to working with clay. Artworks will be completed using the three foundational hand building techniques; pinch, coil and slab. Functional as well as sculptural works will be explored.

Inspiration will come from studying contemporary and historical ceramic works of art. Various glazing and decorative finishing techniques will be introduced.

Prerequisite: None
Open to grades 9-12 1/2 credit (half year)

CERAMICS 2

This semester course builds upon the foundational skills from Ceramics 1. Students will have the opportunity to create functional works on the pottery wheel (mugs, bowls, vases, jars, etc).

Students will learn advanced construction, glazing, surface manipulation and design skills as they develop unique pottery projects.

Prerequisites: Ceramics I
Open to grades 9-12; 1/2 credit (half year)

PHOTOGRAPHY 1

This semester course reviews the historical development of photography and its impact on the world. Students learn the fundamentals of using their camera, composing pictures, editing images in photoshop, printing digital color prints, and developing traditional black and white prints.

Prerequisite: Strongly recommended students have taken Studio Arts or Media Arts.

Open to Grades 10-12, 1/2 credit (half year)

PHOTOGRAPHY 2

This course offers a creative and career-oriented direction for students who have an understanding of photography basics. Students explore creative darkroom and printing techniques, digital photography and commercial approaches to photography.

Prerequisite: Photography 1
Open to Grades 10-12, 1/2 credit (half year)

DIGITAL IMAGING

This second level computer graphics course builds upon the foundational skills gained in the Media Arts course. Students will create and manipulate digital images, learn to animate, use 3D modeling, and more! Students utilize digital cameras, scanners, digital drawing tablets, digital video/audio and computer image manipulation software.

Dual Enrollment Option - Granting college credit (MCC)
Prerequisite: Media Arts
Open to grades 10-12, 1 credit (full year)

ADVANCED COMPUTER GRAPHICS AND DESIGN

This third level computer graphics course builds upon the advanced skills gained in the Digital Imaging course. Students will develop work in print media, digital photography, 3D modeling, 3D printing, digital painting, video/audio editing, digital animation, and designing for web and social media applications.

Prerequisite: Digital Imaging
Open to grades 11 & 12

AP PORTFOLIO PREP

Portfolio Prep caters to the individual needs of each student as they analyze their current collection of work and strengthen their portfolios for evaluation and/or college admission while also navigating the beginning stages of a Sustained Investigation.

This course is designed to precede Advanced Placement Studio In Art (AP) but it is also recommended as a stand-alone course for a student who needs or wants to build a portfolio but is not interested in AP.

Students will decide the direction they would like to take with their work focusing on 1 of 3 cohort paths. Each path will encourage the exploration of a range of media, techniques and concepts. Students will develop a body of art work as they investigate world cultures, artists and art making processes.

Students will develop confidence in their concepts and skills through a series of open-ended challenges that result in personal, relevant and meaningful works of art. This course has a strong emphasis on the critique process which not only improves students' work but also their critical thinking and collaboration skills.

*Ideally taken in their junior year, Portfolio Prep prepares students for AP Studio Art in their senior year.

IB VISUAL ART 1

This hands-on studio course will take students on a creative journey through the rich history and traditions of the visual arts. Students will develop a body of art work as they investigate world cultures, artists and art making techniques. This passage through time and place should help students see art as an agent of change and inspire a sense of purpose in their own work.

A major focus for each student is the development of a portfolio for evaluation and/or college admission. A range of media, (drawings, paintings, sculpture, etc.) techniques and concepts can be explored in their studio work depending on individual student interests, abilities and future aspirations. Students will develop confidence in their concepts and skills through a series of open-ended challenges that result in personal, relevant and meaningful works of art. Students gradually develop themes of personal interest in their studio and investigation work and will determine areas that they want to focus on independently.

*Ideally taken in their junior year, IBVA1 prepares students for IB Visual Art 2 in their senior year.

Prerequisite: Drawing and Illustration recommended
Open; to grades 11 and 12, highly recommended for grade 11, 1 credit (full year)

IB VISUAL ARTS 2 (SL/HL)

The second year of IB Visual Art 2 9 (IBVA 2) advances the course of inquiry and personal expression established in year 1(**IBVA 1 / Portfolio Prep)** that continues to prepare students for further study in the visual arts as well as encourage lifelong appreciation. The yearlong course focuses on three areas - *Art making* (development of a thematic body of work), *Theoretical practice* (examining art from different times and cultures) and *curatorial practice* where students learn to plan and execute their own exhibit. Students will initiate and direct their own learning as they independently work through the creative process and explore “big ideas. “IBVA 2 encourages students to think and work like an artist as they try to discover their own visual voice and artistic truths. Broad human issues (“Big Ideas”) and contemporary art and culture will be used as a catalyst to encourage thoughtful inquiry and art making with meaning. Students are expected to work more independently and take on increased responsibility for their own learning. Students will prepare to take the IB Visual Art exam which consists of three parts- a comparative study, a process portfolio and a final exhibition.

Prerequisite: IB Visual Art 1 / Portfolio Prep. or AP Studio Art
Open to grade 12; 1 credit (full year)

AP STUDIO ART

Advanced Placement Studio Art advances the goals of portfolio development and enables highly motivated students to do college level work while still in high school. The development of an artist series or concentration and the critical

research behind it will be the primary focus of this course. Students will initiate and direct a focused investigation around a personal idea or concern. The course is not based on a written evaluation; instead, students develop and submit a portfolio of work to the College Board in May for evaluation and possible college credit. Taking the AP Studio Art requires commitment, energy, and a strong work ethic to be successful.

Students select one of three portfolios; Drawing, 2-D Design or 3-D Design- Portfolio to work on throughout the year and submit. Students will submit their portfolio to College Board in the following format:

Section I-Selected Works (Quality) 40% of portfolio score

Students will submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas

Section II-Sustained Investigation (Concentration) 60% of portfolio score

Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:

Prerequisite: Portfolio Prep
Open to grade 12, 1 credit (full year)

Alternative to Foreign Language Requirement for Regents with Advanced Designation: Students may substitute a 5-unit sequence in Art Education for the 3-unit foreign language requirement to earn a Regents diploma-advanced designation. See your school counselor for more information.

Earn College Credit

Students may fulfill entry-level college course requirements through art courses at Churchville-Chili. Students can earn college credit from Monroe Community College by paying a reduced tuition and successfully satisfying the requirements of the course.

Registration:	Beginning of October Payment due in November
Final Exam:	June (prepared by MCC)
Credit:	Determined by a final class average of 70% or better
Withdrawal Policy:	No refunds issued after payment
Report Card:	Mailed in August
Official Transcript:	Available through the college registrar's office

Credit Transfer Opportunities: Contact colleges regarding acceptance of dual credits earned in high school.

CAREER AND TECHNICAL EDUCATION

SCHOOL-TO-CAREER PROGRAM

The Churchville-Chili School District offers an exciting program of experiential learning. Recognizing that students should have an opportunity to experience the work today that they may be pursuing as a career tomorrow. The school-to-career programs help to create a link between academic learning and skills to business and industry. Call the Career Education Coordinator or your child's school counselor to find out more information about any School-to-Career program.

SHADOWING

Students who have a serious interest in a particular field will have an opportunity to spend a day with an individual actively engaged in a profession.

A student can gain tremendous insight into a career by following a professional's "typical day." Students ask career related and course selection questions. Students interested should see the Career Education Coordinator for additional information.

Open to grades 9-12, no credit

INTERNSHIPS

The career internship program is a school-to-career opportunity for students who want to explore a particular career. The goal of the program is to develop student awareness and job opportunities related to a specific career.

Students make formal application to the Career Education Coordinator to enter this non-paid extended internship in a given career area. The student is partnered with a community mentor and commits to 54 or 108 hours of guided observation, training, and eventual participation in the chosen field of work.
Students opting for an internship become keenly aware of the education and personal requirements of a given career. They will rotate through a variety of learning experiences as their exploratory training continues. Internships provide the most realistic look at a profession. Students have interned in the fields of law, engineering, education, sports, medicine, theater arts, veterinary medicine, food services, banking, travel, business, and hospitality-to name a few.

Open to grade 12, 1/2 credit for 54 hours; 1 credit for 108 hours

WORK STUDY PROGRAM

The work-study program offers students the opportunity to earn school credit for a supervised part-time work experience. Students must be employed in a job approved by the work-study coordinator of the program.

The student works a designated number of hours weekly, will be evaluated quarterly by the employer and coordinator, and can earn up to one full credit for 300 hours of employment. Students attend weekly work-study seminars to discuss work ethics, skill development, labor trends, workplace safety, employability concepts and the job search process.

Prerequisite: Student must be employed.
Open to grades 11-12, 1/2 credit for 150 hours; 1 credit for 300 hours; 2 credits for 600 hours

Note: Maximum of 1 credit junior year and a maximum 1 credit senior year.

CAREER & TECHNICAL EDUCATION
Business Education

Recommended Grade 9

Career Management

Computer Applications (1/2 Unit each)

Recommended Grade 10-12

‡Money Management
Business Management or
IB Business Management

Foundation Courses

Choose a cluster then select 3 units from that cluster.

ACCOUNTING/FINANCE CLUSTER	BUSINESS ADMINISTRATION CLUSTER	MARKETING CLUSTER
‡Accounting (1)	Business Management or ‡IB Business Management (1)	Marketing (1/2)
Math and Finance (1)	Business Law (1)	Sports & Entertainment Marketing (1/2)
Business Management or ‡IB Business Management (1)	‡Accounting (1)	Business Management or ‡IB Business Management (1)
Business Law (1)	Marketing (1/2)	

Work Study (1 to 2 credits)
and
Internship (1/2 to 1 credit)

Alternative to Foreign Language Requirement for Regents with Advanced Designation: Students may substitute a 5-unit sequence in Career and Technology Education for the 3-unit foreign language requirement to earn a Regents diploma-advanced designation. See your school counselor for more information.

‡Denotes College Credit Courses

Students may choose any of the courses as electives.

Earn College Credit

Students may fulfill entry-level college course requirements through business courses at Churchville-Chili. Students can earn college credit from Monroe Community College by paying a reduced tuition and successfully satisfying the requirements of the course.

Cost:	Dependent on credit hours (subject to change per MCC)
Registration:	Beginning of October and March for second semester courses
Final Exam:	June (prepared by MCC)
Credit:	Determined by a final class average of 70% or better
Withdrawal Policy:	No refunds issued after payment
Report Card:	Mailed in August
Official Transcript:	Available through the college registrar's office

Credit Transfer Opportunities: Contact colleges to see if they accept dual credits earned in high school.

ACCOUNTING

Accounting is the language of business and a necessary stepping-stone for all those interested in pursuing business careers. This course stresses the principles and procedures needed to build a solid foundation in accounting and provides students with insight into the financial structure of business. This is a challenging but essential course for those students who plan to study business, management, or accounting at the college level. Students may obtain four college credits from Monroe Community College upon successful completion of the course.

Recommended: For students who have an 85% or better in math courses.
Open to grades 10-12, 1 credit and 4 credits MCC

BUSINESS LAW

Business Law is a course designed to have students learn and apply the fundamental principles behind law that involves an individual's personal and occupational life. This course will explore legal issues such as criminal law, civil law, contract law, employment law, and personal law. It is beneficial for students who will attend college and pursue a career in law, business administration, or accounting.

Prerequisite: None
Open to grades 10-12, 1 credit

BUSINESS MANAGEMENT

Business Management is an introductory course for any student interested in working in a business or starting their own business. Topics covered include organizational forms, the function of production, finance, marketing and human resources as well as environmental factors which impact business such as government business ethics and current business issues. Students will study the current business environment to gain a better understanding of business organizations and strategies.
Business Management is a foundation course for a student seeking a business sequence. Students can obtain three college credit through MCC (BUS 104—Intro to Business)

Prerequisite: None
Open to grades 10-12, 1 credit

IB BUSINESS MANAGEMENT HL1

IB Business Management HL1 is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource management and finance. This course is essential for students who want to pursue a career in business. In order to receive an IB Certificate in Business Management, students must complete both years of the course. Students who take only this course will still receive a full elective credit.

Prerequisite: None
Open to grades 11-12, 1 credit

IB BUSINESS MANAGEMENT HL 2

IB Business Management HL 2 is a continuation of IB Business Management HL 1. This course expands on the five modules: Business Organization, Human Resources Management, Finance and Accounts, Marketing and Operations Management and adds a sixth topic, Business Strategy. Students will have the opportunity to earn up to 6 college credits through the successful completion of IB assessments. The course will be taught using a hybrid online model where students will have class in-person as well as days they work asynchronously outside of school.

Prerequisite: IB Business Management HL 1
Open to grades: 12, 1 credit

CAREER MANAGEMENT

This course will help pave the way for students to prepare for the responsibilities they will face later in life, at work, and at home. Students will have the opportunity to explore their interests and abilities in relation to future career choices. They will learn how to research, obtain, and maintain a career by exploration and research. The book, *The 7 Habits of Highly Effective Teens*, by Sean Covey will be read and activities completed around the theme of each habit. Also, units relating to joining the work force, including employee rights and duties, and labor laws are studied.

Prerequisite: None
Open to grades 9-11, 1/2 credit

COMPUTER APPLICATIONS

With the widespread use and availability of computer systems, knowing how to use different software programs is an essential skill. Students will focus on work efficiency by learning and utilizing proper keyboarding techniques by developing touch-keyboarding skills. After developing these skills, students will learn the many different roles, responsibilities, and skills needed to successfully navigate the cyber world while learning the ins and outs of the Google Suite. This class is suited for any student who wants to learn how to become more productive and get their work done quicker.

Prerequisite: None
Open to grades 9-12, 1/2 credit

MATH & FINANCE

Math and Finance is an interdisciplinary business course related to the Math, Science, and Technology learning standards. After successfully passing the Algebra Regents exam, this course may be used as the third unit of mathematics required for the Regent's diploma. Participation in this program **will not** lead a student to fulfilling the requirements for the Regents Diploma with Advanced Designation. Students should be advised that colleges may not consider this course as a fourth credit of high school math. It may be used as the third math credit towards a Regents diploma. It can be taken as a business elective. Topics include: gross and net income, tax preparation, banking, credit, loans, interest, investments, vehicle acquisition, housing costs, insurance, and budgeting. Students may opt for this course with current math teacher's recommendation or as an elective.

Prerequisite: Successful completion of 2 units of math and the Algebra Regents exam
Open to grades: 11-12, 1 credit

MICROSOFT OFFICE

This course provides in-depth, hands-on applications to the major business software package in the world, Microsoft Office. Students gain efficiency in completing assignments and projects in Word, Excel, and PowerPoint. This course provides college-bound students the computer proficiency skills essential for entrance into college as well as the marketable skills necessary to set them apart in a competitive job market.

Prerequisite: None
Open to grades 10-12; 1/2 credit

MONEY MANAGEMENT

This course is designed to help you decide what to do with your hard-earned money and how to plan for your future financial stability. It is projected that your generation will need more than $2 million dollars to retire. How will you meet this goal? Learn how to budget your money based on your spending habits and your financial goals. Learn how banks work (including how to handle a checking account) and how credit can positively and negatively impact your life. Learn what is needed to complete your tax return and learn different investment strategies including insurance, stocks, bonds, and mutual funds. Students will have the opportunity to take the Financial Literacy National Certification exam and can earn 3 college credits through MCC.

Prerequisite: None
Open to grades 10-12, 1/2 credit and 3 credits MCC

MARKETING

An introductory course, students will learn concepts and issues underlying the modern practice of marketing. The role of marketing within the organization and in society will be looked at and analyzed. Students will learn the marketing process including products and services, pricing, promotion, and distribution. This course is designed for those students who intend to major in business at the college level or students who think they may want to open their own business one day.

Prerequisite: None
Open to grades 10-12, 1/2 credit

SPORTS & ENTERTAINMENT MARKETING

The Sports & Entertainment Marketing course is an in-depth look at the market-driven entertainment and sports industries. Students learn marketing functions and how those functions are applied to these industries including concepts of marketing research, promotional marketing and communication, financial and economic factors, pricing strategies and new product creation within the sports and entertainment industries. The course will examine marketing strategies based on changing public tastes, expanding channels of distribution, and the role technology plays.

Prerequisite: None
Open to grades 10-12, 1/2 credit

WORK STUDY – YEAR 1

This course allows you to work and earn credit at the same time! Students will attend a half block seminar that will meet one out of four days. Seminars include topics such as workplace safety, labor trends, employability skills, workplace ethics and the job search process. Quarterly evaluations are completed by the employer.

Prerequisite: Student must be employed
Open to grades 11-12, 1/2 credit for 150 hours; 1 credit for 300 hour

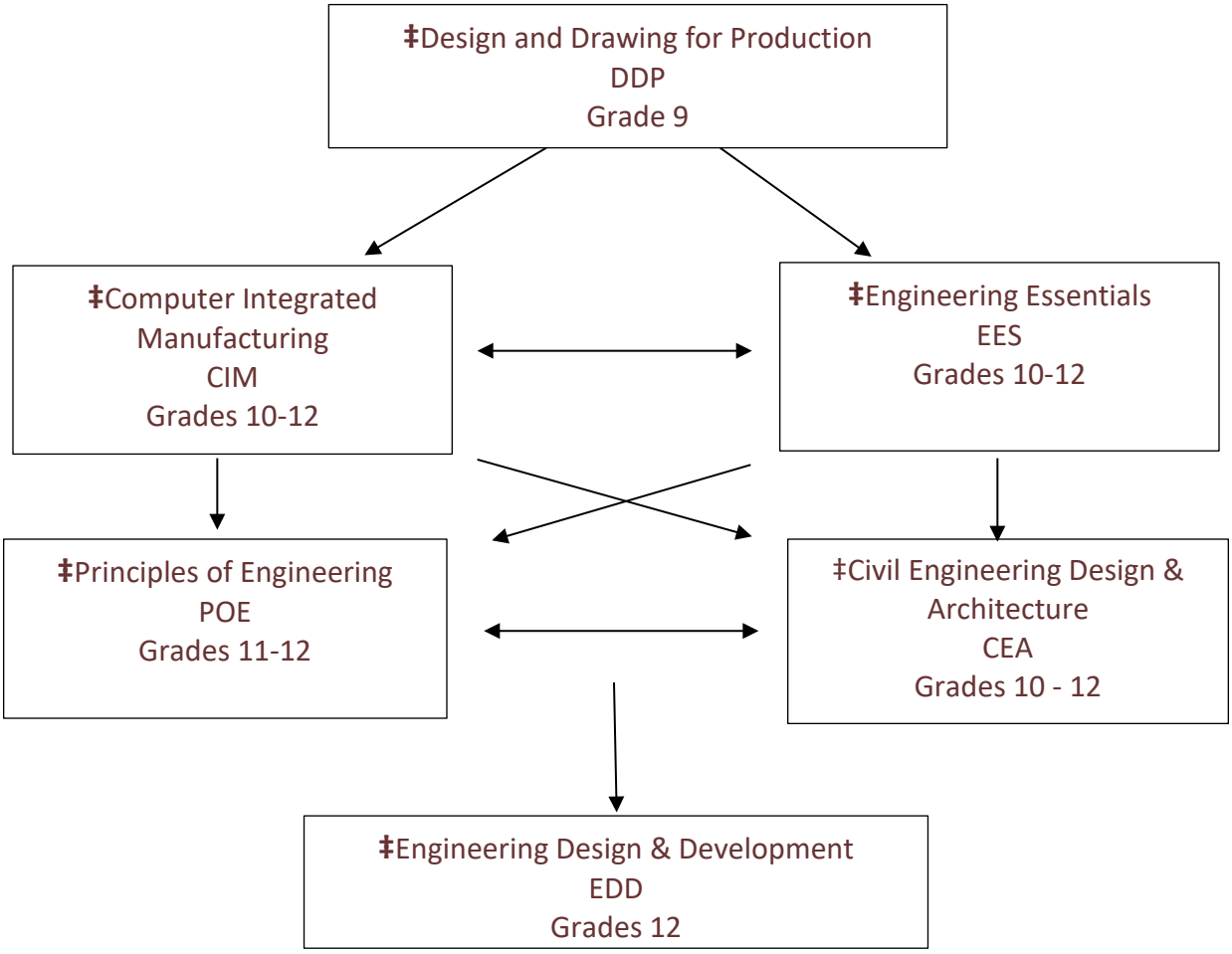
WORK STUDY – YEAR 2

This is a course for students who successfully completed Work Study 1 in their junior year. Students will turn in required paperwork and paystubs and meet monthly with career education coordinator. Quarter grades will be based on employer evaluations.

Prerequisite: Work Study – Year 1, Student must be employed
Grade: 12, 1/2 credit for 150 hours; 1 credit for 300 hours
*No hours will carry over from Work Study year 1

CAREER & TECHNICAL EDUCATION
Technology Education

PLTW 5-unit sequence for Regents with Advanced Designation



Students may choose any of the elective courses:

- Home Improvement ½ unit
- Basic Electricity ½ unit
- Introduction to Robotics ½ unit
- Advanced Robotics ½ unit
- Internship ½-1 unit
- Work Study 1 unit

‡Denotes Dual Credit Courses

Alternative to Foreign Language Requirement for Regents with Advanced Designation: Students may substitute a 5-unit sequence in Career and Technology Education for the 3-unit foreign language requirement to earn a Regents diploma-advanced designation. See your school counselor for more information.

TECHNOLOGY

BASIC ELECTRICITY/ELECTRONICS

Students study low voltage and line voltage applications as they become familiar with the electronic technologies found in the home. Each unit includes class discussion; demonstrations, laboratory experiments, and on-going construction of take-home projects. Students study fundamentals of electrical theory, power generation and transmission, AC/DC theory, motors, home wiring, and the use of various instruments for testing circuitry.

Prerequisite: None
Open to grades 9-12, 1/2 credit

HOME IMPROVEMENT

This course will prepare students to tackle small repair and replacement projects around the house. Topics will include areas such as plumbing, electrical, construction, trim work, and drywall repair. Modules will include hands-on experience with tools and machines in processing of materials. Students will study the design and manufacturing of various construction materials.

Prerequisite: None
Open to grades 9-12, 1/2 credit

INTRODUCTION TO ROBOTICS

Students will study the past, present, and future of robotics and robotic technology. Introduction to Robotics 1 is a semester course that teaches the basics of design, construction and use of various types of robots. Activities will include hands-on experience in the construction and testing of competition and learning robots in a problem-solving environment.

Prerequisite: None
Open to grades 9-12, 1/2 credit

ADVANCED ROBOTICS

Students will work on more advanced robotics projects with a focus on machining of components, the use of sensors and basic programming. Advanced Robotics is a ½ credit course that teaches more advanced techniques of design, construction, and programming of various types of robots. Activities will include hands-on experience in the construction and testing of competition and learning robots in a problem-solving environment.

Prerequisite: Introduction to Robotics or teacher approval
Open to grades 9-12, 1/2 credit

PROJECT LEAD THE WAY
A Pre-Engineering Program

Project Lead the Way pre-engineering courses are designed to help students explore technology and engineering related careers. These course help to prepare and direct you into a college degree program or directly into a technical job. Students who enjoy math and science will likely find success in Project Lead the Way courses. Class activities and projects focus on problem solving, and working in engineering teams to generate solutions.

The PLTW Courses include:
Design and Drawing for Production (DDP) 1 unit
Principles of Engineering (POE) 1 unit
Engineering Essentials (EES) 1 unit
Civil Engineering and Architecture (CEA) 1 unit
Computer Integrated Management (CIM) 1 unit
Engineering Design and Development (EDD) 1 unit

Earn College Credit

Students may fulfill entry-level college course requirements through technology courses at Churchville-Chili. Students can earn college credit from Monroe Community College or Rochester Institute of Technology by paying a reduced tuition and successfully satisfying the requirements of the course.

Rochester Institute of Technology Requirements

Eligible Courses: DDP, POE, CIM, and CEA
Cost: $225 per course
Registration: July 1-November 1
Final Exam: June (prepared by PLTW)
Class Average: Required 85% prior to exam
Credit: Determined by a final score of 6 or higher
Official Transcript: Available through the college registrar's office

Credit Transfer Opportunities: Contact colleges to see if they accept dual credits earned in high school.

DESIGN AND DRAWING FOR PRODUCTION (DDP)

Design and Drawing for Production is the introductory level technology course used to develop problem solving skills, evaluation, and product design competencies. DDP provides the student with opportunities to be creative and to apply decision-making and problem-solving skills to resolve design challenges. Students use computer hardware and software to develop 3-D models or solid renderings of objects. Students will learn the engineering design process through problem identification, brainstorming and sketching, refining and analyzing. Ultimately, students will implement their solutions through the use of a computer aided design system to create a prototype model. Students will be required to submit a final exit project at the end of the course that draws upon the skills learned throughout the forty weeks.

Prerequisite: None
Open to grades 9-12, 1 credit

ENGINEERING ESSENTIALS (EES)

Explore how engineers make a difference and improve lives, while using modern engineering tools, such as geographic information systems, 3-D solid modeling software, and prototyping equipment. Work on your own and as part of a team to develop solutions to community and global challenges that the next generation of engineers will face. This course has many hands-on activities. This can be used for the PLTW sequence. Students may obtain college credit from Rochester Institute of Technology.

Prerequisite: Successful completion of DDP
Open to Grades 10-12, 1 credit

PRINCIPLES OF ENGINEERING (POE)

Is a career in the field of high-tech industry, engineering, or engineering technology for me? Principles of Engineering is a broad-based survey course that will help students explore and understand the fields of engineering and engineering technology, as well as other high-tech career possibilities. Students will expand upon the problem-solving skills gained in DDP to create solutions to engineering challenges. They will investigate various engineering systems and manufacturing processes. Also, students will learn how engineers address concerns about social and political consequences of technological change. The main purpose of this course is to experience engineering through theory and hands-on problem-solving activities. Students will be required to submit a final exit project at the end of the course that draws upon the skills learned throughout the forty weeks. Students may obtain college credit from Rochester Institute of Technology.

Prerequisite: Successful completion of DDP and CIM
Requisite: Concurrent enrollment in Science and Math
Open to grades 11-12, 1 credit

COMPUTER INTEGRATED MANUFACTURING (CIM)

CIM is a course that applies principles of rapid prototyping, robotics, and automation. CIM builds upon the computer solid modeling and problem-solving skills developed in DDP. Students will design more complex prototypes through the use of a computer aided design system, as well as explore principles of computer numeric control (CNC) to create actual models of their 3-D designs. Students will evaluate their design solutions using various techniques of analysis, and make appropriate modifications before producing their prototypes. The fundamentals of computer programming, robotics and computer assisted manufacturing (CAM) will be introduced to help students gain insight into the automated manufacturing environment. Students may obtain college credit from Rochester Institute of Technology.

Prerequisite: Successful completion of DDP
Requisite: Concurrent enrollment in Math Open to grades 10-12, 1 credit.

ENGINEERING DESIGN AND DEVELOPMENT (EDD)

EDD is the capstone course in the PLTW sequence culminating the learning delivered in the first four courses. During the course, students will work in teams to design and construct solutions to various engineering problems. Students will maintain a journal of their experiences as part of their work. Students will be responsible for delivering progress reports and making a final presentation of their projects.

Prerequisite: DDP, CIM, POE **plus** one of the following CEA, EES, Introduction to Robotics, Engineering Internship, or a member of the Robotics technical team
Open to grade 12, 1 credit

CIVIL ENGINEERING AND ARCHITECTURE

This course provides students with experience in the practices of making architectural drawings. Students learn the latest techniques used by architects, including Computer-Aided Drafting (CAD) and estimating building needs by computer. After learning the basic principles in house design, students design a house of their choice. Students observe building construction methods as they draw house plans. They complete a detailed set of working drawings. Originality and technique are critically important. This knowledge of architectural drawing will be of great value to a person who plans to enter the field of design, building construction, or engineering. Students may obtain college credit from Rochester Institute of Technology.

Prerequisite: None
Open to grades 10-12, 1 credit

Alternative to Foreign Language Requirement for Regents with Advanced Designation:

Students may substitute a 5-unit sequence in Career and Technology Education for the 3-unit foreign language requirement to earn a Regents diploma-advanced designation. See your school counselor for more information.

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION
Required for Graduation

Physical Education is a student-centered activity-based program in grades 9-12. Our curriculum offers students multiple opportunities to participate in a wide array of sport and fitness activities which align to the NYS Learning Standards. Classes are organized by student choice selection. Grades 9-12 are combined for PE classes. Students will have the opportunity to select “Track A” or “Track B” activities each quarter to determine what activities they will participate in.

At all grade levels a focus on teaching and learning is placed on the following:

- The health-related components of physical fitness
- Increasing student skill levels
- Promoting teamwork and sportsmanship
- Encourage mental, social as well as physical wellness of the individual student

An emphasis is placed on the NYS Learning Standards for Physical Education and Health in designing units of instruction, class lessons as well as student assessments. The goal for all our students is for them to become lifelong learners who strive to incorporate the values of health, wellness and an active lifestyle in their everyday life. All students must actively participate in Physical Education and earn two credits during their high school career in order to fulfill graduation requirements. Students participate in physical education every other day for 40 minutes per class. Adapted and modified activities are available within regular physical education classes for those students who may experience special needs. Adapted PE is also available for those that require it through their IEP.

Prerequisite: None
Open to grades 9-12, 1/2 credit per year

HEALTH I
Required for Graduation

The aim of Health Education is to facilitate the development of a positive interaction of knowledge, attitudes, and behavior necessary to attain and maintain a level of health that is commensurate with the medical and scientific advancements of our times. The course provides each person with a firm understanding of ten conceptual areas as described in the State Education Department's Health Education Syllabus. These ten conceptual areas represent the competencies needed for lifetime health maintenance and promotion: 1) mental health, 2) wellness, 3) personal fitness, 4) nutrition, 5) family life education, 6) consumer health, 7) alcohol, tobacco and other drug substances, 8) safety, first aid and survival, 9) community health, and 10) diseases and disorders.

Prerequisite: None
Open to grades 9-12, 1/2 credit

HEALTH II
Elective

Health II is an additional health course for 11th and 12th grade students that goes into more depth about current topics in Heath Education. This course would cover current events and health trends, focusing on relationships, mental health and substance abuse. Students will participate in advanced learning experiences which will enhance the foundation of skills introduced in Health I. Using an active approach, students will be challenged to participate in such topics as stress management and mental health, addiction, healthy relationships, sexual assault prevention, parenting education, other risky behaviors and contemporary issues in health. Students will build community within the class and will complete research-based projects and work in groups for many activities to develop and improve confidence and teamwork skills. Students will also have the opportunity to contribute to their school and community while participating in this course. This course is designed for juniors and seniors to revisit topics learned in previous years and enforce positive decision-making skills as they prepare for life after high school.

Prerequisite: Health Education
Open to grades 11-12, 1/2 credit

ARTS EDUCATION AND PHYSICAL EDUCATION

INTRODUCTION TO DANCE

Students in grades 9 through 12 will have the opportunity to select Introduction to Dance in order to fulfill a ½ credit class in physical education or as an elective ½ credit class in the arts. This class may only be taken once for physical education credit.

Introduction to Dance will give students the opportunity to learn about and be creative with dance techniques, movement studies, kinesthetic awareness, rhythms and steps with an emphasis on movement through music. A wide array of dance genres and styles will be explored during the units of instruction. Students will learn dance history, vocabulary, choreography and other dance concepts while experiencing partner and group performances.

There are no prerequisites.

DANCE II

Students in grades 11 and 12 will have the opportunity to select Dance II in order to fulfill a ½ credit class in physical education or as an elective ½ credit class in the arts. Students in grade 10 may take this class for an elective 1/2 credit in the arts. This class may only be taken once for physical education credit.

This class will give students the opportunity to be creative and perform in advanced level dance techniques, movement studies, kinesthetic awareness, rhythms and steps with an emphasis on performance movement. A wide array of dance genres and styles will be explored during the units of instruction. Students will learn dance history, vocabulary, choreography and other dance concepts while experiencing solo, partner and group performances.

Introduction to Dance is a prerequisite for this course. Students may take Dance II in their junior or senior year for PE credit regardless of when they took Introduction to Dance.

DANCE EXCEL

Dance Excel is for students who have more than five years of dance experience and have a solid dance background. This class offers students the opportunity to rehearse and perform with students of similar skill level. Students will perform throughout the year at the school dance recital, school events, local malls, nursing homes, colleges, and other venues. Students may take this course as a Physical Education credit if they have not already taken two years of Dance at Churchville-Chili. Additionally, students may take this course as part of a Fine Art 5-unit sequence.

MUSIC

Symphonic Band, Wind Ensemble, String Orchestra, 9th Grade Treble Choir, Senior High Chorus, and Concert Choir prepare music from a variety of styles including musical theater, overtures, marches, operas, classical, and popular selections. The ensembles perform annual winter and spring concerts, as well as special programs during the school year. These groups have earned high honors and trophies at festivals around the country. Numerous county, zone, and state music festivals select many music department students each year to represent the school district.

Note: All students new to the district (transfers) and/or those who have not taken the ensemble the prior year, must audition for the current band/chorus director prior to placement in a SHS ensemble. Any high school student wishing to begin study of an instrument will need to contact the teacher of the group they would like to join to understand and agree to the expectations.

STRING ORCHESTRA

The Senior High School Orchestra is a string ensemble including instrumental music students in grades 9-12. The repertoire is reflective of the students that register. Students are graded in three categories: Ensemble Professionalism (60%), Lesson Attendance (30%), & Performance Check-ins (recordings) (10%). Lessons rotate. Students are pulled from a single class once (or twice) per quarter and have 10 or more options for lesson times per week.

Orchestra/String Orchestra students develop techniques for playing string instruments as a means to studying and performing a variety of orchestral string orchestra literature styles. Critical analysis and problem-solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Sometimes, concerts will combine pieces with the Symphonic Band or Wind Ensemble students to create a Full Symphonic Orchestra experience. The orchestra course is offered to multiple skill levels to accommodate all proficiency levels and includes instruction at the beginning, intermediate, and/or advanced levels.

Prerequisite: New students need a brief interview with the instructor. The class is Open to grades 9-12, with 1 credit
***This course can count for your required New York State Fine Arts credit**.

SYMPHONIC BAND

The Symphonic Band includes instrumental music students in grades 9-12. We perform music at levels 3 & 4, as outlined by the New York State School Music Association. Performance criteria determine the chair placement of all students. All scheduled in- and out-of-school performances are required.

Prerequisite: 8th Grade Band or permission of instructor
Open to grades 9-12, 1 credit
***This course can count for your required New York State Fine Arts credit**.

WIND ENSEMBLE

Wind Ensemble is a select, auditioned instrumental ensemble of approximately 50 musicians. Students entering grades 9-12 may audition each spring of the preceding year. Audition and performance criteria determine the chair placement of all students. All scheduled in- and out-of-school performances are required.

Prerequisite: Audition (see instructor for details)
Open to grades 9-12, 1 credit
***This course can count for your required New York State Fine Arts credit.**

9TH GRADE TREBLE CHOIR

The 9th Grade Treble Choir is a large singing ensemble open to all 9th Grade Students who sing in the treble vocal range (Soprano and Alto). Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. Choral Selections are drawn from popular music, jazz, Broadway tunes, and musical theater. Singers are required to adhere to concert dress guidelines in the Vocal Music Handbook. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Three out-of-school performances are included in the grade for the class.

Prerequisite: None
Open to grade 9 upper voices, 1 credit
***This course can count for your required New York State Fine Arts credit**.

SENIOR HIGH MIXED CHORUS

The Senior High Mixed Chorus is a large singing ensemble open to students in grades 9-12. Class meets every day. Students need not have participated in chorus before or have any singing experience to join. Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. Selections are drawn from popular music, jazz, Broadway tunes, and musical theater. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Singers are required to adhere to concert dress guidelines in the Vocal Music Handbook. Three out-of-school day performances are included in the grade for the class.

Prerequisite: None
Open to grades 9-12, 1 credit
***This course can count for your required New York State Fine Arts credit.**

CONCERT CHOIR

Concert Choir is a select, year long commitment, choral ensemble of approximately 40 of the more mature voices in school. Students entering grades 10-12 audition each spring of the preceding year and must be able to read music at this audition. Students develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Singers are required to adhere to concert dress guidelines in the Vocal Music Handbook. Three evening performances plus additional performances and competitions are included in the grade for the class.

Prerequisite: Audition (see instructor for details)
Open to grades 10-12, 1 credit
***This course can count for your required New York State Fine Arts credit.**

VOICE CLASS

This class is open to all students in grades 9 through 12 regardless of prior experience. Everyone can benefit from this class and learn to make the most of their singing voice. Topics include: posture, breath control and support, tone, resonance, diction, phrasing and interpretation. Students will also learn basic music theory as it applies to the area of study. Classes are a combination of mixed-ability class instruction and differentiated individual lessons. Topics will include basic piano skills, musicianship, and obviously, vocal technique and care. The music is representative of the sacred and secular, classical and popular and literature of various historical and cultural styles. Students develop technique, confidence and control through group and solo singing. Students may take this course multiple times as an individual sequence of increasingly demanding vocal instruction. Higher-level work includes the study of diction in multiple languages such as Italian, German and French as well as advanced sight-singing skills needed for college auditions.

Prerequisite: None
Open to grades 9-12, 1 credit
***This course can count for your required New York State Music credit**.

DIGITAL MUSIC

Students will learn about music composition through the use of digital tools. Computer competency is a necessary skill to have before taking this class. This project-based course will focus on composition, music technology, critical listening, and critical evaluation of music. Specifically, students will explore digital music production, melody, harmony, form, basic music theory, music notation, and basic keyboard (piano) skills. Course requirements include individual and group projects, written reflections, and development of a final digital music product.

Prerequisite: None
Open to grades 9-12, 1 credit
***This course can count for your required New York State Music credit**.

PIANO CLASS I/II

This class is open to all students in grades 9 through 12 regardless of prior experience. From absolute beginner to accomplished pianist, students will learn in a differentiated environment on digital keyboards learning Piano/Keyboard skills, literature and musicianship. Students will also learn basic music theory as it applies to the area of study.

The music is representative of the sacred and secular, classical, popular and literature of various historical and cultural styles. Beginning students will learn the basics of playing familiar songs while more advanced students can work on standard piano repertoire. Classes are a combination of mixed ability class instruction and individualized one-on-one lessons. Students may take this course multiple times as an individual sequence of increasingly demanding keyboard instruction. This course is offered in two half year sections for those students who need to fit in a required half year course but still want to fit piano class in their schedules. Most students will take the class for the full year.

Prerequisite: None
Open to grades 9-12, 1 credit for full year or ½ credit for ½ year
***This course can count for your required New York State Music credit**.

GUITAR CLASS I/II

This class is open to all students in grades 9 through 12 regardless of prior experience. Students of any level of skill, from absolute beginner to accomplished. The classes work in a differentiated environment. There are options to play Ukulele and Bass. Students learn skills and techniques in a wide variety of genres. Skills that will be developed include chord progressions, maintenance of the guitar, major and minor scales, theory, composition, and improvisation. Students learn to read music using standard notation as well as Tablature, and students participate in several performances in class (solos, duets, and ensembles). Beginning students learn the basics of playing familiar songs and chord progressions while more advanced students can work on more advanced improvisational skills and chord knowledge. Classes are a combination of mixed ability class instruction and individualized one-on-one lessons. Students may take this course multiple times as an individual sequence of increasingly demanding guitar instruction. This course is offered in two half year sections for those students who need to fit in a required half year course but still want to fit guitar class in their schedules. Most students will take the class for the full year.

Prerequisite: None
Open to grades 9-12, 1 credit for full year or ½ credit for ½ year
***This course can count for your required New York State Music credit**.

APPLIED MUSIC
Students that take private music lessons on a weekly basis outside the school district can earn 1/2 credit per year toward a high school diploma if the private lessons are not less than 30 minutes in length for a minimum of 36 weeks during the school year. Interested students should see their counselor.

Prerequisite: One year of private lessons
Open to grades 9-12, ½ credit

AP MUSIC THEORY & COMPOSITION

AP Music Theory & Composition is a rigorous course that prepares students to take the College Board AP Music Theory Test in April of each school year. Students study the rules and principles of harmony, melody, rhythm and form in music. Students must demonstrate mastery of the knowledge of music theory through written notation, analysis, composition, sight-singing and ear training.

Prerequisite: Permission of instructor, Piano Class and/or music ensemble
Open to grades 10-12; 1 credit

IB MUSIC 1 SL/HL

IB Music is a two-year course for students with varied backgrounds in music performance, either solo and/or group performers. The aim of the IB music program is to give students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through performance and composition. Students will be expected to demonstrate their understanding of music by performing solo and in a group, by using appropriate musical language and terminology in analyzing musical works from many and varied cultures and periods, and by exploring their own composition writing. The first year of IB Music focuses on music theory, composition, building performing skills, and making musical links. Students will gain skills in preparation for IB's external assessments of listening and musical investigation and internal assessments of performance and/or composition. IB students must take this course in conjunction with one of the school's large ensembles (Chorus, Concert Choir, Symphonic Band, or Wind Ensemble). This course is offered at both standard (SL) and higher (HL) levels and successful completion of both levels fulfills the group 6 elective requirement for an IB diploma.

Prerequisite: 2 credits in music or permission of instructor, concurrent enrollment in a large ensemble.
Open to grades 11-12

IB MUSIC 2 SL/HL

IB Music is a two-year course for students with varied backgrounds in music performance, either solo and/or group performers. The aim of the IB music program is to give music students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through performance and composition. During the second year of IB Music, students will continue to develop performance, analysis, compositional skills, and will focus on making musical links between many and varied cultures and periods. Additional topics include music theory, music history, composition, and building performing skills. Students will complete IB's external assessments of listening and musical investigation and internal assessments in the areas of performance and/or composition. IB students must take this course in conjunction with one of the school's large ensembles (Chorus, Concert Choir, Symphonic Band, or Wind Ensemble). This course is offered at both standard (SL) and higher (HL) levels and successful completion of both levels fulfills the group 6 elective requirement for an IB diploma.

Prerequisite: IB Music I, concurrent enrollment in a large ensemble.
Open to grade 12

CAREER & TECHNICAL EDUCATION COURSES OFFERED AT WEMOCO

Career and Technical Education offers students a first-hand opportunity to explore a number of career fields. Relying heavily on hands-on training, it's an intensive, exciting way to learn if a particular career is the right one for you.

Students can learn the skills they need for immediate employment or prepare for a career that requires further education. Business and industry's need for skilled workers has never been greater, and WEMOCO can help students open the door to those opportunities.

EARNING COLLEGE CREDIT

Articulation Agreements:
In cooperation with select area colleges, students may fulfill entry-level course requirements via courses at WEMOCO.

Dual Credit:
Students can earn college credit from Monroe Community College while enrolled in class at WEMOCO. Students enroll by paying a reduced tuition and have the opportunity to receive an official transcript upon successful completion of the course. Listed below are the classes that offer credit at MCC:

Baking
Child and Family Development
Criminal Justice
Culinary Arts
Dental Assisting
Exercise Science
HVAC/Plumbing
Machining
Medical Laboratory Assisting and Phlebotomy
Nurse Assisting and Associated Health Careers

Students pursuing a program at WEMOCO should refer to the WEMOCO website for additional information at https://www.monroe2boces.org/WEMOCO.aspx.

ADVANCED MANUFACTURING (TWO YEARS)

Students gain a global understanding of precision machining, the process or removing metal to create extremely accurate parts. They learn all aspects of the advanced manufacturing industry, including how to operate CNC (Computer Numerical Controlled) lathes, mills, and power saws. The creation of blueprints and designs using industry-driven software and technology is covered, as is performing quality control and inspections. Students will also be exposed to basic welding.

AUTO BODY AND COLLISION REPAIR TECHNOLOGY (TWO YEARS)

Students learn how to repair and refinish damaged vehicles. In addition, they learn the fundamentals of metal straightening, MIG-welding, plastic fillers, flexible bumper repair, major collision repair, hardware repair and service, detailing, painting, and refinishing. Students will study and demonstrate competency in writing collision estimates and customer work order. Students study the industry standard I-CAR curriculum in a technology-based classroom and service vehicles in a state-of-the-art lab.

AUTOMOTIVE TECHNOLOGY (TWO YEARS)

Students learn to repair and maintain a variety of vehicles. They learn to locate mechanical, electronic and computer problems through careful diagnosis. They perform the necessary repairs using the state-of-the-art equipment. Units of study are delivered in four 20-week modules aligned to the Automotive Service Excellence standards (ASE). Instruction is provided in a high-tech computer-based classroom. Hands-on-experience is attained by servicing customer vehicles in a state-of-the-art service facility. Successful completion of this course prepared students for the NYS certified automobile inspector exam.

BAKING (ONE YEAR)

Students learn the fundamentals of baking, food handling, sanitation, and customer relations. Students operate a retail bakery in class that serves students, staff, and the general public. Students also prepare baked goods for special luncheons and dinners served in conjunction with the Culinary Arts Class. Practical baking skills are reinforced by theory instruction in safety, sanitation and mathematics/measuring skills that are needed for large scale baking operations.

CAREERS IN AGRICULTURE (TWO YEARS)

Students will be introduced to career pathways in agriculture, with a focus on processing, marketing, distribution, and development of products and resources. Opportunities include preparation for careers working outdoors, around animals and livestock, and with high tech equipment. Students will engage in a variety of agricultural activities at a local farm to explore plant science, horticulture, farm animals, and conservation.

CARPENTRY (TWO YEARS)

Students learn the basics of residential carpentry and participate in the construction of a house on site. First year students learn the fundamental principles and theoretical concepts of wall, floor and roof framing, exterior finishes including windows, doors, siding, and roofing. In the second year of the program students concentrate on finish work: dry wall, kitchens and bath, trim, and painting. Students work on other related projects including furniture, sheds, and decks.

CHILD & FAMILY DEVELOPMENT (TWO YEARS)

First year students focus on child development from birth to age 12, with the opportunity to develop skills working with young children of varying abilities. Family Development is the emphasis of the second year with exposure to Human Services Careers working with families and systems. This course is appropriate for students who want to work with children and families in the helping professions.

COMPUTER TECHNOLOGY (TWO YEARS)

Students learn the fundamentals of digital and analog electronics, computer hardware, software and networking. skill set students for level positions as Computer Technicians. Students who complete Computer Technology will be able to assemble computer systems, install operating systems and troubleshoot computers, networks peripherals via system tools and software. First year students will learn and practice the analog and digital electronic principles that underlie the computer technology industry. Second year students will learn how to set up and support individual PC's and PC networks.

COSMETOLOGY (TWO YEARS)

Students learn the fundamentals of hair design, chemical services and nail and skin care. Extensive class time is spent studying concepts and terminology relevant to cosmetology. The course includes the theory and application of chemistry, anatomy, physiology and basic math skills to supplement the extensive practical work. Students are required to participate as models and operators. Students are prepared for the New York State Cosmetology licensing exam (both theory and practical) via the 1000 hours of classroom participation.

CRIMINAL JUSTICE (TWO YEARS)

Students will explore opportunities in the field of criminal justice while learning about the history of law enforcement, civil and criminal law and our legal system. Course content includes an in-depth look at police work, court cases and outcomes. The program focuses on law enforcement at the local, state, and federal levels, as well as the fields of security and corrections.

CULINARY ARTS (TWO YEARS)

The Culinary Arts course is aligned with the National Restaurant Foundation ProStart® curriculum. Students study the service industry as it relates to travel and tourism, hospitality, hotels, and culinary skills. Students are introduced to marketing, accounting, food cost controls, customer relations, and restaurant and food service. Students learn the fundamentals of food production, preparation and dining room service. Students prepare and serve breakfasts, lunches and banquets in a commercial kitchen and dining room.

DENTAL ASSISTING (TWO YEARS)

Dental Assisting students learn the fundamental skills of chair side assistants. Skills included: sterilization/disinfecting techniques, laboratory skills, record keeping, hygiene and oral health, x-ray, dental anatomy, patient relationship skills and knowledge of current dental procedures. Optional: Clinic opportunity available to students outside of class.

DIGITAL AND VISUAL COMMUNICATION (TWO YEARS)

Students will learn how individual creativity integrates with graphic/multi-media technical skills. Students will use this integrated construct to communicate, purposeful, powerful visual and audio messages. Students will learn how to utilize industry-standard software to create, design, edit and produce graphic images for web pages, traditional print products and video (including moving images and sound).

EXERCISE SCIENCE (TWO YEARS)

Students will be able to design, implement, modify, track and update training programs based on individual needs. Students will be able to design appropriate exercise programs to meet the goals and needs of individuals and/or groups. Students will earn Red Cross certifications in First Aid, CPR and AED. Upon completion students will be prepared to take the American Council on Exercise (ACE) certification exam. Students will also be exposed to OT/PT, Dietetics and Nutrition, and Holistic Wellness trends.

HVAC/PLUMBING (TWO YEARS)

This program is designed to prepare students for direct entry to the workforce or post-secondary college programs/apprenticeships in Plumbing, Pipefitting, HVAC-R (Heating, Ventilation, Air Conditioning and Refrigeration). In year one, students learn fundamentals of residential plumbing and heating installation to fit, assemble, and prepare piping and become familiar with reading blueprints and schematics. By year two, students gain experience installing residential and commercial heating, air conditioning, refrigeration and ventilation systems.

HEAVY EQUIPMENT OPERATION AND MAINTENANCE (TWO YEARS)

Students learn the operation and maintenance of earth moving equipment. Students learn to operate and maintain bulldozers, excavators, front-end loaders and dump trucks. Students apply skills through the continued development of Pineway Ponds Park in the Town of Ogden. Students learn preventative maintenance and basic equipment repair, including welding and torch use.

INTRODUCTION TO CONSTRUCTION TRADES (ONE YEAR)

This introductory course will provide students with the opportunity to explore and build background knowledge in four areas of the construction trades field: Carpentry, Plumbing/HVAC, Electricity and Heavy Equipment. Each quarter students will participate in knowledge and performance activities/assessments, guest presentations, fieldtrips and work based learning experiences related to one of the areas. Successful completion of the course will result in credit toward a Regents diploma, as well as the opportunity to earn up to 54 WBL hours and/or a CDOS Commencement Credential.

INTRODUCTION TO TRANSPORTATION TRADES (ONE YEAR)

This introductory course will provide students the opportunity to explore and build knowledge in four skilled areas of the transportation field: auto body, small engine vehicles, automotive repair and heavy equipment. Work based learning experiences are gained in this course through local oil change providers, auto service and tire centers, car washes, auto detailers, small engine maintenance and repair shops, and lawn mower maintenance and repair shops.

MEDICAL LABORATORY ASSISTING AND PHLEBOTOMY (TWO YEARS)

This program is designed to provide training in the areas of phlebotomy (drawing blood), medical terminology, First Aid/CPR and general laboratory procedures. In year one, students learn basic skills for use in a variety of positions working in medical or veterinary laboratories. In year two, students complete phlebotomy training to prepare for certification and gain additional knowledge and skills focused in the areas of biotechnology and microbiology. Skills gained apply to scientific research and product development relevant to a variety of industries—pharmaceuticals, medical, veterinary, cosmetics, environmental, food and agricultural.

NURSE ASSISTING AND ASSOCIATED HEALTH CAREERS (TWO YEARS)

Units of study are focused on preparing students for the New York State Nurse Aide certification exam. Students learn the fundamentals of patient care and skills necessary for entry level employment in health care facilities such as nursing homes, hospitals, and home health care. Students spend time in a simulated hospital setting and directly working with patients in a clinical setting. Students participate in role play activities as patients and caregivers for their fellow classmates.

OUTDOOR POWERSPORTS TECHNOLOGY (TWO YEARS)

Students learn to repair and maintain of recreational vehicles and service equipment, including: motorcycles, ATVs, snowmobiles, lawn machinery and personal watercraft. Students learn skills in marine propulsion maintenance, repair and rigging.

RESIDENTIAL AND COMMERCIAL ELECTRICAL (TWO YEARS)

Students learn the fundamentals of electrical theory, residential wiring, and commercial wiring. Concepts include blueprint reading, industrial branch circuits, 3-phase motor controls, fire and security systems, process controls and programmable logic controllers. Students are involved in the construction of a modular home in conjunction with the Carpentry and Plumbing & Heating classes

WELDING (TWO YEARS)

Students gain a global understanding of welding, the art and science of joining metal together. Common industry standard processes of Shielded Metal Arc Welding (SMAW-Stick), Gas Tungsten Arc Welding (GTAW-TIG), and Gas Metal Arc Welding (GMAW-MIG), as well as plasma arc and oxy-acetylene cutting are covered. Students will be exposed to the programming (CNC) aspect of machining.

NEW VISIONS HEALTH PROFESSIONS PROGRAM OVERVIEW

"New Visions" is an exciting program using an integrated approach for students during their **senior year** of high school. It provides them with a unique insider's view and study of a broad medical professional field. The program places students in the actual working environment of the career area that interests them most. The purpose of *"New Visions"* is to give them a sense of closure to their high school education and a directed transition to their next level of collegiate professional development.

About the NEW VISIONS Health Professions Program:

- New Visions is a career exploration program. It is not a skills training program.
- Students with a pre-determined professional goal will be assigned to a variety of careers to experience the interconnectedness between occupations.
- New Visions students have the opportunity to shadow professionals. The program is not an internship. Students do not provide services to clients or patients.
- There is a required application and acceptance process.

ENROLLMENT REQUIREMENTS:

- College-bound high school juniors with interest in a health career field
- General academic requirements
    1. Completion of 3 years of Regents math and Regents science
    2. A score of 76 or higher on the ELA Regents exam
    3. A score of 85 or higher on the Geometry Regents exam OR 70 or higher on the Algebra 2 Regents exam
    4. No behavior, attendance, or discipline concerns during junior year
    5. Able to successfully complete industry requirements for placement, which may include a background check, drug test and/or vaccinations

ACADEMIC CREDITS:

Students earn 3 high school credits for New Visions:

Government/Economics	1.00
New Visions	2.00

Students may earn dual enrollment credit for college courses through MCC.

LEGAL NOTICE

The Churchville-Chili School District, 139 Fairbanks Road, Churchville, New York 14428, does not discriminate on the basis of sex, race, color, creed, religion, national origin, political affiliation, marital status, veteran status, disability, military status, or sexual orientation in the educational programs or activities which it operates. The District complies with the requirements of Section 504 of the Rehabilitation Act of 1973 and Title IX of the Educational Amendments of 1982. The policy of non-discrimination includes the following areas: recruitment and appointment of employees, employment pay and benefits, counseling services for students and access to educational courses and activities. The District official responsible for the coordination of activities relating to compliance with Section 504 is Nicole Livingston-Neal, Churchville-Chili District Central Office, phone number 293-1800 ext. 2460. The Title IX coordinator is Mr. Larry Vito, Churchville-Chili District Central Office, phone number 293-1800 ext. 2320. These officials will provide information, including complaint procedures, to any student or employee who feels that her or his rights under Section 504 and Title IX may have been violated by the District or officials.