



**Beekmantown High School  
Course Curriculum Handbook  
2025-2026**

## KEY PEOPLE TO HELP YOU

### Counseling Center

Ms. Nichole Christiansen, Counselor  
christiansen.nichole@bcsdk12.org  
(518) 563-8787 ext. 4513

Ms. Marie Denis, Counselor  
denis.marie@bcsdk12.org  
(518) 563-8787 ext. 4512

Ms. Stacey Maggy, Counselor  
maggy.stacey@bcsdk12.org  
(518) 563-8787 ext. 4511

Mr. Derek Payne, Counselor  
payne.derek@bcsdk12.org  
(518) 563-8787 ext. 4515

Ms. Jenna Reil Psychologist  
riel.jenna@bcsdk12.org  
(518) 563-8787 ext. 4579

### Special Education & Student Services

Mrs. Polly Tavernia  
tavernia.polly@bcsdk12.org  
(518) 563-8787 ext. 5578

### High School Office

Mr. Matthew Bezio  
bezio.matthew@bcsdk12.org  
(518) 563-8787 ext. 4509

Mr. Justin Frechette  
frechette.justin@bcsdk12.org  
(518) 563-8787 ext. 5589

Mr. Marcello Reale  
reale.marcello@bcsdk12.org  
(518) 563-8787 ext. 4503

Mr. Dave Manney, Dean of Discipline  
manney.dave@bcsdk12.org  
(518) 563-8787 ext. 4508

Dear Students and Parents:

During the next few months you will be engaged in the course selection process. This activity is an important part of your future academic development and employment plans. You will be asked to assess future options, your academic strengths/weaknesses and, of course, your personal academic preferences and goals. In addition, all students will need to plan to complete those courses and New York State Regents examinations that are required to earn a high school diploma.

We have devised a course selection process that will provide you with the resources and information to assist you with your decisions. These resources include student counseling programs with teachers and school counselors, course awareness fair and individual student meetings. I encourage you to use, to the fullest extent possible, these school resources so that the decisions you make will come from an informed base.

It is the philosophy of our Board of Education, instructional faculty and administration to motivate students to learn in high-interest and challenging courses of study. I encourage parents to work closely with their high school counselor throughout the course selection process.

Your 2025-2026 Beekmantown education begins NOW, during course selection. Choose carefully, and think positively about your future.

Educationally Yours,

Mr. Matthew Bezio  
High School Principal



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# Program Planning Guide

We believe that parents and students should work closely with teachers and school counselors in considering the various subjects and programs that are available.

## Planning Your Courses

The following guidelines will help you plan a successful program:

- Establish personal goals. Even though your plans may change, you should have some general educational, occupational and personal objectives.
- Honestly evaluate your strengths, interests, aptitudes and needs.
- Learn the requirements for entrance to the college or program of your choice, or to the career area you plan to pursue after graduation.
- During your junior academic year, visit the colleges or career resources of interest to you.
- Consult your parents, talk with your teachers and consult with your school counselor in order to benefit from their experiences. Talk and visit with citizens of the community who are currently working in the professions that you find most interesting.
- Select the subjects that will contribute MOST toward helping you achieve your goals.
- If you want to add or delete a course after course selection, please bring a note from your parents to your counselor.

## Counseling Services

School counselors are available for individual and group meetings with students to discuss school programs and planning. Counselor assistance is helpful in the following areas:

**College & Career Planning:** Students need to determine what programs and schools best fit their interests and aptitudes. The Counseling Office also provides information on web-based career and college planning resources as well as traditional print and media tools.

**When You Are Having Difficulty:** Students may need study skills help or information on tutoring or special services that are available to Beekmantown students. Our counselors, teachers and supervisors are available to help you evaluate a particular course and its level of difficulty in relation to your ability.



## Grouping

In some of our subject areas, levels of instruction have been established to appropriately challenge the academic ability of students. Information regarding student placement for a course may be found in the text of the course description. This information is to serve as a guideline for parents, teachers and students. Parents are encouraged to consult with the school counselor if there are questions about student placement.

**AP** - Advanced Placement courses are nationally accredited college credit courses offered to motivated students in grades 10-12. College credit is earned by students scoring 3 or higher (out of 5) on the AP course exam at the end of the course..

**CAP (*College Advancement Program*)** – College level courses enrolled through Clinton Community College and Paul Smith’s College that result in students simultaneously earning high school and college credit. Students may be required to take a placement test to be eligible for CAP credit. Students must also pay tuition for each CAP course they register for.

**SUPA (*Syracuse University Project Advanced*)** - College level courses enrolled through Syracuse University that result in students simultaneously earning high school and college credit. Students must also pay tuition for each SUPA course they register for.

## Additional Opportunities

**Graduation Acceleration:** Some students meet graduation requirements in fewer than the usual four years. Plans for such programs should be discussed with your counselor. Plans for early-graduation should be discussed with your counselor no later than **January of the student’s Sophomore year**.

**Alternative Educational Programs:** Students who do not find success in the traditional programs may be assigned to Alternative Educational Programs.

**Champlain Valley Technical Educational Center (CV-TEC):** Juniors and/or specific programs of seniors may enroll at the CV-TEC for career and technical courses if they meet the established entry criteria.

**Student Internships:** Highly motivated students have the opportunity to pursue a student internship upon approval by an advising teacher, the counseling department, and the high school principal.



## Academic Intervention Services (AIS)

The Academic Intervention Services (AIS) Plan has been developed by the Beekmantown Central School District consistent with Part 100 of the Commissioner's Regulation, adopted by the Board of Regents in July 1999 (Appendix A). Section 100.1(g) defines AIS as follows: Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and science, or at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. At Beekmantown High School, students are placed within these services based on the following criteria:

- Students who have not passed state-mandated assessments in subjects listed above.
- Students who either have not met requirements of state-mandated assessments, but have passed the course, or who scored at level 1 or 2 on the grade 8 ELA or math assessment.
- Students who are failing courses (listed above) that are needed to meet graduation requirements.

The decision to place students in these services will be made with the approval of the school counselor and principal. Participation in AIS is mandatory for students meeting these criteria.

## Transcripts:

**REGENTS ASSESSMENTS:** All Regents assessment scores will be represented on each student's transcripts. Students who challenge a Regents assessment to attain a higher score by participating in the exam on multiple sessions will have each Regents assessment reflected on their transcript. The highest Regents assessment score will be calculated into the student's overall GPA. Providing all Regents assessment scores on the student's transcript will reflect the student's perseverance and mindset to improve. If you participated in a Regents assessment that was tied to an exemption state assessment period. The student may decide whether the Regents score or exemption is placed on the transcript.

**ADVANCED PLACEMENT SCORES:** Students who participate in the administration of Advanced Placement exams will have the choice on whether or not they want the Advanced Placement exam score on their transcript.

**ACT/SAT SCORES:** Students who participate in the ACT and/or SAT will not have their scores added to their transcript. Students may request their score report be sent through the following methods: high school counselors send a digital score report to the college or the student requests an official score report from College Board or ACT.



# Course & Testing Requirements for Graduation

Advanced Regents Diploma	Regents Diploma	Local Diploma Safety Net for Students with Disabilities
<p><b>Course Requirements:</b> Students must earn the following course credits in order to graduate with an Advanced Regents Diploma:</p> <p>English 4 Social Studies 4 Math 3 Science 3 World Languages 3 Visual Art/Music 1 Health 0.5 Phys. Ed 2 Electives 1.5 <b>TOTAL CREDITS 22</b></p> <p><b>Testing Requirements:</b> Regents examinations listed below:</p> <ul style="list-style-type: none"> <li>- English</li> <li>- Global History</li> <li>- US History</li> <li>- Algebra I</li> <li>- Geometry</li> <li>- Algebra II</li> <li>- Two Science Exams</li> <li>- World Language (students can replace World Language with a 5 credit sequence in art or music or by attending CV-TEC)</li> </ul>	<p><b>Course Requirements:</b> Students must earn the following course credits in order to graduate with a Regents Diploma:</p> <p>English 4 Social Studies 4 Math 3 Science 3 World Languages 1 Visual Art/Music 1 Health 0.5 Phys. Ed 2 Electives 3.5 <b>TOTAL CREDITS 22</b></p> <p><b>Testing Requirements:</b> Regents examinations listed below:</p> <ul style="list-style-type: none"> <li>- English</li> <li>- Global History &amp; Geography</li> <li>- U.S. History &amp; Government</li> <li>- One Math Exam</li> <li>- One Science Exam</li> </ul>	<p><b>Course Requirements:</b> Students must earn the following course credits in order to graduate with a Local Diploma:</p> <p>English 4 Social Studies 4 Math 3 Science 3 World Languages 1 Visual Art/Music 1 Health 0.5 Phys. Ed 2 Electives 3.5 <b>TOTAL CREDITS 22</b></p> <p><b>Testing Requirements:</b> State exams required for a local diploma are the same as for a Regents diploma.</p> <p>A. Students may score a 55 or above on one or more of the 5 required Regents' exams.</p> <p>B. The Compensatory Safety Net allows students to score between a 45 and a 54 on any Regents' exam except ELA and Math as long as they have a corresponding score of 65 or greater on another exam.</p>
<p><b>Regents or Advanced Regents Diploma with Math Mastery and/or Science Mastery Designation:</b> In addition to the same course and testing requirements, a score of 85 or higher on each of three Regents' exams taken in the subject area.</p>		



## Minimum Course Requirements

Students must carry a minimum of six (6) credits per year. Seniors must carry a minimum of 5.5 credits per year. If a course conflict arises, the counselors will discuss this problem with students. Students will be scheduled for study hall when no classes are scheduled. Students are encouraged to complete health, art, and language graduation requirements by the end of their junior year. Students may be allowed to take required health, art, or languages classes as a senior with approval from the high school principal.

## Time Frame for Course Changes

Students will have the opportunity to make schedule changes on announced add/drop days which are offered before school starts. Counselors will adjust for errors, under-enrolled classes, and conflicts. Once school starts in the fall/2nd semester courses, all students must follow their assigned schedules for the first 5 days of class unless serious schedule problems exist (i.e. “double-booked”, wrong level, missing a required course, etc.). Schedule changes may not be made after the 2nd full week of classes. Underclassmen may drop a course only if it is replaced by another course. Special circumstances will be reviewed by your counselor, teacher and subject supervisor. Students should talk to their counselor and teacher to initiate the course drop process.

## Course Prerequisites

If a student believes that he or she may be qualified for a specific course without being in the specified grade level or having completed its prerequisites, the student is welcome to discuss the matter with their school counselor.

## Under-Enrolled Courses

The high school administration reviews all courses with low enrollment. This review is done in the spring and may lead to the deletion of a course. After such a deletion is made, the counselors will meet with students who are signed up for the deleted course to arrange for another course selection. Seniors and those needing specific courses will be given preference. The listing of a course at the time of student enrollment is not a guarantee that it will be taught the following year. It is our goal to provide students with a complete scope of departmental courses from introductory to the more advanced courses. However, the final decision regarding the offering of any course is dependent on the number of student registrations.

## Special Education Student Services

Students who have a disability may be eligible for an individualized plan that provides accommodations and/or services to assist the student in meeting the New York State learning standards.



## **Section 504 Accommodation Plan**

Students who have a disability that substantially limits one or more major life activity may receive a 504 accommodation plan. With a 504 plan, students are provided classroom accommodations that could include such things as preferential seating, allowed to leave class to go to the Nurse's office, use of the elevator, etc. Students might also require testing accommodations.

## **Individualized Education Plan**

Students who have a disability that adversely impacts their learning may need an Individualized Education Plan (IEP). The IEP describes the student's educational needs related to the disability. It also outlines the special education and related services goals, services, classroom accommodations, technology needs, and testing accommodations that the student requires. The High School offers a full continuum of special education services and supports for students with disabilities.

## **Related Services**

Students may receive related services (speech therapy, occupational therapy, physical therapy, adapted physical education, and/or counseling) from 1-5 times per week. Related services may be provided within the general education classroom, in a special education classroom, or in a therapy room. Services may be individual or group.

## **Support**

Support (also called resource room) is an instructional program provided by a special education teacher in a group of five students or less. The service is for students with an IEP who need direct, supplemental instructional support for success in their general education classes. Students are grouped in resource rooms to meet their unique learning needs.

## **Direct Consultant Teacher**

This program is for students with an IEP who are pursuing a high school diploma and who need support in their general education program. Consultant teacher support from a special education teacher is provided in the interdisciplinary courses of math, social studies, science, and English required for a high school diploma.



# Art Courses (NYS Graduation Requirement)

## Ceramics I

Grade 10-12 | 1/2 Credit | Prerequisite: Studio in Art

This introductory course in ceramics develops basic skills in hand building pots and ceramic pieces. Simple glazing methods and firing processes are explored.

## Ceramics II

Grade 10-12 | 1/2 Credit | Prerequisite: Ceramics I

In Ceramics II students continue to develop skills in building ceramic pieces using a variety of techniques. Additional means of applying surface treatments are explored. Self-expression through the use of design elements is fostered.

## Creative Crafts I

Grade 9-12 | 1/2 Credit | Prerequisite: None

This course is a studio course encompassing a wide range of craft projects and multicultural activities. Students explore the elements of art and principles of design through the creation of craft products using a wide variety of materials and techniques. Products are often utilitarian, although they may be purely decorative. Emphasis is on creativity, originality, design quality, craftsmanship, and mastery of techniques and materials. Higher order thinking skills, such as analysis, problem solving, and evaluation, will be emphasized throughout this course. Studio activities might include decoupage, paper mache, rug braiding, macrame, wood working, jewelry making, knitting, metal tooling, basketry, silk screening, graphic design, and toy making. Creative Crafts is intended to be a standalone course for students who are not going on to other art classes. It meets the minimum standard for art concepts and should only be used for students who are either taking a second art course for pleasure or for students who may be challenged by the minimum content standard.

## Creative Crafts II

Grade 9-12 | 1/2 Credit | Prerequisite: None

This course is a studio course encompassing a wide range of craft projects and multicultural activities. Students explore the elements of art and principles of design through the creation of craft products using a wide variety of materials and techniques. Products are often utilitarian, although they may be purely decorative. Emphasis is on creativity, originality, design quality, craftsmanship, and mastery of techniques and materials. Higher order thinking skills, such as analysis, problem solving, and evaluation, will be emphasized throughout this course. Studio activities might include decoupage, paper mache, rug braiding, macrame, wood working, jewelry making, knitting, metal tooling, basketry, silk screening, graphic design, and toy making. Creative crafts is intended to be a standalone course for students who are not going on to other art classes. It meets the minimum standard for art concepts and should only be used for students who are either taking a second art course for pleasure or for students who may be challenged by the minimum content standard. **Fulfills visual art graduation requirement.**



### **Drawing From Nature (Dual-Enrollment)**

Grades 11-12 | ½ Credit (Fall) | Prerequisite: Studio in Art

This class has been designed for students who want to improve their drawing skills. Class includes experimentation with a variety of drawing media and techniques with a strong emphasis on observational drawing. Students will explore many different subject areas, including life drawing, still life, landscape, and design. 3 college credits are available through Paul Smith's College.

### **Drawing & Painting**

Grade 10-12 | ½ Credit | Prerequisite: Studio in Art

A second year course that provides an opportunity for students to expand on the drawing and painting concepts introduced in Studio in Art. Students will learn to solve artistic problems using a variety of drawing and painting materials and techniques. Areas of concentration include, watercolor painting, acrylic painting, drawing from observation, landscape drawing & painting, and mixed media.

### **Open Studio I**

Grade 11-12 | 1/2 Credit | Prerequisite: Studio in Art, Either Drawing & Painting or Drawing From Nature & 2 art electives

Open Studio I is a semester course intended to prepare students for AP Art and Design and Open Studio II. This course is designed to introduce students to the portfolio process. Students will work independently on solving artistic problems using a wide variety of media. Maintaining a process journal/sketchbook is expected. Museum and gallery visits will be used as an extension of the classroom.

### **Open Studio II**

Grade 12 | 1/2 credit | Prerequisite: Open Studio I | Teacher recommendation

This course is an extension of Open Studio I. It is designed for students interested in pursuing art and are not interested in pursuing the AP Art and Design track. Instruction is targeted toward the goals of each student. Upon completion of this course, students will have a significant body of work to reflect the personal creative journey of each student. The course is designed for students that want to keep making art at an advanced level. Students do not necessarily need to be interested in pursuing art after high school. Museum and gallery visits will be used as an extension of the classroom.

### **Studio in Art**

Grade 9-12 | 1 Credit | Prerequisite: None

This Foundation Course is the *recommended* prerequisite for all other advanced art courses. Successful completion of the course meets the fine arts graduation requirement. Students explore artistic processes through a variety of two and three dimensional activities. Willingness to get involved in the creative process is a more important requirement than the student's skill level or previous experience. Concepts learned include but are not limited to, introduction to drawing with various drawing tools, acrylic and watercolor painting, printmaking, collage, introduction to ceramics, and 3D artwork. **Fulfills visual art graduation requirement.**



## **Yearbook**

Grade 10-12 | 1 Credit | Prerequisite: None

Creating a hands-on publication of all students in the high school. Students will be required to work with other students while utilizing computers and an online publication program. Students will be required to take photographs of the student body and activities (after school included). Students are also required to sell and distribute yearbooks

## **Sculpture**

Grade 10-12 | ½ Credit | Prerequisite: Studio in Art

Students experiment with a variety of media and techniques used to create 3D artworks. This half-year course will be an exploration of new materials and techniques with an appreciation of sculptural three-dimensional forms. Historical and contemporary concepts ranging from representational figures to abstract forms are investigated. Some of the materials used may include clay, wood, metal, cloth, paper, and plaster.

# **Business & Consumer Sciences**

## **Career and Finance I**

Grade 10-12 | 1/2 Credit | Prerequisite: None

Are you ready for an adventure of learning how to manage your money rather than your money managing you? As you go through this one semester course, you will be empowered with the knowledge and application of basic financial principles in order to make sound financial decisions. There is a strong focus on personal financial literacy to provide you with a greater understanding of: avoiding debt, spending wisely, banking, budgeting, life after high school and consumer awareness. There will also be information on career selection and career planning as it relates to your personal finances.

## **Career and Finance II**

Grade 10-12 | 1/2 Credit | Prerequisite: Career & Finance I

This will be an extension of Career & Finance I. We will continue to finish the online textbook by completing Income Taxes, Housing and Real Estate, Investing and Retirement, and Global Economics. We will also have presenters from different areas such as Real Estate, Investing Agencies, as well as some other interesting presenters. We will also look at how to complete taxes online for those of you that work in the summer. Career & Finance II will incorporate field trips and guest speakers.



## **Marketing**

Grade 10-12 | 1 Credit | Prerequisite: None

A hands-on approach will be used to enable students to experience marketing through the operation of our school store, while using actual products. The students will engage in promoting, advertising, displaying products, selling, pricing, and distribution. Students will be required to work in the school store.

## **Marketing (Full-Year)**

Grade 9-12 | 1 Credit | Prerequisite: None

A hands-on approach will be used to enable students to experience marketing through the operation of our Red & Gray Cafe. While using actual products, the students will engage in promoting and advertising. They will also learn life skills such as, employer expectations, money management, telling time and skills for starting a new job. Students will be required to be on time, proper dress, following workplace guidelines, as well as demonstrate responsibility. Students will be required to work in the Red and Gray Cafe.

## **Introduction to Entrepreneurship (Dual-Enrollment)**

Grades 10-12 | 1 Credit | Prerequisite: None

Students will explore why some entrepreneurs fail while others succeed repeatedly. Additionally, the students will learn how to assess their chances for success by discovering how to recognize their own strengths and weaknesses. Three college credits are available through Paul Smith's College.

## **AP Computer Science Principles**

Grade 11-12 | 1 Credit | Prerequisite: Fundamental Concepts of Computer Science/Algebra II (Required)

This course allows students to explore the quickly growing and potentially lucrative Computer Science career path. CSP helps students develop programming expertise and explore the workings of the Internet using Python programming language. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

## **Fundamental Concepts of Computer Science (Dual-Enrollment) (Spring)**

Grade 10-12 | 1/2 Credit | Prerequisite: Algebra I /Introduction to Computer Science (Recommended)

This course is the second of three in a Computer Science program. In this course students will use text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. Students will also learn and apply computational thinking practices, and collaborate just as computing professionals do to create products that address topics and solve problems. 3 college credits are available through Clinton Community College.



### **Introduction to Computer Science (Fall)**

Grade 9-12 | 1/2 Credit | Prerequisite: Algebra I

This course is the first of three in a Computer Science program. In this course, students will use block and text based programming with Microsoft MakeCode Arcade and Javascript to learn the basic concepts of coding through the lens of video game design. This class is designed to lead into Fundamental Concepts of Computer Science.

### **AP Computer Science A**

AP Computer Science A (CSA) is a full college level course that introduces students to computer science through coding. It is focused on a deeper dive of the programming language Java, one of the most popular programming languages used for app development, robotics, and more. CSA covers concepts such as designing solutions to problems, data structures, algorithms, and object oriented design. Students taking Computer Science A will prepare for and take the AP CSA exam, which includes a standard test and a capstone project. Computer Science A is recommended for students in 11th/12th grade who have completed algebra I and Intro/Fundamentals of Computer Science.

### **Fundamentals of Cybersecurity**

In this course, students will be exposed to the inner workings of computer hardware and software, explore the intricacies of how networks connect, and dive into the world of encryption and cryptography. They will also learn the importance of safeguarding our increasingly digital world from unauthorized access, ensuring the privacy and integrity of data. No previous programming experience is required.

### **Library Research Skills (Dual-Enrollment)**

Grade 10-12 | 1/2 Credit | Prerequisite: None

This course focuses on the use and retrieval of information within college libraries, as well as the Beekmantown MS/HS Library. Students will gain an understanding of the structure of information, the process of information retrieval, and critical evaluation of sources. Emphasis is on the development of lifelong information skills needed for success in the college setting. Other topics such as Digital Citizenship may be covered as time allows. 1 college credit is available through Clinton Community College.



# Driver & Traffic Safety Education

## **Driver and Traffic Safety Education**

Grade 11-12 | ½ Credit | Prerequisite: Permit within 2 weeks, age 16 by September 1/February 1, parental permission

Driver and Traffic Safety Education is intended for those interested in learning how to operate an automobile safely and efficiently. This half-year course consists of three phases including: classroom instruction, simulation, and supervised practice driving. During the first week, students are scheduled for driving and simulation during study halls (and possibly lunch if approved).

Driver and Traffic Safety Education studies environmental, human, and vehicular factors that pertain to traffic skills and meets state pre-licensing requirements. This course provides a favorable opportunity for students to acquire fundamental knowledge, correct habits, essential skills, and proper attitude for survival within the dangerous and often unpredictable Highway Transportation System. With successful completion (a grade of 65 in each phase and met attendance requirements), students will be able to drive after 9pm at 17 and possibly save money on car insurance. Throughout this course, students will learn safe driving habits that pay off immediately and throughout the rest of their driving career.

## English Courses

### **English 9**

Grade 9 | 1 Credit | Prerequisite: None

This course uses The Next Generation ELA Learning Standards as a framework. Students will learn, practice, and apply the skills of close reading short stories, poems, plays, and film. English 9 students will also practice their citation skills when using direct, embedded quotes as evidence for Evidence-Based Claims in their writing, and as a part of their research skill development. Students will be asked to develop the skills to intelligently discuss their close readings and their analytical writing. As a cumulative project, students will compose a Regents' based Text-Analysis Response.

### **English 9 (Enriched)**

Grade 9 | 1 Credit | Prerequisite: Teacher Recommendation

This course uses The Next Generation ELA Learning Standards as a framework. Students will learn, practice, and apply the skills of close reading short stories, poems, plays, and film. English 9 students will also practice their citation skills when using direct, embedded quotes as evidence for Evidence-Based Claims in their writing, and as a part of their research skill development. Students will be asked to develop the skills to intelligently discuss their close readings and their analytical writing. As a cumulative project, students will compose a Regents' based Text-Analysis Response. The course increases the rigor from English 9 curriculum and delivers skills related to AP Seminar.



## **English 10**

Grade 10 | 1 Credit | Prerequisite: None

This course focuses on a more intensive concentration of literary analysis, with a focus on close reading as the tool used to intimately analyze the literature read. Students study a variety of pieces of world literature, including *Of Mice and Men*, *Night*, *Macbeth*, "Letter from a Birmingham Jail," by Martin Luther King, Jr, as well as several poems and short stories. Additionally, paragraphs, essays, and other expository writing skills will continue to be developed. As a cumulative project, students will compose a Regents' based Argument Essay. (Enriched section available to qualifying students)

## **AP Seminar**

Grade 10 | 1 Credit | Prerequisite: English 9/Teacher Recommendation, and completion of summer project)

AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students research real-world issues, gathering, reading and evaluating numerous sources and perspectives in order to develop evidence-based arguments. Work is presented through research papers and student led multimedia presentations which are conducted both independently and as a team. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses.

## **English 11**

Grade 11 | 1 Credit | Prerequisite: None

This course is an academic English class intended to prepare students for the NYS ELA Regents Exam. Students are expected to read, annotate, discuss, interpret, and analyze literature at an advanced level. Therefore, task-oriented discussion and participation are vital components of the class. Students will read fictional and non-fictional works from a variety of genres, such as drama, poetry, short stories, novels, speeches, and documents.

## **English 12**

English 12 | 1 Credit | Prerequisite: None

This course is designed to help prepare students for success in college English courses. The Next Generation Framework is used and a mixture of fiction and non-fiction works will be studied. Students will attempt to perfect their composition techniques through analytical and evaluative discussion (Oral and Written) of the literature under study. Much emphasis will be placed on writing skills needed at the college level, as well as skills needed in the workplace.

## **AP English Language & Composition**

Grade 11 | 1 Credit | Prerequisite: Teacher Recommendation/ELA GPA/85

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics such as rhetorical situations, claims and



evidence, reasoning and organization, as well as style. Students view contemporary as well as historical documents and videos to hone their reading, writing, listening, and speaking skills.

### **English Composition (Dual-Enrollment)**

Grade 12 | 1 Credit | Prerequisite: Teacher Recommendation/80 on ELA Regents/ELA GPA

**ENG 101 (Fall):** ENG 101 is a full year course in which students will earn 3 CAP credits through Paul Smith's College. Students will write a variety of genres, including a college essay. Students will focus on using advanced grammar techniques, mastering the MLA format, creating strong connections between ideas, and elaborating on their ideas to create insightful writing pieces. The cumulative project will be a research project which will be presented to the class.

### **AP English Literature & Composition**

Grade 12 | 1 Credit | Prerequisite: Teacher Recommendation/ELA Regents/ELA GPA

Advanced Placement English Literature and Composition is a full year course equivalent to a college freshman literature and writing course. The primary goal is to develop the students' abilities as readers, writers, and critical thinkers. Students will analyze and critique literature focusing on the techniques and strategies authors use in their writing. Students enrolled in this AP English course justify their analyses and interpretations of literature in a seminar setting.

Students are expected to participate in peer review of analytical papers as well as discussions on a daily basis. Students will also conference with the instructor about honing their own writing style and voice.

### **Creative Writing**

Grade 11-12 | 1/2 Credit | Prerequisite: None

This class is designed for those students who are interested in exploring their desire to write.

Students will be encouraged to access and appreciate their own experiences and perceptions through writing. The class will focus on many different kinds of writing including short stories, poetry, and journals. Discussion will be a part of this class as well. Students will be encouraged to submit work to contests.

### **Women's Studies**

Grade 10-12 | 1/2 Credit | Prerequisite: None (grade 10 students by recommendation only)

Why do we act the way we do? What pressures are placed upon us to act in this manner? How does our gender influence others and how does it influence us? How do age, race, and identity play a role? These are some of the questions investigated in class. Through readings, videos, songs, and research, students explore and then share findings based on different issues, such as Media/Social Networking, Domestic Violence, Mental Health, Trafficking, Hazing, and Discrimination.



## **Film Studies**

Grades 11-12 | 1 Credit | None

In Film Studies we will look at film as a genre and use it to explore topics typically discussed in an English classroom: conflict, characterization, the impact of setting, how tone is established, and what the story says about the human condition. The class will involve close viewing of numerous films, informal journaling, class discussion, and small scale writing assignments. Given that the class is an elective and will center on film, a bulk of the course work will be completed during class time. While I anticipate looking at key examples of critically acclaimed films such as *Forrest Gump*, *Dead Poets Society*, *Schindler's List*, *Hacksaw Ridge*, and *Do the Right Thing*; I also anticipate discussing films based on class interest. This class is a full year elective open to 11th and 12th grade students.

# **Health & Physical Education Courses**

## **Food & Fitness**

Grade 9-12 | 1/2 Credit | Prerequisite: None

This course relates nutrition, exercise, and diet with good health. Content of the course includes nutrition for athletes, fad diet analysis, food preparation for health, and life time fitness. We will explore different types of exercise, prepare a variety of healthy recipes and learn to make informed decisions when it comes to our fitness and eating habits. Class limit of 20.

## **Food Science**

Grade 9-12 | 1/2 Credit | Prerequisite: None

Food Science is a lab based class that is the application of scientific principles and you get to eat your results! This one semester course explores the functions of leavening agents by completing the Ultimate Pancake Challenge, making a variety of yeast dough products and several quick breads. Students will learn about solution chemistry as it applies to food with a chili cook-off and making soups. These are possible labs that students may be completing in Food Science. Class limit of 20.

## **Health**

Grade 9-12 | 1/2 Credit | Prerequisite: None

This course is designed to help the student: Understand the holistic point of view of health. Examine lifestyle choices (smoking, alcohol, drug use, exercise, eating habits) and how it will affect his/her future using preventative health education. Analyze his/her role and potential impact in controlling communicable Diseases. Examine self-image. Effectively use cardiopulmonary resuscitation (CPR) in an emergency and First Aid. Understand the problems related to sexuality and maturing young persons.



## **Physical Education**

Grade 9-12 | 1/2 Credit | Prerequisite: None

Physical Education is an integral component of a student's High School education. The Physical Education Curriculum helps students develop the skills necessary for lifelong fitness.

## **Single Survival**

Grade 10-12 | 1/2 Credit | Prerequisite: None

Do you want to live on something other than Ramen Noodles when you move out? How do you rent an apartment? How do you make sure you have enough money to last through the month? How can these bills be paid on time? Real life on your own is not like the current reality TV show. In this course, these topics and more will be touched on in order to give you a taste of what life on your own is really like.

# **Mathematics Courses**

## **Algebra/Geometry (Principles of Algebra and Geometry)**

Grade 9/Grade 10 | 1 Credit | Prerequisite: Passed Algebra I Course, Failed Algebra I Regents.

## **Topics In Math/Advanced Algebra with Financial Applications (Particular Topics in Foundation Math)**

Grade 11/12 | 1 Credit | Prerequisite: Foundations of Trig

## **Algebra IA**

Grade 9 | 1 Credit | Prerequisite: None

This is the first year of a two year course and students will not complete a Regents exam this year. Students analyze and explain precisely the process of solving an equation. Through repeated reasoning, students develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities and make conjectures about the form that a linear equation might take in a solution to a problem. They reason abstractly and quantitatively by choosing and interpreting units in the context of creating equations in two variables to represent relationships between quantities. They master the solution of linear equations and apply related solution techniques and the properties of exponents to the creation and solution of simple exponential equations. They learn the terminology specific to polynomials and understand that polynomials form a system analogous to the integers.

## **Algebra IB**

Grade 9 | 1 Credit | Prerequisite: Algebra IA

This is the second year of a two year course and students will complete a Regents exam in June. Students analyze and explain precisely the process of solving an equation. Through repeated reasoning, students develop fluency in writing, interpreting, and translating between various forms



of linear equations and inequalities and make conjectures about the form that a linear equation might take in a solution to a problem. They reason abstractly and quantitatively by choosing and interpreting units in the context of creating equations in two variables to represent relationships between quantities. They master the solution of linear equations and apply related solution techniques and the properties of exponents to the creation and solution of simple exponential equations. They learn the terminology specific to polynomials and understand that polynomials form a system analogous to the integers.

## **Algebra II**

Grade 10-11 | 1 Credit | Prerequisite: Geometry

This strand of algebra, geometry, trigonometry, arithmetic, logic and probability (which were introduced in algebra and extended in Geometry) are continued and enriched in this course. This course helps students develop advanced algebraic methods, and also introduces and investigates Trigonometric functions and concepts. Students will be scheduled to take the Algebra II Regents exam at the end of this course.

## **AP Calculus AB (Dual-Enrollment)**

Grade 11-12 | 1 Credit | Prerequisite: Algebra, Geometry and Algebra II/Trigonometry

Students enrolled in this course must be fundamentally sound in college preparatory mathematics, including: algebra, geometry, trigonometry, and analytic geometry (graphs, conics, volumes, logarithms and exponents). Topics to be covered include: functions, graphs (with and without the graphing calculator), limits, continuity, differential calculus and integral calculus. This is a college-level course and successful completion of an Advanced Placement Calculus examination allows the student advanced placement and/or credit at many colleges and universities. 4 college credits are available through Paul Smith's College.

## **AP Calculus BC (Dual-Enrollment)**

Grade 12 | 1 Credit | Prerequisite: AP Calculus AB

Advanced Placement Calculus BC is a continuation of AP Calculus AB and is equivalent to the second semester of college calculus. Topics covered include: techniques of anti-differentiation and applications of the definite integral, parametric equations and polar calculus, and sequences and series. The course also includes a full review of Calculus AB, as both AB and BC topics are tested on the AP Calculus BC exam. Students will be eligible to take the AP Calculus BC exam and could qualify for college credit. 4 college credits are available through Paul Smith's College.

## **Foundations of Geometry**

Grade 10-11 | 1 Credit | Prerequisite: Algebra Course

This non-regents course is designed to incorporate Geometry with real life applications. This course is predominantly project based with direct instruction and practice. A graphing calculator (provided during class time) and computer will be necessary for research based project questions. You will be required to take a local final to complete the course requirements for one math credit towards graduation.



### **Foundations of Trigonometry**

Grade 11-12 | 1 Credit | Prerequisite: Geometry/Foundations of Geometry

This course helps students develop advanced algebraic methods, and also thoroughly investigate trigonometric functions and concepts. Students will be using a graphing calculator for many aspects of this course.

### **Geometry**

Grade 10 | 1 Credit | Prerequisite: Algebra/Algebra Regents

Geometry is a compilation of Algebra, Geometry, Trigonometry, and Logic. The focus of this course is Geometry, which breaks down into coordinate geometry and relationships with respect to triangles, quadrilaterals, and circles. It will also entail formal and informal proof writing and an extensive use of equation solving skills (Algebra). Students will be scheduled to take the Geometry Regents exam at the end of this course.

### **Pre-Calculus (Dual-Enrollment)**

Grade 11-12 1 Credit | Prerequisite: Algebra II

Pre-Calculus is a college/calculus preparatory course. Attention is given to developing and refining the skills and concepts presented in all previous mathematics courses. Course content includes analytical geometry, trigonometry of circles and triangles, matrices, vectors, logarithms and exponents. Students will be introduced to problem solving techniques and become proficient with the use of scientific and graphing calculators. 3 college credits are available through Paul Smith's College.

### **AP Statistics (Dual-Enrollment)**

Grade 11-12 | 1 Credit | Prerequisite: Algebra II

Introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. The AP Statistics course is an excellent option for any secondary school student who has successfully completed Algebra II and who possesses sufficient mathematical maturity and quantitative reasoning ability. Students are encouraged to take the AP exam at the end of the course. College AP credit and/or 3 college credits are available through Paul Smith's college.

### **Math 100**

Grade 12 | 1 Credit | Prerequisite: 2 Math Credits/Foundations of Geometry/Teacher Recommendation

This course covers basic algebraic skills essential to the study of mathematics. Course topics include linear expressions, equations and inequalities; systems of equations and inequalities; polynomial, rational and radical expressions and equations; and graphing on the coordinate plane. Designed to prepare students for college placement test in mathematics.



# Music Courses

## **Comprehensive Foundations of Music**

Grade 9-12 | 1 Credit | Prerequisite: None

This one-credit elective course for high school students is divided into two phases: Phase I, Elements of Music, and Phase II, Introduction to the Structure, Materials and Literature of Music.

The focal points of the course involve: (1) the study of theory through analysis of the earliest known musical works to those of the present; (2) the use of composition in developing insights into great musical works; (3) the development of an awareness of music as an art in a historical context; (4) the development of aural-visual skills needed in performance, analysis, and teaching; and (5) ample experience in conducting, orchestration, and arranging. This course is geared toward band and chorus students who may be interested in a music sequence for graduation. Non-band or chorus students will be admitted only with instructor permission.

## **Modern Band I**

Grade 9-12 | 1 Credit | Prerequisite: None

Modern Band is a ½ credit course which meets every other day. It is a performing group which utilizes guitar, bass, drums, keyboards, vocals and computer based instruments to perform different genres of music such as pop, rock, country, and hip-hop. No experience is required but it is recommended that you have taken Music Pathways first or are currently in High School Band or Chorus.

## **Modern Band II**

Grade 9-12 | 1 Credit | Prerequisite: None

Modern Band is a ½ credit course which meets every other day. It is a performing group which utilizes guitar, bass, drums, keyboards, vocals and computer based instruments to perform different genres of music such as pop, rock, country, and hip-hop. Experience is required but it is recommended that you have taken Music Pathways first or are currently in High School Band or Chorus.

## **Music Theory**

Grade 9-12 | 1 Credit | Prerequisite: Must have taken Band or Chorus or Music Pathways

This full year course. This course will examine how music is put together. Topics will include note and rhythm reading, scales and key signatures, basic harmony and beyond. This class requires a great deal of independent learning and the willingness to try hard. Good listening skills are a must. Music Theory is geared toward band and chorus students who may be interested in a music sequence for graduation. Non-band or chorus students will be admitted only with instructor permission.



### **Pathways in Music**

Grade 9-12 | 1 Credit | Prerequisite: None

Music Pathways is a class which allows students to use technology to learn basic musical concepts and compositional techniques. The emphasis of this class is on learning about music through its creation. Willingness to try new things and make mistakes is a plus! Additional areas of interest will also be explored.

### **Senior Band**

Grade 9-12 | 1 Credit | Prerequisite: None but beginners should take lessons before signing up for this class for a grade.

This course has two parts: daily band rehearsals and weekly small group lessons. Band students improve their musicianship skills through solos, small ensemble music, band music and lesson assignments. Senior band students perform at various events throughout the year, including concerts, sporting events, and NYSSMA sponsored music festivals. Band is a full-year, one-credit course. Grades are based on lesson preparation, rehearsal activities, rehearsal preparation and overall effort. Band participation in the younger grades is a requirement for High School Band. Students who have never played in a band before must see the band director first.

### **Senior Chorus**

Grade 9-12 | 1 Credit | Prerequisite: None

This course has two parts: chorus rehearsals and weekly small group lessons. Chorus students improve their musicianship skills through solos, small ensemble music, chorus music and lesson assignments. Senior chorus students perform at various events throughout the year, including concerts and NYSSMA sponsored music festivals. Chorus is a full-year, one-credit course. Grades are based on lesson preparation, rehearsal activities, rehearsal preparation and overall effort.

## **Science Courses**

### **College Forensic Science (Dual Enrollment)**

Grade 11 or 12 | Prerequisite: Successfully pass both the Biology and Chemistry Regents Syracuse University Project Advance (Chemistry 113) Forensic Science is focused upon the application of scientific methods and techniques to crime and law. This course is intended to provide an introduction to understanding the science behind crime detection. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, death investigation, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations. Laboratory exercises will include techniques commonly employed in forensic investigations, both at the crime scene and in the lab. Students must be concurrently enrolled with Syracuse University to participate in this course. 4 college credits are available for this course through Syracuse University.



### **College Biology (Dual Enrollment)**

Grade 11 or 12 | Prerequisite: Successfully pass both the Biology and Chemistry Regents  
Syracuse University Project Advance covers the fundamental characteristics of life from the molecular level to the ecological community. Units include Measurements and Scientific Methodology, Microscopy, Biochemistry, Cellular Structure & Function, Cellular Energetics, Genetics, Biotechnology, Biodiversity, Plant Structure and Function, Human and Comparative Animal Anatomy and Function, Ecology, Evolution and the Origin and Evolution of Living Things. The coursework also comprises a survey of major biological concepts ranging from the molecular to global ecology. Lastly the course includes inquiry based exploration and practical application of concepts. Students must be concurrently enrolled with Syracuse University to participate in this course. 8 college credits available for this course through Syracuse University.

### **Introduction to Environmental Science**

10-12 | 1 Credit | Prerequisites - Living Environment

Students will study how the natural world works, how our environment affects us, and how we affect our environment. Students will be encouraged to think globally and act locally as they learn about ecology, Earth's resources, and sustainability. This course will be taught through teacher presentations, student projects, and lab investigations

### **Earth and Space Science**

Grade 9 or 10 | 1 Credit | Prerequisite: Living Environment

Physical Setting Earth Science is a New York State Regents course that teaches about processes of change in Earth and space through first-hand observation and inference. Topics include Mapping, Minerals and Rocks, Plate Tectonics and Earthquakes, Landscapes, Geologic History, Meteorology, Climate, and Astronomy, and Environmental Awareness. This course challenges the students by relying heavily on the student's ability to draw conclusions from lab experiences.

Students are expected to complete all labs and complete a lab portfolio providing evidence of the lab requirement which must be met in order to qualify the student to take the Regents Exam at the end of the school year. Science, Technology, Engineering and Math are a central focus in this course.

### **Chemistry**

Grade 10 or 11 | 1 Credit | Prerequisite: Living Environment/Earth Science

Chemistry is the study of the composition of matter and how this composition can be changed. Areas of study include atomic and molecular structure, gas behavior, chemical bonding, reduction/oxidation reactions, mathematics of chemistry, equilibria, acid-base theory, forces driving chemical reactions and organic chemistry. This course consists of five class periods and a lab period every other day per week. Students must complete the state lab requirement of 1200 minutes, and have their successfully completed lab reports on file, to be eligible to take the Regents' exam in June. Because of the difficulty level and rigorous nature of this course students must be prepared to invest time and effort in their studies to ensure their success in this course.



## **Life Science/Biology**

Grade 9 | 1 Credit | Prerequisite: None

Content includes an introduction to biology with emphasis on: Similarities and Differences among Living Organisms; Homeostasis in Organisms; Genetic Continuity; Reproduction and Development; Evolution; Ecology; and Human Impact on Ecosystems. Also emphasized are Scientific Inquiry and Laboratory Skills. Students must successfully complete individual class projects, labs, and three specific required laboratory investigations (1200 minutes of lab time) to meet the minimum requirements to be admitted to the Regents examination.

## **Regents Physics (Dual-Enrollment)**

Grade 11-12 | 1 Credit | Prerequisite: Algebra I

Physics is the science that studies the forces and energies of the universe. In the digital physics class, computers and sensors are used to study motion, electricity, gravity, energy, and time. In the lab, experiments using motorized cars, lasers, balls, springs, magnets, bungee cords, bows and arrows, miniature cannons, electric circuits, and rockets are digitally recorded with sensors and cameras. Mathematical models like Newton's Laws and the theories of Albert Einstein are used to predict results and study the experiments. Discussions and computer simulations of particle physics, quantum mechanics, and cosmology probe the origins of the universe and the fundamental building blocks of matter. 4 college credits are available for this course through Clinton Community College.

## **Physics (Dual-Enrollment)**

Grade 11-12 | 1 Credit | Prerequisite: Geometry/ Co-Prerequisite Algebra II

Physics is the science that studies the forces and energies of the universe. In the digital physics class, computers and sensors are used to study motion, electricity, gravity, energy, and time. In the lab, experiments using motorized cars, lasers, balls, springs, magnets, bungee cords, bows and arrows, miniature cannons, electric circuits, and rockets are digitally recorded with sensors and cameras. Mathematical models like Newton's Laws and the theories of Albert Einstein are used to predict results and study the experiments. Discussions and computer simulations of particle physics, quantum mechanics, and cosmology probe the origins of the universe and the fundamental building blocks of matter. 4 college credits are available for this course through Clinton Community College.

## **Science Discovery**

Grades 10, 11, or 12 | Prerequisite: Biology/Living Environment

Science Discovery is a physical science course focused on scientific inquiry. Using the Scientific Method, students will learn how to ask 'How' and 'Why' based questions about the physical world. Through the process of scientific inquiry, students will learn how to do appropriate research, develop experiments, report findings, and draw conclusions. Topics include fundamental physics, chemistry, astronomy, and engineering principles. Students will design experiments, use digital sensors and analog instruments to make measurements, analyze data and results, and communicate these results in various ways. Students are required to participate in hands-on activities, on-site field trips, and extended projects.



# Social Studies Courses

## AP World History

Grade 10 | 1 Credit | Prerequisite: Teacher Recommendation/85 or Higher Final Average Global 9  
Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students can earn 3 college credits by scoring a 3/5 or higher on the AP World History exam in May. All students will take the Global History and Geography Regents exam in June.

## AP US History

Grade 11 | 1 Credit | Prerequisite: Teacher Recommendation/85 or Higher Final Average Global 10  
Students will study the history of the United States starting with the Discovery of the New World through the Presidency of Ronald Reagan. Major topics include Revolutionary America, Jacksonian Democracy, the Civil War-Reconstruction Period, the Roaring Twenties and the Great Depression, WWI & II, the Cold War, the Vietnam War, and the Civil Rights Movement. Students will have to know not simply what happened, but why, how, and why it was significant. Students will learn to assess historical materials (documents, maps, graphs, cartoons, and pictures), their relevance to a given historical issue and their historical importance. 6 college credits available through Clinton Community College.

## Global 9

Grade 9 | 1 Credit | Prerequisite: None

The New York State Board of Regents has mandated a two-year Global History and Geography course. This course is a study of the world showing the political, economic, and social development of people and nations around the globe, from the beginnings of humans to 1750.

The Global History course at Beekmantown High School is designed to not only expand thematic knowledge of the content areas, but also to improve the necessary skills to successfully complete the mandated exam and prepare each student to be a participating member in a democratic society. (Enriched section available to qualifying students)

## Global 10

Grade 10 | 1 Credit | Prerequisite: None

Global History 10 is the second year of the mandated Global History course. It is a continuation of the 9th grade course showing the political, economic and social development of people and nations around the world from approximately 1750 through current global issues. In order to graduate from high school, students must take and pass the Regents exam based on Global 10 content. The exam consists of multiple choice, document based, and thematic essay questions.



### **Introduction to Economics (Dual-Enrollment)**

Grade 11th-12th | 1/2 Credit | Prerequisite: None

Economics focuses on how society chooses to use scarce resources to satisfy unlimited wants and needs. Introduction to Economics is a required survey course about the American and Global economies. Topics of instruction and analysis include (but are not limited to): understanding economic systems, identifying and making economic choices, the concepts of supply and demand, money and the American banking system, economic performance and the challenges that exist within the U.S. economy, world trade, taxation, stocks and bonds, fiscal policy, the federal reserve system, monetary policy, and the implications of government policy, business decisions, and individual self-interest on the health of the economy. Through an examination of a variety of microeconomic and macroeconomic concepts, students will better understand why they make the economic decisions they do, what the implications of those decisions are, and how those decisions affect their daily lives. 3 college credits available through Paul Smith's College.

### **History of Vietnam War (Dual-Enrollment)**

Grade 11-12 | 1/2 Credit | Prerequisite: Global 10

This course examines the historical and political origins of the Vietnam Conflict dating back to World War II. It will follow events internationally and domestically that ultimately culminate in the US evacuation of Saigon in 1975. Students also study legacies involving warfare, veterans, and social change. 3 college credits available through Clinton Community College.

### **Participation in Government (Dual-Enrollment)**

Grade 11th/12th | 1/2 Credit | Prerequisite: None

Participation in Government is a state-mandated course that is designed to teach US constitutional government based on principles of philosophy, political beliefs, and behavior, political parties and interest groups, national institutions and policy processes, and law. Emphasis is given to the relationship of the citizen to the structure and function of the American constitutional system. This course is an introduction to the US system of federal and constitutional government. A special emphasis is placed on the means by which citizens actively participate in public policy decisions, and the relationship between the branches of national government, and of the states to the central (Federal) system. In addition to establishing the basic principles of government, the fundamental elements of the Constitution, and the civil liberties afforded to us through these essential components of our government, we will explore the importance you play as a voter in this system. We will also examine the systemic issues that exist in this country through an analysis of our rights as citizens in our justice system, our right to privacy set against the need to protect our nation from plots that seek to do us harm, and the effect of money in politics and the direct effect it has in shaping domestic and foreign policy as well as its propensity to empower corporate interests at the expense of the electorate whose representation takes a backseat to the special interests that fund the reelection campaigns and consume the attention of those who are entrusted with the power to make decisions on our behalf. In this course, you will learn how our government was intended to work, how it is actually functioning today and why, and begin to develop an understanding of the role you play in



affecting the change that will bring the United States back to the representative democracy it was truly intended to be. 3 college credits available through Clinton Community College.

### **Public Speaking and Debate**

Grades 9-12 | ½ Credit | Prerequisite: None

A half credit dynamic and interactive elective designed to develop essential skills in public speaking and debate. Designed for students passionate about public speaking, critical thinking, and global issues, this course will empower participants to develop their communication skills while engaging in thought-provoking discussions and simulations that reflect real-world challenges. Students will be engaged in discussions, practical exercises as well as attend Model UN conferences to articulate their thoughts clearly, construct compelling arguments and present their ideas confidently.

### **US History**

Grade 11 | 1 Credit | Prerequisite: None

This mandated course begins with a study of the United States Constitution. Students learn its basic principles, the arguments over its ratifications and about the structure and function of the government that it outlines. The remainder of the course is a survey of American History from the Civil War to the present. The seven units covered in this course are Geography, U.S. Constitutional Foundations (1789-1860), Industrialization of the United States (1865-1900), the Progressive Movement (1900-1920), Prosperity, Depression and WWII (1920-1945), United States in an Age of Global Crisis (Cold War 1945-1965), a World in Uncertain Times (1965-1995), Civil Rights, Vietnam, Recent History.

### **Introduction to Psychology**

Grades 10 - 12 | 1/2 Credit | Prerequisite: None (grade 10 students by recommendation only)

Students will learn about psychological methods, ground-breaking psychological studies, links between our brains and our behaviors, how we sense and perceive the world, our consciousness, why we sleep and dream, how and why we learn, psychological disorders, as well as tools to help them with their own mental health.

### **Model UN Independent Study**

Grades 9-12 | 1/2 Credit | Prerequisite: None

The Model United Nations course provides students the opportunity to learn about diplomacy, international relations, and the United Nations in an academic simulation. Model United Nations (MUN) involves researching, public speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities. Students will participate in at least two conferences per year (BMUN and NCMUN). This will be a .5 credit course open to all students 9-12 and can be taken multiple times.



# Technical Education Courses

## Agriculture Courses

### **Agriculture, Food and Natural Resources (CASE AFNR)**

Grade 9-10 | 1 Credit | Prerequisite: None

Students participating in the *Introduction to Agriculture, Food, and Natural Resources* course will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. The *Introduction to Agriculture, Food, and Natural Resources* course is intended to serve as the introductory course within the CASE Program of Study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE program.

### **Animal Science 1 (CASE ASA)**

Grade 10-12 | ½ Credit | Prerequisite: AFNR

*Principles of Agricultural Science—Animal 1* is a foundation-level course engaging students in hands-on laboratories and activities to explore the world of animal agriculture. During the course, students will study animal anatomy, physiology, behavior and nutrition. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

### **Animal Science 2 (CASE ASA)**

Grade 10-12 | ½ Credit | Prerequisite: Animal Science 1

*Principles of Agricultural Science—Animal 2* is a foundation-level course engaging students in hands-on laboratories and activities to explore the world of animal agriculture. In this course student experiences involve the study of animal reproduction, health, selection, and marketing. Throughout the course, students consider the perceptions and preferences of individuals within local, regional, and world markets. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

### **Plant Science 1 (CASE ASP)**

Grade 10-12 | ½ Credit | Prerequisite: AFNR

Students participating in *Principles of Agricultural Science—Plant* is a foundation-level course teaching students the form and function of plant systems. Student experiences include the study of plant anatomy and physiology and classification. Students learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production.



### **Plant Science 2 (CASE ASP)**

Grade 10-12 | ½ Credit | Prerequisite: Plant Science 1

In this course student experiences include the study of plant fundamentals of production and harvesting. Students discover the value of plant production and its impact on the individual, the local, and the global economy.

### **Agricultural Mechanics I (CASE SGE)**

Grade 10-12 | 1/2 Credit | Prerequisite: AFNR

*Small Gas Engines* (SGE) is a specialization-level module in the *Mechanical Systems in Agriculture* series. The module provides technical applications to mechanical systems, using small gas engines as the instructional tool. Students practice technical skills, including troubleshooting, documenting an engine teardown and assembly, completing work/repair orders, and reading a service manual.

### **Agricultural Mechanics II**

Grade 10-12 | 1/2 Credit | Prerequisite: AFNR

This course offers a basic understanding of the skills needed by today's agricultural engineers and mechanics. Students learn basic skills in welding. Students utilize skills through "hands-on" applications where they design and build projects and learn safe shop management. Students also have the opportunity to participate in various field trips where they compete in career development events at colleges and fairs.

## **Technology Courses**

### **Design and Drawing for Production (full Year) Recommended Grades: 9<sup>th</sup>**

DDP is a hands-on design and problem solving course that teaches technical drawing as a language for communication. Students will learn both manual Drafting and an introduction Computer Aided Drafting and apply technical drawing and print reading skills to sketch, design, draw, build, test and evaluate scale models of structures, packaging and mechanical devices. Design activities include projects such 3D printed Puzzle Cube, 3D Printed Phone stands, Bridge building, and Laser Cut Keychains.

### **Graphic Communications ( ½ Year Fall) Grades 10-12**

Graphics communications is a half year class where students will explore and develop skill in creating digital vector based artwork, Students will use the skill in this class to design things such as advertisements, posters, website pages, and logos.

### **Computer Aided Drawing CAD (½ Year Spring) (DDP Required) Recommended Grades: 10-11**

CAD is a half year course where students will learn to use industry standard Computer drawing software for 2 dimensional and 3 dimensional drawings to create working technical drawings and



drawings to create projects using CNC technologies such as CNC router, Laser Cutting, Plasma Cutting, and 3D Printing

**Materials Processing 1 (½ Year Fall) Recommended Grades: 9-11**

Materials processing 1 is a half year introduction to woodworking Students will learn the use and safety of various power tools. Students will learn to follow a set of procedures to set up and use tools to complete several projects throughout the course. Students will learn how to measure and layout materials to complete a project. At the end of the class students will be able to set up and use assorted power tools independently.

\*Note This Class will be using power tools and machinery. Participation is a requirement

**Materials Processing 2 (½ Year Spring) Materials Processing 1 required Recommended Grades: 9-11**

Materials processing 2 is a half year introduction to woodworking Students will Expand their abilities creating projects following a set of plans to complete woodworking projects. Students will learn how to mill rough lumber to dimensional lumber. Students will learn different joinery techniques and use them to create more complex projects.

**Computer Integrated Manufacturing (CIM) ( ½ Year Fall) Recommended Grades: 10-11**

CIM is a half year course that explores the programming and operation of CNC technologies such as CNC router, Laser Cutting, Plasma Cutting, and 3D Printing. All of these machines run off of a program that controls the machines actions. Students will learn to program, set up and operate these machines.

\*Note This Class will be using power tools and machinery. Participation is a requirement

**Manufacturing Systems (Half Year Spring) Recommended Grades: 10-11**

Manufacturing Systems is a Half year course where students will explore the manufacturing process. Students will develop an assembly system that includes jigs and fixtures, inspections, and procedures to ensure consistent quality products. Students will be responsible for manufacturing items used for other classes and programs

\*Note This Class will be using power tools and machinery. Participation is a requirement



# World Languages Courses

## French II

Grade 9 | 1 Credit | Prerequisite: French IB or French I

This course continues to build conversational vocabulary. There is mastery of basic grammar in combination with listening, speaking, reading, and writing. Reading is done for comprehension and cultural background. A study of French speaking cultures is continued through the use of videos, readings, and presentations. This course may be used toward a Regents major in French.

## French III

Grade 10 | 1 Credit | Prerequisite: French II

The skills of speaking, listening, reading, and writing are expanded in this course through the use of classroom conversation and extensive readings about everyday life, as well as literary selections and a review of grammar. A Regents examination is taken at the end of this course. French III may be used toward a Regents major in French pending success on the exam as well as in the course.

## French IV (Dual-Enrollment)

Grade 11 | 1 Credit | Prerequisite: French III

This course will be conducted primarily in French. The students will expand and refine their communicative skills in the four major areas of language study: speaking, writing, reading, and listening. Expansion of vocabulary, grammatical structures and conversational skills will be stressed. Short literary excerpts, newspaper and magazine articles, as well as videos will be studied. Students may also choose to earn up to six college credits through Clinton Community College for their language experiences in this course.

## French V (Dual-Enrollment)

Grade 12 | 1 Credit | Prerequisite: French IV

This course will be conducted primarily in French. It further expands on skills emphasized in French IV, with the focus on functional communication. French V will emphasize the ability to comprehend formal and informal spoken and written French through the study of film, media, and literary works. Students may also choose to earn up to six college credits through Clinton Community College for their language experience in this course.

## Spanish I

Grade 9-12 | 1 Credit | Prerequisite: None

This course concentrates on developing a basic vocabulary based on everyday conversation topics. The structure of the language is also studied as the students' work toward being able to understand, read, speak, and write in Spanish. Different cultural topics are examined as they relate to vocabulary topics and the Spanish-speaking world. This course is a must for any student who has not already earned one credit.



## **Spanish II**

Grade 9 | 1 Credit | Prerequisite: Spanish IB or Spanish I

This course continues to build conversational vocabulary. There is mastery of basic grammar in combination with listening, speaking, reading and writing. The overall goal is to be able to compose correctly in the Spanish language. A study of Hispanic culture is continued through the use of video, readings, music, projects and presentations. This course is one of two required to satisfy the Regents sequence toward an Advanced Designation Diploma.

## **Spanish III**

Grade 10 | 1 Credit | Prerequisite: Spanish II

This course concentrates on a review of vocabulary and an introduction to more advanced grammatical structures. Emphasis continues on the four proficiencies of listening comprehension, reading comprehension, speaking, and writing. Cultural topics are examined through reading selections, film, and video. The course ends with a Regents Examination covering the materials studied in Spanish II and III. A passing grade awards the student credit for a sequence toward an Advanced Designation Diploma.

## **Spanish IV (Dual Enrollment)**

Grade 11 | 1 Credit | Prerequisite: Spanish III

This course will be conducted primarily in Spanish. The students will expand and refine their communicative skills in the four major areas of language study: speaking, writing, reading, and listening. Expansion of vocabulary, grammatical structures and conversational skills will be stressed. Short literary excerpts, newspaper and magazine articles, as well as videos will be studied. Students may also choose to earn up to six college credits through Clinton Community College for their language experience in this course.

## **Spanish V (Dual-Enrollment)**

Grade 12 | 1 Credit | Prerequisite: Spanish IV

This course will be conducted entirely in Spanish. It further expands on skills emphasized in Spanish IV, with the focus on functional communication. Spanish V will emphasize the ability to comprehend formal and informal spoken and written Spanish through the study of film, media, and literary works. Students may also choose to earn up to six college credits through Clinton Community College for their language experience in this course.

## **Seal of Biliteracy**

The Seal of Biliteracy is a prestigious award that lets colleges and employers know that students are proficient in more than one language. It is a distinction that will be attached to diplomas and transcripts of graduates who have demonstrated language mastery in both English and any other language. Any student working towards proficiency in reading, writing, listening and speaking in English and another language can apply. High school counselors and language teachers will assist students who are eligible to apply for this seal of distinction. Planning will typically begin during the 10th grade year. School counselors will ensure that all necessary courses are in the student's course load to achieve the seal. Students are eligible to apply for the New York State Seal of



Biliteracy at the beginning of their junior or senior year. In addition to completing all requirements for graduating with a NYS Regents diploma, students wishing to receive the NYS Seal of Biliteracy must also demonstrate proficiency in both English and another language. Students will need to earn 3 points in a Language Other Than English and 3 points in English.

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

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



### Graduation Requirement and Diploma Checklist

Eng 9 _____ Eng 10 _____ Eng 11 _____ Eng 12 _____  Global 9 _____ Global 10 _____ US History _____ Economics _____ Government _____  Math 1 _____ Math 2 _____ Math 3 _____  Physical Sci _____ Living Sci _____ Science 3 _____	Language _____  Health _____  Art/Music _____  PE _____ PE _____ PE _____ PE _____  Electives: 3.5 credits $\frac{1}{2}$ _____ $\frac{1}{2}$ _____ $\frac{1}{2}$ _____ $\frac{1}{2}$ _____ $\frac{1}{2}$ _____ $\frac{1}{2}$ _____ $\frac{1}{2}$ _____	<p><b><u>ADVANCED REGENT'S - Required Sequence</u></b></p> Language 1 _____ Language 2 _____ Language 3 _____  OR CV-Tec _____  OR Art/Music 1 _____ Art/Music 2 _____ Art/Music 3 _____ Art/Music 4 _____ Art/Music 5 _____
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<u>REGENTS - EXAMS</u>	<u>ADVANCED REGENTS - EXAMS</u>
Math _____ Science _____ Global _____ English _____ U.S. History _____	Algebra I _____ Geometry _____ Algebra II _____ Life Sci. _____ Physical Sci. _____ Global _____ English _____ U.S. History _____

Honor's Graduate (based on required Regents exam scores): <ul style="list-style-type: none"> <li>• 3 or more: exemptions are removed from calculation</li> <li>• Less than 3: Student's final course grade for each exempted Regents will be substituted in the calculation</li> </ul>	<b>Regents Avg:</b> _____
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<b>Mastery in Math or Science:</b> <ul style="list-style-type: none"> <li>• Passed 3 math/science Regents exams with 85% or higher</li> <li>• Passed 2 math/science Regents exams with 85% or higher and was granted an exemption on the 3rd</li> <li>• Passed 1 math/science Regents exam with 85% or higher and earned a final course grade of 85% or higher in 2 additional math/science courses with a Regents exemption</li> </ul>
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# CV-TEC Criteria

## 1<sup>st</sup> Year Students

### Attendance

- Under 15 Unexcused Absences

### Academics

- Minimum of 10 total credits
- Passing all 9<sup>th</sup> & 10<sup>th</sup> ELA and Social Studies courses.
- Passed 2 Regents exams

### Behavior

- Complies with BCS Handbook
- 5 or less referrals per school year for 9th and 10th grade.
- No more than 1 suspension for consideration.

## 2<sup>nd</sup> Year Students

### Attendance

- Under 15 Unexcused Absences

### Academics

- Minimum of 16 total credits
- Passed all CTE courses
- Passed 4 Regents exams

### Behavior

- Complies with BCS Handbook
- 5 or less referrals per school year.
- No more than 1 suspension for consideration.

## Other Considerations

- Risk of not completing high school
- Out of age in cohort group (with 8 credits)
- Participation in 1st year SOAR program
- Participation in credit recovery
- Change in program
- Long-term OSS
- Other special circumstances

***Submissions to participate in CV-TEC by all students are due June 30th.***

***Students will be notified no later than July 15th if they do not meet entrance criteria***

