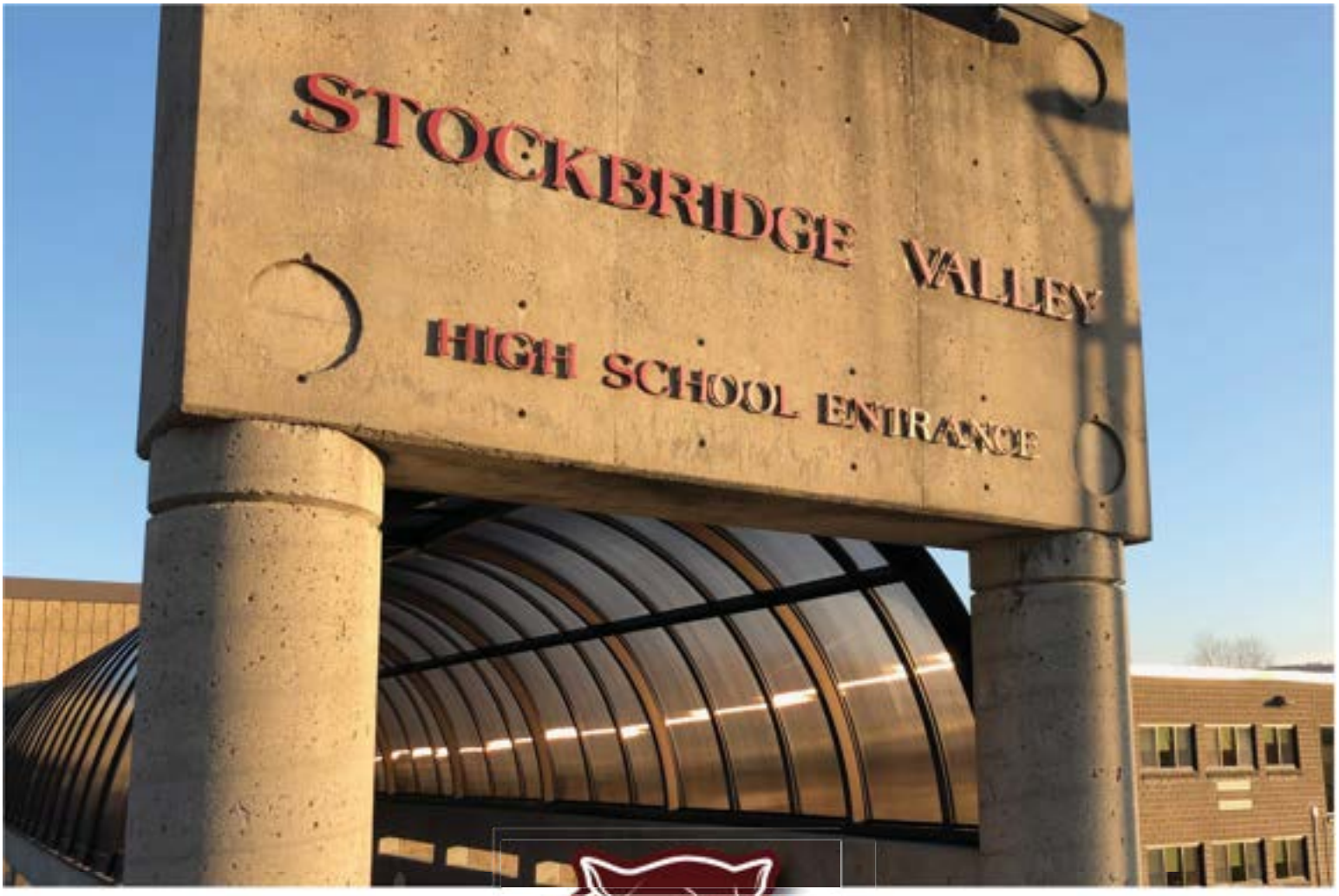


COURSE DESCRIPTION GUIDE

2025-2026



VISION

SVCS is student-centered, where ALL children, staff, and the community are valued, acknowledged and actively involved.

INTRODUCTION



Stockbridge Valley places significant value on each student's education. The district's goal is to provide every student with the information that is necessary to have a clear understanding of every course they take. We feel that in providing this information on the available courses here at Stockbridge, we can help facilitate this clear understanding and help foster the parent/guardian team effort to succeed in school. This Handbook will be available in the High School Counseling Office and online through the Counseling Office Website.

Parents are always welcomed and encouraged to make an appointment during the course selection process.

For further information on this Course Description Guide or any other matter, please feel free to contact the High School Counseling Office at 495-4450 or via email at hgottlieb@stockbridgevalley.org

Hannah Gottlieb, School Counselor

"There is a brilliant child locked inside every student!"

- Marva Collins

DEFINITIONS/TERMS

THE FOLLOWING ARE DEFINITIONS OF IMPORTANT TERMS THAT ARE USED THROUGHOUT THIS HANDBOOK

CAREER AND TECHNICAL ENDORSEMENT TO REGENTS DIPLOMAS

This is an endorsement included on Regents Diplomas for students who have completed an approved career and technical education program within the District or at the Madison Oneida BOCES programs.

CREDIT

Students are awarded one credit toward their diploma for the successful completion of a course that meets every day for half of the year. Students are awarded half a credit for courses that meet every other day for half of the year.

ELECTIVES

Are additional courses other than required courses that are needed to meet the minimum credits for graduation.

LOCAL DIPLOMA

This is an endorsement is only available for students with special education services and indicates on a student diploma that certifies that students have completed a course of study specified by the State Education Department, as well as the Stockbridge Valley Central School District.

REGENTS DIPLOMA

This type of diploma certifies that students have met the commencement level New York State learning standards by successfully completing a certain number of units of credit and New York State assessments based upon the year that they entered 9th grade. Students meet these requirements through courses of study in the areas of English, Social Studies, Math, Science, the arts, health, Spanish, Physical Education, and Career and Technical Education.

REGENTS DIPLOMA WITH HONORS

This is a type of diploma certifying that an average of 90% or higher was achieved on all Regents Examinations required for the Regents diploma.



DEFINITIONS/TERMS

THE FOLLOWING ARE DEFINITIONS OF IMPORTANT TERMS THAT ARE USED THROUGHOUT THIS HANDBOOK

REGENTS DIPLOMA WITH ADVANCED DESIGNATION

This type of diploma certifies that students have completed requirements in addition to those for a Regents Diploma. For this Designation, students complete two additional credits in Spanish, OR five credits in a career and technical education area, OR five credits in the Arts. In addition, students must take and pass a second and third Regents examination in Mathematics and a second Regents examination in Science.

REGENTS DIPLOMA WITH ADVANCED DESIGNATION WITH HONORS

This is a type of diploma certifying that students have completed the requirements of a Regents diploma with Advanced Designation and Regents diploma with Honors. And average of 90% or higher must be achieved on all Regents exams required for advanced designation.

DIPLOMA WITH MASTERY IN MATHEMATICS AND/OR SCIENCE

This addition to a diploma certifies that a student earned at least an 85 on three mathematics and/or science regents exams.

REGENTS EXAMINATIONS

Assessments developed by New York State Education Department and are the foundation of the student assessment process. Assessments are rigorous and include such expectations as writing, science experiments, and demanding mathematical problems applied to real life or work situations.

SEQUENCE

Students may complete a 5-unit sequence in career and technical education (Business, Family Consumer Science and Technology) or the Arts (fine arts or visual Arts) to fulfill the additional two units of foreign language for the Regents Diploma with Advanced Designation.

GRADUATION REQUIREMENTS

REGENTS DIPLOMA

A total of at least 22 credits is required to obtain a Regents Diploma, including a minimum of the following:

- 4 credits of English
- 4 credits of Social Studies
- 3 credits of Mathematics
- 3 credits of Science
- 1 credit of Spanish
- 1 credit of Art/Music
- 0.5 credits of Health
- 2 credits of Physical Education
- 3.5 credits of Electives

Required Exams
Must have a passing score of 65 and above:

Regents Comprehensive English Exam
Regents Global History
Regents US History
Regents Integrated Algebra
Science Regents (Earth Science, Living Environment, Chemistry or Physics)

REGENTS DIPLOMA W/ ADVANCED DESIGNATION

A total of at least 22 credits is required to obtain a Regents Diploma with Advanced Designation, including a minimum of the following:

- 4 credits of English
- 4 credits of Social Studies
- 3 credits of Mathematics
- 3 credits of Science
- 3 credits of Spanish**
- 1 credit of Art/Music
- 0.5 credits of Health
- 2 credits of Physical Education
- 1.5 credits of Electives

Required Exams
Must have a passing score of 65 and above:

Regents Comprehensive English Exam
Regents Global History
Regents US History
Regents Integrated Algebra, Geometry and Algebra 2/Trig
Two Regents Science Exams (Earth Science, Living Environment, Chemistry or Physics) *
Regents Spanish or local equivalent**

Please note the following conditions:

^^Students earning the Regents Diploma with Advanced Designation must pass the Living Environment Regents Exam and one of the physical settings (either Earth Science, Chemistry or Physics).

^^^Students acquiring a 5-unit sequence in the visual arts, business, family consumer science, agriculture (technology) or a career and technical education at BOCES will fulfill the Spanish Regents requirement. Students must still pass at least 1 credit of Spanish as a graduation requirement.

As described in the Graduation Requirements Section, there are 3 different types of Diploma's that New York State students can earn. All Students are required to complete a minimum of 22 credits. Depending on what diploma they are earning will depend on which Regents exams the student is required to pass (please see previous section).

DIPLOMA OPPORTUNITIES

As described in the Graduation Requirements Section, there are 3 different types of Diploma's that New York State students can earn. All Students are required to complete a minimum of 22 credits. Depending on what diploma they are earning will depend on which Regents exams the student is required to pass (please see previous section).

REGENTS DIPLOMA/ ADVANCED REGENTS DIPLOMA WITH HONORS

The words, "with Honors" may be added to a Regents Diploma or Regents Diploma with Advanced Designation for student who has attained at least a 90 in the average of scores earned on all of the regents exams listed below.

- **Regents Diploma**
  ELA
  Global History
  US History and Government
  Integrated Algebra
  Science, Physical Setting or Living Environment

- **Regents Diploma with Advanced Designation**
  ELA
  Global History
  US History and Government
  Algebra I
  Geometry
  Algebra II/Trigonometry
  Science, Physical Setting
  Science, Living Environment
  Foreign Language (unless using a sequence/CTE)

DIPLOMA WITH DISTINCTION

This honor is unique to SVCS and is bestowed upon students who have completed a minimum of 60 community service hours during their 9th-12th grade years as outlined below.

Community service is denied as volunteer activities that support the well-being of others or community service organizations who serve others. Examples include: blood drives, tutoring, scouts, rescue mission, food pantries, serving the elderly. If you have questions, please ask someone in the Guidance Office.

To receive a diploma with Distinction, students must achieve a total of 60 hours of community service, with a minimum of 10 hours in each of the 9th, 10th, 11th and 12th grade years.



CDOS/OTHER PATHWAYS

CDOS COMMENCEMENT CREDIT

A total of at least 216 hours of CTE coursework and/or work-based learning experiences is required to obtain Career Development and Occupational Studies Commencement Credit, including a minimum of 54 hours in work-based learning experiences. Beginning no later than the school year when a student turns age 15, the IEP must include transition goals and services.

- Student must have developed a Career Plan that includes documentation of the student's identified career interests, strengths, needs, goals, career and technical coursework, and work-based learning experiences.

- Student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development, integrated learning, and universal foundation skills.

- Student must have at least one completed employability profile that documents the student's employability skills and experiences, attainment of each of the commencement level CDOS learning standards, and, as appropriate, attainment of technical knowledge and work-related skills, work experience, performance on industry-based assessments and other work-related academic achievements.

OTHER PATHWAYS TO GRADUATION

For more information regarding other pathways to graduation,
visit the New York State Education Department website at http://www.nysed.gov/



COURSE SELECTION PROCESS

ANNUAL COURSE SELECTION

Each year during the spring, students are provided with information and a process to select courses for the following school year. The school counselor works closely with students reviewing academic plans and available courses, by providing assistance to ensure that the proper course selection forms are completed. The availability of courses is based on a minimum student enrollment; therefore, course selections are just that - selections and not guarantees. The school counselor will try and get students all the courses they would like to take, but graduation requirements and BOCES courses will be scheduled first, then electives.

MAKE- UP REQUIREMENTS FOR FAILED COURSES AND/OR REGENTS EXAMS

Students who fail a high school course in English, social studies, math, science, Spanish or physical education must successfully complete the course during summer school or the following school year. If the student does not attend summer school, then course promotion will be denied and the student will be required to take the course as soon as their schedule allows, resulting in a hybrid schedule. SVCS does not guarantee that a hybrid schedule will allow the student to graduate with their class. This is an important issue because failure to repeat a course could potentially result in a later graduation date.

DROPPING AND ADDING COURSES

Selection of courses requires careful planning and serious thought. Since classes are established based on course request, students are expected to remain in the courses they select. It is only in unique circumstances that students are permitted to change courses after school begins.

Schedule changes will be allowed according to the following guidelines:

* No student is allowed to drop a graduation requirement course at any time
* No student can add an elective after the first 5 class meetings of a course
* No student can drop an elective after 5 class meetings of a course

Prior to a change in a schedule, the student must set up an appointment with the counselor to discuss the change and they must have a “Drop/ Add” Form completed by all parties (teachers, student, parent, counselor, and administrator). Students are expected to remain in their scheduled classes until the completed form is turned into the counseling office and the student gets a new schedule.

DUAL CREDIT OPTIONS

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)

Teachers who are also adjunct SU instructors teach these classes in the high school, and they follow the curriculum and guidelines established by the University. The Project Advance program enables high school students to gauge their ability to do college work prior to full-time college study. Upon successful completion of a Syracuse University course, students are awarded SU transcripts that record credits earned. These credits are transferable to hundreds of colleges and universities nationwide. *Please note that there is a per-credit tuition charge associated with SU courses, although this charge is significantly discounted and financial aid is available to eligible students, the cost is $110 per credit hour or $330 per 3 credit courses.*

- Advanced US History 101/ HST 101
- Advanced US History 102/ HST 102

TOMPKINS CORTLAND COMMUNITY COLLEGE (TC3) ARTICULATION AGREEMENT FOR THE FOLLOWING COURSES:

The following courses can be taken to earn 3 college credits (and 1 high school credit). *These courses are free of charge for high school students. Certificate of Residency must be completed.*

- ENGL 101: Academic Writing II
- ENGL 102: Approaches to Literature
- HRMG 101: Food Service Preparation I
- POSC 103: American National Government
- CHEM 101: Principals of Chemistry I
- CHEM 102: Principals of Chemistry II
- ENVS 101: Biological Resource Conservation
- ENVS 102: Technology and the Environment
- SPAN 102: Beginning Spanish II
- ANTH 201: Introduction to Anthropology
- ANTH 202: Cultural Anthropology
- METR 101: Meteorology
- ART 115: Painting I
- ART 120: Drawing I
- ACAD150: College Success Seminar
- SOCI 101: Introduction to Sociology

DUAL CREDIT OPTIONS

MORRISVILLE STATE COLLEGE ARTICULATION AGREEMENT FOR THE FOLLOWING COURSES:

The following courses can be taken to earn 3 college credits (and 1 high school credit). The price ($225 per course) is subject to change each year, so please check in the Counseling office for the most up to date information. Please make all checks out to: Morrisville State College.

- MA 150: Pre-Calculus
- MA 151: Calculus
- ANSC 100: Animal Science and Industry
- HORT 100: Introduction to Horticulture
- AGBS 110: Introduction to Agricultural Business Management

A YEAR'S WORTH OF COLLEGE CREDITS DURING YOUR JUNIOR AND SENIOR YEAR! HERE'S HOW:

JUNIOR YEAR

Pre-Calc (Morrisville, 3 credits)

Chemistry (TC3, 8 credits)

Advanced US History 101 (SUPA, 3 credits)

Advanced US History 102 (SUPA, 3 credits)

Spanish 102 (TC3, 3 credits)

SENIOR YEAR

Calculus (Morrisville, 3 credits)

Approaches to Lit (TC3, 3 credits)

Academic Writing 2 (TC3, 3 credits)

Participation in Government (TC3, 3 credits)

Introduction to Sociology (TC3, 3 credits)

Food Service & Preparation (TC3, 3 credits)

These courses above are offered to students every year. By taking these courses you would graduate high school with 38 college credits! You may also choose to take Animal Science (Morrisville, 3 credits), Introduction to Horticulture (Morrisville, 3 credits), Cultural Anthropology (TC3, 3 credits.), or Environmental Science (TC3, 3-6 credits). By adding a few of these other classes it would allow you to take an additional semester of college credits during your Junior and Senior year. These classes however, may only be offered every other year.

AGRICULTURAL EDUCATION

INTRODUCTION TO AGRISCIENCE
Credit: 1
An introductory course designed for students in grades 9 or 10, this course focuses on animal science, plant science, business management, mechanical skills, business management, mechanical skills, biotechnology, leadership development and career exploration. This course is required for an agricultural sequence.



AGRICULTURAL PRODUCTION AND SCIENCE
Prerequisites: Intro to Agriscience or permission from the teacher
Credit: 1
This course explores different industries in agriculture and their economic impact. The land laboratory, greenhouse and maple sugar lab will play a very significant role in providing the practical application for the advanced skills offered in this course. Students will also study current events in agriculture, practice employment interview skills, and become OHSA certified. Agriculture Production & Science II is a continuation of the above concepts.

AGRICULTURAL MECHANICS I
Prerequisites: Intro to Agriscience or permission from the teacher
Credit: 1
This course includes instruction in safety, shop management, carpentry, electrical wiring, plumbing, basic small gasoline engines, & welding.

AGRICULTURAL MECHANICS II
Prerequisite: Agricultural Mechanics I
Credit: 1
This course is an extension of the skills learned in Agricultural Mechanics I. The students will be primarily in the shop constructing larger projects both out of wood and metal. Other areas could include individual mechanics or electrical projects. The projects will be developed and paid for by the students.

EQUINE SCIENCE
Prerequisites: Intro to Agriscience or permission from the teacher
Credit: 1
Introduces scientific principles and technical skills in caring for horses covering history and evolution, breed identification and selection anatomy, physiology, nutrition, genetics and reproductive management, health and nutrition, training principles, grooming, behavior management and buildings and facilities.

AGRICULTURAL EDUCATION

AGRICULTURE BUSINESS FOUNDATIONS**

Prerequisite: Integrated Algebra

Credit: 1

This course provides discussion on the economic principles of agriculture. Emphasis will be placed on specialization and exchange, the commercial banking system, monetary and fiscal policy, as well as supply and demand.

ENVIRONMENTAL SCIENCE**

Credit: 1

This course is designed for students interested in conservation careers, environmental conservation, ecology and other environmentally related areas. Students are introduced to basic ecological systems of the environment and how humans affect the environment. This project-centered course teaches students to identify and analyze environmental programs, evaluate the risks associated with these problems and examine alternative solutions to resolve or prevent them.

SUPERVISED AGRICULTURAL EXPERIENCE

Prerequisites: Intro to Agriscience, Agricultural Production and Science, Environmental Science

Credit: 1

This course is offered to Juniors and Seniors only. The students must be employed in a real-life agricultural job. The student spends up to one-half of a day on a job site where they must become proficient in at least 20 new agricultural skills during the course of the school year. Work agreements must be filed with the employer, teacher, and principal.

RESIDENTIAL MAINTENANCE

Credit: .5

Residential Maintenance students will be shown how to repair minor issues in homes, drywall, switches, plumbing, etc. Students will also be shown how to repair minor car, trailer, ATV, etc. issues and maintenance.

AGRICULTURAL EDUCATION

INTRODUCTION TO WOODWORKING

Credit: 1

Students will learn the introductory skills needed to build woodworking projects. Students will learn to safely operate and use woodworking machinery. Students will be responsible for supplying their own wood. Different types of wood will be utilized in projects. Different types of projects will include upcycling, using pallets and refurbishing.

HORTICULTURE PRACTICES**

Prerequisites: Intro to Agriscience or permission from the teacher

Credit: 1

This course covers topics in ornamental horticulture, including floriculture, landscaping, turf, and greenhouse production. Content includes species and importance of horticultural plants, plant safety, plants as living organisms, sexual and asexual reproduction, plant growth, and cultural practices, including the use of greenhouses and other growing structures. This course offers 3 college credits through Morrisville State College.

ANIMAL SCIENCE AND INDUSTRY**

Prerequisites: Intro to Agriscience, Agricultural Production and Science, Environmental Science

Credit: 1

This course is designed for students interested in learning the fundamentals of science-based animal agriculture. The content includes the importance and scope of agricultural animals, taxonomy, anatomy, physiology, reproduction, nutrition, health and disease management, facilities and equipment, and production practices of popular livestock species. Animal ethics and safety are also included. This course offers 3 college credits through Morrisville State College.

ART EDUCATION

MIXED MEDIA
Prerequisite: Studio Art
Credit: 1

Mixed Media is offered to students who have completed Studio in Art. This course introduces the use of multiple materials within the production of individual art works. Students will explore the combined uses of drawing, painting, collage, printmaking, sculpture, and other artistic media to create unique art objects in both two-dimensional and three-dimensional forms. Media may include fabrics, fibers, plastics, papers, wood, found objects, computer and photocopied generated materials, and drawings. Students will expand their prior knowledge about individual material use to the complex issues that arise when more than one medium is used in a project. Influence of fine art, art history and culture will be a part of their learning experience.

ADVERTISING AND DESIGN
Prerequisite: Studio in Art
Credits: 1

This course introduces students to the world of visual communication. The students will become acquainted with the aesthetic principles and skills involved in commercial art and design using a variety of media. Advertising and Design emphasizes communication through the use of concepts, type and images. The history and aims of advertising, development of layout skills, typography and creative solutions to design problems will be addressed. Projects will be produced using hand rendering as well as the computer as a design tool.

ILLUSTRATION AND DESIGN
Prerequisite: Studio in Art
Credits: 1

Students will develop and sharpen their drawing skills to enable them to visually communicate ideas effectively. Students will build upon skills and learn the tools, materials and techniques to create visually appealing illustrations. As creative problem-solvers, they will learn to work ideas from rough concepts and sketches to finished art. Various methods of drawing and printmaking are introduced and areas of study may include fashion design and illustration, wildlife sketching, book illustration, product/package design, and calendar art. A portfolio of work will be developed.

ART EDUCATION

DIGITAL PHOTOGRAPHY
Prerequisite: Studio in Art
Credit: .5
This course is an introduction to digital photography. The skills and techniques emphasized will include digital cameras and using computers as a digital darkroom and exploring image editing using Adobe Photoshop. Students will learn about portraiture, landscape and still life photography and study the works by great photographers in history and current working artists. Students are expected to take photos outside of class as well.

CERAMICS
Credit: .5
This course provides a comprehensive study in methods of sculpture, hand-built clay construction and basic wheel throwing techniques. Students explore three-dimensional design while developing both useful and sculptural forms. Students will learn about the firing process, glazes, and various decorative methods used in finishing clay. The second half of the course, students will learn about sculpture artists and work with a variety of mediums including paper, wire, wood, textile, and plaster. This course will study aesthetics, art historical knowledge, and the critical interpretation and evaluation of works of art. Students will develop visual literacy through written, visual, and verbal expression. This course is a dual enrollment course meaning that students will earn 3 college credits through TC3 and .5 credit for high school.

DRAWING AND PAINTING**
Prerequisite: Studio in Art
Credit: 1
Studio in Drawing and Painting builds on the skills introduced in Studio Art giving students an opportunity to further their drawing and painting skills. Students will demonstrate a mastery of skills and techniques essential to producing works of visual art in several drawing and painting media. Students will demonstrate an understanding of art concepts and knowledge of the history of the visual arts. Students will be expected to keep a sketchbook of weekly assigned drawings. This course is a dual enrollment course meaning that students will earn 3 college credits for drawing and another 3 credits for painting through TC3 and .5 credit for high school.

STUDIO IN ART
Recommended for grades: 9-10
Credit: 1
This course is a prerequisite to all other art courses. An introduction to the nature, function, and techniques of the visual arts in the present and the past are explored in this course. Students will demonstrate knowledge, creativity, and mastery of skills and techniques essential to producing works of visual art in several media. Students will demonstrate verbally and in writing an understanding of art concepts and knowledge of the history of the visual arts. Students will be expected to keep a sketchbook of weekly assigned drawings.

BUSINESS EDUCATION



CAREER AND FINANCIAL MANAGEMENT

Credit: 1

Students will be informed of their financial responsibilities as citizens, students, consumers and active participants in the business world. They will discover new ways to maximize earning potential, develop strategies for managing resources, explore skills for the wise use of credit and gain insight into the different ways of investing. The course will emphasize real life situations and applications reflecting current trends and issues consumers face.

ENGLISH

ENGLISH 9

Prerequisite: English 8
Credit: 1
English 9 is a challenging course in which students are exposed to various genres of literature ranging from classic Shakespeare to modern short stories. There is a strong emphasis on both grammar and writing skills in order to better prepare students for the English Regents Exam taken their junior year. Students are encouraged to begin a more analytical and comprehensive view of literature than their previous year of English.

ENGLISH 10

Prerequisite: English 9
Credit: 1
Composition, drama, poetry, the short story, and the novel are taught so that students will develop a broad base in language art skill. Students will develop knowledge of the definitions and forms of each of the major literary forms. Vocabulary, spelling, and grammar are taught throughout the year. Oral expression is encouraged through extemporaneous and formal speeches, skills, and debates. Since this course is a prerequisite for English 11, efforts are made to present and develop areas, which will be tested on the ELA Regents Exam.



ENGLISH 11

Prerequisite: English 10
Credit: 1
English 11 is primarily an American literature course. Many of the units taught in English align with the junior year American history class in order to broaden their understanding of both curricula. In preparation for the Comprehensive English Regents Exam, students read a variety of genres: drama, poetry, short stories, essays, fiction and nonfiction. Furthermore, many of the writing tasks parallel the skills required on the English Regents. Through annotations, double-entry journals, close reads and class discussion, analytical thinking and writing is expected from the students throughout the year.

ENGLISH

ACADEMIC WRITING II **

Prerequisite: English 11
Credit: .5
½ year course – goes with Approaches to Literature
This course develops and refines student writing in an academic context. Students engage and respond to challenging texts as they develop critical thinking skills. They learn to support their ideas with credible, authoritative information from academic sources and to recognize audience, purpose, and bias. Special sections may center on a theme.

APPROACHES TO LITERATURE **

Prerequisite: English 11
Credit: .5
½ year course – goes with Academic Writing II
Provides a comprehensive introduction to the major aspects of literature. Extensive writing, using various rhetorical modes, helps students appreciate and understand fiction, drama, and poetry as forms of literary expression.

JOURNALISM

Credit: 1
Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed and broadcast news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications, with a goal of producing a broadcast once a week.

FAMILY CONSUMER SCIENCE

FOOD AND NUTRITION

Credit: .5

Students taking this course will learn how to apply nutrition concepts to daily living. They will be able to use basic food preparation skills to prepare nutritious foods safely, and follow basic recipes to ensure successful products. They will also learn how to plan and purchase foods in a nutritionally and economically sound manner for themselves and their family. Students will select meal service options appropriate for various occasions, investigate food and nutrition career opportunities, and evaluate suitability of personal characteristics in relation to various careers.

HUMAN DEVELOPMENT THROUGH THE AGES (BIRTH-OLD AGE)

Credit: .5

Students taking Human Development will be able to identify and describe the unique characteristics of the adolescent period, and analyze life roles in relation to family, career, and community responsibilities. They will also become aware of considerations in relating to younger children as well as adults, and will be able to describe ways to relate to and learn from adults. Students will identify and analyze the careers in relation to human development.



ENTREPRENEURSHIP

Recommended for grades: 9 - 12

Credit: .5

Students taking Entrepreneurship will assess personal characteristics in relation to those of successful entrepreneurs. They will learn to conduct a market survey and construct a business plan. They will be able to explain the advantages and disadvantages of business ownership explain a profit and loss statement and construct a balance sheet. Students will also be able to identify the start-up costs for a business, and evaluate sources of new venture financing. They will develop an accounting system and plan the organizational structure for a business, establish long and short-term goals for a business, and participate in the operation of a business.

FAMILY CONSUMER SCIENCE

INTERNATIONAL FOODS

Recommended for grades: 9-12

Credit: .5

Students taking this course will learn about cuisine from all over the world. They will be taken on a semester long tour, while learning about the diet in several different cultures and countries. This course also offers students the opportunity to prepare these foods in both a traditional and contemporary manner. Students will also explain the effects of excess and deficiencies in vitamin intake, analyze sample diets for adequate mineral content, and weigh personal career opportunities in relation to a career in nutrition.

INDEPENDENT LIVING

Recommended for grades: 9-12

Credit: .5

The goal of this course is to give high school students an understanding of the major responsibilities that society expects of them as they become adults.
This course identifies the challenges of adolescents as they assume adult responsibilities and provides them opportunities to explore future trends and important decisions. This course requires students to practice and show competence in leadership and financial management skills needed for successful living throughout the life cycle in a sophisticated technological society. The focus of this course is on the importance of planning to achieve goals which create the kind of future the student wants and to accept the responsibilities of adulthood.



CLOTHING AND HOUSING

Recommended for grades: 9-12

Credit: 1

This orientation course is planned to provide opportunities to develop knowledge and understanding of textiles, fabric trends, and fashion as related to customer needs, with emphasis on color, line and design in fashion and retail demands. Construction skills will be taught as a basis for introducing quality construction, alteration techniques and clothing maintenance. This course also addresses topics such as selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, maintenance and aesthetic factors. *This course also counts as an Art credit.*

FAMILY CONSUMER SCIENCE

FOOD SCIENCE

Recommended for grades: 10-12

Credit: .5

This course teaches scientific principles and how those principles can be applied to improve the health of individuals and families. Instruction is given concerning the physical, microbiological, and chemical principles that affect the food we eat. Student leadership (FCCLA) may be an integral part of the course.

INTRODUCTION TO HOSPITALITY AND CULINARY ARTS

Credit: .5

This course will help prepare students for occupations and higher education programs of study, related to the entire spectrum of careers in the hotel and hospitality industry, including, but not limited to food production and services and hospitality and tourism. Students will also be able to explore career options in the culinary arts field. A project-based approach that utilizes higher order thinking, communication, leadership and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include safety, sanitation, and storage and recycling processes in the industry; the impact of science and technology on the industry and culinary arts career pathways.

FOOD SERVICE AND PREPARATION I **

Recommended for grades: 11th and 12th

Credit: 1

Basic procedures and techniques for large quantity food preparation and service are covered. The practice of sanitation, safety, equipment operation, food purchasing and preparation techniques, and table service are integral to this course. Special projects in menu planning, purchasing, preparation, and services are required. Coursework will also include elements of local food sourcing and menu development from that approach.

MATH

ALGEBRA I

Prerequisites: Math 7 and Math 8
Credit: 1
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as
a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY

Recommended for Grade: 10
Prerequisite: CC Algebra
Credit: 1
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

COMMON CORE ALGEBRA 2

Recommended for grades: 10-11
Prerequisite: CC Geometry Credit: 1
A study of higher-level Algebra and Trigonometry concepts including the study of imaginary and complex numbers. The families of functions will be studied including polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. The study of direct and indirect variation as well as systems of equations solved both graphically and algebraically. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated correlation coefficients will be determined, using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences and series will be evaluated. Binomial experiments and the study of probability theory and normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated.

MATH

PRE-CALCULUS**
Prerequisites: CC Algebra 2
Credit: .5
This course is designed to introduce students to the fundamental concepts of mathematics useful in the study of calculus. Topics include the properties of the real number system and the elementary functions and their graphs. Emphasis is placed on the appropriate use of the language of mathematics, its necessity when studying more complex concepts and the introduction of mathematical argument.

CALCULUS**
Prerequisite: Pre-Calculus
Credit: 1
The mathematical content of this program is typical of most traditional first-year college calculus courses. It includes a rigorous development of differential and integral calculus techniques and applications.

MUSIC EDUCATION

WIND ENSEMBLE
Credit: .5
Students in the Wind Ensemble will take weekly lessons on their instrument and perform in concerts throughout the year. Literature will include everything from classical to rock music. Students should have previous instrumental experience, or teacher approval. All are welcome!

CONCERT CHOIR
Credit: .5
Students will expand their vocal study by learning to sing two- or three-part harmony. Emphasis will be on beginning note reading, vocal health, and performance opportunities. Any student is welcome to take this class, no audition required.



MUSIC INDUSTRY
Credit: 1
This course will cover a variety of exploratory and alternative music concepts, including but not limited to: keyboard skills, guitar skills, composition, orchestration, basic music theory, technology, and the influence of music on pop culture.

DRAMA
Credit: 1
Drama class is an elective offered to students wishing to earn more about the world of acting. The class includes: team work, relaxation, concentration, movement, voice, improvisation, character analysis, performance, audition/interview skills, theatre vocabulary, and theater history. Through these activities students will develop communication skills, self-discipline, and creativity. This class will also produce plays starting with advertising all the way to costuming and lighting design.

MUSICAL THEATER
Credit: 1
In this course students will explore, and perform the basics of vocals, dance and acting in musical theatre performance. Students will collaborate with other students in researching, creating and performing a variety of musical theatre repertoire, all while gaining knowledge of musical theatre history and modern musicals seen on the Broadway stage today.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 9 – 12

Credit: .5

Students are required by New York State to take this .5 credit course *each year*. All students must actively participate and pass the course content. The content is designed to develop the "whole student," physically, mentally, socially and emotionally through physical fitness. Material covered includes: team, individual, recreational and lifetime activities.



HEALTH

Credit: .5

Health is a mandatory credit for all students for graduation. Material covered in high school health includes: general health concepts, dimensions of health and wellness, communication styles, stress management, mental health topics, human sexuality, dating violence, substance abuse (alcohol, tobacco, and other drugs), addiction, nutrition, systems of the body, First Aid and CPR.



SCIENCE

LIFE SCIENCE: BIOLOGY

Recommended for grade: 9
Credit: 1
The purpose of this course is to provide students with an awareness of the natural world, basic scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalization. Class time will be spent on the following core topics: unity and diversity among living development, genetics, evolution, and ecology. Laboratory studies will reinforce the information learned in class in addition to topics like safety and laboratory writing skills. Successful completion of laboratory work is REQUIRED for admittance to the Living Environment Regents Exam.

EARTH SCIENCE, PHYSICAL SETTING

Recommended for grade: 10
Credit: 1
This course is intended to provide students with an understanding and appreciation of the earth. It is a process-oriented course with an emphasis on understanding the aspects of meteorology, geology and astronomy which most people come into contact with on a daily basis. Heavy emphasis on labs and basic skills in the laboratory help to prepare the college-bound student for future science courses. The topics covered include: observing and interpreting, measuring the earth, earth motions in space, energy exchanges in the earth's processes at the earth surface and in the atmosphere, weather and climate, erosion and deposition, rocks and minerals, diastrophism and earth history. Successful completion of laboratory work is REQUIRED for admittance to the Earth Science Regents Exam.

CHEMISTRY **

Recommended for grade: 11
Prerequisite: Successful completion of one Regents exam in Science
Credit: 1
This course of study presents a modern view of chemistry suitable for students with a wide range of skills. Chemistry is the study of composition, structure and properties of matter, the changes which matter undergoes and energy involved with these changes. Students will be made aware of the applications chemistry has to their lives throughout the course with emphasis given to environmental and technological issues. Successful completion of laboratory work is REQUIRED for admittance to the Chemistry Regents Exam.

NONREGENTS CHEMISTRY

Credit: 1
Chemistry explores the basics of chemistry. This course is a step below Regents chemistry but still allows students to prepare for a college level chemistry course. The course covers the introductory level of topics covered in Regents Chemistry but with less strenuous exams.

SCIENCE

PHYSICS

Recommended for grade: 12
Credit: 1
Physics is the study of energy and the behavior of matter. In physics, students will study forces, motion, energy, heat, waves, sound, light, electricity, magnetism and atomic physics which includes the nature of the atom, nuclear reactions and nuclear energy. Successful completion of laboratory work is REQUIRED for admittance to the Physics Regents Exam.

FORENSIC SCIENCE

Recommended for grades: 11 & 12
Credit: 1
This upper-level elective course is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science with students incorporating the use of technology, communication skills, art, mathematics and social studies. Students will be asked to read, research, hypothesize, interview, compute and use deductive reasoning to propose crime solutions.
Students will be required to produce a portfolio and read a forensic novel during the course.

OCEANOGRAPHY

Recommended for grade: 10-12
Credit: 1
This course will present an overview of major topics in oceanography but will primarily focus on marine organisms. Students will complete research projects on marine organisms of their choosing based upon the current major biological community. Major topics from other branches of science, such as chemistry, physics, and geology, will be discussed when they have an important influence on marine life.

ANATOMY

Recommended for grades: 10 - 12
Credit: 1
This upper-level elective course is structured to provide a basic understanding of human anatomy and physiology. This course will serve as an introduction to the human organism with emphasis on the organ systems, the balance between systems, practical health-related aspects of each organ system, human genetics, evolution, reproduction and DNA technology, diseases as disrupters of homeostasis and man's place in the ecosystem. The lab for this course will be included with the class and animal dissections will be REQUIRED. Laboratory work will include experiments, dissections and microscopic work.

INTRODUCTION TO CHEMISTRY AND PHYSICS

Recommended for grades 10-12
Credit: 1
This course will outline the basics of Chemistry and Physics through hands-on investigations, projects, and research. The course will focus on information that is helpful to know throughout life and aid scientific literacy into adulthood. Topics to be covered range from atomic and chemical properties as well as reactions to Newton's laws and their effect on life. A basic understanding of math and equation manipulation is required. There will be no regent’s exam for this course.

SCIENCE

ASTRONOMY
Recommended for grades: 11-12
Credit: 1
Introductory Astronomy is a general study of the fundamental principles of astronomy. The course concerns motion the earth, planets, members of the solar system, stars, and the universe, the evolution of the universe and solar system, and how people have interpreted and learned to understand the universe.

METEOROLOGY
Recommended for grades: 11-12
Credit: 1
A study of weather around us. Topics include the structure of the atmosphere, heat balance of the earth, air masses, circulations, fronts, cyclones, severe weather, climate and its changes. The laboratory will emphasize mathematical calculations for atmospheric physics and processes, gathering meteorological data, analysis of weather systems, and short-term weather forecasting.

NATURAL DISASTERS
Recommended for grades: 9-12
Credit: 1
Natural Disasters explores various types of natural disasters, including earthquakes, hurricanes, floods, and wildfires, focusing on their causes, effects, and the science behind them. Students will engage in hands-on activities and simulations to better understand the mechanisms of these events and their impact on the environment and human society. The course aims to develop critical thinking skills by analyzing case studies and current events related to natural disasters. Unique features include guest speakers from emergency management agencies and opportunities for project-based learning that connect classroom.

SCIENCE IN SOCIETY
Credit: 1
This is a project-based course that explores your interests in science. Students will work individually or in small groups to investigate current events, topics of interest, and basic science information. Students will be responsible for creating materials that present the information learned.

SCIENCE

PRINCIPLES OF STEM

Credit: 1

Explore the dynamic world of applied science through a hands-on 21st century course. Students will be encouraged to utilize critical thinking, creativity, collaboration, and communication skills to develop solutions to real world problems. Participants learn how to apply their background knowledge, construct models, and manage their time reinforcing the skills necessary in today's workforce. Topics in design, hardware, basic programing, energy, and even marketing can be expected.

ADVANCED BIOLOGY **

Recommended for grade: 12

Prerequisite: A minimum of a satisfactory grade in Chemistry and College level ELA.

Credit: 1

Advanced Biology is an upper level college course that teaches Biology concepts aimed for Biology and Science Majors. This course reviews concepts starting with Macromolecules ending in Evolution over two semesters with the potential of earning 8 college credits. This would be considered a "writing intensive" course using lab notebooks and lab reports in student-led laboratory investigations to support concepts learned in lecture.

SOCIAL STUDIES

GLOBAL STUDIES 9

Credit: 1

Global Studies 9 is the first part of a two-year course which culminates in a Regents examination. This course will provide students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to cultivate in student's knowledge, skills and attitudes needed to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic violence and increasing independence.

GLOBAL STUDIES 10

Prerequisite: Global studies 9

Credit: 1

This is a continuation of Global History 9 with further emphasis on Global History as described above. At the end of this course, students are required to pass the New York State Regents Examination in Global History.

U.S. HISTORY AND GOVERNMENT

Prerequisites: Global Studies 9 & 10

Credit: 1

This course is a chronological study of eras in American history, with an emphasis on the structure and function of American government. Each unit focuses on significant events, individuals and constitutional principles that have had an impact on American society. At the end of this course, students are required to pass the New York State Regents Examination in US History & Government.

PARTICIPATION IN GOVERNMENT **

Prerequisites: Global Studies 9 & 10 and US History

Credit: ½

Participation in Government examines the role of citizens in the United States and how we play an active part in shaping our society. This class not only looks at the historical aspects of how we have developed our government, but how each of us can make a difference today. Students will learn how they will play a part in government as they exit their high school careers and enter the "real world".

ECONOMICS

Recommended for grade: 12

Prerequisites: Global Studies 9 & 10 and US History

Credit: .5

Economics is the social science studying the production, distribution and consumption of goods and services. This class will survey the topics of both macroeconomics as well as microeconomics. Students will not only learn aspects of their own personal finances in their current lives, but those which face them in the years ahead as they leave high school. In addition, we will study economic issues facing the local area, as well as the country and entire world.

SOCIAL STUDIES

ADVANCED HISTORY 101 AND 102 **

Recommended for grade: 11 or 12
Prerequisites: 9th and 10th grade Global Studies
Credit: 1 high school credit per course (2 total); 6 possible college credits (must enroll in both courses)
Upon successful completion of these classes, students will be eligible for 3 Syracuse University credit hours from each class, totaling 6 credit hours overall. In Advanced History 1 we will examine early American history, beginning with the early settlements of North America through 1865. This class will require students to analyze history and discuss issues in depth, while reading novels related to the topics covered and writing research at the appropriate university level. In Advanced History 2, we will continue where we left off in American History 1(1865) and continue through to the present day. Again, topics will be related to novels which will be read along with the course and research will be completed.

PSYCHOLOGY

Recommended for grade: 11 or 12
Credit: 1
Psychology is the scientific study of the mind and human behaviors. The goal of this course is to introduce students to the basic themes, history and methodological approaches of psychological science. This course will survey the general areas studied by psychologists and will offer students the opportunity to learn about a subject they probably have never been exposed to before. This course is designed to offer students the opportunity to gain the foundation of knowledge to be used in future college classes and also discuss topics of common interest that will develop greater self-awareness and self-regulation.

SOCIOLOGY **

Recommended for grade: 11 or 12
Credit: 1
Sociology is the study of social life, social change and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations and societies and how people interact within these contexts. Human behavior is shaped by social factors, the subject matter of sociology ranges from the intimate family to the hostile mob; organized crime to religious cults. Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old.

SOCIAL STUDIES

ROARING 1920'S

Recommended for grades: 9-12
Credit: .5
This course will "set aside" the political aspect of history during the 1920's, and focus on the cultural phenomena that began to define the modern culture that we now live in. We will start with prohibition and the rise of organized crime and the Women's Rights Movement, and end with the Stock Market Crash and the Great Depression. Other topics covered include: theater, film and radio, the Harlem Renaissance, art & architecture, books and literature, fashion, fads, dance and flappers, and sports. This project-based course is designed for those interested in learning how the radical culture of the 1920's impacted the people of the era, and changed the course of American history.

HISTORY THROUGH FILM

Recommended for grades: 9-12
Credit: .5
This class will focus on the study of history as presented through films. Students will look at the historical significance of movies from Ancient Greece and Rome through the 20th century. The course will allow students to compare the history presented in the movie to the history they have and will study in high school. Students will take a critical look at how history is portrayed on screen and compare and contrast that with true historical evidence.

CURRENT EVENTS

Recommended for grades: 9-12
Credit: .5
We live in a dynamic world, which is constantly struggling over issues and shaping our future. In this course, students examine the current issues that face our world. This study will include world, national, state, and even local issues that are facing society today. After looking at and interpreting today's many media forms, this class will be organized in a seminar format where upon examination of the facts, opinions will be shared and discussed in an open environment. This course will prove challenging yet insightful and rewarding for those to take a new look at our world as we know it.

PUBLIC SPEAKING AND DEBATE

Recommended for grades: 9-12
Credit: .5
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. Students will also use their public speaking skills to participate in debates.

SOCIAL STUDIES

CULTURAL ANTHROPOLOGY 201 AND 202**

Credit: 1

As an introduction to one of the most exciting social sciences, this class will delve into the ways in which prehistoric evidence defines who we are as a people today. Exploring the answers to some of the many questions we have about why we are who we are today offers students a fascinating opportunity to learn more about their own culture as well as many other cultures. Introduction to Anthropology is an elective of significance to liberal education as well as a great preparatory class to those students going on to college.

LOCAL HISTORY

Credit: .5

How many of you have ever thought that “nothing cool has ever happened” here in Stockbridge Valley? In this course, you will learn how to think like a historian, and will gain an understanding of the historical happenings in Madison County and New York State, and how those events impacted the growth and progress of our town and county over the last two hundred years. We start out together learning about the earliest settlers and events in Madison County history, but from there students will have the opportunity to embark on and present their own historical inquiries. Students will be encouraged to examine events in New York State history as well as the nation as a whole, as they had a significant impact on the development of our town and county.

INTRO TO CRIMINAL JUSTICE

Credit: .5

This course will begin discussing how the justice system operates and the different types of career paths within the criminal justice field. Famous court cases will be reviewed along with their impact on the United States. Forensic topics will be intertwined and a final project involving solving a mystery at the course conclusion.

SECRET SOCIETIES

Recommended for grades: 9-12

Credit: .5

In this course, we will discuss some of the conspiracies associated with this cultural phenomenon. In this course we will discuss, examine and even argue the impact of these societies on our history. We will evaluate their traditions and their ties to ancient, medieval and Renaissance worlds.

COLLEGE SUCCESS SEMINAR **

Recommended for grades: 11 and 12

Credit: 1

Promotes student’s personal adjustment and academic success as they transition to college. Topics include adjusting to college, learning about resources, understanding programs, learning and studying strategies, managing time, organization, setting goals, managing stress and money, and making decisions in college.

SPANISH

SPANISH I
Recommended for grade: 9
Credit: 1
Students begin to learn to communicate in the language about topics such as school, home and community. Listening, comprehension and speaking skills are stressed. Students are introduced to the cultures of the Spanish speaking world and should express basic sentiments, needs and descriptions at the end of this course.

SPANISH II
Recommended for grades: 9-12
Prerequisites: Spanish I or passing the proficiency in Spanish 8
Credit: 1
Students continue to develop listening, speaking, reading and writing skills. Cultural awareness will be increased as students have the opportunity to learn culture, customs and practices that are different from their own. They will be immersed in the language with a strong emphasis on verb conjugations in different tenses.

SPANISH III
Recommended for grades: 10-12
Prerequisite: Spanish I & II
Credit: 1
At this level, students are able to discuss, read and write about their own experience as well as the daily life and values of the people who speak Spanish. Students should be able to express themselves correctly using advanced structures of the language. At the end of this course, students should be able to pass the New York State Regents Exam in Comprehensive Spanish.

SPANISH IV **
Prerequisite: Spanish III
Credit: 1
Building on the skills and knowledge mastered in SPAN 101, students continue to learn the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Substantial outside preparation using CD-ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present and past indicative tenses in Spanish.



CTE PROGRAMS AT SVCS

Career and Technical Education (CTE) Programs offered at Stockbridge Valley

CAREER AND TECHNICAL ENDORSEMENT IN AGRICULTURE

The Stockbridge Valley CTE program offers students the advantages of professional growth and development, an integrated, hands-on approach to learning, and college and employment connections.

Student CTE Endorsement Requirements:

> Completion of Empire Degree

> Completion of State Proficiency

> FFA participation for a minimum of 2 years*

> Completion of a minimum of 4 Career Development Contests including:
- □ Employment Interview
- □ Prepared Public Speaking
- □ 2 Contests of student choice

> Participate in the Washington Leadership Conference or the Government Awareness Conference in Albany

> Completion of Employability Profile

> Completion of Written Assessment

> Completion of 5 of the following courses:
- □ Basic Agriculture Science
- □ Agriculture Production & Science I & II
- □ Agriculture Mechanical Systems I & II
- □ Animal Science
- □ Plant Science
- □ Supervised Agriculture Experience
- □ Agriculture Business Foundations

>Student will also receive the following integrated credits:
- □ Math 11 (one credit in grade 11)
- □ Science 11 (one credit in grade 12)
- □ English 12 (one credit in grade 12)
- □ Government (.50 credit in Grade 12 for FFA participation).
- □ Career & Financial Management is integrated into the overall program

*In order to remain an active member of the FFA, students must be enrolled in a minimum of one agriculture course per year.

MOBOCES CTE PROGRAMS

MOBOCES
Lead Partner Innovate Excel

CAREER AND TECHNICAL EDUCATION PROGRAMS

Offered at Madison Oneida BOCES

- □ Juniors and Seniors will be eligible to partake in BOCES CTE programs *only if all other grade appropriate academic requirements have been met.*

- □ All BOCES CTE Programs offer academic distributive credits for the following courses:
  - Integrated Math 11
  - Integrated Science 11
  - English 12
  - Government & Economics 12

- □ With the exception of the **New Visions Program** which offers only English 12 and Government and Economics 12, and the **Allied Health program** which offers only English 12, and Government and Economics 12 for academic distributive credit

(The information listed was adapted from: the Madison-Oneida BOCES Career & Technical Education Course Description Guide.)

MOBOCES CTE PROGRAM GUIDE

9-12 CAREER PLANNING

Name:_____

Grade:_____

Date of Interview: _____

A. Self-Knowledge: "Who am I"

Interests: List your top 3 choices for each category

Personal: Out of school activities that you most enjoy

1. _____
2. _____
3. _____

Academic: Classes or subjects you enjoy the most

1. _____
2. _____
3. _____

Work Preferences: Working with people, ideas, and things

1. _____
2. _____
3. _____

Continued on next page

9-12 CAREER PLANNING

Abilities: List personal skills and talents that would be helpful in a career choice

My Personal Abilities	Career areas where my abilities will be useful

Personal and academic areas I need to strengthen:

I need to strengthen ...	Steps I will take to strengthen these areas

B. Career Exploration: Where am I going?

School and/or Community Experiences	Skills Acquired Through Experience

9-12 CAREER PLANNING

Work Experiences	Skills Acquired Through Experience

Careers of Interest	Education Requirements	Skills I'll need to acquire	Work Environment	Job Outlook

C. Future Goals and Decision Making

Goals	Education Plan	Action Steps

High School **4** Year Planning Sheet

8th Grade	
Course	**Credit**
Spanish 8	1

Total for 8th Grade:_____

9th Grade	
Course	**Credit**
English 9	1
Global History 9	1
Life Science: Biology	1
Math -	1
PE	.5

Total for 9th Grade: _____

10th Grade	
Course	**Credit**
English 10	1
Global History 10	1
Science-	1
Math-	1
PE	.5
Health	.5

Total for 10th Grade: ___

11th Grade	
Course	**Credit**
English 11	1
US History	1
Science-	1
Math -	1
PE	.5

Total for 11th Grade:____ _

12th Grade	
Course	**Credit**
English 12	1
Gov't/Economics	1
PE	.5

Total for 12th Grade:_____

Total Anticipated Credits: ____ _

Must total **22** c edits to graduate: **4** English, 4 SS, 3 Math, 3 Science, 2 PE, 1 Art/Music, 11FL, .5 Health, 3.5 electives…Electives are subject to availability each year

WE ARE SVCS

Home of the Cougars...
STOCKBRIDGE VALLEY
CENTRAL SCHOOL DISTRICT



VISION

47$4 JT TUVEFOU-DFOUFSFE, XIFSF "-- DIJMESFO, TUBGG, BOE UIF DPNNVOJUZ BSF WBMVFE, BDLOPXMFEHFE BOE BDUJWFMZ JOWPMWFE.

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6011 Williams Rd. - Munnsville, NY 13409 - 315-495-4400