

# Midlakes Middle/High School

9-12

2026-2027 Course Offerings



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Chris Tillman, *School Counselor (Last Names P-Z)*

Information provided in this guide is subject to change. Some elective courses, including AP, may be canceled, or offered on alternate years, based on student enrollment and/or teaching staff. Students should consult their counselors regarding course availability.

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# Phelps – Clifton Springs Central School District

## Mission Statement

The Phelps-Clifton Springs Central School District will enable students to demonstrate college and career readiness by displaying:

**Strong Moral Character:** Our students will display compassion and respect for others. Students will be confident yet humble in their approach. When faced with a choice, students will make responsible decisions.

**Critical Thinking Skills:** Our students will demonstrate the ability to solve complex problems and to do so by remaining open-minded to all possible outcomes.

**Perseverance:** Our students will proactively demonstrate an ability to put forth the extra effort in order to accomplish tasks. With a focus on both short- and long-term goals, students will demonstrate the ability to work hard, build stamina, and ultimately attain goals.

**Cultural Awareness:** Our students will be mindful of cultural differences based on the ever-evolving global community. Our students will be culturally sensitive and collaborate with a diverse population.

**Innovation:** Our students will demonstrate an ability to take calculated risks, be creative, and not be fearful of showing vulnerability.

## Vision

To create a community of learners and leaders who demonstrate the 21st-century skills necessary to compete and thrive in a global society.

## Core Values

Respect  
Responsibility  
Independence  
Kindness

# Introduction

December 2025

Dear Students, Parents and Guardians:

The Pupil Support Office at Midlakes Middle/High School is student-centered in nature. In working with a student, and their family, to select the most appropriate educational program, our primary concern is the optimum development of the whole student. As the student works toward the realization of their full potential and goals, many factors are taken into consideration when suggesting an educational program. Paramount among those factors are student aspirations, objectives, and abilities. Counselor recommendations will take all of these factors into consideration, but the student and family have the final say on which courses are pursued. This is a philosophical concept which is endorsed by the administration and the Pupil Support Office.

This course offerings booklet is designed to provide you with all the information you need to make informed, well-planned decisions about high school courses. Courses are presented in order of chronological sequence within the content. Electives, or other courses without a specific chronological sequence, are presented alphabetically (following sequenced courses, if applicable). The brief descriptions following each course title will give you a general idea of the basic content or topics. If you need more information about a particular course, contact the appropriate school counselor or the instructor.

On page 4 of this booklet, you will find an outline of the New York State Graduation Requirements. It includes a list of the requirements for all diploma types. For this booklet to be of maximum value, please read it thoroughly, discuss the materials, and ask questions of the counselors and teachers before making any decisions. While making decisions, please be sure to consider all four years of high school in an effort to maximize opportunities.

Time utilized selecting the right courses will be time well spent. Please feel free to contact the Pupil Support Office at (315) 548-6310 with any questions you may have or to set up a meeting to discuss course options.

Sincerely,

Daniel McAlpin  
*Principal*

Krystina Brooks  
*School Counselor (Last Names A-F)*

Kristin Brunetto  
*School Counselor (Last Names G-O)*

Chris Tillman  
*School Counselor (Last Names P-Z)*

# Course Selection Process

Course offerings are dependent upon student registration and Board of Education approval.

## ***Important Considerations***

- Students should be aware of the recommended preparation noted for each course in addition to their own strengths and weaknesses.
- All students at Midlakes Middle/High School must take a minimum of 5½ credits per year, including Physical Education. It is often in the student's best interest to take more than this minimum.
- After meeting with their counselor, the student will be given a copy of the requested courses to take home for parental approval. If parents have questions/concerns at that time, they are encouraged to contact their student's counselor.
- Once the schedule has been finalized (typically in early August), students will have the opportunity for last-minute changes in late August. The exact dates and times for schedule changes will be included in the schedule mailing.
- ***Please note: Once the school-year begins, course changes are reviewed on a case-by-case basis. Course drops, in which the student is requesting to go to a study hall, are often not approved unless there is a significant extenuating circumstance or educationally-valid reason for the change.***
- Any request for a specific teacher must be made by a parent, in writing, to the principal. The request must detail the specific reason for the request.
- Schedules will not be changed to obtain a certain class period, study hall, or lunch in order to be with friends.
- Each year we do our best to accommodate as many course requests as possible. Sometimes it is not possible to honor all requests due to master schedule conflicts, course offerings, or other unforeseen circumstances. If this happens, the counselor will meet with the student to discuss options.

## ***Scheduling Procedures for Students Currently in Grades 9 – 11***

- Beginning in December/January, counselors will meet individually with students during their study hall time to discuss the next year's schedule, as well as future plans.
- Students will be given a copy of the requested courses to take home for parental approval.
- Students will have the opportunity to make revisions to their schedules in late-August.

## ***Scheduling Procedures for Students Currently in Grade 8***

- In January/February, 8<sup>th</sup> grade students and their parents will receive information that details the academic transition to high school.
- The high school counselors will hold group meetings with all 8<sup>th</sup> graders, in their ELA or Social Studies classes. Graduation requirements will be discussed, and 9<sup>th</sup> grade courses will be selected. Students will be given a copy of the requests to take home for approval.
- Enrollment in certain 9<sup>th</sup> grade courses will be based on 8<sup>th</sup> grade teacher recommendations. Questions about those recommendations should be directed to the teacher making the recommendation.
- Students will have the opportunity to revise their schedules in late-August.

# Graduation Requirements

| <b>Regents Diploma and Local Diploma***</b><br><i>22 Units of Credit</i> | <b>Course</b>      | <b>Regents Diploma With Advanced Designation</b><br><i>22 Units of Credit</i> |
|--------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------|
| 4 Units – 1 Regents Exam                                                 | English            | 4 Units - 1 Regents Exam                                                      |
| 4 Units - 1 Regents Exam                                                 | Social Studies     | 4 Units - 1 Regents Exam                                                      |
| 3 Units - 1 Regents Exam                                                 | Math               | 3 Units - 3 Regents Exams                                                     |
| 3 Units - 1 Regents Exam                                                 | Science*           | 3 Units* - 1 Regents Exam                                                     |
| ½ Unit                                                                   | Health             | ½ Unit                                                                        |
| 1 Unit                                                                   | Art or Music       | 1 Unit                                                                        |
| 1 Unit                                                                   | World Languages    | 3 Units** - 1 Checkpoint B Exam                                               |
| 2 Units                                                                  | Physical Education | 2 Units                                                                       |
| 3 ½ Units                                                                | Electives          | 1 ½ Units                                                                     |
| <b>22 Units</b>                                                          | <b>Total</b>       | <b>22 Units</b>                                                               |

| <b>Local Diploma***</b><br><b>Required Exams</b><br><i>(passing score of 55 or above)</i>                                        | <b>Regents Diploma</b><br><b>Required Exams</b><br><i>(passing score of 65 or above)</i>                                         | <b>Regents Diploma With Advanced Designation</b><br><b>Required Exams</b><br><i>(passing score of 65 or above)</i>                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language Arts Regents<br>1 Math Regents<br>Global Hist. <u>or</u> US Hist. Regents<br>1 Science Regents<br>1 Pathway**** | English Language Arts Regents<br>1 Math Regents<br>Global Hist. <u>or</u> US Hist. Regents<br>1 Science Regents<br>1 Pathway**** | English Language Arts Regents<br>Algebra I Regents<br>Geometry Regents<br>Algebra II Regents<br>Global Hist. <u>or</u> US Hist. Regents<br>Living Environment Regents<br>1 Phys. Setting Science Regents<br>Checkpoint B Exam<br>1 Pathway**** |

\* Science – To meet graduation requirements, a student must complete 3 units of science. At least one unit of credit must be a physical science (Earth Science, Chemistry and/or Physics) and one unit must be a life science (Biology/Living Environment). The third may be either a physical science or a living science.

\*\* A five-unit sequence in art, music, business, technology, or CTE career education may be substituted for the two additional units of World Languages.

\*\*\* The Local Diploma option is available to students identified as being eligible for the safety net.

- 1) a score of 55-64 may be considered a passing score on any Regents examination required for graduation; or
- 2) for students with disabilities who first entered grade nine in September 2005 and thereafter, a student's score of 45-54 on a Regents examination required for graduation, other than the English and mathematics examinations, may be compensated by a score of 65 or higher on one of the other required Regents examinations, if
  - a) must pass English and mathematics with a 55 (or 52-54 with an approved appeal)
  - b) each exam with an earned score of 45-54 must be compensated by a score of 65 or higher on a separate exam. Each score of 65 or higher may be only used to compensate for one score of 45-54.
  - c) may not compensate more than two exams
  - d) the student has passed the course in the subject area of the Regents exam in which there is an earned score of 45-54;

\*\*\*\* Pathway: permits a student to take four Regents exams (for Regents/Local Diploma) or seven Regents exams (for Regents Diploma with Advanced Designation) and an additional Regents exam or comparably rigorous technical, arts, STEM or other assessment for the remaining examination required for graduation. Students may also utilize the CDOS credential as an additional avenue for meeting the Pathway requirement. For additional information, please visit New York State Department of Education website: <http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>.

# ***CDOS Credential & Pathway***

All students in New York State can earn a NYS Career Development and Occupational Studies (CDOS) Commencement Credential. This credential recognizes each student's preparation and skills for post-school employment based on the CDOS Standards and it can be used as a Pathway towards a local or Regents Diploma, a credential that is supplemental to a diploma, or, in certain situations, as an exiting credential. Further information on the CDOS Credential can be found on the NYSED website (<https://www.nysed.gov/standards-instruction/career-development-and-occupational-studies>).

There are two options available for students to earn this credential.

## **OPTION 1:**

- The student must have developed a Career Plan that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals.
- The 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.
- The student must have successfully completed at least 216 hours of CTE coursework and work-based learning experiences. A minimum of 54 hours must be in work-based learning experiences, but up-to 162 hours (a 1/2 credit = 54 hours) can come from CTE coursework (business, technology, FACS).
- The 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 experiences, performance on industry-based assessments, and other work-related and academic achievements.

## **OPTION 2:**

Instead of a student meeting the requirements of option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential
- SkillsUSA Work Force Ready Employability Assessment
- National Career Readiness Certificate WorkKeys - (ACT)
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

# ***General Information & Policies***

## **Unit of Credit**

A unit is the measure of credit which a student earns for successfully completing a course. Courses which meet daily, for the entire school-year, typically carry 1 unit of credit. Courses which meet daily, for half of the school-year, typically carry ½ unit of credit. Physical Education courses, which meet every-other-day for the entire school-year, also typically carry ½ unit of credit.

## **Grading System/Earning Credit(s)**

The secondary academic program is based on a numerical grading system with a minimum passing grade established at 65. That minimum score must be obtained to earn the designated units of credit for a particular class.

## **Determination of Final Grade**

A student's final grade in a semester-long course is computed by averaging the 1st quarter grade (40%), the 2nd quarter grade (40%), and the final exam (20%). In a full-year course, the final average is computed by averaging the four quarter grades (20% each), midterm exam (10%), and the final exam (10%).

## **Weighted Courses**

All AP and dual credit courses are weighted at 1.1 times the final grade for determining class rank and cumulative GPA only.

## **Promotion Policy**

Determination of a student's grade level (9th, 10th, 11th, 12th) will be based on the number of credits that a student has earned as of September 1st prior to the opening of school. Once placed, students will remain in that grade level during the current school year regardless of the number of credits earned during the school-year.

- 9th Grade: Less than 5.5 credits
- 10th Grade: 5.5 – 10.5 credits
- 11th Grade: 11.0 – 14.0 credits
- 12th Grade: At least 14.0 credits, plus a schedule that includes all remaining graduation requirements

## **Make-up Requirements for Failed Courses**

A student who does not pass a course which is required for graduation must successfully complete the course through summer school, credit recovery, or by repeating the same course the following year.

## **Dropping/Adding Courses**

Dropping a course requires the permission of the student's parent, school counselor, and the principal, and are considered under the following conditions:

### **Semester Courses:**

- At the conclusion of the first 5 weeks
- No semester course can be dropped after the end of the 1<sup>st</sup> quarter (without an extenuating circumstance requiring Principal approval)

#### Full-Year Courses:

- No drops in the first two weeks (unless there was a scheduling error)
- At the conclusion of the first 5 weeks (unless picking up another credit-bearing course)
- No full-year course can be dropped after the end of the 1<sup>st</sup> quarter (without an extenuating circumstance requiring Principal approval)

Requests to add a class, or transfer classes, are reviewed on a case-by-case basis.

#### **Graduation Participation Policy**

In order to participate in the June Commencement ceremony, a student must complete all requirements for graduation by June.

# ***Academic Recognitions and Seals & Endorsements***

## **Honor Roll**

The Honor Roll for grades 9 – 12 will be computed numerically. A student not passing Physical Education and one other course cannot make honor roll.

- High Honor Roll: 90 – 100
- Honor Roll: 85 – 89.99
- Commendation: 80 – 84.99

## **National Honor Society**

The National Honor Society (NHS) is based on four pillars: scholarship, service, leadership, and character. Students considered for NHS are expected to model academic diligence, as well as uphold and commit to the above values and foster community engagement. Students who have obtained a cumulative GPA of an 88.00, or higher, after their 5<sup>th</sup> semester of high school (in Grade 11) will be invited to apply for consideration. Another opportunity for consideration exists in Grade 12 after the 6<sup>th</sup> semester.

## **Honor Graduate (Local Distinction)**

Students with a minimum cumulative (non-rounded) average of 90.00, based on GPA calculations for 7 semesters (from September of Grade 9 through January of Grade 12), shall graduate as an Honor Graduate.

## **Honors Endorsement (State Distinction)**

Students can earn this endorsement by having a minimum computed (non-rounded) average score of 90 on all Regents exams required for the Regents Diploma (5 exams) or the Regents with Advanced Designation Diploma (8 exams).

## **Mastery in Math Endorsement**

Students can earn a Mastery in Math endorsement by meeting the following conditions:

- Complete all the requirements for Advanced Designation; *and*
- Earn a score of 85 or better on the three required Regents exams in math; *or*
- Earn a score of 85 or better on two of the three required Regents exams in math and was exempted from one required Regents exam in math; *or*
- Earn a score of 85 or better on one of the three required Regents exams in math and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Examination for which an exemption was granted.

## **Mastery in Science Endorsement**

Students can earn a Mastery in Science endorsement by meeting the following conditions:

- Complete all the requirements for Advanced Designation; *and*
- Earn a score of 85 or better on the three required Regents exams in science; *or*
- Earn a score of 85 or better on two of the three required Regents exams in science and was exempted from one required Regents exam in science
- Earn a score of 85 or better on one of the three required Regents exams in science and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Examination for which an exemption was granted.

## **Technical Endorsement**

The technical endorsement may be awarded to students who complete the requirements for any diploma type (local, Regents, or Regents with Advanced Designation) and also:

- Complete a NYSED-Approved Career and Technical Education (CTE) program; *and*
- Pass the 3-part technical assessment associated with the specific CTE program

## **New York State Seal of Biliteracy**

The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students and encourages students to pursue language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission. The NYSSB is intended for all students who master standard academic English and any other language, including American Sign Language. Students must successfully complete various assessments and a project to be considered for this seal.

More information can be found at: <https://www.midlakes.org/about/curriculum-instruction/about/curriculum-instruction/seal-of-biliteracy>

## **New York State Seal of Civic Readiness**

The New York State Board of Regents and the New York State Education Department are committed to civic education that empowers all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Civic education facilitates the development of civic competencies, which are needed for a democratic society to flourish. Through civic education, students learn how to identify and address problems in their community or school community. Students also learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. Civic education can strengthen the relationships of schools and students with parents, families, civic leaders, and organizations and community partners.

To earn the Seal of Civic Readiness, a student must complete all the requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation to obtain the Seal of Civic Readiness. Students may also earn points by completing a middle school Capstone project or a high school Capstone project.

Additional information regarding the Seal of Civic Readiness, and how to earn the necessary points, can be found in the handbook found at: <https://www.midlakes.org/about/curriculum-instruction/seal-of-civic-readiness>

# Notification of Advanced Coursework Access

The Phelps-Clifton Springs Central School District strongly encourages eligible students to enroll in rigorous, and robust, course opportunities. Advanced opportunities exist in the form of honors, dual enrollment, Pre-Advanced Placement, and Advanced Placement (AP) courses. Advanced coursework provides an opportunity for students to gain skills and demonstrate competencies at a higher level. Other benefits of advanced coursework may include:

- improving a student's self-confidence and image of self.
- demonstrating a student's preparedness for college-level coursework.
- earning college credit(s) prior to graduation.
- reducing future costs for higher education.
- reducing the amount of time that the student must spend in secondary and/or post-secondary school.

Courses designated as advanced coursework will be marked with the following icon in the Course Catalog:



## Description of Programming

- **Pre-AP / Honors Courses**

Pre-AP and Honors classes are offered to help students prepare for the academic rigor of dual enrollment and Advanced Placement courses. These courses are not weighted for GPA and class rank calculations.

- **Dual Enrollment Courses**

Dual enrollment courses allow eligible students to earn college credit through the Gemini program at Finger Lakes Community College. Additional information about these courses can be found on page 12 of the Course Catalog. Dual enrollment classes are weighted by 10% for GPA and class rank calculations.

- **Advanced Placement Courses**

Advanced Placement courses are governed by regulations established by College Board. These courses offer college-level content and examinations. College credit is awarded by individual colleges and universities based on the AP exam score. Additional information about these courses can be found on page 13 of the Course Catalog. AP classes are weighted by 10% for GPA and class rank calculations.

## Student Supports for Success

Teachers are available for additional student support from 2:16 PM – 3:00 PM Mondays through Thursdays. Additionally, support may also be available in the Learning Center, and it may be possible to connect with teachers at other times throughout the day.

**Cost and Financial Assistance**

Dual enrollment courses are currently \$7 per credit hour. However, Gemini dual enrollment fees are currently covered by the school district, so there is no out-of-pocket cost for students and families. Additionally, students who qualify for free or reduced lunch qualify for a fee waiver.

The cost of Advanced Placement exams is set by College Board each year. Currently, AP exam fees will be covered by the school district. However, students must pay a refundable \$40 per exam deposit when exams are ordered in the fall. The deposit is returned upon exam completion. If a student does not complete an exam which they have ordered, then the deposit is forfeited.

Any concerns regarding the cost of either program should be addressed with the appropriate school counselor.

# Dual Enrollment Courses & Programs

Midlakes Middle/High School participates in a dual enrollment program with Finger Lakes Community College (FLCC). Dual enrollment programs provide qualified high school students with an opportunity to earn optional college credit while in high school. If students elect to register for the college credit in a course, they must pay a fee. Students selecting one of these courses become a registered FLCC student and may request a college transcript at the end of the course. These credit hours are transferable to many colleges, and students are encouraged to check with schools where they are applying to see if these credits will be accepted.



Courses with Dual Credit opportunities are marked with this icon

## Finger Lakes Community College – Gemini Program

<https://flcc.edu/highschool-homeschool/gemini/>

**Cost (Subject to Change): \$7/credit hour registration fee; fee waiver available for those who qualify; school district pays the fees for all other students**

*Courses are listed by Midlakes course name. The FLCC course name is listed in parenthesis.*

- Adv. Computer Applications; (CSC 105: Core Word, Excel, PowerPoint – 3 cr.)
- AP Biology; (BIO 121/122: General Biology I & II – 8 cr.)\*
- AP Calculus AB; (MAT 271: Calculus I – 4 cr.)\*
- AP English Language and Composition; (ENG 101: Composition I – 3 cr.)\*
- AP English Lit. and Composition; (ENG 102: Introduction to Literature – 3 cr.)\*
- AP US History; (HIS 110/111: Early & Modern US History – 6 cr.)
- Basic Weight Training; (HPE 117: Basic Weight Training – 1 cr.)
- College Study Strategies; (GST 116: College Study Strategies – 3 cr.)
- Eating for Fitness; (NS 115: Introduction to Nutrition – 3 cr.)
- Economics (Gemini); (ECO 100: Survey of Economics – 3 cr.)
- Environmental Science; (BIO 103: Environmental Science – 4 cr.)
- Fund. of Human Anatomy & Physiology; (BIO 110: Fund. of Anatomy & Physiology – 3 cr.)
- Health Education; (HPE 212: Health – 3 cr.)
- Introduction to Business; (BUS 120: Introduction to Business – 3 cr.)^
- Mathematics w/Comp. Prog in JAVA; (MAT 115: Intro to Programming – 3 cr.)\*
- Personal Money Management; (BUS 131: Personal Money Management – 3 cr.)^
- Pre-Calculus; (MAT 152: Survey of Functions II (Pre-Calculus) – 3 cr.)\*
- Probability and Statistics; (MAT 200: Statistics – 3 cr.)\*
- Psychology; (PSY 100: Introduction to Psychology – 3 cr.)
- Sociology; (SOC 100: Introduction to Sociology – 3 cr.)
- Spanish IV; (SPN 201/202: Spanish III & IV – 6 cr.)
- U.S. Government – Comp. (Gemini); (POL 100: American Government – 3 cr.)

\* These courses have FLCC placement/prerequisite requirements. See course descriptions for additional details.

^ Tentative offering pending FLCC approval.

## Finger Lakes Community College – Early College Scholars Program

<https://www.flcc.edu/highschool-homeschool/early-college-scholars/>

This program is for students aged 16, and over. Courses are taken directly through FLCC (instead of through MHS as with the Gemini Program). Costs are significantly higher than with the Gemini program, but scholarships are available to assist with the cost (for up to seven credit hours per semester).

# ***Advanced Placement (AP) Program***

The Advanced Placement Program is a program of college-level courses and exams for high school students. Many colleges will give credit and/or advanced placement to students whose AP examination grades are considered acceptable (based on their published policies). Each college uses the AP program in a unique manner; some colleges participate in the program less fully or not at all. Students who are interested in the Advanced Placement Program are urged to learn the policies at colleges they are considering by visiting each college's website and/or by corresponding directly with appropriate officials there.

Midlakes offers Advanced Placement courses with the expectation, and hope, that students enrolled in each course will take the AP examination in May. There is a fee that College Board sets for the exams which is published each fall. Students will register for the exam, with assistance from each of their AP teachers, during the first few weeks of school in the AP classroom. Registration will then provide access to learning modules from the College Board. The school district is currently paying test registration fees, but students are required to pay a refundable \$40 per exam deposit. The deposit is returned upon exam completion. If a student does not complete an exam which they have ordered, then the deposit is forfeited. Students who qualify for free/reduced lunch will receive a reduced exam fee. Methods of payment and deadlines will be released each fall.

Midlakes High School currently offers the following AP courses:

- AP Biology
- AP Calculus AB
- AP English Language & Composition
- AP English Literature & Composition
- AP United States History
- AP World History: Modern

Information about specific AP courses can be found at the College Board website at <https://apstudent.collegeboard.org/home>.

# NCAA Eligibility Requirements

The NCAA Eligibility Center (<http://www.eligibilitycenter.org>) certifies the academic and amateur credentials of all college-bound student athletes who wish to compete in NCAA Division I or II athletics. Students who are being actively recruited by an NCAA Division I or II institution, will eventually need a Certification Account (for which there is a fee), but all students can begin the process with a free Profile Page account. It is the responsibility of each individual student-athlete to make sure that their courses are approved by the NCAA. This should be done on a yearly basis. The NCAA maintains a list of approved Midlakes High School courses which can be found at <https://web3.ncaa.org/hsportal/exec/hsAction>.

## General Requirements

| DIVISION I                                                                                                                 |                               |                                                                            |                                                           |                |                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------|
| Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester. |                               |                                                                            |                                                           |                |                                                                                                          |
| ENGLISH                                                                                                                    | MATH<br>(Algebra I or higher) | NATURAL/<br>PHYSICAL<br>SCIENCE<br>(Including one year of lab, if offered) | ADDITIONAL<br>(English, math or natural/physical science) | SOCIAL SCIENCE | ADDITIONAL COURSES<br>(Any area listed to the left, foreign language or comparative religion/philosophy) |
| 4 years                                                                                                                    | 3 years                       | 2 years                                                                    | 1 year                                                    | 2 years        | 4 years                                                                                                  |
| DIVISION II                                                                                                                |                               |                                                                            |                                                           |                |                                                                                                          |
| ENGLISH                                                                                                                    | MATH<br>(Algebra I or higher) | NATURAL/<br>PHYSICAL<br>SCIENCE<br>(Including one year of lab, if offered) | ADDITIONAL<br>(English, math or natural/physical science) | SOCIAL SCIENCE | ADDITIONAL COURSES<br>(Any area listed to the left, foreign language or comparative religion/philosophy) |
| 3 years                                                                                                                    | 2 years                       | 2 years                                                                    | 3 years                                                   | 2 years        | 4 years                                                                                                  |

In addition to these course requirements, there is also a minimum GPA requirement.

## Approved Midlakes High School Courses

| English                | Math                     | Science               | Social Science       | Additional Courses |
|------------------------|--------------------------|-----------------------|----------------------|--------------------|
| English/Lang Arts I    | Algebra I                | Earth Science         | World Hist & Geo I   | French/Spanish I   |
| English/Lang Arts II   | Interm. Geometry         | Biology/Living Env    | Pre-AP World History | French/Spanish II  |
| English/Lang Arts II H | Geometry                 | Integrated Science    | World Hist & Geo II  | French/Spanish III |
| English/Lang Arts III  | Algebra II w/ Trig       | Chemistry             | AP World History     | French/ Spanish IV |
| AP English Lang        | Interm. Alg. II w/ Trig  | Physics               | U.S. History – Comp  |                    |
| English/Lang Arts IV   | Probability & Statistics | Environmental Science | AP U.S. History      |                    |
| AP English Lit         | Pre-Calculus             | AP Biology            | Economics*           |                    |
|                        | AP Calculus AB           |                       | U.S. Gov't – Comp*   |                    |
|                        |                          |                       | Psychology           |                    |
|                        |                          |                       | Sociology            |                    |
|                        |                          |                       | *Including Gemini    |                    |

**NCAA Legal Disclaimer:** The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on this Web site is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

# English/Language Arts Course Descriptions

As specified in the New York State Language Arts Curriculum, all units of study are integrated to include Reading, Writing, Listening and Speaking.

Department grade level final exams for all students are modeled on the New York State Regents in English Language Arts. Skills (spelling, grammar, etc.) are taught in the context of reading and writing.

| Grade                                                                                                                                                                                             | Course Title                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 9                                                                                                                                                                                                 | English/Language Arts I (9 <sup>th</sup> Grade)                                                                                     |
| 10                                                                                                                                                                                                | English/Language Arts II (10 <sup>th</sup> Grade) <i>or</i><br>English/Language Arts II Honors (10 <sup>th</sup> Grade)             |
| 11                                                                                                                                                                                                | English/Language Arts III (11 <sup>th</sup> Grade) <i>or</i><br>AP English Language and Composition                                 |
| 12                                                                                                                                                                                                | English/Language Arts IV (12 <sup>th</sup> Grade) <i>or</i><br>AP English Literature and Composition <i>or</i><br>Technical Writing |
| <ul style="list-style-type: none"><li>• A minimum of 4 units of study are required for graduation.</li><li>• A Regents Examination in English Language Arts is required for graduation.</li></ul> |                                                                                                                                     |

## English/Language Arts I (9<sup>th</sup> Grade)

*Recommended Grade Level: 9*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Language Arts (Grade 8)*

READING includes literature of all genres which supports the common core standards. Emphasis is on comprehension and meaning as evidenced in students' personal responses in open-ended discussion and in writing. The vocabulary of literary study (plot, setting, etc.) is introduced and/or reinforced at this level.

WRITING includes expository (argumentative, description, persuasion, etc.), and critical writing. Emphasis is on process as well as product and evaluation focuses on all stages of the writing process. At this level, students learn to construct and support a simple thesis statement, generally on a literary topic (character, setting, etc.). Clarity and correctness of expression are stressed.

LISTENING/SPEAKING includes class discussions, group work, conferences, oral reports, etc.

## English/Language Arts II (10<sup>th</sup> Grade)

*Recommended Grade Level: 10*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: English/Language Arts I (9<sup>th</sup> Grade)*

READING includes literature of all genres which supports the common core standards. Emphasis is on meaning and interpretation as evidenced in students' personal responses in open-ended discussions and in writing. The vocabulary of literary study is reinforced at this level and expanded to include symbols, metaphor, etc. Also at this level, the student is expected to apply these concepts to the interpretation of new material.

WRITING includes expository (argumentative, narration, persuasion, etc.), and critical writing. Emphasis is on process as well as product and evaluation focuses on all stages of the writing process. At this level students learn to construct and support more complex thesis statements

which have at their core a change (as in character change, etc.). Clarity of expression and logical progression are stressed.

LISTENING/SPEAKING includes class discussions, group work, conferences, oral reports, etc.

## English/Language Arts II Honors (10<sup>th</sup> Grade)

*Recommended Grade Level: 10*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: English/Language Arts I (9<sup>th</sup> Grade) with at least an 85 final average*



This course focuses on the interpretation, analysis and evaluation of novels, plays and poems. The course also includes the reading and writing, both process and timed, of expository prose using the rhetorical modes as a basis. Designed for those students who enjoy challenging work, this course is a good preparation for the Advanced Placement in English courses offered at Midlakes High School. An overall average of 85 in English/Language Arts I (9<sup>th</sup> Grade) is required. A student who does not have an 85 average but wishes to take the course should set up a meeting with the teacher. There is a required summer reading and writing assignment to prepare for this class.

## English/Language Arts III (11<sup>th</sup> Grade)

*Recommended Grade Level: 11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: English/Language Arts II (10<sup>th</sup> Grade)*

READING, includes literature of all genres which supports the common core standards. Emphasis is on meaning and interpretation as evidenced in student responses in open-ended discussions and in writing.

WRITING includes argumentative and critical writing. Emphasis is on process as well as product and evaluation focuses on all stages of the writing process. Essay writing is refined as thesis statements become more complex and essays more fully developed. The literary essay becomes more analytical and logical progression and coherence are stressed along with conciseness, clarity, etc. Research skills including proper citations, works cited, etc. are reinforced at this level. LISTENING/SPEAKING includes class discussions, group work, conferences, oral reports, etc.

## AP English Language and Composition

*Recommended Grade Level: 11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: English/Language Arts II Honors (10<sup>th</sup> Grade) with at least an 85 final average*

**College Credit: (FLCC) 3 credits – ENG 101: Composition I**



A freshman college level course designed to prepare the student for the Advanced Placement Examination in English Language and Composition and the New York State Regents Examination in English. This course will include both the study of the process of writing and the reading and analysis of fiction and expository prose. Successful completion of the optional AP Examination may result in three or more hours of college credit. An overall average of 85 in English Language Arts II Honors is required. If a student who does not have an 85 average wishes to take this course they should set up a meeting with the teacher. This course is weighted 1.1 when determining class rank and cumulative GPA. **To register for the optional Gemini credit in this course, students must have a cumulative GPA of at least 75.**

## English/Language Arts IV (12<sup>th</sup> Grade)

*Recommended Grade Level: 12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: English/Language Arts III (11<sup>th</sup> Grade)*

READING includes literature of all genres, several in translation. Emphasis is on interpretation and analysis as evidenced in students' personal responses in open-ended discussions and in writing. At this level students learn to judge the value of literary works according to sets of personal and/or objective criteria and support their judgments with reasoning.

WRITING includes expository (causes/effect, etc.), creative and critical writing. Emphasis is on process as well as product and evaluation focuses on all stages of the writing process. Essay writing is further refined as students learn to construct and support integrated theses. Literary essays are analytical and/or evaluative and style is stressed.

LISTENING/SPEAKING includes class discussions, group work, conferences, oral reports, etc.

## AP English Literature and Composition

*Recommended Grade Level: 12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: AP English Language and Composition*

**College Credit: (FLCC) 3 credits – ENG 102: Introduction to Literature**



A freshman college level course designed to prepare the student for the Advanced Placement Examination in English Literature and Composition. Literature includes poetry, novel, and drama with emphasis on interpretation, analysis and evaluation. Writing focuses on critical analysis and evaluation of literary works. Successful completion of the optional A.P. Examination may result in three or more hours of college credit. This course is weighted 1.1 when determining class rank and cumulative GPA. **To register for the optional Gemini credit in this course, students must have a cumulative GPA of at least 75.**

## Technical Writing

*See Page 49*

# Social Studies Course Descriptions

| Grade                                                                                                                                                                                                                                                                       | Course Title                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 9                                                                                                                                                                                                                                                                           | World History & Geography I <i>or</i><br>Pre-AP World History & Geography                                                                |
| 10                                                                                                                                                                                                                                                                          | World History & Geography II <i>or</i><br>AP World History & Geography                                                                   |
| 11                                                                                                                                                                                                                                                                          | U.S. History – Comprehensive <i>or</i><br>AP U.S. History (Gemini)                                                                       |
| 12                                                                                                                                                                                                                                                                          | U.S. Government – Comprehensive <i>and</i> Economics <i>or</i><br>U.S. Government – Comprehensive (Gemini) <i>and</i> Economics (Gemini) |
| <ul style="list-style-type: none"> <li>A minimum of 4 units of study are required for graduation.</li> <li>A Regents Examination in Global History &amp; Geography <i>or</i> a Regents Examination in U.S. History &amp; Government are required for graduation.</li> </ul> |                                                                                                                                          |

## World History & Geography I

*Recommended Grade Level: 9*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Social Studies 8*

This course in World History and Geography is designed for students to develop perspectives on the development of world civilizations and cultures from 4000 BC to 1750 within a geographical and cultural context. Interactions and linkages among nations and peoples will be explored chronologically to ascertain how the past influences the present.

## Pre-AP World History & Geography

*Recommended Grade Level: 9*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Social Studies (Grade 8) with at least an 85 final average and teacher recommendation*



This is a rigorous course that covers college-level content. It serves as preparation for AP World History & Geography. A portion of the AP content will be introduced in this class, and students will study history through an economic, political and social lens from the origins of civilization through post-classic civilization. There will be an emphasis on analytical writing, and extensive reading and writing assignments will be required.

## World History & Geography II

*Recommended Grade Level: 10*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: World History & Geography I*

This course in World History and Geography is designed for students to develop perspectives on the development of world civilizations and cultures from 1750 to the present. Interactions and linkages among nations and peoples will be explored with a more political and chronological context. The Regents Examination in Global History & Geography II will be given at the end of this course.

## AP World History & Geography

*Recommended Grade Level: 10*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: None, but Pre-AP World History & Geography is **strongly** recommended*



In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 CE to the present. Six themes – humans and the environment, cultural interactions, governance, economic systems, social interaction and organization, and technology and innovation – drive the course in order to make connections throughout history. Students will also develop and use skills employed by historians to help them analyze these connections across both time and place. Extensive reading and writing will be central to this course. Students should be able to read a college-level textbook and write grammatically correct sentences and essays. Students will be required to complete a summer assignment. The AP World History: Modern exam will be offered in May. The Regents Examination in Global History & Geography II will be given at the end of the course. This course is weighted 1.1 when determining class rank and cumulative GPA.

## U.S. History – Comprehensive

*Recommended Grade Level: 11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: World History & Geography II*

This course is designed to provide students with a culminating survey of major forces of their national history. The course will include a chronological survey of US history in general, but the emphasis will be on the United States as a developing and as a fully developed industrial nation. Constitutional and legal issues will be explored in depth, as will the problems of a dynamic and industrial society in an increasingly complex and technology-oriented world. The Regents Examination in U.S. History and Government will be given at the end of the course.

## AP U.S. History (Gemini)

*Recommended Grade Level: 11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: World History & Geography II with at least an 85 final average or AP World History: Modern*

**College Credit: (FLCC) 6 credits – HIS 110 & 111: Early & Modern United States History**



This course is designed to give students grounding in the chronology of American history by tracing the events which shaped our history. The student will gain the necessary factual knowledge to allow the intelligent exercise of interpretative and analytical skills. In addition to a college level textbook, students will read and discuss primary historical sources, as well as conflicting historical interpretations of major events and personalities. Reading, writing, discussion, and analytical skills common to freshman and sophomore level college courses will be employed. The course prepares the student to take the AP Examination in U.S. History; successful completion of which can earn the student from three to six college credits. This course is open to juniors only in lieu of US History – Comprehensive. The AP Exam is optional (but encouraged), but the Regents Examination in U.S. History & Government is required at the end of this course. Students who choose to take this course may receive college credit through FLCC. This course is weighted 1.1 when determining class rank and cumulative GPA.

## Economics

*Recommended Grade Level: 12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: U.S. History - Comprehensive*

Economics provides an understanding of basic economic concepts/principles that will help students to become better informed and more active citizens. The course includes studying the U.S. economic system, labor/business, money, finance, fiscal/monetary policy, the impact of globalization and the economies of other nations. The course provides a unique opportunity for students to combine theoretical and practical knowledge to make real life decisions about employment, consumer choices and personal finance.

## Economics (Gemini)

*Recommended Grade Level: 12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: AP U.S. History*

**College Credit: (FLCC) 3 credits – ECO 100: Survey of Economics**



This is a college-level, introductory course dealing with the principles of economics and how they are applied to consumer choices, and business decisions within the domestic economy. Students will examine the role of public/private sectors, markets, market structures, economic indicators, and fiscal and monetary policies as they relate to the U.S. economy. Students who choose to take this course may receive college credit through FLCC. This course is weighted 1.1 when determining class rank and cumulative GPA.

## U.S. Government – Comprehensive

*Recommended Grade Level: 12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: U.S. History - Comprehensive*

This course examines the complexities of governing a democratic society, and the ways in which we, as active citizens, can and should be a part of that democratic process. Successful completion, necessary for graduation, will include your involvement in outside activities in both government and community service, which should enhance our connection to your community and our understanding of how government works.

## U.S. Government – Comprehensive (Gemini)

*Recommended Grade Level: 12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: AP U.S. History*

**College Credit: (FLCC) 3 credits – POL 100: American Government**



This course explores the nature and dynamics of the American political system, including the basic structure, functions, and processes of the executive, legislative, and judicial branches of government, the roles of political parties and special interest groups, the mechanics of political campaigns and elections, the U.S. Constitution and the Bill of Rights, and the prominent issues in U.S. domestic and foreign policy. Students who choose to take this course may receive college credit through FLCC. This course is weighted 1.1 when determining class rank and cumulative GPA.

## College Study Strategies

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: 80+ cumulative average*

**College Credit: (FLCC) 3 credits – GST 116: College Study Strategies**



College Study Strategies is a Gemini course that gives college-bound students the tools that they need in order to succeed in a college environment. While this includes academic skills such as note-taking, test-taking, and textbook reading, this class will also focus on personal growth with topics such as goal setting, time management, and how to deal with stress. Students will learn how to find and use credible sources, and work on skills necessary in college classes such as writing research papers and giving presentations. The class will end with a final project that focuses on the needs of the surrounding community. Students who choose to take this course may receive college credit through FLCC. This course is weighted 1.1 when determining class rank and cumulative GPA.

## Psychology

*Recommended Grade Level: 11-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: 80+ cumulative average*

**College Credit: (FLCC) 3 credits – PSY 100: Introduction to Psychology**



Psychology is designed to help students become familiar with the various theories of how and why we act the way we do – from the inside out. Students will demonstrate understanding of the history of psychology, and the current theories of psychology, psycho-biology, and psycho-physiology, particularly as these theories relate to them. The course will be diverse in learning styles and intelligences (lecture, video, cooperative learning, portfolios, tests, etc.), and is designed to enable students to ask important questions about their place in the world. This course is weighted 1.1 when determining class rank and cumulative GPA.

## Sociology

*Recommended Grade Level: 11-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: 80+ cumulative average*

**College Credit: (FLCC) 3 credits – SOC 100: Introduction to Sociology**



Sociology is a 100-level college course, offered in high school, through the FLCC Gemini Program. It is the systematic study of human society, and how we fit in, from the outside in. We will examine how society affects us, and how we interact and impact society. We will become familiar with the current major schools of sociology, and see how those different perspectives, lenses, if you will, impact how we view our society and others. Students will come to understand and be able to manipulate the science of sociology, and have a better understanding of their place in the world – a global perspective. Students will use myriad pedagogical strategies to achieve comprehension of material and be able to critically think about its components. During the course of Sociology, students will also watch movies which they will analyze for sociological content. This course is weighted 1.1 when determining class rank and cumulative GPA.

# Mathematics Course Descriptions

| Grade | ADV. REGENTS<br>ACCELERATED<br><br>Course Title               | ADV. REGENTS<br>REGULAR<br><br>Course Title                 | REGENTS<br><br>Course Title                                              | REGENTS<br>EXTENDED<br><br>Course Title                                                                                                                                                               |
|-------|---------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8     | Algebra I                                                     |                                                             |                                                                          |                                                                                                                                                                                                       |
| 9     | Geometry                                                      | Algebra I                                                   | Algebra I                                                                | Algebra I Extended – Year 1                                                                                                                                                                           |
| 10    | Algebra II with Trig.                                         | Geometry                                                    | Geometry <i>or</i><br>Intermediate Geometry                              | Algebra I Extended – Year 2                                                                                                                                                                           |
| 11    | Pre-Calculus                                                  | Algebra II with Trig.                                       | Algebra II with Trig. <i>or</i><br>Intermediate Algebra II<br>with Trig. | Intermediate Geometry <i>or</i><br>Geometry <i>or</i><br>Intermediate Algebra II<br>with Trig. <i>or</i><br>Math Applications <i>or</i><br>World of Technology <i>or</i><br>Principles of Engineering |
| 12    | AP Calculus AB <i>and/or</i><br>Probability and<br>Statistics | Pre-Calculus <i>and/or</i><br>Probability and<br>Statistics | Math Applications <i>or</i><br>Probability and<br>Statistics             |                                                                                                                                                                                                       |

- A minimum of 3 units of study are required for graduation.
- For a Regents Diploma, a minimum of one Regents Examination in mathematics (Algebra I, Geometry, or Algebra II) is required for graduation. For a Regents with Advanced Designation Diploma, three Regents Examinations in mathematics (Algebra I, Geometry, and Algebra II) are required for graduation.

## Algebra I Extended – Year 1

*Recommended Grade Level: 9*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Mathematics (Grade 8)*

This course is based on the NYS Next Generation Mathematics Learning Standards and is the first of a two-year sequence of courses for Algebra I. It is designed for the student who has struggled with Mathematics (Grade 8) or who did not demonstrate proficiency on the Math 8 Assessment. This course will prepare students to take the Algebra I Regents in the second year of the course. Topics of study will be the same as the Algebra I course, just presented at a slower pace. A TI-84 calculator will be provided by the school district.

## Algebra I

*Recommended Grade Level: 9-10*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Mathematics (Grade 8)*

This course is based on the NYS Next Generation Mathematics Learning Standards that has outlined a curriculum for Algebra I that focuses on five process strands (Problem Solving, Reasoning and Proof, Communication, Connections and Representation) and five content strands (Number & Quantity, Algebra, Functions, Statistics & Probability, and Modeling). The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. This course will end with the Algebra I Regents Examination.

## Algebra I Extended – Year 2

*Recommended Grade Level: 10*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Algebra I Extended – Year 1*

This course is based on the NYS Next Generation Mathematics Learning Standards and is the second of a two-year sequence of courses for Algebra I. Students will take the NYS Algebra I Regents exam during this course. Topics of study will be the conclusion of the Algebra I curriculum. A TI-84 calculator will be provided by the school district.

## Intermediate Geometry

*Recommended Grade Level: 10-11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Algebra I Extended – Year 2 or Algebra I*

This course is based on the NYS Next Generation Mathematics Learning Standards. This course will cover topics similar to Geometry, but it will not go into the same depth of study. Intermediate Geometry will focus on the fundamentals of Geometry including constructions, transformations, perimeter, area, volume and surface area, angle relationships, congruency and similarity of triangles, trigonometry, quadrilaterals, coordinate geometry and an introduction to proofs. At the end of this course, students will be taking the NYS Regents Examination in Geometry.

## Geometry

*Recommended Grade Level: 9-11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Algebra I and/or Intermediate Geometry*

Based on the NYS Next Generation Mathematics Learning Standards, this course continues the integrated sequence started in Algebra I. Students learn the following units/ topics throughout the course:

- **Congruence, Proof and Constructions:** Students experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems and make geometric constructions.
- **Similarity, Proof and Trigonometry:** Students will understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios, solve problems involving right triangles, apply geometric concepts in modeling situations and apply trigonometry to general triangles. **Three Dimensions:** Students will explain volume formulas and use them to solve problems, visualize the relation between two-dimensional and three-dimensional objects and apply geometric concepts in modeling situations.
- **Connecting Algebra and Geometry through Coordinates:** Students will use coordinates to prove simple geometric theorems algebraically, translate between the geometric description and the equation for a conic section.
- **Circles With and Without Coordinates:** Students will understand and apply theorems about circles, find arc lengths and areas of sectors of circles, translate between the geometric description and the equation for a conic section, use coordinates to prove simple geometric theorems algebraically and apply geometric concepts in modeling situations.
- **Applications of Probability:** Students will understand independence and conditional probability and use them to interpret data, use the rules of probability to compute

probabilities of compound events in a uniform probability model and use probability to evaluate outcomes of decisions.

This course will end with the Geometry Regents Examination.

## **Math Applications**

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Algebra I*

Math Applications is designed to prepare students for topics they will encounter in their daily lives in the 21<sup>st</sup> Century. This full year course involves critical thinking, mathematical problem solving, and understanding fiscal responsibility. The course is designed for students who wish to extend their mathematical skills no matter their educational or employment aspirations. Units of study include: Earning Money, Comparison Shopping, Managing a Household, Buying a Car, Banking, Budgeting, Taxes, and Travel. Students are encouraged to develop a work ethic where accuracy, quality, and dependability are important.

## **Intermediate Algebra II with Trigonometry**

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Applied Geometry or Intermediate Geometry*

Intermediate Algebra II with Trigonometry provides an extension of the concepts learned in previous Algebra and Geometry courses. It includes algebraic and graphical representations, transformations, and functions. Emphasis will be placed on algebraic operations, linear, quadratic, and exponential functions. Trigonometric functions will be introduced. This course is designed for the student seeking math beyond Geometry but who does not want the rigors of Regents Algebra II with Trigonometry.

## **Algebra II with Trigonometry**

*Recommended Grade Level: 10-11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Geometry*

Algebra II with Trigonometry is a rigorous extension of the two courses that precede it. This course builds on students' work with linear, quadratic, and exponential functions. Students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. This course and Algebra II Regents Examination are required for the Regents with Advanced Designation Diploma. Students must have a graphing calculator.

## Pre-Calculus

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Algebra II (Common Core) with Trigonometry with at least an 80 final average*

**College Credit: (FLCC) 3 credits – MAT 152: Survey of Functions II (Pre-Calculus)**



This course reviews and expands upon topics introduced in Algebra II with Trigonometry. Emphasis will be placed on the analysis of families of functions (polynomial, rational, exponential, logarithmic and trigonometric) modeling of real-world phenomena and matrices. Additional topics such as parametric and polar functions will be covered when time permits. Material will be covered using the rule of four (numerical, graphical, written and algebraic). Data collection and applications will be done in a laboratory setting to enhance learning. All students will need a graphing calculator (TI-83 or TI-84 is recommend). Successful completion will prepare students for college-level mathematics. This course is weighted 1.1 when determining class rank and cumulative GPA. **To register for the optional Gemini credit in this course, students must have a final course average of at least an 80 in Algebra II with Trigonometry. The course can be taken for high school credit only if the final course average in Algebra II with Trigonometry is below an 80.**

## Probability and Statistics

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Algebra II with Trigonometry with at least an 80 final average or Pre-Calculus*

**College Credit: (FLCC) 3 credits – MAT 200: Statistics**



This course covers both descriptive and inferential statistics. Topics included are measures of center; measures of dispersion; hypothesis testing; estimations for population means, proportions and variance; determination of sample size; uses of the Chi-square distribution; analysis of variance; linear correlation and linear regression; and statistical research. The course will emphasize computer or calculator use to obtain results. This course is weighted 1.1 when determining class rank and cumulative GPA. **To register for the optional Gemini credit in this course, students must have a final course average of at least an 80 in Algebra II with Trigonometry. The course can be taken for high school credit only if the final course average in Algebra II with Trigonometry is below an 80.**

## AP Calculus AB

*Recommended Grade Level: 12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Pre-Calculus with at least an 80 final average*

**College Credit: (FLCC) 3 credits – MAT 271: Calculus I**



This course covers approximately 1.5 semesters of college-level calculus. A thorough treatment of derivatives, integrals and limits including applications will prepare the students for the AP Calculus AB examination in May. (Score requirements for receiving college credit will vary by college – often a 3 or higher is required.) Post-exam topics will include matrices and, time permitting, sequence and series. Material will be covered using the rule of four (numerical, graphical, written and algebraic). All students will need a graphing calculator (TI-83 or TI-84 is recommended). This course is weighted 1.1 when determining class rank and cumulative GPA. **To register for the optional Gemini credit in this course, students must have a final course average of at least an 80 in Pre-Calculus.**

## Mathematics with Computer Programming in JAVA

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: Geometry and Algebra I (Instructor permission required if grades are not above 70)*

**College Credit: (FLCC) 3 credits – CSC 115: Introduction to Programming and Computational Thinking**



Mathematics with Computer Programming in JAVA serves as a first course for most computer related Majors. This course emphasizes the learning of the mathematics behind programming computers, development of languages and software, algorithm writing, problem solving and programming in a structured language (JAVA). Upon completion of the course students will be able to: develop an understanding of the different numbering systems and logic; develop an algorithmic approach to problem solving, flowchart and document any algorithm; write programs in a high-level computer language to solve these problems; enter the programs into the computer, compile and thoroughly test them; prepare written internal and external documentation explaining the purpose and function of each program and its input and output. Programming topics include: syntax, identifiers and data types, assignment statements and hierarchy of operations, input/output statements and format, blocking, methods, GUI's, selection types, Boolean, if-then-else and looping, count controlled, event controlled. This course is weighted 1.1 when determining class rank and cumulative GPA. **To register for the optional Gemini credit in this course, students must have a final course average of at least an 80 in Algebra I.**

## Principles of Engineering

*See Page 48*

## World of Technology

*See Page 48*

# Science Course Descriptions

| Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ACCELERATED<br>Course Title                       | REGULAR<br>Course Title                                          | EXTENDED<br>Course Title                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------|
| 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Biology/Living Env.                               |                                                                  |                                                                            |
| 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Earth Science                                     | Earth Science                                                    | Earth Science                                                              |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Chemistry                                         | Biology/Living Env.                                              | Biology/Living Env.                                                        |
| 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Physics                                           | Chemistry                                                        | Integrated Science <i>or</i><br>Chemistry <i>or</i><br>World of Technology |
| 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | AP Biology <i>and/or</i><br>Environmental Science | Physics <i>and/or</i><br>Science Elective (w/ dept.<br>approval) |                                                                            |
| <ul style="list-style-type: none"><li>• A minimum of 3 units of study are required for graduation.</li><li>• For a Regents Diploma, a minimum of one Regents Examination in science (Living Environment, Earth Science, Chemistry, or Physics) is required for graduation. For a Regents with Advanced Designation Diploma, two Regents Examinations in science (Living Environment plus at least one of: Earth Science, Chemistry, or Physics) are required for graduation.</li></ul> |                                                   |                                                                  |                                                                            |

## Earth Science & Space Sciences

*Recommended Grade Level: 9*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Science (Grade 8)*

Earth & Space Sciences is a New York State high school Regents science course and must, therefore, meet laboratory requirements. The student needs an excellent background in general science 7 and 8 as well as English and mathematics. The course includes a study of astronomy, meteorology, oceanography, physical and historical geology. Students will be scheduled for an additional laboratory period (once per cycle) in addition to the regular class period. Only students who have met the SED Laboratory Requirement will be admitted to the NYS Regents Examination for Earth & Space Sciences.

## Life Science: Biology

*Recommended Grade Level: 10*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Earth & Spaces Science*

This course provides students with an in-depth survey of the following areas of Biology: similarities and differences among living organisms; homeostasis in organisms, genetic continuity, reproduction and development, evolution, ecology, human impact of ecosystems, scientific inquiry and skills, and laboratory skills. Students are expected to complete a minimum of 30 periods of hands-on manipulative laboratory work, documented with satisfactory written laboratory reports for each laboratory experience. Only students who have met the SED Laboratory Requirement will be admitted to the NYS Regents Examination for Life Science: Biology.

## Integrated Science

*Recommended Grade Level: 11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Earth & Space Sciences and Life Science: Biology*

This course is designed to generate a greater interest and appreciation for the role science plays in our daily lives. The topics studied will vary depending on the interest of the students and current material in the news media. Selections have included crime scene investigations, the role of science in sports, ecology, and many additional diverse topics. This is a non-laboratory science course recommended for students that find science especially difficult and need a third science credit. Students seeking college are encouraged to take Chemistry as their third science credit.

## Chemistry

*Recommended Grade Level: 10-11*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Earth & Space Sciences, Life Science: Biology, and Geometry*

Students should be enrolled in Algebra II with Trigonometry or Pre-Calculus. Based upon the New York State syllabus, this course covers: chemical formulas and reactions, properties of the atom, nuclear chemistry, electrochemistry and combustion reactions. Lecture, classroom demonstration and hands-on laboratory activity are the means of covering the curriculum. Only students who have met the SED Laboratory Requirement will be admitted to the NYS Regents Examination for Chemistry.

## Physics

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Chemistry and Algebra II w/Trigonometry*

This course is designed to prepare students to take the Regents Examination in Physics. Students will investigate practical and conceptual approaches to the study of physics. Topics include motion, energy, electricity, magnetism, sound, light, nuclear physics and amusement park applications. Only students who have met the SED Laboratory Requirement will be admitted to the NYS Regents Examination for Physics.

## AP Biology

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Chemistry, and Physics*

**College Credit: (FLCC) 8 credits – BIO 121 & 122: General Biology I & II**



AP Biology is a broad conceptual survey of biology. During the course of the year, students will examine biochemistry, cell structure and cellular energetics, classical and molecular genetics, evolution and biodiversity, plant and animal functional structures, and the principal concepts of ecology. The course is designed to be the equivalent to a college introductory course taken by first-year biology majors. Extensive writing, readings and laboratory work are integral parts of course work. It is highly recommended that the student has successfully completed Chemistry prior to enrolling in AP Biology. Students are expected to take the AP Biology Examination in May. This course is weighted 1.1 when determining class rank and cumulative GPA. **To register for the optional Gemini credit in BIO 121 (fall semester) students must have at least**

**a 75 or higher cumulative GPA. To register for the optional Gemini credit in BIO 122 (spring semester) students must have earned at least a C- in BIO 121.**

## Environmental Science

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Physics or concurrent enrollment in Physics*

**College Credit: (FLCC) 4 credits – BIO/CON 103: Environmental Science**



This college-level course investigates the world in which we live and the interactions we have with our environment. It will provide students with the scientific foundation for analyzing today's pressing environment issues and solutions for a sustainable future. Students will gain an understanding and appreciation of the impacts of humans on other living organisms, water resources, air quality, energy, and mineral resources. In analyzing potential solutions to these environmental issues, students will evaluate the impact of their own choices on the Earth's resources as well as the relative role of governments in setting sustainable policies. Although there is no separate lab period for the course, 20-30 labs will be completed in class. The lab component will require students to learn scientific methodology, sampling procedures, and other methods used to evaluate environmental quality. A student can expect to be outdoors for several labs as well as travel to a water treatment facility, Seneca Lake, and a local dairy farm. Three writing assignments will also be included in the course as well as scientific research, textbook readings, quizzes, and tests. Enrollment in this course is capped at 20 students due to field trips and lab requirements. Seniors will get preference over juniors in the instance there are more applicants than seats available. Four college credits may be earned through the FLCC Gemini Program in the 2<sup>nd</sup> semester of this course. This course is weighted 1.1 when determining class rank and cumulative GPA.

## Fundamentals of Anatomy & Physiology

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Chemistry and Physics or concurrent enrollment in Physics*

**College Credit: (FLCC) 3 credits – BIO 110: Fundamentals of Human Anatomy and Physiology**



Fundamentals of anatomy and physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. The curriculum provides a basis for students to develop a strong conceptual understanding of the following human body systems: integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive. Students have the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations. This course is designed for college preparation, especially for biology and health career majors. This course is weighted 1.1 when determining class rank and cumulative GPA.

## World of Technology

*See Page 48*

# World Languages Course Descriptions

| Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Course Title                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spanish I                                          |
| 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spanish II <i>or</i><br>Spanish IAB (if necessary) |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spanish III                                        |
| 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spanish IV                                         |
| 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                    |
| <ul style="list-style-type: none"> <li>A minimum of 1 unit of study is required for graduation (3 units are highly recommended for all students, but required for the Regents with Advanced Designation Diploma*).</li> <li>A “Checkpoint A” Examination is required at the completion of Spanish I and a “Checkpoint B” Examination is required at the completion of Spanish III.</li> </ul> <p>* Under certain circumstances, students may substitute a 5 unit sequence in the Arts or Career and Technical Education (CTE) to waive the World Languages sequence requirement. While a minimum of 1 World Languages credit is required to graduate, students who are college-bound are strongly encouraged to pursue additional units of study.</p> |                                                    |

## Spanish IAB

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: None*

Spanish IAB is an introductory course providing the four basic skills of listening, speaking, reading, and writing in the contexts of cultural understanding and communication. Material is presented topically with an emphasis on relevant vocabulary and grammatical structures in everyday situations. Student progress will be evaluated via written and oral quizzes/tests and daily classroom participation.

This course is for high school students who:

1. Did not achieve the New York State graduation requirement in Spanish by the end of 8<sup>th</sup> grade (Spanish IA and IB);
2. Are transfer students from another district or state that do not have a World Language credit as required by New York State;
3. Have completed their 3 units of study (Checkpoint B) in French and would like to learn Spanish.

## Spanish II

*Recommended Grade Level: 9*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Spanish IB*

Communication skills and cultural understanding are further developed as students become more proficient in speaking, listening, reading, and writing. More emphasis is placed on the detailed structures and nuances of the language. Speaking and listening include student-initiated presentations and conversations. Reading is emphasized through short, cultural passages and

articles. Writing is emphasized via required compositions and notes/letters, journal entries, and/or short reports during each unit of study. Student progress will be evaluated via written quizzes/tests, oral presentations and daily classroom participation.

## Spanish III

*Recommended Grade Level: 10*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Spanish II*

This course will emphasize further development of the skills learned in Levels I and II as well as improvement in speaking, listening, reading, and writing abilities. This course emphasizes acquisition of new vocabulary and more advanced expressions and structures within the language and culture. Speaking and listening include student-initiated presentations and conversations. Reading is emphasized through short, cultural passages, and articles. Writing is emphasized via required compositions, notes/letters, journal entries, and/or short reports during each unit of study. Student initiated speaking is a requirement for the course and part of the evaluation process. Student progress will be evaluated through quizzes, compositions and other writing pieces, tests, and daily classroom participation.

## Spanish IV

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Spanish III*

**College Credit: (FLCC) 6 credits – SPN 201 & 202: Spanish III & IV**



Course content continues the emphasis on communication and culture in the four skills of speaking, listening, reading, and writing. A considerable portion of the class is conducted in the target language. Listening and speaking are evaluated via in-class discussions and/or presentations in the language. Readings include short stories, current cultural articles, and excerpts of literary classics. Writing assessments include essays, journal entries, and/or reports during each unit of study. Students in French IV/Spanish IV will be offered the opportunity to register for 6 college credits through the Gemini Program offered by Finger Lakes Community College. French IV/Spanish IV is weighted 1.1 when determining class rank and cumulative GPA.

# Physical Education & Health Course Descriptions

## Health Education

*Recommended Grade Level: 10*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

**College Credit: (FLCC) 3 credits – HPE 212: Health**



This course will focus on giving students a greater knowledge base of their overall personal, mental, social and physical wellness. Activities will be designed to assist the students in realizing how each aspect of wellness interacts with the others and to develop skills that will allow the students to build positive, lifelong, healthful behaviors. Students will achieve a better understanding about how health and wellness have a lifelong impact on them personally as well as on their family and community. **This course is required of all students.**

**2 credits of Physical Education (½ per year) are required for graduation.**

## Physical Education

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: ½*

*Recommended Preparation: None*

Students will participate in a variety of lifetime fitness activities including dance, weightlifting, project adventure, swimming and golf. Grading is based on participation and assessments (tests/quizzes). If they so choose, students who qualify will also have the opportunity to pursue Lifeguard Training & Water Safety (see page 34).

## Advanced Physical Education: Competitive Sports

*Recommended Grade Level: 10-12*

*Weeks: 40*

*Unit of Credit: ½*

*Recommended Preparation: None*

Students will participate in a variety of team sports, individual sports, and lifetime activities such as football, soccer, badminton, floor hockey, project adventure, swimming, and weightlifting. This course will be taught at an advanced pace to include more activities than regular PE. Students who plan on taking this course should be highly motivated and willing to participate with good sportsmanship and teamwork. Classes will be high intensity, high energy, and competitive. Maximum participation is expected. If they so choose, students who qualify will also have the opportunity to pursue Lifeguard Training & Water Safety (see page 34).

## Lifetime Fitness & Outdoor Recreation

*Recommended Grade Level: 10-12*

*Weeks: 40*

*Unit of Credit: ½*

*Recommended Preparation: None*

This comprehensive course is designed to introduce and develop students' understanding of lifetime fitness and recreational activities across all high school grade levels. Through a variety of engaging, age-appropriate experiences, students will explore physical activities that promote long-term wellness, personal enjoyment, and community engagement.

Instruction will be differentiated to meet the developmental needs of students in grades 9 through 12, allowing for progressive skill acquisition and deeper exploration as students advance. Activities will be conducted in individual, partner, and small group formats to encourage autonomy, collaboration, and inclusive participation.

Students will also investigate local and regional resources that support lifelong physical activity, empowering them to pursue wellness independently beyond the school setting.

Sample activities may include:

- Mind-body practices (yoga, mindfulness)
- Strength and resistance training
- Basic self-defense techniques
- Racquet sports (badminton, pickleball, tennis)
- Paddle sports (kayaking, paddle board)
- Seasonal outdoor pursuits (hiking, snowshoeing, orienteering)
- Recreational games and cooperative challenges
- Archery fundamentals
- Outdoor living skills (tent-building, campsite setup, ice skating)
- Leisure sports (golf, bowling)

This course fosters a holistic approach to physical education by emphasizing personal growth, physical literacy, and the development of skills and habits that support lifelong health and well-being. This course will, tentatively, include a field trip in the fall, winter and spring.

## Basic Weight Training

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: ½*

*Recommended Preparation: None*

**College Credit: (FLCC) 1 credit – HPE 117: Basic Weight Training**



In this course, students will master the basic understanding of health-related fitness concepts, principles and skills. The course will introduce basic skills of lifting weights and cardio for physical development. The course includes basic lifts, with focus on constructing an individual weight program using an app-based training platform, to develop strength, endurance, flexibility, and muscle tone. Any student wanting to improve their overall fitness can greatly benefit from taking this course. If they so choose, students who qualify will also have the opportunity to pursue Lifeguard Training & Water Safety (see page 34).

## Lifeguard Training & Water Safety

*Recommended Grade Level: 9-12*

*Weeks: 8*

*Unit of Credit: Extension of regular PE class*

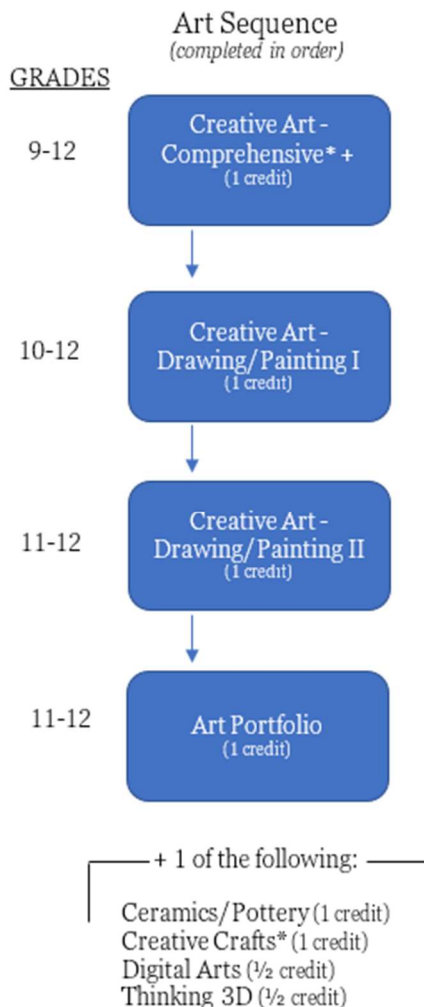
*Recommended Preparation: At least 15 years old by last day of class and pass a pre-course swimming skills test*

This is an American Red Cross class that prepares students to gain the skills and confidence necessary for providing care and instruction when it's needed most. American Red Cross lifeguarding and water safety students must be at least 15 years old by the last day of class and pass a pre-course swimming skills test prior to taking the course. The American Red Cross water safety and lifeguarding course is designed to help students not only help others stay safe in, on, and around the water, but can help you learn the latest safety and rescue techniques, and deliver critical care, like CPR, first aid, and AED administration, when it's needed most. This class is offered from October through December during the student's regular physical education class. This is a great opportunity for students to pursue. Being a lifeguard is a great summer job!

# Art Course Descriptions

## Requirements for 5-Unit Sequence in Visual Arts

Students may earn a Regents Diploma with Advanced Designation by completing one unit of LOTE and five credits in Art.



\*Fulfills the NY State graduation requirement for art/music credit.  
+ Recommended prerequisite for all upper-level art courses.

## Creative Crafts

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: None*

This is a comprehensive art course which explores crafts and design throughout history as well as how crafts play a role in various world cultures. Areas to be explored may include: seed beading, weaving, printmaking, textiles/fibers, and basketry. This course may not be used to begin a sequence in art and does not qualify as a prerequisite for upper-level courses. This course may be taken by any student to satisfy the high school art/music graduation requirement.

## Creative Art – Comprehensive

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: None*

Creative Art – Comprehensive is the beginning course in an art sequence and is a prerequisite for all upper-level art courses. This course introduces the student to a wide variety of media and techniques with art historical references. Content areas covered include design elements and principles, drawing, perspective, painting, graphic arts, sculpture, art history and criticism, ceramics, and printmaking. This course may be taken by any student to satisfy the high school art/music graduation requirement.

## Creative Art – Drawing/Painting I

*Recommended Grade Level: 10-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Creative Art – Comprehensive*

This course follows Creative Art – Comprehensive and is the second course in the art sequence. This course focuses on crafting technical skills in traditional drawing and painting media while focusing on developing artistic skills in visualization, color mixing, and proportion. Art History units include the study of both historical to contemporary artists, and art movements, from Greek through Impressionism, up to today.

## Creative Art – Drawing/Painting II

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Creative Art – Comprehensive and Creative Art – Drawing/Painting I*

This course follows Creative Art – Comprehensive and Creative Art – Drawing and Painting I as the third course in the art sequence. Students work towards taking technical skills that they've previously learned and applying them towards creating and exploring open-ended "Big Ideas" in their artwork. Students will explore more art-making techniques and mixed media, as well as perfecting their own style.

## Art Portfolio

*Recommended Grade Level: 12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Creative Art – Comprehensive, Creative Art – Drawing/Painting I, and Creative Art – Drawing/Painting II, or teacher approval/project completion*

This is the fourth course in the art sequence. Students are expected to build their portfolio in preparation for college. This course is set up loosely around the AP Visual Art portfolio requirements, which requires a large amount of independent work in and outside of class. Students get to explore their own themes for 12 concentration pieces, while also developing 8-10 pieces demonstrating an understanding of the elements and principles of art and design, drawing from observation, composition, creativity, and a variety of drawing/painting skills.

## Ceramics/Pottery

*Recommended Grade Level: 10-12*

*Weeks: 20*

*Unit of Credit: 1*

*Recommended Preparation: Creative Art – Comprehensive*

In this course, students will learn how to make glazed and painted ceramic pottery and sculptures from methods of hand-building techniques (pinch, coil, and slab). Students will also get the opportunity to explore basic wheel throwing. Elements of art history will be explored throughout the course.

## Digital Arts

*Recommended Grade Level: 10-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: Creative Art – Comprehensive*

This is a half-credit, half-year course. Digital Arts is an introduction to the technical and creative processes behind digital photography, graphic design, and animation. Students will learn how to use Adobe Photoshop and the Procreate drawing app to edit, manipulate, and create images/graphics. Through the process of creating digital art, students will be challenged to plan and reflect, considering how the elements and principles of design appear in their work.

## Thinking 3D

*Recommended Grade Level: 10-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: Creative Art – Comprehensive*

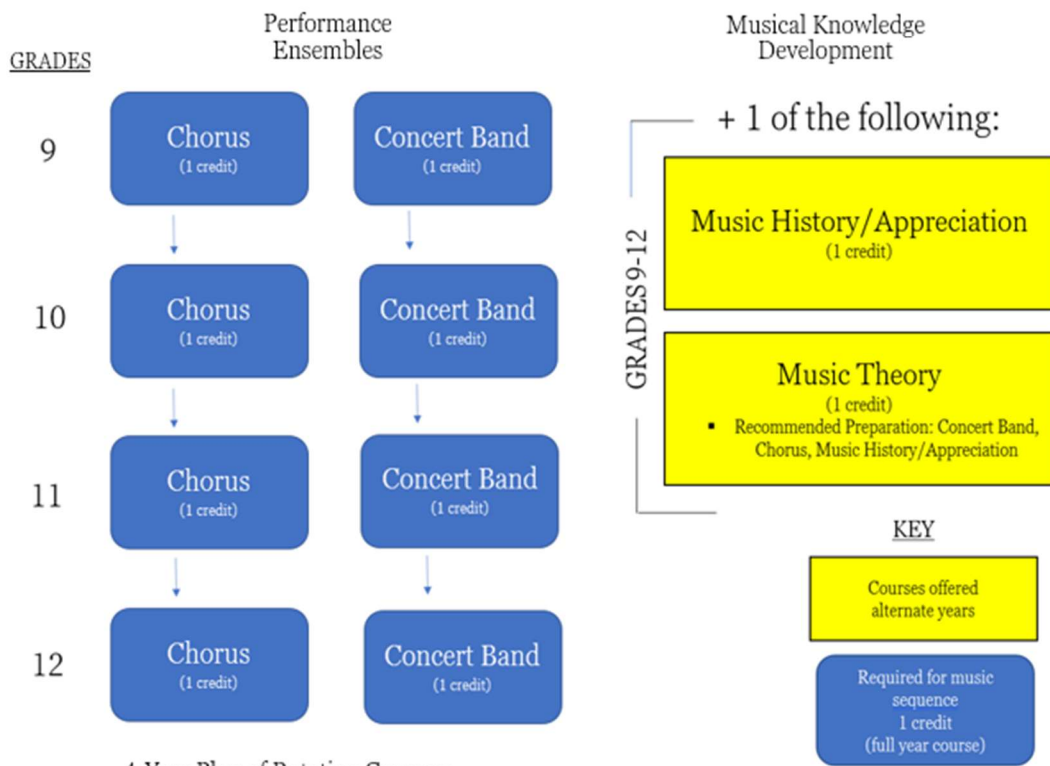
This is a half-credit, half-year course. *Thinking 3D* will introduce students to a wide variety of three-dimensional art practices, including sculpture techniques, metalwork, jewelry, and ceramics. Sculpture techniques include working with materials such as cardboard, fabric, plaster, wood, and found objects. Students will learn how to plan, creatively execute, and reflect on each project. This course will emphasize how the elements and principles of design translate into the three-dimensional realm.

# Music Course Descriptions

## Requirements for 5-Unit Sequence in Music

Students may earn a Regents Diploma with Advanced Designation by completing one unit of World Languages and five credits in Music.

\*If pursuing a career in music, it is highly recommended that students take 4 years of Ensemble, and both Musical Knowledge Development courses.



4-Year Plan of Rotating Courses:

| Course                     | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
|----------------------------|-----------|-----------|-----------|-----------|
| Music History/Appreciation |           | ✓         |           | ✓         |
| Music Theory               | ✓         |           | ✓         |           |

## Chorus

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: None*

Participation in Chorus involves individual and group experiences designed to improve sight reading skills, vocal skills, enjoyment of performance, and cooperative learning. Repertoire is picked to cover a wide range of classic literature, as well as music of a lighter nature. In addition to the daily chorus rehearsals, each chorus member is required to attend lessons, which are scheduled on a rotating basis throughout the school-day. Chorus members are expected to attend all public performances and activities of the Chorus consistent with Board of Education policy. Among the varied experiences offered are: solo competition, evenings of solo performance, concerts as well as the Area All-State and All-County Festivals. This course may be taken by any student to satisfy the high school art/music graduation requirement.

## Concert Band

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Middle School Band*

Participation in Concert Band also includes the Marching Band. In addition, students may be selected to play in various small ensembles. Admission into these groups depends on student attitude, level of ability, and the instrumentation needs of each group. Concert Band offers its members the opportunity to perform the classic band literature, as well as the best of the available popular music. In addition to the daily band rehearsals, each band member is required to attend a weekly lesson that is scheduled on a rotating basis throughout the school-day. Concert Band members are also expected to attend all public performances and activities of the Concert Band consistent with Board of Education policy. This course may be taken to satisfy the high school art/music graduation requirement.

## Music History/Appreciation

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: None*

Music History/Appreciation is a 40-week elective course for grade levels 9-12. This comprehensive music class focuses on: listening to, analyzing, and describing music, learning about various music cultures and styles, basic music theory, music history, composing music, 5 weeks of piano performance, 15 weeks of guitar performance, and music technology using notation and recording software. This class is project and performance oriented, but will also include a written mid-term and final exam. This course is offered every-other-year, and it may be taken by any student to satisfy the high school art/music graduation requirement.

## Music Theory

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Concert Band, Chorus, or Music History/Appreciation*

Music Theory is the systematic study of the fundamentals of music. It includes basic notation, study of keys, scores, chords, and basic principles of harmony as well as melodic and harmonic dictation. This course is recommended for anyone who wants to pursue a career in music or improve their understanding of the fundamentals of music. This course is offered every-other-year.

# Agriculture Course Descriptions

## Agribusiness Management

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

This is an introduction to the agriculture industry and the evolving practices taking place today. Various agriculture systems will be explored, as well as the parts that make them work. There will be a focus on local agriculture, as well as trends on the national and global level. This course also focuses on the business aspects of agricultural field. Topics covered will include trends in price, expenses and operating costs. Each student will leave the course with a business plan for their own agricultural-based business.

## Agriculture Technology

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

Agricultural Technology is a hands-on, career-focused course designed to introduce students in grades 9–12 to modern agriculture and the technologies that support food, fiber, and natural resource systems. Students explore how science, engineering, and technology are applied in agricultural production, mechanics, biotechnology, and environmental stewardship.

## Floriculture

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

This course will focus on the principles and elements of floral design. Students will learn about floral care, floral anatomy, flower identification and the proper use of floral tools. Students will create arrangements and designs such as centerpieces, boutonnieres and corsages. Students will explore careers within the floral industry. Students will learn through classroom experiences, guest speakers and field trips.

## New York & Beyond

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

This course will focus on the foundations of the various areas of local agriculture from the Phelps-Clifton Springs area to the greater area of New York and the Northeast. Students will focus on animal science, plant science, food science and agricultural mechanics. Students will be exposed to sustainable practices, local farming heritage and various career pathways in the agricultural industry. Students will learn through classroom experiences, guest speakers and field trips.

## Plant Science

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

This course will focus on general plant care and health. Students will build a basic agricultural knowledge of soil, plant anatomy, plant health & disease and plant care as well as careers associated with the industry. Students will grow and care for plants as well as maintain flower beds around campus and the MSS courtyards. Students will be exposed to plants through classroom experiences, guest speakers and field trips.

## Production Animal Science

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

This course will focus on livestock and production animals such as cows, horses, pigs, sheep, and goats. Students will explore the care and management, training and behavior, as well as the anatomy and health needs of these animals. Students will learn the nutritional and environmental needs for the animals to best produce and/or grow the products associated with each animal. Students will be able to explore our local production agriculture as well as careers related to the production animal industry. Students will be exposed to production animals through classroom experiences, guest speakers and field trips.

## Small Animal Science

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

This course will focus on the study of domestic, pet, and companion animals such as dogs, cats, rabbits, and other small animals in the pet trade. Students will explore the care, management, training, behavior, anatomy, and health needs of these animals. Students will learn how an animal's body works to utilize food and be healthy. Students will also explore careers related to the small animal industry. Students will be exposed to small animals through classroom experiences, guest speakers, and field trips.

## Veterinary Animal Science

*Recommended Grade Level: 10-12*

*Weeks: 40*

*Unit of Credit: 1*

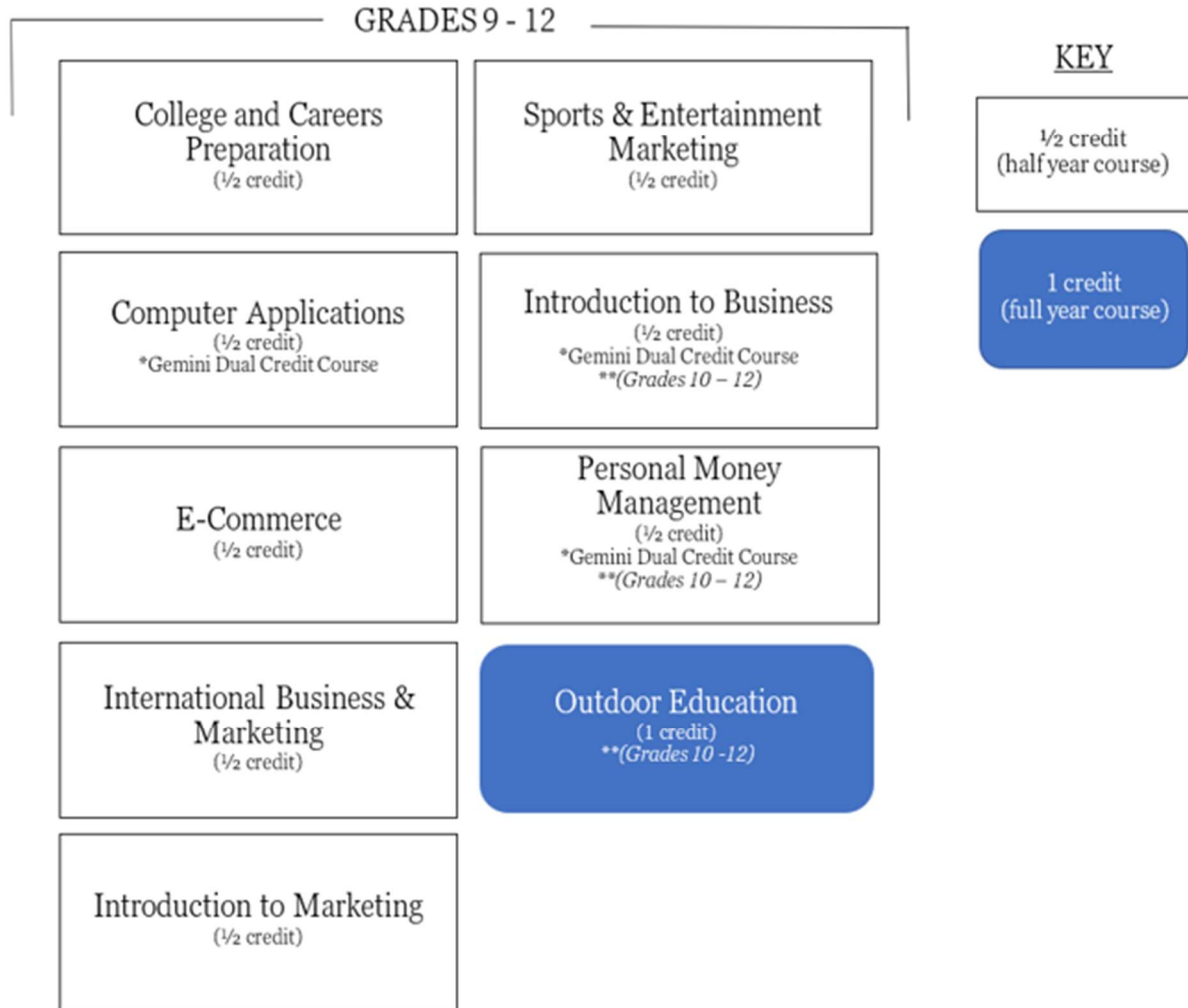
*Recommended Preparation: Small Animal Science **and** Production Animal Science*

This course will focus on the study of veterinary medicine. Focusing on both small and large animals, students will learn about anatomy and physiology as related to nutrition, reproduction, health, and the management of animals. Students will identify parasites and diseases, practice animal management techniques and master basic veterinary skills. Students will also be able to explore careers in the veterinary industry. Students will learn through classroom experiences, guest speakers and field trips.

# Business Course Descriptions

## Requirements for 5-Unit Sequence in Business

Students may earn a Regents Diploma with Advanced Designation by completing one unit of World Languages and five credits in Business.



## College and Careers Preparation

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

This course is designed to prepare students for life after high school. It will include an introduction to the world of work through career clusters, pathways, and work-related industries. Students will engage in career interest assessments, and personality tests, to enhance self-awareness. Using this knowledge, they will complete a career exploration project. A special emphasis will be placed on cover letters, job applications, resumes, and the interview process. Workplace soft skills, how to give effective presentations, and other communication will also be covered.

## Computer Applications

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Units ½*

*Recommended Preparation: None*

**College Credit: (FLCC) 3 credits – CSC 105: Core Word, Excel, & PowerPoint**



This is a dual enrollment Gemini course designed to teach students core skills in keyboarding, Microsoft Word, Microsoft Excel and Microsoft PowerPoint, which are Microsoft Office applications. This class is based on college-level curriculum. It will also explore website creation, Internet safety, E-commerce, careers and other relevant business topics. In addition, students will complete lessons on a Microsoft Simulation program called Learning.com. This course is weighted 1.1 when determining class rank and cumulative GPA.

## E-Commerce

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

E-Commerce is a course that will expose students to the framework of online business and marketing. Topics will include buying and selling, online marketing, website creation, and business logistics. Students will gain experience with a hands-on course work based on real-world examples. They will apply these skills and learn alternative perspectives through video case studies. There will also be a focus on entrepreneurship, internet laws/regulations, promotions, and strategic online advertising.

## International Business and Marketing

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

This course covers the world of international business. The course gives an overview of many concepts and traditions of international commerce. Some of these concepts include: consumer behavior, advertisements in various countries, goods and services of global markets, and the management of international business. Students will also study behaviors of companies such as McDonald's and Disney in an international setting. The capstone to this course will be a project where students pick a country and engage in a PowerPoint research project.

## Introduction to Marketing

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

Introduction to Marketing course covers fundamental concepts like creating customer value, understanding buyer behavior, and the marketing mix (Product, Price, Place, Promotion). Students will also learn to analyze markets, develop strategies, and use tools from market research and digital marketing to solve business problems. This course is ideal for providing a foundation for advanced business studies.

## Sports and Entertainment Marketing

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

Marketing has become one of the largest businesses in America today, especially in the sports and entertainment sectors. Every sporting event, movie, television/streaming series and accompanied product lines rely on marketing to promote and make them successful. Students will build a sports franchise while learning marketing concepts. Both with a partner and individually, students will build a marketing plan for a professional sports franchise. This will include branding, products, and stadium logistics. As part of your sports franchise, you and a partner will also be running an NFL fantasy football team. This course will also focus on the entertainment industry and the effect that marketing plays in it.

## Introduction to Business

*Recommended Grade Level: 10-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

**College Credit: (FLCC) 3 credits – BUS 131: Personal Money Management (pending FLCC approval)**



This course is designed to provide students an overview of basic business topics including history of business in the United States, economic systems, organizational structures, management, wants and needs, factors of production, economic indicators, basic financial management, business ethics and careers. This will also include entrepreneurship and the creation of a business plan. This course is weighted 1.1 when determining class rank and cumulative GPA.

## Outdoor Education

*Recommended Grade Level: 10-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: None*

This course is designed to get students outdoors in a hands-on setting. This course is based on the belief that exposing students to the outdoors, and teaching respect for the natural world, not only benefits the planet but makes the student a better person. The curriculum provides opportunities for students that are unique and interdisciplinary in their approach. Students will explore many different outdoor activities including camping, outdoor cooking, backpacking, hunting safety, fishing, watersports, archery, and wildlife conservation.

## Personal Money Management

*Recommended Grade Level: 10-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

**College Credit: (FLCC) 3 credits – BUS 131: Personal Money Management (pending FLCC approval)**



Do you want to know how to maximize your savings for your future? This is a small portion of what is covered in Personal Money Management. Students will buy stock and bonds and record their information to evaluate their decisions. This course will also cover areas such as credit management, insurance, banking services, and tax preparation. Prepare yourself to make good financial decisions! This course is weighted 1.1 when determining class rank and cumulative GPA.

# ***Family & Consumer Sciences Course Descriptions***

## **Clothing/Sewing**

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

Do you like fashion and sewing? This is an excellent elective course for those interested in the history of clothing and textiles, personal appearance, clothing design, selection, construction, and related career opportunities. A majority of time is spent sewing student-selected projects. This course, taken in conjunction with Home Décor, may be taken by any student to satisfy the high school art/music graduation requirement.

## **Home Décor**

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

Would you like to design your perfect living space? This interesting, practical course may be used as an elective for anyone interested in housing history, the housing choices available today for individuals or families at different income levels, and the careers related to this field. Interior and exterior housing design and furnishings will be explored. The course will emphasize project-oriented classwork. This course, taken in conjunction with Clothing/Sewing, may be taken by any student to satisfy the high school art/music graduation requirement.

## **Food for Today**

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

Do you like to cook....and eat? This course will include weekly food preparation and meal service, food purchasing, nutrition awareness, and related career exploration. This course is offered as an elective to any student who is interested in increasing their cooking skills through a variety of food lab experiences.

## **International Foods**

*Recommended Grade Level: 9-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

Do you like international foods? Through extensive preparation and sampling of exotic international foods, students will be taken on a world tour of the meal patterns and cultures of various countries, as well as regions within the United States. This is a good elective for a student taking a World Language or an extension of Food for Today.

## Baking & Pastries

*Recommended Grade Level: 10-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

If you have a sweet tooth, this class is for you. Students will make everything from breads to cookies and cakes to chocolate mousse. Students will learn the functions of various ingredients and how they affect the final product, as well as the techniques of mixing, measuring, and presentation. This course will give students enough hands-on experience to possibly get a job as an entry-level baker.

## Culinary Arts I

*Recommended Grade Level: 10-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: None*

Are you interested in learning how to prepare gourmet meals? In this lab-based course, students will cook a wide variety of foods. The areas covered are basic cooking techniques and baking and pastry making. Other areas include restaurant management, career development, and customer service.

## Culinary Arts II

*Recommended Grade Level: 10-12*

*Weeks: 20*

*Unit of Credit: ½*

*Recommended Preparation: Culinary Arts I*

This course will allow students to build upon knowledge from the Culinary Arts I course. Students will explore different topics of restaurant management, including recipe and menu development, inventory controls, operating budgets, and purchasing. Students will also work on the making and presentation of quality foods. Menus will be developed for lunch service that is marketed to the faculty.

## Eating for Fitness

*Recommended Grade Level: 11-12*

*Weeks: 20*

*Unit of Credit: ½*

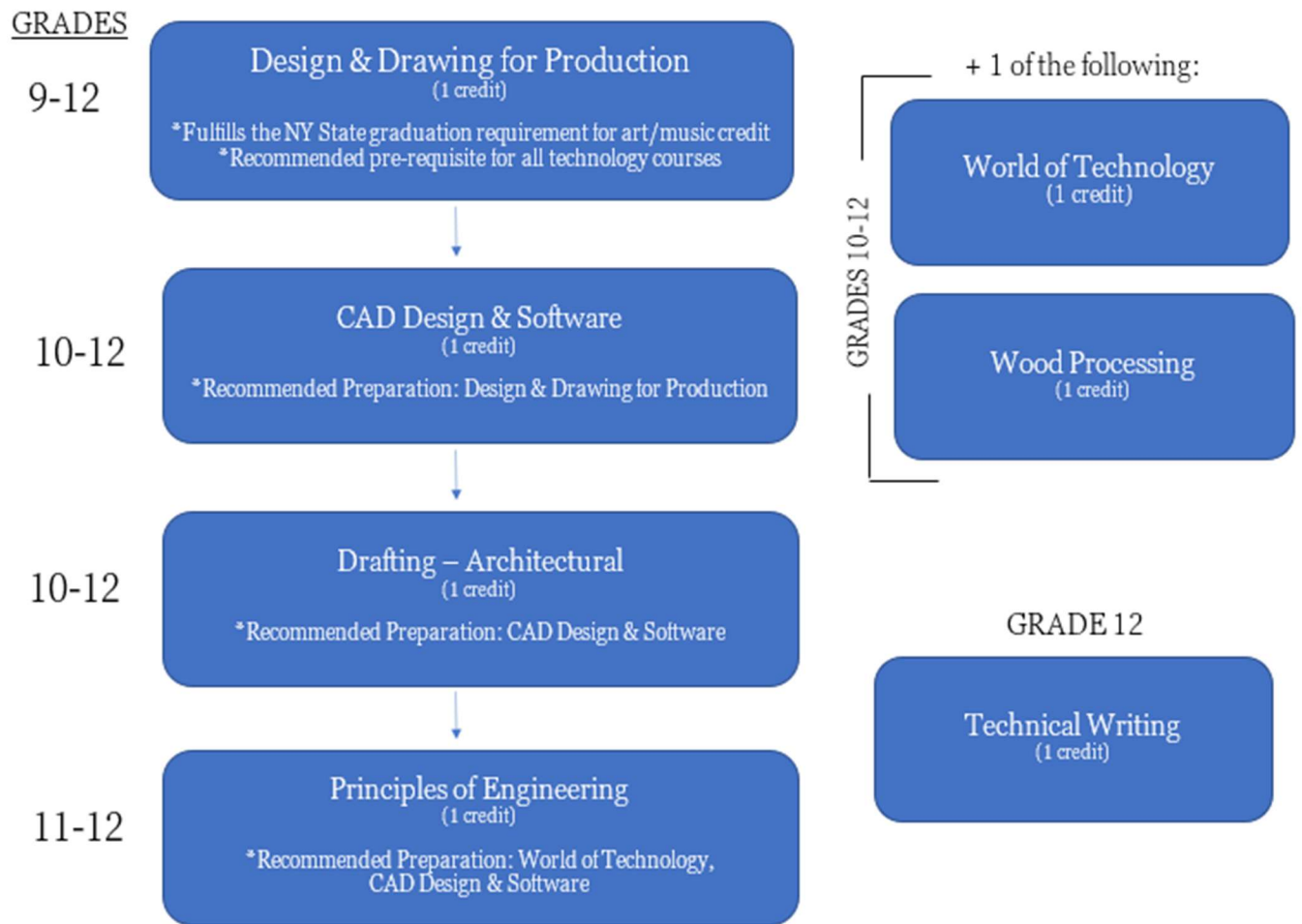
*Recommended Preparation: None*

**College Credit: (FLCC) 3 credits – NC 115: Introduction to Nutrition**



Would you like to take an elective course where you cook delicious food that is healthy for you, too? In this Gemini credit course, students can earn college credit for NS 115. Students learn the basics of nutrition and then have a cooking lab where they will cook various foods. This course is weighted 1.1 when determining class rank and cumulative GPA.

# Technology Course Descriptions



## Design & Drawing for Production

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: None*

This course may be taken by any student to satisfy the high school art/music graduation requirement. This course intends to provide opportunities in the areas of design and drawing through creative thinking, decision-making, and problem-solving experiences. Strategies of design and drawing appropriate to the 21<sup>st</sup> Century are emphasized by the problem-solving approach used in this course.

## CAD Design and Software

*Recommended Grade Level: 10-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Design & Drawing for Production*

This is a course which combines the basic skills needed to communicate ideas in a graphical format with the understanding and use of a 2D and 3D CAD program (AutoCAD). The student will be able to generate 3 view drawings and pictorial sketches. The student will also be able to

interpret and understand fully dimensioned drawings and create their own drawings using AutoCAD software. Understanding of the basic principles of 2D and 3D CAD will be reinforced to allow the student to quickly learn additional software packages in the future.

## Drafting – Architectural

*Recommended Grade Level: 10-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: CAD Design and Software*

This course is designed to give students experience in producing the construction drawings required to build a home using the latest CAD (Computer Aided Drawing) software. Students will design a home, draw construction detail drawings, and calculate materials and costs. Evaluation is based on drawing quality, estimating skills, and teamwork effort.

## Wood Processing/Production

*Recommended Grade Levels: 10-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Design & Drawing for Production*

This course uses hands-on approach to study materials and the methods of fashioning them into useful products. Along with instruction on the theory of processes, students will perform them using woodworking equipment, hand and power tools, and other specialized procedures. Each student will be able to develop his/her individual abilities and skills through projects and exercises. Wood and other materials will be used in this course. This course is highly recommended for vocational and technical degrees, as well as for engineering students. Successful completion of Design & Drawing for Production is highly recommended prior to enrolling in this course.

## World of Technology

*Recommended Grade Levels: 10-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Design & Drawing for Production*

This is an upper-level technology course open to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders interested in a course that meets a math or science credit. Students may also sign up for this course as a 1-unit elective, however, students in need of the math or science credit will be given priority for registration. This course is designed to apply math and science to technological concepts in a project-oriented environment. The drawing and design process will be emphasized throughout every project. Students will learn drawing fundamentals critical to technical communication. They will also learn how to use the latest Autodesk Inventor solid modeling software as a tool to create virtual models and assemblies of their projects before construction. Students will also explore areas of engineering as a part of this course. This course can be used to meet the 3<sup>rd</sup> math or science credit.

## Principles of Engineering

*Recommended Grade Level: 11-12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: World of Technology or CAD Design and Software*

This is a capstone course that applies advanced levels of design and problem solving. Students will apply the knowledge they have acquired from CAD Design and Software, World of

Technology, math, and science through hands-on projects. This course will thoroughly develop the student's ability to solve advanced-level real-world problems. Areas of study include advanced electronics, mass production and assembly line design, structural design, and advanced alternative energy concepts. This course can be used as a 3<sup>rd</sup> math credit.

## Technical Writing

*Recommended Grade Level: 12*

*Weeks: 40*

*Unit of Credit: 1*

*Recommended Preparation: Successful completion of at least one High School Technology course and successful completion of BOTH English/Language Arts III (11<sup>th</sup> Grade) and the Regents Examination in English Language Arts*

Technical writing prepares the student for the writing and interpretation skills needed to enter into a college level technical program, certificate program or directly into employment in a technical field. This course will teach students the skills of how to write precise, clear language for specific target audiences. Planning and organizing technical documents, writing proposals, procedural directions and instructional manuals along with how to create effective supplemental visuals and graphics for presentations and documents will be the main objectives of the course. This course satisfies the graduation requirement for the 4<sup>th</sup> credit of English/Language Arts.

# **COURSEWORK RELATED TO THE CDOS CREDENTIAL**

## **Ag Exploration**

*Recommended Grade Level: 9-12*

*Weeks: 40*

*Unit of Credit: ½*

*Recommended Preparation: None*

This course is designed for students pursuing the NYS CDOS credential. This course will focus on the study of plant and animal sciences, sustainable agriculture, and careers. Students will be exposed to a wide variety of agricultural topics through classroom experiences, guest presenters, and field trips.

## **Career Exploration & Development (9<sup>th</sup> – 10<sup>th</sup> Grade)**

*Recommended Grade Level: 9-10*

*Weeks: varied*

*Unit of Credit: varied depending on duration*

*Recommended Preparation: None*

This course is designed for students pursuing the NYS CDOS credential. Two vital components are emphasized; career-related classroom instruction and work-based learning experiences. The career-related instruction component emphasizes the understanding and development of a resume and the soft skills required to get and hold a job. The course may also include lessons about economy including supply/demand, budgeting and money, or business management. The work-based learning component is school-based entry level volunteer/career exploration opportunities that provide students with the opportunity to apply the skills learned in the classroom to actual work environments. Classroom time also includes guest presenters who share their career and life expertise.

## **Career Exploration & Development (11<sup>th</sup> – 12<sup>th</sup> Grade)**

*Recommended Grade Level: 11-12*

*Weeks: varied*

*Unit of Credit: varied depending on duration*

*Recommended Preparation: None*

This course is designed for students pursuing the NYS CDOS credential. Two vital components are emphasized; career and business related classroom instruction and work-based learning experiences. The career and business related instruction component emphasizes the understanding and development/updating of a resume and the soft skills required to get and hold a job. Lessons include learning about economy including supply/demand, budgeting and money, and business management. The work-based learning component is community-based volunteer/career exploration opportunities that provide students with the opportunity to apply the skills learned in the classroom to actual work environments.

# ***Finger Lakes Technical & Career Center***

The Finger Lakes Technical & Career Center offers a wide variety of hands-on, career-preparatory programs. Enrollment in these programs is a big commitment on the student's part and requires two years of attendance (in all cases except the New Visions Programs) at FLTCC. Enrollment in these programs also requires students to be on-track in all core subjects and graduation requirements.

The following two-year programs are currently available:

- AME (Advanced Manufacturing and Engineering) Academy
- Animal Science
- Auto Body Repair
- Automotive Technology
- Carpentry
- Computer Programming and Video Game Design
- Cosmetology
- Culinary Arts
- Diesel Technology / H.E.R.O. (Heavy Equipment Repair & Operation)
- Education Professions
- Electrical Trades
- Emergency Services Academy
- Graphic Media Production
- Health Professions

Additionally, the following one-year programs are available:

- New Visions Medical Careers
- New Visions Health Therapy Sciences

Please note the acceptance into the New Visions programs is highly competitive and requires a separate application and essay.

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## Course Descriptions (provided by FLTCC)

### **AME (Advanced Manufacturing and Engineering) Academy**

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

Students apply machining, welding, and CAD skills in different manufacturing operations. The machining and welding equipment includes lathes, mills, computer numerically controlled (CNC) machines, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, oxy fuel cutting/welding, as well as various precision-measuring tools. CAD software includes AutoCAD, SolidWorks, and Mastercam for designing and fabricating projects in the shop.

## Animal Science

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

The Animal Science program prepares students for a wide range of careers related to animal care. The class has a large variety of animals living on-site to learn from. In this program, students learn anatomy and physiology, safety, how to operate a small grooming business, and how to recognize healthy and unhealthy pets.

## Auto Body Repair

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

In Auto Body Repair, students rebuild vehicles damaged in accidents and restore classic cars. The program gives students the opportunity to practice learned skills on customer ordered work and projects. Seniors participate in a mandatory co-op. Each day the students display a drive for customer satisfaction and absolute quality.

## Automotive Technology

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

Automotive Technology students become skilled in diagnostics and repair, following national standards set by ASE. After guided practice on program-owned and customer vehicles, each student will be prepared for ASE test in each of the ten areas for ASE Student Certification. Seniors can participate in co-ops at local dealerships and independently-owned local businesses.

## Carpentry

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

The Carpentry program focuses on residential construction and remodeling. Students begin perfecting basic skills using industry standard tools. Students construct sheds during their first year, then apply those skills to construct a house for Habitat for Humanity. Students also may have the option of learning finish carpentry skills. The program employs a standardized curriculum developed by and consistently updated by construction trades industry experts through the National Center for Construction Education and Research (NCCER).

## Computer Programming and Video Game Design

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

Computer Programming and Video Game Design enables students to learn software development, game programming, and computer network support. After mastering Java programming, students may choose to specialize in computer programming and video game design or computer hardware and network operating systems through online tools and certification exams.

## Cosmetology

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

Over the course of the 2-year program, Cosmetology students learn all about hair, nails, and esthetics. Learning the theory and practicing the skills gives students the knowledge needed to prepare for the New York State Cosmetology Licensing Exam. Upon completion of 1000 hours, students may register for their NYS Boards and apply for their temporary NYS license to begin working in a salon. After taking and passing both the written and practical NYS exams, students will obtain a permanent license as a professional cosmetologist.

## Culinary Arts

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

The Culinary Arts program allows students to experience the restaurant business while working to build skills in a brigade-style commercial kitchen. Students will observe demonstrations and apply theory-based cooking techniques, constructing a wide range of dishes for different meals and settings. The program's first year focuses on the fundamentals of culinary skills and techniques. In the second year, students focus on building off the basics to a higher level of technique, which prepares them for an entry-level restaurant position or college/culinary school.

## Diesel Technology / H.E.R.O. (Heavy Equipment Repair & Operation)

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

In Diesel H.E.R.O, student are introduced to career areas in heavy equipment operation and maintenance. Students learn diagnosis procedures and skills integral to repairing and reconditioning machinery. Diesel H.E.R.O offers OSHA 10 and forklift certification. Additionally, students can prepare for a NYS Commercial Driver's license (CDL Class A & B).

## Education Professions

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

Students in Education Professions are immersed in a culture that expands their knowledge and experience in the areas of: special education, human development (physical, intellectual, social-emotional), professional ethics, developmentally appropriate practice (pedagogy), classroom management, lesson planning, positive guidance techniques, historical perspectives of education, research presentation skills, and career pathways in teaching and in human service careers. Students further develop their knowledge and skills as they complete field experiences in UPK-12 classrooms of their choice.

## Electrical Trades

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

In Electrical Trades, students learn the skills necessary to succeed in residential and commercial wiring fields. In addition, students learn electrical theory of commercial, residential, and alternative electricity. This program also provides instruction in the National Electrical Code and on-site work experience.

## Emergency Services Academy

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

The Emergency Services Academy prepares students for careers in the industry related to Criminal Justice and Emergency Medical Services. Students can graduate with either NYS Registered Guard License or Emergency Medical Technician 1 certification. Furthermore, students may earn AHA CPR/AED, First Aid, and the 100-hour Basic Protection First Responder course certifications.

## Graphic Media Production

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

The Graphic Media Production program teaches the Macintosh Operating System national skills standard and includes software instruction in Adobe Photoshop, Illustrator, InDesign, Dreamweaver, and Flash. This program provides instruction in design, layout, and the reproduction of artwork in advertising. Both hand and computer illustration skills are developed. At the end of each year, every student will have completed a creative portfolio for use during employment searches and the post-secondary application process. This course provides students with the basic technological skills necessary for careers in this growing industry.

## Health Professions

*Recommended Grade Level: 11-12*

*Weeks: 40/year*

*Unit of Credit: 4/year*

The Health Professions program provides the basic knowledge and competencies common to careers in the healthcare field. Students are prepared to meet competencies to become a Certified Nurse Assistant. Students take part in long-term care and hospital clinical experience that provide the added training and education requirements needed for the NYS Nurse Assistants Exam. The program includes exploration of other health-related careers.

## **New Vision Medical Careers\***

*Recommended Grade Level: 12*

*Weeks: 40*

*Unit of Credit: 2*

The New Vision Medical Careers program's goal is to provide an interdisciplinary and experiential learning opportunity to high school seniors interested in pursuing health careers. In cooperation with community hospitals, this one-year program offers college-level academics with extensive health care field exploration. Students routinely attend clinical rotations in their community hospital. The interdisciplinary classroom approach allows students to student English, government, economics and health sciences simultaneously and apply this practice-based learning in a multi-disciplinary professional environment.

## **New Vision Health Therapy Sciences\***

*Recommended Grade Level: 12*

*Weeks: 40*

*Unit of Credit: 2*

The New Vision Health Therapy Sciences program is comprised of lecture and experience-based instruction designed to prepare students for post-secondary study. Students have opportunities to learn from practicing professionals in the medical field and engage in a rich experience in the classroom as well as the possibility of engaging in field-based internships in various related professional settings.

\*Students apply to highly competitive New Vision Programs during their junior year. See your counselor for applications, usually available in January.