Clinton Senior High School Course Catalog 2026 - 2027

Grading Regulations

I. Introduction

A. Grading and reporting represent an opportunity for effective communication about student performance in relation to expected standards.

Grading and reporting require the collection of multiple sources of evidence on student learning, thoughtful evaluation of that evidence, and communication of the results of those evaluations to multiple audiences.

Students shall have the right to know the learning goals of each class and the general criteria used for determining academic grades. For each class, the teacher will provide the student with a written, age-appropriate description of those goals and criteria.

The teacher will provide, at the beginning of each school year, a written description of grading criteria for determining academic grades.

II. Student Scheduling and Grading

A. All students in grades 6-12 must be enrolled in at least 6 credits including physical education. Exceptions may be granted by the building principal in consultation with relevant staff.

B. A student's quarterly GPA will represent a weighted average factoring in all classes the student is enrolled – including Physical Education, Art, and Music Performance (band, orchestra, and chorus). All classes will report a quarterly grade. To qualify for Honor Roll, a student must have an average of 84.500 or higher. To qualify for High Honor Roll, a student must have an average of 92.500 or higher.

C. All classes that are not offered at Clinton Central Schools must receive prior approval from the student's counselor and building principal if a student is attempting to earn credit towards graduation. All approved classes will be factored in to the student's overall GPA.

D. If a student must take a medical leave from school, the building principal, in concert with the student support team, which may include, but is not limited to, the student's physician, school counselor, school nurse, and social worker, will create a mutually conducive educational plan focusing on core graduation requirements. All courses in which the student must withdraw from will be recorded on his or her transcript as, "W" – Withdrawn Excused.

E. In determining a quarter grade, teacher-determined averages will be rounded to the nearest whole number. Ex. 92.4 = 92%; 92.5 = 93%

F. In grades 7-12, the final grade for the year will be based upon an average of 10 week grades and final examinations.

1. For full-year courses, the final school grade (FSG) will be computed by adding the quarterly grades and the final exam together, then dividing by 5

$$FSG = \frac{(Q1 + Q2 + Q3 + Q4 + \text{Final Exam})}{5}$$

2. For all ½ credit courses, the final school grade (FSG) will be calculated by one of the two formulas below:

Semester ½ Credit Courses	Full Year ½ Credit Courses
$FSG = \frac{(Q1 + Q1 + Q2 + Q2 + \text{Final Exam})}{5}$	$FSG = \frac{(Q1 + Q2 + Q3 + Q4 + \text{Final Exam})}{5}$

3. For repeat-out courses – courses in which a student repeats a full-year course - to improve his/her final grade for one semester, the final school grade will be determined as follows:.

   $$FSG = \frac{(Q1 + Q1 + Q2 + Q2 + \text{Final Exam})}{5}$$

4. For all students in 6th grade, the FSG will be calculated by adding the total of 4 quarters then dividing by 4.

   $$FSG = \frac{(Q1 + Q2 + Q3 + Q4)}{4}$$

5. For quarterly classes, classes that are ten weeks in length in the middle school, a student's final school grade (FSG) will be determined by the student's class average which is based on the teacher's evaluation of the student's work and other measures as outlined in their course syllabus. If a final is administered, it will be part of their quarterly average as determined by the teacher and not weighted separately.

   FSG = Q1

G. All midterm exams will count as 1/3 of the 2nd marking quarter grade for 1 credit courses.

H. A student may re-take any Regents exam one time in which the higher of the two scores will be used to calculate the student's FSG for the course. The higher of the two Regents exams will be shown on the student's transcript. A student will waive his or her right to this if:
   1. A student has his or her exam invalidated due to the possession or use of an electronic device during a Regent's exam.

   2. The student does not attend his or her scheduled Regents exam due to an unexcused absence.

I. The lowest grade that can be assigned to a student in a full year course will be a 50, except for the 4th and final marking period. A student enrolled in a semestered or quarterly course cannot receive a grade below a 50 in any marking period.

J. Incomplete (Inc) grades <u>may</u> be used for a student who has not yet fulfilled the teacher's requirements for a course due to extenuating circumstances. A student will have two weeks after the close of the marking period (1st, 2nd, 3rd quarters) to complete the work to receive a grade. If the student does not complete the work within this two-week period, the teacher will calculate the grade accordingly. An incomplete may not be given in the 4th quarter, or as a final school grade.

K. Teachers may override an FSG to a higher grade but <u>not</u> a lower grade. If a calculated FSG is 63 or 64, it will be changed to 65.

L. In grades 6-12, courses with multiple sections/teachers that have a final exam, will administer a common end-of-course exam or final assessment.

M. Regents exams in any course will carry the same weight as any locally prepared final examination. In order to receive credit for a course in which a Regents exam is given, a student must have a final average of sixty-five (65) or higher.

N. Advanced Placement, Honors, and MVCC courses represent a significant academic challenge. Therefore, grades for these courses shall be weighted each marking quarter as follows for the purpose of calculating the student's quarterly grade-point average:

1. AP and SUPA – 8 percentage points
2. Honors – 5 percentage points
3. MVCC – 3 percentage points

The weighted grade-point average will be used to calculate honor roll achievement.

O. Advanced Placement (AP) courses provide high school students the opportunity to take college-level courses and potentially achieve college credit or advanced placement. A student is obligated to take all AP exams for classes in which he or she is enrolled. To avoid last minute collection of payment and incurring fees for ordering exams late, we require a student's payment on the last day of classes in October. Any parent or guardian experiencing financial hardship may apply in writing for assistance to help cover some or all of the costs of AP exams.

P. Honors courses provide an opportunity for students to challenge themselves to delve deeper into the curriculum than Regents level classes, while completing significantly more work. Due to the rigor of Honors courses, there is an academic requirement that must be met by students to enroll in an Honors course.

1. Middle School
   Students must have a class average of at least a 90% from the previous year's course to enroll in an Honor's course. For example, to enter Honors Algebra as an 8th grader, the student would need to have at least a final school grade of 90% in his/her 7th grade Math course. To enter Honors Science as an 8th grader, the student would need to have at least an average of a 90% in his/her 7th grade Science course.

2. High School
   Students will be given the opportunity to enter an Honors level course in the high school if he/she has a final average of at least a 90% in the previous year's course. For example, a student who earned a final school grade of 93% in Algebra may enroll in Honors Geometry the next school year if he/she so chooses. All appeals must be received by the building principal by the 2nd Friday in July.

Q. A student who is found cheating on a midterm or final exam will receive a "0" for the exam.

III. Withdrawal From a Course

A. If a student withdraws from an AP or Honors class to a regents course OR from a regents class to a non-regents class during the 1st three marking periods, the student's quarterly average(s) will transfer with the student. In the case of a student leaving an AP or Honors course for a regents course, the weighted grades of all completed quarters will transfer at their full value. The remainder of the student's grades will be weighted (if applicable) as per Section II, Part N.

B. If a student withdraws from a course during the first marking period, no record is kept. Students withdrawing from a course after the first quarter grading will receive a withdraw passing (WP) or withdraw failing (WF) as the FSG. It will be reflected on the permanent record.

C. Students may not withdraw from a course, if as a result, they fall below a minimum academic load (6 credits or 5 credits if 2 are AP/Honors + PE).

No student may withdraw from a course during the last marking period.

IV. Alternative Methods to Gain Course Credit

A. Students may gain course credit through two alternative methods:

1. Summer School – Students may enroll in summer school and retake a course. The FSG from summer school will be accepted as reported and calculated into the student's cumulative GPA.

2. Repeating Out – Repeating out for one semester to earn a full year credit in a course in which the student has completed the required seat time. The student may repeat either the 1st or 2nd semester. The student is required to retake the midterm or final exam at the end of the 1st or 2nd semester. A student may use the repeat-out option no more than twice in a given school year.

B. As preparation for retaking a Regents exam or because of interest in a particular subject, a student may audit a course with the approval of his/her counselor, parent, principal, and teacher of the course. All courses that are audited will be graded on a Pass/Fail scale (all grades greater than or equal to 65% will receive an FSG of "pass"). Course credit cannot be earned in a course that is audited. Students must request to audit a course by the second Friday in July.

C. Students may test out of up to 6 ½ Regents level courses by meeting the requirements of 100.5 of the Commissioner's Regulations for Diploma Requirements. For all courses that a student tests out of, he or she must score at least an 85% on the Regents exam or a 3 or higher on a state approved AP exam and successfully complete a project issued by a content area teacher. The project must be completed two days before the date of the Regents exam. The score, if greater than or equal to 85%, will be recorded on the student's transcript as their FSG for the course and will be used in the calculation of the students cumulative average. The conversion chart for AP scores to a numerical average are as follows:

AP Score	Numerical Grade Appearing on Transcript
5	100
4	95
3	85

D. In courses where there are no Regents or other state-developed or state-approved assessment as outlined in the Commissioner's Regulations, Clinton High School allows testing out for placement purposes with no course credit. This option may not be used in required courses. Students will be required to complete a project and receive an 85% or higher grade on the final exam to be placed in the next level course.

V. National Honor Society

A. Middle School

In April of each school year, seventh and eighth grade students have the opportunity to be inducted into the National Junior Honor Society. Criteria includes scholarship (students must have a cumulative GPA of 93 by the second semester of their seventh grade year for seventh grade inductions or by the second semester of their eighth grade year for eighth grade inductions); leadership service/ citizenship and character (see the middle school student handbook for more information).

B. High School

A student who has earned an overall cumulative GPA of 90.00 or higher at the conclusion of his or her sophomore year of high school will be invited to apply to become a member of Clinton's Chapter of the National Honor Society.

For any student who does not achieve the required GPA by the end of his or her sophomore year, he or she may be invited to apply at the conclusion of his or her junior year if the required GPA has been achieved. A faculty committee of five teachers, along with the faculty advisor, determines the final selections based on evidence of character, service, and leadership of each candidate.

VI. Graduation and Ranking

A. The top 10% of the graduating class will be ranked and made a routine part of the student's official transcript. Any student outside the top 10% may make a written request for their ranking to be provided on their transcript.

B. Final class rank for graduating students will be computed at the end of the 15th Quarter of his/her senior year. It will be calculated using all high school courses taken throughout the student's high school years. All high school courses taken at the middle school to satisfy graduation requirements will be factored in to class ranking.

1. The students attaining the top two positions in the final class rank will be designated as the valedictorian and salutatorian respectively. In the case of a numerical tie for either position, co-winners will be honored.

2. Students transferring into the district must complete their final two (2) years of secondary education at Clinton High School in order to be eligible for the positions of salutatorian and valedictorian. Such transfers will be ranked and are eligible for all other awards.

3. Students who elect to graduate a year early will not be eligible for valedictorian or salutatorian status. Such students will be ranked and are eligible for all other awards.

C. All students achieving designated levels of excellence will be honored. The achievement levels of the students will determine how many are honored in any given year. The school is not arbitrarily indicating a finite number of scholars. The levels of recognition are as follows:

1. Any student achieving a 90+ weighted cumulative Grade Point Average at the end of 15 Quarters will be awarded his/her diploma "With Honors" as a separate and distinct designation.

2. Any student achieving a 94+ weighted cumulative Grade Point Average at the end of 15 Quarters will be awarded his/her diploma "With High Honors" as a separate and distinct designation.

3. Any student achieving a 97+ weighted cumulative Grade Point Average at the end of 15 Quarters will be awarded his/her diploma "With Highest Honors" as a separate and distinct designation.

D. Any senior wishing to be designated as the senior spokesperson at graduation would apply in writing to a committee composed of a senior high administrator, 2 senior high faculty and 2 representatives from the junior class – the Junior Class President and Vice President. The committee would select no more than five (5) students from the applicants to audition. The committee would then select one of those five to be one of the designated speakers at graduation. The other designated speakers would be the Valedictorian, Salutatorian, and Senior Class President - whom presents the Senior Class gift. The Senior High Principal would review the commencement speeches before graduation.

VII. Academic Requirements for Extracurricular Activities

A. These guidelines apply to all middle and high school extracurricular and athletic activities in which students participate, with the exception of junior prom and senior ball.

B. It is the responsibility of teachers to provide an evaluation of students commencing with the third full week of school for the first and second semesters. Subsequently, every two weeks, a formal report will be completed by all teachers to identify students who are failing either for the quarter and/or the bi-weekly reporting period. All teacher grades should be entered and completed by the close of school (2:15 p.m.) on Wednesday of the reporting week. The principal or designee(s) will tabulate the information and are responsible for notifying respective teachers

and/or coaches.

1. A student failing two or more courses when grades are submitted during the reporting week will become ineligible for one week (Monday - Sunday). While ineligible, the student must practice and attend events and/or contests.

    a) During the week of ineligibility, the student must meet with his or her teacher(s) to discuss the areas(s) in which he or she needs to improve and attend extra help sessions as directed by the student's teacher(s).

    b) On the Friday of the week of ineligibility, an administrator or his or her designee will run the updated grade report for that week only.
        (1) If the student is no longer failing two or more courses, he or she shall be fully reinstated on Monday.
        (2) If the student is still failing at least two courses, the student will remain ineligible to participate in events or contests for an additional week (Monday - Sunday).

2. The parent or guardian shall be notified in writing (form letter) by the school that the student is ineligible, and the period of such ineligibility. The student shall be notified when he or she becomes eligible.

C. Students who have been classified by the Committee on Special Education and who are failing two or more courses shall be subject to review by building administration.

D. APPEAL PROCESS: There shall be an appeal process which, if exercised, shall commence with the student discussing/clarifying the failures with his or her teacher(s). If, after such discussion, the failure(s) continues to be in dispute, a student and his or her parent or guardian may request a meeting with the Director of Athletics and building administrator and, if necessary, the student's teacher(s). If the dispute continues after this stage, the parent or guardian may appeal the decision to the Superintendent or his or her designee.

E. It shall be the responsibility of the school to provide a copy of these guidelines to all students desiring to participate in any school activity. It shall be the responsibility of the parent or guardian and the student to review these regulations.

VIII. Transcripts

A. Grades from previous schools will be accepted as submitted on the student's official transcript.

1. Numerical grades are accepted at par value in which no additional weighting will occur.

2. Letter grades are converted to numerical grades as seen in Table 1.

3. Some colleges request a transcript be converted to a grading system on a 4.0 scale instead of a 100 point scale. The scale in Table 2 will be used for this purpose.

4. For students who transfer in from another country, all courses completed will be reflected on Clinton Central School's Transcript as "Pass" or "Fail". When applying to colleges, the student's transcript from his home country in addition to his/her transcript from Clinton Central School will be sent.

B. All students transferring into the district will be made aware of this policy at an initial counseling session.

C. The Counseling office will contact the sending school district to verify the conversion.

New York State Graduation Requirements

A requirement for graduation from high school in New York State is proving competency in required subjects and credits. Students demonstrate competency by passing Regents examinations in required areas of study. The following tables indicate the examinations that must be passed by students to earn a NYS diploma.

Table A: NYS Regents Requirements for Graduation

Competency Areas & Examinations to be Passed	Local	Regents	Regents with Advanced Designation
English - Grade 11	Regents Exam in ELA Passing Grade 55-64*	Regents Exam in ELA Passing Grade 65	Regents Exam in ELA Passing Grade 65
Global History & Geography- Grade 10	Regents Exam in Global History & Geography Passing Grade 55-64*	Regents Exam in Global History & Geography Passing Grade 65	Regents Exam in Global History & Geography Passing Grade 65
U.S. History & Government- Grade 11	Regents Exam in U.S. History & Government Passing Grade 55-64*	Regents Exam in U.S. History & Government Passing Grade 65	Regents Exam in U.S. History & Government Passing Grade 65
Living Environment - Grade 9	Regents Exam in Living Environment Passing Grade 55-64*	Regents Exam in Living Environment Passing Grade 65	Regents Exam in Living Environment Plus An Additional Science Regents Exam Passing Grade 65
Math-Grade 9	Regents Exam in Algebra Passing Grade 55-64*	Regents Exam in Algebra Passing Grade 65	Regents Exam in Algebra, Geometry, Algebra II/Trig Passing Grade 65
Foreign Language	Checkpoint A Exam Passing Grade 55-64*	Checkpoint A Exam Passing Grade 65	Checkpoint A & B Exams Passing Grade 65*
Students must score a 65 or above on <u>five</u> required Regents exams or NYSED Department-approved alternative assessments utilizing options through the 4+1 Pathways to Graduation Regulations			

All students must complete 20 academic units of credit plus 2 units of Physical Education for a Local, Regents, or a Regents with Advanced Designation diploma. Clinton High School also requires that each student complete a research paper and a 10-hour community service project.

Students can pursue a 5 unit sequence in art, music, and CTE in lieu of the 2 additional foreign language credits and Checkpoint B exam needed to earn a Regents Diploma with Advanced Designation.

<u>Compensatory Safety Net Options for Students with Disabilities</u>:

**Students with disabilities must score a 55 on the English and Algebra Regent exams. The student must earn a 65 or higher on one or more required Regents examinations to compensate, on a one-to-one basis, for each required Regents examination in which he or she received a score of 45-54.*

For students with disabilities working towards an alternative commencement credential: *New York State Career Development and Occupational Studies Commencement Credential requires an annual career plan, career related coursework (216 hours), work based learning experiences (54 hours minimum), and an employability profile.*

Table B: NYS Credit Requirements for Graduation

Required Courses	Grade(s)	Local	Regents	Regents with Advanced Designation
English	9, 10, 11, 12	4	4	4
Social Studies	9, 10, 11, 12	4	4	4
Science	9, 2 more years	3	3	3
Mathematics	9, 2 more years	3	3	3
Health Education	10, 11, or 12	½	½	½
Foreign Language	7 & 8, 9, 10	1	1	3*
Art and/or Music	9, 10, 11, or 12	1	1	1
Other Course/Electives	9, 10, 11, 12	3.5	3.5	1.5 to 4.5
Physical Education	9, 10, 11, 12	2	2	2
TOTAL ACADEMIC CREDITS		**22**	**22**	**22**

**Students can pursue a 5 unit sequence in art, music, and CTE in lieu of the 2 additional foreign language credits and the Checkpoint B exam needed to earn a Regents Diploma with Advanced Designation.*

Pathways to Graduation

The 4+1 option would allow students to take four of the five required Regents exams in addition to one of the following comparably rigorous examinations from a STEM, Career and Technical Education (CTE), Biliteracy, Humanities, or Arts field of study. Students have an opportunity to pass one of the following assessment pathways:

- Humanities Pathway: One additional social studies Regents exam or NYSED Department-approved alternative
- STEM Pathway: One additional Regents exam in a different course in mathematics or science or a NYSED Department-approved alternative
- Biliteracy Pathway: An assessment in a Language Other Than English (LOTE) approved by the NYSED Commissioner.
- CTE- A Career and Technical Education assessment approved by the NYSED Commissioner, following successful completion of an approved CTE program.
- Arts-An assessment approved by the NYSED Commissioner.

Dual Credit Information

1. **Mohawk Valley Community College**

   a. Students will be invited to register for dual-credit during the fall or spring semester. Upon successful registration and completion of all course requirements, students will be eligible to receive MVCC credit.

   b. Students who register for dual-enrollment courses through MVCC will have grades reported on a MVCC transcript. Students may withdraw their MVCC enrollment up to 4 weeks before the end of the semester.

2. **Syracuse University Project Advance (SUPA)**

   a. **Biology** - Students must be at least a junior to enroll in SUPA Biology or SUPA Accounting. Students and their families are responsible for the financial cost of the class in which their child is enrolled. The cost per credit hour is $115. SUPA Biology is an 8-credit course; SUPA Accounting is a 4-credit course.

3. **Rochester Institute of Technology**

   a. **PLTW Courses** -PLTW Courses - All students in a PLTW course will take a PLTW issued End of Course (EoC) exam that is graded on an RIT letter grade of A, B, or C. To qualify a student has to have a final class average of at least 85%, and score in the A-C range on the EoC exam. Teachers send grades from the End of Course assessment exam to RIT and will notify you if you qualify to apply for transcripted college credit from RIT. To be awarded college credit, you must complete the online registration and submit your payment, either by credit card or check payable to RIT, of $240 for a 3 credit course. The registration and payment deadline for classes is November 2nd of that year. You may be eligible to receive a Project Lead The Way scholarship from RIT - up to $8,000 per year.

Dual Credit Courses And Transcript Information 2026-2027

Transcripts: Hamilton, M.V.C.C., RIT, S.U.P.A., Utica University

For students who have earned credit through our dual enrollment courses or through our Bridge programs at Hamilton, MVCC, RIT, SUPA, or Utica College, our Counseling Office cannot access these college transcripts. Students need to contact the college registrar's office to request a transcript. It may take some time after graduation for each college to have a final version of your transcript available. Please be sure to check that your grades are finalized. See the transcript request sites below for further information.

AP-https://account.collegeboard.org/login/login?appId=319&idp=&DURL=https%3A%2F%2Fsatsuite.collegeboard.org%2F MVCC- https://www.mvcc.edu/student-handbook/academics/transcripts.php

**Please note that MVCC's transcripts are usually not available until the 2nd week of July.*

Syracuse University Project Advancement (SUPA)- https://supa.syr.edu/transcripts/

Utica University- http://www.utica.edu/academic/registrar/Transcript/transcripts.cfm

RIT-https://www.rit.edu/academicaffairs/registrar/transcripts

Clinton Course	Teacher	ID #	College	College Course Code	College Course Title	College Credits
Personal Finance	Donley	578MV	MVCC	BM 108	Personal Finance	3
Intro to Business	Donley	569b	MVCC	BM 100	Introduction to Business	3
Spanish IV	Pavone	473	MVCC	SP 102/201	Elementary Spanish 1 Intermediate Spanish 1	6
French IV	Wratten	480	MVCC	FR102/201	Elementary French 1 Intermediate French 1	6
Mandarin Chinese 4	Chang	482MV	MVCC	FLL 211/212	Intermediate Chinese 1,2	6
AP Spanish	Pavone	488	MVCC	SP 202	Intermediate Spanish,2	3
AP French	Wratten	476	MVCC	FR 202	Intermediate French 2	3
Precalculus Honors	Stanton	379	MVCC	MA 150	Precalculus	3
AP Calculus	Stanton	384	MVCC	MA 151	Calculus	3
Intermediate Algebra	Stanton	375	MVCC	MA 115	Intermediate Math	4
Statistics	Stanton	376	MVCC	MA 110	Elementary Statistics	3
Concepts in Math	Stanton	350	MVCC	MA 108	Concepts in Math	3
Intro. To College Math	Sanderson	349	MVCC	MA 089 MA 090 MA 091	Arithmetic Essential Math Skills Introductory Algebra	0 0 0
AP English Language	Colburn	85	MVCC	EN 101	English 1: Composition	3
English 12R MVCC	Colburn	88	MVCC	EN 101 EN 150	English 1: Composition Effective Speech	6
Part. in Government	Goodelle	192MV	MVCC	PS 101	American Nat'l Government	3
Strength & Conditioning	Bialek	6 scmv	MVCC	PE 111	Strength Training 1	.5
Design and Drawing for Production	O'Rourke	657	RIT	PLTW 101-88	Introduction to Engineering Design	3
Principles of Engineering	Milana	640	RIT	PLTW 102-88	Principles of Engineering	3
SUPA Biology	Washburn	230	SU	BIO 121/123/124	General Biology I and II	8
Advanced Placement Courses: Some colleges at their discretion will award credit for AP exam scores of 3-5. Please use the college websites to review their transfer credit policy. To access and send your scores, please log into your College Board account.						

ART

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Studio in Art	**850**	**1**	**n/a**	**n/a**	**n/a**
Studio in Art is a one year course that provides students with studio experiences using a variety of mediums and areas of art exploration such as painting, drawing, and sculpture. Projects will be based on the elements of art and principles of design and will engage the students in creating, presenting, connecting and responding to the arts. This exciting course will prepare students to acquire the skills necessary to take an advanced level art class, as well as meet the required one credit in the arts in accordance with the New York State Visual Art Standards outlined by the NYS Education Department. ***It is highly recommended that this full year course be taken in grade 9 so that students are prepared to take advanced art classes in their future years and to prepare those who wish to take an art sequence.***					
Studio in Art 1-1	**840**	**1/2**	**n/a**	**n/a**	**n/a**
Studio in Art (1-1) is a one year course to provide students with studio experiences using a variety of mediums and areas of art exploration such as painting, drawing, and sculpture. Projects will be based on the elements of art and principles of design and will engage the students in creating, presenting, connecting and responding to the arts. Students will acquire skills necessary to take an advanced level art as well as meet the required one credit in the arts in accordance with the New York State Visual Art Standards outlined by the NYS Education Department. This course is offered every other day for students who need flexibility in scheduling. Students are required to take two years of this before moving on in the sequence**.** ***It is highly recommended that students take the full year course if possible. However, if scheduling does not permit, this course should be taken in grades 9 and 10 to earn their 1 unit of study required for graduation.***					
Studio Art 1-2	**842**	**1/2**	**n/a**	**n/a**	**n/a**
Studio in Art (1-2) is a one year course to provide students with studio experiences using a variety of mediums and areas of art exploration such as painting, drawing, and sculpture. Projects will be based on the elements of art and principles of design and will engage the students in creating, presenting, connecting and responding to the arts. Students will acquire skills necessary to take an advanced level art as well as meet the required one credit in the arts in accordance with the New York State Visual Art Standards outlined by the NYS Education Department. This course is offered every other day for students who need flexibility in scheduling. Students are required to take two years of this before moving on in the sequence**.** ***It is highly recommended that students take the full year course if possible. However, if scheduling does not permit, this course should be taken in grades 9 and 10 to earn their 1 unit of study required for graduation.***					
Drawing & Painting I	**867A**	**1/2**	**n/a**	**n/a**	**n/a**
This course can be taken any time after Studio in Art has been completed, or while you are enrolled in the second half of Studio in Art. It is highly recommended that this course is taken before taking Advanced Placement Studio in Art. You do NOT need to take Drawing & Painting I before taking this course. However, it is also an excellent option for students who can not fit a full credit into their schedule but wish to stay involved in the arts. Through this course, you will have the opportunity to explore a variety of materials and techniques used to draw and paint. Emphasis will be placed on observational drawing skills, composition, and color. Projects will reinforce the skills needed to improve technical and imaginative design. Students will work with a range of media including pencils, colored pencil, charcoal, ink, acrylics, and watercolor. You will be exposed to a variety of artists, styles, cultures, and time periods to help you find your own path as an artist. Emphasis will be placed on a balance between your personal expression and your development of basic skills necessary for your success. ***This course is recommended for students in grades 10-12 who have completed Studio in Art and those who may be seeking an art sequence.***					

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Sculpture	**870A**	**1/2**	**n/a**	**n/a**	**n/a**
Sculpture & 3D students will explore new materials and techniques with an appreciation of sculptural three-dimensional forms. Materials such as clay, wood, fiber, metal, recycled materials, and plaster will be used to create original works of art. This course will also include group and individual problem solving experiences that will help the students develop an awareness and understanding of three-dimensional techniques from a variety of cultures and time periods***. This course is recommended for students in grades 10-12 who have completed Studio in Art and those who may be seeking an art sequence.***					
Photography 1-1/1-2	**860a/860b**	**1/2**	**n/a**	**n/a**	**n/a**
Through the photography courses, students will gain an understanding of lighting and composition while improving photographic concepts and visions. Students will learn how to use the digital camera to control aperture, depth of field, and more. They will also learn how to use the programs in the Adobe Design Suite to manipulate and strengthen their photographs. ***This course is recommended for students in grades 10-12 who have completed Studio in Art and those who may be seeking an art sequence.***					
Digital Media	**865**	**1**	**n/a**	**n/a**	**n/a**
This course is designed for students that are interested in being historians, journalists and artists. Students will be exposed to a variety of media including photography, page design, advanced publishing techniques, copywriting and editing. Students will gain useful, real world 21st century skills in time management, marketing, teamwork, and design principles through the production of a creative, innovative yearbook and photo blog as well as learn to manage and share information about school happenings through various social media sites.					
Multi-Media Production	**865R**	**1**	**n/a**	**n/a**	**n/a**
Students will be able to learn about and participate in various types of creative and technical aspects of filmmaking which includes short films/documentaries and media production. Students will have the opportunity to work as writers, researchers, news anchors, editors, producers, camera operators and/or audio technicians. Students will learn, through a hands-on approach, all of the roles and skills that are necessary to produce a live news broadcast on a daily basis. Students will be responsible for delivering the morning announcements each morning via a live stream broadcast.					
AP Studio Art: Drawing	**884**	**1**	**n/a**	**$99 exam fee**	**8 points**
Advanced courses are offered in coordination with the College Board and give the students an opportunity to earn college credit. Students may choose from a 2D Design or Studio Art portfolio. Students will become informed and critical decision-makers as they develop a portfolio that is personal to their individual talents and interests, while demonstrating mastery of 2-D design principles, drawing, and studio arts. This course will guide students in becoming college and career ready in the arts. ***These courses are recommended for students in grades 11 and 12 who have completed Studio in Art and at least one advanced art class. Students who plan to attend an art college should consider taking one of these courses in 11th grade to prepare their portfolios for college interviews. However, these courses are not limited to only students who are preparing for a career in art!***					

AP 3D Art	**e8**	**1**	**n/a**	**$99 exam fee**	**8 points**
This course is designed for the highly motivated student artist looking to define their own personal style while developing an exemplary portfolio for presentation. Collaborating with the art teacher and with the help of their peers, students will complete a variety of sketchbook journal activities, design challenges, and research investigations that will help to inform their thinking and inspire their decision-making.					
AP Studio Art: 2D Design	**888**	**1**	**n/a**	**$99 exam fee**	**8 points**
Advanced courses are offered in coordination with the College Board and give the students an opportunity to earn college credit. Students may choose from a 2D Design or Studio Art portfolio. Students will become informed and critical decision-makers as they develop a portfolio that is personal to their individual talents and interests, while demonstrating mastery of 2-D design principles, drawing, and studio arts. This course will guide students in becoming college and career ready in the arts. ***These courses are recommended for students in grades 11 and 12 who have completed Studio in Art and at least one advanced art class. Students who plan to attend an art college should consider taking one of these courses in 11th grade to prepare their portfolios for college interviews. However, these courses are not limited to only students who are preparing for a career in art!***					
Students have to complete Studio Art and Drawing & Drawing Painting as a prerequisite. It will combine theoretical learning with practical workshops, ensuring students gain a well-rounded understanding of both design principles and technical skills. The course will culminate in a final project where students will design and create their own garment, showcasing their work in a school fashion show.					

BUSINESS

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Business Law	**572**	**1**	**n/a**	**n/a**	**n/a**
Step into the world of legal frameworks and their impact on business and personal life with Business and Personal Law. This full-year course offers a comprehensive exploration of the legal principles that govern both commercial activities and personal matters. Designed for students interested in understanding the legal environment of business and how law affects everyday decisions, this course provides practical knowledge and critical thinking skills essential for navigating legal issues.By the end of the course, students will be equipped with a solid understanding of how legal principles apply to both business operations and personal life. This course is ideal for those interested in careers in law, business, or any field where legal knowledge is beneficial. No prior legal knowledge is required—just a willingness to explore the intersection of law and everyday life.					
Personal Finance MVCC	**578MV**	**1/2**	**MVCC 3-Credits**	**n/a**	**3 points**
This course is offered in collaboration with MVCC for dual credit and is your guide to mastering the essentials of personal finance. Learn how to create a comprehensive financial plan tailored to your unique goals, whether it's buying a home, funding your education, or securing a comfortable retirement. Gain practical skills in budgeting, saving, and investing wisely across stocks, bonds, and mutual funds. Understand the ins and outs of personal income tax, insurance, and estate planning. You'll also learn how to effectively manage credit and make informed financial decisions throughout your life. This course meets every other day and is designed to equip you with the knowledge and confidence to achieve your financial aspirations.					
***Advanced Personal Finance**	**E1**	**1/2**	**n/a**	**n/a**	**n/a**
Introduction to Financial Markets and Investing is a half-year elective course open to juniors and seniors. Understand the basic principles of investing and the stock market. Analyze and interpret financial news and its impact on markets. Evaluate different types of investments (stocks, bonds, mutual funds, ETFs). Understand the concept of risk and return in investing. Develop basic skills in reading and analyzing company financial statements. Create and manage a simulated investment portfolio. Understand the importance of diversification and long-term investing strategies. Recognize common investing pitfalls and how to avoid them. Develop critical thinking skills in making investment decisions.					
Introduction to Business	**569b**	**1/2**	**MVCC 3-Credits**	**n/a**	**3 points**
Students are provided an overview of small business operation/entrepreneurship and concepts in various business accounting, management, law, and finance subfields. This overview includes learning about making key entrepreneurial decisions, specific skills for successful entrepreneurs, developing business plans, obtaining financing for a personal business, the logistics of business ownership, and human resource development.					
Sports and Entertainment Marketing	**E2**	**1**	**n/a**	**n/a**	**n/a**
The Sports and Entertainment Marketing course will be a semester-long elective open to juniors and seniors. The course will combine theoretical knowledge with practical applications, featuring a mix of lectures, discussions, case studies, and hands-on projects. Topics covered will include: Introduction to Sports and Entertainment Marketing, Market Research and Analysis in Sports and Entertainment, Branding and Product Development, Sponsorship and Endorsement Strategies, Event Marketing and Management, Digital and Social Media Marketing in Sports and Entertainment, Public Relations and Crisis Management, Legal and Ethical Issues in Sports and Entertainment Marketing					

ENGLISH

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
English 9	**52C**	**1**	**n/a**	**n/a**	**n/a**
A literature rich curriculum including: classic short stories, excerpts of *The Odyssey* and longer works may include*: Romeo and Juliet Fallen Angels, October Sky and The Fault in Our Stars* supplemented with thematically related poems, newspaper articles, magazine articles, and related materials. This course will require students to employ reading comprehension skills, critical thinking skills, and to develop the ability to closely and attentively read texts in a way to help them understand and enjoy complex works of literature. Students will be challenged to make connections, analyze complex text, and support responses with text support. Students will compose written responses of varied lengths and complexities in response to readings that require analytical thought. Students will develop cogent reasoning and evidence collection skills, organization, the use of proper mechanics, usage and grammar (all of the proper conventions of the English language). The goal of the course is to help prepare students to be successful on both the New York State Regents exam for graduation and to be literate people prepared for success in college, career and life.					
English 9 Honors	**54C**	**1**	**n/a**	**n/a**	**5 points**
A challenging, literature rich curriculum that also includes challenging written assignments. The literature selections include classic short stories, excerpts from *The Odyssey, Romeo and Juliet, Wuthering Heights, A Tale of Two Cities, and I am Malala.* Additionally, various thematically related poems, selected myths, newspaper articles, magazine articles, and other related materials are included in the course work. This course will require students to employ reading comprehension skills, critical thinking skills, and to develop the ability to closely and attentively read texts in a way to help them understand and enjoy complex works of literature. Students will be challenged to make connections, analyze complex text, and support responses with text support. Students will compose written responses of varied lengths and complexities in response to readings that require analytical thought . Students will develop cogent reasoning and evidence collection skills, organization, the use of proper mechanics, usage and grammar (all of the proper conventions of the English language). The goal of the course is to help prepare students to be successful on the New York State English Regents for graduation and to be literate people prepared for success in college, career and life. This course is writing intensive and tests are longer and more involved. Assignments are lengthier and require more time and effort. Homework expectations are heavier. Students who enroll in the course should expect a heavier workload and to be able to work more independently.					
English 10	**62C**	**1**	**n/a**	**n/a**	**n/a**
This literature-based curriculum is designed to prepare students to be college and career ready through thorough reading and responding to both fiction and non-fiction selections. Special preparation for the reading and writing skills students will need for the English Regents examination, taken at the end of 11th grade, will be completed. Students will refine close reading and annotation skills, textual analysis that develops a central idea supported with textual evidence, writing from sources to make a well-supported argument, and improve higher order thinking. A review of grammar and vocabulary development, as well as 21st century skills and media literacy are also included in this course. Reading assignments are selected from the following: *Frankenstein, Othello, The Glass Castle, Born a Crime, Long Way Down, Lord of the Flies, Life of Pi*, along with various short stories, poetry, and non-fiction articles.					

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
English 10 Honors	**64C**	**1**	**n/a**	**n/a**	**5 points**
This course is designed as a Pre-AP class for students on track to take AP English Literature in eleventh grade. Additional preparation for the English Regents Examination will also be included. A major focus is placed on literary analysis, which will look through the lenses of structure and style, rhetorical devices, diction, figurative language, imagery, symbolism, tone, and theme. Writing well and with an eye for analysis is a cornerstone of this class. Vocabulary development and a review of grammar will be included. The course will explore challenging, high-quality literature - both fiction and non-fiction - with assessments and writing tasks that are parallel to the Regents and AP exams. Critical thinking skills are further developed through discussion, literary analysis, poetic analysis, and prose analysis. Close reading and annotation skills are refined through reading of major works that are drawn from a selection of World, British, and American literature, including, but not limited to: *Frankenstein, Oedipus Rex, Hamlet, Pride and Prejudice, Life of Pi, The Poet X, Long Way Down,* and *Born a Crime.* Additional readings include: various short stories, poetry, and non-fiction texts that examine the social, historical, and literary backgrounds of the major works.					
English 11	**72C**	**1**	**n/a**	**n/a**	**n/a**
English 11 Regents is a challenging literature based course that focuses on critical reading and analytical skills, discussion, and in depth and complex writing skills necessary for assessment on the NYS English Regents, MVCC dual credit in 12th grade, as well as, college and career readiness. In preparation for the English Regents assessment which students will take this year, students are offered a reading and writing program that features close reading, textual analysis and interpretation, argumentative and analytical essays, vocabulary building, and grammar review. This course builds on the progress made in 9th and 10th grade in particular with regard to close reading and analysis. The course also addresses skills that are assessed on college bound testing assessment such as SAT and ACT exams and the NYS Next Generation Standards. . Longer works may include: *The Crucible, Animal Farm, To Kill a Mockingbird, Dead Poets Society, The Great Gatsby, Fahrenheit 451, Of Mice and Men* and other selected short stories, poetry, speeches and nonfiction selections. The study of those selections also includes expository texts that examine the historical and literary background of the works as well as rhetorical devices and strategies found in fiction and non-fiction.					
AP Literature & Composition	**84**	**1**	**n/a**	**$99 exam fee**	**8 points**
The Advanced Placement Literature and Composition course challenges students to read and analyze complex texts with insight into what constitutes significant literature, literature as part of world culture, and an appreciation for a variety of literature. The course will explore challenging literature from a variety of time periods, literary movements and historical and cultural movements. Students will be exposed to a variety of short and full length works that are often assessed on the AP Exam as well as exposure to non-fiction-with questions and writing assignments that are parallel to the NYS English Regents.. Critical thinking skills are further developed through literary analysis, poetic analysis and prose analysis. Students will write several short and longer text analysis and argumentative papers and essays, and there is a great deal of independent reading and analysis required. The literature may include but is not limited to: *Macbeth, The Scarlet Letter, 1984, Animal Farm, Jane Eyre, The Great Gatsby, To Kill a Mockingbird, Of Mice and Men, and Dead Poets Society* and a variety of short stories, poetry, and essays from but not limited to: Hemingway, Thoreau, Martin Luther King Jr., Walt Whitman, to name a few. At the conclusion of the AP exam in May, the focus will shift to the types of questions and essays they will have on the NYS English Regents exam which they are required to take in June. This course addresses the AP standards and the NYS Next Generation standards as students will take the AP Literature exam in May and the New York State English Regents examination in June.					
English 12R MVCC	**88**	**1**	**6**	**n/a**	**3 points**
This course includes a review and development of all aspects of writing skills including literary essays, college application essays, personal essays, expository essays, research-based argumentative essays, and various forms of technical writing.					

Nonfiction selections include a selection of rhetorical patterns of development essays, *Listening is an Act of Love: A celebration of American Life from the StoryCorps Project, The Other Wes Moore, Unbroken, Night, Into the Wild, Tuesdays with Morrie, The Last Lecture,* and *This I Believe.* In addition, students will be eligible to earn six college credits through Mohawk Valley Community College as a dual-credit bearing course.					
AP English Language & Composition	**85**	**1**	**n/a**	**$99 exam fee**	**8 points**
The Advanced Placement English Language and Composition course challenges students to read complex nonfiction texts analytically and to write prose of richness, insight, and depth. Students compose works in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects, derived from text studied. In addition, students will complete a lengthy researched-based argumentative paper. In addition to shorter essays, text read may include the following: *Angela's Ashes, Listening is an Act of Love: A celebration of American Life from the StoryCorps Project, One Writer's Beginnings, The Elements of Style, On Writing: A Memoir of the Craft, Night, The Immortal Life of Henrietta Lacks, An Ordinary Man, This I Believe, and World of Wonders: In Praise of Fireflies, Whale Sharks, and Other Astonishments*. Students will take the AP exam in May. In addition, students will be eligible to earn three college credits through Mohawk Valley Community College as a dual-credit bearing course.					
Anthems for Change		**1/2**	**n/a**	**n/a**	**n/a**
What is the cultural relevance of music? How and why do songs become anthems for change? In Anthems for Change students will learn about transformative anthems and the artists behind the songs. Making cultural and thematic connections across genres, from folk to country to rock & roll to heavy metal and everything in between, this course is about exploring the power of music throughout the decades.					

HEALTH, PHYSICAL EDUCATION, FACS

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Health	**15**	**1/2**	**n/a**	**n/a**	**n/a**
All students in NYS must pass the high school Health education course in order to receive a high school diploma. Students in grades 10-12 enroll in a yearlong ½ credit course that meets every other day. Health class units include information and skills on a variety of health issues and current events including but not limited to: the multiple dimensions of health and behaviors to maintain wellness, mental health and coping skills, human sexuality and parenting, building and maintaining healthy relationships, nutrition, and substance abuse and addiction prevention. In addition, all students will be trained in CPR/AED and First aid, and will have the option to gain a 2-year certification through the American Redcross. This is a requirement for graduation. There are no prerequisites required before taking this class.					
Physical Education	**6**	**1/2**	**n/a**	**$12 for uniform**	**n/a**
The High School Physical Education program is a semi-elective program designed to give physical education classes, as well as the individual student, the opportunity to pursue his or her own needs and interests in physical education. The program consists of nine blocks, approximately four weeks in duration. Because team sports and lifetime fitness activities are offered in each block, individual students are provided with the opportunity to participate in a variety of activities throughout his or her high school career. The program is designed to meet the needs and interests of all students involved, and to fulfill the requirements for physical education as established by the Commissioner of Education, the New York State Learning Standards, the National Physical Education Standards, and New York's Next Gen Learning Standards. The Physical Education program will provide opportunities for skill progression and focus on differentiated instruction in order to maintain and improve the overall physical fitness of the students involved. The program will be challenging to each student, so that individuals will develop positive attitudes toward physical activities to facilitate lifelong fitness and wellness. A general awareness of physical well-being should be the ultimate goal of the student and is the goal the physical education program. Scheduling and class size may curtail the elective process for some students, but the ultimate goals will remain the same. Adaptive Physical Education will be offered to those students identified by the staff.					
Strength & Conditioning	**6sc**	**1/2**	**n/a**	**n/a**	**n/a**
This course is designed to enhance students' knowledge and skills in strength training using free weights and universal stations. Emphasizing safety and proper body positioning, students will learn effective techniques for building strength, endurance, and overall physical fitness. The curriculum also integrates components of anatomy and conditioning, providing a comprehensive understanding of how different exercises impact the body. This course will be an elective and will NOT be used to fulfill the physical education requirements.					
Introduction to Culinary Arts	**12gf**	**1/2**	**n/a**	**n/a**	**n/a**
Culinary Arts will provide students with instruction and practice regarding nutrition, principles of healthy eating, and the preparation of food. Among the topics covered are meal preparation, preserving nutrients throughout the food preparation process, food storage, baking, decorating, international foods and spices, safety, sanitation, and menu planning.					
Global & Gourmet Foods	**e6**	**1/2**	**n/a**	**n/a**	**n/a**

The Global and Gourmet Foods course introduces students to the ways in which the culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients used, and preferred cooking methods. Students will also examine the issues and conditions which affect the availability and quality of food in the global market. Current issues related to global nutrition from production through consumption will be explored. Through this investigation, students will understand and appreciate diverse cultures. Students will have the opportunity to examine the wide variety of career paths in the global and gourmet foods fields and identify the knowledge and skills necessary for success within these fields.					
Exploring Healthcare Professions		**1/2**	**n/a**	**n/a**	**n/a**
Exploring Healthcare Professions is a half-credit elective designed for students interested in learning about careers in medicine, nursing, physical therapy, medical technology, public health, and related fields. The course provides an overview of healthcare career options, education pathways, and workplace expectations. Students will engage in career research, case studies, hands-on activities, and guest speaker presentations from professionals in the field. Possible opportunities for job-shadowing or field trips to local healthcare facilities will also be explored.					
Nutrition		**1/2**	**n/a**	**n/a**	**n/a**
This elective explores how food impacts the brain, body, and overall wellness. Students will study macronutrients, micronutrients, hydration, digestion, and the role nutrition plays across the lifespan. Additional topics include food culture and access, media influence, sports performance, and special diets related to health conditions. Emphasis is placed on distinguishing nutrition facts from myths and applying learning to real-world decisions. The course may include hands-on experiences and community-based learning opportunities, while also introducing career pathways in nutrition and healthcare.					

MATHEMATICS

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Algebra I	**304C**	**1**	**n/a**	**n/a**	**n/a**
This is the first mathematics course in the Regents sequence. The purpose of this course is to satisfy the Algebra requirement of the Next Generation Learning Standards adopted by New York State. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. This class is taught using a 1 period/2 period (A/B days) format so that students receive 39 additional minutes of instruction every other day. The use of graphing calculators is an integral part of this course and a TI-84 Plus CE calculator will be issued to all freshmen, sophomore, and juniors taking a math course. Students will take the Algebra I Regents exam in June.					
Algebra 1-1	**301C**	**1**	**n/a**	**n/a**	**n/a**
This is the first year in a two-year Algebra I course designed for students who benefit from additional math instruction (See Algebra I description). Students who enroll in this course will also complete Algebra 1-2 the following year, and will take the Algebra I Regents exam in June upon completion of this two year course. The use of graphing calculators is an integral part of this course and a TI-84 Plus CE calculator will be issued to all freshmen and sophomores taking a math course.					
Algebra 1-2	**317C**	**1**	**n/a**	**n/a**	**n/a**
This is the second year in a two-year Algebra I course designed for students who benefit from additional math instruction (See Algebra I description). Students who enroll in this course will take the Algebra I Regents exam in June upon completion of this course. The use of graphing calculators is an integral part of this course and a TI-84 Plus CE calculator will be issued to all freshmen and sophomores taking a math course.					
Geometry	**315C**	**1**	**n/a**	**n/a**	**n/a**
Geometry is the second course in the Regents mathematics sequence for high school students. The purpose of this course is to satisfy the Geometry requirement of the Next Generation Learning Standards adopted by New York State. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that a conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Geometry is meant to lead students to any understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. The use of graphing calculators is an integral part of this course and owning a Texas Instruments graphing calculator (TI-84 minimum) is most helpful. A TI-84 Plus CE calculator will be issued to all freshmen and sophomores taking a math course. Students will take the Geometry Regents exam in June. Prerequisite: Successful completion of Algebra I.					
Applied Geometry	**356R**	**1**	**n/a**	**n/a**	**n/a**
Geometry is the branch of mathematics dealing with shape and measurement. Applied Geometry focuses on the key concepts that provide a strong foundation in the essentials of Geometry. The emphasis is on practicing and maintaining skills, providing technical applications of geometry concepts, applying concepts to real-world problems, and providing time to explore each concept thoroughly.					

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Algebra II	**353**	**1**	**n/a**	**n/a**	**n/a**
Algebra 2 is a rigorous one-year course and is the third course in the Regents mathematics sequence for high school students. 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. One-quarter of the year has a high concentration of statistics. Trigonometry is further developed from what is initially introduced in the NYS Next Generation Geometry course. The use of graphing calculators is an integral part of this course and owning a Texas Instruments graphing calculator (TI-84 minimum) is most helpful. A TI-84 Plus CE calculator will be issued to all freshmen and sophomores taking a math course. Students will take the Algebra 2 Regents exam in June.					
Precalculus	**379**	**1**	**MVCC - 3 credits**	**n/a**	**3 points**
This is a one-year pre-calculus course similar to Mathematics IV, the course recommended by the New York State Bureau of Mathematics for the preparation for calculus. Pre-Calculus H places great emphasis on the study of functions. Conic sections, polar coordinates and graphs, sequences and series, limits, matrices, determinants, and vectors are also studied. The use of graphing calculators is an integral part of the Pre-Calculus H program owning a Texas Instruments graphing calculator (preferably at least TI-84) is very helpful. The majority of students who enroll in this course are accelerated juniors, who upon completion of the course, are prepared for a fifth year of high school mathematics, Advanced Placement Calculus AB. This course terminates with a school final. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. The requirements to receive credit include an appropriate placement exam result, a passing grade on the MVCC final, and a grade of C or above for the course. If these requirements are met, at the end of the school year the student can obtain a transcript from MVCC showing the completion of Pre-Calculus (MA150). Prerequisites: Algebra, Geometry, and Algebra II.					

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
AP Calculus	**384**	**1**	**MVCC - 3 credits**	**$99 exam fee**	**8 points**
This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. The purpose of this course is to prepare the students for advanced placement in college calculus. This course follows the syllabus of the College Board for Calculus AB. It consists of a full year's work in differential and integral calculus and related topics. The course is offered to accelerated seniors who have completed Pre-Calculus. AP Calculus is a college level mathematics course for which many colleges grant advanced placement and/or credit. A graphing calculator is required for this course. The students take the exam prepared by the College Entrance Examination Board during the first week of May. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. The requirements to receive credit include an appropriate placement exam result, a passing grade on the MVCC final, and a grade of C or above for the course. If these requirements are met, at the end of the school year the student can obtain a transcript from MVCC showing the completion of Calculus I.					
Statistics	**376**	**½**	**MVCC- 3 credits**	**n/a**	**3 points**
Statistics is a senior elective. This course introduces probability and statistics. Topics include graphs, tables, frequency distributions, measures of central tendency and dispersion, normal distribution, correlation and regression, probability, and inferential statistics. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. The requirements to receive credit include an					

appropriate placement exam result, a grade of at least 70 on the MVCC final exam, and a grade of C or above for the course. If these requirements are met, at the end of the school year the student can obtain a transcript from MVCC showing the completion of Elementary Statistics (MA110).

Intermediate Algebra	**375**	**½**	**MVCC - 4 credits**	**n/a**	**3 points**

This course is an entry level college mathematics course. It can be taken as a second semester course following the completion of Statistics (although Statistics is not a prerequisite). This course introduces intermediate algebra-level knowledge and skills. Topics include exponents and radicals, polynomial and rational expressions, functions and relations and their graphs, inequalities, and systems of linear equations. Linear, quadratic, rational, and radical equations are solved and are used in application problems. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. If the student takes the MVCC placement exam and places into MA115, as well as passes the course, he/she will receive a transcript from MVCC that shows that the student has completed Intermediate Mathematics (MA115).

Introduction to College Math	**349R**	**1**	**MVCC - 0 credits**	**n/a**	**3 points**

This course is for students who need to improve basic skills and understanding of pre-algebra and elementary algebra. It develops basic skills by focusing on language and concepts. Topics include whole numbers, integers, rational numbers, decimals, arithmetic computations, measurement and geometry, percentages, ratio and proportion, linear equations, polynomials, and an introduction to graphing lines. It develops problem solving skills with an emphasis placed on applications. An appropriate placement test result is required.

Concepts in Mathematics	**350**	**½**	**MVCC - 3 credits**	**n/a**	**3 points**

Concepts in Math is a course designed around mathematics that can be used in everyday life. It includes such topics as problem solving, geometry, statistics, consumer mathematics and trigonometry. The course emphasizes real-life projects over tests that may explore different strategies and plans for financing a car, affordability and mortgage on a house, school loans and the advantages of paying back quickly instead of long term, investment strategies, and calculating cost and design of simple renovations to a house. It is a continuation of the fundamentals of mathematics and is appropriate for students whose future college programs do not require a mathematics sequence. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive SUNY credit for successful completion of their course requirements. An appropriate placement test result or the completion of Introductory Mathematics is required. If students pass the final as well as pass the course with a C or above, he/she will receive a transcript from MVCC that shows the student completed Concepts in Mathematics (MA108).

MUSIC

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Music Theory	**940**	**1**	**n/a**	**n/a**	**n/a**
Music Theory I is open to students in band/orchestra/chorus, or students who play an instrument outside of school. (A basic understanding of written music is needed.) This course is designed to give students an understanding of the rules and principles, (or the "mathematics") involved in reading and writing music. The course also teaches students to analyze music aurally and visually. Understanding key signatures, scales, chord structures, and chord progressions on a visual and an aural level is the primary focus.					
AP Music Theory		**1**	**MVCC 3 Credits**	**n/a**	**n/a**
Symphonic Band	**936**	**1/2**	**n/a**	**n/a**	**n/a**
Membership is open to all students in grades 9-12 who play band instruments and have prior band experience. Students should be prepared to demonstrate knowledge and proficiency on their instrument by playing the following materials: Seven major scales, (these do not need to be memorized) Chromatic scale, (this does not need to be memorized) Etude or exercise of appropriate difficulty Instrumental lessons are required. The lesson consists of individual or group instruction one period per week and is scheduled on a rotating basis. Lesson materials will include lesson books, band music and small ensembles for more advanced players. Students should be prepared to make a commitment to learning from these materials by practicing on a regular basis. A minimum of three concerts per year are performed. The symphonic band may participate in other types of field trips and events. The performances are considered to be "exams"; therefore, credit will not be awarded to students who do not attend the performances without a legal excuse. Performance at the commencement ceremonies is also a requirement. Membership for the High School Orchestra is taken from the Symphonic Band on the director's recommendations.					
Mixed Choir	**945**	**1/2**	**n/a**	**n/a**	**n/a**
Membership in Mixed Chorus is open to students in grades 9-12. A variety of choral works are explored to acquaint the students with various types of choral literature, and to develop concepts and performance skills associated with varying musical content, structures, and styles. Choral techniques such as phrasing, tone quality, diction, rhythm, balance, blend, intonation, expression, and musicianship are stressed. At least two concerts per year are given. The chorus rehearses two and a half times per week. In addition, group vocal lessons are required and are a large part of your grade. Each student will be assigned to a one period lesson every other week. The performances are considered the same as examinations; therefore, credit will not be given to students who do not attend the performances without a legal excuse.					
High School Orchestra	**975**	**1/2**	**n/a**	**n/a**	**n/a**
The High School Orchestra consists of orchestral string players in grades 9-12 and brass, woodwind, and percussion students in grades 9-12. Admission for string students is by audition where they demonstrate knowledge and proficiency of the instrument. The wind and percussion students are recommended by the high school band director.. Instrumental lessons are required. The lesson consists of individual or group instruction one period every six days and is scheduled on a rotation basis. Lesson materials include lesson books, solo literature, orchestra music, and small ensemble repertoire for more advanced students.					

The orchestra presents a minimum of two concerts per year. Other types of musical activities and opportunities are available for students to further develop their musicianship. The performances are considered the same as examinations; therefore, credit will not be given to students who do not attend performances without a legal excuse.					
Guitar 101		**1/2**	**n/a**	**n/a**	**n/a**
This course is open to students in grades 9-12, with no prior music playing or reading required. Students will learn the basics of standard music notation and tablature notation, striving to imporve music literacy using a varied selection of music. Multiple styles of music will be performed, including folk tunes, Spanish, rock, blues, and more. Students will learn how to play using fingerpicking and strumming techniques and will perform individual melodies, harmonic accompanists, chords and more, playing from written notation and lead sheets, as well as playing by ear.					

SCIENCE

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Life Science: Biology	**257ng**	**1**	**n/a**	**n/a**	**n/a**
This course is designed to prepare students to explain, both accurately and with appropriate depth, the most important ideas about our living environment. Key concepts include unity and diversity, genetic continuity, evolution, reproduction and development, dynamic equilibrium in organisms, ecology and human ecology. Key units include: structure and function of living organisms, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, inheritance and variation of traits, natural selection and evolution, growth, development, and reproduction of organisms, human body systems and homeostasis, ecosystem stability and climate change, and biotechnology and bioethics. The class meets daily with an extra period every other day for laboratory work. A lab requirement must be met to be eligible to take the Regents exam in June.					
Physical Setting/Earth and Space Science	**252ng**	**1**	**n/a**	**n/a**	**n/a**
Regents Earth Science is designed to explore the Earth and Solar System. This laboratory-oriented course explores astronomy, topographic mapping, oceanography, geology, mineralogy, meteorology, and hydrology. An emphasis is placed on the concepts and principles essential to understanding the moving forces and history of the earth. The class meets daily, plus an extra period every other day for laboratory work. Students who select this course should have passed Algebra I and be enrolled in a higher level math course. A lab requirement must be met to be eligible to take the Regents exam in June.					
Environmental Science	**261**	**1**	**n/a**	**n/a**	**n/a**
This course is an introduction to environmental science. Topics include ecosystems and natural processes, biodiversity, energy, resource consumption and disposal, the Adirondacks, environmental policy, and global climate change. While the main focus is on the science of these topics, there will also be discussion of the social, political and economic factors that affect our ability to address environmental problems. It is expected that students have successfully completed Living Environment; successful completion of Earth Science would be helpful. The class meets for one period daily; it is not a lab-intensive course. There are various field trips scheduled throughout the year.					
Chemistry	**272**	**1**	**n/a**	**n/a**	**n/a**
Regents Chemistry is designed to introduce the student to a wide range of chemical applications. Chemistry is a study of matter, its composition, and the changes that matter can undergo. The course is structured to look at the fundamental principles of chemistry,					

and at the completion of the course, you should have a working knowledge of the basic principles. Topics that will be covered include: matter and energy, atomic structure, chemical bonding, the periodic table, stoichiometry, kinetics and equilibrium, acids and bases, reduction/oxidation, organic chemistry, and modern chemical applications. Each unit throughout the course will build on previous chapters. It is a full year course primarily for juniors who have had or are currently taking Algebra II. The class meets daily with an extra period every other day for laboratory work. The course culminates with the Chemistry Regents exam, and students must have successfully completed 1200 minutes of hands-on laboratory exercises in order to be eligible for the exam.

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Applied Chemistry	**270**	**1**	**n/a**	**n/a**	**n/a**
Applied Chemistry explores the fundamental principles that govern the properties of matter and how substances interact and change. Designed for students not enrolled in Regents Chemistry, this course emphasizes real-world applications through hands-on laboratory investigations and data analysis using both traditional and computer-based techniques. Topics include measurement, atomic structure, the periodic table, bonding, gas laws, properties of matter, solutions, chemical reactions, equilibrium, and acids and bases. Students will develop strong problem-solving skills and proper laboratory techniques while building a practical understanding of chemistry in everyday life. The course meets daily and concludes with a local examination.					
Applied Physics	**280**	**1**	**n/a**	**n/a**	**n/a**
Applied Physics allows students to explore the fundamental principles of physics. Topics of exploration include motion and the causes of uniform motion, energy, electricity and magnetism, and waves. Students will participate in experiential learning of the concepts through developing sound science and engineering practices. This course will prioritize concept development over mathematical processes. This course is designed for students who have taken Regents Living Environment and/or Everyday Science. The class meets daily for 1 period with no extra lab period. The course will culminate with a local examination .					

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Physical Setting/ Physics	**282**	**1**	**n/a**	**n/a**	**n/a**
In this physical science course, students will learn about the knowledge of nature and how mathematical formulas can be applied to the universe. Topics that will be covered include one and two dimensional motion, forces, energy, momentum, electricity, magnetism, light and sound waves, and nuclear physics. Students will learn how to approach problems from both an analytical and mathematical background. A good foundation in algebra and trigonometry is necessary in order to be successful in the course. The class meets daily with an extra period every other day for laboratory work. Students will take the Regents Physics examination in June and must complete the required 1200 lab minutes in order to sit for the exam. Recommended for 11th and 12th graders that have completed Regents Chemistry at a satisfactory level.					
AP Physics I	**275**	**1**	**n/a**	**$9 exam fee**	**8 points**
The Advanced Placement Physics 1 course is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; simple harmonic motion, and buoyancy. Students will develop scientific critical thinking and reasoning skills. A solid foundation in algebra and trigonometry is necessary in					

order to be successful in the course. Students will take the AP Physics 1 examination in May. Recommended for students that have completed Regents Physics; however, students who have achieved a score of 93% or better on 3 Regents exams in math have been successful in this course as a first year physics course.

AP Chemistry	**286**	**1**	**n/a**	**$99 exam fee**	**8 points**

Advanced Placement (AP) Chemistry is designed for students who have successfully passed Regents Chemistry and Physics and should be enrolled in Pre-Calculus or AP Calculus. AP Chemistry is equivalent to a college level general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, reaction and descriptive chemistry. The student will demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetic, thermodynamics, and descriptive chemistry. The class meets daily with an extra period every other day. Recommended for students who have completed Regents Chemistry with mastery.

SUPA Biology	**230**	**1**	**Syracuse University - 8 credits**	**$115 per credit**	**8 points**

General Biology I and II are a two-semester, eight-credit college course offered through Syracuse University at a significantly discounted tuition cost. The course teaches modern biological concepts, including classification of organisms, ecology, human influences on natural ecosystems, microscopy, cells, organic and inorganic chemistry, animal development, genetics, energy, and plant structure and function. During a session, the student may be asked to carry out an experiment, view a demonstration, interpret experimental results, make a drawing to document observations, and so on. Students who have taken the four core sciences (Living Environment, Earth Science, Chemistry, Physics) are encouraged to register if they desire a deeper understanding of the biological sciences and the natural world.

Forensics	**260f**	**1/2**	**n/a**	**n/a**	**n/a**

This course explores forensic science techniques used in criminal investigations. Students will develop critical thinking and practical skills, understand forensic science principles and methods, apply scientific techniques to analyze evidence, evaluate ethical issues in forensic investigations, and communicate findings effectively. Topics explored may include: Introduction to Forensic Science, Crime Scene Investigation, Trace Evidence Analysis, Fingerprint Analysis, DNA Profiling, Toxicology and Drug Analysis, Forensic Anthropology, Forensic Entomology, Digital Forensics, and Ethics in Forensic Science.

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Exploring Healthcare Professions	**E3**	**1/2**	**n/a**	**n/a**	**n/a**

Exploring Healthcare Professions is a half-credit elective designed for students interested in learning about careers in medicine, nursing, physical therapy, medical technology, public health, and related fields. The course provides an overview of healthcare career options, education pathways, and workplace expectations. Students will engage in career research, case studies, hands-on activities, and guest speaker presentations from professionals in the field. Possible opportunities for job-shadowing or field trips to local healthcare facilities will also be explored.

SOCIAL STUDIES

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Global History I	**152A**	**1**	**n/a**	**n/a**	**n/a**
Students will begin the exploration of history with early human life and end in the middle of the 18th century. In the following year, students will pick up from the mid 1700's and continue to the most recent events. All aspects of social studies, such as culture, geography, history, and economics are included in each grade. Both levels focus on expository writing in the content area, with a focus on Global History concepts as determined by the New York State curriculum.					
Pre-AP European History	**152R**	**1**	**n/a**	**n/a**	**5 points**
Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and confidence and helps to prepare them for AP European History. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants through higher order questioning, in-depth evidence based writing, and evidence based conversations. This course will focus on developing students content-area writing through short answers, long essay questions and document-based writing to help prepare them for the AP European History exam at the end of tenth grade.					
Global History II	**162A**	**1**	**n/a**	**n/a**	**n/a**
Students will continue from their Global I course beginning in the mid 1700's and continue to the most recent events. All aspects of social studies, such as culture, geography, history, and economics are included in each grade. Both levels focus on expository writing in the content area, with a focus on Global History concepts as determined by the New York State curriculum. At the end of Grade 10 students will take the Global History Regents exam, which is required for graduation unless completing an alternative graduation "Pathway."					
AP European History	**164**	**1**	**n/a**	**$99 exam fee**	**8 points**
Tenth grade students with motivation and excellent writing skills may select this course instead of Global History 10. Twelfth grade students may choose it as an elective. Students will be challenged to read extensively, analyze and debate historical perspectives, express historical understanding, and evaluate conflicting interpretations of history. Written expression is a major component of the course. Students should be prepared to spend 1 hour every night reading, writing and preparing for class discussion. All students take the AP exam in May. Sophomores also take the New York State Regents Exam in Global History in June which is required for graduation unless completing an alternative graduation "Pathway."					
United States History and Government	**172**	**1**	**n/a**	**n/a**	**n/a**
This course includes a chronological survey of United States history, with emphasis on the United States as a developing industrial and post-industrial nation. Constitutional and legal issues will be explored in depth, as will the problems of a dynamic industrial society in an increasingly complex and technology-oriented world. Previous historical knowledge (from Grades 7 and 8) will be called upon for background, comparison, and contrast. At the end of the course, students will take the U.S. History/Government Regents exam, which is required for graduation unless completing an alternative graduation "Pathway."					

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
AP US History	**174**	**1**	**n/a**	**$99 exam fee**	**8 points**
Eleventh grade students with high interest and ability in social studies may select this course instead of Social Studies 11. Twelfth grade students may choose it as an elective. Students are required to read broadly on a variety of topics before engaging in discussions, debates and writing exercises. Students will gain skills in assessing the relevance and reliability of historical material, as well as making interpretations and informed judgments. Students should be prepared for intensive writing assignments that require historical research and analysis. All students take the AP exam in May. Juniors also take the New York State Regents Exam in U.S. History/Government in June.					
AP American Government and Politics	**194**	**1**	**n/a**	**$99 exam fee**	**8 points**
Well-motivated and interested seniors can select this course. This reading-intensive course will give students an analytical perspective on government and politics in the United States. Students will gain familiarity with various institutions, groups, beliefs, and ideas that constitute U.S. politics. Economic policies and concepts are integrated into the course as well. Students should be prepared to spend a minimum of 1 -2 hours per night reading, writing and preparing for class discussion. All students take the AP exam in May.					
Participation in Government	**192**	**1/2**	**MVCC 3**	**n/a**	**n/a**
Government is a dual credit course offered through M.V.C.C. This course introduces the discipline of political science through the study of American government. Topics include the concept of the political system, democracy in theory and practice, the historical background and content of the Constitution, Federalism, and the role of the Supreme Court in civil rights. It stresses these aspects of the American political system: public opinion, voting behavior, the electoral system, political parties, and modern campaigning techniques.					
Economics	**182**	**1/2**	**n/a**	**n/a**	**n/a**
The course is comprised of four major units of study: 1. Economic Systems 2. Microeconomics 3. Macro economics 4. The United States and the World Economy Specific topics include supply and demand, the consumer, labor issues, measuring the economy, unemployment, inflation, and tax policy.					
Exploring Psychology	**198**	**1/2**	**n/a**	**n/a**	**n/a**
This course is offered to students in grades 11 and 12. This course includes exploration of psychological theories and their historical perspective. Students will examine and identify different theories of human behavior. Mind-set and motivation will be key factors in this course. The relationship between biology and upbringing will be examined in trying to predict and explain human behavior.					
Sociology		**1/2**	**n/a**	**n/a**	**n/a**
This course introduces students to the study of society and social behavior. Students will explore how individuals and groups interact, how social institutions shape daily life, and how factors such as culture, race, class, gender, and media influence identity					

and opportunity. Through discussion, case studies, and real-world examples, students will develop critical thinking skills and a deeper understanding of the social world around them.

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
International Studies I	**183**	**1/2**	**n/a**	**n/a**	**n/a**
This course will analyze the behavior of nations based on factors including domestic policy, nationalism, external impacts, international conflict, diplomacy, and conflict resolution. The function, structure, and operation of the United Nations also will be studied. In addition, students will practice public speaking through debate in parliamentary procedure based on research of topics chosen by students. There is a heavy emphasis on awareness of current world issues. You do NOT need to take International Studies I before taking International Studies II.					

SUPPORT SERVICES

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Learning Center	**43**	**n/a**	**n/a**	**n/a**	**n/a**
The Learning Center is a program created to support the main curriculum and enhance student learning. Learning Center offers a variety of services dependant upon students' needs. Some of the areas of concentration include: Reinforcement of content curriculum, organizational skills, study skills, and test taking strategies. The Learning Center instructor consistently collaborates with classroom teachers and counselors to provide the most appropriate level of support.					

TECHNOLOGY

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Design and Drawing for Production	**657**	**1**	**RIT - 3 credits**	**$240**	**3 points**
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.					
Principles of Engineering	**640**	**1**	**RIT - 3 credits**	**$240**	**3 points**
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. It is recommended students are enrolled in or already completed Algebra II. Students must complete DDP prior to enrollment.					
Construction/ Manufacturing 1/2	**662a/663b**	**1/2**	**n/a**	**n/a**	**n/a**
This course provides students with an understanding of the processes involved in residential construction. Students learn how to safely use shop tools. They will be doing hands-on projects around the school, and also help in the construction of musical sets here at CCS. The course helps students develop skills in design, estimating, utilities, and interior/exterior finishing. This course also offers an overview of the manufacturing processes used in industry. The students will study different materials (wood, metal, and plastics) that go into many consumer products used in everyday living. Through various projects students will see how materials are changed by shaping, cutting, bending and fabricating into finished products. Class projects will involve the engineering design process as students use traditional woodworking tools as well as 3D printing, CNC machining and laser cutting. Students will also make take home projects such as an Adirondack chair.					
Construction	**663**	**1/2**	**n/a**	**n/a**	**n/a**
This course provides students with an understanding of the processes involved in residential construction. Students will design and build a scaled model home, as well as participate in the construction of musical sets here at CCS. This course helps students develop skills in design, estimating, utilities, and interior/exterior finishing.					
Robotics	**656**	**1**	**n/a**	**n/a**	**n/a**
Course includes computer programming, robotics design using 3D modeling Onshape software, the manufacturing of custom components for the robot via 3D printing, CNC machining, and laser cutting. The students also have to prepare a portfolio of documentation and be able to present their designs at FIRST® Tech Challenge (FTC) competitions that we would enter. The students in the class would have to take the class for credit, and be active in the club which may require additional hours to work on the robot outside of class time. As an FTC team we would be required to participate in 2-3 qualifiers to earn a place at the regional championship. Depending on the team's success we may advance to state, national, or world competitions.					

WORLD LANGUAGES

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
French IC	**442**	**1**	**n/a**	**n/a**	**n/a**
These courses are designed for the student who has never studied a world language before, who is starting their study of a second world language, or who has not yet completed the one year state requirement. The student receives neither the intensity nor the complete coverage obtained by the student who takes the IA/IB sequence. Basic grammar and vocabulary necessary to enter Level II, along with some cultural awareness, are stressed in this class. A local exam will be given at the end of the course.					
Spanish IC	**443**	**1**	**n/a**	**n/a**	**n/a**
These courses are designed for the student who has never studied a world language before, who is starting their study of a second world language, or who has not yet completed the one year state requirement. The student receives neither the intensity nor the complete coverage obtained by the student who takes the IA/IB sequence. Basic grammar and vocabulary necessary to enter Level II, along with some cultural awareness, are stressed in this class. A local exam will be given at the end of the course.					
French II	**452**	**1**	**n/a**	**n/a**	**n/a**
The four modalities (speaking, listening, reading, writing) are emphasized at this level through the study of the required NYS themes and topics. Communicative skills continue to be taught through the three modes of communication (presentational, interpretive and interpersonal) along with grammar. Students build the foundation for the work that they will do in Level III. Understanding of target language culture is a strong component of this course. **Prerequisite: Level I or IC**					
Spanish II	**453**	**1**	**n/a**	**n/a**	**n/a**
The four modalities (speaking, listening, reading, writing) are emphasized at this level through the study of the required NYS themes and topics. Communicative skills continue to be taught through the three modes of communication (presentational, interpretive and interpersonal) along with grammar. Students build the foundation for the work that they will do in Level III. Understanding of target language culture is a strong component of this course. **Prerequisite: Level I or IC**					
French III	**462**	**1**	**n/a**	**n/a**	**n/a**
This course aims to strengthen the skills introduced in Levels I and II. In addition, students will take the French Checkpoint B examination which is administered at the end of the year. Communicative skills continue to be taught through the three modes of communication (presentational, interpretive and interpersonal) along with grammar. **Prerequisite: Level II**					
Spanish III	**463**	**1**	**n/a**	**n/a**	**n/a**
This course aims to strengthen the skills introduced in Levels I and II. In addition, students will take the Spanish Checkpoint B examination which is administered at the end of the year. Communicative skills continue to be taught through the three modes of communication (presentational, interpretive and interpersonal) along with grammar. **Prerequisite: Level II**					

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
French IV	**480**	**1**	**MVCC- 6 credits**	**n/a**	**3 points**
This is an honors course offered through Mohawk Valley Community College (MVCC). This course is designed for students who have successfully completed the Level III Regents exam with a B average or better and who have been recommended to participate in the program. After successfully completing this course, students will receive six college credits. The primary aim of this course is to refine the knowledge of grammar structures of the target language. In the second half of the year students will be introduced to Le Petit Prince in order to broaden speaking, reading vocabulary and comprehension, as well as to develop writing ability. Other Literary readings and sophisticated cultural materials will be introduced in the spring semester. A master teacher trained by MVCC will teach the course. Level IV is a prerequisite for Advanced Placement Honors level.					
Spanish IV	**473**	**1**	**MVCC - 6 credits**	**n/a**	**3 points**
This is an honors course offered through Mohawk Valley Community College (MVCC). This course is designed for students who have successfully completed the Level III Regents exam with a B average or better and who have been recommended to participate in the program. After successfully completing this course, students will receive six college credits. The aim of this course is to refine the knowledge of the structures of the target language to broaden speaking, reading vocabulary and comprehension, as well as to develop writing ability. Literary readings and sophisticated cultural materials will be introduced. A master teacher trained by MVCC will teach the course. Level IV is a prerequisite for Advanced Placement Honors level.					
French V/AP	**476**	**1**	**MVCC - 6 credits**	**$96 exam fee**	**8 points**
This is an Advanced Placement course focused on developing language skills and cultural understanding. The students read a variety of written works and examine selected film, all in the foreign language. Class discussions, papers and tests on the readings are also in the target language. The written works and discussions afford students the opportunity to deal with the cultural concepts and philosophies presented in the works through advanced grammar study. This course is level 202 and the students receive 3 credits through Mohawk Valley Community College					
Spanish V/ AP	**488**	**1**	**MVCC - 3 credits**	**$96 exam fee**	**8 points**
This is an Advanced Placement course focused on developing language skills and cultural understanding. The students read a variety of written works and examine selected film, all in the foreign language. Class discussions, papers and tests on the readings are also in the target language. The written works and discussions afford students the opportunity to deal with the cultural concepts and philosophies presented in the works through advanced grammar study. This course is level 202 and the students receive 3 credits through Mohawk Valley Community College					
Mandarin Chinese 2A	**497**	**1**	**n/a**	**n/a**	**n/a**
This is the first of a two-year sequence that will progress through the second level of traditional language study. This is a sequential course that continues teaching of Chinese beginning at the Checkpoint B of the New York State standards. The student enters the course with basic concepts of Chinese. Students build upon vocabulary, grammar and character writing. Students will begin to express themselves with some degree of fluency and fluidity in all four language skills of speaking, listening, writing, and reading. Prerequisite: Chinese 1C.					

Course Name	Course ID	Units (High School)	College Credits	Associated Fees	Weight of Course
Mandarin Chinese 2B	**492**	**1**	**n/a**	**n/a**	**n/a**
This is the second of a two year sequence that progresses through the second level of traditional language student. It is available only to students who have successfully completed the Mandarin Chinese sequence of courses through Level 2A. The student enters the course with solid skills and concepts of second language learning. The student also shows advancement progression of skills particularly in the writing and speaking of Chinese. In the sequential course Mandarin Chinese 2B, the student will continue to build vocabulary, grammar and character writing to show extended knowledge of the language to where the student is able to sustain lengthier conversations in the target language and write in Chinese with an element of fluidity and continuity. This is approached through all four areas of language learning: speaking, listening, reading and writing. The student advances in ability of expression with an increased degree of fluency and fluidity from the Mandarin Chinese 2A course. Prerequisite: Chinese 2A.					
Mandarin Chinese 3	**481**	**1**	**MVCC - 6 credit**	**n/a**	**3 points**
This course focuses on the advancement of the four skills of language learning: speaking, listening, reading and writing. It is designed to increase proficiency so that students are capable of communicating with a native speaker in such areas as socializing, obtaining information and expressing personal feelings. Grammar and vocabulary are studied through a variety of activities that deal with these areas. Increased emphasis will be placed on the writing of Chinese characters to expand the student's ability to write in Chinese. Students at this level are preparing for the Checkpoint B exam in June. Successful completion of this exam will provide students with a World Language sequence thus fulfilling one of the Advanced Regents Diploma Requirements. Prerequisite: Chinese 2A & Chinese 2B					
Mandarin Chinese 4		**1**	**MVCC - 6 credits**	**n/a**	**3 points**
The course is designed according to College Board AP requirements. If the curriculum is accepted by the College Board, students will have the option to take the AP examination. The AP Chinese language and Culture course is designed to be comparable to a fourth semester (or the equivalent) college/university course in Mandarin Chinese. The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: Interpersonal, Interpretive and Presentational. Students will develop necessary knowledge of the Chinese Language, including pronunciation, vocabulary, idiomatic expression, grammatical structures, and written Characters. The course will also develop the students' awareness and appreciation of the culture of Chinese-speaking people. Students will learn about various aspects of contemporary Chinese society and will compare Chinese culture with their own to help broaden their world view. Students will be exposed to a wide range of authentic materials of Chinese Language and culture. Students will strengthen their effective and independent learning strategies by applying their cultural knowledge in written texts and spoken language messages. The interpersonal mode involves spontaneous two-way interaction sustained for 2 minutes. Students will be able to express their personal views on a variety of topics. Students will continue to develop the ability to respond to Chinese people in an appropriate way. Students will learn computer typing of Chinese characters although handwriting skill is still essential. The assessment of the course will be AP exams or an internal Level 4 exam.					

CAREER AND TECHNICAL EDUCATION

Course Name	Course ID
Advertising Design/Multimedia Productions	**723 - Junior Year 723 - Senior Year**
This is a two-year course offering an overview of graphic arts fields including advertising, design, illustration, logo and symbol design, computerized graphic design, basic web page design and typography. First-year students learn design principles, advertising and marketing theories, basic computer operations and introduction to design software packages. Second year students create independent design projects in areas of interest including audio production, video production, digital photography and web page design. COLLEGE CREDIT AVAILABLE THROUGH: Bryant & Stratton College Mohawk Valley Communit	
Animal Science	**718 - Junior Year 718 - Senior Year**
Animal Science is a 1 year program offered to students during their junior or senior year. Students will earn 1 ELA credit & 1 Science credit along with 2 elective credits. Students in the Animal Science program study animal behavior, safe handling and restraint, anatomy and physiology, small animal care and management, health and disease, nomenclature and veterinary terminology. The lab setting for the course includes working with dogs and other small animals. Students have hands-on experiences in grooming and visit sites to view first-hand how animal science applies to a variety of careers. The Animal Science program has an articulation agreement with SUNY Cobleskill for three college credits in Small Animal Management.	
Auto Body Repair	**701 - Junior Year 702 - Senior Year**
The Auto Body program is designed to prepare students to become entry-level technicians. Firstyear students do plastic repair, small dent repair, re-finishing, and introduction to welding. When students return for their second year, they apply the first-year lessons on customers' vehicles in a state-ofthe-art lab, which includes a paint booth and frame machine. These lessons, learned over the scope of the two-year program, will prepare students to enter the auto body field. COLLEGE CREDIT AVAILABLE THROUGH: Alfred State	
Automotive Technology	**767 - Junior Year 767 - Senior Year**
Students in Automotive Technology learn to diagnose, service and repair many different systems in today's vehicles. Students also learn about computerized engine controls, emission controls, wheel alignment and how to perform New York State vehicle inspections. This program provides an excellent foundation to enter an automotive college program, the workforce or the military. Our Automotive Technology Program is accredited by the ASE Education Foundation at the Maintenance and Light Repair Level. Our instructor is an ASE certified Master Technician and also holds the Advanced Engine Performance and Maintenance and Light Repair certifications. Our graduates have excellent employment potential due to the need for qualified automotive technicians. COLLEGE CREDIT AVAILABLE THROUGH: Alfred State | SUNY Canton | SUNY Morrisville | University of Northwestern Ohio	
Conservation	**712 - Junior Year 713 - Senior Year**
The Conservation program is a blend of classroom instruction and outdoor hands-on learning, with the importance of a favorable work ethic stressed. Students acquire skills in forestry, fish and wildlife management, heavy equipment operation, timber harvesting, chainsaw operation and maintenance, tree climbing, map and compass reading, GPS, surveying and more. In our greenhouse, students become skilled in hydroponics, aquaculture and plant propagation. Seniors in Conservation can pay a reduced fee and be eligible to receive three college credits from SUNY Morrisville in their Environmental Science (ENSC 100) course. Additionally, eligible graduates of the program may secure up to six college credits from Bryant & Stratton or SUNY Cobleskill through articulation agreements .Students will earn 4 elective credits in their junior year and 1 ELA, 1 math, 1 Science, and 1 elective credit during their senior year.	

Course Name	Course ID
Construction Trades	**729 - Junior Year 730 - Senior Year**
The Construction Trades program teaches basic skills in residential construction as students gain experience in foundation work, rough framing, roofing, siding, drywall, solar panel installation and our newly expanded modules of plumbing and masonry. Students learn how to use and maintain trade tools properly and safely. In addition, they receive instruction in building codes, blueprint reading and the application of trade math. Our talented students engage in various projects on and off campus. COLLEGE CREDIT AVAILABLE THROUGH: Alfred State | Mohawk Valley Community College	
Cosmetology	**734 - Junior Year 735 - Senior Year**
This program is designed to provide students with marketable skills to enter the field of cosmetology. Once the skills are acquired, students perform services for customers in a salon setting. With further training and experience, and upon completion of the required 1,000 hours, students are eligible to take the New York State Appearance Enhancement license exam. COLLEGE CREDIT AVAILABLE THROUGH: Bryant & Stratton College	
Criminal Justice	**774 - Junior Year 775 - Senior Year**
he two-year Criminal Justice program covers nearly all facets of public safety. The first year includes topics such as New York state penal, vehicle and traffic laws; criminal procedure law; accident investigation and reconstruction; incident command; fire fighting; criminal investigation; police patrol tactics; forensics; ballistics; cyber security; terrorism; firearm safety; and more. The second year introduces seniors to the popular field of forensic science. Topics include crime scene investigation; anthropology; hair, fiber, soil and blood spatter analysis; and practical, handson activities. This program is designed to better educate and prepare students to be successful in an increasingly technical and competitive career. COLLEGE CREDIT AVAILABLE THROUGH: Bryant & Stratton College Mohawk Valley Community College	
Culinary Arts	**705 - Junior Year 719 - Senior Year**
This program is designed for students interested in becoming commercial cooks for restaurants, hotels, hospitals or catering services. Cooking, menu planning, management skills, sanitation and safety practices and table service are covered in this program. Students receive practical experience preparing lunches, dinners and banquets for nonprofit organizations. Each student also participates in an internship at a local restaurant or college dining facility. The program follows the Culinary Professional curriculum. COLLEGE CREDIT AVAILABLE THROUGH: Alfred State Mohawk Valley Community College Niagara Community College SUNY Broome	
Early Childhood Education	**749 - Junior Year 750 - Senior Year**
Early Childhood Education students engage in a variety of learning opportunities, including dual-credit courses through Mohawk Valley Community College, that lead to practical experience with daycare, preschool, and elementary classrooms. Students will operate a laboratory nursery school under the direction of the program's teacher at the Career and Technical Education Center. Students gain practical experience working in internships at local elementary schools and daycare centers. COLLEGE CREDIT AVAILABLE THROUGH: SUNY Cobleskill | Mohawk Valley Community College (Dual-Credit Agreement	

Course Name	Course ID
Electricity	**758 - Junior Year 759 - Senior Year**
Electricians install, maintain and troubleshoot electrical systems and equipment in homes, offices, institutions and industrial plants. Students learn residential, light commercial and industrial wiring through a variety of hands-on activities and projects. During the second year of the program, students will also receive instruction in solar photovoltaics using state-of-the-art equipment. In partnership with MVCC, students learn mechanics, electronics, motor control systems and automation which drive the design, operation and maintenance of all modern complex machinery. During this learning experience, students will attend MVCC, free of charge, and earn college credit that leads to a direct pathway to entry level positions in advanced manufacturing. COLLEGE CREDIT AVAILABLE THROUGH: Alfred State | Mohawk Valley Community College (Dual-Credit Agreement)	
Outdoor Power & Recreation Equipment	**743 - Junior Year 744 - Senior Year**
In the Outdoor Power/Recreational Equipment Technology program, students learn to repair, rebuild and tune up several basic types of engines. These engines can be found on equipment such as snow blowers, lawn mowers, rototillers, farm tractors, construction equipment, motorcycles, jet skis and snowmobiles. Students also learn metal skills, including electric arc, MIG and oxyacetylene welding. COLLEGE CREDIT AVAILABLE THROUGH: SUNY Cobleskill | Paul Smith's College	
Emerging Technologies & Cyber Security	**736 - Junior Year 737 - Senior Year**
This two-year course teaches computer repair and basic networking fundamentals during the first year. This includes hardware and software installation, PC hardware devices and end user support, problem solving, troubleshooting, telecommunications protocols and network support. Second-year students will learn advanced networking technologies and gain exposure to the field of information system security including issues faced by homes and businesses, the types of damage they may cause and prudent security measures to counteract them. Students will learn basic terminology involved in cyber security, describe various threats and identify potential security technologies to combat these threats. With today's emerging technologies, all types of businesses and industries face information system security issues, making knowledge of computer security a high demand area. With further training and experience, students completing this program have the opportunity to take certification exams in A+, N+ and Security+, thereby greatly increasing their employment potential. COLLEGE CREDIT AVAILABLE THROUGH: Mohawk Valley Community College	
Welding	**740 - Junior Year 739 - Senior Year**
Welding students learn to construct and repair equipment, machinery, parts and piping by fusing metal parts together. Students follow layouts, blueprints, work orders and verbal directions using oxyacetylene, MIG, TIG or arc welding apparatus. Eligible students can take a test required for specific welding certifications. COLLEGE CREDIT AVAILABLE THROUGH: Alfred State Mohawk Valley Community College Paul Smith's Colleg	
MiTech 9/10	**746**
MiTech (Modules of Integrated Technologies) is a career exploration and skills development program for 9th or 10th grade students with academic needs who are preparing to enter traditional career and technical education programs. Students will engage in real-life tasks allowing them to apply knowledge and information, accrue work-based learning hours, develop skills in craftsmanship, build self-esteem, and develop good work habits and work ethic. Students may receive English, math, and two career and technical education credits. Program modules may include auto body repair, automotive technology, carpentry, culinary, horticulture, small engine repair and welding. Students will also have the opportunity to visit additional CTE courses to help them identify other areas of potential interest.	
Nurse Assistant	**790**
This one-year course teaches students basic skills in the area of personal needs and develops the specialized skills required for patient comfort. After learning applied theory in the classroom, students practice nursing skills in the clinical laboratory in actual role-playing situations. Students then transfer their knowledge to the work environment, where they spend six weeks (100 clinical hours) gaining valuable experience. Once students complete the class, they are eligible to take the written and performance tests	

offered by the New York State Department of Health to become a Certified Nursing Assistant. COLLEGE CREDIT AVAILABLE THROUGH: Bryant & Stratton College

NEW VISIONS
SENIORS ONLY

Course Name	Course ID
Business Management	**786**
The New Visions Business Management program offers college-bound students the opportunity to explore a variety of business professions at local establishments. Students develop competencies useful in a wide range of careers within the business field. This program also integrates English and social studies into the curriculum.	
Communications	**781**
The New Visions Communications program gives college-bound students the opportunity to work in a variety of communications settings, including public relations, marketing, journalism, television and radio. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.	
Education	**806**
The New Visions Education program provides college-bound students the opportunity to explore many aspects of education in the elementary, middle, and high school settings. This program is designed to integrate English and social studies through a variety of learning experiences.	
Engineering	**733**
New Visions Engineering Technology is an innovative program that gives college-bound seniors an in-depth look at different areas of engineering as they work with professionals in the field. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.	
Health Professionals	**779**
The New Visions Health Professions program is open to seniors who plan to enroll in college to study a health-related field. Students in the program explore a variety of health occupations on site at Faxton-St. Luke's Healthcare, as well as other health facilities. Students develop competencies useful in a wide range of careers within the health field; English and social studies are also integrated into the curriculum.	
Legal Professionals	**783**
The New Visions Legal Professions program provides an opportunity to explore a variety of legal professions at offices located in Oneida County. This program is designed to integrate English and social studies into the curriculum, as well as introducing students to law in private and public offices, city courts and family courts.	