

**PLANNING YOUR HIGH SCHOOL  
PROGRAM AT**

**WILSON CENTRAL  
SCHOOL**



**W**HERE **C**HILDREN **S**UCCEED

**COURSE DESCRIPTION  
BOOKLET 2026-2027**

## ***A Message to Parents....***

*This Course Catalog has been prepared to assist you, our students and parents, as you plan your high school program. It will provide you with information about graduation requirements and the grading system, describe the broad range of required and elective courses available, state our philosophy, explain the role of our Counselors, and give an indication of the Guidance services available to you.*

*The planning process is critical! A high school program which is appropriate for you and which leads to success requires good planning. It is your responsibility to discuss the course options with your counselor and teachers.*

*We encourage and urge parents to participate in the planning process! You are always welcome to call your counselor and teachers and/or to come in for a conference with them. Your involvement is essential because you give the final approval to your son/daughter's selection of courses.*

*If you have a special or unique need or situation, be sure to consult with your counselor. Whenever you have a question or concern, call the school.*

*The high school years can be a wonderful and exciting combination of academic life, extra-curricular life, family and religious life, and social life. It is a time for growing, learning, and preparing for a happy and productive future. To help in the planning, it is important that the student ask these questions.*

# AN IMPORTANT MESSAGE....

To Our Students:

This booklet has been prepared to assist you, the student, in developing a program of study to meet your individual interests, needs, and educational goals.

The planning you are about to undertake is important! Approach the course selection process seriously. You are asked to carefully examine the course offerings in this booklet and, with the assistance of teachers, counselors and parents, give careful consideration to all available options. Strive to develop a program to explore and challenge your individual abilities and talents.

Your counselor will help you in many ways:

- Planning your course study
- Providing career and college information
- Helping you develop a better understanding of yourself.

Let us work together to make the next school year an enjoyable and rewarding experience.

Sincerely,

*Your School Counselors*



## Counselor Assignments

| <u>Counselor</u>                             | <u>Grade/Letters</u> |
|----------------------------------------------|----------------------|
| Mrs. Alison Faery<br>School Counselor        | Gr. 6-12<br>A-L      |
| Mrs. Sarah Lombardo<br>School Counselor      | Gr. 6-12<br>M-Z      |
| Ms. Denise Phillips<br>Special Ed. Counselor | Gr. 6-12<br>A-Z      |

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## **GUIDANCE/COUNSELING and CAREER CENTER SERVICES**

The district provides guidance and counseling services to every student as a person of inherent worth, differing from every other with respect to intellectual ability, interests, values, skills, and talents. Counselors help students learn about themselves, their interests, values and abilities, and they provide students with opportunities to obtain career and educational information, explore alternatives, reach decisions and to carry out plans of action. In addition, counselors assist parents and teachers as they work with students.

Students are alphabetically assigned to counselors at the beginning of 6<sup>th</sup> grade, and they remain with that counselor until they graduate.

School counselors provide:

- a friendly, non-judgmental atmosphere where students can seek assistance dealing with personal questions or concerns.
- opportunities for students experiencing academic difficulties to discuss ways to improve their grades.
- opportunities for students to examine interests, values, aptitudes and abilities and the relationship of those areas to career and post-high school planning.
- assistance to each student in program planning and the selection of high school courses to insure the meeting of graduation requirements.
- opportunities for students, parents, and teachers to discuss concerns and share information regarding the academic or personal progress of the student.
- information and suggestions for referrals to appropriate community services as they pertain to student-family needs.

The Counseling and Career Center are open daily from 7:15 a.m. to 3:15 p.m. Counselors are available during regular school hours and by appointment before or after school. Students are encouraged to meet with their counselor during unassigned time or to request an appointment with their counselor. While each student is assigned to a particular counselor, all students are free to consult with any counselor in the department about personal issues.

The Counseling and Career Center have excellent sources of career, college and military information. NAVIANCE, a computer program available for student use, contains information on two and four-year colleges, vocational schools, military careers, scholarships, and occupations. A career decision-making inventory is also available. The Career Center features other computer resources such as career decision-making inventory and SAT/ACT Review Programs. A teacher aide is available for help and guidance in obtaining both print and non-print materials.

## **DEFINITION OF TERMS COMMONLY USED IN HIGH SCHOOL**

1. **Unit of Credit** - The value given to a course which is pursued five (5) periods a week for a minimum of 40 minutes for each period for a school year and involving an equal amount of time in preparation outside of the classroom. Laboratory courses and music may require extra class time.
2. **Marking Period** - Ten weeks
3. **Semester** - One-half of a school year
4. **One half unit of Credit** - Granted for the successful completion of a subject studied one period a day for one term, or on alternate days for the full year.
5. **Required Subjects** - Those subjects needed for graduation. These are subjects all students must take to meet state or local requirements.
6. **Sequence** – 5 units in one subject area. A five-unit sequence in Art, Music, or Occupational Education may be used in place of the second language requirement for an Advanced Regents Diploma.
7. **Electives** - Subjects which are not required of all students, but are chosen by the student.
8. **Pre-requisites** - The requirements which a student must meet in order to be eligible to take a given subject.



## New York State PORTRAIT OF A GRADUATE



A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.



### Academically Prepared

Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.



### Creative Innovator

Utilizes imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.



### Critical Thinker

Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.



### Effective Communicator

Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.



### Global Citizen

Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.



### Reflective and Future Focused

Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

## **DIPLOMA/GRADUATION REQUIREMENTS**

A student must successfully complete a minimum of 22 units of credit. A unit is received for a subject that is pursued successfully each day for one school year. A half unit of credit is received for each subject pursued successfully each day for one semester or alternate days for the full year. These units must include the required courses listed below:

### **NYS Regents Diploma**

| <b>Course</b>                              | <b>Number of Units</b> | <b>Requirement</b>                                                                                              |
|--------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------|
| English                                    | 4 units                | Must obtain a minimum score of 65% on the English Regents Comprehensive Examination.                            |
| Social Studies                             | 4 units                | Must obtain a minimum score of 65% on the Global Studies Regents and the American History Regents Examinations. |
| Math                                       | 3 units                | Must obtain a minimum score of 65% on the Algebra Regents Examination.                                          |
| Science                                    | 3 units                | Must obtain a minimum score of 65% on appropriate Science Regents Examination.                                  |
| Second Language                            | 1 unit                 |                                                                                                                 |
| Art or Music                               | 1 unit                 |                                                                                                                 |
| Principles of Finance/<br>Communications I | 1 unit<br>½ unit each  |                                                                                                                 |
| Health                                     | ½ unit                 |                                                                                                                 |
| Physical Education                         | 2 units                | Must take ½ unit per year                                                                                       |

### **NYS Advanced Regents Diploma**

| <b>Course</b>                              | <b>Number of Units</b> | <b>Requirement</b>                                                                                              |
|--------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------|
| English                                    | 4 units                | Must obtain a minimum score of 65% on the English Regents Comprehensive Examination.                            |
| Social Studies                             | 4 units                | Must obtain a minimum score of 65% on the Global Studies Regents and the American History Regents Examinations. |
| Math                                       | 3 units                | Must obtain a minimum score of 65% on the Algebra, Geometry, and Algebra 2 Regents Examinations.                |
| Science                                    | 3 units                | Must obtain a minimum score of 65% on two Science Regents Examinations.                                         |
| Second Language*                           | 3 units                | Must obtain a minimum score of 65% on the Second Language Local Examination.                                    |
| Art or Music                               | 1 unit                 |                                                                                                                 |
| Principles of Finance/<br>Communications I | 1 unit<br>½ unit each  |                                                                                                                 |
| Health                                     | ½ unit                 |                                                                                                                 |
| Physical Education                         | 2 units                | Must take ½ unit per year                                                                                       |

**\* If a student is pursuing a five-unit sequence in art, music, or occupational education, the second language requirement is waived.**

## **SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIALS**

Sections 100.5, 100.6, 100.9 and 200.5 of the Regulations of the Commissioner of Education have been amended to replace, beginning with the 2013-14 school year and thereafter, the New York State (NYS) individualized education program (IEP) diploma with a Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA).

### **Skills and Achievement Commencement Credential: Requirements**

1. Only students with disabilities who have been instructed and assessed on the alternate performance level for the State learning standards are eligible for this credential award.
2. The credential may be awarded any time after such student has attended school for at least 12 years, excluding kindergarten or received a substantially equivalent education elsewhere; or at the end of the school year in which a student attains the age of 21.
3. The credential would not be considered a regular high school diploma in accordance with State standards or for federal accountability purposes.
4. The credential must be similar in form to the diploma issued by the school district or nonpublic school, except that there shall appear on the credential a clear annotation to indicate the credential is based on achievement of alternate academic achievement standards (See Attachment 1).
5. The credential must be issued together with a summary of the student's academic achievement and functional performance (Student Exit Summary – see State Developed Model Form Attachment 2) and must include documentation of the student's:
  - achievement against the Career Development and Occupational Studies (CDOS) learning standards <http://www.p12.nysed.gov/cte/cdlearn/>;
  - level of academic achievement and independence as measured by NYSAAs;
  - skills, strengths, interests; and
  - as appropriate, other achievements and accomplishments.
6. For students less than 21 years old, the credential must be provided with a written assurance that the student continues to be eligible to attend the public schools of the school district in which the student resides without payment of tuition until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.

### **Career Development & Occupational Studies Commencement Credential**

Any student, who meets all of the credential requirements pursuant to section 100.6(b) of the Regulations of the Commissioner of Education, is eligible to earn a CDOS Commencement Credential, except for those students with disabilities deemed eligible for a Skills and Achievement Commencement Credential. Most students who work towards a CDOS Credential will be able to graduate with the NYS CDOS Commencement Credential as a supplement to their regular diploma (Regents or local diploma). Students who are unable to earn a regular diploma may graduate with the NYS CDOS Commencement Credential as the student's only exiting credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. If the NYS CDOS Commencement Credential is the student's only exiting credential and he/she is less than 21 years of age, the parent must be provided prior written notice indicating that the student continues to be eligible for a free appropriate public education until the end of the school year in which he/she turns age 21.

## **NYS CDOS COMMENCEMENT CREDENTIAL:** **REQUIREMENTS**

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment.

- The student must have developed a Career Plan that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and
- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences); and
- The student must have at least one completed employability profile that documents the student's employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

**\*\*In lieu of a student meeting the requirements listed above, a district may award a student the CDOS Commencement Credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:**

- National Work Readiness Credential;
- SkillsUSA Work Force Ready Employability Assessment;
- National Career Readiness Certificate WorkKeys - (ACT); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.
- National Occupational Competency Testing Institute (NOCTI) 21<sup>st</sup> Century Skills for Workplace Success, or NOCTI Employability Skills.

Although a school district may provide individual students the option of earning the NYS CDOS Commencement Credential by meeting the requirements for one of the nationally recognized work readiness credentials, the national credential option should not be the only option available to students in the district to earn the Credential.

# High School Diploma

## Regents Diploma

### 22 Credits AND

- **65 Pass** on 4 Regents Exams (1 ELA, 1 Math, 1 Science, 1 Social Studies) & either additional course(s) with approved exam in Math, Science, Social Studies, CTE, LOTE, or Arts, or attainment of CDOS Credential.
- **Appeals** of scores of 60-64 for all students (1 appeal = Regents Diploma; 2 appeals = Local)

## Local Diploma (for SWDs)

**Requires designated 22 Credits & one or more of the following conditions:**

- **Low Pass Safety Net** 55-64 on Regents exams
- **Appeals** of scores of 52-54 for SWDs
- **Compensatory Option Safety Net:** Student may score 45-54 on one or more of the require exams (excluding ELA and Math) if they compensate with scores  $\geq 65$  on other exams AND meet district attendance & course requirements (get course credit). English and Math scores must be  $\geq 55$ .
- **Superintendent Determination:** Upon written request by parent, student with IEP may score below 55 on Regents exam(s), and be awarded a local diploma, if the school's superintendent determines the student has otherwise demonstrated proficiency in the subject area by completing designated process & documentation.

If score below 55 is in ELA or Math, student must have earned a CDOS Credential.



**Student Exit  
College &  
Career  
Ready**

December 2017  
update



**High School  
Equivalency  
Diploma**

-Pass GED or  
NEDP exam  
OR  
-Complete 24  
college  
credits

# Credentials

NOT High School Diplomas

## Career Development & Occupational Studies Commencement Credential For ALL STUDENTS (effective March 2016)

- Provided in conjunction with diploma
- Sole exiting credential for some students with disabilities - students must be provided appropriate opportunities to earn diploma

### Option 1:

- Career Plan completed annually
- Minimum 2 units (216 hrs) of study in CTE coursework including at least 54 hours of Work-Based Learning
- Completion of Employability Profile

### Option 2:

- Attainment of a nationally recognized work readiness credential.

## Skills and Achievement Commencement Credential

- NYSAA eligible & assessed students
- Attended 12 years excluding K, or end of year attains age 21
- CDOS learning standards instruction including community & work-based learning
- Accompanied by designated comprehensive Student Exit Summary document



## **55-64 PASSING SCORE AND THE SAFETY NET FOR STUDENTS WITH DISABILITIES**

Effective October 24, 2005, the Board of Regents amended Section 100.5 of the Regulations to allow students with disabilities who enter grade nine in 2005 and thereafter, to meet local diploma requirements by earning a score of at least 55 on the five required Regents exams. The 55-64 passing score is no longer a local option and must be made available by all school districts to students with disabilities who are entitled to attend school according to sections 3203 or 4402 (5) of Education Law. This provision applies to students with disabilities who have been declassified while in grades 8 through 12, if recommended and documented by the school district's Committee on Special Education.

The Board of Regents, at their October 2012 meeting, approved the emergency adoption of an amendment to section 100.5 of the Regulations of the Commissioner of Education. These regulations, effective October 31, 2012, provide an additional option for a student with a disability to earn a local diploma through the use of a "compensatory option" if the student:

- scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics exam but scores 65 or higher on one or more of the required Regents exams, in which case the lower score(s) can be compensated by the higher score(s) \*
- obtains a passing grade, that meets or exceeds the required passing grade by the school, for the course in the subject area of the Regents examination in which he or she received a score of 45-54 \*\*
- has a satisfactory attendance rate, in accordance with the district or school's attendance policy, for the school year during which the student took the examination in which he or she received a score of 45-54, exclusive of excused absences; and
- is not already using a passing score on one or more Regents Competency Tests (RCTs) to graduate with a local diploma. (A student may not use the compensatory score option if he or she is using a passing score on one or more RCTs to graduate with a local diploma.)

*\*A score of at least 55 must be earned on both the ELA and mathematics exams.*

*\*\*A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.*

### **Appeals process on Regents examinations passing score to meet Regents diploma requirements:**

School districts shall provide unlimited opportunities for all students to retake required Regents examinations to improve their scores.

A student who first enters grade nine in September 2005 or thereafter and who fails after at least two attempts to attain a score of 65 or above on a required Regents examination for graduation, shall be given an opportunity to appeal such scores in accordance with the provisions of this paragraph; provided that no student may appeal his or her score on more than two of the five required Regents examinations and provided further that the student:

- Has scored within five points of the 65-passing score on the required Regents examination under appeal and has attained at least a 65-course average in the subject area of the Regents examination under appeal;
- Provides evidence that he or she has received academic interventions services by the school in the subject area of the Regents examination under appeal;

- Has attained a course average in the subject area of the Regents examination under appeal that meets or exceeds the required passing grade by the school and is recorded on the student's official transcript with grades achieved by the student in each quarter of the school year; and
- Is recommended for an exemption to the passing score on the required Regents examination under appeal by his or her teacher or department chairperson in the subject area of such examination.

### **Superintendent Determination:**

General information: All students with disabilities must be held to high expectations and be provided meaningful opportunities to participate and progress in the general education curriculum to prepare them to graduate with a regular high school diploma. The majority of students with disabilities can meet the State's learning standards for graduation. However, there are some students who, because of their disabilities, are unable to demonstrate their proficiency on standard State assessments, even with testing accommodations. For these students, there is the superintendent determination option for eligible students to graduate with a local diploma. For students with disabilities otherwise eligible to graduate in June 2016 and thereafter, upon receipt of a written request from an eligible student's parent, a school superintendent (or the principal, head of school, or their equivalent, of a charter school or nonpublic school, as applicable) may make a local determination that a student with a disability has otherwise met the standards for graduation with a local diploma when such a student has not been successful, because of his/her disability, at demonstrating proficiency on the Regents examinations required for graduation. This option is available to students with disabilities with a current individualized education program (IEP) only. It does not apply to students with section 504 accommodation plans or students who have been declassified from special education.

The superintendent may only consider an eligible student for a local diploma through the superintendent determination option upon receipt of a written request from the student's parent or guardian. Such requests must be submitted in writing to the student's school principal or chairperson of the district's committee on special education (CSE). A written request received by the school principal, chairperson of the CSE, or any other employee of the school, must be forwarded to the school superintendent immediately upon its receipt. Upon receipt of a written request from an eligible student's parent or guardian, the superintendent must, in consultation with the school principal, review the document and provide a written certification/assurance that there is evidence that the student has otherwise met the standards for graduation with a local high school diploma. In conducting a review to ensure the student has met the academic standards, the superintendent must consider evidence that demonstrates that the student:

- Passed the course(s) culminating in the examination(s) required for graduation, in accordance with the grading policies of the district. Such evidence may include student work completed throughout the school year and/or interim grades on homework, projects, classwork, quizzes, tests, etc., that demonstrate that the student has met the learning standards for the course; and
- Actively participated in the Regents examination(s) required for graduation.
- If the student was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of 52-54 on the Regents Examinations in ELA and/or mathematics, then they must have completed the requirements for the NYS Career Development and Occupational Studies (CDOS) Commencement Credential.

**PLEASE CONTACT THE GUIDANCE CENTER TO DETERMINE A STUDENT'S  
ELIGIBILITY**

**SPECIAL EDUCATION PROGRAMS**

Special Education Programs are available to those students who have been classified by the Committee of Special Education (CSE) as needing extra help due to academic, social, emotional, or other health impaired disabilities. The programs and services listed are those with assistance provided by a certified special education teacher.

**Consultant Teacher (CT) Services**

Direct and/or indirect services provided to a school-age student with a disability in the student's general education classes, and/or to such student's general education teachers.

- Direct CT Services – specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction.
- Indirect CT Services – consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class.

**Integrated Co-Teaching (ICT) Services**

A general education and a special education teacher jointly provide instruction to a class that has students with and without disabilities. ICT provides access to the general education curriculum and specially designed instruction to meet students' individual needs.

**Academic Support:** This program offers supplemental support for general and special education classes. Students receive remediation for basic skills in addition to tutorial assistance in content area.

**Resource Room:** This program will supplement the regular or special classroom instruction of students with disabilities who are in need of specialized supplementary instruction, academic remediation, and assistance with homework and related assignments as individuals or in groups. Individual needs are supported in resource rooms as defined by the student's IEP.

**Inclusion:** The inclusion program consists of highly structured, integrated classrooms (both special education and general education students) with clearly stated academic and behavioral expectations for achievement in a variety of content areas. A general education and a special education teacher team to plan, instruct, and assess all the students within a common curriculum framework.

**Self-Contained Learning Program:** Students receive specialized instruction in a deficit content area in a special education environment. Students are still expected to take and pass the Regents, where offered, in each of these subjects as required by the state. The ratio is 15 students to one teacher.

**Transitional Support Services:** These are temporary services, specified in a student's Individual Education Program (I.E.P.) provided to a regular or special education teacher to aid in

providing the appropriate services to a student transitioning to a regular program or service in a less restrictive setting. At the high school level, this usually involves educators working with adult service providers and the community to help students integrate into adult life. Particular attention is given to ensure opportunities for students to find meaningful employment.

### **Declassification Support Services**

This is the tracking of those students who have been declassified by the Committee on Special Education as no longer needing services, to ensure the student's success in the general school environment.

### **Functional Academic**

The Functional Academic Program is designed for the special education student whose academic program receives a life skills emphasis and includes a vocational component. The course of study develops and reinforces vocational vocabulary, knowledge, and skills to better prepare students for success in their chosen career. The Functional Academic program is a program with emphasis on actual work experience, placements, shadowing experiences, and community internships. Students are eligible for Skills and Achievement Commencement Credential upon graduation.

## **RELATED SERVICES**

Related services such as Speech/Language Therapy, Occupational Therapy, Physical Therapy, Counseling or Social Work are provided to students with disabilities as identified on their IEP's. Related service providers may implement services in individualized, small group, general education, or community services.

## **SECTION 504 STUDENTS**

Section 504 of the Rehabilitation Act allows for the provision of reasonable accommodations for those students who demonstrate a life impairing disability which substantially limits a major life function, but who are not classifiable as a special education student by the Committee of Special Education. Such students are monitored by the 504 Facilitator.

## **CHOOSING HIGH SCHOOL SUBJECTS**

The following general suggestions are offered regarding the choice of subjects. Final choices must be based upon individual interests, abilities and goals:

### **1. REQUIREMENTS FOR FURTHER EDUCATIONAL SCHOOLING AFTER HIGH SCHOOL**

Students should be aware that prescribed subject patterns can and will vary for different vocations and different colleges and schools. Also, students should note that merely meeting the minimum subject requirements will not guarantee acceptance.

### **2. LIBERAL ARTS COLLEGE**

Requirements for admission to Liberal Arts programs at two—and four-year colleges vary considerably. The best source for entrance requirements may be found on the websites of the specific colleges. Preparations for a liberal arts college should actually consist of a well-balanced high school program including: English, Social Studies, Mathematics, Sciences, and Foreign Languages.

### 3. **HOW COLLEGES DECIDE ON WHOM TO ADMIT**

A recent survey on what colleges state are important factors for deciding on the admission of students include the following:

- Quality of high school marks or grades in subject areas and overall rank in the class.
- Strength of high school curriculum.
- Anecdotal letters of recommendation.
- College Board Scholastic Aptitude Test (SAT) and/or American College Test (ACT) scores.
- Out of school experiences.

Note: The rank order of importance will vary from college to college.

Most colleges also want information about the student's character, his/her emotional stability, eagerness for learning, attitudes and leadership qualities. A personal interview, audition of special skills, and examples of student's work are required in many colleges.

The student's own statement about him/herself carries a good deal of weight for college admissions. Very often the application requires a detailed written autobiographical statement by the applicant. Also, in the interview, the applicant should be able to converse about his/her past life experiences and future plans.

### 4. **TWO-YEAR AND TECHNICAL SCHOOLS**

Students who do not plan to attend a four-year college after high school should investigate and consider the many specialized training opportunities available. Some of these schools are:

- Junior Colleges – (Private)
- Community Colleges – (Public)
- Technical Institutes
- Vocational Schools
- Trade Schools
- Business Schools
- Apprenticeship
- Adult Evening Courses
- Extension Courses
- Correspondence Courses
- Industrial and Business Training Programs
- Armed Forces

More information regarding these training programs may be obtained from personnel in the Guidance Center.

## **5. PROFESSIONAL SCHOOL REQUIREMENTS**

### **ENGINEERING**

Strong achievement in math and science is required. Four years of high school math and science, including physics and chemistry are recommended. English speaking and writing skills are very important. Two years of mechanical drawing are recommended. Consider computer math, foreign language, a 5<sup>th</sup> year of math, and a history elective especially sociology and psychology.

### **MEDICINE, DENTISTRY, PHARMACY**

Require sound preparation in science and math. You should take a minimum of four years of math, four years of science including biology, chemistry and physics, and four years of a foreign language. Consider a 5<sup>th</sup> year of math, and a history elective especially sociology or psychology.

### **FORESTRY AND AGRICULTURAL SCIENCE**

You should have a minimum of three years of math, biology, chemistry, physics and computer aided drafting (CAD). Physics and mechanical drawing are required.

### **ART AND MUSIC**

Recommended for high school work in a special field (art or music) plus a balanced academic high school program. Many schools accepting art or music majors require a portfolio or an audition. There should also be emphasis on as many art electives as possible from 9<sup>th</sup> grade on, as well as a background in computer aided drafting. Music theory will also be needed for auditions. Foreign language; history and communications should also be considered.

### **HEALTH CAREERS**

You will need three years of math plus biology and chemistry. For registered nurse – four-year college nursing programs will recommend four years of math and four years of science. Also try to include communications, physics, psychology, and sociology if you can.

### **LAW/PUBLIC SERVICE**

A well-balanced high school program including mathematics, science, foreign languages, humanities, public speaking and history. You should also consider communications and additional English electives, sociology, psychology, business law and criminal justice.

### **TEACHING**

Those who wish to prepare for high school academic or specialized fields will take more high school academic or related specialized subjects. Those who plan to teach in elementary school will also be required to minor in some particular subject area in college. High school courses in music, art, and earth science should be helpful. Three years of math, science, and foreign language is recommended. Communications is also helpful.

### **PROFESSIONAL BUSINESS CAREERS**

High school **programs** should include the pattern of subjects suggested for Liberal Arts – (English, social studies, mathematics, science and foreign languages). A few high school business electives should be included.

## **HIGH TECH CAREERS**

Four years of math, biology, chemistry, physics and three years of a foreign language are recommended. You should also consider a 5<sup>th</sup> year of math, technology and business courses.

## **HUMANITIES/SOCIAL SCIENCES**

Three years of math, science and foreign language is recommended. Also consider communications and additional English and history courses.

## **AREA VOCATIONAL CENTER ENROLLMENT PROCEDURES**

Enrollment at the Area Vocational Center is available only to those students who have completed Grade 10 requirements and will be entering a Grade 11 homeroom. A student must pass all necessary courses to attend a BOCES program including:

- 2 years of English
- 2 years of Global Studies
- 2 years of Mathematics
- 2 years of Science
- Principles of Finance

Students are expected to remain in attendance at the center for the length of time necessary to complete the program in which they enroll.

## **NCAA CLEARINGHOUSE CENTER**

Attention Student Athletes – Students planning to participate in athletics in a Division I or Division II college must be certified by the NCAA Clearinghouse. At least 16 academic “core” courses are required to be eligible. New York State graduation requirements fulfill most “core” requirements; however, the core must include Algebra Geometry, and Algebra 2. The student needs to earn a minimum GPA in their core courses and earn a combined SAT or ACT sum score that matches their core courses GPA and test scores on the sliding scale. Student athletes are responsible for being aware of these requirements for following the application procedures required by the NCAA Clearinghouse at the website listed below. Applications should be filled out on-line at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and the release for transcripts must be to the Guidance/Counseling Center for mailing.

# **STUDENT GUIDELINES FOR IMPROVING WRITTEN ENGLISH IN ALL CLASSES**

## **1. APPEARANCE AND HANDWRITING**

Written work must be done neatly and legibly. Your teacher will not accept work that is sloppy or illegible. She/he will instruct you to rewrite unacceptable work and she/he will grade it only when it is done correctly.

## **2. BASIC GRAMMAR, PUNCTUATION, AND SPELLING**

- **Spelling:** Students must demonstrate basic competence in spelling. Your teacher will set an appropriate standard for spelling and will not accept work that does not meet this standard. Your spelling errors will generally be indicated by a circle drawn around the misspelling. Students should get into the dictionary habit to verify spelling.
- **Sentences:** Unless otherwise directed, students are expected to write complete sentences.
- **Capitalization:** The first word in a sentence is capitalized. Proper nouns are capitalized.
- **Punctuation:** Sentences are followed by end punctuation.
- **Agreement:** Subject and verb must agree. "We was," is substandard English in any class.

## **3. CLARITY OF THOUGHT AND EXPRESSION**

If your teacher finds your written work unacceptable because it is disorganized or unclear, he or she will instruct you to rewrite it.

- Follow instructions. Understand your assignment.
- Answer the questions asked. Use language efficiently.
- Learn from your mistakes.

## **CALCULATION OF CUMULATIVE AVERAGE**

A student's achievement level in each class is indicated by a numerical grade on the report card. The cumulative student average utilized in the ranking process is a weighted average calculated by using weighted final grades in the subject areas of: English, Social Studies, Science, Mathematics, and Second Language, and unweighted grades in all other subject areas.

The following multiplication factors are used in computing the weighted cumulative average:

**Course Level** (English, Social, Science, Math, Language, and other college-level courses) Weighting Factor

Local or Electives    1.00 x  
 Regents (R)            1.02 x  
 College Level          1.04 x

### **Calculation of Cumulative GPA:**

- a. Multiply grade received by the weight factor (listed above).
- b. Multiply weighted grade by unit of credit.
- c. Divide the sum of the calculations from Step 3 B by the total units of credit, including those failed.

### **EXAMPLES:**

| Course Title    | CRS Grade | Weight Factor | Weighted Grade | Units of Credit |          |
|-----------------|-----------|---------------|----------------|-----------------|----------|
| English 11 R    | 80 x      | 1.02          | = 81.60 x      | 1               | = 81.60  |
| US History R    | 85 x      | 1.02          | = 86.70 x      | 1               | = 86.70  |
| Inter Algebra   | 87 x      | 1.02          | = 87.00 x      | 1               | = 87.00  |
| BOCES Welding I | 91 x      | 1.00          | = 91.00 x      | 3               | = 273.00 |
| Health          | 87 x      | 1.00          | = 87.00 x      | .5              | = 43.50  |
| PE              | 90 x      | 1.00          | = 90.00 x      | .5              | = 45.00  |
|                 |           |               |                |                 | 616.80   |

**616.80 divided by 7 = 88.11 weighted G.P.A.**

| Course Title  | CRS Grade | Weight Factor | Weighted Grade | Units of Credit |         |
|---------------|-----------|---------------|----------------|-----------------|---------|
| CL English 12 | 90 x      | 1.04          | = 93.60 x      | 1               | = 93.60 |
| Algebra 2     | 88 x      | 1.02          | = 89.76 x      | 1               | = 89.76 |
| CL Spanish 4  | 90 x      | 1.04          | = 93.60 x      | 1               | = 93.60 |
| Economics     | 87 x      | 1.04          | = 88.74 x      | .5              | = 44.37 |
| Media Art     | 85 x      | 1.00          | = 85.00 x      | 1               | = 85.00 |
| CL physics    | 88 x      | 1.04          | = 89.76 x      | 1               | = 89.76 |
| PE            | 93 x      | 1.00          | = 93.00 x      | .5              | = 46.50 |
|               |           |               |                |                 | 542.59  |

**542.59 divided by 6 = 90.43 weighted G.P.A.**

## **CALCULATING QUARTERLY GRADE POINT AVERAGE**

1. All courses with a numeric grade, passed and failed, are used in the calculation of the weighted quarterly average.
2. The following multiplication factors are used in computing the weighted grade average:

| <b>Course Level</b>   | <b>Weight Factor for Averages</b> | <b>Time Spent in Class</b> |
|-----------------------|-----------------------------------|----------------------------|
| General/ Basic/ Local | 1.00 x                            | varies                     |
| Regents (R)           | 1.02 x                            |                            |
| College Level         | 1.04 x                            |                            |

### 3. Example

| <b>CRS NAME</b>     | <b>QTR GR.</b> | <b>QTR. VALUE</b> | <b>WEIGHT</b> | <b>TIME SPENT IN CLASS</b> | <b>FACTOR</b> |
|---------------------|----------------|-------------------|---------------|----------------------------|---------------|
| CL. English 12      | 80             | 104.25            | 1.04          | 0.25                       | 20.8          |
| Part. Government    | 80             | 102.25            | 1.02          | 0.25                       | 20.4          |
| Algebra II          | 52             | 102.25            | 1.02          | 0.25                       | 13.26         |
| CL Healthful Living | 88             | 104.125           | 1.04          | 0.125                      | 11.44         |
| Phys Ed 9-12        | 96             | 100.125           | 1             | 0.125                      | 12            |
| Adv. PE             | 100            | 100.125           | 1             | 0.125                      | 12.5          |
| Forensics           | 97             | 100.25            | 1             | 0.25                       | 24.25         |
|                     |                |                   |               | 1.375                      | 114.65        |

$$80 \times 1.04 = 83.20 \times 0.25 = 20.8$$

|                           |              |
|---------------------------|--------------|
| Numerator                 | 114.65       |
| Denominator               | <u>1.375</u> |
| <b>GPA = 114.65/1.375</b> | <b>83.38</b> |

## **RANKING OF STUDENTS AND GRADE POINT AVERAGE (GPA)**

Students will be ranked using a numerical average at the end of the junior year (six semesters) and after the second marking period (seven semesters) of the senior year.

## **NEW YORK STATE DIPLOMA SPECIAL ENDORSEMENTS**

1. The “With Honors” may be added to the Regents Diploma and to the Advanced Regents Diploma providing a student achieves an average of 90% on Regents examinations **REQUIRED** for a diploma.
2. The “With Distinction” honor may be added to the Regents Diploma and to the Advanced Regents Diploma providing a student achieves an 85% on **ALL** Regents examinations taken.
3. The “Mastery of Science” honor may be added to the Regents Diploma and to the Advanced Regents Diploma providing a student achieves an 85% on three Science Regents examinations.
4. The “Mastery of Math” honor may be added to the Regents Diploma and to the Advanced Regents Diploma providing a student achieves an 85% on three Math Regents examinations.
5. The “Seal of Biliteracy” honor may be added to the Regents Diploma and to the Advanced Regents Diploma providing a student meets the criteria for earning the NYS Seal of Biliteracy.
6. The “Seal of Civic Readiness” honor may be added to the Regents Diploma and to the Advanced Regents Diploma providing a student meets the criteria for earning the NYS Seal of Civic Readiness
7. Technical Endorsement – may be added to the Local, Regents or Advanced Regents Diploma providing a student successfully completes a NYSED-Approved CTE program including the 3-part technical assessment.

## **ACADEMIC HONORS FOR GRADES 9 – 12**

**High Honor Roll** - Students are placed on High Honor Roll if they earn an academic average of 95% or above, with no grade below 70%.

**Honor Roll** - Students are placed on the Honor Roll if they earn an academic average between 90-94.9%, with no grade below 70%.

**Commendable Achievement** - Students receive Commendable Achievement if they earn an academic average between 85-89.9%, with no grade below 70%.

Quarter averages will include the weighting of college and Regents level courses. Weighting of courses will be used only for purposes of academic honors, class rank, and nominations for National Honor Society.

## **PROMOTION POLICY**

Promotion is determined by the number of units satisfactorily completed in a specific program of required and elective subjects.

**Grade 9** - Must be taking a minimum of 6.5 credits as a ninth grader.

**Grade 10** - Successfully complete 5 credits, (including either English 9 or Global Studies 9).

**Grade 11** - Successfully complete 10 credits, (including either English 10 or Global Studies 10).

**Grade 12** - Successfully complete 15 credits, (including either English 11 or U.S. History & Government).

Marks earned in Grades 9 - 12 are part of the permanent record. The courses and credits are used for graduation and college admissions.

## **PARENT PORTAL/ACADEMIC PROGRESS REPORTS**

### **WHAT IS THE PARENT PORTAL?**

PowerSchool is the district's electronic student management system/database where we collect and store student information. The Portal is a "doorway" into our database giving families access to information about their children. To access the Parent Portal, families should go to <http://www.wilsoncsd.org> and click on the parent portal box and follow the prompts. No special software is needed; just a computer with Internet access and your own user information. You may use your home computer, a computer at a public library, or anywhere that you have Internet access.

### **WHY VISIT THE PARENT PORTAL?**

PowerSchool Parent Portal gives parents and students access to real-time information including: attendance, grades, and school bulletins. Parents are able to participate more fully in their student's progress, and teachers can use their gradebook to communicate with parents and students. However, if you do not have Internet access, please feel free to call (716) 751-9341 ext. 116 to supply the Guidance Center with the appropriate information. We will then provide you with a hard copy to be mailed at the appropriate five-week dates designated for progress report mailings.

## **PROCEDURE TO REQUEST TO DROP A COURSE**

Established policy at Wilson Central High School dictates that students may **NOT** drop a full-year course after October 31. A second semester course may **NOT** be dropped after March 31. To maintain the integrity of our academic programs, students must attend and complete the course(s) for which they were originally scheduled.

Students and parent(s)/guardian(s) are advised that they should carefully consider these issues at course selection time and that selection of courses at that time represents a firm commitment to scheduling decisions.

Counselors are independently authorized only to make changes involving errors, voids, or additions to a student's schedule. Other questions regarding this policy should be addressed with the principal and counselor.

## **CAREER AND COLLEGE PLANNING**

Since future plans can sometimes be crystallized through the study of specific subjects, students can benefit by diversifying their programs. They can be further guided by consulting with teachers and counselors, or by borrowing the educational and vocational material in the Guidance Career Center.

College catalogs, college videos, financial aid information, scholarship information, and training opportunities are maintained in the Guidance Career Center. A computer program with current information on colleges and career opportunities can also be found in the Career Center. Students should use this information to become familiar with the requirements of various colleges and vocations. Students considering BOCES vocational courses should discuss this with their counselor early in their freshman year.

Colleges/Universities differ considerably in size, appearance, facilities, educational philosophy, and entrance requirements. Material about colleges should be gathered early in one's high school career and campus visits should be made **before** a student's senior year.

## **TESTING FOR COLLEGE ADMISSIONS**

### **Preliminary Scholastic Aptitude Test, National Merit Scholarship Qualification Test (PSAT/NMSQT) (Grade 11)**

This test is given primarily to juniors each year and is scheduled in October. The test is a version of the three-hour SAT and is the qualification test for the National Merit Scholarship winners. The PSAT tests in the areas of verbal, mathematics, and writing skills.

### **Scholastic Aptitude Test (SAT)**

The Scholastic Aptitude Test (SAT) is given throughout the school year at various testing centers. Juniors are advised to take this exam in the spring; seniors should consider this exam as part of the admission process in most colleges. The closest test centers are Lew Port, Lockport and Newfane.

### **American College Testing Program (ACT)**

The ACT is a curriculum-based test that covers four subject areas. This achievement test is required by some colleges as a part of the admissions process. Juniors are recommended to take this test in the spring, and seniors should consider taking this exam in the fall. Closest test centers: Lew-port, Lockport, Newfane.

**Students are recommended to take both the SAT and the ACT in the Spring of their Junior year.**

As seniors, the student should only repeat the test he/she performed better on. Approximately one third of students do better on the SAT; one third do better on the ACT, and one third do relatively the same on both tests.

## **COLLEGE CREDIT BEARING COURSES**

### **SUNY Niagara & Niagara University (NUSTEP)**

SUNY Niagara and Niagara University (NUSTEP) offer college-bearing courses at Wilson. These courses are designed for above-average students who want to earn college credit and strengthen their preparation for success in college.

| <b>Course</b>                    | <b>College</b>      | <b>Course</b>                     | <b>College</b>            |
|----------------------------------|---------------------|-----------------------------------|---------------------------|
| <i>Calculus</i>                  | <i>SUNY Niagara</i> | <i>Healthful Living</i>           | <i>SUNY Niagara</i>       |
| <i>Astronomy</i>                 | <i>SUNY Niagara</i> | <i>General Physics</i>            | <i>SUNY Niagara</i>       |
| <i>Pre-Calculus</i>              | <i>SUNY Niagara</i> | <i>Weight Training</i>            | <i>SUNY Niagara</i>       |
| <i>Inter. French I &amp; II</i>  | <i>SUNY Niagara</i> | <i>Writing I &amp; II</i>         | <i>SUNY Niagara</i>       |
| <i>Statistics</i>                | <i>SUNY Niagara</i> | <i>Intro. to Criminal Justice</i> | <i>Niagara University</i> |
| <i>Inter. Spanish I &amp; II</i> | <i>SUNY Niagara</i> |                                   |                           |

These courses will be offered only with sufficient enrollment as determined by Administration yearly.

***The cost of these college credit classes will be covered by Wilson High School and will be free for the student.***

## **ADVANCED PLACEMENT/CLEP EXAMS**

College Level courses prepare students for the College Entrance Examination Board's Advanced Placement Examinations. Students who take these examinations can have the results forwarded to the college(s) of their choice for evaluation. Some colleges will grant advanced credit, but the taking of AP Examinations does not guarantee such credit.

The CLEP is a way to earn credit for college while still in high school. Exams are administered at various sites in Western NY (University of Buffalo or College at Buffalo) and graded like the SAT from 200 to 800. These exams are open to both juniors and seniors.

A student could conceivably earn enough credits to enter college at the sophomore level. For more information contact the Principal or School Counselor.

***Additional fees are required to take each AP or CLEP exam.***

## **GUIDELINES FOR PLANNING A HIGH SCHOOL PROGRAM**

Students and parents should study the overall curriculum carefully to plan a program which will best serve the student's goals and ambitions. The following questions are useful in planning a student's high school program:

1. *Will the subjects I select enable me to meet the requirements for graduation?*
2. *Will I meet the minimum entrance requirements for schools beyond high school?*
3. *Are my subjects consistent with my vocational plans? (Some subjects may be taken to explore new areas or to develop appreciation of others.)*
4. *What course of study should I choose to provide an opportunity to participate in a BOCES vocation or technical programs?*
5. *Am I taking a course load that I can expect to complete?*
6. *Am I taking a course load that is rigorous and challenging?*

In addition to the brief course descriptions contained in this booklet, each counselor can share additional information about various programs. This should be discussed during the student's program planning conferences with his/her counselor. The following general suggestions are offered regarding the choice of subjects:

- A typical student schedule is at least 6 subjects per year, plus physical education.
- Students who plan to attend college are strongly urged to take the majority of their subjects in English, science, mathematics, and second languages.

Students planning to obtain a technical education as well as a 4-year college program, should plan a **minimum** of 3 years of college preparatory science and mathematics.

## **Library Media Center**

The Library Media Center is open daily for students, staff and faculty use. The library has a flexible schedule with an open-access model. This allows for teachers to book time in the library for projects and instruction as needed. The library is also open for students to use for printing, checking out books, reading, working on class materials, group projects and more. Our emphasis is to support teachers and students in reaching their academic goals. Many of our resources are available through the LMC website, which has its own link on the WCS homepage.

An abbreviated list of online resources that are available through the LMC website include:

- Access to the library catalog and eBooks
- Access to our digital library, *Sora*
- MLA Bibliography guide
- Active links to support many classroom projects
- Active links to databases

An abbreviated list of resources that are available in the physical LMC include:

- Chromebooks with attached monitors, keyboard, and mouse
- A print collection of over 12,000 titles
- Book Nook, which houses our Magazine subscriptions
- Multimedia catalog of DVDs and AV Equipment; including DVD players, overhead projectors, microphones, audiosplitters and more.

Please feel free to contact the Library Media Specialist with any questions as to the policies, procedures and resources of the LMC.

## **WILSON ACADEMY OF FINANCE**

The Wilson Academy of Finance (AOF) is the specific academy that was chosen for our district. It focuses on developing skills to pursue colleges or careers in the field of finance and/or business. These courses can be very helpful and useful, both in the future personal and professional life of our AOF students.

### **WHAT DOES THIS MEAN FOR ME?**

Wilson AOF students receive NAFTrack Certification upon graduation that should prepare students to be career and college ready. In addition, this program provides networking opportunities in the local business community and school. The benefits include:

- Work-based learning projects
- Improve soft skills (communication, conflict resolution, leadership, collaboration/teamwork, etc.)
- Informational interviews
- Mock interviews with Advisory Board members
- Professional resume and cover letter preparation
- Potential internships/volunteer experience (as determined by the student)

# **WILSON ACADEMY OF FINANCE (AOF)**

## **Course Outline and Sequence for Academy Students**

### **REQUIRED COURSES**

#### **9<sup>th</sup> Grade**

**Principles of Finance** - 1/2 year course - required by all 9<sup>th</sup> graders at Wilson, upon completion of this course, students can decide if they wish to continue in Wilson AOF program.

**Communications** - 1/2 year course - ***not required by the Academy***, but will still be offered and run opposite of Principles of Finance as it is a required course for graduation (same scheduling as above).

#### **10<sup>th</sup> Grade**

**Financial Services** - 1/2 year course - required by all Wilson AOF students (opposite of Financial Planning)

**Financial Planning** - 1/2 year course - required by all Wilson AOF students (opposite of Financial Services)

#### **11<sup>th</sup> Grade**

**Principles of Accounting** - full year course - required by all Wilson AOF students

\***Marketing** - full year course

#### **12<sup>th</sup> Grade**

**Business Economics** - 1/2 year course - required class taken by all seniors and required by Wilson AOF students

**Entrepreneurship** - 1/2 year course

**Deliver Great Customer Service** - 1/2 year course

\***CL Intro to Criminal Justice** - full year course

\*Course can be taken in 11th or 12th grade.

# WILSON CENTRAL SCHOOL

## HIGH SCHOOL PROGRAM WORKSHEET

Post High School Plans \_\_\_\_\_

### Grade 8

Courses

Credit

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### Grade 9

Courses

Credit

|                                        |   |
|----------------------------------------|---|
| 1. English                             | 1 |
| 2. Social                              | 1 |
| 3. Earth Science                       | 1 |
| 4. Algebra                             | 1 |
| 5. Music or Art                        | 1 |
| 6. 2 <sup>nd</sup> Language            | 1 |
| 7 Principles of Finance/Communications | 1 |
| 8 Physical Education                   | ½ |

Total \_\_\_\_\_

### Grade 10

Courses

Credit

|                      |   |
|----------------------|---|
| 1. English           | 1 |
| 2. Social            | 1 |
| 3. Science           | 1 |
| 4. Math              | 1 |
| 5.                   |   |
| 6.                   |   |
| 7.                   |   |
| 8 Physical Education | ½ |

Total \_\_\_\_\_

### Grade 11

Courses

Credit

|                      |   |
|----------------------|---|
| 1. English           | 1 |
| 2. Social            | 1 |
| 3. Science           | 1 |
| 4. Algebra           | 1 |
| 5.                   |   |
| 6.                   |   |
| 7 Health             | ½ |
| 8 Physical Education | ½ |

Total \_\_\_\_\_

### Grade 12

Courses

Credit

|                      |   |
|----------------------|---|
| 1. English           | 1 |
| 2. Social            | 1 |
| 3.                   |   |
| 4.                   |   |
| 5.                   |   |
| 6.                   |   |
| 7.                   |   |
| 8 Physical Education | ½ |

Total \_\_\_\_\_

### NOTES:

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NAME OF STUDENT \_\_\_\_\_

DATE \_\_\_\_\_

# **GRADUATION REQUIREMENTS IN ART**

## **ADVANCED REGENTS DIPLOMA OR REGENTS DIPLOMA**

**ONE UNIT OF EITHER ART OR MUSIC**

### **RECOMMENDED SEQUENCE**

#### **5-UNIT SEQUENCE\***

Studio In Art A & B

#### ***Plus four additional units from:***

- Illustration (1 unit)
- Advanced Illustration (1 unit)
- Drawing/Acrylic Painting (1 unit)
- Studio in Ceramics/Sculpture (1 unit)
- Media Arts (1 unit)
- Digital Photography (½ unit)
- Video Web Production (½ unit)
- Advanced Ceramics (½ unit)
- Advanced Sculpture (½ unit)
- Advanced Drawing (½ unit)
- Advanced Painting (½ unit)

\* If a student is pursuing a five-unit sequence in the Arts or CTE (Occupational Education) the second language requirement may be waived to receive an advanced Regents diploma.

## **STUDIO IN ART A & B**

1 Year/1 Credit

Prerequisite: None

Recommended Grade: 9-12

Exam: Local

Studio In Art is the introductory course to the High School Art program and is required before students can take any advanced art classes. Students learn the language of Art; the skill of looking at a work of art as well as the knowledge of artworks from the past. Students work with a variety of materials to learn about elements of art, including line, shape, color, form, texture, space, and light. Assignments are also made so that students get a taste of each advanced elective. Therefore, students can expect to work with drawing, lettering, printmaking, clay, sculpture, and painting. Students who plan to fulfill the one fine arts credit requirements through an Art course, should enroll in Studio In Art.

## **DRAWING/ACRYLIC PAINTING**

½ Year each/ ½ Credit each

Prerequisite: Studio In Art

Recommended Grade: 10-12

Exam: Local

This course is required for students who pursue a sequence in Art. Its purpose is to provide the student with concentrated work in drawing and painting techniques. Both traditional and contemporary materials will be studied. Students will develop in-depth drawing skills in pencil, pen and ink, charcoal and soft pastels. Painting techniques in oil, acrylic and watercolors will also be studied. The emphasis of this course is to help the student develop the ability to control materials as they apply the elements of art (value, color, line, shape, form, space), in order to create a strong three-dimensional image on a two-dimensional plane. Evaluation is based on review of students' completed assignments and protocols.

## **ILLUSTRATION**

1 Year/1 Credit

Prerequisite: Studio In Art

Recommended Grade: 10-12

Exam: Local

Illustration is a form of Commercial Art, which is different from Fine Art. It is artwork that is created to serve a purpose for something else, such as bringing a story to life or advertising a product. In this course there will be strong emphasis on developing drawing skills and conceptual skills, or generating ideas that solve visual problems. We will work with a variety of two-dimensional media such as watercolor, colored pencil, markers, acrylic paint, pen and ink, and pastels. Some illustrations will be drawn and then rendered in color using the Adobe Illustrator program on the computer. Some example projects would include storybook illustrations, editorial cartoons, caricatures, and various other figurative illustrations.

## **ANIMATION**

1 Year/1 Credit

Prerequisite: Studio Art

Recommended Grade: 10-12

Exam: Local

This is an introductory level course on 2D animation. Students will be taught the basic principles of effective 2D animation and learn to apply them. Most of the drawing will be done using computers and drawing tablets. Some traditional drawing will be done as students develop characters for animation, and for sketchbook assignments. Students will learn the full gamut of animation from character development, to storyboarding, to animation process (using Adobe Animate), to final details using Adobe After Effects.

## **STUDIO IN CERAMICS/SCULPTURE**

½ Year each/ ½ Credit each

Prerequisite: Studio in Art

Recommended Grade: 10-12

Exam: Local

This course involves the principles of design as it applies to modeling and sculpture. Students will have the opportunity to explore a variety of materials including wood, clay, plaster and other appropriate materials in the construction of two and three-dimensional artwork. Processes include additive, subtractive and constructive methods using modeling techniques, carving and assemblage. Ceramics will include basic methods such as coil and slab building, and throwing on the potter's wheel. Students will be encouraged to explore individual styles while producing a collected body of work.

## **MEDIA ARTS**

1 Year/1 Credit

Prerequisite: Studio In Art

Recommended Grade: 10-12

Exam: Local

This course explores the creative potential of digital media. Students develop both technical and artistic skills using technology as a creative tool to generate original images and to express creative concepts. As this is an art course, a major emphasis will be on the development of professional quality design. Projects include 2-dimensional, interactive, and video, and the software will include Photoshop and iMovie.

## **DIGITAL PHOTOGRAPHY**

½ Year/ ½ Credit

Prerequisite: Media Arts

Recommended Grade: 11-12

Exam: Local

This course is designed to guide students in developing the basic technical skills and creative ideas involved in digital photography. The final project will be a published Photo Blog.

## **STUDIO IN VIDEO**

½ Year/ ½ Credit

Prerequisite: Media Arts

Recommended Grade: 11-12

Exam: Local

In this course students will create digitally edited videos using Final Cut Pro software. Additionally, students will watch a number of movies by a variety of famous film directors.

## **ADVANCED CERAMICS**

½ Year/½ Credit

Prerequisite: Ceramics

Recommended Grade: 11-12

Exam: Local

This 20-week course gives students the opportunity to build on previously learned skills using clay and glaze materials, and to utilize creative thinking skills. Hand building techniques, throwing on the potter's wheel and working with a variety of clay surface designs will be explored as students approach ceramic sculpture as both functional and decorative. Additionally, students will study specific artists, cultures, and historical art movements as related to each project.

### **ADVANCED SCULPTURE**

½ Year/½ Credit

Prerequisite: Sculpture

Recommended Grade: 11-12

Exam: Local

This 20-week course gives students the opportunity to continue to explore traditional and contemporary sculpture materials and processes. Emphasis is on both additive and subtractive methods of working as well as creativity. Additionally, students will study specific artists, cultures, and historical art movements as related to each project.

### **ADVANCED DRAWING**

½ Year/½ Credit

Prerequisite: Drawing

Recommended Grade: 11-12

Exam: Local

This course is an extension of Drawing. It will continue to refine technical skills but will expand to deal with visual problems and personal interpretations. It could also be considered a portfolio preparation course for the student wishing to apply to college as an art major.

### **ADVANCED PAINTING**

½ Year/½ Credit

Prerequisite: Painting

Recommended Grade: 11-12

Exam: Local

This course is an extension of Painting. It will continue to refine technical skills but will expand to deal with visual problems and personal interpretations. It could also be considered a portfolio preparation course for the student wishing to apply to college as an art major.

### **ADVANCED ILLUSTRATION**

1 Year/1 Credit

Prerequisite: Illustration

Recommended Grade: 11-12

Exam: Local

This course introduces advanced drawing strategies, concepts and specialized illustration techniques used by designers and illustrators. Emphasis is on realistic modeling approaches and rendering skills, as well as expressive and historical perspectives that an illustrator-designer must have.

## **RECOMMENDED SEQUENCE IN BUSINESS**

### **For NAF Track Certification:**

#### **(Business Core)**

Principles of Finance ( $\frac{1}{2}$  unit)

Communications ( $\frac{1}{2}$  unit)

*and*

- Principles of Accounting (1 unit)
- Financial Services ( $\frac{1}{2}$  unit)
- Financial Planning ( $\frac{1}{2}$  unit)
- Customer Service ( $\frac{1}{2}$  unit)
- Entrepreneurship ( $\frac{1}{2}$  unit)
- Marketing (1 unit)
- Sports Management ( $\frac{1}{2}$  unit)
- Finance Investing ( $\frac{1}{2}$  unit)
- CL Intro. To Criminal Justice (1 unit)

\* If a student is pursuing a five-unit sequence in the Arts or CTE (Occupational Education), the second language requirement may be waived to receive an Advanced Regents diploma.

## **PRINCIPLES OF FINANCE**

½ Year/ ½ Credit

Recommended Grade: 9

Prerequisite: none

Exam: Local

This is the first course students take in the Academy of Finance and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. Finally, students explore careers that exist in finance today.

## **COMMUNICATIONS**

½ Year/ ½ Credit

Recommended Grade: 9

Prerequisite: none

Exam: Local

This course is designed to help students prepare for a wide array of communication necessary for life and on the job. This course will enable students to improve upon their written and verbal communications skills. In addition, students will be shown verbal communication techniques in order to complete the following projects: state history, news broadcast and genealogy presentations.

## **FINANCIAL SERVICES**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

Financial Services provides students with an overview of banks and other financial services companies. The course begins by introducing students to the origins of money and banking, and then examines the early history of banking in the United States. This course also introduces students to the main concepts behind investing and discriminates among different ways to invest money.

## **FINANCIAL PLANNING**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

Financial Planning provides students with an overview of the job of a financial planner. Students learn about the importance of financial planning in helping people reach their life goals, how to set personal financial goals and a budget, the ethical code of certified financial planners, time and money relationships, and tax-reductions strategies. The course includes lessons on saving, borrowing, credit, and all types of insurance. It covers various types of investments, including income and growth investments. The course also discusses retirement and estate planning.

## **PRINCIPLES OF ACCOUNTING**

1 Year/1 Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

This is a full year course that covers the accounting regulatory environment, simple balance sheet equation, how to record transactions in the General Journal and the General Ledger. In addition, this course requires students to prepare financial statements, closing the accounting cycle, accounting for a merchandising business as well as publicly held corporations.

## **CUSTOMER SERVICE**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: Principles of Finance

Exam: Local

This course introduces students to the concept of service as a critical component of a hospitality or tourism business. It combines current theory and practice with observations of customer service in action, role-play, and critical analysis of models. Topics include trends, the psychology of interactions between customers and providers, the phases of customer service, common mistakes, internal customer service, management, and customer feedback. Students begin to appreciate how the quality of customer service has wide-ranging implications for all professional endeavors.

## **ENTREPRENEURSHIP**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: Principles of Finance

Exam: Local

This course introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. They explore starting a business and learn about the operational issues and financial risks that new businesses face. Students examine ethical issues and develop a framework for managing them. Finally, students identify the risks, returns, and other aspects of entrepreneurship as a potential career.

## **SPORTS MANAGEMENT**

½ Year/ ½ Credit

Recommend Grade: 10-12

Prerequisite: Communications/Principles of Finance

Exam: Local

Sports Management is a course designed to explore the areas of Sports and Entertainment as they relate to marketing. Utilization of technological equipment provides students with the opportunity to become prepared for the ever-changing computer information age. Students become proficient in using specific Microsoft software (MS Publisher), and multimedia programs. Popular programs are utilized to challenge students to complete assignments and projects which will assist student learning in the topics of purchasing, selling, and advertising of merchandise. Other topics include: Internet searching techniques, operation of a scanner, digital camera and laser/color printers.

## **FINANCIAL BUSINESS MGNT & INVESTING**

½ Year/ ½ Credit

Recommend Grade: 10-12

Prerequisite: Communications/Principles of Finance

Exam: Local

Financial Business Management & Investing is an introduction to the world of finance, provides students with the opportunity to learn all forms of investments – stocks, bonds, mutual funds, budgeting, tax planning and banking. Students participate in the Stock Market game sponsored by The Foundation for Investor Education. Guest speakers include financial analysts and stockbrokers from local investment firms. In addition to the Internet, students use the Wall Street Journal and other financial resources to complete a Stock Market Research Portfolio.

## **CL INTRO. TO CRIMINAL JUSTICE**

1 Year/ 1 Credit

Recommended Grade: 11-12

Prerequisite: none

Exam: Local

This course introduces 11th and 12th graders to the criminal justice system, including its structure, functions, and processes. Students will study the roles of police, courts, and corrections, explore each stage from arrest through reentry, examine crime, law, and constitutional principles, and analyze the influence of politics, media, and current issues such as sentencing, prisons, terrorism, and the death penalty. **College credit for may be obtained through Niagara University.**

## **MARKETING**

1 Year/ 1 Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

This course introduces the students to the important role that marketing plays in our economic system. Content revolves around basic marketing functions of finance, risk management, selling, promotion, price presentation, marketing information management product/service/idea/planning and distribution. Although the students are given the opportunity to refine entry-level employment skills, the course focuses on more advanced career-sustaining skills associated with employment in various marketing systems. A goal is to make the students consciously aware of daily business functions that improve their consumer skills, which will influence marketing.

# **RECOMMENDED SEQUENCE IN TECHNOLOGY**

## **5-UNIT SEQUENCE\***

Principles of Finance ( $\frac{1}{2}$  unit)

### **PLUS ONE UNIT FROM:**

Woodworking Technology ( $\frac{1}{2}$  unit)

*or*

Energy ( $\frac{1}{2}$  unit)

*or*

Strength of Material ( $\frac{1}{2}$  unit)

*or*

Design & Drawing Production I (1 unit)

### **PLUS $\frac{1}{2}$ UNIT FROM:**

Transportation ( $\frac{1}{2}$  unit)

*or*

Construction Technology ( $\frac{1}{2}$  unit)

*or*

Electricity-Robotics ( $\frac{1}{2}$  unit)

### **PLUS THREE UNITS FROM:**

- Woodworking Technology ( $\frac{1}{2}$  unit)
- Construction Technology ( $\frac{1}{2}$  unit)
- Transportation ( $\frac{1}{2}$  unit)
- Energy ( $\frac{1}{2}$  unit)
- Electricity-Robotics ( $\frac{1}{2}$  unit)
- Strength of Materials ( $\frac{1}{2}$  unit)
- Design & Drawing Production (1 unit) \*
- CAD II /Engineering & Design Application ( $\frac{1}{2}$  unit each)
- CAD III/Architectural Design ( $\frac{1}{2}$  unit each)

\* If a student is pursuing a five-unit sequence in the Arts or CTE (Occupational Education), the second language requirement may be waived to receive an Advanced Regents diploma.

\* DDP satisfies the Fine Arts graduation requirements.

## **PRINCIPLES OF FINANCE**

½ Year/½ Credit

Prerequisite: none

Recommended Grade: 9-10

Exam: Local

This is the first course students take in the Academy of Finance and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. Finally, students explore careers that exist in finance today.

## **DESIGN & DRAWING FOR PRODUCTION**

1 Year/1 Credit

Prerequisite: none

Recommended Grade: 10-12

Exam: Local

DDP provides you with opportunities to be creative and to apply your decision-making, problem-solving skills to design problems. You'll use powerful computer hardware and software to develop 3D models or solid rendering of objects. Using a Computer Aided Design System, you will learn the product design process through creating, analyzing, rendering and producing a model. This course is an introduction to the universal language of technical drawing. Through the mastering of this language, utilizing the computer students will be able to express technical ideas with speed, clarity, and exactness. Design and Drawing for Production is a vehicle for world-wide industrial communications and an integral step in the process of designing and producing goods. Students will develop spatial visualization by solving practical design problems. The ideas become working drawings and from the drawings students are encouraged to make scale models of their solution. Thereby the process of sketching ideas, drawing details of all parts, and the actual production of the product completes the design cycle.

Both manual drafting and CAD (Computer-Aided Drafting) skills will be taught; moreover, basic elements of good design will be introduced.

## **CAD II/ENGINEERING AND DESIGN APPLICATIONS**

½ Year each/½ Credit each

Prerequisite: Design & Drawing for Production

Recommended Grade: 10-12

Exam: Local

Students explore CAD (Computer-Aided Drafting) as a tool both for design and for drawing. Two-dimensional and three-dimensional drawings and computerized models are the main emphasis of this class. The strengths and limitations of computer-assisted drawing will be scrutinized at each level of design: idea generation, schematic design, design development and construction drawings. **College credit for CAD II may be obtained through SUNY Niagara.**

## **CAD III/ARCHITECTURAL DRAWING**

½ Year each/½ Credit each

Prerequisite: Cad II/Engineering & Design Applications

Recommended Grade: 11-12

Exam: Local

This course is for students who are interested in the design of residential homes and commercial structures. The first half of the course is devoted to the design, layout and drawing of a wood frame house. The design of this house will be conceived entirely by the student. Floor plans will show the layout of all rooms and their windows and doors. The outside of the house will be shown in the elevation views. A Plot Plan will show the aerial view of the property. The second half of the course will be devoted to the drawing of commercial structures. These are mostly made of steel and concrete and would include buildings, bridges, towers, highways and similar structures. A unit on surveying is also included.

## **ADV. CAD IV (ADVANCED ENGINEERING DESIGN & DRAFTING)**

1 Year/1 Credit

Recommended Grade: 12

Prerequisite: Cad III

Exam: Local

This course will be an advanced course exploring more detailed design and analysis of engineering projects. Advanced skills will be taught and explored including surface modeling, sheet metal design, mold tools, rendering among others. Designs will be analyzed to determine material costs, design conflicts, material use, etc. Studies will be conducted to determine efficient use of materials and production efficiencies. Models and prototypes will be constructed using 3D printing and traditional wood working methods to further test student's designs. Additionally, new software will be explored to provide an introduction to other software currently used in the engineering profession. Including Cloud Sharing as part of the modern engineering design process.

The course will conclude with a capstone project that will consist of a detailed multi-part assembly, producing a complete set of engineering drawings and a prototype. Testing and cost estimating will be conducted to determine the feasibility of the design for production. The course requires excellent CAD skills along with advanced Math and Science. An understanding of the engineering design process, as well as, the ability to work independently are required to succeed in this course.

\*Demand for the course will determine availability.

## **TRANSPORTATION (Alternate Years)**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

Water, Air & Land transportation systems are the modules which are covered during this class. Through hands-on projects students get to experience the forces of water, air, and gravity on their creations. Units of study: Transportation basics, transportation principles, water transportation, buoyancy, boat nomenclature, hull types, drive types, air transportation, forces on flight, airplane nomenclature, air frame construction, and rocketry, land transportation, gear ratios, Newton's 3<sup>rd</sup> law of motion, thrust and efficiency, aerodynamics.

Planned hands-on projects include: sailboat hull design and construction, glider project, rocketry construction, flight and testing, CO2 powered dragsters, low impact crash test vehicle, designed for impact protection and durability in crash situations.

Textbooks will be used less than 5% of class time. They are not issued to students. Most class work is project based. Some time will be spent doing research on the Internet for various project related topics.

## **ENERGY (Alternate Years)**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

Solar, Wind, and Electrical energy systems are the modules which are covered during this class. Through hands-on projects, students get to experience firsthand the power of the sun, wind, and how electricity is produced. Units of study: Solar energy, Wind energy, Hydropower energy, and Alternative energy.

Planned hands-on projects include: Solar powered vehicle; model solar home; solar powered hot-dog cooker; windmill project; waterwheel project, spring-tension powered vehicle.

Textbooks will be used less than 5% of class time. They are not issued to students. Most class work is project based. Some time will be spent doing research on the Internet for various project related topics.

## **WOOD TECHNOLOGY**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local & Project

Woodworking Technology is a basic course where students will work hands-on to manufacture and fabricate various wood projects. Activities will include the safe use of tools and machines to build wooden projects. Student projects could include Adirondack chairs, book shelves, bird houses, benches, stools, etc.

## **CONSTRUCTION TECHNOLOGY**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local & Project

Construction Technology is a program that teaches the construction and remodeling of residential structures. Students will experience the planning and construction of structures using the materials and tools used in the workplace. Students will learn to read blueprints, and list and estimate the cost of materials. Student projects could include a gazebo, shed, dog house, etc.

## **ELECTRICITY-ROBOTICS (Alternate Years)**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

This course will introduce basic electricity, including the concepts of voltage, current and resistance. Series and parallel circuits will be fabricated using simple tools and schematic diagrams. Circuit testing and troubleshooting will be covered as well as basic home wiring. The students will also be introduced to the integrated circuit and printed circuit boards. In the robotics aspect of the course, students will construct various types of robotic devices. Radio controlled as well as computer programmable robots will be investigated. Wiring of radio receivers, servos, and other control devices will be covered using hands-on activities.

## **STRENGTH OF MATERIALS (Alternate Years)**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

In this course, students will investigate properties of materials and systems used to process and test the strength of various materials. Materials will include wood, concrete, plastic, and metals. Hands-on activities will include processing materials including cutting, shaping, and fastening. Development of test methods to determine physical properties of materials will be included in this course. Both destructive and non-destructive testing will be covered.

# **GRADUATION REQUIREMENTS IN ENGLISH**

## **ADVANCED REGENTS DIPLOMA OR REGENTS DIPLOMA**

**English 9 R /Enhanced Literature**

**English 10 R/Enhanced Literature**

**English 11 R/Enhanced Literature**

**AND**

**College-Level English 12 R/Enhanced Literature**

**OR**

**English 12 R/Enhanced Literature**

\* Students must pass the English Language Arts Comprehensive Regents Examination with a minimum grade of 65% to fulfill NYS graduation requirements.

## **ENGLISH 9 R/ENHANCED LITERATURE**

1 Year/1 Credit

Prerequisite: English 8

Recommended Grade: 9

Exam: Local

English 9 presents a combination of reading, writing, listening, and discussion. The literature features classic and modern authors presented through novels, plays, short stories, poetry, and essays. Class work stresses a close reading of texts to foster a thorough understanding of the readings through small-group discussions, full-class discussions, and writing. In order to enhance and develop a student's writing skills, various writing techniques will be studied, including development of effective introduction and conclusion, use of supportive material, proper paragraphing, and correct grammar, sentence structure, and punctuation. Cooperative learning and teamwork will play integral roles in the classroom environment. Literature to be covered during the year will vary, but the authors will include classical and modern writers from Shakespeare to Steinbeck.

## **ENGLISH 10 R/ENHANCED LITERATURE**

1 Year/1 Credit

Prerequisite: English 9

Recommended Grade: 10

Exam: Local

The focus of this course is based on the New York State Language Arts Standards. Students will further develop their writing, reading, listening, speaking, and interpretative skills using various forms of literature which include novels, short stories, plays, and poetry. Writing will consist mainly of persuasive and argumentative essays on works read. In order to enhance and develop a student's writing skills, various writing techniques will be studied, including development of ideas, use of supportive material, development of strong counterclaims, use of MLA style citations in correct format, proper paragraphing, and correct grammar, sentence structure, and punctuation. Literature studied during the course may include Romeo and Juliet, The Crucible, Of Mice and Men, Animal Farm, The Metamorphosis, and The Glass Castle. Additionally, to prepare the students for the SAT and ACT exams, vocabulary and analogy work will be covered daily.

## **ENGLISH 11 R/ENHANCED LITERATURE**

1 Year/1 Credit

Prerequisite: English 10

Recommended Grade: 11

Exam: Regents

Literature covered during the year will vary, but the authors will include classical and modern writers from Shakespeare to Steinbeck and Dickinson to Alcott. In addition, the course seeks to prepare the student for the Comprehensive English Regents Examination required at the end of the school year. Class reading and writing assignments vary. In order to enhance and develop student's writing skills, various writing techniques will be studied, including development of effective introduction and conclusion, use of supportive material, proper paragraphing, and correct grammar, sentence structure, and punctuation. Most writing activities in English 11 are based on the New York State Comprehensive Examination in English - that is, listening and writing for information and understanding, reading and writing for information and understanding, for literary response, and for critical analysis.

## **CL ENGLISH 12 R/ENHANCED LITERATURE**

1 Year/1 Credit

Prerequisite: English 11

Recommended Grade: 12

Exam: Local/College Level

CL English is a college-level course that features classic and modern authors from different disciplines and cultures. Class work develops out of students' questions about the selections and stresses their active involvement in the process of interpretation and textual analysis. Readings may include Heart of Darkness, The Great Gatsby, Winesburg, Ohio, Much Ado About Nothing, and A Doll's House. **College credit may be obtained through SUNY Niagara. Students must have an overall HS GPA of an 80% or higher to be eligible for college credit.**

## **ENGLISH 12 R/ENHANCED LITERATURE**

1 Year/1 Credit

Prerequisite: English 11 R

Recommended Grade: 12

Exam: Local

English 12 R prepares the student for the rigorous expectations of college-level writing in all fields of study. The emphasis is on developing insight, depth, and organization in the student's written composition by utilizing the writing process of discovery, brainstorming, planning, drafting, determining audience, and revising. Writing is frequently literature-based with an equivalent amount of commentary drawn from current periodicals, journals, and other media.

## **SURVEY OF MODERN COMEDY (Alternate Years)**

½ Year/ ½ Credit

Prerequisite: None

Recommended Grade: 10-12

Exam: Local

This course intends to give students an overview of humor writing and comedy films from the 1920s through the 2000s. Students will be encouraged to engage in metacognition about humor, and changing attitudes about humor. Readings and films will be paired weekly by each decade, beginning with the 1920s. Students will submit written responses to both reading and film on a weekly basis.

## **CREATIVE WRITING (Alternate Years)**

½ Year/ ½ Credit

Prerequisite: None

Recommended Grade: 10-12

Exam: Local

Students will engage in drafting, revising, critiquing, and publication of their original, creative writing. Genres will include poetry of diverse formats, fiction, essay, satire, and more.

## **BASICS OF DEBATE (Alternate Years)**

½ Year/ ½ Credit

Prerequisite: None

Recommended Grade: 10-12

Exam: Local

Students will research and prepare for persuasive oration based on relevant topics of the day. Techniques of delivery, as well as common pitfalls encountered in public forums, will be studied and practiced. Students will engage in self and peer assessments, as well as experiencing regular practice of various formats of public discourse. Students will learn the power of language as a persuasive tool, and engage in critical thinking and practice logical thinking.

## **SCIENCE FICTION AND FANTASY (Alternate Years)**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

This course will trace the development of these genres with readings from the early stages to recent favorites. Students will get a broad exposure to authors and works from both Science fiction and fantasy. The role of the genres as social criticism will also be investigated. Suggested authors include Jules Verne, HG Wells, Isaac Asimov, Robert Heinlein, JRR Tolkien, CS Lewis, Lewis Carroll, Marion Zimmer Bradley, Terry Brooks, Frank Herbert, David Eddings, and more. Readings may include Twenty Thousand Leagues Under the Sea, The Invisible Man, Starship Troopers, The Lord of the Rings, Alice in Wonderland, the Dune series, The Belgariad, the Foundation series, and others. The course will include group and independent reading, written analyses, and group discussions.

## **INDEPENDENT READING**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

Independent Reading is a one-semester course taken as an elective that is designed to give motivated students an opportunity to select and read materials independently and provide an arena for academic response and discussion of those materials. Readings are student-selected with input from the instructor and read in and out of class. Weekly discussions of each student's reading are conducted. Also, written analyses will be required for each work read.

## **PUBLIC SPEAKING**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

This course is designed as a basic public speaking skills course for developing effective organization, delivery, invention, style, and memory in presentations. Projects and topics include communication ethics, listening skills, group work, demonstration, persuasion and research. The course will also introduce using technology to enhance and support evidence in presentations.

## **JOURNALISM/MEDIA PRODUCTION**

1 Year/ 1 Credit

Recommended Grade: 10-12

Prerequisite: English 9

Exam: Local

In these courses, you will learn about news values and why certain stories take the spotlight. You will also learn the techniques of news gathering and interviewing. With these skills, you will gain experience in writing news stories, features, sports stories, editorials and columns. The second half of this course will focus on directing, recording, and producing projects through story boarding, interviews, podcasts, creating commercials, multimedia videos and more.

**RECOMMENDED SEQUENCE IN**  
**FAMILY & CONSUMER SCIENCE EDUCATION**

**5-UNIT SEQUENCE**

**Principles of Finance (½ unit)**

**AND**

**2 ½ units from:**

- **Future Teachers of Tomorrow (1 unit)**
- **Clothing & Textiles Design (½ unit)**
  - **Interior Design (½ unit)**
  - **Culinary Arts (1 unit)**

**PLUS TWO UNITS FROM:**

**Business**

**OR**

**Technology**

## **FUTURE TEACHERS OF TOMORROW**

1 Year/ 1 Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

This course is designed for students who are thinking about considering Teaching as a future career or who are interested in working in a childcare facility or Early Childhood Education setting. The curriculum will cover theory on cognitive development, physical development, intellectual development and emotional development for children ages birth through school age. Students will learn age-appropriate practices along with nutritional and health concepts. Students will learn to create age-appropriate lesson plans when given a subject and topic to teach. They will also experience various shadowing experiences throughout the school year where they will have the opportunity to observe and work directly with students in the classroom.

*\*\*The hours accumulated throughout these experiences will work towards the CDOS credential offered at Graduation.*

\*Demand for course will determine availability.

## **CLOTHING & TEXTILES DESIGN**

½ Year each/ ½ Credit each

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

This class is designed for those students who want to learn about the world of textiles and design. We will focus on advancing your sewing/construction skills along with the history and theory behind fashion. Students will learn about pattern selection, construction, designing and recycling apparel and textiles. Current issues and career pathways in fashion and textiles will be explored.

*\*\*This class will also offer an alterations shop two days a week where they will mend and alter clothing brought in by faculty, coaches and community members while gaining their hours towards a CDOS credential upon graduation from high school if they choose to do so.*

\*Demand for course will determine availability.

## **INTERIOR DESIGN**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

Students will utilize a lab-based setting where they will create unique projects throughout the year using various textiles and equipment while tailoring each assignment for their own personal interests and future career goals. Students will learn the design process, elements and principles. Architectural elements and careers in Interior Design will be explored.

\*Demand for course will determine availability.

## **CULINARY ARTS I & II**

½ Year each/ ½ Credit each

Recommended Grade: 10-12

Prerequisite: none

Exam: Local

This course will be for HS students who have an interest in the world of Culinary Arts. Advanced baking and cooking techniques will be taught along with the basic science behind the baking and cooking process. This course will have theory involved along with lots of hands-on lab work.

**GRADUATION REQUIREMENTS**  
**IN LANGUAGE OTHER THAN ENGLISH**

**ADVANCED REGENTS DIPLOMA**

**Language 1**

**Language 2**

**Language 3 \*\***

**REGENTS DIPLOMA**

**ONE UNIT OF CREDIT \***

\* Students passing the language proficiency exam at the end of the eighth grade will receive one unit of credit.

\*\* Must pass the Local Language Examination given at the end of Language 3 for Adv. Regents Diploma

## **FRENCH 1**

1 Year/1 Credit

Recommended Grade: 9

Prerequisite: Intro to French 8

Exam: Local

Emphasis is placed on listening, speaking, and writing in an everyday setting. French culture, social situations, and geography of the French speaking countries are discussed. Continued stress is on communication through immersion in the language, more detailed grammatical structures, further development of guided composition, expanded cultural background and the history of the country.

## **FRENCH 2**

1 Year/1 Credit

Recommended Grade: 10

Prerequisite: French 1

Exam: Local

Students learn to understand and speak French in the kind of situation that they would meet if they were traveling or studying in some French speaking country. Students read selections that present a variety of French cultural experiences. Students use vocabulary in communicative activities, projects, and note writing, and master the use of present, past and future tenses.

## **FRENCH 3 R**

1 Year/1 Credit

Recommended Grade: 11

Prerequisite: French 2

Exam: Local

With further development of functional vocabulary and learning the foundations of French grammar, students use French in a variety of ways. Students learn to demonstrate comprehension of a French speaker who speaks on contemporary, social and cultural topics and to converse in French on similar topics. Students write compositions on selected topics and read documents. At the conclusion of the course, the student will take a Local Examination in order to qualify for an Advanced Regents Diploma.

## **CL FRENCH 4**

½ Year/½ Credit

Recommended Grade: 12

Prerequisite: French 3

Exam: Local

Students read short stories, poems and excerpts from various periods. The objectives of this course are to develop extensive vocabulary and conversational skills necessary to master the linguistic structures. This course is recommended for those students who are interested in maintaining their skills acquired in the first three years of French study. **College credit may be obtained through SUNY Niagara.**

## **CL FRENCH 5**

½ Year/½ Credit

Recommended Grade: 12

Prerequisite: CL French 4

Exam: Local

Students will learn French vocabulary necessary to succeed in the workplace. They will discuss the roots of the French language, while continuing with a hands-on study of Francophone culture. Students will present an autobiography as their culminating project. **College credit may be obtained through SUNY Niagara.**

### **SPANISH 1**

1 Year/1 Credit

Recommended Grade: 9

Prerequisite: Intro to Spanish 8

Exam: Local

This course uses a practical conversational approach. Emphasis is placed on listening, speaking, and writing in an everyday setting. Spanish culture, social situations, and geography of the Spanish speaking countries are discussed. Continued stress is on communication through immersion in the language, more detailed grammatical structures, further development of guided composition, expanded cultural background and the history of the country.

### **SPANISH 2**

1 Year/1 Credit

Recommended Grade: 10

Prerequisite: Spanish 1

Exam: Local

This course includes a review of grammatical structures, increased reading experiences, topical conversation situations to perfect the speaking skill, general survey of cultural contributions and emphasis on audio-comprehension. Cultural topics are included throughout the course to reflect the lifestyles of Spanish-speaking people.

### **SPANISH 3R**

1 Year/1 Credit

Recommended Grade: 11

Prerequisite: Spanish 2

Exam: Local

Included in this advanced course are discussion, individual readings, dramatizations, literature (newspapers, magazines). The emphasis is on the ability to speak and understand the language. Grammatical structures are expanded and strengthened to facilitate conversation and writing skills. Culture is readily incorporated into lessons with the intent of bringing awareness and understanding. At the conclusion of this course, the student will take a Local Examination in order to qualify for the Advanced Regents Diploma.

### **CL SPANISH 4**

½ Year/ ½ Credit

Recommended Grade: 12

Prerequisite: Spanish 3

Exam: Local

There will be a general overview of Spanish and Hispanic history and culture as well as an introduction to short stories and selected readings. It will also include an introduction to popular Spanish and Hispanic writers and historical figures through use of films, videos, books, lectures and projects. Conversation skills are emphasized and students are expected to actively participate on a daily basis. **College credit may be obtained through SUNY Niagara.**

### **CL SPANISH 5**

½ Year/ ½ Credit

Recommended Grade: 12

Prerequisite: CL Spanish 4

Exam: Local

During College Level Spanish 5, students will develop the ability to communicate in Spanish on a variety of topics. The fundamentals of grammar are emphasized along with culture through communicative activities. We will be focusing on literature and culture in different aspects. Spanish will be spoken as much as possible in the classroom. **College credit may be obtained through SUNY Niagara\.**

# **GRADUATION REQUIREMENTS IN MATH**

## **ADVANCED REGENTS DIPLOMA**

**Algebra 1\***

**Geometry \*\***

**Algebra 2\*\***

## **REGENTS DIPLOMA**

**Algebra 1\***

**AND**

**2 Additional Math Courses**

\*Student must pass the Algebra Regents Examination with a minimum grade of 65% to fulfill NYS graduation requirements.

\*\*Student must pass the Regents Examination with a minimum grade of 65% to fulfill NYS graduation requirements for Advanced Regents Diploma.

Student must pass the Algebra 1, Geometry and Algebra 2 course for NCAA Division 1 eligibility.

## **APPLIED ALGEBRA 1**

1 Year/1 Credit

Recommended Grade: 9

Prerequisite: Teacher Recommendation

Exam: Local

Applied Algebra is designed to give students a strong understanding of number sense and beginning Algebra. Topics include patterns, signed numbers, absolute value, square roots, order of operations, fractions, measurement and conversions, solving linear equations, graphing linear equations, interpreting and solving verbal problems, factoring methods, angle relationships and triangles. The school final exam is given in June. Upon successful completion of the course, students will progress to Algebra 1.

## **ALGEBRA 1 R**

1 Year/1 Credit

Recommended Grade: 9-10

Prerequisite: Math 8 or Applied Algebra

Exam: Regents

This is the first of three college preparatory mathematics courses required by the New York State Education Department. Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the study of traditional topics from elementary algebra; an informal treatment of area, perimeter and volume; right triangle trigonometry; probability and statistics. Students must pass the Algebra Regents Exam with a grade of 65% or better to receive credit for this course.

## **APPLIED GEOMETRY**

1 Year/1 Credit

Recommended Grade: 10-11

Prerequisite: Algebra 1

Exam: Local

Applied Geometry is designed for students who, after successful completion of Algebra 1, need additional time to extend the key mathematical concepts. The course will emphasize a practical approach to the study of geometry. Topics will include angle relationships, constructions, transformations, quadrilaterals, right triangle trigonometry, circles, and three-dimensional geometry. A local exam is given in June.

## **GEOMETRY**

1 Year/1 Credit

Recommended Grade: 10-12

Prerequisite: Algebra 1 or Applied Geometry

Exam: Regents

Within this course students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. A major emphasis of this course is properties of triangles, quadrilaterals, and circles. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. Passing the Geometry Regents exam is required for the Advanced Regents diploma.

## **ALGEBRA 2**

1 Year/1 Credit

Recommended Grade: 11-12

Prerequisite: Geometry or Applied Algebra 2

Exam: Regents

Algebra 2 is the third course in the New York State Mathematics Syllabus. The number system will be extended to include the imaginary and complex numbers. The families of functions to be studied include polynomial, absolute value, radical, exponential, logarithmic and the trigonometric functions. Systems of equations will be solved graphically and algebraically. We finish the year with data analysis and probability theory that builds on the student's earlier work in Algebra and Geometry. At the conclusion of the course, the student will take the NYS Regents Examination in order to qualify for an Advanced Regents Diploma.

## **APPLIED ALGEBRA 2**

1 Year /1 Credit

Recommended Grade: 11-12

Prerequisite: Geometry or Applied Geometry

Exam: Local

This course will prepare students with a foundation for Algebra 2. During the first semester, the real number system will be studied while algebraic skills from Intermediate Algebra will be maintained and strengthened. During the second semester, a focus on Trigonometry and Functions will be studied. Students will also have an opportunity to take the **SUNY Niagara** Mathematics entrance examination to waive this requirement later on. A local exam is given at the end of each school year.

## **CL PRE-CALCULUS**

1 Year/ 1 Credit

Recommended Grade: 11-12

Prerequisite: Algebra 2

Exam: Local/College Level

The intent of the course is to provide the student a survey in the mathematics necessary to understand Calculus. Topics include higher order polynomial equations, determinants, matrices, linear programming, exponential and logarithmic identities, and partial fractions. Rational functions are examined with the goal to be able to find limits and examine for discontinuance. Analytic Geometry will be explored with the emphasis on the measurements of distance, angles and area as well as 3-dimension. Throughout the course, emphasis will be put on developing problem-solving skills. Students are encouraged to have a graphing calculator. There will be a local exam at the end of the course. **College credit may be obtained through SUNY Niagara. Students must score a 70% on the Algebra 2 exam to be eligible for college credit.**

## **CL CALCULUS I and II**

½ Year each/ ½ Credit each

Recommended Grade: 12

Prerequisite: CL Pre-Calculus

Exam: Local/College Level

This two-semester course combines technology and classroom instruction. It uses the power of the graphing calculator to help motivate students and visualize difficult concepts of calculus. In addition to the regular class period, students must also take a lab period every other day. **College credit may be obtained through SUNY Niagara.**

## **CL STATISTICS**

1 Year/ 1 Credit

Prerequisite: Algebra 2

Recommended Grade: 11-12

Exam: Local/College Level

This course focuses on analyzing, gathering and interpreting data. Students will undergo an in-depth study of probability and statistics and how they are used in a real-world setting. The curriculum for this course is based on the NCCC curriculum. **College credit may be obtained through SUNY Niagara. Students must earn either a 70% on the Geometry or Algebra 2 exam to be eligible for college credit.**

## **INTRODUCTION TO CODING**

1 Year/ 1 Credit

Prerequisite: Algebra 1

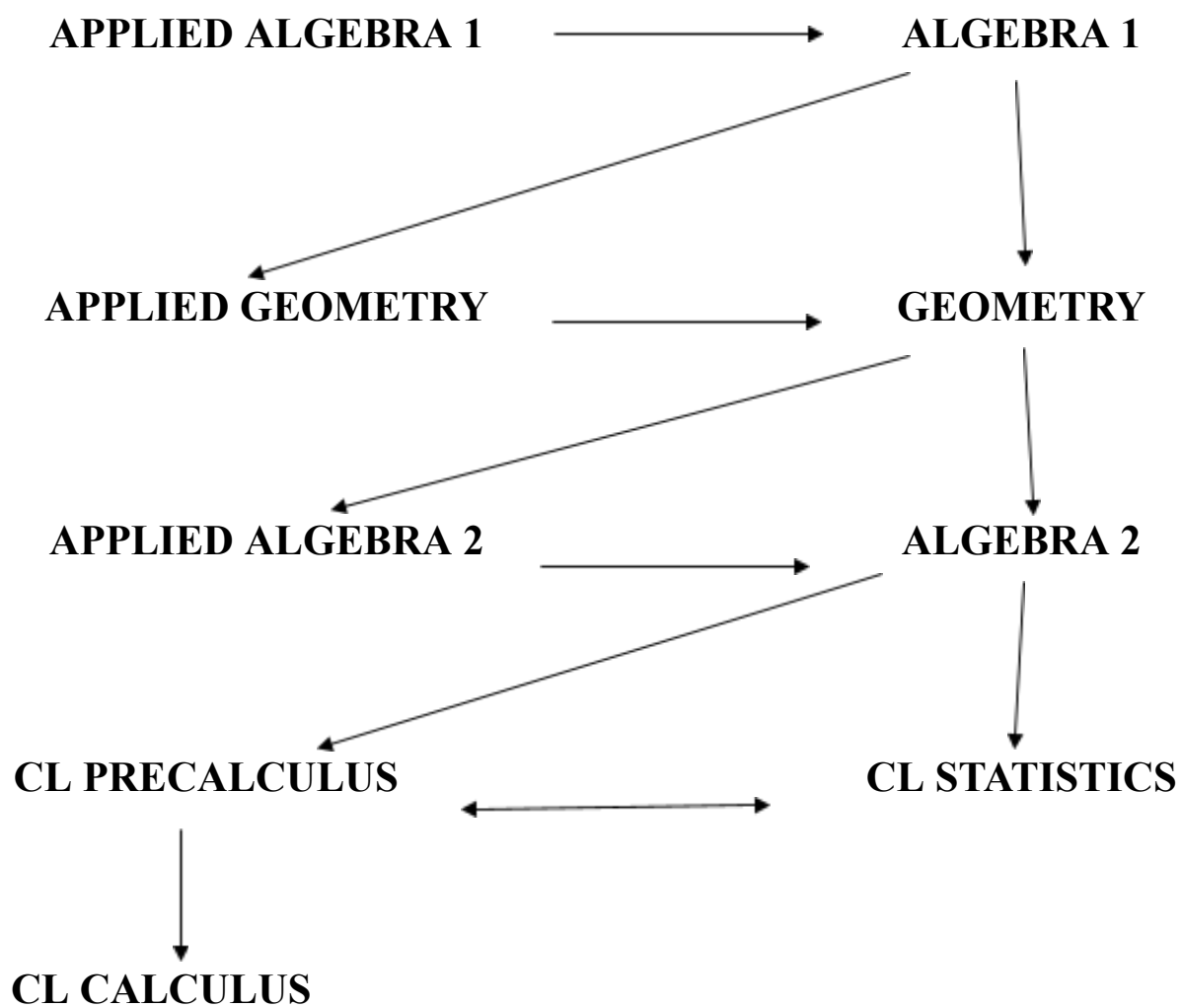
Recommended Grade: 10-12

Exam: Local

The introduction to coding using Python 3 course teaches the foundations of computer science and basic programming with an emphasis on students developing logical thinking and problem-solving skills. Students will be writing and running code in the browser using CodeHS editor. This course is designed for beginners, no previous background in computer programming is necessary. This course is a hands-on programming course. In each unit we will be exploring example programs and writing our own programs. This course is highly visual, dynamic and interactive, making it engaging for new coders.

\*Demand for course will determine availability.

## MATH CHART



# **GRADUATION REQUIREMENTS IN MUSIC**

## **ADVANCED REGENTS DIPLOMA OR REGENTS DIPLOMA**

**ONE UNIT OF EITHER MUSIC OR ART**

### **RECOMMENDED SEQUENCE**

#### **5 UNIT SEQUENCE \***

**Music Theory\*\***

**Music History\*\***

#### **Plus three units from:**

**Band**

**Concert Choir**

**Ensemble**

\* If a student is pursuing a five-unit sequence in Arts or CTE (Occupational Education), the second language requirement may be waived to receive an Advanced Regents diploma.

**\*\*Rotational Basis (offered every other year)**

## **BAND**

1 Year/1 Credit

Recommended Grade: 9-12

Prerequisite: Middle School Band

Exam: Local

Instruction will take place in full ensemble and small ensemble rehearsals and group lessons. Instruction in smaller group situations will be directed toward developing technical, aural and expressional skills by using materials other than those used in full ensemble rehearsals. Large ensemble rehearsals will aid in increasing understanding of music fundamentals as well as developing large group performance skills. Attendance at the following performances is mandatory: Fall Pops Concert, Christmas Concert, Band Competition, Spring Concert, Pep Band, and Graduation Exercises Jazz Ensemble available (for those who qualify) as an extracurricular activity.

## **CONCERT CHOIR**

1 Year/1 Credit

Recommended Grade: 9-12

Prerequisite: Middle School Chorus (recommended)

Exam: Local

This performing group is a mixed general chorus open to any student in grades 9 through 12. Middle School Chorus experience is recommended for placement in this group. Participation in all concerts is mandatory (Pops, Christmas, Spring, Music Awards, and Graduation). Students will develop basic sight reading and music reading skills. Students will develop skills in small group singing. Participation in Solo Festival and All-County auditions is recommended. Lessons are scheduled on a rotating schedule in addition to regular rehearsals. Grading is based on attendance, participation in rehearsal, lessons, and concerts.

## **ENSEMBLE**

1 Year/1 Credit

Recommended Grade: 10-12

Prerequisite: Concert Choir

Exam: Local

This performing group is a mixed choir for advanced choral students. This choir performs advanced level choral literature. Participation in all concerts is mandatory (Pops, Christmas, Spring, Music Awards, and Graduation). Students will participate in Solo Festival and All-County Auditions. Lessons are scheduled on a rotating class period schedule in addition to regular rehearsal. Grading is based on attendance, participation in rehearsals, lessons, and concerts.

## **MUSIC HISTORY (Alternate Years)**

1 Year/1 Credit

Recommended Grade: 10-12

Prerequisite: Chorus or Band

Exam: Local

Music studied in this course is strictly in the area of classical music. Students will develop active listening skills as well as recalling historical and musical information and applying it to a variety of classical compositions. Students will listen to classical music in both vocal and instrumental forms. It is intended for students working on a music sequence for graduation.

**MUSIC THEORY (Alternate Years)**

1 Year/1 Credit

Prerequisite: Chorus or Band

Recommended Grade:10-12

Exam: Local

It is strongly recommended that students taking this course have a strong background in music as ***this is not an introductory course***. The instructional program of music theory consists of the development of melodic and harmonic skills involved with the reading and writing of music. Students will learn keyboard and sight-singing skills, composition fundamentals, as well as melodic and rhythmic dictation. This course is intended for students who are working on a music sequence for graduation.

# **GRADUATION REQUIREMENTS IN HEALTH AND PHYSICAL EDUCATION**

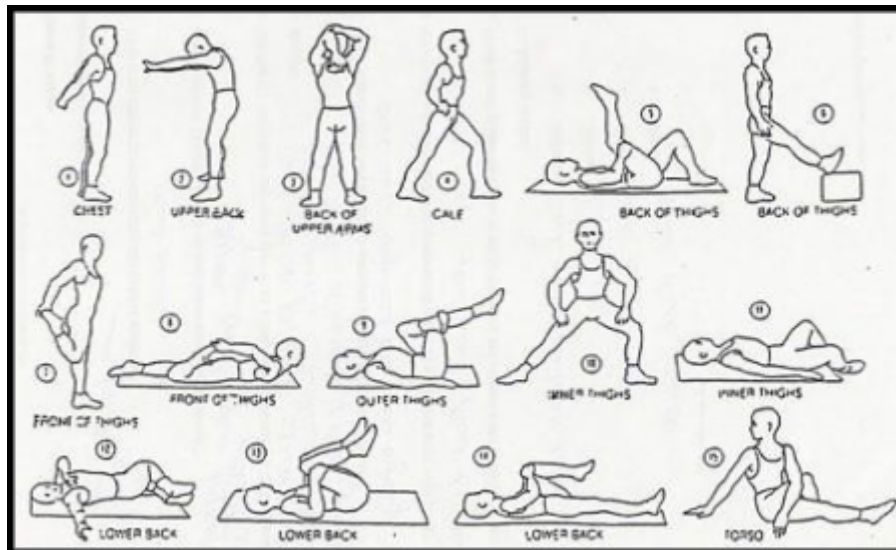
**Physical Education 9**

**Physical Education 10**

**Physical Education 11**

**Physical Education 12**

**Health**



## **\*PHYSICAL EDUCATION 9-12**

1 Year/ ½ Credit

\*Required Grades: 9-12

Prerequisite: None

Physical education is a comprehensive developmental program focused on the education of the whole person. The interdisciplinary nature of physical education provides opportunities for all students to achieve the knowledge, skills, and values that will develop and enhance their sense of well-being and maximize the quality of their life. In doing so, physical education develops personal living skills, knowledge and skills acquisition, feelings of self-worth, and the development of a personal value system, which acts as necessary catalysts in the development of an individual's lifestyle. The development of this lifestyle is essential to the individual becoming an informed, healthy, productive, and concerned citizen. All students shall participate in a physical education program 2-3 days per week in grades 9-12; grades are based on participation and homework. Final grade in physical education is integrated into the cumulative academic grade point average.

## **\*ADVANCED PHYSICAL EDUCATION**

1 Year/ ½ Credit

\*Required Grades: 9-12

Prerequisite: None

In addition to a general physical education curriculum, students in the Advanced Physical Education course will go in depth into strategy and game planning for all units. Emphasis will be placed on tactical decision-making, offensive and defensive systems, scouting and opponent analysis, practice planning, and advanced team concepts in addition to skill development and physical fitness. All students shall participate in a physical education program 2-3 days per week in grades 9-12; grades are based on participation and homework. Final grade in physical education is integrated into the cumulative academic grade point average.

\*Students must take either Physical Education or Advanced Physical Education every year of high school.

## **HEALTH**

1 Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

The purpose of the Health Education program is to favorably affect the health behaviors of students and to promote healthy decision-making. The course objectives include an understanding of one's own growth and development, an interest in the health and safety aspect of one's own daily activities, a sense of personal health responsibility, and a feeling of responsibility for community health. Students will also develop the ability to understand and interpret health information on crucial problems such as drugs, alcohol, tobacco, nutrition, obesity, disease, mental and emotional health, and Family Life Science. All students will participate in Health 2-3 days per week for 40 weeks.

### **CL WEIGHT TRAINING**

1 Year/ ½ Credit

Prerequisite: PE 10

Recommended Grade: 11-12

Exam: Local

The purpose of this class is to provide the student with an advanced level of knowledge and skills. Principles, advanced techniques, psychological components, and defense/offense strategies of play will be taught throughout the class. Students will play games at an advanced level. This course is an elective in the physical education program and does not take the place of Physical Education 9-12. **College credit may be obtained through SUNY Niagara.**

### **CL HEALTHFUL LIVING**

1 Year/ ½ Credit

Prerequisite: Health

Recommended Grade: 11-12

Exam: Local

A comprehensive overview of current health and wellness themes that will assist students in critical thinking and making well informed decisions regarding health-related issues. Topic areas include drug misuse and abuse, nutrition and weight management, human sexuality, stress reduction, cancer prevention, cardiovascular disease and others. **College credit may be obtained through SUNY Niagara.**

### **HEALTH THRU FILM**

1 Year/ ½ Credit

Prerequisite: None

Recommended Grade: 10-12

Exam: Local

Throughout this course, we will learn more about various health topics by watching and discussing various video clips, short films and movies that have health topics embedded into them. This course will cover required mental health requirements for students who are not scheduled for health.

### **SELF CARE & MINDFULNESS**

1 Year/ ½ Credit

Prerequisite: None

Recommended Grade: 10-12

Exam: Local

This course addresses SEL needs by providing students with short, simple mindfulness-based self care skills to personally practice in order to release stress, build focus, enhance self-regulation, and support social, emotional, and physical health. The assignments will consist of readings, videos, audios, Self Care Breathing Breaks, Self Care Movement Breaks, and Mindfulness Activities.

# **GRADUATION REQUIREMENTS IN SCIENCE**

## **ADVANCED REGENTS DIPLOMA**

**Earth & Space Sciences\***

**Life Science: Biology\*\***

**PLUS**

**One additional Science Course**

## **REGENTS DIPLOMA**

**Earth & Space Sciences\***

**PLUS**

**Two additional Science Courses**

\* Students must pass either the Earth & Space Sciences Regents Examination or the Life Science: Biology Regents Examination with a minimum grade of 65% to fulfill NYS graduation requirements.

\*\* Students must pass the Life Science: Biology and Earth & Space Sciences Regents Examinations with a minimum grade of 65% to fulfill NYS graduation requirements for Advanced Regents Diploma.

## **ENVIRONMENTAL LIFE SCIENCE**

1 Year/1 Credit

Recommended Grade: 9-12

Prerequisite: Teacher Recommendation

Exam: Local

Environmental Life Science is designed to give students a strong understanding of the core foundations of both environmental and life sciences. Topics include astronomical dynamics, meteorology, earth's history (radioactive decay, relative dating and evolution) and plate tectonics, the similarities and differences among living things, genetics, ecology, reproduction and development, lab skills, graphing and math equations. Upon successful completion of the course, students will progress to either Earth Science or Living Environment.

## **EARTH & SPACE SCIENCES R**

1 Year/1 Credit

Recommended Grade: 9

Prerequisite: Science 8

Exam: Regents

This course follows the NYSSLS Earth & Space Science curriculum. A minimum of 1200 minutes of hands-on laboratory experiences with satisfactory lab reports are required above and beyond the five periods per week of classroom instructional seat time. The focus of this course will be on application skills related to real world situations in the field of Earth & Space Science such as environmental sustainability, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, earth motions, the solar system, deep space astronomy, weather systems, weather prediction, seasons and climate. Students must complete 1200 minutes of laboratory investigations, including mandatory state lab investigations as guided by NYSED, to be eligible to take the Regents exam.

## **LIFE SCIENCE: BIOLOGY R**

1 Year/1 Credit

Recommended Grade: 10

Prerequisite: Earth & Space Sciences or Teacher Recommendation

Exam: Regents

This course follows the curriculum outlined by the New York State syllabus for Life Science: Biology and is an introductory course designed to explore the fundamental processes of living things. A minimum of 1200 minutes of hands-on laboratory experiences with satisfactory lab reports are required above and beyond the five periods per week of classroom instructional seat time. Students will be introduced to biological themes and concepts that make up the living world. Topics such as Cell Theory, Genetics, Reproduction and Development, Evolution, Ecology and Human Impact on the Environment will be investigated. Dissection of preserved specimens may be included in this class. Students must complete 1200 minutes of laboratory investigations, including mandatory state lab investigations as guided by NYSED, to be eligible to take the Regents exam.

## **CHEMISTRY R**

1 Year/1 Credit

Recommended Grade: 10-12

Prerequisite: Algebra and Earth Science OR Living Environment

Exam: Regents

This is a core-based course. A minimum of 1200 minutes of hands-on laboratory experiences with satisfactory lab reports are required above and beyond the five periods per week of classroom instructional seat time. The course is expected to prepare students to understand and apply scientific concepts, principals and theories pertaining to the physical setting and recognize the historical development of ideas in science. The topics of atomic concepts, periodic table, stoichiometry, chemical bonding, matter, kinetics/equilibrium, organic chemistry, oxidation-reductions, acids/bases/salts and nuclear chemistry are addressed in three key ideas: the characteristics and reactivity of matter; the forms and conservation of energy; the interaction of energy and matter.

## **CL PHYSICS R**

1 Year/1 Credit

Recommended Grade: 11-12

Prerequisite: Enrolled in Algebra 2 or Teacher Recommendation

Exam: Regents

This is a core-based course. A minimum of 1200 minutes of hands-on laboratory experiences with satisfactory lab reports are required above and beyond the five periods per week of classroom instructional seat time. The Physics course is a problem-solving class that deals with all aspects of the physical world and places special emphasis on one of the world's major problems—the production and wise use of energy. The study of energy is detailed in the study of the major units of motion, wave energy and electricity, along with being a minor component of other units of momentum and modern Physics. The course can be very helpful to all interested students even if they are not planning a Science, Technology, Engineering, or Math Career. The major goal of the Physics course is to help students become proficient in their ability to make decisions and solve problems. Students will be expected to complete a laboratory program as well as a moderate amount of homework.

**College credit may be obtained through SUNY Niagara and an overall course average of a 75% in Algebra 2 or a 70% on the Algebra 2 exam.**

## **HUMAN ANATOMY AND PHYSIOLOGY**

½ Year each/ ½ Credit each

Recommended Grade: 11-12

Prerequisite: Chemistry or Physics

Exam: Local

This college-level course is designed for those students who wish to explore the structures and functions of the human body in great detail. In addition to the study of cells, chemistry, biochemistry, and energy transport, students will also study the skeletal, nervous, endocrine, exocrine, circulatory, respiratory, digestive, immune, and reproductive systems. Students will be required to participate in numerous dissections, including the dissection of a cat. Students will be expected to do independent reading, conduct independent research, and make local presentations.

## **METEOROLOGY**

½ Year/ ½ Credit

Recommended Grade: 11-12

Prerequisite: 2 Science credits or Teacher Recommendation

Exam: Local

Meteorology encompasses a comprehensive program of meteorological concepts and applications including such topics as winds, fronts, lake-effect storms, and violent weather. Students will use computer technology to access data in meteorology, create models, and demonstrations that explain weather related ideas and tap into our community resources to understand concepts.

## **CL ASTRONOMY**

½ Year/ ½ Credit

Recommended Grade: 11-12

Prerequisite: 2 Science credits or Teacher Recommendation

Exam: Local

You will study the Earth as one of nine planets circling one of billions of stars in one of billions of galaxies. To better understand “what’s up there” students will be exposed to current information regarding the different objects in the sky (planets, stars, etc.) as well as how information is gathered and how models of the universe have changed over the years. Topics to be discussed will include: constellation recognition, planets of the solar system, space exploration, and the history of astronomy including gravitation and time travel. In addition, the possibility of life outside of Earth and the prerequisites of life will also be discussed. **College credit may be obtained through SUNY Niagara.**

## **NATURE OF THE UNIVERSE I & II**

½ Year each/ ½ Credit each

Recommended Grade: 11-12

Prerequisite: 2 Science Credits or Teacher Recommendation

Exam: Local

This course is a survey of some of the most important scientific concepts and principles that govern the behavior of our universe, including topics that are on the forefront of today's scientific research. Material in the course covers a wide range of topics: from projectiles, energy, and electricity, to black holes, time travel, and the search for extra-terrestrial life. Lessons will include numerous hands-on activities and will focus on the conceptual aspects of the material, with little or no emphasis on mathematics.

\*Demand for course will determine availability.

## **TOPICS IN ENVIRONMENTAL SCIENCE I & II**

½ Year each/ ½ Credit each

Recommended Grade: 11-12

Prerequisite: 2 Science credits or Teacher Recommendation

Exam: Local

These semester courses will deal with physical topics such as pollution, climate change, and, in general, how people affect our global ecosystem to name a few. Additionally, specific past and ongoing case studies in environmental science at the international, national, state, and local levels will also be studied. An example of a past environmental case study is the infamous “Love Canal” event in Niagara Falls, New York. More modern, ongoing case studies will also be discussed, such as former Vice President Al Gore pushing for legislation to have the United States dramatically cut down on greenhouse gases, as discussed in his movie “Inconvenient Truth”. Much time will be devoted to students working in small groups to brainstorm, write and present summaries/solutions to environmental problems. Lab work will also be required with the class.

\*Demand for course will determine availability.

## **EARTH'S TRAUMATIC PAST**

1 Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

How has life changed throughout its deep geologic history? Let's dig up and uncover what we know about the creatures that used to live right in our own backyards! We will discover how life was nearly extinguished at least five times in the deep past and compare key evidence written in stone to what we find happening today. Should we be concerned? Let's find out together!

## **FORENSIC SCIENCE**

1 Year/1 Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

An elective science course. The aim of this course is to use the scientific method to investigate and learn about the fundamental branches of forensic science. Topics may include crime scene observations and evidence collection, hair and fiber analysis, fingerprinting, blood splatter, DNA analysis, toxicology, handwriting analysis, entomology, glass evidence, etc. The class will be a combination of traditional lecture and hands-on activities/labs. We are using the textbook "Forensic Science", by Bertino and Bertino as our source text. Activities may include additional labs from outside sources and we will discuss the portrayal of forensic science in popular media. Students will be expected to handle the course content respectfully and maturely.

# **GRADUATION REQUIREMENTS IN SOCIAL STUDIES**

## **ADVANCED REGENTS DIPLOMA OR REGENTS DIPLOMA**

**Global History & Geography 9 R**

**Global History & Geography 10 R \***

**U. S. History & Government 11 R \***

**Participation in Government**

**Economics**

\* Students must pass the Global History & Geography and U.S. History & Government Regents Examinations with a minimum of 65% to fulfill NYS graduation requirements.

## **GLOBAL HISTORY & GEOGRAPHY 9**

1 Year/1 Credit

Recommended Grade: 9

Prerequisite: Social 8

Exam: Local

The content of the course covers history from the Prehistoric Stone Age to the mid 1700's. All regions of the world outside North America are included. A strong emphasis of the course is on the development of skills needed to pass the Global History Regents Exam which will be taken by all students at the end of Global History 10.

## **GLOBAL HISTORY & GEOGRAPHY 10**

1 Year/1 Credit

Recommended Grade: 10

Prerequisite: Global History 9

Exam: Regents

Students will study the "Modern Era" of World History. The course begins with the mid 1700's and progresses to current history. Major areas of study include the Enlightenment & Revolutions, The Industrial Age & Imperialism, World Wars & The Cold War, and the World today. In addition, the course seeks to prepare the student for the Global History Regents Examination.

## **U.S. HISTORY AND GOVERNMENT**

1 Year/1 Credit

Recommended Grade: 11

Prerequisite: Global History 10

Exam: Regents

Students enrolled in this course will study United States history with focus on America's emerging role as a leader in world politics. The course will also offer an economic overview from a historical perspective and a firm commitment to the role of current events in shaping past, present, and future historical trends. An examination of our political system is included. In addition, the course seeks to prepare the student for the U.S. History and Government Regents Examination.

## **PARTICIPATION IN GOVERNMENT**

½ Year/ ½ Credit

Recommended Grade: 12

Prerequisite: U.S. History 11

Exam: Local

This course emphasizes the interaction between citizens and government at all levels: local, state and national and international. Student participation in the government is encouraged and expected. Students will learn to value the principles and ideals of a democratic system based upon the premises of human dignity, liberty, justice and equality.

## **ECONOMICS**

½ Year/ ½ Credit

Recommended Grade: 12

Prerequisite: U.S. History 11

Exam: Local

Students will study how people and countries use their resources to produce, distribute and consume goods and services. Students will tackle such concepts as scarcity, supply and demand, opportunity costs, international trade, monetary policy, and government spending. Students will also examine such economic theorists as Adam Smith and John Maynard Keynes.

### **PSYCHOLOGY (alternate years)**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: Global History 9

Exam: Local

This course is the scientific study of human mental processes. Some topics studied will include learning and senses; personality behavior/mental health; and social behavior/interpersonal contact. A brief history of psychology will be discussed, and we will conduct experiments that are appropriate for a high school class. Videos on pertinent issues will be used when appropriate.

### **SOCIOLOGY (alternate years)**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: Global History 9

Exam: Local

Sociology is the social science that studies human society and social behavior. Sociology focuses on the group rather than the individual in society. By developing a sociological point of view, students are able to see themselves as social beings whose behaviors are the result of social factors. A sampling of topics includes personality development, family, peers, and mass media as agents of socialization, teenagers and dating, deviance and crime.

### **U.S. HISTORY THRU FILM**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

This semester course is highly based on participation and summary/analysis of the selected films. Colonial America will be the setting for our first film, **The Scarlet Letter**, and we will easily wind our way through the 1700s, 1800s, and 1900s. It will end with looking at contemporary issues that led us into the 2000s with **Bowling for Columbine**.

### **WORLD HISTORY THROUGH FILM**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

We will begin with one of the most well-known films, **The Ten Commandments** (1956) and trace world history through other favorites like **Braveheart** (1995) and **The Last Emperor** (1987). The majority of the class will be based upon participation and summary/analysis of the selected films.

### **ANCIENT MYSTERIES (alternate years)**

½ Year/ ½ Credit

Recommended Grade: 10-12

Prerequisite: None

Exam: Local

Throughout history, there have been many unsolved mysteries surrounding human's earliest civilizations. In this class, we will investigate new developments around ancient mysteries such as the Piri Reis Map, the Nazca Lines in South America, and the Great Pyramids of Giza. The class will include lectures, videos, individual and group projects and presentations.

### **MYTHOLOGY alternate years)**

½ Year/ ½ Credit

Prerequisite: None

Recommended Grade: 10-12

Exam: Local

Since early mythology, certain heroes and adventures have continued to be a source of entertainment as well as education. In this class, we will examine this so-called “Hero’s Journey” and see how it applies to both ancient stories as well as modern cinema. This class will include class lectures, reading from ancient mythologies, videos with reactions, and group projects and presentations.

### **CIVICS & COMMUNITY ENGAGEMENT**

1 Year/1 Credit

Prerequisite: English 9 & Teacher Recommendation

Recommended Grade: 10-12

Exam: Local

Students in this program will gain skills and knowledge in civics, political science, community, peer organizing, social justice, public speaking and advocacy. Students will be required to participate in class discussions and presentations on these topics. This course is organized by marking period to educate students on our government and social justice institutions and gradually release them to complete a civic based service-learning project that directly impacts their community. These projects qualify as a High School Capstone Project in the New York State Diploma Seal of Civic Readiness. This course requires both rigor and knowledge of multiple disciplines of social studies and therefore requires a recommendation from a Social Studies teacher for a student to qualify.

# **MAJOR SEQUENCE IN VOCATIONAL EDUCATION (BOCES)**

## **5-UNIT SEQUENCE\***

Principles of Finance ( $\frac{1}{2}$ )

### **Plus, one of the following: (2-year programs)**

- Air Conditioning, Refrigeration and Heating (HVAC)
- Animal Science
- Animation\*
- Auto Technology
- Building Trades
- Certified Personal Trainer
- Computer Technology
- Conservation of Natural Resources
- Cosmetology
- Culinary Arts (Food Service)
- Diesel/Heavy Equipment
- Early Childhood Education
- Electricity Electronics
- Emergency Medical Services
- Fashion Design & Merchandising\*\*
- Film/Video Effects\*
- Fire Science
- Graphic Communications
- Health Career Occupation Technicians
- Interior Design & Decorating\*\*
- Advanced Manufacturing & Engineering
- Security and Law Enforcement
- Web Development/Game Programming
- Welding

**Note:** If a student is pursuing a five-unit sequence in the Arts or CTE (Occupational Education), the second language requirement may be waived to receive an Advanced Regents diploma.

\* Animation & Film/Video Effects must both be taken to obtain a 2-year certification.

\*\* Fashion Design and Merchandising and Interior Design & Decorating must both be taken to obtain a 2-year certification.

## **BOCES**

Occupational education refers to a curriculum which is intended to prepare students for employment. They may earn a living in occupations in which success is dependent largely upon the skillful use of hand or machine tools, knowledge of the properties and characteristics of materials, and a command of the principles and skills related to the occupation. Students study modern industrial methods and procedures in buildings equipped with up-to-date equipment comparable to that used in the occupation for which they are preparing. In their academic and related classes, they also study the basic subjects for a well-rounded program in general education.

The training is designed to gain experience through direct contact with material, the manipulation of objects, the use of tools, the application of instruments, and the construction of various items.

### **AIR CONDITIONING, REFRIGERATION & HEATING (HVAC)**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

Air Conditioning, Refrigeration and Heating is a two-year course designed to provide students with employable skills in the service and installation of residential and commercial air conditioning, heating, and refrigeration units. A student will attain a working knowledge of various components in numerous control systems and their operations separately, and in combination with other controls. A student will be capable of troubleshooting a control system. NOCTI Certification available to all students.

### **ANIMAL SCIENCE**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

Animal Science is a two-year program designed to explore the diverse field of animal science. Throughout the program, students will recognize the important roles animals play in society from individual ownership to scientific research with far reaching implications. Students will learn skills in areas such as animal handling, anatomy and physiology, grooming, pet first aid, health and disease, clinical practices, veterinary terminology, and safety and sanitation. Students will also learn specialized and advanced skills in areas such as veterinary assisting, care and handling of animals in a laboratory or veterinary setting, dog grooming, and kennel/pet shop management. Upon successful completion of this program, students may receive college credits pending established procedures.

### **ANIMATION (Offered in PM only)**

1 Year/3 Credits

Recommended Grade: 11

Prerequisite: Principles of Finance

Exam: Local

The Animation course introduces the basic terminology, concepts, and techniques of animation. Students learn historical perspective, current technologies, applications of animation, and basic principles of 2D and 3D animation. Students work hands-on, using a variety of animation techniques to create a portfolio of work designed to assist them in their pursuit of further education in the field.

**AN INTERVIEW IS REQUIRED FOR THIS PROGRAM.**

## **AUTOMOTIVE TECHNOLOGY**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

This program is designed to help prepare the student who wants to enter the automotive field in an independent repair facility, a new or used car dealership, a fleet of maintenance repair shops or a parts distribution facility. This program is NATEF and AYES certified.

## **BUILDING TRADES**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

The Building Trades Management and Maintenance curriculum prepares students to assume key positions in fields of facility operations and property management. The curriculum is unique in providing technical and managerial training. The students will gain knowledge in the following areas; operation of a building's mechanical system; overview of the building trades; and managerial/supervisory skills and business practices. Our program aims to develop skills which are needed for planning, scheduling, and controlling the efficient operation and repair of state-of-the-art equipment and buildings. NOCTI Certification available to all students.

## **CERTIFIED PERSONAL TRAINER**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

The Certified Personal Trainer program is designed for the individual seeking competency in health, fitness and exercise instruction. Students will perform fundamental health and fitness assessments and learn to design and implement fitness programs for the healthy population. Upon completion of this program, students will be prepared to take the American Council on Exercise Certification Examination (ACE).

## **COMPUTER TECHNOLOGY**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

**Computer Hardware** - During the first year, students are introduced to basic computer technology and networking concepts. Standard software packages such as Microsoft Office are introduced and are used throughout the course. Internet security concerns and how to maintain a safe computing environment are discussed.

**Cyber Security** - During the second year, the curriculum will cover the fundamentals of cyber security, computer hardware and software, as well as advanced concepts. The students will be able to describe the internal components of computers and laptops, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software.

**AN INTERVIEW IS REQUIRED FOR THIS PROGRAM.**

## **CONSERVATION OF NATURAL RESOURCES**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

Conservation is designed for students who have a desire to work outdoors and a concern for our environment and its natural resources. Specific student activities include: Developing and implementing a Forest Management Plan, Guiding and Wildlife Interpretation, Equipment Operation, Park Management and Operations and Greenhouse Management. NOCTI Certification available to all students.

## **COSMETOLOGY**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local and State

Cosmetology is a two-year course available to all students in the junior or senior year. This course includes all phases of training necessary to become a licensed Cosmetologist. As in all occupation programs, the students in the Cosmetology program learn by doing. They will perform basic hair styling techniques on mannequins before progressing on fellow students. The second year of training will involve working on the public in the Cosmetology clinic. Students enrolled in this program are required to accumulate 1,000 hours of instruction, which mandates a very good attendance record. Upon completion of the 1,000 hours of work, the student is expected to take the State examination. This consists of two parts: One practical and one written. It is very important to emphasize that more and more men are entering this lucrative field. NOCTI Certification available to all students. NOCTI Certification available for all students.

## **CULINARY ARTS (FOOD SERVICES)**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

Students in this program will be exposed to the variety of careers available within the food service and food preparation field. By actual participation, students will become familiar with the workings of a modern kitchen while preparing foods of various types. This training will prepare them for future employment in both preparation and serving. This program will also qualify students for acceptance at post-secondary schools specializing in training necessary to become instructors of food service trades. NOCTI, ServSafe Manager and American Culinary Federation Certification available to all students.

## **DIESEL/HEAVY EQUIPMENT**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

Heavy Equipment/Diesel/Agriculture Mechanics is a two-year program open to all junior and senior students. Students who have found an interest in working with machines in the construction, agriculture, trucking and bus industry, lawn and garden industry, small engine automotive, welding, industrial machine maintenance and Armed Forces should consider this program. Students will be working on trucks (pickups and semis), farm tractors, forklifts, backhoes, bulldozers, lawn mowers and small engines. Students will also work in group for engine tear down, overhaul, and failure analysis.

## **EARLY CHILDHOOD EDUCATION**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

Early Childhood Education is a one or two-year program open to all students in their junior or senior year. The course is conducted five days per week and with a preschool as a critical component of the program. The preschool is used to observe children and to facilitate student instructional experience. Students completing this program will be trained as general early childhood workers. They will be prepared to complete the Child Development Associate credentials from 218 to 284 hours of the required 480 hours. They will also share and almost complete a portfolio, another requirement for this credential. If a student chooses, they will also be prepared to continue education at a two-year or four-year college. Each student who maintains an average of 85% for two years has available to them an articulation at **SUNY Niagara** of 6 credits.

## **ELECTRICITY/ELECTRONICS**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

A two-year program which allows students the opportunity to attain entry-level job skills and/or prepare for additional in-depth training in Electricity and Electronics. The first-year student will complete four clusters of instruction consisting of 30 skills and/or activities in each cluster. Before the student completes the first year of instruction, he/she will begin to select a major in either electricity or electronics. This major will serve as a basis for the second year of the program. This two-year program is designed to provide a curriculum in which a student can acquire the skills and knowledge necessary for successful entry into the electricity/electronics trade area. NOCTI Certification is available for all students.

## **FIRE SCIENCE/EMERGENCY MEDICAL SERVICES**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

**Fire Science** – During the first year, students are introduced to basic fire prevention, firefighting tactics and emergency response. Students will learn the basics of fire prevention, firefighting, emergency response, firefighter safety, equipment, fire suppression, hazardous materials, and first aid. Upon completion, students will receive Basic Exterior Firefighting Operations (BEFO) course certification equivalency.

**EMS** – During the second year students will prepare to perform lifesaving skills and gain hands-on experience and real-world medical training that prepares them for careers in emergency services, healthcare and public safety. The EMS program focuses on the skills and knowledge required for basic certification in the EMS field. Students can become certified as Certified First Responders (CFR) and as Emergency Medical Technicians (EMT). They will also have the opportunity to get certifications and be trained in CPR/AED, HIPAA, Bloodborne and Airborne Pathogens, Sexual Harassment in the Workplace, Hazardous Materials Awareness, and the Incident Command System.

### **FASHION DESIGN & MERCHANDISING (offered in the A.M. only)**

1 Years/3 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

The fashion design and merchandising program focuses on the world of fashion. The program is divided into four key components of fashion; (1) computer applications (2) design, illustration, and color (3) apparel construction and methods, pattern drafting, and draping, and (4) the business of fashion. Students will use state-of-the-art computer software, sewing machines, equipment related to the fashion industry, and sergers to create their designs and projects throughout the program. During the program, students will complete a variety of projects, with the planning and total running of a fashion show presentation.

### **FILM AND VIDEO PRODUCTION (Offered AM only)**

1 Year/3 Credits

Recommended Grade: 12

Prerequisite: Principles of Finance

Exam: Local

Emphasizing hands-on production, this one-year course explores the fundamentals of film creation, including the techniques and aesthetics of shooting, lighting, and editing. Students explore film technologies, equipment operation, composition, lighting, audio fundamentals, motion graphics, visual effects, production planning, and nonlinear editing. Students work individually and in teams to experience the pre-production, production, and post-production stages of video creation, distribution, and evaluation.

### **GAME PROGRAMMING**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

The Web Development and Game Design program is geared toward students interested in exploring computer programming, Web technologies, and the creativity and technology of game creation. Students in this program will develop skills in coding, interactive design, game theory and development, and mobile game app creation using industry-standard programming languages and development tools. The program consists of one year of **Web Development** and one year of **Game Programming**.

**AN INTERVIEW IS REQUIRED FOR THIS PROGRAM.**

### **GRAPHIC COMMUNICATIONS**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

This program is designed to prepare students for entry-level employment in the graphics arts field. Areas of specialization related to offset printing and electronic publishing will be studied and practiced. Offset printing areas include: planning and production, copy preparation, camera work, plate making, press work, and bindery. Electronic publishing areas include: operation of computer, laser writer, scanner, still video camera, word processing software, page layout software, illustration/photographic software, and multi-media software. This program is two one-year programs combined intermittently (first year: 1/2 Electronic Publishing, 1/2 Offset Printing; second year: 1/2 Electronic Publishing, 1/2 Offset Printing).

## **HEALTH OCCUPATIONS TECHNICIANS**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

Health Occupations Technicians is a two-year program, five days per week, two hours and forty minutes per day. Starting with the Health Occupations Core, giving the students their High School Health Credit, the curriculum will be expanded to allow the student experience and exposure to multiple health fields. The H.O.T class will allow the student employment in multiple entry level jobs within the health field, as well as provide the foundation to pursue further education in one of over 400 health care professions. There will be experiences in multiple clinical settings in the local health care facilities--hospitals, nursing homes, rehabilitation facilities, SASH programs, ARC programs, etc. This includes exposure and exploration in a multitude of ancillary areas such as Physical Therapy, Occupational Therapy, Laboratory, Pharmacy, Operation Room, Pediatrics, Speech Therapy, Dietary, Cardiac Rehabilitation and much more. Our students will work with healthy, as well as, the ill or injured clients, from newborn on up, to include all stages of the life cycle. The student will receive the basic knowledge to continue their education in the health fields plus the benefit of exploring their chosen interest career. NOCTI Certification available to all students.

## **INTERIOR DESIGN & DECORATING**

1 Year/3 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

This one-year interior design program focuses on the world of interior design and environmental furnishings. The program is divided into four components of Interior Design; (1) computer applications, (2) design, illustration, and color, (3) construction methods for the interior environment, (4) the business end of interior decoration and furnishings. Students will use state-of-the-art computer software, sewing machines, and other equipment related to the industry for a full immersion in the interior design industry. During the one-year program students will complete a variety of projects for the home.

## **ADVANCED MANUFACTURING & ENGINEERING**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

The student will be engaged in team-based projects while still being responsible for directing their own curriculum concentration, projects, and areas of exploration within the engineering sciences. Collaborative teaching strategies and extensive active learning techniques make the learning process an active one. This program has been recognized locally as leading edge in NYS and nationally and is directly responsible for creating over 30 NYS Champions and six National Champions in Automated Manufacturing/Precision Machine Technology.

## **SECURITY AND LAW ENFORCEMENT**

2 Years/6 Credits

Recommended Grade: 11-12

Prerequisite: Principles of Finance

Exam: Local

Crime is an unfortunate fact of life. It is not going to go away and has generally shown an increase over the past 30 years. Public security may include federal police agencies, local police agencies, transportation and public housing agencies, and prisons. Private security may include body guards, shopping malls, hotel/motels, neighborhoods, industrial plants, and stores. These are just a few of the many opportunities security personnel find employment. NOCTI certification available to all students.

## **WELDING**

2 Years/6 Credits

Prerequisite: Principles of Finance

Recommended Grade: 11-12

Exam: Local

The Welding course is designed to develop skills in all areas of welding and metal fabrication but most specifically those areas where there is greatest employment potential. Approximately one quarter of the course is devoted to fabrication methods and the production of welded items. NOCTI and DOT certification available to all students.

## **TECHNICAL MATH AND TECHNICAL SCIENCE**

Technical Math and Technical Science are offered at the Career and Technical Centers, which helps students fulfill their obligations toward graduation.

### **TECHNICAL MATHEMATICS**

2 Years/ ½ Credit Each Year

Prerequisite: 11<sup>th</sup> grader in good standing

The curriculum was created for the integration of technical mathematics over two years within the Career & Technical Education program. Students will understand mathematics as it is applied to the program content.

They will become confident in communicating and reasoning mathematically by applying mathematics in their program with real-world applications, settings, and proficiency. Problem-solving through integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry will all be covered as it relates to the student's program area.

### **TECHNICAL SCIENCE**

2 Years/ ½ Credit Each Year

Prerequisite: 11<sup>th</sup> grader in good standing

This curriculum was created for the integration of technical science over two years, within the Career and Technical Education program. Students will understand Science as it applies to the program content. Students will understand and apply scientific concepts, principles and theories as it is related to their specific program.

The integration of chemistry, physics, earth science, and life sciences as it relates to the physical setting and living environment will be incorporated. Mathematics, history, and language arts components will also be integrated. The course is designed to meet the needs of diverse student populations, teach science processes and proven actual hands-on experience.

## **VOCATIONAL - INDIVIDUALLY PACED**

### **AUTOMOTIVE SERVICES**

This program is designed as an exploratory course to provide an opportunity for students who are interested in the automotive field. The course focuses on the following:

1. **Automotive Service** - deals with developing the skills needed to service an automobile and handling the various jobs available in the Auto Service Industry.
2. **Automotive Maintenance** - deals with the occupational skills needed to maintain and repair everyday needs of the automobile as performed by service centers.
3. **Automotive Repair** - deals in more depth, encompassing actual mechanical skills and equipment needed by automotive mechanics in a working shop.

### **UNITS OF STUDY**

- Safety
- Tools and Equipment
- Customer Relationships
- Vehicle Repair Estimates
- Under hood Checks
- Vehicle Detailing
- Oxy/Acetylene Torches
- Basic Vehicle Service
  - Lubrication, Oil and Filter Changes
  - Belts and Hoses
  - Vehicle Fluids
  - Battery Service
  - NYS Inspection
  - Cooling System Service
  - Brake Service
  - Steering and Suspension

### **BUILDINGS & GROUNDS CURRICULUM**

This program is offered to 9<sup>th</sup> to 12<sup>th</sup> graders. It is designed as an exploratory course for students with an overview of carpentry, plumbing, electrical wiring, repair, masonry design and layout, maintenance repairs, cleaning and landscaping. Not only does this unique program allow students a chance to explore all different types of jobs, it helps to prepare them for employment by teaching them job interviewing skills and how to work well with others. This is a great prep program for students interested in going on to the Building Trades program.

### **UNITS OF STUDY**

- Ground Maintenance Equipment and Procedures
- Landscape and Turf Management
- House and Building Maintenance Fundamentals

- Hand Tools and Power Tools
- Carpentry
- Plumbing
- Electrical
- Masonry
- House Maintenance and Repair
- Math and Science
- Employability Skills
- Safety
- Measuring Instruments
- Blueprint Reading

### **FOOD SERVICE**

This program is designed as an exploratory course for students with an overview of food preparation, global and gourmet foods, commercial foods, food science and food service operations.

Not only does this unique program allow students a chance to explore all different types of jobs, it helps to prepare them for employment and teaches them job interviewing skills and how to work well with others. This is a great prep program for students interested in going into culinary arts.

### **UNITS OF STUDY**

- Food Service Equipment (use and maintenance)
- Food Safety and Sanitation
- Standard Recipes
- Soups
- Salads
- Sandwiches
- Vegetables
- Fruits
- Breakfast
- Cooking Techniques
- Knife Skills
- Math, Science and ELA
- Employability Skills
- Measuring Instruments