

COURSE
DESCRIPTION
BOOKLET



Campbell-Savona Central School
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Table of Contents:

Introduction, Graduation Requirements, ACE Courses, STEM, etc.	2 – 8
English	9 – 11
Social Studies	11 – 14
Math	14 – 16
Science	16 – 18
Foreign Language	18 – 19
Art	20
Music	21 – 22
Technology	22 – 23
Physical Education & Health	23 - 24
Driver Education	24
Other	24 - 25
Career and Technical Education (CTE)	25 - 26
Online and Distance Learning Courses	27 – 29

Introduction and Instructions

To plan your program for high school, you will need to have certain information available to you. This handbook includes:

- 1) Graduation requirements, and
- 2) Descriptions of courses tentatively available at Campbell-Savona.

You will be seen in a group to receive needed information and then problems and questions will be handled on an individual basis. We will collect your registration forms and then mail a copy home to your parents. We will give you and your parents a deadline for any changes you may have. You should contact Mr. Burns or Mrs. Sullivan if you or your parents have any questions.

Course selections for next year must be made in final form by a date to be announced. You will be making a commitment with your selection, so take it seriously and sign up for courses that meet **your** needs. It should be understood that it may not be possible to take every course you select because of **schedule conflicts, insufficient enrollment, budgetary limitations, class size, etc.**

As a general policy, every student should carry a minimum of 6 1/2 credits. This may vary depending upon the student's ability, program, and course difficulty. Please note: we require that you have no more than four (4) study halls per cycle, so choose your courses accordingly.

Minimum Graduation Requirements

SUBJECT	LOCAL DIPLOMA	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
English	4 credits	4 credits	4 credits
Social Studies	4 credits	4 credits	4 credits
Math*	3 credits	3 credits	3 credits
Science*	3 credits	3 credits	3 credits
Fine Arts	1 credit	1 credit	1 credit
Health	½ credit	½ credit	½ credit
Physical Education	2 credits over 4 years	2 credits over 4 years	2 credits over 4 years
Second Language**	1 credit	1 credit	3 credits
Electives	3 ½ credits	3 ½ credits	1 ½ credits
Total Credits Earned	22 credits	22 credits	22 credits

*The expectation is that CSCS students will take math and science each year.

** Students may choose to substitute a 5-credit sequence in Career and Technical Education (CTE) or Fine Arts for their Foreign Language requirement

Required exams for certain diplomas:

Regents Diploma

Students must score a 65 or higher on the following Regents exams:

- Algebra I
- One Science (Earth Science, Living Environment, Chemistry, or Physics)
- Comprehensive English
- United States History and Government
- Global History and Geography

Regents Diploma with Advanced Designation

Students must score a 65 or higher on the following Regents exams:

- Algebra I, Geometry and Algebra II
- Two Sciences (Living Environment plus one of the following: Earth Science, Chemistry, or Physics)
- Comprehensive English
- United States History and Government
- Global History and Geography
- Comprehensive Spanish

Regents Diploma with Advanced Designation with Math Annotation

Eligible: Students who complete all course work and testing requirements for the Regents Diploma with Advanced Designation and who pass, with a score of 85 or better, three Regents exams in mathematics.

Regents Diploma with Advanced Designation with Science Annotation

Eligible: Students who complete all course work and testing requirements for the Regents Diploma with Advanced Designation and who pass, with a score of 85 or better, three Regents exams in science.

Local Diploma

For Students with Disabilities, who do not pass a specific Regents exam, the testing requirements for a Local Diploma may be met by scoring a 55 – 64 on a Regents Exam.

Diploma with Honors

In order to earn honors designation, a student will achieve an average of 90 % in all Regents required for the diploma. Honors may be awarded for both the Regents Diploma and the Regents Diploma with Advanced Designation. Each Regents exams score carries a weight of one. Averages below 90.0 % shall not be rounded upward to 90 %.

Diploma with CTE Endorsement

Attend a 2 year BOCES program and meet the requirements as established by BOCES for this endorsement.

Career Development and Occupational Studies (CDOS) Commencement Credential

For students with disabilities who have completed at least 54 hours of work based learning, 216 hours in technical education, completed employability profile and career plan. This credential can be used as a stand alone exiting credential or in conjunction with a Local or Regents diploma.

Skills and Achievement Commencement Credential (SACC)

For students with disabilities who are New York State Alternate Assessment eligible (NYSAA).

Appeal Process information:

The Regents has implemented an Appeals Process that allows general education students and students with a disability who fails to attain a passing score on a required Regents examination for graduation to appeal his or her score if the student meets the following criteria:

- General Education students have to score a 60-64 on a required Regents exam for graduation;
- Students with Disabilities, who have been approved through CSE to have the low-pass safety net, have to score within three points of 55 (i.e. 52, 53, 54) on a required Regents exam for graduation;
- has received academic intervention services by the school in the subject area of the examination;
- has attained a course average in the subject area of the examination that meets or exceeds the required passing grade by the school; and,
- is recommended for an exemption to the passing score by his or her teacher or department chairperson in the subject area of the examination.

Students who successfully appeal one Regents Exam receive a Regents diploma, and students who successfully appeal two Regents Exams will receive a local diploma. If a student with disabilities, who can appeal up to 2 exams, uses the appeal process for a low pass on either one or two exams, then the student will earn a local diploma.

Compensatory Option:

Students with disabilities who score between a 45-54 on a Regents exam required for graduation, other than the English and Math exams, may, for the purposes of earning a local diploma, be compensated by a score of 65 or higher on the other required Regents exams. Students shall not use the compensatory score option if the student is using a passing score on any RCT exam and must have satisfactory attendance.

The 4+1 Option:

The “4+1” option permits a student to meet graduation assessment requirements by passing Regents examinations in English language arts, math, science, and social studies, plus an additional Regents examination or a comparably rigorous examination approved by the Commissioner.

The 4+1 pathway option does not change existing graduation course or credit requirements and students must continue to meet all current course and 22 units of credit requirements, even if they were to elect to take advantage of the 4+1 option.

The new regulations create graduation pathways in the Humanities; Science Technology, Engineering and Math (STEM); Biliteracy/Languages Other Than English (LOTE); Career and Technical Education (CTE), and the Arts; students pursuing any of these pathways must pass one of the following assessments in place of the fifth assessment currently required for graduation:

- One additional social studies Regents exam or Department-approved alternative (Humanities Pathway); or
- One additional Regents exam in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment in a Language Other Than English (LOTE) approved by the Commissioner (which could include a Biliteracy Pathway); or
- A career and technical education pathway assessment approved by the Commissioner, following successful completion of an approved CTE program (CTE Pathway); or
- An arts pathway assessment approved by the Commissioner (Arts Pathway)

Adding/Dropping Classes:

The course registration process is a very involved and serious matter for students. The guidance office spends a lot of time working with students and parents to develop an appropriate course of study. It is important for students and parents to communicate throughout the scheduling process. Schedule changes should be made over the summer, to ensure students are prepared for classes in September. Dates and times for such meetings will be included when student schedules are mailed home in August. There are certain situations that may arise which warrant a schedule change once school begins. However, in most situations students should remain in the courses they have signed up for.

Procedure for adding/dropping a course:

The add/drop dates run between **the beginning of the 3rd week and the end of the 5th week of the school year**. The procedure for dropping or adding a course requires that a student first talk with the respective teacher. Then, a “Student Schedule Change” form is obtained from the student’s guidance counselor. This form must first be signed by the parent/guardian and then signed by the teacher. Once all signatures have been received, the signed form is returned to the guidance counselor, who will officially change the schedule. Until all of the above steps are completed, students are to follow their existing schedule.

High School Grade Level Assignments:

To be promoted to the next grade level, students in grades 9-12 must have earned the following minimum number of credits:

- Grade 10 – Freshmen who have earned 5.5 credits will be promoted to the 10th grade.
- Grade 11 – Sophomores who have earned 11 credits will be promoted to the 11th grade.
- Grade 12 – Juniors who have earned 16.5 credits will be promoted to the 12th grade.

Students will not be moved ahead of their regular class status. Students may have the opportunity to “double-up” their 11th and 12th grade years.

AIS

0 credit

School districts are required to provide Academic Intervention Services (AIS) to students who score below the State designated performance level on State Assessments and who are at risk of not meeting State learning standards or graduation requirements. Students who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, social studies, and science are automatically placed in AIS.

ACE COURSES

Accelerated College Education (ACE) is a high school concurrent enrollment program where juniors and seniors are able to earn college credit from Corning Community College (CCC), Jamestown Community College (JCC) or Tompkins Cortland Community College (TC3) in approved courses. All ACE instructors are high school teachers who have been approved through the college as adjunct instructors. In addition ACE is an accredited program through the National Alliance of Concurrent Enrollment Partnerships (NACEP) which is the national accrediting body for concurrent enrollment programs. In order to comply with NACEP certification and maintain the integrity of ACE courses, all college courses taught at the high schools must have the same criteria and requirements as their counterparts offered at the college. ALL students taking these courses MUST meet the prerequisite for the course to guarantee they receive college credit. To ensure quality and student success, we must follow these guidelines. Prerequisites are listed for ACE courses throughout this booklet.

Campbell-Savona students also have the opportunity to fulfill high school course requirements by taking courses at an accredited post-secondary institution. Courses that will be transferred onto the student’s Campbell-Savona transcript will be courses that are available to students who are educated in-house. This means if Campbell-Savona offers an ACE (concurrent enrollment) course within our high school, a student can transfer in the equivalent course if taken at another college/university. The course name, final grade and credit will be placed on the student’s Campbell-Savona transcript. This opportunity exists pending the prior approval of the High School Guidance Counselor as well as the High School Principal.

Students who request to take ACE courses must keep in mind the level of challenge, difficulty and time required for each course. As a general rule of thumb, it is recommended that for each college credit taken, a student should dedicate 3 hours per week per credit. For a 3-credit course, that would mean it is recommended that a student spend 9 hours per week studying and preparing for the course. While CSCS does not limit the number of ACE courses a student can take per semester, we do ask that students carefully consider the balance in their course load and extracurricular activities so that they can have a successful school experience.

This is a listing of ACE courses offered at Campbell-Savona Central School. Please find the course in this booklet for a more detailed description of the course and the prerequisites.

College & course ID #	High School Name	College Credits	Prerequisite ***
CCC ENGL 1010	ACE College Composition I	3 credits	***
CCC ENGL 1020	ACE College Composition II	3 credits	***
CCC GOVT 1010	ACE American Government	3 credits	
CCC HIST 1110	ACE United States History I	3 credits	***
CCC HIST 1120	ACE United States History II	3 credits	***
CCC SPAN 2010	ACE Spanish IV A	4 credits	***
CCC SPAN 2180	ACE Spanish IV B	4 credits	***
CCC MATH 1310	ACE Statistics	4 credits	***
CCC SPAN 2310	ACE Spanish V	3 credits	***
CCC BIO 1510	ACE General Biology I	4 credits	***
CCC BIOL 1030	ACE Environmental Science	3 credits	***
CCC FYEX 1000	ACE First Year Experience	3 credits	
CCC Math 1610	ACE Calculus	4 credits	***
CCC GOVT 2990	ACE Youth in Government	1 credit	
CCC ECON 1000	ACE Elements of Economics	3 credits	
TC3 MATH 120	ACE Pre-Calculus Math I	3 credits	
TC3 MATH 138	ACE Pre-Calculus Math II	3 credits	
TC3 HLTH 206	ACE TC3 Personal Health	3 credits	
ONLINE OPTIONS:			
CCC BUSN 1030	ACE Online Business Communications	3 credits	
CCC BUSN 1231	ACE Online Business Law I	3 credits	
CCC PSYC 1101	ACE Online Psychology	3 credits	***
DISTANCE LEARNING OPTIONS:			
JCC CMM 1610	ACE Public Speaking	3 credits	***
JCC BUS 1610	ACE Personal Finance	3 credits	***

STEM Courses

Through STEM activities, CSCS students will not only gain a greater understanding of science, technology, engineering and math concepts, they will also acquire greater and deeper critical thinking skills. Inquiry-based learning, which is the cornerstone of STEM teaching, fosters student’s critical thinking skills and creativity to solve problems through various experiential activities. These skills will be essential for students to be competitive in today’s ever changing world.

CSCS is pleased to offer the following STEM-related courses to its students:

- Science 7
- Science 8
- TEACH 7
- TEACH 8
- Earth Science
- Living Environment
- Chemistry
- Sustainable Living
- Physics
- Forensics
- Robotics and Computer Science

5 Credit Business (CTE) Sequence

Students may choose to substitute a 5-credit sequence in Career and Technical Education (CTE) in place of the 3 credits in Foreign Language to fulfill that requirement for a Regents with Advanced Designation. Courses that can be used to meet that requirement are as follows:

- First Year Experience (FYEX) – 3/4 credit
- Math and Financial Management (MFM) – 1.0 credit
- Business in 21st Century – 3/4 credit
- Imprints – 1.0 credit
- All BOCES CTE courses – 5-6 credits. Credit varies by program.
- Online Introduction to Graphic Design – 1/2 credit
- Online Fundamentals of Web Development – 1/2 credit
- Online Financial Literacy – 1/2 credit
- Online Career and Technology – 1/2 credit
- Distance Learning ACE Personal Finance – 1/2 credit

Grade Conversion Charts

A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D+	68
D	67
D-	65
F	60

4.0	98
3.9	94
3.8	93
3.7	92
3.6	91
3.5	90
3.4	89
3.3	88
3.2	87
3.1	86
3.0	85
2.9	84
2.8	83

2.7	82
2.6	81
2.5	80
2.4	79
2.3	78
2.2	77
2.1	76
2.0	75
1.9	74
1.8	73
1.7	72
1.6	71
1.5	70

1.4	69
1.3	68
1.2	67
1.1	66
1.0	65

ENGLISH COURSE DESCRIPTIONS

English 9

**9th Grade
1 credit**

This course covers an in-depth study of literature including short stories, poetry, drama, and the novel. In ninth grade, students will focus on grammar, mechanics, usage, spelling, and vocabulary growth. Students will develop writing skills through responsive and interpretive essays. Students will further develop skills mastered in eighth grade and will recall and advance their understanding of a central idea as it emerges over the course of a text.

This class prepares students to take the English Common Core exam in eleventh grade. To assess their development in English throughout the year, a comprehensive final exam will be given during the last week of the course.

As Freshmen, students are expected to take responsibility for their own academic success. Therefore organization, time management, and study skills will be emphasized.

English 10

**10th Grade
1 credit**

This course will focus on students' developing abilities to read closely, make evidence-based claims, research to deepen understanding, and make evidence-based arguments. Mastery of these skills will prepare students for the English 10 final exam, the Common Core English Regents exam, which students will complete at the end of English 11, as well as prepare students for college and career.

Students will read and analyze a wide range of world and multicultural literature. Each unit will include a wide variety of short stories, poetry, drama and novels as well informational texts from the Caribbean, Latin America, Africa, the Middle East, Asia, and Europe. Students will be expected to make cross-curricular connections, primarily with Global Studies and Living Environment, but with other content areas as well. The MLA research paper, completed during the second half of the course, will be based on an interdisciplinary bioethics unit with Living Environment.

As sophomores they will begin to grow as writers and develop a more sophisticated level of thinking, writing, and speaking. They will be expected to mature as independent learners and be responsible for their academic success in this course.

English 11

**11th Grade
1 credit**

English 11 students will engage in close reading and critical analysis of both fictional and informational texts to identify structure, purpose, and audience. Students will practice argumentative writing using sound evidence from the texts and their analysis of these texts. Students will be encouraged to engage in critical thinking by developing their own questions, forming their own arguments, supporting these arguments with adequate evidence, and formally communicating their ideas to an appropriate audience through written response

Students will choose and read books based on their own unique interests and talents as well. Vocabulary study and grammar instruction will help to improve speaking and writing abilities. By the end of the year, students will be prepared for the Common Core English Language Arts exam.

English 11 Honors

**11th Grade
1 credit**

Prerequisite:

- English average of 90 or higher after the first 2 marking periods in English 10
- 10th Grade Team recommendation
- Successful completion of online summer reading assignment before returning in September

English 11 students will engage in close reading and critical analysis of both fictional and informational texts to identify structure, purpose, and audience. Students will practice argumentative writing using sound evidence from the texts and their analysis of these texts. Honors students will be expected to engage in deep, critical thinking by developing their own questions, forming their own arguments, supporting these arguments with adequate evidence, and formally communicating their ideas to an appropriate audience using a variety of formats including print, electronic, audio, and video.

The principle aim of the course is to prepare students for the rigors of college level reading, writing, and speaking in the ACE course. Vocabulary enrichment and grammar instruction will help to improve speaking and writing abilities, while preparing them for the SAT exam. The voicing of independent thinking and participation in in-depth class discussions are fostered throughout the year.

English 12

**12th Grade
1 credit**

Enrichment and preparation for college and careers will be the emphasis at this level. The students will engage in a variety of writing styles such as personal narrative, persuasive composition, critical and interpretive response writing, and career related documents that demonstrate clear and logical thinking. Research skills are a primary target of this course, which students will develop by accessing library resources and following proper documentation as needed for college study. Vocabulary development will also be stressed through classroom texts and writing assignments with special emphasis on developing a college level vocabulary.

Several types of literature will be presented including both classical and contemporary works that will offer a platform for exploring pertinent social issues in the world today. Proper literary essay writing will be a foundational element of this course and a mode for student expression.

Students will furthermore develop speaking skills in class discussion as well through small group facilitated talks, large group debate, and oral presentations that will prepare the students for speaking in public forum. All English 12 students must successfully complete a job shadow and a mock interview.

ACE English

**12th Grade
1 credit**

Background: This ACE English program is sponsored by Corning Community College for those exceptional senior English students who wish to earn college transfer credits while still attending high school. These students must observe a strict attendance policy, which is established by Corning Community College.

Admission: (admission into the program is contingent on four areas):

- ✓ Student's English 11 average after 2 marking periods must be at least 89.
- ✓ The 11th Grade Team must recommend the student for the course based on the following guidelines:
 - The student displays an interest in higher learning with a positive attitude.
 - The student shows a desire to achieve through hard work and dedication.
 - The completion of work in English 11 is in compliance with given deadlines.
 - The written essays completed in the first two marking periods scored 86 or higher and displayed maturity in thought and composition.
- ✓ A summer reading assignment must be completed over the summer and turned in the first day of class in September.
- ✓ CCC prerequisite: students must have received an 85% or higher on the English Regents or scored high enough on the CCC placement test.

ACE English consists of two one-semester college-level courses. The first, ENGL 1010, is an expository writing course with a focus on argumentative and persuasive writing. The second, ENGL 1020, is an analytical and interpretive writing course, which is literature based. Successful completion of ENGL 1010 is a prerequisite for admission to ENGL 1020.

First Semester:**12th Grade
1/2 credit****Course Description: ENGL1010, no semester final exam (ENGL 1010) 3 college credits**

Essay writing designed to sharpen the student's perceptions of the world and to facilitate communication with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. Writing is intensive with students completing 5 essays of at least 500 words and 1 research paper of at least 1500 words.

Second Semester:**12th Grade
1/2 credit****Course Description: ENGL 1020, semester final exam (ENGL 1020) 3 college credits**

This course is also an expository writing course that relies on a study of literature as a basis for the essay writing (writing is intensive with a minimum of 5 required essays and a final exam.) In this course students will be introduced to the four basic literary genres---drama, short fiction, the novel, and poetry. Students will develop their own emotional and analytical response to this literature within the critical framework of standard literary analysis. Students will be able to relate what they have read to their own personal experience and to clearly express their reactions to literary works by continuing to utilize and develop those expository writing skills included in ENGL 1020.

ACE First Year Experience (FYEX 1000) 3 college credits**12th Grade
3/4 credit**

This course is designed to help students create greater success in college and in life. The student will learn many proven strategies for creating greater academic, professional, and personal success. This course is a hybrid course that will be divided between time in the classroom and participation in a weekly online discussion board outside of class. Topics covered in this course include: how to choose and apply to colleges, understanding degree requirements and making a four-year plan, transferring, understanding financial aid and how to apply for scholarships, personal finance, health and wellness for stress management, emotional intelligence, interpersonal communication, study skills, time management, technological literacy, and career development skills. The successful completion of a job shadow is required for this course, as well as participation in field experiences off campus and in-class forums with guest speakers. **This course is highly recommended for all college-bound seniors.**

SOCIAL STUDIES COURSE DESCRIPTIONS**9th Grade Global Prep Class****9th Grade
1/2 credit**

This course will be offered for 1 semester of ninth grade. As the focus of the class will be to prepare students for the Global History Course taken in 10th grade, this course will focus on developing the skills necessary for success in Global 1 and 2. By focusing on current events and other pertinent social studies topics, students will learn how to "unpack" documents, practice effective writing techniques, improve literacy and historical reading skills, and become familiar with global geography. The class will be taught using a variety of strategies and techniques that will encourage students to think critically and work both independently and collaboratively.

Global History and Geography I**10th Grade
1 credit**

Global History is designed to focus on the five social studies standards, common themes that recur across time and place, and four historical eras. The four historical eras are: Ancient World, Expanding Zones of Exchange, Global Interactions, and the First Global Age. The class revolves around homework, class discussion, examinations, current events, map work, inquiry based lessons, and class projects. The class follows the NYS Common Core K-12 Social Studies Framework and is taught in one year over the course of four semesters. In addition, the course will culminate with a local final exam.

Global History and Geography II

10th Grade

1 credit

Global History is designed to focus on the five social studies standards, common themes that recur across time and place, and four historical eras. The four historical eras are: Age of Revolution, Crisis and Achievement (1900-1945), 20th Century since 1945, and Global Connection and Interaction. The class revolves around homework, class discussion, examinations, current events, map work, inquiry based lessons and class projects. Global History and Geography II builds on the skills and concepts learned in Global History and Geography I. Moreover, the class follows the NYS Common Core K-12 Social Studies Framework and is taught in one year over the course of four semesters. In addition, the course will culminate with the NYS Global Studies Regents exam

Global III

11th – 12th Grade

0 credit

This course is intended for the student who has taken Global I and Global II, but who has yet to pass the Global History and Geography Regents examination. Successfully passing this exam is a graduation requirement.

Primarily, this is a test prep course that will focus solely on the skills and knowledge necessary to pass the exam. A secondary objective is to specifically hone in on the areas of struggle from Global I and II. Also, this course will fulfill the students AIS requirement for Social Studies.

United States History and Government

11th Grade

1 credit

This course is designed to help students understand America's past and present. Through guided studies in many types of media, students are expected to discover principles about America. The course is a largely chronological study of American History with emphasis placed on government, economics, social change, and foreign affairs. All students will take a Regents Exam.

ACE American History I & II

11th Grade

1 credit

Both semesters are reading and writing intensive and therefore only recommended for students who enjoy history and are willing to complete the extra work outside of the classroom. The course is sponsored by Corning Community College who assigns the text, monitors class lessons and assessments.

Prerequisites for course admission:

1. Student must get recommendation from the 10th Grade Team;
2. Student must have an 85 or higher final average in Global I;
3. Student must pass the Global Regents;
4. Student must pass a writing placement test given by CCC prior to enrollment

American History I (HIST 1110) 3 college credits

11th Grade

1/2 credit

Dreams and concepts brought to the New World and their development into America's institutions and social fabric. Conflict and consensus among groups, dilemmas facing revolutionaries and reformers, and ways economic, political and social changes have occurred.

American History II (HIST 1120) 3 college credits

11th Grade

1/2 credit

End of the Civil War to the present. Topics include industrialization-urbanization, racism, sexism, the new manifest destiny, political changes and the growth of a modern nation

Participation in Government

**12th Grade
1/2 credit**

This course will emphasize the interaction between citizens and government at all levels, local, state, and federal. The course will encourage students to understand and participate in the democratic process. It will be based upon knowledge about the formal powers, procedures, and structures of government in the United States which have been developed during previous courses. The course will be developed on several levels, from the study of how political decisions are made to the provision of opportunities for students to participate in political decision-making. Throughout the course, key civic values and analytical concepts will be developed and reinforced. However, the ultimate goal will be to prepare students for effective participation in the United States democratic process. Special requirements must be met in order to take this course for ACE credit.

ACE American Federal Government (GOVT 2990) 3 college credits

**12th Grade
1/2 credit**

This course will emphasize the theories and practices of American Federal Government with emphasis on the national level. The course will explore changing relationships between the branches of the national government, policy formulation, political parties, pressure groups, and the growth of presidential powers. This course is writing intensive.

Economics

**12th Grade
1/2 credit**

This course will include the basic economic concepts and understandings which all persons will need to function effectively and intelligently as citizens and participants in the economy of the United States and of the world. Some of the major concepts which will be dealt with are scarcity, productivity, opportunity cost, supply and demand, inflation, profit, interdependence, capital, competition and the market. The course will not be one in consumer education, but will emphasize a rational decision-making process which should be applied to all economic decisions. The major focus will be on the economy of the United States, but other economic systems will be addressed. The course will include topics, which examine the basic principles of economics, the elements of an economic system (micro-economics), the overall operation of an economic system (macro-economics), and the world economy and international trade, finance, as well as the enterprise system and entrepreneurship.

ACE Elements of Economics (ECON 1000) 3 college credits

**12th Grade
1/2 credit**

This introductory course teaches the fundamentals of microeconomics. Topics include scarcity, elasticity of supply and demand, utility theory, production cost analysis, profit maximization, monopoly and government regulation, taxation, the labor market and labor organization, international trade and finance, economics of growth, resource depletion, and pollution.

Human Rights Activism

**10th – 12th Grade
3/4 credit**

This course will allow students the opportunity to actively participate in Human Rights related activities and experiences in an effort to raise awareness, as well as instill in students the concept that it is well within their means to improve the conditions of the world. Students will work collaboratively to complete projects, conduct research, and advocate all in the name of Human Rights activism. The topics covered will vary from year to year and are subject to change based on events that are happening in the world.

American History through Music

11th – 12th Grade
3/4 credit

Songs have a special power to express what words alone cannot: hopes, fears, dreams, love, hate, anger, pride, aspirations, and disappointments. Because songs span the breadth of human experience, they are uniquely able to communicate across time and space the beliefs and ideas held by their composers, performers and listeners. Yet textbooks are silent. Visual primary resources, like paintings and photographs, are increasingly used as primary resources for teaching history, not just as illustrations. In this course students will listen to songs from different eras in American History and analyze the lyrics to discover the prevailing social issues of the day. This course will culminate with a student project due at the end of the course.

MATH COURSE DESCRIPTIONS

Foundations of Algebra

9th Grade
1 credit

This course is designed for the student that needs more time and a slower pace to successfully complete the Algebra curriculum.

In Foundations of Algebra, only the major topics from the Common Core Algebra curriculum will be covered to help the student develop the skill base needed to take Algebra. Students will take Foundations of Algebra for one year and then take Algebra the following year. They will take the regents exam at the completion of the Algebra course.

Students in Algebra will be studying the following conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. Real life application of and problem solving are emphasized.

Algebra

8th – 10th Grade
1 credit

Algebra is the first course in the 3 year integrated math series and is designed to help students meet the New York State Common Core Standards for mathematics. This course is for the student that has the ability to complete the Algebra curriculum in one year. Students will take the Common Core Algebra Regents exam in June of that year.

Students in Algebra will be studying the following conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. Real life application of and problem solving are emphasized.

Selected Topics in Algebra and Geometry

10th – 12th Grade
1 credit

Prerequisite: Students must have taken and passed at least the Algebra course and Common Core regents exam.

Selected Topics in Algebra and Geometry is designed for the student that is planning to attend college or join the military that is not in the Regents Diploma with Advanced Designation track. It will help prepare students for college entrance exams and placement exams, the ASVAB exam, and the math course that most college freshman will be required to take.

Topics of study will include but not be limited to parallel lines, quadrilaterals, coordinate geometry, polynomial and rational expressions, quadratic equations, right triangles, trigonometry, probability, statistics, and sequence and series. This class will also include practice for college placement exams. Though graphing calculators will be used extensively, some work will be done without a calculator to improve student's arithmetic skills and number sense.

Geometry

9th – 11th Grade
1 credit

Prerequisite: Students must have taken and passed the Algebra course and regents exam. Teacher recommendation will also be considered.

Geometry is the second course in the 3 year integrated math series. Students will take the Common Core Geometry regents exam at the end of the course. Topics of study in Geometry include proof, parallel lines and polygons, quadrilaterals, similarity, right triangles, geometry of the circle, coordinate geometry, 3-D geometry, construction and loci, transformational geometry, and symbolic logic.

Algebra II

10th – 12th Grade
1 credit

Prerequisite: Student must have taken and passed both the Algebra and Geometry courses and regents exams to be eligible for this course.

Algebra II/ Trig is the third course in the integrated math series. Students will take the Common Core regents exam per State Ed regulations at the end of the year. Topics of study in Algebra II/Trig include advanced algebra, relations and functions, conics, exponentials and logarithms, trigonometry, probability, statistics, and series and sequences. Real life application and problem solving with math skills learned are emphasized. Preparation and review for the regents exam is included.-

Algebra II Review (Trig III)

11th - 12th Grade
0 credit

This class is intended for the student who has taken Algebra II/ Trig, but who has not passed the Algebra II/ Trig state examination. This is a test prep class that will focus solely on skills and knowledge that is necessary to pass the exam.

TC3 Pre-Calculus Mathematics I (Math 120) 3 college credits

11th – 12th Grade
1/2 credit

Prerequisite: Successful completion of Algebra II/Trig and a passing score on the Algebra II/Trig Regents Exam or Instructor Approval

This course covers fundamental algebra and trigonometry between elementary algebra and pre-calculus. Topics include polynomial and rational expressions, graphing, functions, first and second degree equations, polynomial and rational equations, absolute value, transformations, complex numbers, right triangles, and functional trigonometry. It is strongly recommended that students purchase a graphing calculator for use in this course.

TC3 Pre-Calculus Mathematics II (Math 138) 3 college credits

11th – 12th Grade
1/2 credit

Prerequisite: A “75 or better” in TC3 Pre-Calculus Mathematics I

This course provides the algebraic foundation, from a function standpoint, for a standard calculus course. Topics include inverse functions and their graphs; exponential and logarithmic functions with applications; trigonometry with applications, vectors, and conic sections. It is strongly recommended that students purchase a graphing calculator for use in this course.

ACE Calculus (Math 1610) 4 college credits*Prerequisite: A "75" or higher in Pre-Calculus Math II and 4 years of high school math***12th Grade****1 credit**

This course consists of differential and integral single variable calculus. Basic theory using algebraic and trigonometric function and applications are covered concurrently. Topics include limits, derivatives, considered by algebraically and graphically, differentials and their use as approximations, the indefinite and definite integrals with applications to areas, volumes, surface area, arc length, moments and center of mass.

ACE College Statistics (STATS 1310) 4 college credits

*Prerequisite: Passing score on the Algebra II/Trig Regents Exam or Instructor Approval,
 CCC Prerequisite: Pass Algebra II/Trig course*

12th Grade**3/4 credit**

This course is offered through Corning Community College's ACE program. It is strongly recommended that students purchase a graphing calculator for use in this course.

Material covered in this course is college level. Topics covered include analysis and description of numerical data using frequency distributions, histograms, measures of central tendency, and measures of dispersion. Elementary theory of probability with applications of binomial and normal probability distributions, sampling distributions, hypothesis testing, chi-square, linear regression and correlation will also be studied.

Math and Financial Management**11th - 12th Grade****1 credit**

This course is a one unit specialized interdisciplinary business course related to the mathematics learning standards. The course is designed to prepare students for the complex financial world they will encounter during their lives. One high school math credit may be earned by successfully completing this course. *Students taking MFM can earn a business credit for this course.*

SCIENCE COURSE DESCRIPTIONS**Earth Science****9th Grade****1 credit**

This course is designed to study the Earth and how it functions in the universe. Students will study the basic geology of the Earth from rocks and minerals to reading and interpreting maps. A large part of this course is laboratory experience, with 1200 minutes of laboratory experience required to take the Earth Science Regents exam. These labs will introduce and help to develop laboratory skills that will be used on the Performance Assessment portion of the Regents exam in June as well as, in future science courses. Successful completion of the Earth Science course will earn the student a regents credit in the Physical Setting component of the Science program.

Living Environment**10th Grade****1 credit**

This is a rigorous introductory general biology course. Students will survey the five living kingdoms and the life functions that bind all living things together. They will develop laboratory skills to study their environment from cells to ecosystems. Special topics will include biochemistry, human physiology, reproduction and development, genetics, ecology, and evolution. There is a State Regents Exam at the end of this course; all laboratory requirements must be met in order to take this exam. This class meets the state requirement for 1 credit in life science.

Chemistry

11th - 12th Grade
1 credit

Atomic Concepts of the atom, its structure and subatomic particles. The **Periodic Table** of the elements is studied along with properties and relationships among the elements. A unit called **Moles/Stoichiometry** is covered which includes chemical formula naming and writing, as well as defining and explaining the mole and stoichiometry in chemistry. **Chemical Bonding** is covered along with **Physical Behavior of Matter**. (This includes phase changes, mixtures and solutions.) **Kinetics and Equilibrium** is a unit that explores the interactions of chemicals and how they will react with each other. **Organic Chemistry** is a unit of chemistry dedicated to chemical compounds made of carbon. Such compounds include acids, fuels, even plastics. **Oxidation –Reduction** is a unit of chemistry involving the electric charges involved in chemical reactions including batteries, electroplating, and even corrosion. **Acids, Bases and Salts** is the unit that defines what these chemicals are and what they are made of. **Nuclear Chemistry** explores topics such as Half-Life, Nuclear energy, Natural and Artificial radioactivity.

There is the state requirement of lab activities for Regents Chemistry. The course does involve some mathematics skills at the Algebra ability level. Students take the Chemistry Regents examination at the end of the year. This course will be taught using a STEM-based approach.

Applied Chemistry

11th-12th Grade
1 credit

Atomic Concepts of the atom, its structure and subatomic particles. The Periodic Table of the elements is studied along with properties and relationships among the elements. A unit called Moles/Stoichiometry is covered which includes chemical formula naming and writing, as well as defining and explaining the mole and stoichiometry in chemistry. Chemical Bonding is covered along with Physical Behavior of Matter. This includes phase changes, mixtures and solutions. Kinetics and Equilibrium is a unit that explores the interactions of chemicals and how they will react with each other. Organic Chemistry is a unit of chemistry dedicated to chemical compounds made of carbon. Such compounds include acids, fuels, even plastics. Oxidation –Reduction is a unit of chemistry involving the electric charges involved in chemical reactions including batteries, electroplating, and even corrosion. Acids, Bases and Salts is the unit that defines what these chemicals are and what they are made of. Nuclear Chemistry explores topics such as Half-Life, Nuclear energy, Natural and Artificial radioactivity.

There are multiple lab activities in this class. The course does involve some mathematics skills at the Algebra ability level. Students can take the Chemistry Regents examination at the end of the year as an option if they fulfill the lab requirements

Physics

11th- 12th Grade
1 credit

Mechanics: Mechanics includes such topics as displacement, velocity, acceleration, Force, Friction, gravitation and gravity, circular motion, momentum, impulse, kinetic energy, potential energy, work, power, spring forces and spring potential energy. **Waves and Optics:** Waves and optics includes the speed of waves including sound and light waves, the period and frequency of waves, reflected and refracted waves along with mathematical formulas used to describe their behavior. This also includes the Doppler effect, resonance, the Electromagnetic Spectrum and how light behaves when passing through certain optical devices. **Electricity:** This unit includes static electricity and electricity involved with electric currents. Electric circuits, power and energy as well as electrical resistance will be covered in this topic area. **Modern Physics:** Modern Physics looks into the new branch of physics that studies quantum mechanics – specifically how energy and matter are related to each other. This includes photons, and sub atomic particles called quarks along with Einstein's famous equation: $E = mc^2$.

There is the state requirement of lab activities for Regents Physics. The course does involve some mathematics skills at the Algebra ability level. Students take the Physics Regents examination at the end of the year.

ACE Environmental (BIOL1030) 3 college credits**11th - 12th Grade
1 credit****CCC Prerequisite:** *Living Environment/Chemistry or instructor consent*

This is a college level science course and the goal of this course is to provide students with the scientific principles, concepts and methodologies to understand the inter-relationships within the environment; including, human impact on pollution, use of resources, and stresses caused by population growth. Students will complete interactive instructional tasks that will enable them to obtain skills required for higher education or future workforce task needs in the 21st century. This STEM course is a problem-based course that will use science, technology, engineering, and math skills/ideas/knowledge.

Sustainable Living**11th - 12th Grade
1 credit**

An introductory course offered to create student awareness for the concepts, applications and careers in science, technology, engineering and mathematics (STEM). Students will become educated on major skills that are required for humans to have the least impact on the environment through project-based instruction. In addition, what new technologies and career opportunities are available in the 21st century. Course topics include, but not limited to renewable energy, environmental protection, green construction and green technology.

Robotics & Computer Science**9th – 12th Grade
1 credit**

Students will explore the world of robotics (VEX Robotics Design System) while learning key STEM principles through a process that captures the excitement and engagement of robotics competition. This course is designed in a flexible format that will allow students to learn about today's most innovative engineering breakthroughs through an investigative approach using a hands-on approach to problem solving and critical thinking. This course will also include a basic introduction to exploring computer science, consisting of Human/Computer Interaction, Problem Solving, Web Design, Programming, Data Analysis, and further Robotics.

Forensic Science Elective**11th – 12th Grade
1 credit**

Students will investigate the collection and analysis of crime scene evidence. This course combines topics from math, chemistry, biology, physics, psychology and earth science. Observation and lab skills will be sharpened through lectures and applied as if you were employed in a forensic lab. The contents and situations of this course are graphic and deal with difficult situations like death, blood spatters, and forensic anthropology. Studies of real cases will be used as they apply to each topic covered in the course. Careers in Forensics will also be explored. This course will be taught using a STEM based approach.

ACE Biology- General Biology 1 (BIO 1510) 4 college credits**12th Grade
1 credit****Prerequisite:** *80% in Regents Biology and Regents Chemistry, or instructor consent and eligible for ENG 1010*

This course emphasizes the modern aspects of biology and its techniques. Topics include biochemistry, cell structure and physiology, genetic mechanisms, a survey of the three domains of organisms, and plant structure and physiology. Laboratory involves dissection of a preserved organism, as well as the use of living invertebrates and fish.

FOREIGN LANGUAGE COURSE DESCRIPTIONS**Spanish I (8X)****8th Grade**

This accelerated course teaches basic communicative skills of listening comprehension, speaking, reading, and writing of Spanish. Selected students are expected to maintain an average of 75 or higher throughout the entire course. This course is equivalent to the completion of the High School Spanish I course; therefore, when passed along with the end of the year proficiency exam, 1 high school credit will be given. It is expected these students will continue in the Spanish program through their senior year.

Admission: The 7th grade team will recommend the student for the course based on the following guidelines:
-the student displays a positive attitude toward school and toward foreign languages
-the student consistently maintains high grades throughout the year in all courses
-the student takes responsibility for their own learning
-the student has consistent attendance

Spanish I

9th Grade
1 credit

In Spanish I, the student continues his/her study of the Spanish language and culture begun in the Eighth Grade. He/She is given the opportunity to continue to develop the four language skills:

1. Listening: comprehending simple statements
2. Speaking: initiating and responding to simple statements
3. Reading: understanding simple material for informative or social purposes
4. Writing: expressing basic needs and composing short messages on very familiar topics based on personal experience

The student demonstrates knowledge of some aspects of the Spanish Latin American Culture. The communication rather than the linguistical approach is emphasized. The focus is on what the student can do with the language and how well he/she can do it. Students must earn 1 high school credit in Spanish to meet graduation requirements.

Spanish II

9th – 10th Grade
1 credit

Spanish II expands on the vocabulary topics that the students learned in Spanish 8 and Spanish I and introduces new grammar so that students can enhance their speaking, listening, reading and writing skills while using them in context.

Spanish III

10th – 11th Grade
1 credit

Spanish III introduces new grammar and concentrates on perfecting the four skills (speaking, listening, reading and writing) included in the final exam that all students must pass at the end of the year in order to receive their Regents credit for those who are pursuing a Regents with Advanced Designation.

ACE Spanish IV (SPAN 2010 and SPAN 2180) 4 college credits each

11th – 12th Grade
1 credit

CCC Prerequisite: three years of Regents high school Spanish.

It continues the development of facility in reading, writing, speaking, and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations. A thorough analysis of the language; intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports, and more informed class discussions and conversations.

ACE Spanish V (SPAN 2310) 3 college credits

12th Grade
3/4 credit

CCC Prerequisite: students must have received an 85% or higher on the English Regents or scored high enough on the CCC placement test and SPAN 2180.

Advanced study in the language with an introduction to serious readings of some of the great writers of literature. Conveys ideas and develops the ability to exchange ideas through writing and discussion in the language.

ART COURSE DESCRIPTIONS

Studio in Art

**9th –12th Grade
1 credit**

This course is designed to provide a foundation for students seeking an art sequence. This course can also be used to satisfy the State requirement mentioned above. The course will provide an understanding of fundamental art concepts. The course will cover the elements of art, principles of design, methods and materials, and other aspects of art through a variety of creative experiences. Methods of learning will vary and may include lectures, discussions and production of projects.

Ceramics

**10th - 12th Grade
3/4 credit**

This course is designed to provide a foundation for students seeking an art sequence. This course can also be used to satisfy the state requirement mentioned above. The course will provide an understanding of the fundamental art concepts needed in the world of ceramics. The course will cover the elements of art, principles of design, methods and materials needed in creating ceramic art. Students will learn these important concepts and processes through fun and exciting projects, activities. Methods of learning will vary including lectures, videos, discussions and project production and demonstration.

Advanced Ceramics

**10th - 12th Grade
3/4 credit**

This is an advanced ceramics art course that provides the enthusiastic art student an outlet for his/her creativity. In order to take advanced ceramics, students must have taken basic ceramics. This course will provide and cover advanced projects, techniques, and processes. With a basic ceramic background, students will be challenged creatively through the use of these advanced techniques. The course will cover the elements of art, principles of design, methods and materials needed in creating ceramic art.

Drawing and Painting

**10th - 12th Grade
3/4 credit**

This course is designed to provide a foundation for the enthusiastic art student. This course can also be used to fulfill the state requirement in fine arts. The course will provide an understanding of fundamental art concepts. The course will cover the elements of art, principles of design, methods as well as materials. This will be provided through a variety of creative and exciting project experiences. This learning environment will involve lectures, classroom discussions and the production of projects.

Drawing and Design for Production-DDP

**9th – 12th Grade
1 credit**

This course is designed to provide high school students with opportunities in critical thinking, creative problem solving and the decision-making process. Students will examine past solutions, learn technical and computer drawing processes and design and produce products with desired results. Throughout this course, students will solve design and production problems employed by industrial and architectural firms through various hands-on projects. Students will be required to complete a major project comprised of researching, engineering, designing and building a product that could be mass-produced. An art credit can be earned by successfully completing this course.

MUSIC COURSE DESCRIPTIONS

Guitar Class/Piano

9th - 12th Grade
3/4 credit

Guitar:

This class is designed for beginning guitar players. It consists of learning to play basic chords and familiar songs. Players are responsible for knowledge and mastery levels of the subject matter. There is some listening and composing involved.

Piano:

This class is designed for beginning keyboard players. It consists of learning to play basic chords and familiar songs. Players are responsible for knowledge and mastery levels of the subject matter. There is some listening and composing involved.

Guitar Class/Piano II

10th – 12th Grade
3/4 credit

Prerequisite – Guitar Class/Piano I (or meeting with instructor to determine if prior guitar/piano experience is sufficient to skip Guitar/Piano I)

Guitar:

This class is designed for intermediate guitar players. It consists of continuing to play basic chords and familiar songs, as well as focusing on more advanced skills and playing on the guitar. Students will begin to focus more on playing and working through issues through practice with performance critiques from the instructor given regularly. Players are responsible for knowledge and mastery levels of the subject matter. There is some listening and composing involved.

Piano:

This class is designed for intermediate keyboard players. It consists of continuing to play basic chords and familiar songs, as well as focusing on more advanced skills and playing on the piano. Students will begin to focus more on playing and working through issues through practice with performance critiques from the instructor given regularly. Players are responsible for knowledge and mastery levels of the subject matter. There is some listening and composing involved.

Senior Band

9th – 12th Grade
1 credit

This course is designed for all high school students who have gained a proficiency with a musical instrument. Participation in this course involves concert band and marching band activities. In addition to the regularly scheduled class, participants are also required to attend after-school, evening, or Saturday rehearsals when scheduled and play on selected dates at concerts and parades.

Each band member will also be required to attend one music lesson per week unless special arrangements are made with the band director. Anyone who is not presently taking a musical instrument, but wishes to, should contact the band director before completing his/her schedule.

Senior Chorus

9th – 12th Grade
3/4 credit

This course is designed for all high school students who have an interest and a talent in vocal music. In addition to the regularly scheduled class, participants will be required to attend some special rehearsals and take part in regularly scheduled chorus concerts.

Senior Choir

9th – 12th Grade
3/4 credit

Prerequisite – Instructor recommendation

This course is designed for high school vocal students with a higher skill level of singing. This is a select group for the serious minded choral student. Students interested in singing challenging music should see the instructor for an audition. In addition to the regularly scheduled class, participants will be required to attend some special rehearsals and take part in regularly scheduled chorus concerts.

The Influence and Technology of Rock n Roll

10th -12th Grade
3/4 credit

This class is recommended for students interested in music but not performance. Students will study the relationship between music and culture as well as the effect technology has had on transforming the music world. Topics include: the Birth of Rock n Roll in the 1950s, the teenage rebellion, antiwar movement, and cultural shifts of the 60s and 70s, and the musical transformation of Rock n Roll in the 80s and 90s. Students will also explore the use of technology in promoting and creating music, recording and editing sound files, and its use in music today.

TECHNOLOGY COURSE DESCRIPTIONS

Please Note: Students are required to pay for the supplies that they use in shop projects. The amount depends upon the particular project and the supplies used.

Design and Manufacturing

9th – 12th Grade
3/4 credit

Design and Manufacturing is a high school course that is appropriate for students who are interested in learning the construction and manufacturing process using several hand and power tools. Students will work through the design process and build several products from wood learning tool safety, materials processing, and finishing. Students will also have an opportunity to use the laser-engraving machine and incorporate that into their woodworking projects. This is a full year course.

Business in the 21st Century

11th & 12th Grade
3/4 credit

Business in the 21st Century is a high school course designed to introduce students to the world of business. Through case studies and hands on activities, there will be a large range of topics covering the basic principles and practices of business from product research and development to marketing and sales. Students will learn from previous business successes and failures and develop business plans of their own. Special attention will be paid to marketing and promotion with students completing projects including logo, letterhead, and business card design, product photography, making product displays and shooting commercials. Students will leave this course with a good understanding of what it takes to start and run several different business models from a small family owned business to an online business to a global empire, and give them a jumpstart to their own future success in the 21st century. This is a full year course.

Graphic Communications and Photography

10th – 12th Grade
3/4 credit

This course is designed to develop students' knowledge and skills in various areas of both digital photography and graphic communications. Areas of digital photography covered will include technical skills of camera operations, pictorial composition, lighting, digital imaging, printing, mounting and display. Students will become familiar with all areas of photography including studio photography, as well as take a photojournalist's approach to completing various assignments. In Graphic Communications, we will use various Adobe software products in the computer lab, which are used in the graphic design and print industry. Students will use these programs to design and develop various digital and print media including logos, memo pads, business cards, flyers, and magazine covers. Students are required to maintain a portfolio of their work. This course is the pre-requisite needed in order to take Imprints (Yearbook)

Imprints (School Yearbook)

**11th - 12th Grade
1 credit**

Prerequisite: Graphic Communications and Photography Class and/or Instructors Approval, and Completion of the Yearbook Application and Interview Process

This course is designed to complete the grade 7-12 portion of the district yearbook. Students must successfully complete the Graphic Communications and Photography course or receive instructor approval to take the course. Students must also complete the yearbook application and interview process. Participants learn principles such as good journalism, business management, photography, layout and copy. The students will be expected to plan ahead and work cooperatively with peers to create a professional product. Grades are determined by the thoroughness with which students meet their job descriptions. This includes completed layouts and projects and daily class participation. In order for this to be successful, students will be expected to complete class related tasks during free periods or after school. **Enrollment is based solely on teacher recommendation.** Prior approval must be granted before a student can take this course. *Students taking yearbook this year can earn a business credit for this course.*

PHYSICAL EDUCATION & HEALTH COURSE DESCRIPTIONS

9th grade PE

**9th Grade
3/4 credit**

The Physical Education program for high school students centers around lifetime and personal fitness activities. Students will participate in a wide range of lifetime and team sport activities. Students will take the FitnessGram test during the year focusing on areas of strength, flexibility and cardio vascular fitness. Grading will be based on participation, knowledge and personal relations.

The emphasis will be on fundamental instruction of skills that were introduced during the Junior High Physical Education program. Instruction and skill development will account for a large percentage of class time at this level.

10th – 12th grade PE

**10th – 12th Grade
3/4 credit**

The Physical Education program for high school students centers around lifetime and personal fitness activities. Students will participate in a wide range of lifetime and team sport activities. . Students will take the FitnessGram test during the year focusing on areas of strength, flexibility and cardio vascular fitness.

Grading will be based on participation, knowledge and personal relations. The focus will be on higher level skills and strategies to enhance athletic proficiency. A larger percentage of class time will be devoted to performance activities at this level.

Health

**9th Grade
1/2 credit**

This health course is designed to encourage student awareness of decisions that will promote a healthy lifestyle. Students will become aware that total health includes all aspects of life; social, mental/emotional, and physical health. This course is based on mini lessons, large and small group discussions, research, and activities geared to enhance the learning experience. Course topics include: wellness and mental health, violence prevention, substance awareness and abuse, lifestyle diseases, relationships and human sexuality, nutrition and eating behaviors, infectious and non-infectious diseases, current health issues, and an understanding of the responsibility for one's own personal health.

ACE TC3 Personal Health

11th and 12th Grade
3/4 credit

Isolates some of the most perplexing health-related problems, and provides opinions, data, and facts to help students make decisions to optimize their personal health. Topics include promoting health behavior change, psychosocial health, managing stress, violence and abuse, human sexuality, nutrition, weight management, personal fitness, addictions and addictive behavior, alcohol, tobacco and caffeine, illicit drugs, cardiovascular disease, cancer, infectious diseases, sexually transmitted infections, noninfectious conditions, healthy aging, environmental health, consumerism and complementary and alternative medicine.

Students will be introduced to the fitness center and must be able to write their own fitness center progress chart. There will be higher level writing skills needed to be successful when doing their writing critiques.

DRIVER EDUCATION COURSE DESCRIPTION

Driver Education

16 years old and
NYS Drivers Permit
1/2 credit

Prerequisite: NYS Driver's Permit

This is a New York State Department of Motor Vehicles approved course. It is a semester course which will teach you safe driving skills, theory, and defensive driving techniques to help you become a safer driver. You must have your NYS driver's permit prior to the first day of class. Parent permission is also required. The course is made up of two parts; classroom theory and a car lab. The classroom theory includes 24 hours of classroom instruction. The car lab includes 24 hours of driving instruction with each student spending 6 hours behind the wheel practicing safe driving skills and 18 hours observing other students practicing safe driving techniques. You must have good attendance because the time requirements needed to complete this course is mandatory by NYS. You will receive a Student Certificate of Completion (MV285) if you receive a 65 in the classroom theory and a 65 in the car lab. This MV 285 will allow 17 year olds to drive after 9pm and may also give you an insurance premium reduction.

OTHER DESCRIPTIONS

Lab Aide

1/4 credit

A lab aide is a student that is assigned to a teacher for 1 or more periods per cycle. Lab aides work for teachers and staff making copies, using copiers in library or offices, prepare classroom materials, grade papers, tutor and/or support students, complete special projects and tasks parallel to a course's curriculum.

Pool Lab Aid

1/4 credit

Lab aides are required to demonstrate various swimming skills, assist 4th, 5th and 6th grade students during elementary swimming, and assist the teacher. Swimming skill and knowledge is important and getting into the pool is a requirement.

ACE Youth in Government

1/2 credit

ACE Youth in Government provides high school seniors a unique and hands-on experience with Steuben County Government. Students attend meetings with elected and appointed officials, meet with department heads, and hold simulated legislative proceedings. Operated by the Steuben County Youth Bureau.

CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

Career and Technical Education Training, as provided by BOCES, can be an extremely worthwhile educational experience for students. BOCES gives a "hands on approach" to fundamental components for many trades. Students can develop skills which can lead to job placement immediately following graduation. However, a student must meet certain criteria in order to be eligible to attend a BOCES vocational program. Parental knowledge and permission must be granted prior to a student being enrolled in a vocational program at BOCES. Students must also be in good academic standing in order to attend a BOCES vocational program as outlined below.

Juniors entering a vocational program must have completed the stated requirements to be eligible to go to BOCES. Seniors, who wish to continue in a vocational program, will be reviewed to determine their continued placement in a vocational program. The three aspects that will be emphasized in making a decision are 1) progress in the vocation, 2) progress in academic classes at Campbell-Savona, and 3) appropriate behavior at the Coopers Education Center as well as Campbell-Savona School. *Students may choose to substitute a 5-credit sequence in Career and Technical Education (CTE) in place of the 3 credits in Foreign Language to fulfill that requirement for a Regents with Advanced Designation.*

Eligibility Requirements to Attend a Vocational Program at BOCES

A. Required credits that must be passed by the end of the student's 10th grade year in order to attend a vocational program at BOCES:

<u>Subjects</u>	<u>Credits</u>	<u>Subjects</u>	<u>Credits</u>
English	2.0	History	2.0
Science	2.0	Math	2.0
Phys. Ed.	1.0 (9 th – 10 th)	Health	.5
Art/Music	1.0		
Spanish	1.0 (unless the student is exempt through special education)		

B. Required credits that must be passed by the end of the student's 11th grade year in order to attend a vocational program at BOCES:

<u>Subjects</u>	<u>Credits</u>	<u>Subjects</u>	<u>Credits</u>
English	3.0	History	3.0
Science	**2.0	Math	**2.0
Phys. Ed.	1.5 (9 th – 11 th)	Health	.5
Art/Music	1.0	Spanish	1.0 (unless the student is exempt through special education)

**Students must have either 3.0 credits of math or 3.0 credits of science by the end of 11th grade.

C. In order to graduate from high school, students must pass 5 required Regents exams. It is recommended that students pass the following exams by the end of the 10th grade year, especially if they intend to go to BOCES.

<u>Subjects</u>	<u>Exams</u>	<u>Grade Taken</u>
Science	Regents	9 th or 10 th
Math	Regents	10 th
Global Studies	Regents	10 th

CTE courses offered at the Coopers Education Center

Auto Body – This course deals with basic surface preparation to complete collision repair. It also includes frame alignment, panel replacement and painting technology.

Automotive Technology – This course offers students to experience all areas of automotive repair, from periodic maintenance service to engine replacement. Course work includes maintenance, engine repair, drive lines, fuel systems, alignments, and computer system operation.

Building Construction – This course deals with power and hand woodworking tools, building site layout, various types of framings, foundations, window and door installation, siding application, roofing, interior finishing, basic wiring, plumbing and basic cabinet installation.

Computer Information Technology – This is a hands-on computer repair, support technician and networking program that allows students the opportunity to build, repair and network computer systems. Students in the CIT program will major in CISCO Networking and A+ Computer repair.

Cosmetology – This course offers instruction and practical experience in the skills and theories necessary for employments as a hair designer nail technician or full-service cosmetologist. In order for students to meet the NYS requirement of 1,000 hours of instruction, they must attend a summer training program at the end of their 1st year, do an outside internship, have outstanding attendance and attend cosmetology for full days whenever possible during conference days, or exam week. Even doing all of the above, a student may still not have enough hours to be eligible to sit for the licensing exam and will need to enroll at BOCES as an adult student and pay to take enough hours.

Criminal Justice – This course is designed to give students hands-on instruction in the field of criminal justice. Students participate in role-plays, field trips, group projects and disaster drills.

Culinary Arts – This course provides students with the opportunity to experience all aspects of operating and managing a food service establishment.

Digital Media Arts – This is a project based course that blends the traditional design principles, composition, color theory and layout and typography with advanced technical skills by using the latest professional computer software and equipment.

Heavy Equipment – Students in this course study the operation, maintenance and repair of heavy equipment.

Engineering & Metal Fabrication Technology– This course takes the place of Machine Trades and students develop knowledge and skills in design, blueprint reading, and machining, welding, and metal fabrication to prepare for employment and/or post-secondary education. In the first year, all students would get the basics of both Precision Machining and Welding. They could rotate every 10 weeks between the two subject areas, allowing them to see the important relationship between these two skills. In the second year, students would specialize and choose between Precision Machining or Welding as a focus area and take the required National Standards Exam as well as being eligible to participate in an internship or cooperative work experience

Nurse Assisting – Students will learn the skills necessary to seek employment in hospitals, long-term care facilities, home health care and residential care in this course. Students will also be prepped for the Certified Nurse Assisting exam.

New Visions Medical – This is an advanced level program designed for the college-bound senior. The program is designed to provide students with opportunities to study basic medical concepts and investigate areas of interest through job shadowing experiences.

ONLINE COURSE DESCRIPTIONS

The following courses will be offered as “online” courses through a company called Advanced Academics for students in 10th -12th grades. These courses will be offered as semester courses only and must be completed in the allotted time. These elective courses are meant to supplement the current offerings we provide and not designed to replace any CORE graduation requirements. This online program is unique in that it also provides to students “real” teacher assistance via email, online chat and telephone. In order to take an online course, students must have 2 times available in their daily schedule, and are also expected to work on this outside of school. Students can generally take 1 online course per semester, not counting the Introduction to Online Learning Course. The grades for these courses will be taken from the online program itself. Each of these courses will carry .5 high school credits, except for the Introduction to Online Learning course. All students who want to take an online course must first take the Introduction to Online Learning Course and pass it with an 80.

Introduction to Online Learning - Introduction to Online Learning provides information that will ensure your success for navigating the Advanced Academics platform, including how to access your classes, take assessments, submit written assignments, and view your grades. This course will also cover the various ways to communicate with your teachers and the guidelines for effective communication. You will learn how to set up the technical requirements so that you can get the most out of your Advanced Academics learning experience. The course concludes with an overview of test and homework retake policies, ways to cite sources, and avoiding plagiarism. This orientation course introduces students to the online environment, and is not intended to be a full semester course.

Introduction to Graphic Design - By raising students’ awareness of design, this course will serve as a strong foundation in the basic principles of graphic design. Students will learn to communicate visually; they will present their own ideas and information graphically by applying graphic design principles in their own work as well as interpret visual representations presented to them. *Students taking this can earn .5 business credit for this course.*

Fundamentals of Art History - This course explores the arts, artists, and their cultures from prehistoric times through the present. Students will begin to explore important works of art, selected from various types of media, including painting, sculpture, architecture, and photography.

Fundamentals of Web Development - This course introduces students to the basic Web site design principles, which can be used to both design and evaluate their own sites and to evaluate other sites. Students will learn development languages such HTML and CSS. In addition, students will be introduced to two software programs: GIMP, an image-editing program, and Nvu, a Web development program. *Students taking this can earn .5 business credit.*

Introduction to Psychology – This course will deal with research methods used in the field and delves into specific areas of psychology, such as developmental psychology, learning, memory, and psychological disorders, in order to help students answer that question for themselves.

Introduction to Sociology - In this increasingly connected world, students will examine problems in our society and learn how human relationships can influence the life of the student. This course presents exciting, online video journeys to different areas of the world.

Introduction to Anthropology - Anthropology aims to use a broad approach to gain an understanding of our past, present, and future to address the problems humans face in biological, social, and cultural life. This course will explore the evolution, similarities, and diversity of humankind through time. The course will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change.

Financial Literacy - This one-semester course in financial literacy helps students establish an appreciation and respect for money. Students will understand the short- and long-term effects of financial decisions, the pitfalls of debt, the benefits of saving, and the relevance of education to earning money. *Students taking this can earn .5 business credit for this course.*

Career and Technology – This course covers skills to prepare students for workplace success. Students will explore their interests, aptitudes, and skills plus their individual learning styles in order to find possible career matches. The course also presents an overview of basic technology skills, including the use of word processing, spreadsheet, presentation, and database software, that are so vital to success in the workplace. Practice opportunities help students master the use of such software. The course provides open source software programs to the students. Students will explore a variety of career options plus use the steps in the decision-making process to develop their own career plan. To help achieve career goals, students research a variety of post-high school opportunities. Students will create and evaluate job application materials, learn to search for job opportunities, and conduct a successful job interview. The course presents the role of government in business; global, national, and local economic trends; and how these factors affect working people. *Students taking this can earn .5 business credit for this course.*

Current Events - Current Events is a course structured to give the student an understanding of current issues in many areas of a political, social, and economic nature. The course emphasizes research done by the student since the topics chosen are very fluid in their nature, meaning that the topics and the amount of coverage on the topics will fluctuate on any given day, week, or month depending on topics current in the media.

Journalism A - Journalism A is the first of a two part series that introduces secondary school students to the world of journalism. They will see how their strengths and interests compare with those associated with careers in journalism. In this course, students will gain a basic knowledge of journalism, its early history, and its importance in our culture. Students will be introduced to different types of news stories and learn about the reporting and writing skills involved with each.

Journalism B - Journalism B is the second in a series that introduces students to the world of journalism. Students will explore the changing role of journalism in today's society. They will gain a basic knowledge of radio, television, newspaper, and Internet journalism, to include how each medium is relevant today, how it may adapt to economic changes and audience preferences, and how writing for each medium has its own characteristics.

ACE ONLINE OPTIONS

Business Communications – Effective techniques for oral and written communications. Analyzing and writing letters, memos, and business reports. Proficiency in language mechanics will be assessed.

Business Law I - Introduction to the American legal system and specific topics that affect business conduct. Includes legal terminology, the court systems and civil procedures, business ethic, tort law, criminal law, intellectual property and computer law, common law contract and other topics as time permits.

Psychology - An introduction to psychology. Includes scientific method, measurement in psychology, motivation, learning, thinking and problem solving, perception, behavior disorders and varieties of treatment, biological basis of behavior, social determinants of behavior, human development and personality.

DISTANCE LEARNING OPTIONS

We offer these courses in our Distance Learning Room. The schedules for these courses may vary, but they will be offered after school on a semester basis.

ACE JCC Public Speaking DL

**10th-12th Grade
1/2 credit**

JCC Prerequisite: *Students must score a certain level on the Accuplacer Reading and Writing Exam*

Students will learn effective strategies for researching, preparing, and delivering informative and persuasive speeches to small groups. Students will be able to demonstrate methods for building confidence in speech delivery, supporting points with evidence, analyzing the audience, using media aids effectively, and refining delivery style. This course is for JCC credit.

ACE JCC Personal Finance DL**10th-12th Grade
1/2 credit**

JCC Prerequisite: Students must score a certain level on the Accuplacer Reading and Writing Exam

Students will gain an appreciation of the need for personal financial planning and will learn how to apply such planning to goal setting and budgets. They will evaluate exposures to risk and how insurance fits into a risk management plan. Students will have the ability to coordinate income, assets and spending into a comprehensive program that takes the planner through the various stages of their life cycle, from college to retirement.

Holocaust DL**11th and 12th grade
1/2 credit**

This course is designed to help student make meaning of one of the most defining events of the 20th Century. The class will examine what happened and why by exploring the roles of the perpetrators, collaborators, bystanders, rescuers and victims. This class will place the Holocaust within a historical context allowing students to see the relationship of political, social, and economic factors that impacted this event. First-person accounts and lessons will enable students to see that behind the statistics are people very similar to themselves. The universal dimensions and significance of the Holocaust as it relates to other genocides will also be examined.

Psychology DL**11th and 12th Grade
1/2 credit**

This course gives students an introduction to psychology, emphasizing real-life application of the theories and research presented in the course. The course also focuses on the development of students' critical and creative thinking by engaging them in a variety of projects.