

Greenville High School



**2018-2019
Course Selection Guide**

Dear Students,

In the upcoming weeks, you will be involved in the course selection and scheduling process here at Greenville High School. This is a critical activity as you consider your four year academic plans as well as your post high school plans. Examine the course offerings closely to determine your interests and strengths as this will assist you in the planning stages of your schedule.

Take the time to discuss with our Guidance Department recommendations for your schedule and program. Our timeline and process have been designed to be flexible; however, finalized schedules will be mailed home in late August. There will only be a two week add/drop period in the beginning of each semester.

It is the philosophy of our Board of Education, faculty, staff and administration to engage students in learning that is of high interest and rigorous. Your future as a Greenville High School student begins now with this course selection process. Choose carefully and think positively about your future aspirations.

Respectfully,

Amanda Greene

High School Principal

Greenville High School Principal



Spartan **STRONG**

Where everyone learns, teaches, and belongs.

GREENVILLE CENTRAL SCHOOL DISTRICT

GREENVILLE CENTRAL SCHOOL

Curriculum Course Guide

Table of Contents

Program Planning Guide	4-7
Special Education Services	8
Questar III Programs	8-9
New Visions	8
Career and Technical Education	8
Alternative Learning Program	9
High School Equivalent Program (GED/TASC)	9
International Baccalaureate Diploma Programme	10-12
Academic Program Areas	13-38
Agriculture/Technology	13-16
Art	18-20
Business	17
English	20-22
Health & Physical Education	23
Languages Other Than English	24-25
Mathematics	26-28
Music.....	29-30
Science	31-34
Senior Seminar.....	34
Social Studies.....	35-38
Theatre	38
Notes	39

Program Planning Guide

The information presented in this guide is designed to assist you in planning programs for your high school career. We believe that parents and students should work closely with teachers and guidance counselors in considering the various courses and programs that are available. The scheduling process begins with grade-level classroom visits. Counselors assist students in classrooms with Course Selection Sheets and, for our 9th and 10th grade students, importing those choices into Naviance. Parents are invited and encouraged to participate in the scheduling process at any time. Appointments can be made by contacting the Guidance Department directly. There will also summer hours available to discuss schedule changes. The responsibility for selection of courses is shared by the students, parents and our Guidance Counselors.

It is important to mention this Course Selection Guide includes a vast array of possible offerings. Please understand that just because you have expressed an interest in a particular course, it does not guarantee that it will be offered in the upcoming school year. Actual course offerings are determined by staffing availability and/or student enrollment. Therefore, the listing of alternative course choices in the selection process is essential.

NEW YORK STATE GRADUATION REQUIREMENTS

For a more detailed description of New York State Graduation Requirements please go to:

<http://www.p12.nysed.gov/ciai/gradreq/2015GradReq11-15.pdf>

Course Requirements Students must earn the following course **credits** in order to graduate with a Regents or Advanced Regents diploma.

Regents Diploma

Units	
English	4
Social Studies	4
Science	3
Math	3
Foreign Language	1 (a)
Health	0.5
Art and/or Music	1
Physical Education	2
Senior Seminar	0.5*
Electives	3

Total Credits 22

*local graduation requirement

(a) Students are required to have completed one unit of language by the end of their freshman year.

Advanced Regents Diploma

Units	
English	4
Social Studies	4
Science	3
Math	3
Foreign Language	1 (a)
Health	0.5
Art and/or Music	1
Physical Education	2
Senior Seminar	0.5*
Electives	3.5 (b)

Total Credits 22

(b) A three unit sequence in a Language other than English, or a five unit sequence in Business, Technology, or the Arts.

Traditional Exams Required for Graduation

Students must demonstrate competency in reading, writing, math, science, U. S. History, and Global Studies by passing the examinations listed below with a **65 or higher**:

Regents Diploma:

Common Core English exam
Global History & Geography exam
U.S. History & Government exam
One Math exam (typically Algebra CC)
One Science exam

Advanced Regents Diploma (all required for Regents plus the following):

Geometry and Algebra II/Trigonometry Common Core exams
Additional Science Regents exam (either Life or Physical depending on prior)
Second Language "Regents" Exam (or five credits in Technology, Arts or Business**)

**A sequence may be taken in one of the following areas: Social Studies, Science, Math, Foreign Language, Music, Art or Occupational Education (technology, business, agriculture, family and consumer science and Questar III CTE programs.)

Variations to the above testing requirements

The following link outlines the diploma and credential requirements currently in effect for New York State:

<http://www.p12.nysed.gov/ciai/gradreq/DiplomaRequirements/DiplomaAndCredentialSummaryMay2015.pdf>

The chart in the link above is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided in the link to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Our high school guidance counselors work with each student and family individually to determine the best pathway towards a diploma and/or credential. Students/parents are welcome to meet with counselors to discuss the various pathways at any time.

Program Planning Guide

Planning Your Courses

These are some helpful tips and guidelines that will help you plan a successful high school program.

- Identify personal goals. Your plans may change over time; however, you should have some general educational, occupational and personal goals.
- Evaluate your strengths, interests and weaknesses.
- Learn the requirements for entrance to the higher educational institution or the occupational career that you are interested in.
- During your junior year, visit the colleges or vocational opportunities that are available to you.
- Converse with your parents, teachers and guidance counselors in order to help you clarify what your future goals and plans are.
- Select courses and programs that will benefit you the most in achieving your personal goals.

Remember to adhere to the two week add/drop period if you are interested in changing your schedule. Bring all the appropriate documents, signed by your parents, to your assigned counselor.

Program options

Advanced Placement , International Baccalaureate and college level courses

AP courses, IB courses, Questar III New Visions programs, and local college courses (Columbia Greene Community College) are available at the high school. Successful completion of the courses and appropriate exams, in addition to the payment of tuition fees by the student, may entitle the student to credit for the course at the collegiate level. A one-semester college course is equal to a 1/2 credit in high school. Preparation for AP exams in English, Science, Social Studies, Mathematics, and Art are offered if student interest warrants offering these courses. Advanced Placement tests are given in May. Students enrolled in each course are required to sit for the exam. Students interested in electing any one of these college level courses should consult with their teachers and counselor. Parents and students should contact colleges directly for specific information about their specific AP credit policies.

Criteria for admission to Advanced Placement courses

The purpose of the following guidelines is to clearly define the criteria used in recommending student placement. Advanced Placement courses are designed for students who demonstrate a high level of interest, aptitude, and success in the subject matter. The criteria for recommendation to this program are as follows:

- Students must have a 90% overall GPA in the specific content area, and/or
- Students applying for Advanced Placement courses must be recommended by that particular department based upon department-determined criteria.

Students applying for AP courses should be aware that there might be summer supplemental reading assignments that need to be completed by the beginning of the school year.

Honors

Honors courses are designed to challenge students by providing enrichment through in-depth study. Honors courses are offered in English, Social Studies, and Science.

Honors course participation in any area is based on a students' ability to engage in a program that is both accelerated and enriched. Students enrolled in these courses are required to sit for the Regents examinations whenever they are offered for each subject. An application and fact sheet are available in the Guidance Office.

Program Planning Guide *(continued)*

Criteria for admission to Honors courses

The purpose of the following guidelines is to clearly define the criteria used in recommending student placement. Honors programs are designed for students who demonstrate a high level of interest, aptitude and success in the subject matter. The criteria for recommendation to this program are as follows:

- Students must have a 90% overall GPA in the specific content area.
- Students must maintain an 88% in the course during the academic year.
- The first time a student falls below an 88% within a five week period, a warning letter from departments will be generated and mailed home. Students will have the next five weeks to get their average back to an 88%.
- The second time a student falls below the 88% within the next five week period, the student will be removed from the Honors program and placed back into the Regents program.
- Students applying for any 9th grade Honors program will be evaluated using assessment data from the Middle School 8th grade exams. Those 8th grade students who achieved a Level 4 on these exams will receive primary consideration.
- Students applying for 10-12th grade Honors program must achieve a 90% or better on their local end of year exam from the previous year.
- Students must be recommended by their previous content teacher in that area.
- Students should be aware that there may be summer supplemental reading assignments that need to be completed by the beginning of the school year.

Any student interested in any Honors course must submit a letter of intent and application for admission to these programs. These applications and letter of intent expectations are available in the MS/HS Guidance offices and are due to your counselor no later than May 1st.

Regents

Courses offered at this level meet the New York State Regents standards. Students successfully completing these courses are well prepared to pursue higher education or an occupational career of interest.

Virtual Learning

As we prepare students to be college and career ready, we are able to deliver unique programs and/or courses to Greenville students. We continue to offer students access to virtual learning in the form of online coursework. Our high school courses are offered in cooperation with Questar III and other higher educational institutions. Information regarding these virtual course opportunities for students is available through our High School Guidance Office. Online learning is designed for students who are independent learners, motivated and who would like to take a course that we do not offer in our high school. Certain circumstances do arise when a student may consider taking an online course instead of enrolling in our courses on campus. Students have a minimum of eight weeks and a maximum of 24 weeks to complete the coursework, and will be provided with a suggested timeline by the online instructor who will monitor the student's progress, provide additional instruction, focus the student's learning and help to enable success for the student. Our district is responsible to provide a district advisor for the student. This person will be the point of contact for the online instructor should there need to be a local person for follow-up with the student or additional communication with the district. The online instructor will grade all assignments and report a final score with comments back to the district. The local district determines the final grade and awards credit for the student. Any student interested in this program should speak with their Guidance Counselor to obtain an application. A decision to enter the Online Program should be made carefully. Online course enrollment requires parental consent and the permission of administration, Guidance and our district online advisor.

Senior Project

Senior Project is an opportunity for seniors that requires higher-level thinking and problem-solving skills. Senior projects are typically interdisciplinary in nature and usually involve extensive research. The projects usually culminate in a presentation to a panel of individuals (e.g., administrators, faculty, and business/community members) who evaluate the student's work. Students develop goals independently and then work with the project supervisor in order to achieve their goals. Senior Project job postings are available in the Guidance office for students. Interested students must submit an application and resume for consideration. All candidates will have to successfully complete a thorough interview process. For more information please speak with your respective Guidance Counselor.

Program Planning Guide *(continued)*

Senior Seminar & Career Portfolio Development

Guided Independent Study (GIS)

This option is available to students for courses that are not offered at Greenville High School. Students interested in obtaining credit in this program need to consider what they are interested in exploring on their own. Contact with a secondary instructor who will assist them in designing the course of study should take place first. The necessary paperwork in order for this to occur is available in our Guidance Office. The completed paperwork needs to be approved by the High School Principal and filed in the guidance office. Course credit and grades will be added at the conclusion of the academic year. There are no quarterly grades for a GIS study, only the final grade. Students should contact their guidance counselor if interested in this option.

Peer Mentoring - Non-Credit

Students who are willing to assist other students with their academic, study or organizational skills should contact their guidance counselor for more information. This opportunity is for upper class students who are academically eligible and have flexibility in their schedule.

Academic Intervention Services (AIS) - Non-Credit

Academic Intervention Services will be provided to students who may not meet academic standards established by the NYS Education Department. We provide AIS services in Social Studies, English, Math and Science. Students who require AIS will be scheduled accordingly. AIS is not an option for students; it is state mandated and has been shown to increase student success. Disruption of the learning process in these smaller learning environments will meet with disciplinary action according to the School's Code of Conduct.

Entrance criteria for AIS:

- Unsatisfactory grades on 8th grade assessments
- Below average academically
- Has failed a Regents exam
- Teacher recommendation
- Recommendation by Instructional Support Team

Exit Criteria for AIS:

- 75% in content subject
- Agreement between AIS teacher and content teacher
- Recommendation by IST

Review every five weeks by departments

Grading for AIS:

- S – Unsatisfactory
- U – Unsatisfactory
- N – Needs improvement
- JE – Just entered
- A grade of a “U” or an “N” requires a comment

In addition, specialized reading instruction, speech/language, occupational and/or physical therapy services may be provided as specified in the student's Individualized Education Program.

Special Education Services

Special Education Services

The Special Education programs offered at Greenville Central School District are an integral and integrated component of the regular education programs. Most students are assigned to a homeroom and therefore have the opportunity to participate in school-wide activities throughout each school year. Based on individual academic, social, physical and/or management needs and abilities, each student with a disability is placed in regular education programs to the greatest extent possible.

Special education programs and services are designed to provide a continuum of services for students. This continuum may include consultant teacher, resource room, self-contained instruction or a combination of those services. All students have an opportunity to participate in a foreign language. However, based on the student's needs, the foreign language requirement may be waived.

Questar III Programs

New Visions

This program is offered through Questar III BOCES; it provides students an opportunity to explore career options from a real world perspective. New Vision students gain valuable insight into careers and fields of interest, something previously reserved for college upperclassmen. Through academics, site visits, guest speakers, mentoring and a senior project, New Vision students work at a level that prepares them for college. Students get a jump start on their futures by developing advanced writing, communication, problem-solving skills and taking a first hand look at a chosen career field.

To enroll in any New Vision program, students need to complete an application available in the Guidance Office and participate in an interview/selection process. The student should:

- Maintain a 85% average in the subject area
- Obtain the previous year's teacher recommendation
- Continue to have a positive attendance pattern
- Posses maturity to work independently or in teams
- Have strong communication skills
- Exhibit high levels of motivation
- Demonstrate a clear understanding of the material and thorough conceptual knowledge

CTE Programs include: Academy for Information Technology (AIT) I & II, Automotive Technologies I & II, Aviation I & II, Aviation Maintenance Technology I & II, Certified Nurse Aide, Construction Technologies I & II, Cosmetology I & II, Criminal Justice I & II, Culinary Arts I & II, Green Technologies & Renewable Energy/Heating, Ventilation, Air Conditioning, Refrigeration I & II, Mechanical Technology I & II, Theatre Institute at Sage, Welding/Metal Fabrication I/Welding/ Machine Tool II.

New Visions Programs include: Science, Technology, Engineering & Math (STEM), Scientific Research & World Health and Visual & Performing Arts. Law & Government and Health Careers are available programs through Cap Region BOCES.

Career and Technical Education (CTE)

Questar III's Career and Technical Education (CTE) programs offer high school students the opportunity to learn career skills while earning a Regents Diploma. The half-day programs are a great way for students to explore a variety of careers and develop specialized skills through hands-on learning and integrated academics. Programs are based at the Columbia-Greene Educational Center in Hudson. Students can earn four credits each year of successful study and can earn college credit in some programs. The aim of the Career and Technical Programs are:

- To acquire skills for employment
- To provide practical experience while learning
- To prepare for further trade, technical and/or future training
- To provide credit toward graduation from high school
- To appreciate the world of work

A decision to enter the Career and Technical Program should be made carefully. Greenville is committed to pay tuition for students who are taking these programs. It is not always possible to provide other courses to replace Career and Technical Programs that are dropped once the year is underway. For these reasons, the student, parent and counselor consider all of the issues before deciding on a specific program. Students are urged to visit the appropriate programs and campus to help them understand the courses that are offered before they decide to attend. Students must fill out applications and have it signed by their parents and counselors before they are considered for enrollment in a Career and Technical program.

Questar III Programs *(continued)*

Alternative Learning Program

Greenville High School/Questar III's Alternative Learning Program provides students the opportunity to earn a NYS Regents Diploma. Developed to serve students who may be in danger of dropping out of high school, this program serves students who may previously have had difficulties with attendance, motivation or grades. The teachers in the program treat all students as adults and maintain an efficient workplace-like atmosphere. The teacher/student ratio, matched with the use of appropriate computer-based instruction, allows each student much more time and much more individualized treatment than is possible with a traditional class of 25 to 30. Teacher and student work together on one course at a time, so the student completes all learning tasks for one course before moving on to the next. Since the student concentrates on that one course for the entire school day, that student retains better focus on the work at hand. Achievement progresses at a completely different pace, and the recognition of achievement keeps them going. The small individualized group instruction fosters a positive learning environment and encourages maturity and social skills. Classes are taught by certified teachers and aligned with NYS Learning Standards. Students are expected to pass the required Regents exams and to complete all graduation requirements necessary for their high school diploma.

High School Equivalent Program GED/TASC

Students who do not wish to work towards a New York State diploma may consider entrance into an approved GED program. In order to qualify, students must have completed the school year in which they have reached 16 years of age, have at least a 9th grade reading level, and be recommended for the program by our admissions team which consists of administration and our Guidance Department. Interested students should speak with their guidance counselor if this option is being considered.

International Baccalaureate Diploma Programme

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Program Overview

Greenville High School is proud to offer students the opportunity to participate in the most rigorous curriculum offered anywhere. There are two ways students can participate in the IB Program. Students can opt to take IB courses in particular subjects or they may challenge themselves to complete the full IB Diploma which is currently recognized in over 125 countries.

To receive the full IB Diploma, the candidates complete courses in six areas of study: English, Language Other Than English, History, Science, Mathematics, and the Arts. IB Diploma students also participate in the Creativity, Action and Service Program, write an Extended Essay on a particular area of study and participate in a two-year critical thinking course titled Theory of Knowledge.

As the popularity of the IB Program grows, so does the number of colleges granting credit for IB courses successfully completed. There are now over 2200 colleges and universities that have published IB recognition policies--this includes over 800 from the United States alone. IB Diploma candidates are attending Brown University, United States Military Academy at West Point, University of Virginia, University of Notre Dame and many more.

Students enrolled in IB courses are required to complete all the IB Internal Assessments and to take the IB exams. As with other courses where college credit is possible, there are fees. Fee waivers are available for students who meet the Federal Requirements for free or reduced lunch. Students who fail to complete the second year of a two-year IB course will have this change reflected on their transcript. Similarly, students who do not sit for an IB exam are subject to having the IB designation removed from their transcript.

The IB Learner Profile

International Baccalaureate programs aim to develop students to become:

- Inquirers: Who acquire the skills necessary to conduct purposeful, constructive research.
- Thinkers: Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
- Communicators: Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
- Risk-takers: Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.
- Knowledgeable: Who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.
- Principled: Who have a sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice.
- Caring: Who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.
- Open-minded: Who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and considering a range of points of view.
- Well-balanced: Who understand the importance of physical and mental balance and personal well-being.
- Reflective: Who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner.

Questions about the IB Program

Why participate in the IB program?

While the IB program is a rigorous pre-collegiate curriculum, it also challenges students to think about global issues, cultural assumptions and our place in the world community. When taken in its entirety, the diploma program requires a deep focus in many areas, both academic and non-academic. Students move beyond the classroom, become involved in service in their community and work creatively. Through the Theory of Knowledge course, students are challenged to think about what knowledge means in the various disciplines they are studying. Ideally, these elements converge through the experience of designing and executing an individual research question or project in the Extended Essay.

International Baccalaureate Diploma Programme *(continued)*

Do I have to do the full Diploma program?

There are two ways to participate in the International Baccalaureate Diploma Program at Greenville High School:

Option A: The Diploma Program

- Participate in and complete internal/external assessments for six IB courses:
 - 3 (or not more than 4) Higher Level Courses
 - 3 (or 2) Standard Level courses
- Complete Theory of Knowledge (TOK)
- Submit an original Extended Essay, an in-depth study (no more than 4,000 words in length) of a limited topic chosen by the student.
- Complete Creativity, Action, Service (CAS) activities consisting of the eight learning outcomes over two years

Option B: Individual Subject Certificates

All students are eligible to participate in IB classes. A certificate student participating in an IB class completes all internal and external assessments for that course. Students who pass exams will receive certificates from IBO in a given subject and may choose to apply for college credit or advanced standing as available.

Diploma Program Testing Requirements

Diploma students must test in all courses except Theory of Knowledge (TOK), Creativity Action Service (CAS) and Extended Essay. To earn the IB Diploma, students must receive either a total of 24 points with each HL score at least 3 or higher, or HL subject scores totaling 12 or more points. If a 2 is scored on an HL exam or less than 12 points total in HL, then a total score of 28 is required. Students may also earn up to three extra points for their Extended Essay and TOK marks. Failure to complete the Extended Essay and TOK requirements will result in students' ineligibility to receive the IB Diploma.

The Core - Full Diploma Students Only

Theory of Knowledge—TOK

Two year course every other day- 1 unit of credit

Prerequisite: Must be enrolled in at least one other IB course

The Theory of Knowledge (TOK) course is one of the core elements of the International Baccalaureate Diploma Programme. The TOK course requires participants to think critically about how individuals gain knowledge and how knowledge is applied to different disciplines. Participants must also reflect on themselves as knowers and the unique perspectives and experiences a knower brings to problems in our global society. We will ask questions such as “how do we know what we know?” and “how does what we know influence our perspectives and our actions?”

TOK is an interdisciplinary course and will cover elements of all areas of knowledge from an international perspective. Areas of knowledge covered include Mathematics, Natural Sciences, Human Sciences, History, the Arts and Ethics. The goal of the course is for each student to develop into a reflective, open-minded learner who understands that different perspectives of knowledge issues result from differences in background, culture and social setting. Successful completion of the course requires that participants use inquiry skills to step outside of their traditional way of knowing and gain insights into how people from backgrounds different from their own approach global issues.

Students will be assessed based on their completion of internal and external assessments as well as participation in classroom discussions. The external assessment is an essay on a topic chosen from a list of ten titles prescribed by the IBO. The internal assessment is a presentation to the class on a knowledge issue chosen by the student. Additional essays and presentations may be used to determine the students' school-level grades for the course.

International Baccalaureate Diploma Programme *(cont.)*

Creativity Action Service—CAS

Duration of course and credit value: Two years

Prerequisite: *Student must be enrolled in at least one other IB Certificate course

Every IB Diploma candidate is required to complete CAS activities. These activities should span the two years in which a Diploma student is enrolled in IB coursework. At the completion of a student's CAS program he/she should have met all eight Learning Outcomes, which are: increase self-awareness, undertake new challenges, plan and initiate new activities, collaborate with others, persevere and commit, engage in global issues, make an ethical impact and develop new skills. CAS stands for Creativity, Action, Service. Student activities should be a balance of all three of these components.

- Service encompasses a host of community and social service activities.
- Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- Service encompasses a host of community and social service activities.

Extended Essay—EE

The Extended Essay is required of all IB Diploma candidates. The Extended Essay is a 4,000 word research essay written on a focused topic of interest chosen by the student. The essay can be written in any subject currently taught in Greenville High School's IB program. The IBO guidelines state that students must plan on at least forty hours of work to properly research and write the essay.

For more information, go to: www.ibo.org

Agriculture/Technology

AGT220 Leadership

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year course
Prerequisites: None Reading Level: Average

Students will learn skills necessary for them to become leaders within their own groups, families and/or communities. Areas of investigation include understanding self, developing positive attitudes, goal setting, motivation, parliamentary procedure and public speaking.

AGT151 Food Science

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Low

Have you ever wondered how your milk gets from the cow into your glass? Have you ever wondered what is really in a hotdog? Then this course is for you! This course is designed to expose students to where their food comes from—farmer to consumer. Topics include food safety, food production, food processing, nutrition, careers and other issues related to the food industry.

AGT101 Ethical Issues in Agriculture and Environmental Science

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Average/High

Fracking? PETA? E. coli outbreaks? Have you heard about these issues on the news or on social media? Do you want to know what all the fuss is about? This project-based course will expose students to controversial problems and issues facing consumers and how the daily decisions consumers make can affect the food industry, animal production and the environment. Topics to be discussed include, but are not limited to, animal welfare, natural gas drilling, genetic modification of food crops and climate change.

Animal Science

AGT105 Small Animal Care

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Low/Average

This course covers the basics of the small animal industry. Students will become familiar with the different breeds of small animals, including exotic animals. They will learn proper care of these animals including nutrition and feeding, handling, common diseases, and grooming. Students will gain hands-on experience in caring for small animals. Several guest speakers will work with the class and there are numerous opportunities for field trip experiences.

AGT110 Animal Science

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Low/Average

This course covers the basics of Animal Science. Units on the large animal industry, Dairy Science, Poultry Science, Equine Science, Aquaculture and the small animal industry lead into the study of animal welfare, genetics, selection, reproduction and behavior. Various activities are used to strengthen the concepts learned including examining the parts of a poultry egg, parasite investigation, meat product evaluation and making soft cheese. Several guest speakers will work with the class and there are numerous opportunities for field trip experiences.

AGT115 Equine Science

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Low

This course is designed to provide students with a basic knowledge of equine anatomy, care, housing and the equine industry. This course will not require students to participate in hands-on activities with horses; however, we will take field trips to various locations involved with the equine industry, and students may have contact with horses on these occasions. Topics that will be covered include safely working with horses, nutrition, equine genetics, grooming and general care.

AGT200 Pre-Veterinary Science

Grade: 9-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Average
Helpful courses: Small Animal Care and/or Animal Science

This course serves as an introduction to Veterinary Sciences. Students will become familiar with the various aspects of veterinary medicine such as anatomy, clinic practice, disease, and health records. Students will learn skills that will enable them to be employed as a Veterinary Assistant or go on to technician or veterinary school. They will learn anatomy and physiology of common animals as well as diseases and parasites of those animals. Veterinary terminology and basic veterinary office procedures are covered. Successful course completion results in either Agriculture or Science credit.

Agriculture/Technology *continued*

Environmental Science

AGT120 Wildlife & Natural Resource Management

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Low/Average

This course covers the basics in Conservation and Natural Resource Management. Topics will include the history of wildlife management in America, conservation and natural resources, administration of wildlife management and human impact on wildlife, American sport hunting and tracking, wildlife identification, tree identification and wildlife rehabilitation. Wilderness survival and navigation will also be covered. Careers in wildlife and natural resources will conclude the course. Several guest speakers will work with the class and there are numerous opportunities for field trip experiences.

AGT340 Environmental Science

Grade: 9-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Average

This course is designed to introduce students to the environment they live in. Students will participate in a number of indoor and outdoor activities that emphasize environmental problems and management techniques to prevent and solve those problems. The course will expose students to careers and educational opportunities related to the environment and natural resources. Some of the topics covered include terrestrial and aquatic ecosystems, population dynamics, recycling, pollution, soil conservation, water conservation and integrated pest management. Successful course completion results in either Agriculture or Science credit.

SCI804 AP Environmental Science

Grade: 10-12 1 Unit of Credit
Exam: AP Exam (\$) Offering: Full Year Course
Prerequisites: Living Environment
Helpful Course: Physical Setting/Earth Science
Reading Level: High

Do you know that by 2050 there will be at least 9 billion people on earth? How will we feed all these people? Where will they live? How will we distribute resources? What affects will we have on the planet? These are the questions we explore in AP Environmental Science!

Advanced Placement Environmental Science (APES) is an interdisciplinary science course that uses a systems approach to intertwine concepts from biology, chemistry, earth science and the social sciences. Students will be encouraged to use an open-minded approach to gaining knowledge in topic areas such as earth systems and models, population studies, ecosystems, biodiversity, energy resources, pollution, global climate change and land and water use. Students will also explore their own relationship with the environment to develop reflective, informed personal responses to current, pressing

SCI804 AP Environmental Science *continued*

environmental issues. Students will evaluate the scientific, ethical and socio-political aspects of environmental issues and will come to appreciate the interrelationships between environmental systems and societies. The course will also include laboratory investigations for most topics. Students enrolling in APES should be comfortable with basic laboratory procedures. Students will have the ability to develop their inquiry and research skills through the laboratories as well as through participation in a course-long field study.

This course will be co-seated with IB Environmental Systems and Societies SL. Students will take the AP exam during May of the first year of the course and will have the option of continuing on to complete the second year of the IB course. AP topics and required AP laboratory hours will be included during the first year of the course. IB students will complete the internal laboratory assessment and the external assessment, which consists of two exam papers, in May of the second year. Successful course completion results in either Agriculture or Science credit.

SCI802 IB Environmental Systems and Societies SL

Grade: 11-12 2 Units of Credit
Exam: IB Exam (\$) Offering: Two Year Course
Prerequisites: Living Environment
Helpful Course: Physical Setting/Earth Science
Reading Level: High

The IB Environmental Systems and Societies (IBESS) course is an interdisciplinary course that uses a systems approach to intertwine concepts from IB Group 3 (Individuals and Societies) with concepts from IB Group 4 (Experimental Sciences). Students will be encouraged to use an open-minded approach to gaining knowledge in topic areas such as earth systems and models, population studies, ecosystems, biodiversity, energy resources, pollution, global climate change and land and water use. Students will also explore their own relationship with the environment to develop reflective, informed personal responses to current, pressing environmental issues. Students will evaluate the scientific, ethical and socio-political aspects of environmental issues and will come to appreciate the inter-relationships between environmental systems and human societies. The course will also include laboratory investigations for most topics. Students enrolling in IBESS should be comfortable with basic laboratory procedures. Students will have the ability to develop their inquiry and research skills through the laboratories as well as through participation in the Group 4 Project.

The first year of the course will be co-seated with AP Environmental Science. Students will have the option of taking the AP exam during May of the first year of the course. AP topics and required AP laboratory hours will be included during the first year of the course.

The IB internal assessments are lab-based and will be completed during the second year of the course. The IB external assessment consists of two exam papers that will be taken in May of the second year of the course. Successful course completion results in either Agriculture or Science credit.

Plant Science**AGT155 Plant Science**

Grade: 9-12	1/2 Unit of Credit
Exam: Local	Offering: Half Year Course
Prerequisites: None	Reading Level: Average

This course familiarizes students with the scientific concepts and principles in the growth of plants. Topics covered include: Anatomy and physiology of plants, plant propagation, interior and exterior horticulture, and greenhouse management. This is a project-based course that makes use of the greenhouse and the grounds in the instruction.

AGT145 Floral Design

Grade: 9-12	1/2 Unit of Credit
Exam: Local	Offering: Half Year Course
Prerequisites: None	Reading Level: Low

Explore the floriculture industry from basic design principles to marketing and management of your own business. The use of color, shape and texture will be incorporated into designing several arrangements. Topics will include the care and storage of flowers, the identification of commonly used flowers in the floral industry, floral shop management and operation, merchandise displaying and developing floral arrangements for special occasions. This is a “hands-on” course where students will gain experience in designing with fresh, silk and dried flowers.

AGT150 Landscaping Principles and Design

Grade: 9-12	1/2 Unit of Credit
Exam: Local	Offering: Half Year Course
Prerequisites: None	Reading Level: Low

This course will cover the basic principles of landscape design, layout and the drafting of a landscaping project area. Key topics include plant anatomy and physiology, plant propagation, plant identification, the aesthetic uses of plants in the landscape, landscape business operations and equipment use and maintenance. Students will have the opportunity to participate in the installation, construction and maintenance of outdoor projects as well as propagate plants in the greenhouse. The culmination of the course will be a landscape project designed by the student.

AGT300 Biotechnology

Grade: 10-12	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: Successful completion of Living Environment (Biology) or Environmental Science	
Reading Level: Average/High	

Students will learn various principles and techniques of Biotechnology including, but not limited to DNA analysis, DNA typing, DNA Electrophoresis, plant cell cloning, plant callus formation, bacteria population dynamics, enzyme usage, hydroponics, aquaponics and biotechnological applications to food science. Successful course completion results in either Agriculture or Science credit.

AGT125 Construction Engineering and Management

Grade: 9-12	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: None	Reading Level: Average

This class is designed to provide a hands-on approach to the systems of construction at both the commercial and residential levels. The building trades field is always evolving to keep pace with societal needs. The various building techniques and skills which are required will be shown along with proper tool usage, storage, and safety.

Subject area topics:

- Career opportunities in construction areas
- Work site orientation and safety
- Basic wall, ceiling and floor framing
- Proper tool usage, maintenance, repair, purchase, and safety
- Basic residential electrical wiring
- Basic residential plumbing hookup
- Blue print reading/planning
- Building codes/zoning

Course projects: The projects will vary from year to year depending on the personal tastes and variety of students enrolled. Small projects and reports will be used to provide a standard learning atmosphere. Lab activities will be used to reinforce scientific, mathematic, and technological principles.

Course grading: Student grades will include tests, reports, projects, and homework.

AGT135 Small Engine Repair

Grade: 9-12	1/2 Unit of Credit
Exam: Local	Offering: Half Year Course
Prerequisites: None	Reading Level: Average

This twenty week agricultural course will cover all aspects of small engine repair and safety. Upon successful completion of this course, students should be able to meet the employment demands of local industries, start a small engine repair business of their own or continue their post-secondary education.

AGT140 Materials Processing

Grade: 9-12	1/2 Unit of Credit
Exam: Local	Offering: Half Year Course
Prerequisites: None	Reading Level: Average

This foundation course is designed for students to investigate ways humans change or process various materials including wood, plastic, and metal. The course will cover the procurement of materials, different types of production materials including their availability and characteristics, various manufacturing processes, and the safe handling of materials and use of tools and equipment. Hands-on problem solving laboratory activities and projects will provide students experience in various processing methods such as shearing, chip removal, fastening, bonding, mixing, coating, compressing/stretching, and conditioning. The impacts of material processing and related careers will also be explored.

Agriculture/Technology *continued*

AGT130 Product Design and Engineering

Grade: 9-12
Exam: Local
Prerequisites: None

1 Unit of Credit
Offering: Full Year Course
Reading Level: Average

This **woodworking** class is designed to provide a hands-on approach to the systems of manufacturing and construction; their resources, processes, products and quality assurance. The impact on society, the economy, and the environment is also covered. A strong background on woodworking tool usage and safety will be covered.

Subject area topics:

- Career opportunities in production areas
- Woodshop orientation and safety
- Basic woodworking skills and safety
- Basic wood joints and hardware
- Proper tool usage, maintenance, repair, purchase, and safety
- Basic manufacturing practices

Course projects: The projects will vary from year to year depending on the personal tastes and variety of students enrolled. Small projects and reports will be used to provide a standard learning atmosphere. Lab activities will be used to reinforce scientific, mathematical and technological principles.

Course grading: Student grades will include tests, reports, projects, and homework.

AGT106 Electricity/Electronics

Grade: 9-12
Exam: Local
Prerequisites: None

1/2 Unit of Credit
Offering: Half Year Course
Reading Level: Average

This class is designed to provide a broad-based approach to exploring the field of electricity and its use in society. Basic skills, such as wiring an outlet and switch up to designing and creating a functioning lamp will be explored. Welding and the electrical basics associated with it will be explored as well.

Subject area topics:

- Career opportunities in electrical areas
- Simple electrical design
- Electricity fundamentals
- Practical applications of electricity

Students will create a lamp project as well as a welding unit. They will wire outlets and switches which function properly. Student grades will include tests, reports, projects, and homework.

AGT240 Principles of Engineering

Grade: 9-12
Exam: Local
Prerequisites: None

1 Unit of Credit
Offering: Full Year Course
Reading Level: Average/High

This course offers students the opportunity to explore the physical systems and structures used in occupational industries. Real life examples and activities will help students learn the basics of electricity, hydraulics, engines, structures, and more. These systems are utilized almost everywhere and the industry needs more qualified people to maintain existing systems, as well as design new ones.

AGT380 Design and Drawing for Production

Grade: 9-12
Exam: Local
Prerequisites: None

1/2 Unit of Credit
Offering: Half Year Course
Reading Level: Average

Formerly entitled Mechanical Drawing and Design, this course encourages visual problem solving using a common graphic language to describe forms in the manmade environment. The course will enable the student to analyze, creatively design and critically evaluate a given design problem and present a solution through design and drawing exercises. Model building is used to develop student ability to analyze and demonstrate an understanding of three-dimensional forms in space.

AGT320 Computer Aided Design

Grade: 9-12
Exam: Local
Prerequisites: None

1 Unit of Credit
Offering: Full Year Course
Reading Level: High

This class is designed to provide a computer-based approach to exploring the field of mechanical drafting. Basic skills in AutoCAD and PUNCH home architecture design will be taught. Architectural and Engineering principles will be discussed and explained to both design and reconstruct computer drawings and schematics.

Subject area topics:

- Career opportunities CAD/Drafting
- Floor plan/Elevation drawings
- Multi-view drawings
- PUNCH home design
- Architectural design
- Simple engineering design
- Auto CAD LT proficiency

Course projects: Students will create both original and recreations of drawings and schematics. Larger drawings will be long term projects and weighted differently.

Course grading: Student grades will include tests, reports, projects, and homework.

Art *continued*

ART321 Studio in Printmaking

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Studio in Art Reading Level: Average

Students explore the principles and elements of 2-D design through the printmaking process from stencils to linoleum block to silkscreen. The focus will be on clarity and compositions. Creativity and craftsmanship are emphasized. With each process, students will create a series of prints. The class will examine how printing has changed from the past to the present and its advantages in the current art world and market.

ART340 Studio in Sculpture

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Studio in Art Reading Level: Average

Studio in Sculpture is a course where students will explore the concepts of 3-dimensional form through a variety of materials. Students use the elements of form, color, line and texture. The course covers techniques including assemblage, paper mache, clay and more.

ART360 Studio in Digital Photography

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Studio in Art Reading Level: Average

This is an introductory course on the principles, procedures and history of photography. Students will learn the photographic process and how to comfortably use a digital camera. The students will edit their photos using Adobe Photo Workshop on the computer. The class will use Photoshop to edit photos with numerous functions. The class will complete a research presentation. Class size will be limited to no more than 16 students.

ART361 Advanced Studio in Digital Photography

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Studio in Digital Photography
Reading Level: Average

Students will continue to use the manual mode on the cameras and experiment with editing and subject matter. Students will increasingly incorporate their own completed concepts and ideas into their photos to produce diverse and creative images. This class will also edit photos in Adobe Photoshop, learning new processes. We will be creating multi-media/sculptural/installation photos. Students will need to have had a 90 average in Studio in Digital Photography to be eligible for this course and/or the art teacher's recommendation.

ART403 Studio in Stage Design

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Studio in Art Reading Level: Average

Students should have some skills in basic art principles and design to be successful in this course. Students will create stage sets with the elements of design and in addition, learn a variety of design methods.

ART141 Drawing from Life

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Studio in Art Reading Level: Average

This course builds upon the Studio in Art class and further enhances it by emphasizing drawing from life. The major components of this course are drawing the figure from life as well as a study of anatomy. Students will use a variety of drawing tools and techniques for each of their life drawing projects.

ART404 Studio in Advertising Design

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Studio in Art Reading Level: Average

This is an advanced course and is designed to help students understand basic elements of design. It relates this knowledge to aesthetic principles and the skills involved in advertising design. Advertising Design combines words and visual images in order to enhance communication.

ART400 Art History

Grade: 9-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Studio in Art Reading Level: Average

This course will cover the history of art from prehistoric man to contemporary art. Knowledge of Art History enhances our perspective of civilization. In this class students will be doing research, presentations and some creative projects.

English Language Arts continued

ENG400 English Language Arts 12/ENG140 College Composition & ENG141 College Composition and Literature

Grade: 12 1 Unit of Credit, (6 college credits)
Exam: Local Offering: Full Year Course
Prerequisites: ELA 11; 80% cumulative average in English
9/10/11 for college credit
Reading Level: Average

English 12 is taught in two distinct semesters, which are aligned with college-level English 101 and 102 courses. The first semester of English 12 is based on English 101, a traditional Freshman Composition course, and the second semester of English 12 is based on English 102, a traditional Freshman Composition and Literature course. **Students meeting the prerequisites have the option of registering for college credit through Columbia-Greene Community College. Students who enroll for college credit will be required to complete additional assignments to meet the college requirement.**

English 12/College Composition: The first semester of English 12 focuses exclusively on writing and speaking, although students will also read and analyze a variety of model essays and nonfiction articles. Students will write narrative, descriptive, compare/contrast, argument/persuasion, cause/effect and research essays, and complete one major oral presentation during this semester. The course is taught in a writing workshop format and students are expected to collaborate in writing groups.

This semester can be taken for CGCC English 101-3 credits.

English 12/College Composition and Literature: The second semester of English 12 focuses on writing and literature. This course further develops the skills of reading, writing, listening and speaking. Students will read fiction, nonfiction, drama, and poetry, write analytical and creative essays in response to their reading, engage in thoughtful discussion of works read, work collaboratively with other students, and engage in research projects which further develop their understanding of the cultural, historical, social, and cultural context of the reading. Students will complete one major oral presentation during this semester.

This semester can be taken for CGCC English 102-3 credits; however, successful completion of CGCC English 101 is an additional prerequisite for this course.

ENG510 AP English Language and Composition

Grade: 10-12 1 Unit of Credit
Exam: AP Exam (\$) Offering: Full Year Course
Prerequisites: ELA 9 (Honors recommended)
Reading Level: High

This is an intensive, college level class, where students can potentially earn college credit; therefore, those 10th graders who desire to take this course should demonstrate exceptional maturity as students and individuals, should be capable, independent readers and writers already, and should be prepared to work very hard. Students taking this class will be expected to write a full-length essay approximately every other week. This class's emphasis is on the analysis of non-fiction writing, and intensive work on students' own writing. The AP exam for this class is in May. Juniors and seniors are also welcome to take this class.

ENG500 AP English Literature & Composition/ENG800 IB English HL Year 1

Grade: 11-12 1 Unit of Credit
Exam: AP Exam (\$), Regents Offering: Full Year Course
Prerequisites: ELA 10; AP English Language and
Composition recommended
Reading Level: High

Students enrolling in this course should possess the desire to study literature and writing at a more intensive level than is customary in a Regents-level course. AP English Literature and Composition is a college-level course with college-level expectations, designed to prepare students for the AP Literature and Composition exam and the New York State Common Core English Regents Exam. Students will read, analyze and discuss a wide variety of literary genres, including: fiction, memoir, nonfiction, graphic novels, poetry, and drama—representing a diverse range of time periods and places. Students will continue to develop and refine their reading, writing, listening, and speaking skills through literary response essays, literary commentary, literary discussion, pastiche writing, student-led discussions, and literary presentations. There is a particular emphasis on the cultural, historical, social, and economic context of each work read. Students will also be required to complete a formal, literature-based multimedia presentation.

This course is co-seated with IB English HL Year 1. Students may opt to take this course as a one year AP English Literature and Composition course. Students enrolling in IB English HL for two years will complete the year one IB English requirements in this course. Seniors enrolling in this course will be given an alternate assignment during the Regents Prep portion of the course.

Health and Physical Education

HLT100 Health

Grade: 11-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Health 8 Reading Level: Average

The health curriculum is based on the New York State mandates concerning social, emotional, physical and spiritual health. It is a Skills-based curriculum that includes relationship management, self management, planning and goal setting, decision-making, communication, stress-management, and advocacy skills. Content areas include personal health, emotional health, substance use and abuse, disease prevention, family life/sexuality, nutrition, injury prevention and safety, and consumer health. Health Education is a requirement for graduation and is usually offered in the junior or senior year.

HLT200 First Aid & Fitness

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Health 8 Reading Level: Average

This elective course requires students to actively participate in both the first aid and fitness components. Students will complete the American Red Cross Standard First Aid, CPR (Cardiopulmonary Resuscitation-Adult, Child, Infant), and AED (Automated External Defibrillation). In addition, the Fitness component emphasizes the importance of proper nutrition and physical fitness. Topics such as weight control, aerobics, weight lifting, care of athletic injuries, and health clubs are explored. Students must design an individual fitness program incorporating criteria discussed in class. Various forms of fitness training will be examined and students must participate in activities such as walking, jogging and biking. This course is primarily offered to grades 11 and 12, though students in grades 9 and 10 may take the course if room is available.

PHY100 Physical Education

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Average

Physical Education in the high school will provide the students the opportunity to participate and learn about lifetime fitness and team activities. The emphasis is on promoting healthy lifestyles and skills that students can apply to their personal well-being and fitness throughout their life. For example, the high school will offer mountain biking, cross-country skiing, snowshoeing, cross-country running, trail walking and aerobics. The team activities will encourage the students to apply the following life skills: communication, teamwork, sportsmanship and cooperation. The New York State Fitness Test is given to each student in the fall and spring. All students are required to change clothes in order to participate. Each marking period there is a written test on the major unit. A written final exam is given in June, which covers the years' work. Grades are given on participation, skill tests, written tests and attitude. **All students are required to take four years of physical education as mandated by the State of New York. Each full year of PE will be one ½ credit, fulfilling the 2 units needed for graduation.**

Languages Other Than English

Latin

LOTE120 Latin I

Grade: 7-8 1 Unit of Credit
Exam: Local (grade 7) Offering: Two Year Course
Checkpoint A Proficiency Exam (grade 8)
Prerequisites: None Reading Level: Low

This is a two-year course beginning in 7th grade. Latin I provides students with vocabulary and tools to meet the state standards at Checkpoint A for communication and culture. Students will learn about cultural events and attitudes during the Roman Empire and begin to develop reading competency in Latin. There is a local final exam at the end of 7th grade and the Checkpoint A Proficiency Exam at the end of 8th grade. Successful completion of this course and the Checkpoint A Proficiency Exam gives the student a unit of high school credit. Successful completion of the Checkpoint A Proficiency Exam at the end of 8th grade is a prerequisite for Latin II.

LOTE220 Latin II

Grade: 9-10 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Latin I and successful completion of the
Checkpoint A Proficiency Exam
Reading Level: Average

Latin II continues to sharpen the students' language skills through reading and vocabulary acquisition. Reading material in Latin is based on stories from Roman and Greek mythology and history. Second year Latin students increase their Latin vocabulary, attain a greater knowledge of Latin elements in English and delve more deeply into the Roman way of life. A local exam will be given at the end of the course.

LOTE320 Latin III

Grade: 10-11 1 Unit of Credit
Exam: Checkpoint B Comprehensive Exam
Offering: Full Year Course Prerequisites: Latin II
Reading Level: High

Latin III completes the sequence of courses for students pursuing the Advanced Designation Regents Diploma. At this third year level, students read extracts from Roman authors. The third year Latin student will have a proficient Latin vocabulary and knowledge of Latin grammar and culture. The emphasis, consistent with Checkpoint A and B, is on reading fluency and cultural awareness, not on speaking. A Checkpoint B Comprehensive Exam will be given at the end of the course.

LOTE420 Latin IV

Grade: 11-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Latin III and 65 or higher on Checkpoint B
Comprehensive Exam
Reading Level: High

This course is for advanced students who wish to continue their study of Latin beyond the Checkpoint B level. In this course, students, now at the Checkpoint C level, continue to develop reading fluency. Students will also be reading material in translation drawn from top Roman historians and poets.

LOTE800 IB Latin SL

Grade: 12 1 Unit of Credit
Exam: IB Exam (\$) Offering: Full Year Course
Prerequisites: Latin IV Reading Level: High

Those students who elect to participate in an IB program will take an IB assessment at the end of the course. This Latin IB course is a rigorous course of study for Latin students who have successfully completed Latin IV. The content of the course follows the curriculum set by the IB Organization. This course is intended for highly motivated students. Seniors in this course should be serious in their intent to complete high level work in Latin.

The Latin IB SL course itself consists of three integrated parts:

- Readings from Ovid or Cicero
- Extended Essay focusing on some specific aspect of Roman culture
- Internal Assessment involving a research project or Latin composition.

The central focus of this course is critical thinking rather than fact regurgitation.

Spanish

LOTE100 Spanish I

Grade: 7-8 1 Unit of Credit
Exam: Local (grade 7)
Checkpoint A Proficiency Exam (grade 8)
Offering: Two Year Course Prerequisites: None
Reading Level: Average

This is a two-year course beginning in 7th grade. Spanish I provides students with vocabulary and tools to meet the state standards at Checkpoint A for communication and culture. This course is based upon the four main language skills of listening, speaking, reading and writing. There is a local final exam at the end of 7th grade and the Checkpoint A Proficiency Exam at the end of 8th grade. Successful completion of this course and the Checkpoint A Proficiency Exam gives the student a unit of high school credit. Successful completion of the Checkpoint A Proficiency Exam at the end of 8th grade is a prerequisite for Spanish II.

Languages Other Than English *continued*

LOTE200 Spanish II

Grade: 9 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Spanish I and successful completion of the
Checkpoint A Proficiency Exam
Reading Level: Average

Level II Spanish reinforces and expands communication and cultural studies started at Level I. Students are expected to sharpen and expand the proficiencies learned in the previous two years of study. Students are expected to speak and write in Spanish for the majority of class time. A final exam will be given at the end of the course.

LOTE300 Spanish III

Grade: 10 1 Unit of Credit
Exam: Checkpoint B Comprehensive Exam
Offering: Full Year Course Prerequisites: Spanish II
Reading Level: Average

Level III Spanish completes the sequence of courses for students pursuing the Advanced Designation Regents Diploma. Students are expected to listen, speak, read and write at the Checkpoint B level of the New York State LOTE Standards for communication and culture. Students are expected to speak and write in Spanish for the majority of class time. A Checkpoint B Comprehensive Exam will be given at the end of the course.

LOTE400 Spanish IV

Grade: 11 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Spanish III and 65 or higher on Checkpoint B
Comprehensive Exam
Reading Level: Average

The focus of this course is oral and written fluency. Students will work toward Checkpoint C fluency levels in listening, speaking, reading and writing. Students are expected to speak and write in Spanish for the majority of class time. A local final exam will be given at the end of this course.

LOTE810 IB Spanish SL

Grade: 11 - 12 1 Unit of Credit
Exam: IB Exam (\$) Offering: Full Year Course
Prerequisites: Spanish IV Reading Level: Average

IB Spanish SL is an advanced language course intended for students who have successfully completed the previous five years of Spanish in grades 7 to 11 or have had at least four years of previous instruction in the Spanish language. The course will offer a continued process of learning to speak Spanish at an advanced level with a deeper understanding of Spanish culture with emphasis on interactive communications in the target language. The course is based

LOTE810 IB Spanish SL *continued*

on the communicative principles of listening, speaking, reading and writing, and skills are developed through the study and use of a range of written texts and audio-visual materials.

A variety of oral and written examinations will be used to monitor students' progress in all the different areas of study. Upon completion of this course students will be able to use the language spontaneously in a variety of situations and contexts, orally and in writing. Juniors and Seniors in this course should be of serious intent. The proficiencies of comprehending, speaking, reading, and writing Spanish will be demonstrated through the rigors of the IB examination.

LOTE820 IB Spanish ab initio

Grade: 11-12 2 Units of Credit
Exam: IB Exam (\$) Offering: Two Year Course
Prerequisites: Previous foreign language study recommended
Reading Level: Average

This course is designed for serious IB students who have no previous learning of Spanish. This advanced language course will introduce the student to a variety of situations likely to be encountered in everyday social situations, to be able to function efficiently in an alien environment and to be able to communicate effectively. The focus of the course is centered on language acquisition, thus elementary contemporary grammar and vocabulary will be the central keystone. The course includes all four of the skills required (i.e. listening, speaking, reading and writing). A further aim is to be able to communicate clearly and in situations encountered in both Spanish and Hispanic countries. Students will be introduced to the multicultural nature of the language. This will also be closely linked to increasing the students' knowledge in relation to those aspects of ethnocentrism, which are prevalent in non-Spanish speaking countries, relating specifically to multiculturalism. Students will be expected to complete the IB Spanish ab initio exam at the end of their second year of study.

Mathematics continued

MTH210 Algebra II

Grade: 10-12 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: Geometry Reading Level: Average

This is the third of three units of credit required for an Advanced Regents Diploma. This particular course will incorporate the use of technology to investigate the following topics: the complex number system, functions, direct and indirect variation, data analysis, analysis of regression, arithmetic and geometric sequences and series, binomial experiments, normal probability distributions, circular functions, and systems of equations. The required Regents exam will be given to all students at the conclusion of the course. The June Common Core Algebra II Regents Exam is the final exam for this class. A graphing calculator is recommended for this course (see teacher for specifics).

MTH400 Pre-Calculus

Grade: 11-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Algebra II Reading Level: High

Some of the topics included in this course are graphs and functions, polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, analytic geometry, trigonometric applications, limits and derivatives. This class will prepare students for AP Calculus and any higher-level mathematics classes that they may take in college. A graphing calculator is recommended for this course (see teacher for specifics).

MTH520 AP Statistics

Grade: 11-12 1 Unit of Credit
Exam: AP Exam (\$) Offering: Full Year Course
Prerequisites: Algebra II Reading Level: High

The topics for statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Students will only be considered for placement in AP Courses if they have maintained an average of 85 or higher in the subject area or by a recommendation of the department. The AP Exam will be offered for all students enrolled in AP Statistics but will not be averaged into the student's final grade. Students must pre-pay for the AP Exam. A graphing calculator is recommended for this course (see teacher for specifics).

MTH600 Computer Science Principles

Grade: 11-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Algebra I and Geometry
Reading Level: Average

Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

MTH800 IB Mathematical Studies SL

Grade: 11-12 1 Unit of Credit
Exam: IB Exam (\$) Offering: Full Year Course
Prerequisites: Geometry Reading Level: High

This course is a one-year program available at standard level (SL) only. It is intended for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. This course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The course requires students to produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. Students taking this course will utilize a graphing calculator (see teacher for specifics).

Music

MUS100 Music in Our Lives

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Average

Music in Our Lives is a basic music course dealing with music in our everyday lives. Topics covered include Elements of music, music theory and music in film. This course fulfills the half-credit local course requirement in art/music for graduation.

MUS200 Mixed Chorus

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Average

The High School Chorus is a performing group that focuses on all musical styles from medieval to modern. Chorus gives students the opportunity to take time to actively participate in music by performing in three public performances throughout the year. In addition, students will learn to read music and understand the theory behind what they are singing. Members of this chorus can be considered for All-County, NYSSMA, NAFME, and Empire State Honors Ensembles.

MUS210 Select Treble Chorus

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Full Year Course
Co-requisites: Mixed Chorus (AUDITION)
Reading Level: High

The Select Treble High School Chorus is an auditioned, advanced performing group that focuses on all musical styles from medieval to modern. Treble Chorus gives students the opportunity to take time to actively participate in music by performing in three public performances throughout the year. The Select Treble Chorus is for experienced soprano and alto voices singing in two to four parts. Interested students should have a strong musical background with an ability to perform challenging music. Students will learn practical singing methods, and will continue to develop music literacy and the theory behind what they are singing. Members of this chorus can be considered for All-County, NYSSMA, NAFME, and Empire State Honors Ensembles.

MUS220 Concert Band

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: ES/MS Band Reading Level: Average

The Concert Band is an instrumental ensemble which includes students in grades 9 through 12. This group rehearses every other school day and prepares for three concerts per year, two parades, and the graduation ceremony in June. Students are expected to participate in all of these activities. The instructional program includes full ensemble rehearsals every other day, instrumental lessons on a weekly cycle, and some small ensemble and solo opportunities. Students will also have the opportunity to perform a NYSSMA solo on one or more instruments for a chance to become selected for additional, high level, performance ensembles at the local and state level. These ensembles are as follows:

- GCMEA All –County Sr. Band
- NYSSMA Area All-State Band
- NYSSMA Area All-State Orchestra
- NYSSMA Conference All-State Band
- NYSSMA Conference All-State Orchestra
- NYSBDA Honor Band

Science continued

SCI402 AP Physics 2

Grade: 12 1 Unit of Credit
Exam: AP Exam (\$) Offering: Full Year Course
Prerequisites: Algebra II & AP Physics 1 or Physical Setting/
Physics
Co-requisite: Pre-Calculus Reading Level: High

AP Physics 2 is an algebra-based, introductory college level physics course. Students will participate in inquiry-based labs and projects to explore the following topics: fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric. AP Physics 2 is not a standalone course and will require students to complete prior coursework in physics. AP Physics 2 will conclude with students taking the AP Physics 2 Exam to receive college credit.

SCI340 Unified Science

Grade: 9-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Low

This non-regents life science course is intended to offer an overview of scientific principles as well as the nature of science. The course will address current and relevant topics in a wide range of scientific disciplines with an emphasis on biology. The main focus of this course will be on crafting creative solutions to both abstract and real world scientific problems. This problem solving will take the form of class discussion, researching relevant scientific topics, experimentation, and collaborative projects. Possible topics of the course include, but are not limited to: the nature of science, sports science, diseases, pollution, environmental science, and nutrition.

SCI420 General Physics

Grade: 9-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Low

General Physics is a course focused on the conceptual exploration of the laws and rules of our natural world. Throughout the course, students will perform hands-on activities to gain a deeper understanding in topics ranging from sports science, current tech, science or sci-fi and music and sound.

SCI500 SUPA Forensic Science

Grade: 11-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Living Environment & Physical Setting/
Chemistry
Reading Level: High
Course credit: 4 credits from Syracuse University as part of Project Advance. Fee must be paid for this course to Syracuse.

This is a course designed to provide an introduction to the science behind crime detection. It focuses on the application of scientific methods and analytical techniques appropriate to crime and law. Emphasis is placed upon evaluating physical evidence such as blood and hair analysis, organic and inorganic analysis, drug chemistry and toxicology, fingerprints and arson investigations. Laboratory exercises will include techniques commonly employed in forensic investigations.

SCI800 IB Biology HL Yr 1 - SCI807 IB Biology HL Yr 2

Grade: 11-12 2 Units of Credit
Exam: IB Exam (\$) Offering: Two Year Course
Prerequisites: Living Environment
Reading Level: High

The IB Biology HL program will consist of a two-year Biology course, which will include each of the topics that is generally covered in a first-year college or university course. The course is designed to allow the opportunity for a student to pursue the Biology field in a more in-depth manner than they previously have experienced. The course will include course work and laboratory experiences that will prepare them for the Higher Level IB Biology exam that they are required to take in May of the second year. The core curriculum includes both cellular and biochemical processes of living things, structure and function of animals and plants, genetics, human health and physiology, ecology, evolution and the optional Higher Level will include the choices for a further study of ecology, neurobiology, biotechnology and human physiology. Current events and problems on both the local and global level will be discussed and examined. Students will be expected to learn, inquire, understand, question, and apply these concepts of Biology. A Group 4 project is required, and it is a student-driven laboratory design that will require an independent effort by the students. This course is student driven and requires ownership by the student to achieve their success. The course is designed to allow an opportunity for a unique pursuit of science knowledge in much greater depth than the student has experienced in prior science classes. Student-directed learning and intrinsic motivation are key components for success in this course.

Science continued

SCI804 AP Environmental Science

Grade: 10-12 1 Unit of Credit
Exam: AP Exam (\$) Offering: Full Year Course
Prerequisites: Living Environment
Helpful Course: Physical Setting/Earth Science
Reading Level: High

Do you know that by 2050 there will be at least 9 billion people on earth? How will we feed all these people? Where will they live? How will we distribute resources? What affects will we have on the planet? These are the questions we explore in AP Environmental Science!

Advanced Placement Environmental Science (APES) is an interdisciplinary science course that uses a systems approach to intertwine concepts from biology, chemistry, earth science and the social sciences. Students will be encouraged to use an open-minded approach to gaining knowledge in topic areas such as earth systems and models, population studies, ecosystems, biodiversity, energy resources, pollution, global climate change and land and water use. Students will also explore their own relationship with the environment to develop reflective, informed personal responses to current, pressing environmental issues. Students will evaluate the scientific, ethical and socio-political aspects of environmental issues and will come to appreciate the interrelationships between environmental systems and societies. The course will also include laboratory investigations for most topics. Students enrolling in APES should be comfortable with basic laboratory procedures. Students will have the ability to develop their inquiry and research skills through the laboratories as well as through participation in a course-long field study.

This course will be co-seated with IB Environmental Systems and Societies SL. Students will take the AP exam during May of the first year of the course and will have the option of continuing on to complete the second year of the IB course. AP topics and required AP laboratory hours will be included during the first year of the course. IB students will complete the internal laboratory assessment and the external assessment, which consists of two exam papers, in May of the second year. Successful course completion results in either Agriculture or Science credit.

SCI802 IB Environmental Systems and Societies SL

Grade: 11-12 2 Units of Credit
Exam: IB Exam (\$) Offering: Two Year Course
Prerequisites: Living Environment
Helpful Course: Physical Setting/Earth Science
Reading Level: High

The IB Environmental Systems and Societies (IBESS) course is an interdisciplinary course that uses a systems approach to intertwine concepts from IB Group 3 (Individuals and Societies) with concepts from IB Group 4 (Experimental Sciences). Students will be encouraged to use an open-minded approach to gaining knowledge in topic areas such as earth systems and models, population studies, ecosystems, biodiversity, energy resources, pollution, global climate change and land and water use. Students will also explore their own relationship with the environment to develop reflective, informed personal responses to current, pressing environmental issues. Students will evaluate the scientific, ethical and socio-political aspects of environmental issues and will come to appreciate the interrelationships between environmental systems and human societies. The course will also include laboratory investigations for most topics. Students enrolling in IBESS should be comfortable with basic laboratory procedures. Students will have the ability to develop their inquiry and research skills through the laboratories as well as through participation in the Group 4 Project.

The first year of the course will be co-seated with AP Environmental Science. Students will have the option of taking the AP exam during May of the first year of the course. AP topics and required AP laboratory hours will be included during the first year of the course.

The IB internal assessments are lab-based and will be completed during the second year of the course. The IB external assessment consists of two exam papers that will be taken in May of the second year of the course. Successful course completion results in either Agriculture or Science credit.

SCI301 Practical Chemistry

Grade: 9-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Average

The practical aspects of chemistry are covered in this lab-based course of study. This course is recommended as an elective for students who are interested in chemistry. Students who are unsure about taking Physical Setting/Chemistry may take this course as an introduction. Topics covered in this course are similar to what is covered in Physical Setting/Chemistry but at an introductory level and at a slower pace.

Science continued

AGT200 Pre-Veterinary Science

Grade: 9-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Average
Helpful courses: Small Animal Care and/or Animal Science

This course serves as an introduction to Veterinary Sciences. Students will become familiar with the various aspects of veterinary medicine such as anatomy, clinic practice, disease, and health records. Students will learn skills that will enable them to be employed as a Veterinary Assistant or go on to technician or veterinary school. They will learn anatomy and physiology of common animals as well as diseases and parasites of those animals. Veterinary terminology and basic veterinary office procedures are covered. Successful course completion results in either Agriculture or Science credit.

AGT300 Biotechnology

Grade: 10-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Successful completion of Living Environment (Biology) or Environmental Science
Reading Level: Average/High

Students will learn various principles and techniques of Biotechnology including, but not limited to DNA analysis, DNA typing, DNA Electrophoresis, plant cell cloning, plant callus formation, bacteria population dynamics, enzyme usage, hydroponics, aquaponics and biotechnological applications to food science. Successful course completion results in either Agriculture or Science credit.

AGT340 Environmental Science

Grade: 9-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Average

This course is designed to introduce students to the environment they live in. Students will participate in a number of indoor and outdoor activities that emphasize environmental problems and management techniques to prevent and solve those problems. The course will expose students to careers and educational opportunities related to the environment and natural resources. Some of the topics covered include terrestrial and aquatic ecosystems, population dynamics, recycling, pollution, soil conservation, water conservation and integrated pest management. Successful course completion results in either Agriculture or Science credit.

SCI430 Real World Science Issues

Grade: 9-12 1 unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Low/Average

This non regents course will focus on students' science literacy within issues that have relevant impact due to their timely coverage. Engaging content will be the scaffold used to provide students with an experience that investigates the validity of investigations used to verify claims within each subject matter. Students will be exposed to technical writing to ascertain the validity of claims made about current issues in science, and they will also inquire into the uses and misuses of data. The overall goal is to have students become effective citizens by scrutinizing information presented to them through a scientific methodology that informs decision making.

Senior Seminar

SMR100 Senior Seminar

Grade: 11-12 1/2 unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: None Reading Level: Low/Average

A local, board approved graduation requirement for all Greenville High School students; the course is on a 1/4 rotation and provides students with guidance in Naviance, the college application process and post-graduation preparation.

Social Studies

SOC100 Global History & Geography 9

Grade: 9 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Social Studies 8 Reading Level: Average

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. The **two-year** Global History and Geography Course will culminate in a NYS Regents exam at the conclusion of the sophomore year. A facility for reading will be a major factor with respect to student success in this course because of the need to comprehend the textual assignments. Research and writing skills in conjunction with the ability to organize information will be major components of the program. A variety of other social studies skills will be addressed.

SOC101 Advanced Placement World History

Grade: 9 (Elective 10-12) 1 Unit of Credit
Exam: AP Exam (\$) Offering: Full Year Course
Prerequisites: Social Studies 8 Reading Level: High

This course is designed to develop greater comprehension of global trends and contacts through interaction through different types of human societies between their earliest emergences circa 8000b.c. to present. This understanding is fostered through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies worldwide. The course is therefore presented in a chronological and topical manner. This approach enables students to spend less time on factual recall, more time on learning essential concepts, and helps them develop historical thinking skills necessary to explore the broad trends and global processes involved in their study of AP World History. All students must pre-pay for the AP exam.

SOC200 Global History & Geography 10

Grade: 10 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: Global History & Geography 9
Reading Level: Average

Students continue a course of study, which includes the study of global trends and developments from circa 1750 through the present. Students develop critical thinking and communication skills through extensive readings and the analysis of visual materials. Fluency in reading and the ability to extract, analyze, synthesize and evaluate information are critical to a student's success. A Global Regents exam will be taken in June of their sophomore year.

SOC201 Advanced Placement European History

Grade: 10 (Elective 11-12) 1 Unit of Credit
Exam: AP Exam (\$) & Regents Offering: Full Year Course
Prerequisites: Global History & Geography 9 or AP World History
Reading Level: High

AP European History is the equivalent of an introductory college-level history course. The course is intended for high-ability students with an interest in European History and gives students the opportunity to earn college credit. The focus of the course is economic, social, and political issues in Europe between 1450 and the present. Students challenge a rigorous AP exam in May. The exam tests content knowledge and students' ability to analyze historical documents and write about them cogently. All students must pre-pay for the AP exam. Sophomores will also take the Global History & Geography Regents Exam in June.

SOC300 U.S. History and Government 11

Grade: 11 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: Global History & Geography 10 or AP European History
Reading Level: Average

One of the major themes of this course is to recognize and study basic constitutional issues and the application of those principles to both historic and contemporary life. The course will cover the United States history from its beginnings to the present day, with emphasis on political, constitutional, economic, social and cultural institutions. This course culminates with the United States History and Government Regents Exam.

SOC500 Advanced Placement US History /SOC800 IB History HL—History of the Americas Year One

Grade: 11 1 Unit of Credit
Exam: AP Exam (\$) & Regents Offering: Full Year Course
Prerequisites: Global History & Geography 10 or AP European History
Reading Level: High

This course will satisfy the requirement for US History and Government. Students will be expected to take the United States History and Government Regents Exam at the end of the school year to earn regents credit. Topics will include those noted in the US History and Government course above. These topics and others will be studied in greater depth than in the regular US History and Government class. The AP Exam will be offered to all students enrolled but will not be averaged into the student's final grade. All students must pre-pay for the AP exam.

Continued on next page....

Social Studies continued

SOC500 Advanced Placement US History /SOC800

IB History HL—History of the Americas Year One

continued

AP US History is co-seated with IB History HL-History of the Americas Year 1. As stated above, the course focuses on the history of the United States. While students may choose to take this course as a one year AP US History course, students who enroll in IB History HL for two years will complete their year one IB History HL requirements during this course. IB internal and external assessments taken in Year 2 require a strong understanding of particular issues studied throughout the year and an ability to critically analyze events within the context of a global view.

SOC801 IB History SL/HL—20th Century World Issues Year Two

Grade: 12 1 Unit of Credit
Exam: IB Exam (\$) Offering: Full Year Course
Prerequisites: US History & Government 11, AP US History or IB History HL-History of the Americas Year One
Reading Level: High

The main idea of the course is to cover 20th Century history in more depth, rather than a broad survey course of all history. Internal and external assessments require a strong understanding of particular issues studied throughout the year and an ability to critically analyze events within the context of a global view. Though there were tremendous events unfolding across the globe throughout the 20th Century, our studies will focus on the move to Global War, Authoritarian States, Causes & Effects of 20th Century Wars, International relations, and the Cold War: Superpower Tensions & Rivalries. All students will have the opportunity to earn college credits. HL students take Papers (exams)- 1, 2 and 3 (America Exam) as well as the Internal Assessment (research paper), while SL students would take Papers-1 & 2 as well as the Internal Assessment.

SOC600 Economics, the Enterprise System & Finance

Grade: 12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: US History & Government 11 or AP US History
Reading Level: Average

This course examines the principles of the United States free market economy in a global context. Students will:

- Examine their individual responsibility for managing their personal finances
- Analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets
- Study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as effects of globalization

- Explore the challenges facing the United States' free market economy in a global environment and various policy-making opportunities available to government to address these challenges

SOC610 Participation in Government & Civics

Grade: 12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: US History & Government 11 or AP US History
Reading Level: Average

Participation in government and in our communities is fundamental to the success of American democracy. This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Course content often draws from present local, national and global circumstances and events.

SOC520 Advanced Placement Macroeconomics

Grade: 12 1 Unit of Credit
Exam: AP Exam (\$) Offering: Full Year Course
Prerequisites: US History & Government 11 or AP US History
Reading Level: High

This course in macroeconomic theory enables the student to utilize aggregate supply and demand analysis techniques to monitor the national economy. This course yields college credits in economics and meets the New York State requirement for Social Studies 12. The AP Exam will be offered for all students enrolled but will not be averaged into the student's final grade. Students must pre-pay for the AP exam.

SOC620 Introduction to Sociology

Grade: 10-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Average

This course provides an introduction to the study of the field of Sociology. Questions/topics addressed include: what is a society? What function does the society have? Which controls the other: the society or the individual? What is a culture? How can we recognize norms, mores, and the differences between them? What are counter-cultures and subcultures? What are race and ethnicity? Why do people commit violent and deviant behavior? How should our society react to criminal behavior? Additional topics covered depending on the year include: the social role of humor, a genealogical study of the class's family history, and an analysis of the social function of power.

Social Studies continued

SOC621 Introduction to Philosophy

Grade: 10-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Average

This course provides an introduction to the study of the field of Philosophy. Questions/topics addressed include: What is logic and how can you use it? What are arguments? How can you use reason? What is doubt? How can you truly know reality? What makes a person? What is the meaning of the words “good” and “evil”? What is death? Knowing you will die, how should you live? Other areas of study, depending on the year and class interest, include: what is love? What is hate? What are free will and destiny? Do we have free will? Is our life destined?

SOC631 Introduction to Anthropology

Grade: 10-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Average

This course provides an introduction to the study of the field of Anthropology. Questions/topics addressed include: Why do we look the way we look? What controls how tall or short, dark or light someone is? Why did Europeans conquer most of the world—why not Native Americans or Latin Americans? What is intelligence? How have we biologically evolved throughout time? What are gender and sexuality? Other areas of interest covered depending on the year include: the various forms of family, marriage throughout the world, the meaning of art throughout the world, the differences between cults, religion, and witchcraft, and a study of “untouched” tribes throughout the world.

SOC630 General Psychology

Grade: 10-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: None Reading Level: Average

This course provides an introduction to the study of the field of Psychology. Questions/topics addressed include: What is the mind? How does the mind work? What has influenced us more: nature or our nurture? How do we learn? What is our personality? How can you develop your mind to its fullest potential? Other questions/topics addressed depending on the year: how does the mind develop from birth to old age? What are dreams? How do medications and drugs affect the functions of the mind? Every year the course curriculum changes to match student interest.

SOC622 Conflicts of the 20th and 21st Century

Grade: 9-12 1/4 Unit of Credit
Exam: Local Offering: Quarter Year Course
Prerequisites: None Reading Level: Average

This ten-week course will look more closely at the conflicts that arose throughout the 20th and 21st centuries. Students will have the opportunity to learn more about these historical events and the impact that they have had on the world and the United States. How did the United States become a world power? How close was the Soviet Union to using nuclear weapons? What was the outcome of Vietnam? Those questions and more will be explored in a class that will allow the student to look into events that shaped the world. Students will report on, discuss and research events of this time period. This course will allow students to gain a glimpse of the impact these few events had on millions of people. Students will be reading many primary sources to help their understanding of these difficult times.

SOC623 Current Events inside the U.S. 1990-present

Grade: 9-12 1/4 Unit of Credit
Exam: Local Offering: Quarter Year Course
Prerequisites: None Reading Level: Average

This ten-week course will look at how recent events have formed the United States in the last 20-30 years. The United States has experienced tremendous change in such a short period of time and this class will allow students to gain a greater understanding of how these current events have impacted society today. Domestic and foreign policy will be explored and students will evaluate these decisions and how they have shaped the people of the United States. Students will have the opportunity to exercise their critical thinking skills through a variety of activities such as research projects, debates, and critical reviews of the materials used in class.

SOC624 Current Events outside the U.S. 1990-present

Grade: 9-12 1/4 Unit of Credit
Exam: Local Offering: Quarter Year Course
Prerequisites: None Reading Level: Average

This ten-week course will look at how recent events have shaped countries outside of the United States. In looking at these events, domestic and foreign policy will be explored and how that changes the balance of power and relationships across Europe, Asia and South America. More and more we are seeing the impacts of what other countries and people do and its impact throughout the world. Students will have the opportunity to exercise their critical thinking skills through a variety of activities such as research projects, debates, and critical reviews of the materials used in class.

Social Studies *continued*

SOC625 History through the Visual Arts

Grade: 9-12
Exam: Local
Prerequisites: None

1/4 Unit of Credit
Offering: Quarter Year Course
Reading Level: Average

This ten-week course will explore the treatment of historical events and the interpretation of them through the visual arts. Students will have the opportunity to learn about historical events in great detail and compare and contrast with what we see in the media to what is taught in the traditional textbook. After learning and discussing about these historical topics, students will examine and analyze films, propaganda posters, political cartoons and the bias within visual media. Students will debate, provide reviews, and discuss the visual mediums' adaptation of actual events and how they play out in popular culture. Many assignments will be project-based to allow students to work together in groups and creatively think about content that has been disseminated. This course will also provide opportunities for students to further their interest in social studies by looking at topics that may not have been covered in their core classes.

SOC626 The American Presidents

Grade: 9-12
Exam: Local
Prerequisites: None

1/4 Unit of Credit
Offering: Quarter Year Course
Reading Level: Average

This ten-week course will allow students to explore their interests outside of the required Regents level history courses offered at Greenville. This course will take a deeper look at the accomplishments and failures of the people that have led the United States from its inception up to the present. Time will be spent looking at the people responsible for creating and leading this country through some of the most difficult times. Domestic and foreign policy of past presidents will be examined and allow the students to compare and contrast the differences in various administrations. Students will be able to challenge conventional thinking and look closer at events that may have shaped a past president. This course will provide students an opportunity late in their high school career to expand on knowledge they have already acquired about certain events in history and delve deeper in a more thorough manner. Students will have the opportunity to exercise their critical thinking skills through a variety of activities such as research projects, debates, and critical reviews of the materials used in class.

Theatre

ART402 Technical Theatre Production

Grade: 9-12
Exam: Local
Prerequisites: None

1/2 Unit of Credit
Offering: Half Year Course
Reading Level: Average

This is an introductory level half year course for those interested in the technical aspects of theatre. Areas to be explored include stage lighting, scene design, sound design, stage makeup, and costume design. Much of this class is hands-on but will also require students to develop and use research skills in order to complete a design in the area of their choosing. Students will attend several live theatre performances and have the opportunity to take part in workshops with theatre professionals.

ART401 CGCC Introduction to Theatre

Grade: 10-12
Exam: Local
Prerequisites: None

1/2 Unit of Credit
Offering: Half Year Course
Reading Level: High

This course provides an introduction to historical, aesthetic, and technical aspects of theatrical production. To be experientially involved in theater, students will write, produce, stage and perform an original play developed through improvisational techniques.

IB110 IB Theatre HL

Grade: 11-12
Exam: IB Exam (\$)
Prerequisites: (Recommended) Technical Theatre Production or CGCC Introduction to Theatre

2 Units of Credit
Offering: Two Year Course

Reading Level: High

This course will provide a diverse exploration of theatre in its many forms and encourage an appreciation for the richness of intercultural diversity reflected in theatrical traditions. Students will work both individually and as part of an ensemble to develop personal, academic, aesthetic, and practical theatre skills.

The following topics will be covered: Theatre in the Making/ Production, Theatre in Performance, and Theatre in the World. Students are expected to record all activities and experiences in a journal, a key component and source for the assessment process.

Criteria based assessment takes place in the second year of study:

External Assessment: Research Investigation & Practical Performance Proposal

Internal Assessment (IBO moderated): Theatre Performance and Production Presentation & Independent Project and Portfolio

Notes