

# **Greenville High School**



**2015-2016  
Course Selection Guide**

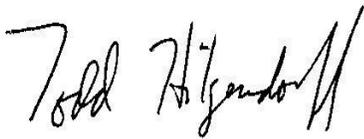
Dear Students,

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,



High School Principal

Greenville High School Principal

### **Mission Statement**

The mission of the Greenville Central School District, with vital community partners, is to present the world with a gift of well educated graduates who will forge ahead as confident thinkers, empowered learners and compassionate, responsible leaders by ensuring superior instruction with total support for excellence and vision.

### **Belief Statements**

We believe that every individual has equal value.

We believe that trust, respect, and caring are essential for a healthy community.

We believe that the meeting of clear and defined standards is the starting point for success.

We believe that every individual has the right to fully realize his/her potential.

We believe that the pursuit of excellence cannot be compromised.

We believe that every individual has responsibility to contribute to the common good.

We believe that individual responsibility and self-discipline are crucial to achieving one's goals.

# GREENVILLE CENTRAL SCHOOL

## Curriculum Course Guide

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# 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.

## GRADUATION REQUIREMENTS

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

### Regents Diploma

	<u>Units</u>
English	4
Social Studies	4
Science	3
Math	3
Foreign Language	1 (a)
Health	½
Art and/or Music	1
Physical Education	2
Electives	3.5
<b>Total Credits</b>	<b>22</b>

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

### Advanced Regents Diploma

	<u>Units</u>
English	4
Social Studies	4
Science	3
Math	3
Foreign Language	1 (a)
Health	½
Art and/or Music	1
Physical Education	2
Electives	3.5 (b)
<b>Total Credits</b>	<b>22</b>

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

### Testing 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

- Comprehensive English Regents exam
- Integrated Algebra Regents exam
- Global History & Geography Regents exam
- U.S. History & Government Regents exam
- One Science Regents exam

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

- Geometry Regents and Algebra II/Trigonometry Regents 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, LOTE, Music, Art or Occupational Education (technology, business, agriculture, family and consumer science and Questar III CTE programs).

#### Sequence Options:

- A sequence of 3 credits in two subject areas.
- A sequence of 5 credits in one area.

## Local Diploma

Credit requirements for the local diploma are the same as those for the Regents diploma and are listed to the left. The **exam requirements** differ based on the year students enter grade 9. See below:

## State Exam Requirements

State exams required for a local diploma are the same as Regents with a passing score of 45, 55 or 65 depending on the year of entry into the high school.

For students who entered grade 9 in:

**Prior to September 2011:** 55-64 pass option on Regents Competency

Tests (RCT's).

**September 2011 and after:** No RCT option

## For Students with Disabilities as of 10/31/2012:

Safety Net Compensatory Option

- May score between 45-54 on one or more of the required exams (excluding ELA and Math) if they compensate with scores higher than 65 on other exams and meet attendance and course requirements.
- ELA and Math must score 55 or above
- This option cannot be combined with RCT option.

## 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 (Syracuse University and Columbia Greene) 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.

### 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 9<sup>th</sup> grade Honors program will be evaluated using assessment data from the Middle School 8<sup>th</sup> grade exams. Those 8<sup>th</sup> grade students who achieved a Level 4 on these exams will receive primary consideration.
- Students applying for 10-12<sup>th</sup> 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 1<sup>st</sup>.

## 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 students 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.

## 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 8<sup>th</sup> 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

## 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 students needs, the foreign language requirement may be waived.

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.

## 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

**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

**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.**

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.

### 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 9<sup>th</sup> 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.

Students who best succeed in the program have a strong commitment to the ideals of the mission statement and a genuine enthusiasm about learning as well as sincere curiosity about other cultures and the world around them.

Under our weighted grades procedure, IB Diploma and Certificate students will receive the benefit of weighted grades. All IB courses, with the exception of CAS (Creativity Action Service) TOK (theory of knowledge) and Extended Essay, are weighted.

## 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.

### 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.

- 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](http://www.ibo.org)**



## Environmental Sciences

### 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.

### SCI804 AP Environmental Science—ESS IB Environmental Systems and Societies/SL

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

The Environmental Systems and Societies course is an interdisciplinary course that uses a systems approach to intertwine concepts from group 3 (individuals and societies) with concepts from 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 societies. The course will also include laboratory investigations for most topics. Students enrolling in IB ESS and/or AP ES 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.

This 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.

As part of the assessment for the course, students will participate in laboratories in class and will complete independent research. Students will also attend field trips to the Cornell Cooperative Extension Suislaw Model Forest and Hudson River Field Station to complete ongoing field research over the two year period. Students must also complete two exam papers in May of the second year of the course for the external assessment.

#### **Group 4 Project for SCI804**

The group 4 project is an interdisciplinary activity in which students from certain group 4 disciplines research and analyze a common problem. The project is a collaborative effort, and focuses on the process of a scientific investigation rather than the results, or products, of the research. The group 4 project consists of ten hours of work separated into three project stages: planning, action and evaluation. During the planning stage students collaborate to determine what topic will be investigated, and what activities will be completed during the investigation. In the action stage students work in groups to carry out the investigations decided upon in the planning stage. Groups then collaborate to share the results from their investigations. During the evaluation stage students share their findings with all other students working on the group 4 project. The format of the

evaluation stage will be decided by the students during the planning stage, and may be a "science fair," a symposium, or a large group discussion. The topic for the group 4 project may vary by each cohort and will be chosen by the students during the collaborative planning stage

### 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.

### 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. The parts of the plant, plant propagation and a unit on landscaping will be covered. This is a project based course that makes use of the greenhouse and grounds in the instruction.

## Construction Sciences

### AGT125 Construction Engineering and Management

Grade: 9-12	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites:	Reading Level: Medium/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





*Art continued*

**ART400 Art History**

Grade: 1 Unit of Credit  
 Exam: Offering: Full Year Course  
 Prerequisites: Reading Level:

Ever wonder what the most valuable artwork ever created was? Or who was the most talented artist ever? Or why a platter painting can be worth so much money when anyone could do one? This course will answer all your questions about art as we discuss, analyze, and write about the most famous artworks ever created by man or woman.

**ART420 Portfolio Course**

Grade: 1/2 Unit of Credit  
 Exam: Portfolio Offering: Half Year Course  
 Prerequisites: Reading Level:

This course is for Art majors to start a portfolio, showing the students strongest attributes as an artist. The student will start to create a portfolio that will eventually contain 10 to 15 pieces of their best artwork to date. For many art schools, a portfolio is a requirement for admission. This is a must course for art majors.

**ART500 AP Art History**

Grade: 1 Unit of Credit  
 Exam: AP Exam (\$) Offering: Full Year Course  
 Prerequisites: Reading Level:

This is a survey of western civilization and it's greatest artistic accomplishments. The class will take a visual time-travel through 30,000 years of civilization and their changing aesthetics. Through analytical writing, research, class discussion, and museum visits, students will develop an understanding of art and its role in cultural development.

## Business

**BUS100 Introduction to Occupations**

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

All students majoring in vocational education must take this course. There are no prerequisites. It is composed of two modules: The Working Citizen and Personal Resource Management.

The purpose of the Working Citizen Module is to introduce students to the realities of the working world. Each topic focuses upon a specific area of information and personal development that help individuals integrate their role within the workplace and the home. This module is designed to provide students with information and experience that will help them make future choices concerning work.

Personal Resource Management is organized into three topics dealing with Interrelationships among resources and needs, wants, goals and lifestyles and on the managerial aspects of assessing, enriching and using personal and financial resources to ensure responsible, participatory and fulfilling personal and work life. Management and decision making skills are used to solve appropriate problems and students are guided to further develop coping and critical thinking skills.

**BUS200 Accounting I**

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

Designed to develop occupational competencies in bookkeeping. Course content encompasses the complete account cycle and provides opportunities for incorporation of computer technology into the instructional format.

**BUS300 Accounting II**

Grade: 10-12 1 Unit of Credit  
 Exam: Local Offering: Full Year Course  
 Prerequisites: BUS300 Accounting I Reading Level: Average

Extension of the Accounting 1 Course. The introduction of additional topics involving more complex accounting applications significantly extends the basic accounting concepts and skills.

**BUS400 Business Law**

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

Emphasizes business law as it relates to an individual's personal life as well as occupational life. Applications of the law as affecting the individual are stressed. A mock trial is also part of the curriculum.

**BUS440 Marketing**

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

Designed to give students an understanding of the world of marketing and the careers associated with marketing. Students will learn that they need to develop a product, bring it to market and promote the product to make it successful.

**BUS420 Business Analysis**

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

This course offers a broad overview of modern business organization and operation. Students learn that today's business organizations rely on a variety of systems and subsystems to complete transactions as they adapt to the emerging information age. Students examine how businesses are organized to provide a product, a service, an idea, or a combination of these, and are acquainted with activities commonly utilized by most businesses to enable them to meet customers' needs and demands. A business plan for a simulated business is the final product of this course.

# English Language Arts

\*\*\*THE ENGLISH DEPARTMENT HAS A DOUBLING UP PROCEDURE;  
PLEASE REFER TO THE STUDENT HANDBOOK FOR MORE INFO.

## ENG100 English 9

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

English 9 is designed to further skills in reading, writing, grammar, usage, research skills, and critical thinking, and is aligned with The Common Core. Students will read fiction, nonfiction, drama, poetry, articles, essays, and study at least one work by Shakespeare. A cross-curricular research report using the MLA style will also be included. Students are expected to improve editing skills and the comprehension of all forms of literature presented in class. Literature is frequently coordinated with the Social Studies curriculum. Some weekly homework is expected.

## ENG120 Honors English 9

Grade: 9	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: Honors application process (p.6)	Reading Level:

English 9 Honors class is designed to challenge the accelerated student and aligns with The Common Core. Students are expected to exhibit more academic responsibility than is required in ELA 9. This includes more reading outside of the classroom and more self-directed editing skills. Students will read fiction, nonfiction, essays, articles, drama, poetry, and a few works by Shakespeare. They will study grammar, usage, forms of writing and literature, and further develop research techniques. Classic literature is frequently coordinated with their Social Studies curriculum and a cross-curricular research paper is required. Students apply for acceptance to this Honors level class.

## ENG200 English 10

Grade: 10	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: English 9	Reading Level:

Building on the skills developed in English 9, English 10 is the next link in students' ELA sequence preparing them to be college and career ready in terms of reading, writing, speaking, listening and critical thinking. An emphasis in the course is for students to make original claims and then to defend them using evidence from texts—both literary and non-fiction. Students will write frequently and their writing will comprise the bulk of their grade. Class discussion and project-based learning will also be essential parts of students' experience in English 10 as well as instruction in vocabulary, grammar, public speaking.

## ENG300 English11R

Grade: 11	1 Unit of Credit
Exam: Regents	Offering: Full Year Course
Prerequisites: English 10	Reading Level:

This course continues the development of communication skills with work in vocabulary, grammar, composition and listening. English 11 is designed as a literature and composition course specializing in American literature. All genres in this area will be explored. The primary emphasis of this course is on refining analytical skills and developing focus and clarity of written work. Preparation for

the English Regents exam, offered in January for seniors and those who have previously failed the exam, and in June for the majority of students, is built in to the curriculum. Students will practice both essays and research based writing.

## ENG400 English 12-Humanities/CGCC Freshman Composition and College Composition

Grade: 12	1 Unit of Credit, (6 college credits)
Exam: Local	Offering: Full Year Course
Prerequisites: English 11	Reading Level:

English 12 is taught in two distinct semesters, which are aligned with level 100 and 101 college English 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 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.**

During the first semester of English 12, students will focus exclusively on writing, although students will read model essays and nonfiction examples of a variety of rhetorical forms. We will learn to write essays of narration, description, comparison/contrast, argument/persuasion, process analysis, cause/effect, definition, and research. The course will be taught using a writing workshop format.

**This semester can be taken for CGCC Freshman Composition credit. Students can earn 3 college credits. (ENG140)**

During the second semester of English 12, students will focus on writing and literature. We will read fiction, nonfiction, drama, and poetry. Students will write analytical and creative essays in response to their reading, and complete one independent project on a book of their choice which will culminate in a final presentation. **This semester can be taken for CGCC College Composition credit. Students can earn 3 college credits. (ENG141)**

## ENG510 AP English Language and Composition

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

This is a full-year course designed to prepare students for the difficult AP Language and Composition exam given at the beginning of May each year. The exam emphasizes stylistic and rhetorical (i.e. persuasive) strategies used by writers and speakers. At the highest levels, good writing is equally about thinking and style, logic and expression. As a result, we will begin studying—in microscopic detail—the prose style of major writers. Students will learn about a variety of specific stylistic techniques—from *antithesis* to *zeugma*—as well as the ways in which different writers seek to manipulate their readers through the use of logic (*logos*), emotion (*pathos*), and credibility (*ethos*). In addition to studying specific nonfiction prose passages, students will carefully read, analyze, and write about five novels by some of the world's greatest writers. This is designed to be a difficult, college-level course, so only students who have a firm grasp of grammar concepts and who wish to work hard should consider it.

English continued

### ENG500 AP English Literature & Composition

Grade: 11-12 1 Unit of Credit  
Exam: AP exam (\$) & Regents Offering: Full Year Course  
Prerequisites: (Recommended) AP Language Reading Level:

Students in this course should have both the desire and ability to study literature at a more intensive level than is customary in a standard Regents-level course. AP Literature and Composition is a college-level course with college-level expectations, designed to prepare students for both the AP Literature and Composition exam, the NYS Regents exam (for juniors taking the course), and for college-level reading and writing. We will study a wide variety of literary genres, including fiction, nonfiction, drama, and poetry. Current readings include contemporary memoir non-fiction and fiction, science fiction, world literature, drama and poetry. Students will also continue to develop and refine their writing and public speaking skills through literary response essays, literary commentary, literary discussions, pastiche writing and literary presentations. **This course is co-seated with IB English HL—Year 1. Students may opt to take this course as a one year AP Literature course. Students enrolling in IB English HL for two years will complete their year one IB English requirements during this course.**

### ENG800, 801 IB English HL

Grade: 12 1 Unit of Credit  
Exam: IB Exam (\$) Offering: Full Year Course  
Prerequisites: IB English HL—Year One Reading Level:

IB English HL is a two-year, four-semester course that will culminate with the IB exams taken in May of the senior year. This is the second year of the two year course. Students in this course are registered IB Diploma or Certificate students. The focus of the course is on each student's development of critical thinking and communication skills in oral and written forms. The students will view literature as both an art form and a universal language. Course readings include the classics of world literature and a broad range of modern writing, in a variety of literary genres, styles and contexts. IB English HL is divided into four distinct semesters. Students will complete both internally-assessed essays and projects and externally-assessed (by the IB) essays and projects.

### ENG401 Journalism

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

In this class students will learn how to cover news stories from their unique perspective as teens and to create work that other teens and adults in the community will want to read and see. Students should be prepared to write for this class - in addition, students should also be prepared for a number of group projects, and projects that require students to get out of their seats and to talk to various people outside of the classroom and even the school. Students will produce a school newspaper every two weeks, students will write the morning announcements, and students will create an original documentary.

## Family & Consumer Science

### HCR200 Child Development

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

This is a one-unit course in which students learn about the development of children from conception to age six. They also explore parenting techniques. The course will include observation and participation in classes at the elementary school. The students will be offered the opportunity to receive extra credit through the student tutoring program.

### HCR300 Early Childhood Learning

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

The course provides an in-depth study of early childhood education including management, lesson planning, curriculum planning, and child development theory. The students will plan, prepare, and present activities for children. They will use these lesson plans and activities to create a portfolio box to take with them to college. It also includes work with children in the elementary school. If they have a study hall, they will be able to work in an elementary school classroom each day or every other day to gain experience with young children.

### HCR100 Food and Nutrition

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

This course consists of lecture and class participation in the kitchen (at least two days per week) during food preparation units. Grades will be based in part on participation in class discussions and completion of all assignments. Topics covered will include: beginning food preparation, meal management and food purchasing, meal service, basic food preparation and nutrition and careers in food and nutrition. This course is a required part of a sequence in Early Childhood Education. This is a beginning level course.

### HCR110 Human Development

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

This course is primarily concerned with the adolescent period in human development focusing on the adolescent stages of development and the place of the adolescent in the family and work place. Also covered are topics relating to careers in working with children and adults. Projects such as fund raisers and stuffed animal making for the in-school Head Start Program will be a major part of this course. Class participation and involvement in projects are essential. This course plus Food and Nutrition are requirements for a sequence in Early Childhood Education. This is a beginning level course.

### HCR400 Parenting

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

This is an advanced course which focuses on the roles and responsibilities of being a parent. It includes nurturing and guidance of the child from birth through adolescence. Discussions include the physical care, discipline techniques, and socialization. This course is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students.

## Health and Physical Education

### HLT100 Health

Grade: 10-12	1/2 Unit of Credit
Exam: Local	Offering: Half Year Course
Prerequisites: English 8 Health	Reading Level:

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: 10-12	1/2 Unit of Credit
Exam: Local	Offering: Half Year Course
Prerequisites: Health	Reading Level:

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 9<sup>th</sup> and 10<sup>th</sup> graders 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:

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, snow-shoeing, 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. Physical Education begins with warm-up exercises—running in place, push-ups, sit-ups and jumping jacks. The New York State Fitness Test is given to each student in the fall and spring. Physical education curriculum for:

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 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: 8-9	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: None	Reading Level:

This course introduces the students to a Roman culture. They learn about events and attitudes during the Roman Empire as the course builds reading competency in Latin. The course at all levels is particularly suited to students who want to excel academically. A local exam will be given at the end of this course.

#### LOTE220 Latin II

Grade: 9	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: Latin I	Reading Level:

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 R

Grade: 10	1 Unit of Credit
Exam: Regents	Offering: Full Year Course
Prerequisites: Latin II	Reading Level:

Latin III provides the final course in the sequence for the Regents examination. At this third year level, students read extracts from Roman authors such as Ovid, Pliny, Caesar, Catullus and Cicero. The third year Latin student will have a proficient Latin vocabulary and knowledge of Latin grammar and culture. A local comprehensive exam will be given at the end of this course.

#### LOTE420 Latin IV/V

Grade: 11	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: Latin III	Reading Level:

This course is for advanced students who wish to continue their study of Latin beyond the Regents level. In this course, students continue to develop reading fluency. Students will also be reading material in translation drawn from top Roman historians. The prerequisite for this course is successful completion of Latin III as well as a comprehensive exam score of 65 or higher.

*Languages Other Than English continued*

**LOTE800 IB Latin SL**

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

Those students who elect to participate in an IB program will take an IB test at the end of the IB course. This Latin IB course is a rigorous course for Latin students who have passed the Latin Regent's exam in the 10th grade. 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 do 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**

**LOTE 100 Spanish I**

Grade: 8-9	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: None	Reading Level:

Level I introduces the Spanish language and culture to the students. Students are expected to be able to converse and to comprehend material on a variety of topics relative to their needs, interest, age and experience. Listening and speaking proficiencies are stressed in this first year. Reading and writing are also developed. Guidelines from the Board of Regents are built into the curriculum and the communicative approach is used. The NYS Proficiency is the final exam. This course is for students who have not fulfilled the minimum requirements for graduation or wish to begin the study of Spanish as a second or third foreign language.

**LOTE200 Spanish II**

Grade: 9	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: Spanish I	Reading Level:

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. Topics included in the communicative goal include food, drink, leisure activities, shopping, travel, the physical environment and lodging. A local final exam will be given at the end of the course.

**LOTE300 Spanish III R**

Grade: 10	1 Unit of Credit
Exam: Regents	Offering: Full Year Course
Prerequisites: Spanish II	Reading Level:

Level III Spanish completes the sequence of courses to prepare students for the final examination. At this level students are expected to comprehend short conversations on topics in everyday situations and to initiate and sustain a conversation within the limits of their experience. They are expected to understand authentic reading materials, and they are expected to write notes, letters and short reports. A Local Comprehensive final 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	Reading Level:

The focus of this course is oral and written fluency. Conversation will be a large part of the class. Other aspects of grammar will be taught in conjunction with readings. Students will make extensive use of Spanish newspapers, magazines, web sites, etc. Page length compositions will be required periodically. Local exams will be given at the end of this course.

**LOTE810 IB Spanish SL**

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

Spanish IB SL is an advanced language course intended for students who have successfully completed the previous four years of Spanish in grades 8<sup>th</sup> to 10<sup>th</sup>, 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 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 to pursue the IB Spanish. The proficiencies of comprehending, speaking, reading, and writing Spanish will be demonstrated through the rigors of the IB examination.

*Languages Other Than English continued*

**LOTE820 IB Spanish ab initio**

Grade: 11-12	2 Units of Credit
Exam: IB Exam (\$)	Offering: Two Year Course
Prerequisites: None	Reading Level:

This advance language course which 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 to be 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. Integral to this aspect will be to introduce the student to the multicultural nature of the language, including the increasing use of Spanish in countries, which are becoming more closely allied to Iberian and Hispanic culture. 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.

## Mathematics

**MTH100 Algebra I**

Grade: 8-10	1 Unit of Credit
Exam: Regents	Offering: Full Year Course
Prerequisites: Math 7, 8 or Topics In Math	Reading Level: Average

This is the first of three courses offered to students wishing to fulfill the graduation requirements leading to an Advanced Regents Diploma, as well as being a required class for students graduating with a Regents Diploma. This particular course will integrate algebraic skills and concept development with applications, connections, problem solving, critical thinking and technology. The June Integrated Algebra Regents Exam is the final exam for this class, and is also a requirement for graduation from High School. A TI-84 Graphing Calculator is recommended for this course.

**MTH110 Algebra IA**

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

This is the first of two Algebra courses offered to a select group of students. This particular course will blend mathematic skill, vocabulary and concept development with applications, connections and critical thinking as they apply to algebra. A local final exam will be given at the conclusion of this course.

**MTH120 Algebra IB**

Grade: 10	1 Unit of Credit
Exam: Regents	Offering: Full Year Course
Prerequisites: Algebra IA	Reading Level: Average

This is the second of two Algebra courses offered. This particular course will blend mathematic skill, vocabulary and concept development with applications, connections and critical thinking as they apply to algebra. A local final exam as well as the New York State Regents exam will be given at the conclusion of this course.

**MTH200 Geometry**

Grade: 9-10	1 Unit of Credit
Exam: Regents	Offering: Full Year Course
Prerequisites: Algebra	Reading Level: Average

This is the second of the three courses offered to students wishing to fulfill the graduation requirements leading to an Advanced Regents Diploma. This particular course will integrate geometric relationships, constructions, locus, transformational geometry, and coordinate geometry with an emphasis on formal and informal proofs. The June Geometry Regents Exam is the final exam for this class. A TI-84 Graphing Calculator is recommended for this course.

**MTH103 Financial Algebra**

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

Advanced Algebra with Financial Applications is a college-preparatory course that will use sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

**MTH201 Statistics through Project Based Learning**

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

This is a project-based learning course where students will learn and apply mathematics to real-world applications. This course is designed to prepare students for college mathematics placement tests and improve proficiency in numerical skills, algebra and coordinate geometry. The course consists of 10 consecutive projects; each project will be approximately three to six weeks long. The projects, where appropriate, will successfully integrate real-world applications with many of the major and sub content areas based on the two domains of the Compass Mathematics Test.

*Mathematics continued*

**MTH210 Algebra 2/Trigonometry**

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 a 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 Algebra 2 and Trigonometry students at the conclusion of the course. The June Algebra2/Trigonometry Regents Exam is the final exam for this class. A TI-84 Graphing Calculator is recommended for this course.

**MTH400 Pre Calculus**

Grade: 11-12	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: Algebra II/Trigonometry	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 TI-84 Graphing Calculator is recommended for this course.

**MTH520 AP Statistics**

Grade: 11-12	1 Unit of Credit
Exam: AP Exam (\$)	Offering: Full Year Course
Prerequisites: Algebra II/Trigonometry	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 TI-84 Graphing calculator is recommended for this course.

**MTH800 IB Mathematical Studies—SL**

Grade: 11-12	1 Unit of Credit
Exam: IB Exam (\$) Possible Regents	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 TI-84 graphing calculator.

**MTH801 IB Mathematics SL**

Grade: 11-12	1-2 Units of Credit
Exam: IB Exam (\$)	Offering: Full Year Course
Prerequisites: Algebra II/Trigonometry	Reading Level: High

This is a two-year program in mathematics that prepares the student for the IB Mathematics SL exam. This program is intended for students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics, Psychology, and Business Administration.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. Students will be required to develop skills they need for communicating mathematical ideas. Students taking this course will utilize a TI-84 graphing calculator.

**MTH500, 804 AP Calculus/IB Math SL - Year Two**

Grade: 12	1 Unit of Credit
Exam: AP Exam (\$) & IB Exam (\$)	Offering: Full Year Course
Prerequisites: Pre-Calculus or IB Math SL	Reading Level: High

This is a college level course. Everything in the Calculus AB topic outline as it appears in the *AP Calculus Course Description* is covered during the year, including studies in functions, limits, derivatives with applications, integration with applications, derivatives and integrals of transcendental functions and special methods of integration, as well as an IB SL statistics topics with calculus ramifications. Objectives of this course include developing the students' understanding of the concepts of calculus, communicating mathematically the ideas of calculus, providing experience with the methods and applications, scoring well on the AP Exam and/or IB SL Mathematics Papers, and preparing students' for subsequent college course. The AP Exam and/or IB SL Mathematics Papers 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 and/or IB SL Mathematics Papers. A TI-84 Graphing Calculator is recommended for this course.

**MTH802 IB Mathematics HL**

Grade: 11-12	2 Units of Credit
Exam: IB Exam (\$)	Offering: Two Year Course
Prerequisites: Algebra II/Trigonometry	Reading Level: High

This is a two-year program in mathematics that prepares the student for the

*Mathematics continued*

background in mathematics and strong ability in analytical and technical skills. The program is a demanding one, requiring students to study a broad range of mathematical topics to varying degrees of depth. Students should have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. This program develops mathematical concepts in a comprehensible, coherent, and rigorous way. Development of each topic will feature justification and proof of results.

The internally assessed component, the portfolio, offers students a framework for developing independence on their mathematical learning by engaging in mathematical investigation and modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. Students will be required to develop skills they need for communicating mathematical ideas. Students taking this course will utilize a TI-84 graphing calculator.

## 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 High School 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.

**MUS210 Select Treble Chorus**

Grade: 9-12 1/2 Unit of Credit  
 Exam: Local Offering: Full Year Course  
 Prerequisites: Chorus (co-requisite) Reading Level: High

The select treble high school chorus is an 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.

**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, individual or small group instruction, and some small ensemble and solo opportunities.

Materials used in this course are as follows (examples)

- Foundations for Superior Performance-Warm-Ups & Technique for Band-Richard Williams, Jeff King.
- Band Method Book Three, Ed Sueta
- Articulation Studies-James Curnow
- Various Concert Band Arrangements

Select students may be considered for the following:

- GCMEA All –County Band
- NYSSMA Area All-State Band
- NYSSMA Conference All-State Band
- NYSSMA Solo Competition
- NYSBDA Band
- GCMEA (Greene County Music Educators Association)
- NYSSMA (New York State School Music Association)
- NYSBDA (New York State Band Directors Association)

**MUS230 Jazz Ensemble**

Grade: 9-12 1/2 Unit of Credit  
 Exam: Local Offering: Full Year Course  
 Pre/Co-requisites: MS Jazz Band/HS Band Reading Level: Average

**AUDITION**

Jazz ensemble consists of students in grades 9 through 12. This group rehearses every other school day and prepares for three concerts a year. The instrumentation and number of students in the Jazz Ensemble are as follows:

- |                   |                    |                      |
|-------------------|--------------------|----------------------|
| 2 Alto Saxophones | 2 Tenor Saxophones | 1 Baritone saxophone |
| 4 Trumpets        | 4 Trombones        | 2 Drums/Percussion   |
| 1 Piano           | 1 Bass             | 1 Guitar             |

(Numbers of each instrument group may be increased at the Director’s discretion)

Students who wish to participate in the Jazz Ensemble must also be members of the Concert Band where such instruments exists. If there is a scheduling problem where a student cannot participate in the Concert Band, a student may participate in the Jazz Ensemble only with the Director’s permission.

### Music continued

Members of the High School Jazz Ensemble can be considered for All-County, NYSBDA and NYSSMA Jazz Honor Ensembles.

The instruction of the jazz program includes an understanding and appreciation of jazz styles and the application of jazz principles to musical material and improvisation. Students must audition to be accepted into the group.

Materials used in this course are as follows (examples):

- Standard of Excellence Advanced Jazz Ensemble Method-Dean Sorenson, Bruce Pearson.
- Various exercises written by Mr. Benedict
- Various Jazz Ensemble arrangements

Students are also expected to participate in various extra-curricular activities related to this course.

#### Vocal & Instrumental Lessons

Grade: 9-12	NO Unit of Credit
Exam: Local	Offering: Full Year Course
Pre/Co-requisites: Ensembles	Reading Level: Average

In addition to the full ensemble rehearsal, students are also required to participate in some form of individual or small class instruction which is the responsibility of the teacher of that particular performing group. Such instruction is usually done on a rotation system which permits homogeneous grouping without interfering with the students' academic pursuits.

#### MUS300 Music Theory

Grade: 9-12	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: Band or Chorus for 2 years Or private lessons for 2 years	Reading Level: Average

Music Theory is a one-year elective course that explores and develops many elements of music including rhythm, harmony, melody, tempo, dynamics, key signatures and scales. Students will apply these elements of music to compose original pieces, analyze music excerpts and gain knowledge of the piano keyboard. This course will loosely follow music history from Gregorian Chant through Jazz and into 21<sup>st</sup> century music. This course is open to students in grades 9-12.

#### MUS320 Music Technology

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

This course is designed to give students who are interested in music related careers the opportunity to acquire functional knowledge about music technology. Students will learn the basics of Midi sound production, sequencing and editing. This course is designed for juniors and seniors with a strong technology or music interest who may or may not be traditional performers.

#### MUS800 IB Music SL/HL

Grade: 11-12	1-2 Units of Credit
Exam: IB Exam (\$)	Offering: Full Year Course
Prerequisites: Ensembles or Music Theory	Reading Level: High

Music provides insight into the individual and cultural identities of people and their communities. Through the study of music, we can investigate the lives and times of musicians who are distanced by geography and chronology. The variety and richness of global music invites all learners to maintain open-mindedness while exploring familiar and unfamiliar musical worlds. The International Baccalaureate (IB) program will foster discussion and comparison as students discover relationships and links from within and out their own culture.

Students will perform, compose, analyze, critique, and reflect upon a variety of music throughout this one or two-year course. IB Music provides a foundation for further study in music at the college level in all music career pathways. This course also provides a valuable and edifying academic experience for those who pursue non-music careers, but IB Music ultimately empowers students to become lifelong participants in the world of music. All IB Assessments takes place in the final year of the course including a Listening Exam, Musical Links Investigation and Performance/Composition.

## Science

#### SCI100 Physical Setting/Earth Science

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

The Physical Setting/Regents Earth Science course of study is designed to encourage students to understand the process of change in Earth and Space through first hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology, and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the New York State Learning Standards. Students will be taught to formulate questions that relate their experiences, and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as climate, weather, and energy production will be explored, with an emphasis on how we react with the Planet Earth, and our responsibility to understand and value our natural environment. Students MUST satisfactorily complete 1200 minutes of laboratory experience in order to sit for the Regents Examination.

#### SCI120 Honors Earth Science

Grade: 9-12	1 Unit of Credit
Exam: Regents	Offering: Full Year Course
Prerequisites: Honors application process (p.6)	Reading Level:

This course is challenging, so students must have excellent study skills and a willingness to work diligently. The department recommends that any student interested in enrolling in this course have a strong Science and Math background. Please refer to the Honors criteria listed in the program planning guide section for further information.

## Science continued

### SCI200 Living Environment

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

The basis of this course is the study of living things, the physical and chemical basis for life. Topics covered in this course are: the basic activities of living things, how plants and animals maintain themselves by solving basic life requirements, reproduction and development of single cells to multicellular organisms, heredity, evolution and diversity of living forms of plants, animals and their environment, and ecological relationships. Laboratory exercises are scheduled during the period before or after the class. There is a required minimum of 1200 satisfactorily completed hands-on lab minutes and write ups (equivalent to 30 satisfactorily completed credits) four of which are state mandated. It is expected that all students will meet or exceed this lab requirement as well as take the Regents exam, which will serve as the final exam for the course.

### SCI220 Honors Living Environment

Grade: 9-12 1 Unit of Credit  
Exam: Regents Offering: Full Year Course  
Prerequisites: Honors application process (p.6) Reading Level

The basis of this course is the study of living things, the physical and chemical basis for life. Topics covered in this course are: the basic activities of living things, how plants and animals maintain themselves by solving basic life requirements, reproduction and development of single cells to multicellular organisms, heredity, evolution and diversity of living forms of plants, animals and their environment, and ecological relationships. Students will study conceptual understandings and will be provided with a greater depth of understanding. Students will be responsible for completing individual and group research and the presentation of findings. Laboratory exercises are scheduled during the period before or after the class. There is a required minimum of 1200 satisfactorily completed hands-on lab minutes and write ups (equivalent to 30 satisfactorily completed credits). It is expected that all students will meet or exceed this lab requirement as well as take the Regents exam, which will serve as the final exam for the course. Please refer to the Honors criteria listed in the program planning guide section for further information.

### SCI300 Chemistry

Grade: 10-12 1 Unit of Credit  
Exam: Regents Offering: Full Year Course  
Prerequisites: Living Environment, Algebra Reading Level:  
And Regents exams, (Currently enrolled in at least Geometry)

This is a physical setting course and is math intensive. Chemistry is the study of the elements and how they combine to form the materials of our universe. Understanding of the atomic nature of elements leads students to explore the ways in which the elements unite with each other to form compounds. Algebra is a necessity to study the mathematics of chemistry. Specific topics covered after the basics are kinetics and equilibrium of reactions, acid-base theory, electrochemistry, organic chemistry, and nuclear chemistry. There is a required minimum of 1200 satisfactorily completed hands-on lab minutes and write ups (equivalent to 30 satisfactorily completed

credits). It is expected that all students will meet or exceed this lab requirement as well as take the Regents exam, which will serve as the final exam for the course.

### SCI320 Honors Chemistry

Grade: 10-12 1 Unit of Credit  
Exam: Regents Offering: Full Year Course  
Prerequisites: Honors application process (p.6) Reading Level  
Living Environment, Algebra and Regents, (Currently enrolled in At least Geometry, preferably Algebra II/Trigonometry)

This is a physical setting course and is math intensive. Honors Chemistry is a quantitative, in-depth course for advanced students designed to prepare the student for success in college science courses. The topics covered are the same as Regents Chemistry, but are covered with greater depth of theory and the mathematical expectations. More independence will be expected of students in homework and laboratory skills. The laboratory requirement is the same as the Regents Chemistry requirement. Please refer to the Honors criteria listed in the program planning guide section for further information.

### SCI400 Regents Physics

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

Physics is the study of the rules of nature. Real world situations will be stressed and discussed in terms of the fundamental rules of physics. The application and understanding of these rules will be explored through creative problem solving and mathematical processes. Topics that will be investigated include: motion, forces, energy, wave phenomenon, electricity, magnetism, and modern physics. Regents Physics requires students to successfully complete 1200 laboratory minutes in order to take the Regents exam at the conclusion of the course, the Regents exam will also serve as the final exam for this course.

### SCI401 AP Physics 1

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

AP Physics 1 is an algebra-based, introductory college level physics course. Students will participate in inquiry based labs and projects to explore the following topics: Newtonian mechanics; rotational motion, work, energy and power; mechanical waves and sound; and simple circuits. As a standalone course AP Physics 1 requires no prior course work in physics and will conclude with students taking the AP Physics 1 Exam to receive college credit.

## Science continued

### SCI AP Physics 2

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

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.

### SCI340 Unified Science

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

This course is a third year science course 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

General Physics is an exploration of the laws and rules of the natural world. The curriculum will cover topics ranging from but not limited to sports science, current tech, science fact or fiction, sound science, and astrophysics. These topics will be introduced on a conceptual basis with little to no emphasis on the mathematics. This course will focus on project based explorations of these topics to gain a deeper understanding of the natural world.

### SCI500 SUPA Forensic Science

Grade: 11-12 1 Unit of Credit  
Exam: Local Offering: Full Year Course  
Prerequisites: Living Environment & Chemistry Reading Level

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 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. Course credit: 4 credits from Syracuse University as part of Project Advance. Fee must be paid for this course to Syracuse.

### SCI800 IB Biology HL Yr1 - SCI801 IB Biology HL Yr2

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

The Biology HL IB 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, evolution, 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 (refer to description of Group 4 in ESS IB Environmental Systems & Societies description) 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.

### SCI804 AP Environmental Science

Grade: 10-12 1 Unit of Credit  
Exam: AP Exam (\$) Offering: Full Year Course  
Prerequisites: Living Environment and/or Environmental Science Reading Level

The AP Environmental Science course is an interdisciplinary course that uses a systems approach to intertwine concepts from group 3 (individuals and societies) with concepts from 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 societies. The course will also include laboratory investigations for most topics. Students enrolling in IB ESS and/or AP ES 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.

This course will be co-seated with IB Environmental Systems & Societies. 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.

As part of the assessment for the course, students will participate in laboratories in class and will complete independent research. Students will also attend field trips to the Cornell Cooperative Extension Suislaw Model Forest and Hudson River Field Station to complete ongoing field research over the two year period. Students must also complete two exam papers in May of the second year of the course for the external assessment.

**SCI802 ESS IB Environmental Systems and Societies**

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

The Environmental Systems and Societies course is an interdisciplinary course that uses a systems approach to intertwine concepts from group 3 (individuals and societies) with concepts from 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 societies. The course will also include laboratory investigations for most topics. Students enrolling in IB ESS and/or AP ES 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.

This 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.

As part of the assessment for the course, students will participate in laboratories in class and will complete independent research. Students will also attend field trips to the Cornell Cooperative Extension Suislaw Model Forest and Hudson River Field Station to complete ongoing field research over the two year period. Students must also complete two exam papers in May of the second year of the course for the external assessment.

## 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:

This course focuses on the five social studies standards, common themes that recur across time and place, and four historical eras. These eras are: Ancient World: Civilizations and Religion (4000 BC- 500 AD), Expanding Zones of Exchange and Encounter (500-1200), Global Interactions (1200-1650) and the First Global Age (1450-1770). 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. An emphasis will be placed upon the completion of homework assignments and which will necessitate an average of at least one-half hour of study per evening.

**SOC101 Advanced Placement World History 9**

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

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 9 Reading Level

Students continue a course of study, which includes the study of global trends and developments from 1770 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 10**

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

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.

**SOC300 U.S. History and Government 11**

Grade: 11 1 Unit of Credit  
 Exam: Regents Offering: Full Year Course  
 Prerequisites: Global History 10 Reading Level

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.

*Social Studies continued*

**SOC500, 800 Advanced Placement US History 11/IB History of the Americas—Year One**

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

This course will satisfy the requirement for US History and Government. Students will be expected to take the United States History and Government Regents 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. **This course is co-seated with IB History of the Americas HL—Year 1. Students may opt to take this course as a one year AP US History course. Students enrolling in IB History HL for two years will complete their year one IB History requirements during this course.**

**SOC801 IB History—20th Century World Issues—Year Two**

Grade: 12 1 Unit of Credit  
 Exam: IB Exam (\$) Offering: Full Year Course  
 Prerequisites: IB History of the Americas Year 1 Reading Level:

IB History of the Americas is one regional option in the Higher Level IB History Program. While there is a focus on the history of the US, that history is in the context of the history of the entire continent, including Canadian, Spanish, Portuguese and other European areas of Latin America, the Caribbean, and the US. The main idea of the course is to cover 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.

**SOC600 Economics**

Grade: 12 1/2 Unit of Credit  
 Exam: Local Offering: Half Year Course  
 Prerequisites: US History Reading Level:

Students will acquire the necessary skills to understand the impact of economic concepts on the United States. Also, differences in economic systems and global economic concepts will be covered.

**SOC610 Participation in Government**

Grade: 12 1/2 Unit of Credit  
 Exam: Local Offering: Half Year Course  
 Prerequisites: US History Reading Level:

National, state and local government studies are included. How these relate to us and our role in government will be the focus. Practical experience, guest lecturers and field trips are planned for this course.

**SOC520 Advanced Placement Economics**

Grade: 12 1 Unit of Credit  
 Exam: AP Exam (\$) Offering: Half Year Course  
 Prerequisites: US History or AP US History Reading Level:

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.

This course is a combination of college level United States History and selected topics in both Latin American and Canadian History. The objective of this course is to examine the similarities and differences between these regions and ideally lead to an understanding of what historical events have occurred as well as why and how they took place. The course requires intensive reading and writing analysis. A variety of projects, simulations and extensive research work will be part of successful completion of the course. A study of historiography and history is a vital part of this class and communication of individual ideas through writing and speaking will be accordingly emphasized.

**SOC620 Introduction to Sociology**

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

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.

**SOC621 Introduction to Philosophy**

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

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?



