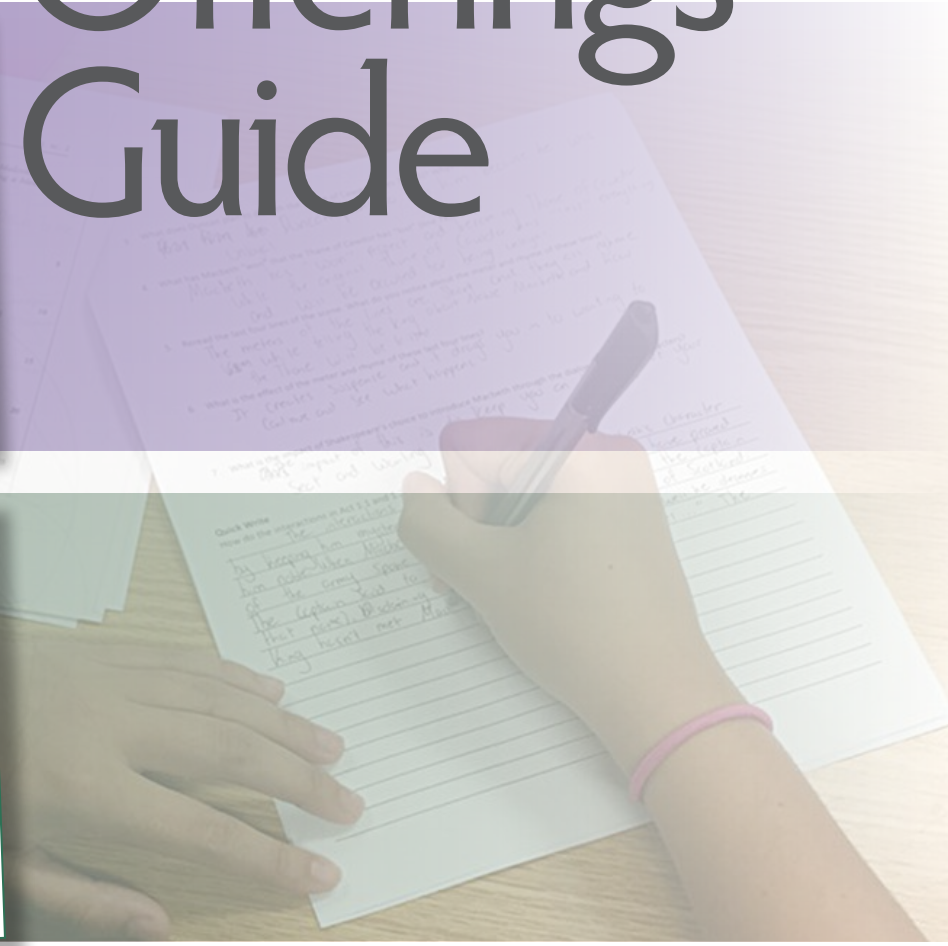




**GREECE CENTRAL  
SCHOOL DISTRICT**

2019-20

# High School Course Offerings Guide



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PRODUCED BY  
THE OFFICE OF STUDENT  
ACHIEVEMENT AND ACCOUNTABILITY  
IN CONJUNCTION WITH  
THE OFFICE OF COMMUNICATION  
FALL 2018-19

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# Introduction

A fundamental goal of the Greece Central School District is to assist all students in developing their talents, abilities, and interests. The educational program is comprehensive and offers preparation for students who plan to continue their formal education beyond high school and for those who plan to enter directly into the world of work. Among the most important decisions students make are those related to the programs they will pursue. These decisions should be made after careful assessment of students' capabilities and interests and with the assistance of parents, school counselors, and teachers.

This district is committed to building plans for the future of each student. This planning begins in the elementary schools, continues throughout middle school, and culminates in our students' preparation for a successful life in our ever-changing world.

The following are definitions of important terms that are used throughout this handbook:

## Career and Technical Endorsement to Regents Diplomas

This is an endorsement included on Regents diplomas for students who have completed an approved career and technical education program within the District or one of the Monroe 2-Orleans BOCES WEMOCO programs.

## CDOS Commencement Credential

This is for students who have entry-level work readiness skills. It can be earned with a diploma or as their only high school exiting credential. This is not considered a diploma.

## Commencement Level Learning Standards

Refers to the knowledge, skills, and understandings all students are expected to know and be able to do upon receiving a high school diploma.

## Credit

Students are awarded one credit toward their diploma for the successful completion of a full year of study in a course.

## Elective

Electives are additional courses other than required courses that are needed to meet the minimum credits required for graduation.

## Local Diploma

This is a type of diploma that certifies students have met the commencement level New York State (NYS) learning standards by successfully completing 22 units of credit and NYS assessments. Students meet these requirements through courses of study in the areas of English, social studies, math, science, the arts, health, languages other than English, physical education, and career and technical education.

## Regents Diploma

This is a type of diploma that certifies students have met the commencement level New York State learning standards by successfully completing 22 units of credit and five NYS Regents/Common Core exams. Students meet these requirements through courses of study in the areas of English, social studies, math, science, the arts, health, languages other than English, physical education, and career and technical education.

## Regents Diploma with Advanced Designation

This is a type of diploma that certifies that students have completed requirements in addition to those for a Regents diploma. For this designation, students complete two additional credits in a language other than English, OR five credits in a career and technical education area, OR five credits in the arts. Students will also be required to pass additional Regents examinations in mathematics and science, and a comprehensive LOTE exam.

## Regents Diploma with Honors

This is a type of diploma certifying that an average of 90 percent or higher was achieved on all Regents/Common Core examinations required for a Regents diploma. Averages below 90.0 percent shall not be rounded upward to 90 percent.

## Regents Diploma with Advanced Designation with Honors

This is a type of diploma certifying that students have completed the requirements of a Regents Diploma with Advanced Designation and Regents Diploma with Honors. An average of 90 percent or higher must be achieved on Regents/Common Core examinations.

## Regents Diploma with Advanced Designation with Mastery in Math or Science

This is a type of diploma certifying that the student met the requirements of a Regents Diploma with Advanced Designation and, in addition scores 85 or better on each of the three Regents assessments in math and science.

## Regents & Common Core Examinations

Regents examinations are assessments developed by the NYSED and are the foundation of the student assessment process. Assessments are rigorous and include such expectations as writing, science experiments, and demanding mathematical problems applied to real life or work situations.

## Sequence

Students may complete an approved five-unit sequence in career and technical education (business, family and consumer science, and technology) or the arts (fine arts or visual arts) to fulfill the additional two units of languages other than English requirement for the Regents Diploma with Advanced Designation.

## Skills and Achievement Commencement Credentials

For a student with significant disabilities. Students must complete at least 12 years of school and document skills, strengths, and levels of independence in academics, career development, and foundational skills needed for post-school living, learning and working. This is not considered a diploma.

# Services and Information

## Student Support Services

### Academic Intervention Services

The Greece Central School District has a commitment to provide a comprehensive education and the support required to enable all students to meet the New York State learning standards. In keeping with this commitment, the District provides a variety of integrated services for all students, including those who are being supported by Special Education services.

Academic intervention services are provided to assist all students in the successful completion of course and graduation requirements. This service is available to assist students in meeting the learning standards in the areas of social studies, English language arts, mathematics, and science.

### Counseling Services

Greece Central School District school counselors serve a significant role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, school counselors work to promote equity and access to opportunities and rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the basic human rights of all members of our school community. Collaborating with other stakeholders to promote student achievement, school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program based on national standards.

### Prevocational Program

The Special Education Continuum of Services has expanded to include a Prevocational Program for 9th - 12th graders that is located at Athena and Olympia High Schools. This is a unique program that combines academics with the learning of prevocational skills. The students receive instruction in English, math, social studies, and science for half of the day. The other half of the day students are involved in work-related activities. Students visit various businesses to learn about different job opportunities that exist in the community. The program also involves: volunteering, where students are guided by a job coach to develop work-related skills; appropriate social skills; and life skills, such as money management and food preparation.

### Psychological Services

School psychologists ensure that every student learns in a safe, healthy, and supportive environment. School psychologists utilize child development theories and effective teaching practices to help alleviate difficulties that may otherwise impede successful learning. These services include consultation, intervention, prevention, and education.

### Social Work Services

School social workers bring unique knowledge and skills to the school system and the student services team. School Social Workers are instrumental in furthering the purpose of the schools: To provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers enhance Greece Central School District's ability to meet its academic mission; Student Learning is the Goal, especially where home, school and community collaboration is the key to achieving that mission.

### Transition Program

This service is for students with disabilities, ages 18–21, who have completed four or more years in a high school program and satisfied credit requirements. Students spend a half-day in a vocational setting through work-based experiences in the Greece community or through one of the adult agencies. The other half of the day will be focused on further development of the student's daily living skills through classroom instruction.



# Services and Information

## Course Selections

### Annual Course Registration

Each year students are provided information and a process to select courses for the coming year. School counselors work closely with students individually and in small groups, reviewing academic plans and available courses, and providing assistance to ensure that the proper course selection forms are completed. **Due to budgetary considerations, the availability of courses is based on minimum student enrollment and available staff.** Students are encouraged to discuss course selections with their parents.

### Transfer Students

New students transferring into a Greece high school must register at the district's Central Registration office. At the time of registration, the student is given an appointment with a school counselor who assists with course information. Decisions concerning course selections are based on records from previous schools and what is most appropriate to the student's needs and abilities.

### Make-up Requirements for Failed Courses

Students who fail a course required for graduation must successfully complete the course through credit recovery, an authorized summer school or take the same course the following year.

### Dropping/Adding Courses

Selection of courses requires careful planning and serious thought. Since classes are established based on course requests, students are expected to remain in the courses they select. **It is only in unique circumstances that students are permitted to change courses after school begins.**

For any schedule change, a Course Change Request Sheet must be obtained from the school counselor. Students should use the form to collect information; opinions about the proposed change; and signatures from teachers, the assistant principal, and parents. A meeting must be scheduled with the school counselor to discuss any change. A meeting will be required by teacher(s) or school administrator.

A student must continue to attend classes in the course until the schedule change has been approved by the principal and made official by the school counselor.

### Additional Ways to Earn Credit

In addition to regular course offerings, alternate programs provide students with enriching experiences that may be used for elective credit. These programs present opportunities for students to explore their community, assist in the development of career goals, and allow stu-

dents to further develop special interests or skills. The following is a listing of some of these additional courses and programs. Students should consult with teachers, counselors, and their assistant principal for more detailed information.

### New Visions Program

Grade: 12

Weeks: 40

Units: 5

(English, 1 unit; Social Studies, 1 unit; New Visions Internship, 3 units)

Students will participate in an interdisciplinary program and experience actual working environments of a career area that is of interest. The program provides opportunities in the following areas:

#### Health Professions:

Students will explore opportunities including hospitals, community agencies, and outpatient clinics.

#### STEM Professions:

Students will explore opportunities including area corporations, animal hospitals, and local school districts.

#### Justice Professions:

Students will explore opportunities including courts, corrections, and police departments.

## Independent Study Proposal

Deadline: June 1, 2019

*On a separate sheet of paper (typed and double-spaced), submit answers to the following items:*

Name \_\_\_\_\_

School \_\_\_\_\_

Year in school \_\_\_\_\_ Teacher \_\_\_\_\_

- I. Description of the study: This part of the proposal should describe the general theme and scope of the independent study. Use the course selection guide as a reference to write your course description.
- II. Course objectives/learning outcomes: Describe in detail three concrete learning outcomes you will attain upon completion of this independent study course. This should be written as what you will have accomplished and what you will be able to do. Try to be very specific and list the measurable outcomes.
- III. Resources needed: List sources of information which you intend to use. Example books, internet resources, etc.
- IV. Create a course syllabus/topical outline of your intended plan

# Services and Information

## Courses Leading to College Credit

The high school courses described on this page offer the possibility of earning college credit while earning high school credit. However, each college has different rules for accepting credit earned in this way. Students should consult their college of choice to determine if it accepts such credit. Classes will vary among schools based on course enrollments. Students can attend these courses in other schools.

May be eligible for COLLEGE CREDIT

## Advanced Placement (AP) Program

This option will allow students to prepare for advanced status upon entering college by registering for high school courses that prepare students for taking the AP examination while earning high school credit. These courses will require students to perform at the level of a college freshman.

To be eligible for credit, the student must:

- be enrolled in the appropriate advanced level course;
- take the appropriate examination; and,
- pay a standard fee for each examination by the end of September.

At the completion of AP courses, students are expected to take the appropriate AP examination. All AP examinations will be administered during the second and third weeks of May each year and are graded by outside readers. Papers will be graded on a scale of one to five. Students are responsible for inquiring if their college of choice awards advanced placement examination credit and request that credit be given.

Students should refer to individual department course descriptions in this course offerings guide for available advanced placement courses. Students should see their school counselor or AP coordinator for further information.

## International Baccalaureate (IB) Diploma Programme

(Offered at Odyssey Academy for 11th and 12th graders in the district)

This program is an international pre-university program which allows students to enroll in the diploma program consisting of six college level courses, during their junior

and senior years. Students take a Theory of Knowledge class and write an extended research paper which earns them points toward their IB diploma. In addition students are required to participate in a community service program.

To be eligible for credit, the student must:

- be enrolled in the appropriate courses,
- meet all of the assessment requirements for each course,
- pay the standard IB fees for each course by August 31, of the year the students sits for an exam.

Throughout the two years students are expected to participate in all IB assessments which culminate in a series of written examinations during the first three weeks of May of their senior year. All May exams are rated by outside raters. Grades for each course are based on a scale of one to seven. Students are responsible for inquiring if their college of choice accepts IB credit and requesting that credit be given.

Students should refer to individual department course descriptions in this course offerings guide for available courses within the IB Programme. Students can also participate in the Certificate Program by taking individual courses.

## College Dual Enrollment Program

Dual Enrollment agreements are available with universities and colleges for many of the content areas. Students who choose the Dual Enrollment option receive college credit that will appear on a college transcript. Students register through the college webpage at a reduced tuition fee. The college credit earned can be transferred to other universities and colleges that accept the transfer credits. This includes courses through Niagara University NUSTEP program.

## Smart Transfer Early College High School Program

The ST-Early College High School (ECHS), at Greece Olympia, is a program that allows high school students the opportunity to accrue up to 60 college credits or an Associate's Degree in Liberal Arts. Greece Central was awarded a \$1.34 million Smart Transfer ECHS grant that covers all program costs for students. Through a partner-



ship with Monroe Community College and SUNY College at Brockport, Early College scholars have access to rigorous coursework and embedded supports. Students interested in applying are encouraged to speak to their school counselor. Priority is given to students who are traditionally underrepresented in postsecondary education or who participate in AVID. Scholars take classes at Olympia School and local college partners.

## Rochester Institute of Technology Exemplary Student Recognition Program (Project Lead the Way)

The RIT Exemplary Student Recognition Program will provide students with an opportunity to receive transcripted college credit for Design and Drawing for Production – Project Lead The Way, Digital Electronics, Computer Integrated Manufacturing, and Principles of Engineering. Interested students must have an 85% average in their course, have a portfolio that meets all course requirements, achieve a passing score on the PLTW-developed college credit examination, and pay the required fee for each of the courses. Interested students should talk with their Project Lead The Way instructor and their school counselor for more information.

## Career and Technical Education Endorsements

Career and Technical Education (CTE) Program of Study is offered in Business, Technology and Family and Consumer Science. These programs contain a related and continuous series of courses in a career and technical area. Academic and technical knowledge and skills within each of these programs prepare students for further education and/or employment. The programs are supported by work-based experiences, integrated instruction, a nationally recognized assessment and data on student performance in academic and technical areas.

Students enrolled in a CTE program, who successfully complete all requirements, will earn a technical endorsement that will be noted on their high school diploma. Programs available include Transportation, Early Childhood Education, Business Specialist and Pre-Engineering. Students who want to enroll in a CTE program should inform their counselor so that proper scheduling can occur.

# Services and Information

## AVID (Advanced Via Individual Determination)

(Offered at Odyssey and Olympia)

AVID is a system of preparing all students for college and other postsecondary opportunities. It includes an AVID elective that develops essential skills in students that are needed for success in rigorous coursework. This acts as a catalyst for schools and communities to develop a culture of college readiness for all students. AVID impacts students school-wide with academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) that are taught in all classes. Organization, time management, critical thinking, collaboration, and problem-solving are strong components of the AVID System. It is estimated that by the year 2020, two-thirds of all jobs will require some level of postsecondary education. AVID prepares students for 21st century careers each day by providing the academic and behavioral skills necessary for success in the workplace.

## Academic Recognition

### Academic Awards

An academic awards program provides personal, peer, and public recognition for students in grades 10, 11, and 12 who achieve high standards in their studies.

Students earn 15 points each time they are on the honor roll, 20 points for high honor roll, and 25 points each time for high honor roll with distinction.

There are two award levels. For Level I, a student who earns a total of 120 honor roll points will receive an academic letter in school colors and an academic pin to affix to the letter in recognition of the academic achievement.

In Level II, students will receive a bar pin to attach to the letter every time they earn an additional 100 honor roll points.

## Honor Roll

Honor Roll will be determined at the end of each marking period. All 6th–12th grade students are eligible to earn one of three honor roll distinctions.

95-100	High Honor Roll with Distinction
90-94	High Honor Roll
85-89	Honor Roll

## Graduation Distinctions

The calculation of GPA for graduation honors shall be based on seven semesters, i.e., through January of the senior year; during the senior year, the first two quarters of full-year courses shall be averaged to constitute the seventh semester. The average is not rounded up.

95 or better	Valedictory Honors
90-94	Salutatory Honors
85-89	Honors

Students who take five or more AP courses and sit for the corresponding exams shall be recognized with a diploma and transcript designation “Collegiate Distinction.” The District shall work with students and families to ensure that the cost of the exams is not a barrier to students’ eligibility for this recognition.

The District shall continue to recognize the “Regents with Honors” and “Regents with Advanced Designation with Honors” diploma designation (based on Regents/Common Core exam scores).

## National Honor Society

The purpose of the National Honor Society is to give students recognition for and encouragement in scholarship and the qualities of leadership, service, and character. Not only are student members expected to live up to the standards of membership in the Society, but they also are expected to foster these qualities in the whole student body.

To apply for National Honor Society induction, students must be in 11th or 12th grade, have attained an 88 average, and have completed a personal data sheet used to evaluate the applicant in areas of character, leadership, and complete 20 hours of community service.

For complete details about the National Honor Society, see a school counselor or National Honor Society advisor.

## National Merit Scholarships

Students taking the PSAT in the 11th grade are automatically entered in the National Merit Competition. **Students, whose Selection Index places them in the top one-half of the top one percent nationally, are identified as semifinalists.** These students, with the additional recommendation of their school, will continue in the competition.

Semifinalists are announced early in September of the 12th grade. These students continue the application process by completing a packet of materials that is sent to the National Merit Scholarship Program in Princeton, New Jersey. Students who are selected to be finalists often receive recognition and awards from colleges, universities, and companies.

Another category of the National Merit Scholarship Competition is that of Commended Status (those who score in the top five percent nationally on the Selection Index). These students do not continue in the competition, but do receive a certificate.

## Seal of Bilingual



The New York State Seal of Bilingual (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The NYSSB acknowledges the

importance of being bilingual in today’s global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in school. The recognition of attaining bilinguality becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission. The NYSSB is intended for all students who master standard academic English and any other language, including American Sign Language. Students must successfully complete various assessments and a project to be considered for the seal.

# Graduation Requirements

## NEW YORK STATE DIPLOMA REQUIREMENTS Applicable to Grade 9 Students First Entering High School in 2016

Local Diploma,  
Regents Diploma,  
Regents Diploma with Advanced Designation

REQUIRED COURSES	MINIMUM NUMBER OF CREDITS
English	4
Social Studies <i>Distributed as Follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2)	4
Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science	3
Mathematics	3
Languages Other than English (LOTE)	1 <sup>(1)</sup>
Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
<b>TOTAL</b>	<b>22</b>

<sup>(1)</sup>Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate



# Graduation Requirements

## NOTES

### 1.) NYS Education Pathways:

A student must either complete all the requirements for the CDOS Commencement Credential [by clicking here](#); or

- Pass an additional math Regents examination in a different course or Department Approved Alternative; or
- Pass an additional science Regents examination in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)
- See Multiple Pathways [by clicking here](#). See Department Approved Alternatives [by clicking here](#).

### 2.) Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found [by clicking here](#).

### 3.) Special Endorsements:

**Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more

than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.

**Mastery in Math and/or Science:** A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment

### 4.) Transition to the Common Core Regents

**Assessments: ELA:** Students who enter grade 9 in 2013 and thereafter must pass the Regents examination in ELA Common Core in order to meet the diploma requirements.

**Mathematics:** In 2013 and thereafter any student, regardless of grade level or cohort who begins their first commencement level course in mathematics must be provided with instruction aligned with the NYS P-12 Common Core Learning Standards for Mathematics and take the corresponding Common Core Regents examination. More information can be found [by clicking here](#).

### 5.) Students with disabilities who entered grade 9 prior to September 2011:

Students with disabilities who enter grade 9 prior to the 11-12 school year who fail one or more Regents examinations may take the corresponding Regents

Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.

### 6.) Languages other than English (LOTE) exempt students:

Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation, does NOT have to complete the 5 unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the Advanced Diploma.



## Graduation Resources

[www.nysed.gov/curriculum-instruction/multiple-pathways/](http://www.nysed.gov/curriculum-instruction/multiple-pathways/)

<http://www.p12.nysed.gov/ciai/multiple-pathways/>

<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

<http://www.p12.nysed.gov/assessment/commoncore/transitionccregents1113rev.pdf>

# Graduation Requirements

## Examination Requirements

Regents Exam or Passing Score on a Department Approved Alternative	Regents Diploma for all students		Regents Diploma via Appeal for all students		Local Diploma via Appeal for all students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	4 exams with a minimum score of 65 and 1 exam with a score of 60-64 for which an appeal has been granted by the district	1	3 exams with a minimum score of 65 and 2 exams with a score of 60-64 for which an appeal has been granted by the district	1	55*	1	Either 4 exams with a minimum score of 65 and ELA with a score of 55-59 for which an appeal has been granted by the district OR 3 exams with a minimum score of 65, and 1 exam with a score of 60-64 and ELA with a score of 55-59 for which an appeal has been granted for both by the district
Mathematics	1	65	1		1		55*	1		
Science	1	65	1		1		55 <sup>^</sup>	1		
Social Studies	1	65	1		1		55 <sup>^</sup>	1		
Pathway	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS		55 <sup>^</sup> if Regents Exam	1 or CDOS		
Compensatory Safety Net	Non Applicable		Non Applicable		Non Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		Non Applicable	

### Regents Diploma with Advanced Designation

Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.

\* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See: <http://www.p12.nysed.gov/cia/gradreq/RevAppealForm2015.pdf>

<sup>^</sup> In the event a student with a disability is unable to attain a passing score on this examination, upon parent written request, the student may seek a Superintendent's Determination of a local diploma. See <http://www.p12.nysed.gov/specialed/publications/2017-memos/superintendent-determination-of-graduation-with-a-local-diploma-updated.htm>

# NCAA Eligibility Requirements

If you want to play NCAA sports at a Division I or II school, you need to register with the NCAA Eligibility Center at [web3.ncaa.org/ecwr3](http://web3.ncaa.org/ecwr3). You should plan to register during your Freshman or Sophomore year of high school. Approved courses are indicated on the course selection listing in the back of this catalogue.

## Get Ready. Get Set. Go!

**Grade 9** Start planning now: take the right courses and earn the best grades possible. Ask your counselor for a list of your high school's NCAA-approved core courses to make sure you take the right classes. Find your high school's list of NCAA-approved courses at [NCAA.org/course](http://NCAA.org/course) list.

**Grade 10** Register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you fall behind, ask your counselor for help with finding approved courses you can take.

**Grade 11** Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses. Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999. At the end of the year, ask your counselor to send or upload your official transcript to the NCAA Eligibility Center. If you took classes at more than one high school or program, submit an official transcript for each school. Make sure you are on track to graduate on time with your class.

**Grade 12** Complete your final NCAA core courses as you prepare for graduation. Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999. Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (spring enrollees) in your NCAA Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org). After you graduate, ask your counselor to send or upload your final official transcript with proof of graduation to the NCAA Eligibility Center. Only students on an NCAA Division I or II school's certification request list will receive a certification

## Division I

If you enroll in a Division I college and want to participate in athletics or receive an athletics scholarship, you must meet all NCAA requirements, including required core courses, minimum grade-point average and SAT or ACT criteria. Division I has a sliding scale for GPA and SAT or ACT scores.

### 16 Required Core Courses

- 4 years of English;
- 3 years of math (Algebra I or higher);
- 2 years of natural or physical sciences (including 1 year of lab science);
- 1 additional year of English, math, or natural/physical science;
- 2 years social science;
- 4 years of additional core courses (from any category above, foreign language or comparative religion/philosophy).

\* NCAA Division I requires ten core courses to be completed prior to the seventh semester (seven of the ten must be a combination of English, math or natural or physical science that meet the distribution requirements above)

## Division II

If you enroll in a Division II college and want to participate in athletics or receive an athletics scholarship, you must meet the following academic standards:

- Graduate from high school;
- Complete the 16 core courses listed below;



- Earn a core-course GPA of at least 2.20;
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale

### 16 Required Core Courses

- 3 years of English;
- 2 years of math (Algebra I or higher);
- 2 years of natural or physical sciences (including 1 year of lab science);
- 3 additional years of English, math, or natural/physical science;
- 2 years social science;
- 4 years of additional core courses (from any category above, foreign language or comparative religion/philosophy).

**Students who qualify for the SAT fee waiver also qualify for the NCAA fee waiver.**

Be sure to ask your coach or school counselor about these requirements or download the guide for the college-bound student-athlete at [web3.ncaa.org/ecwr3](http://web3.ncaa.org/ecwr3).

The multiple pathways approach prepares students for both postsecondary education and careers by offering a series of courses with a career focus. The courses challenge students with a rigorous curriculum that meets the eligibility requirements to colleges and universities by including dual enrollment, AP and/or IB. A work-based learning component offers opportunities for students to learn through real-world experiences. It also allows students to choose a context for learning that is interesting to them. Students are more aware of what they need to accomplish to achieve their postsecondary and career goals preparing them for college and careers.

The specific Pathway courses are offered either at the beginning or end of the day at the high school indicated to allow students from all four high schools to travel and participate. In order to receive the NYS Career and Technical Education Endorsement, students must take Pathway specific courses at the designated Pathway high school. This is due to curricular and teacher certification requirements.

## BUSINESS SPECIALIST

This pathway is for students who are interested in a business degree, one of the top majors in colleges and universities. Successful completion earns students 21st Century workplace skills to find in-demand jobs or continue with their post-secondary education. Students have the opportunity to take the Workplace Skills Exam, a national assessment that may be used for a 4+1 Pathway to Graduation. Successful completion will earn a Career and Technical Endorsement on their diploma.

*This pathway offered at all high schools.*

## CIVIC LEADERSHIP

This pathway, through the Junior Reserve Officer Training Corps (JROTC), serves as a character and leadership development program for our nation's high school students. This program provides students with a quality citizenship, character, and leadership development program, while fostering partnerships with communities and educational institutions. The Army Junior Reserve Officer Training Corps (JROTC) program complements the curricula and overall education programs of America's high schools offering students a unique opportunity for personal growth.

*\* Indicates specific pathway courses taught at Athena High.*

Dual enrollment courses are indicated in bold.

### JUNIOR YEAR

Criminal Law/**Business Law**  
English 11  
Math  
Physical Education  
Science  
US History

### SENIOR YEAR

Citizens in Action  
English 12  
**Marketing/Personal Money Management**  
Physical Education  
**Work Based Learning**

EMPLOYMENT OPPORTUNITIES	ESTIMATED HOURLY WAGE
--------------------------	-----------------------

Public Relations Specialist	\$24.60
Market Research Analyst	\$30.79
Human Resource Specialist	\$28.80
Financial Analyst	\$33.74
Advertising and Promotions Manager	\$29.33
Sales Manager	\$52.99

### JUNIOR YEAR

English 11  
US History  
Physical Education  
Math  
Civic Leadership I\*

### SENIOR YEAR

English 12  
Physical Education  
Citizens in Action  
Math  
Civic Leadership II\*

EMPLOYMENT OPPORTUNITIES	ESTIMATED YEARLY WAGE
--------------------------	-----------------------

Pilot	\$72,000
Chemical Engineer	\$67,982
Police Officer	\$50,395
Financial Analyst	\$84,300
Doctor	\$178,856
Teacher	\$53,000

Source:

Wage estimates in this brochure are provided by [monroecc.emsicareercoach.com](http://monroecc.emsicareercoach.com)

# Career Pathways

## COMMERCIAL ADVERTISING AND ART

In this pathway students explore concepts in print and digital media including illustration, lettering, layout design, logos, and advertising animation. You will have the opportunity to develop graphic design and advertising skills that will help you pursue additional training. Students will develop skills and workplace competencies while exploring the many facets of communication careers.

*\*Indicates specific pathway courses taught at Odyssey.*

## COMPUTER PROGRAMMING

Students explore game development using a gaming engine to introduce programming concepts and promote the development of information and communications technology. Using creative problem solving and real world applications, students are introduced to computer science and how computing and technology impact us.

*\* Indicates specific pathway courses taught at Athena High.*

## CULINARY/HOSPITALITY

This pathway is for students who are interested in the food service, the hospitality industry or hotel management. Students gain an understanding of nutrition, menu planning, dining service as well as safety and sanitation codes. Students will have the opportunity to continue their post-secondary education or have the skills for an entry-level position in the service industry.

*\* Indicates specific pathway courses taught at Olympia.*

Dual enrollment courses are indicated in bold.

### JUNIOR YEAR

English 11  
US History  
Physical Education  
Math  
Advertising Design/Sketchbook and Creative Process\*

### SENIOR YEAR

Citizens in Action  
English 12  
Illustration/Commercial Illustration\*  
Math  
Physical Education  
Work Based Learning

EMPLOYMENT OPPORTUNITIES	ESTIMATED YEARLY WAGE
--------------------------	-----------------------

Art Director	\$89,820
Graphic Designers	\$47,640
Multimedia Artists/Animators	\$65,300
Industrial Designers	\$67,790
Craft and Fine Artists	\$48,780
Interior Designers	\$49,810

### JUNIOR YEAR

English 11  
Game Design and App Development\*  
Intro to Computer Science  
Math  
Physical Education  
Science  
US History

### SENIOR YEAR

AP Computer Science Principles\*  
Citizens in Action  
English 12  
Math  
Physical Education  
Work Based Learning

EMPLOYMENT OPPORTUNITIES	ESTIMATED HOURLY WAGE
--------------------------	-----------------------

Computer Programmer	\$29.11
Computer Science Teacher	\$44.00
Computer Systems Analyst	\$35.10
Computer Machine Tool Operator	\$16.88
Video Game Designer	\$29.70
Web Developer	\$23.19

### JUNIOR YEAR

English 11  
Introduction to Hospitality\*  
Math  
Physical Education  
Science  
US History

### SENIOR YEAR

Citizens in Action  
Culinary 1 & Culinary II\*  
English 12  
Physical Education  
Work Based Learning

EMPLOYMENT OPPORTUNITIES	ESTIMATED HOURLY WAGE
--------------------------	-----------------------

Cook, Short Order	\$11.65
Chef, Head Cook	\$17.00
Hotel Management	\$22.09
Baker	\$10.81
Food Service Manager	\$21.57
Event Planner	\$21.77
Travel Agent	\$15.53

# Career Pathways

## DIGITAL MEDIA

This pathway prepares students for entry into the professional world of media production and digital distribution. Students learn how to record, alter, and produce digital, audio, and video productions including directing, software, and camera techniques. Students also work on professional video and audio production projects. Students should expect work outside the school day.

*\* Indicates specific pathway courses taught at Olympia.*

## EARLY CHILDHOOD EDUCATION/TEACHER CADET

Students interested in working with children or a career in education will learn skills related to child development and how to prepare lesson plans. Students will also be provided an opportunity for practical experience working in an educational setting. This is an approved NYS Program of Study and students will take a national assessment that may be used for a 4+1 Pathway to Graduation. Successful completion will earn a NYS Career and Technical Endorsement on their diploma.

*\* Indicates specific pathway courses taught at Athena, Arcadia and Olympia.*

## OPTICS/ PHOTONICS

This pathway prepares students for work in high tech fields which apply light and optical principles in their operations. Students learn of photonics as the generation, transmission, and utilization of light and other electromagnetic radiation and how these principles are applied in our everyday lives.

*\* Indicates specific pathway courses taught at Olympia.*

Dual enrollment courses are indicated in bold.

### JUNIOR YEAR

#### Digital Communications and Media\*

English 11  
Math  
Physical Education  
Science  
US History

### JUNIOR YEAR

#### Early Childhood I & II\*

English 11  
Math  
Physical Education  
Psychology or AP/IB Psychology  
Science  
US History

### JUNIOR YEAR

#### English 11 Intro to Optics/Photonics \*

Physics  
Physical Education  
**Pre-Calculus**  
US History

### SENIOR YEAR

Citizens in Action  
English 12 or Ethics and Production of Mass Media in Communications Field  
Physical Education  
TV/Radio Broadcasting\*  
Work Based Learning

### SENIOR YEAR

Citizens in Action  
English 12  
**Introduction to Education**  
Math  
Physical Education  
**Work Based Learning/ Internship**

### SENIOR YEAR

AP Calculus  
Citizens in Action  
English 12  
**Optical Elements\***  
Physical Education  
**Work Based Learning**

EMPLOYMENT OPPORTUNITIES	ESTIMATED HOURLY WAGE
--------------------------	-----------------------

Advertising and Promotions Manager	\$29.33
Audio/Video Equipment Tech	\$19.84
Reporting and Correspondent	\$19.40
Film and Video Editor	\$13.54
Audio-Visual Collection Specialist	\$14.96
Editor	\$27.91

EMPLOYMENT OPPORTUNITIES	ESTIMATED YEARLY WAGE
--------------------------	-----------------------

Preschool Teacher	\$28,000
Special Education, Elementary	\$60,400
Secondary School Teacher	\$57,390
Teaching Assistant	\$23,770
Librarian	\$55,660
Physical Education Teacher	\$57,340

EMPLOYMENT OPPORTUNITIES	ESTIMATED HOURLY WAGE
--------------------------	-----------------------

Photonics Technician	\$25.68
Security/Fire Alarm Installer	\$22.82
Photonics Engineer	\$39.26
Photographer	\$13.18
Electronics Repairer	\$28.49
Tool & Die Makers	\$23.31

Source: Wage estimates in this brochure are provided by [monroecc.emsicareercoach.com](http://monroecc.emsicareercoach.com)

# Career Pathways

## PRE-ENGINEERING

This pathway, part of Project Lead the Way curriculum, explores the design process and links science, engineering, technology and math (STEM) principles to relevant problem-solving activities. This pathway is an approved Program of Study and students will take a national assessment that may be used for a 4+1 Pathway to Graduation at the conclusion. Successful completion will earn a Career and Technical Endorsement on their diploma.

*\* Indicates specific pathway courses taught at Athena, Arcadia and Olympia.*

## RESPONDING TO EMERGENCIES

Students are exposed to and prepared for careers as first responders in areas such as firefighting, law enforcement, or emergency medical science. Coursework will have a strong emphasis on teamwork, physical fitness, personal responsibility and community service. Students have the opportunity to continue their post-secondary education or enter in entry level employment.

*\* Indicates specific pathway courses taught at Arcadia High.*

## TRANSPORTATION

This pathway will introduce students to the transportation industry. It provides opportunities to obtain fundamental knowledge, skills and training needed for entry-level employment or post-secondary education in automotive repair. Students will also experience hands-on activities in the areas of aerospace, including drones, and marine transportation. Students are eligible to take the Automotive Service Excellence certification exam, a national assessment that may be used for the NYS 4+1 Pathway to Graduation.

*\* Indicates specific pathway courses taught at Athena High.*

Dual enrollment courses are indicated in bold.

### JUNIOR YEAR

English 11  
Math  
Physical Education  
**Principles of Engineering\***  
Science  
US History

### JUNIOR YEAR

Chemistry  
English 11  
Math  
Physical Education  
Responding to Emergencies I\*\*  
US History

### JUNIOR YEAR

Energy, Power and Transportation\*  
English 11  
Math  
Physical Education  
Science  
US History

### SENIOR YEAR

Citizens in Action  
**Digital Electronics or Civil Engineering\***  
English 12  
Math  
Physical Education  
**Work Based Learning**

### SENIOR YEAR

Citizens in Action  
English 12  
Math  
Physical Education  
Responding to Emergencies II\*\*  
**Work Based Learning**

### SENIOR YEAR

Automotive Technology\*  
Citizens in Action  
English 12  
Math  
Physical Education

EMPLOYMENT OPPORTUNITIES	ESTIMATED YEARLY WAGE
--------------------------	-----------------------

Manufacturing Engineering Technologies	\$53,414
Manufacturing Engineer	\$81,660
Telecommunications Engineering Specialist	\$75,870
Nanotechnology Technician	\$53,414
Marine Engineer	\$81,057

*\* Design and Drawing for Production is a prerequisite for Pre-Engineering pathway*

EMPLOYMENT OPPORTUNITIES	ESTIMATED HOURLY WAGE
--------------------------	-----------------------

EMT/Paramedic	\$15.31
Policy Officer	\$33.63
Dispatcher	\$21.68
Fire Inspector	\$27.45
Forest Firefighter	\$34.62
Fire Protection Engineer	\$51.17

*\* Responding to Emergencies is 2 credits and includes ½ credit in both physical education and business*

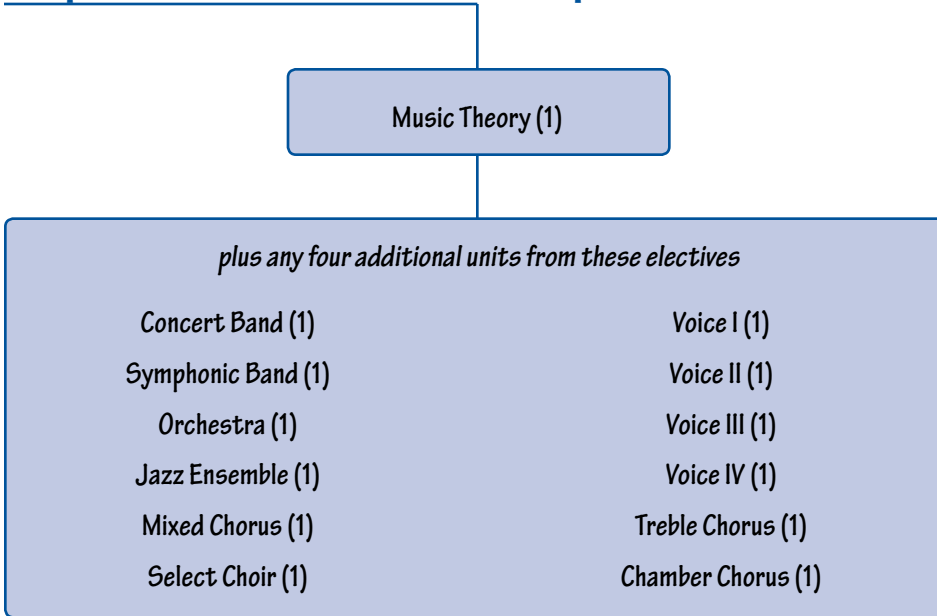
EMPLOYMENT OPPORTUNITIES	ESTIMATED HOURLY WAGE
--------------------------	-----------------------

Automotive Engineering Technician	\$22.86
Automotive Specialty Technician	\$16.14
Automotive Master Mechanic	\$16.14
Vocational Education Teacher	\$29.55
Inspector, Tester, Sorter, Weigher	\$18.42
Insurance Appraiser	\$26.35

# The Arts

## Music

### Requirements for a Five-Unit Sequence in Music



Students are required to earn at least one unit of credit in music and/or art. The major goal of this requirement is for students to acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and to develop skills to express personal artistic talents. The music course designed specifically to fulfill this requirement is Music in Our Lives. This course is recommended for grades 9 and 10; however, it may be taken at any grade level. Students may choose a performance course to meet this one-unit requirement or the interdisciplinary course, Music and Art in Our Lives.

### Music In Our Lives

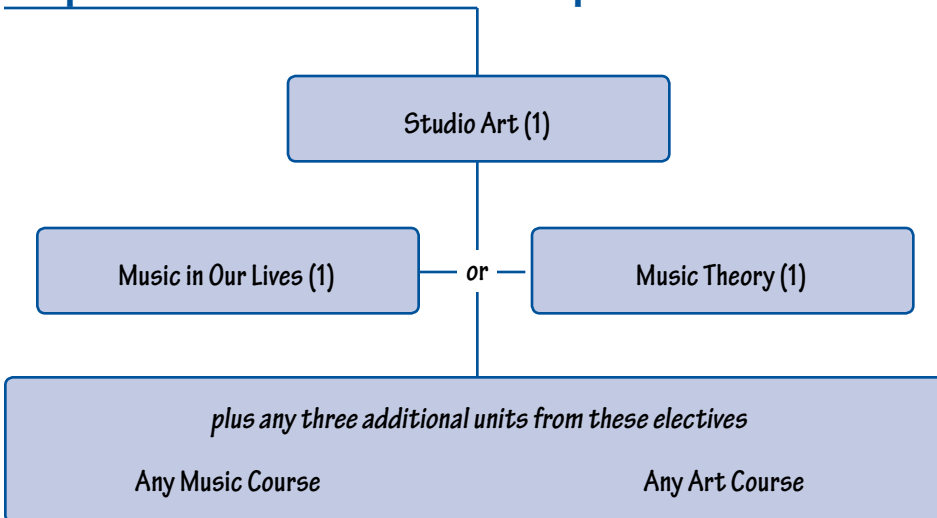
*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1 Athena only*

Students are provided with the opportunity to develop a knowledge and appreciation of music. Students will learn to listen to music, perform at a recreational level, compose music, and use basic music skills. This course fulfills the one-unit requirement for graduation but does not apply toward a sequence in music.

### Requirements for a Five-Unit Sequence in the Arts



### Music Theory

*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1*

This course is designed for students who wish to learn more about the structure of music. Students will develop an understanding of the vocabulary and the various properties of music, including time and sound. Students will learn to write and interpret various musical symbols, to understand musical formal structure, and to explore the fundamental concepts and techniques of tonal harmony; i.e., scales, intervals, triads, seventh chords, nonharmonic tones, and modulations.



# The Arts

## Concert Band

*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1*

This course is for students who have previously played an instrument in school. Students will perform symphonic caliber music selected from all periods of music history and will acquire the skills, habits, and techniques necessary for band performance. Students will develop the basic fundamentals of music theory, including sight reading skills, as well as a knowledge, and appreciation of music literature. Small group or sectional lessons on a rotating schedule are a requirement of the course. Students may have the opportunity to participate in state- and county-sponsored festivals.

## Symphonic Band

*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1*

Selection for the Symphonic Band is by audition or placement by the director. Students will continue to develop the skills, habits, and techniques developed in the Concert Band. Small group or sectional lessons on a rotating schedule are required. Students may have an opportunity to participate in state- and county-sponsored festivals.

## Orchestra

*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1*

This course is available for all string players. Selected wind and percussion players may augment the strings to make a full orchestra. Developing the skills, habits, and techniques necessary for fine orchestral performance is a major objective of this course. Students will develop sight reading skills, as well as knowledge and appreciation of music literature. Small group or sectional lessons on a rotating schedule are a requirement of this course. Students may have an opportunity to participate in state- and county-sponsored festivals.

## Jazz Ensemble

*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1*

Admission to this group is by audition or placement by the director. Students must be a member of the Symphonic Band or Concert Band to be a member of this group (exception: pianos and guitars). Basic instrumentation requires five saxophones, four or five trumpets, four trombones, piano, bass guitar, guitars, and drums. Students will study some of the finest stage band literature, including jazz, rock, and jazz/rock.

## Mixed Chorus

*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1*

This course is available for all students. Students will acquire skills, habits, and techniques necessary for choral expression. The basic fundamentals of music theory will be introduced. Literature from all periods of music will be sung and will be the basis for instruction and study. Participation in state- and county-sponsored festivals may be possible.

## Select Choir

*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1*

Admission to this course is by audition or placement by the director. Students will acquire the skills, habits, and techniques that are necessary for fine choral performance. Students will develop vocal and musical independence, as well as sight reading skills. Students may have an opportunity to participate in state- and county-sponsored vocal festivals.

## Voice I

*Grades: 9–12*

*Weeks: 40*

*Unit(s): 1 at Arcadia and Olympia*

*Unit(s): 1/2 at Athena and Odyssey*

Students will learn proper posture and breathing techniques to improve their singing quality. The repertoire for this course consists of ballads, spirituals, and some popular music. The essentials of public performance such as posture and dress will be emphasized. Participation in state and county solo competition is recommended. Final testing for this course involves a public performance.

## Voice II

## Voice III

## Voice IV

*Grades: 10–12*

*Weeks: 40*

*Unit(s): 1 at Arcadia and Olympia*

*Unit(s): 1/2 at Athena and Odyssey*

These courses are a continuation of Voice I. Students will develop agility and flexibility of vocal production and work toward extending their vocal range. Students will develop artistic interpretation and be acquainted with German Lieder, Italian and French Art Songs, and arias from opera and oratorio. Participation in state and county solo competition is recommended. Final testing for this course involves a public performance. Prerequisite: Voice I

## Treble Chorus Chamber Chorus

*Grades: 9–12*

*Weeks: 40*

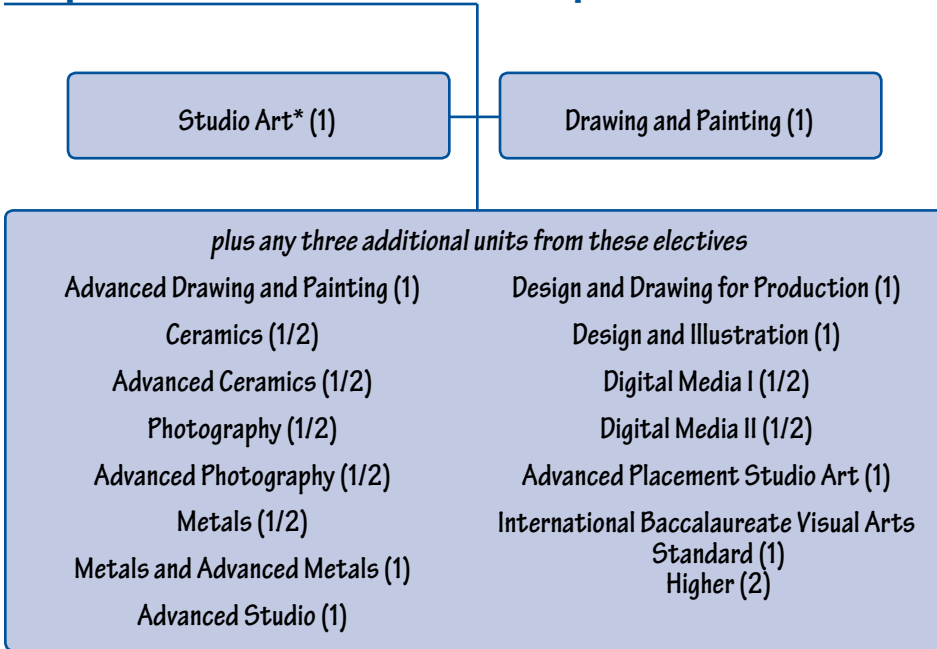
*Unit(s): 1*

Admission to these courses will be by audition or placement by the director. Students will acquire the skills, habits, and techniques that are required for fine choral performance. Students will develop vocal and musical independence, as well as sight-reading skills. An opportunity to participate in state- and county-sponsored vocal festivals is available.

# The Arts

## Visual Arts

### Requirements for a Five-Unit Sequence in Visual Arts



### Studio Art

Grades: 9–12

Weeks: 40

Unit(s): 1

May be eligible for  
**COLLEGE CREDIT**

In this exploratory course, students will have an opportunity to increase awareness and appreciation in the field of visual art. Through the use of various media and tools, students will work in two- and three-dimensional areas to emphasize the basic elements of art and principles of design. Increased sensitivity of the visual world is an anticipated outcome.

### Drawing and Painting

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will develop, explore, and experience various drawing and painting techniques using such media as pencil, pen and ink, pastels, oils, acrylics, tempera, and watercolor.

Prerequisite: Studio Art

### Ceramics

Grades: 10–12

Weeks: 20

Unit(s): 1/2

The relationship between functional and nonfunctional artwork will be examined as the students design and construct from clay and other materials. Students will utilize the hand-building techniques of pinch, coil, and slab constructions, as well as more mechanical techniques such as throwing. Students will explore surface and texture procedures, glaze applications and the firing process, and will be introduced to the aesthetics of traditional and modern sculpture.

Prerequisite: Studio Art

\*Studio Art is required for all other art courses and may be used to satisfy the one-unit art or music requirement.

The Visual Arts program presents opportunities for students to broaden their interests in the arts as they acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization, and develop skills to express personal artistic talents. Students who show a strong interest or ability in the visual arts should begin preparing a portfolio at the Studio Art level under the advisement of any art teacher.

All students are required to complete one unit in art and/or music. The visual arts course designed to fulfill this requirement is Studio Art. The interdisciplinary course Music and Art in Our Lives will also satisfy this one-unit requirement. Studio Art may be taken at any high school grade level and is a prerequisite for all other art courses. Students may take upper level art courses without meeting the prerequisite with the permission of the art teacher.

# The Arts

## Advanced Ceramics

Grades: 10–12

Weeks: 20

Unit(s): 1/2

Continuation of Ceramics, including a deeper investigation of concepts presented in the first semester.

Prerequisite: Ceramics

## Design and Illustration

Grades: 11–12

Weeks: 40

Unit(s): 1

Students will learn how to relate design with media and how to refine techniques for commercial appeal in this two- and three-dimensional design course.

Prerequisites: Drawing and Painting or faculty approval

## Advanced Drawing and Painting

Grades: 11–12

Weeks: 40

Unit(s): 1

Students will continue to develop proficiency with a variety of drawing and painting techniques as a means to communicate ideas and concepts. Students will broaden their experiences with various media, including ink, watercolors, oils, acrylics, and pastels.

Prerequisites: Drawing and Painting

## Advanced Studio Art

Grades: 11–12

Weeks: 40

Unit(s): 1

Students will research and experiment with new, unfamiliar areas in art under the teacher's supervision. Student art portfolios will be finalized in this course. Students are encouraged to keep an ongoing digital record of created artwork throughout the year.

Prerequisites: Studio Art and two additional units of art (one must be a drawing course)

## Photography

Grades: 10–12

Weeks: 20

Unit(s): 1/2

Students will explore the effects of light upon photosensitive materials in both traditional and nontraditional applications to create a variety of conventional and alternative process images in photography. Students will study master photographers and photographic processes, as well as how the use of photography expands knowledge and awareness of a variety of cultures.

Prerequisite: Studio Art or DDP. Incidental material fees may apply.

## Advanced Photography

Grades: 10–12

Weeks: 20

Unit(s): 1/2

Students will extend their work in photography in both breadth and depth. Computerized imagery will be included as students learn to use applications that are the standards for creative and professional photographers. Analysis, critical writing, and contextual study will be incorporated as ongoing activities.

Prerequisite: Photography. Incidental material fees may apply.

## Metals/Advanced Metals\*

Grades: 10–12

Weeks: 20

Unit(s): 1/2

Metals is an introduction to shaping, cutting, connecting and constructing metal designs, objects and materials. Techniques include riveting, soldering, enameling, casting (cuttle bone, plaster, resin), etching, glass fusing, sculpting glass beads, clay, paper and mixed media.

Prerequisite: One year of Studio Art or Drawing and Painting.

\* This course can be taken as 1/2 credit (Metals) offered only in Sept. and ends in January or as a 1 credit (Metals and Advanced Metals) for full year, September–June.

## Advanced Placement Studio Art

Grade: 12

Weeks: 40

Unit(s): 1

May be eligible for COLLEGE CREDIT

Students must demonstrate technical skills and knowledge of visual elements. Students will creatively and systematically investigate formal and conceptual issues. Students must submit a portfolio of seven to ten pieces to the instructor or Art department as a prerequisite for permission to take the AP Portfolio Course. Each student is responsible for the digital photos required for submissions of his/her portfolio. Students will be required to take the AP exam at the completion of the course. AP portfolios will be evaluated to a national standard set by the AP College Board. College credit may be earned.

Prerequisites: Studio Art and two additional units of art (one must be a drawing course)

## Music and Art in Our Lives

Grades: 9–12

Weeks: 40

Unit(s): 1

This course offers students the opportunity to study both music and art in an interdisciplinary setting. In this course students will become acquainted with the materials and resources of both music and art, developing an appreciation for the variety of ways these arts are a part of our culture and for the excitement generated through personal involvement in the arts. This course fulfills the one-unit requirement for graduation but does not apply toward a sequence in music or art.

## Digital Media I

Grades 10–12

Weeks: 20

Unit(s): 1/2

This course serves as an introduction to media design. Students will explore basic design elements as they relate to the contemporary needs for the graphic designer. Students will investigate these concepts through the creation of web pages, print and illustration designs, photographic images, animation, and digital motion pictures. Basic skills and techniques will be stressed.

Prerequisite: Studio Art or DDP

# The Arts

## Digital Media II

Grades 10–12

Weeks: 20

Unit(s): 1/2

Students will extend upon content understandings related to media design. Students will work independently to create unique design projects as they relate to contemporary needs for the graphic designer. Media explored include web pages, print and illustration designs, photography, animation, and digital motion pictures. Proposals will be submitted to the instructor. A portfolio is required.

Prerequisite: Digital Media I.

## Advertising Design

Grade: 11, first semester

Weeks: 20

Unit(s): 1/2 at Odyssey

Students will understand commercial art careers, job standards, and professional development including exploring higher education and career opportunities. All aspects of an advertising agency will be discussed — how it functions, work produced, and the roles within an agency. There is an in-depth look at the types of design used, safe practices and legal issues.



## Sketchbook & Creative Process

Grade: 11, second semester

Weeks: 20

Unit(s): 1/2 at Odyssey

Students will have the opportunity to work on visualizing an initial idea, from brainstorming to sketching to presenting a final product. They will utilize design elements to demonstrate advanced layout and composition techniques in a variety of media. An understanding of typography and computer technology will be included.



## Illustration

Grade: 12, first semester

Weeks: 20

Unit(s): 1/2 at Odyssey

Students will work on a variety of illustrations used commercially. They will demonstrate understanding of design elements and advanced color theory, while investigating media and art styles.



## Commercial Illustration

Grade: 12, second semester

Weeks: 20

Unit(s): 1/2 at Odyssey

Students will enhance their understanding of Commercial Art as a profession and will develop professional skills for the workplace. In this last semester, students will create a “real-world” illustration project as they work through the creative process, and work toward employability and professional work habits.



## Art 101 Visual Art Experience

Grades: 9-10

Weeks: 40 weeks

Units: 1

Only offered at Olympia as part of the ECHS program

An introductory course for students with little or no art experience, designed to broaden their visual vocabulary. Explores the basic elements and principles of art through a sequence of problems to be solved by the execution of original works in various media.



## International Baccalaureate

### Visual Art

#### Standard Level

Grades: 11–12

Weeks: 40

Unit(s): 1



#### Higher Level

Grades: 11–12

Weeks: 80

Unit(s): 2

Students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of the visual arts. This course gives the student the opportunity to think and work like an artist with concrete evidence, a Investigative Work Book, showing critical thought.

At Standard Level, students are encouraged to do independent research, learning about the history, culture and aesthetics of art. Students research around the globe for a worldly outlook on art, art movements and artists.

At the higher level the opportunity exists for students to develop ideas and produce more work or work of greater maturity and independence. Students taking Standard Level and High Level are required to take the International Baccalaureate examination. This includes a video taped presentation, final artwork, and Investigative Work Book selected pages. Students successfully passing this exam may earn college credit.

# Business

## Requirements for a Five-Unit Sequence

Computer Keyboarding (1/2)  
Microsoft Office I & II (1)  
Strategies for Success (1/2)

*plus any three additional units from these electives*

Marketing and Business Management	Finance	Business Technology
Marketing (1/2) Business/Personal Law (1/2) Criminal/Civil Law (1/2) Entrepreneurship (1/2) Introduction to Business (1/2) Sports & Entertainment Marketing (1/2) Virtual Enterprise (1)  and/or Internship or Work-Based Learning 11th or 12th grade	Personal Money Management (1/2) Accounting (1) Advanced Accounting (1) Introduction to Business (1/2) Virtual Enterprise (1)  and/or Internship or Work-Based Learning 11th or 12th grade	Introduction to Business (1/2) Microsoft I (1/2) Microsoft II (1/2) Marketing (1/2) Sports & Entertainment Marketing (1/2) Virtual Enterprise (1) Entrepreneurship (1/2)  and/or Internship or Work-Based Learning 11th or 12th grade

## Business Electives

Any of the above courses can be selected for non-business sequenced students to meet elective requirements for graduation.

All students may enroll in business education courses as electives. While these courses may be taken in any sequence, the recommended order is indicated above.

Students have the option to receive a Career and Technical (CTE) Education Endorsement for a Microsoft Office and a Business Specialist Pathway in which the student completes the appropriate nationally approved exam as well as a series of courses for the Business Specialist Pathway. The endorsement is added to the required Regents diploma and shows that the student has completed a CTE Program of Study.

# Business

The business education courses are designed to enable students to meet a variety of personal and career interest options. The material and equipment used reflect recent changes and the latest uses of technology.

Students in the 11th or 12th grade are eligible for the Work-Based Learning and/or Career Internship Programs.

## Math and Financial Applications

Grades: 11–12

Weeks: 40

Unit(s): 1

In this elective, students will learn about the psychology of money, basic money management (budgets, financial statements and the difference between an asset and a liability), types of income (earned, passive, and portfolio), how credit and credit scores work, good debt versus bad debt, dangers of credit card, types of investments (real estate and paper assets), how to start a business and build a business plan, and what is required to exit the financial rat race of living paycheck to paycheck. Overall, students will learn how to build a plan for taking control of their money rather than letting money control them.

This course may not be used for the third math credit if the student has passed Geometry, Intermediate Algebra or a higher math course.

## Strategies for Success

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will prepare to be college and career ready through the WICR strategy that encompasses writing, inquiry, collaboration and reading strategies. Students will explore career options based on their interests and skills and have an opportunity to participate in a job shadow related to an area of career choice. They will investigate and prepare for college and careers, develop workplace “know-how” for effective job performance, develop financial literacy skills, and contribute to the development of a caring community

## Online Course Option

Grades: 10–12

Weeks: 20

Unit(s): 1/2

Student may participate in an online version of Strategies for Success. The course is highly interactive, rigorous and commensurate with the traditional class content and expectations.

## Introduction to Business

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will learn the fundamentals of business in the areas of economics, ethics, entrepreneurship, marketing and finance. Discussion will occur on the organization and activity of businesses and the ever-changing society. Students will use Microsoft Word, PowerPoint, and Excel to complete various projects.

May be eligible for COLLEGE CREDIT

## Computer Keyboarding

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will learn touch keyboarding skills for use in career and/or personal life. Students will learn how to format business letters, memos, and reports, along with proofreading skills and correction techniques. Communication activities include work with verbal and nonverbal communications, listening skills, and composing correspondence. Microsoft Word will be used to introduce word processing.

May be eligible for COLLEGE CREDIT

## Microsoft Office I

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will develop entry-level skills in Microsoft Word, PowerPoint, Excel, and Access and be able to utilize their skills to support other academic classes. Students enrolled in this course may be eligible for Microsoft Office Specialist Certification.

Prerequisites: Computer keyboarding or instructor permission

May be eligible for COLLEGE CREDIT

## Microsoft Office II

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will use the skills and knowledge learned from Microsoft Office I to gain a more in-depth knowledge of Word, PowerPoint, Excel and Access.

Prerequisite: Microsoft Office I

May be eligible for COLLEGE CREDIT

## Principles of Marketing

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will develop an understanding of how businesses create and satisfy demand for their products. Students will learn the foundations and functions of marketing in a real-world context.

CAREER PATHWAYS

## Entrepreneurship

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will learn a step-by-step approach to starting and operating a business through a project-oriented method of instruction and develop skills in marketing, merchandising, and management. Students who successfully complete this course will have a solid foundation in entrepreneurial concepts that may be applied to entry-level employment, college study, or business ownership.

May be eligible for COLLEGE CREDIT

## Business/Personal Law

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will develop an understanding of legal rights and obligations pertaining to individuals. Topics include background and origin of law, ethics, employment, contracts, family law, property law, and estate law.

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

# Business

## Criminal/Civil Law

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will develop an understanding of legal rights and obligations pertaining to the justice system. Topics include types of crimes, criminal procedure, psychology of criminals, death penalty, cyber-crime, and juvenile offenders.



## Accounting

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will learn occupational skills in accounting for sole proprietorships, emphasizing the entire accounting cycle and including computer applications. Students will learn skills needed for a career in accounting, business administration, or in entry-level positions such as accounting clerk, teller, or cashier.



## Advanced Accounting

Grades: 11–12

Weeks: 40

Unit(s): 1

Students will develop occupational competency in accounting principles through this course. Basic skills will be broadened through application to a wide variety of business situations and computer applications. Emphasis is on advanced problems in partnership and corporate accounting. Students will develop a solid foundation from which to seek initial employment or to launch a career in accounting.



Prerequisite: Accounting

## Sports and Entertainment Marketing

Grades: 11–12

Weeks: 20

Unit(s): 1/2

This course introduces students to marketing concepts in the sports and entertainment industry. Upon completion of the course, students will have a thorough understanding of the marketing concepts and theories that apply to these events. Some areas this course will cover include sponsorship, event marketing, promotions, sponsorship proposals, ethical and social responsibilities and implementation of marketing plans, etc.

## Personal Money Management

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will be introduced to the financial planning process and the components of a comprehensive financial plan. Students will learn how to prepare a financial plan that includes saving, investing, borrowing, risk management (insurance), and retirement and estate planning.



## Virtual Enterprise

Grades: 9–12

Weeks: 40

Unit(s): 1

Course offered at Athena

Virtual Enterprise (VE) brings the workplace into the classroom and transforms students into business professionals. Guided by a teacher-facilitator, business partners, and content experts, VE students establish and manage a virtual company that replicates the functions and demands of a real business. Students produce key deliverables and work in departments; such as, accounting/finance, marketing, and sales that are overseen by a student management team. These student companies engage in virtual trade with a network of simulated businesses across 42 countries.



## Intro to College Studies

Grades: 9–12

Weeks: 40 weeks

Units: 1

Only offered at Olympia as part of the ECHS program



Students will learn about essential information about college including campus resources and activities, college technology, goal setting, time management, and college policies. Students will leave this course more informed and prepared for their college experience

## Work-Based Learning

(Cooperative Education)

Grades: 11–12

Weeks: 40

Unit(s): 1/2 or 1

See page 49.

## Career Internship Program (CIP) – Business/Information Systems

Grades: 11–12

Weeks: 20 or 40

Unit(s): 1/2 or 1

See page 49.

# English Language Arts

Four units of English are required for graduation. In addition to the required courses, elective courses may be taken to earn a five-credit sequence.

## English - Grade 9

Weeks: 40

Unit(s): 1

The expected outcome of this course is improved ability to communicate. Students will:

- read literature and literary nonfiction independently and discuss the relationship of personal values uncovered in the works;
- use effective listening and speaking skills in classroom situations;
- interpret the probable meaning of non-verbal expressions found in (classroom) activities and visual materials;
- use the writing process;
- compose pieces of writing that demonstrate an understanding of critical aspects of literature and nonfiction works;
- apply the skills of critical thinking and listening; and,
- develop strategies for learning vocabulary in context.

## Pre-Advanced Placement English 9

Weeks: 40

Unit(s): 1

In addition to the objectives for English 9, students will begin to develop the skills necessary to analyze prose styles in fiction and poetry through close readings of texts. Students will also examine nonfiction works and the rhetorical devices employed by nonfiction writers to achieve a variety of purposes. This course will begin to prepare students for the content and skills assessed on the AP examination in English Language and Composition that students take in 11th grade and the AP examination in English Literature and Composition that students take in 12th grade.

## Advanced Reading - Grade 9

Weeks: 40

Unit(s): 1

This course provides students with an opportunity to strengthen and refine their reading skills to meet the demands of high school-level coursework. In this course, students will learn how to apply reading strategies to content-area texts to improve their comprehension. They will also build vocabulary and word study skills to further enhance their reading comprehension.

## English - Grade 10 World Literature

Weeks: 40

Unit(s): 1

By the end of the year, students will be able to express thoughts, ideas, and feelings generated by the content of world literature with richness and depth of understanding.

Students will:

- become discerning readers through the study of world literature;
- identify and interpret themes and values representative of works of literature and literary nonfiction read during the course and demonstrate knowledge of these through the use of written papers and class discussion;
- demonstrate the skills and concepts required in organizing and writing argumentative and expository essays;
- demonstrate greater facility with language;
- demonstrate the ability to write for a variety of audiences and purposes; and,
- continue to develop strategies for learning vocabulary in context.

## Pre-Advanced Placement English 10

Weeks: 40

Unit(s): 1

AP English 10 is a course for highly motivated sophomores whose reading, writing, and thinking skills are well above average. It is recommended, but not required, that students take AP English 9 in 9th grade. In addition to the objectives for English 10, students further refine their skills to develop sophisticated analyses and interpretations of both fiction and nonfiction texts. Students also continue to examine the rhetorical devices and techniques employed by writers of different genres. This course continues to prepare students for the content and skills assessed on the AP examination

in English Language and Composition that students take in 11th grade and the AP examination in English Literature and Composition that students take in 12th grade.

## English - Grade 11 American Literature

Weeks: 40

Unit(s): 1

By the end of the year, students will be able to express thoughts, ideas, and feelings generated by the content of American literature with richness and depth of understanding, and with appreciation for American cultural heritage. Students will:

- become discerning readers through the study of American literature and literary nonfiction;
- identify, demonstrate, and interpret knowledge of themes that are unique to American literature and literary nonfiction;
- demonstrate the skills and concepts required in organizing and writing a literary essay; and,
- demonstrate greater proficiency in the ability to write for a variety of audiences and purposes including to present an evidence-based argument.

By the end of 11th grade, students will meet State requirements of proficiency in reading and writing by taking the Common Core Regents English examination.

## Advanced Placement English 11: Language and Composition

Weeks: 40

Unit(s): 1

Available to Odyssey students in grade 10

AP English 11 is a course in language and composition at the college level for highly motivated juniors whose reading, writing, and thinking skills are well above average. It is recommended, but not required, that students take Pre-AP English 9 in 9th grade and Pre-AP English 10 in 10th grade. In this course, students will further refine their reading, writing, and critical thinking skills through an in-depth analysis of American prose styles in fiction. In addition, there will be a sustained emphasis on nonfiction and the rhetorical devices that nonfiction writers use to create meaning, persuade their audience, and express complex ideas.

At the completion of this course, students will be required to take the English Language and Composition AP examination. Students will also take the Common Core English examination to satisfy graduation requirements for a high school diploma.

May be eligible for COLLEGE CREDIT



# English Language Arts

## English 12

Weeks: 40

Unit(s): 1

English 12 is a full-year course.

Through this course, students will develop the ability to write and to think critically at a college level. Students will learn to make decisions based on such rhetorical concerns as writer's purpose, readers' needs, argument and persuasion, and the context in which documents will be read. As using sources effectively is one of the goals of the course, research will be interwoven into documents as a way to support ideas and connect with the students' audience. The course will also provide students with opportunities to practice their close reading, interpretation, and analysis skills through discussion and writing about literature and nonfiction. Additionally, the course emphasizes process-based writing and students' reflection on their learning progress. For their culminating course assessment, students will prepare a reflective portfolio of their work that they will present during the end-of-year reflective conference.

May be eligible for COLLEGE CREDIT

## English 12 — MOSAICS

Grade 12

Weeks: 40

Unit(s): 1

Students will cover the English 12 NYS Learning Standards for English Language Arts utilizing a humanities approach to learning that builds awareness, multiculturalism, and allows for the curriculum content to be driven by students. Students will gain a better understanding of the many cultures and sub-cultures that exist in the world while building respect in the good of all mankind.

## Advanced Placement English 12: Literature and Composition

Weeks: 40

Unit(s): 1

AP English 12 is a course in literature and composition at the college level for highly motivated seniors whose reading, writing, and thinking skills are well above average. It is recommended, but not required, that students

May be eligible for COLLEGE CREDIT

take Pre-AP English 9 in 9th grade and Pre-AP English 10 in 10th grade. In this course, students will further refine their reading, writing, and critical thinking skills as a way of improving the fluency of their expression, sharpening their insights, and extending their capacity for thought and feeling. Through careful reading of selected works written mainly by British and American authors, students will undertake an in-depth examination of three major themes: 1) the individual and society, 2) protest and its legitimacy, and 3) the changing roles of men and women. In addition to detailed study of short stories, poems, novels, and plays, the course also includes exercises in literary discrimination and judgment and units in both expository and persuasive writing.

At the completion of this course, students will be required to take the English Literature and Composition AP examination.

## International Baccalaureate

(Odyssey Academy)

## English

Grades: 11–12

Weeks: 80 (two year course)

Unit(s): 2

This course aims to develop in student skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. This program encourages students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Students will continue to develop their own powers of expression, oral and written. They will take all four sections of the International Baccalaureate examination; some sections will be completed in the first year, others in the second. They will also prepare for the New York State Regents Exam in English Language Arts. Completion of this course and all parts of the exam satisfy the English language requirement for the IB diploma.

May be eligible for COLLEGE CREDIT

## ELECTIVES

### Journalism

Grades: 11–12

Weeks: 20

Unit(s): 1/2

In this production-oriented course in writing, students will learn how to write for specific audiences, revise writing, and edit for publication in the school newspaper and yearbook. Students will demonstrate ability to brainstorm ideas, gather information, and organize information in ways that communicate effectively with the audience.

### Creative Writing

Grades: 10–12

Weeks: 20 or 40

Unit(s): ½ or 1

Students will participate in a series of ongoing writer's workshops to develop and refine their own creative and expressive texts. Through these writer's workshops, students will:

- analyze and critique models of different genres (e.g., poetry, narrative, dramatic scripts) to understand the techniques that creative writers employ;
- create original texts based on topics assigned by the teacher and/or chosen by the students to practice writing in different creative genres; and
- employ specific literary techniques to create expressive texts and develop the personal voice of the writer.

### Ethics and Production of Mass Media in the Communications Field

Course conducted at Olympia

Grades: 10–12

Weeks: 40

Unit(s): 1

In this production-oriented course in writing, students will learn how to write for specific audiences, revise writing, and edit for publication in electronic media as well as in more traditional print forms such as the school newspaper and the yearbook. Students will demonstrate the ability to brainstorm ideas, gather information, and organize information in ways that communicate effectively with the audience. Students will also learn about the ethics involved in the production of print and electronic media.

CAREER PATHWAYS

# English as a New Language

For grades kindergarten through 12, the English as a New Language (ENL) program has two components.

The language arts instructional component includes English language arts (ELA) instruction and ENL instruction. The Learning Standards for ELA are the basis for the ENL curriculum. The ENL component develops skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content.

The content area instructional component provides instruction in the required content area subjects in English supported by ENL methodologies, employed in a systematic and structured way, designed to develop cognitive skills. Both are supported by English as a second language methodologies. This instruction takes into account the first language and culture.

According to state guidelines, entering level English Language Learners in high school receive three units of ENL study. Emerging level students receive two units, and Transitioning and Expanding level students receive one unit of ENL. Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study. Content area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies. Commanding level students as determined by the NYSESLAT state assessments receive one-half unit of study in Integrated ENL in ELA/Content area or other approved services for a period of two years with approval of NYS Commissioner.

All program participants take the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring of each year to determine continued eligibility and the level of service along the Units of Study Continuum.

## ENL I

*Weeks: 40*

*Unit (s): 1*

Students learn academic content while developing skills in understanding, speaking, reading, writing, and communicating in English within a participatory learning environment. Students acquire the foundation language skills to successfully meet the requirements of their content area courses.

## ENL II

*Weeks: 40*

*Unit (s): 1*

Students develop further competence in the skills of understanding, speaking, reading, writing, and communicating in English through the integration of academic content. Content area instruction is supported by English as a second language methodologies appropriate to the students' English skill, age and grade level.

## ENL III

*Weeks: 40*

*Unit (s): 1*

Students enhance their knowledge of the English language with emphasis on refining their receptive and productive skills while being provided with grade and age level appropriate instruction in the required content area subjects.

## ENL IV

*Weeks: 40*

*Unit (s): 1*

Students work towards attaining fluency in the four skill areas of understanding, speaking, reading and writing while receiving grade and age level appropriate instruction in academic content.

## ENL Academic Support

*Weeks: 40*

*Unit (s): not for credit*

This course may be taken in conjunction with ENL I, II, III, and IV or as a transitional course for students whose ENL service extends beyond ENL IV. Students further their success in the content area subjects by receiving age and grade level appropriate academic language instruction and English language skill development tailored to specific subject area requirements. The intent is that students turn in quality work to core teachers which meet standards.

## LOTE Regents Credit

Students may be awarded Regents credit in a LOTE who have significant language acquisition from life experience. Students who have developed world language communication skills outside an English-speaking environment are most often native speakers of languages other

than English and may be awarded credit when entering the U.S. at age 11 or beyond.

No more than a total of five units of foreign language credit may be awarded for school attendance and residence in an other than English-speaking environment, regardless of the length of the experience.

*•These credits are granted toward a Regents and Advanced Designation Regents diploma.*

LOTE Regents Credit for residence in an other than English-speaking environment:

- 3 credits awarded at age 11
- 4 credits awarded at age 12
- 5 credits awarded at age 13 and older.

In addition, students must pass a Regents Comparable Comprehensive Exam in the native language in order to earn for a Regents Diploma with Advanced Designation.

## LOTE credit for participation in bilingual education programs:

Students may be awarded one unit of credit in a LOTE for each year of successful participation in bilingual education programs in grades 8-12. This applies to students transferring into Greece. One credit will be awarded for each year up to five years.

## Seal of Biliteracy

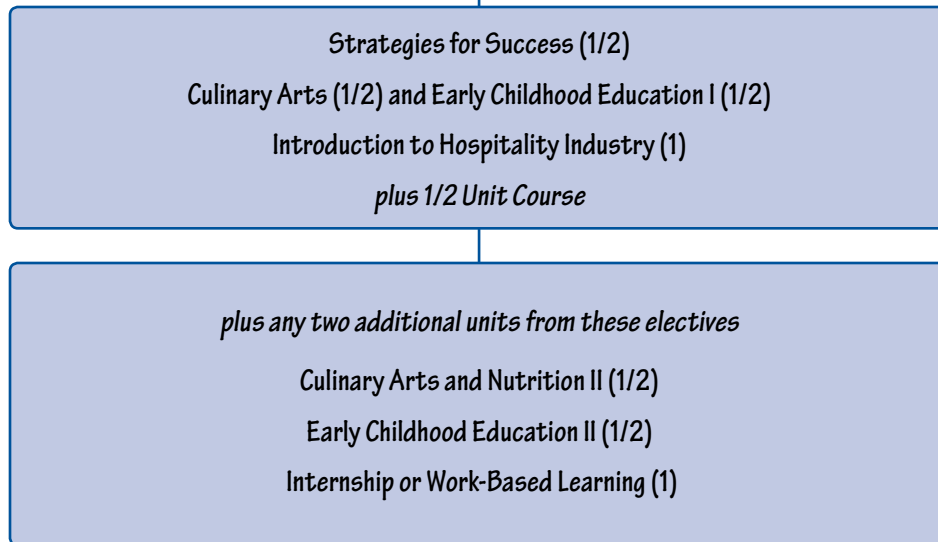
The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in

school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission. The NYSSB is intended for all students who master standard academic English and any other language, including American Sign Language. Students must successfully complete various assessments and a project to be considered for the seal.



# Family and Consumer Science

## Requirements for a Five-Unit Sequence



\*These courses may be used by a student pursuing a five-unit sequence in family and consumer science to satisfy the requirement of one unit of art or music.

Family and Consumer Science courses are designed to meet a variety of interests and ability levels. The materials and equipment used reflect the latest knowledge, changes, and importance of this area within society.

Junior and senior students are eligible for the Work-Based Learning program in family and consumer science. All students may take family and consumer science courses as electives.

Students have the option to receive a Career and Technical (CTE) Education Endorsement for an Early Childhood Education Program of Study in which the student completes the nationally approved exam as well as a series of courses. The endorsement is added to the required Regents diploma and shows that the student has completed a CTE Program of Study.

## Strategies for Success

*Grades: 10-12*

*Weeks: 20*

*Unit(s): 1/2*

Students will prepare to be college and career ready through the WICR strategy that encompasses writing, inquiry, collaboration and reading strategies. Students will explore career options based on their interests and skills and have an opportunity to participate in a job shadow related to an area of career choice. They will investigate and prepare for college and careers, develop workplace “know-how” for effective job performance, develop financial literacy skills, and contribute to the development of a caring community.

## Online Course Option

*Grades: 10-12*

*Weeks: 20*

*Unit(s): 1/2*

Student may participate in an online version of Strategies for Success. The course is highly interactive, rigorous and commensurate with the traditional class content and expectations.

# Family and Consumer Science

## Introduction to Education

Grades: 10–12

Weeks: 40

Unit(s): 1

Students are introduced to the field of education through the nationally recognized Teacher Cadet Program. The primary goal of the program is to encourage students to consider education as a career by providing students with insight into the nature of teachers, the problems of schooling and the critical issues affecting the quality of education in America's schools. Students will observe and participate in classrooms at the primary, elementary, middle and high school levels.

May be eligible for  
**COLLEGE CREDIT**

**CAREER PATHWAYS**

## Early Childhood Education I

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will explore contemporary issues of the adolescent, explore the family, and analyze the adolescent's role within the family structure. Ways in which the adolescent can effectively relate to younger children will be explored and practical applications will be developed.

This course is required for a sequence in family and consumer science and is a prerequisite for Early Childhood Education II.

May be eligible for  
**COLLEGE CREDIT**

**CAREER PATHWAYS**

## Early Childhood Education II (Play School)

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will learn about the physical, emotional, intellectual, and social development of the toddler, preschool child, and school age child. Preschool lab experience with children will be provided.

Prerequisite: Early Childhood Education I

May be eligible for  
**COLLEGE CREDIT**

**CAREER PATHWAYS**

## Culinary Arts and Nutrition I

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will learn the foundations of food preparation through laboratory experiences, with an emphasis on nutrition, meal management, and food purchasing. Careers in food and nutrition will be explored.

This course is required for a family and consumer science sequence or can be used for elective credit.

**CAREER PATHWAYS**

## Culinary Arts and Nutrition II

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will be provided with an in-depth experience in the study of food preparation techniques and nutrition concepts through this course. Topics include food purchasing and advanced cooking techniques.

Prerequisites: Culinary Arts and Nutrition I

**CAREER PATHWAYS**

## Introduction to Hospitality Industry

Only offered at Olympia as part of the Culinary/Hospitality Pathway.

Grades: 9–12

Weeks: 40

Unit(s): 1

This course is a study of the fascinating worlds of lodging, food and beverage service, meeting planning, travel and tourism, and the related businesses that make up the hospitality industry. Provides an overview of the components of this vast industry and their interlocking network.

May be eligible for  
**COLLEGE CREDIT**

**CAREER PATHWAYS**

## Work-Based Learning I

(Cooperative Education)

Grades: 11–12

Weeks: 40

Unit(s): 1/2 or 1

See page 49.

## Career Internship Program (CIP)

Grades: 11–12

Weeks: 20 or 40

Unit(s): 1/2 or 1

See page 49.

# Health/Physical Education/Wellness

## Health Education

Grade: 10

Weeks: 20

Unit(s): 1/2

This course is recommended for students in 10th grade. It is a required course for graduation. The emphasis of the course is skills-based including decision-making, planning, goal setting, self-management, stress management, advocacy, and communication skills. Through these skills, students will be learning about various content areas such as nutrition; drug, alcohol, and tobacco use and abuse; lifestyle diseases; behaviors that lead to HIV infection and unintended pregnancy; and relationships.

## Physical Education

All students must take a physical education course each year of high school. Two credits of physical education are required for graduation. Physical education course grades will be used in the calculation of the Grade Point Average (GPA) for all students.

## Physical Education

Grades: 9–10

Weeks: 40

Unit(s): 1/2

Students will be provided with a structured program designed to enhance fitness through participation in individual and team sports and to utilize skills learned and developed in grades K–8. Students will engage actively in a full range of activities and learning experiences. Activities include: soccer, speedball, flag football, field hockey, tennis, golf, swimming, floor hockey, team handball, volleyball, basketball, tumbling, weight training, aerobics, dance, fitness, jogging, paddleball, archery, badminton, softball, track and field, lawn games, and adventure challenge activities.

## Sports Medicine

Grades: 11–12

Weeks: 40

Unit(s): 1

This course is designed for students pursuing a career in allied health/sports medicine. It is recommended for students in 11th or 12th grade who have successfully completed biology with a B or higher. This is a challenging elective class that may require an internship outside the classroom. The emphasis in this course will be skill-based and include the following: problem-solving, communication skills, basic human anatomy and physiology, basic taping, first aid, and injury recognition. This course

helps students explore the endless opportunities that are offered in the health care field. **(Does not replace PE course requirements.)**

## Junior/Senior Course Options

The junior/senior semester courses will provide juniors/seniors with an opportunity to choose a track to earn their required physical education credit. Courses will be arranged in a category of units that focus on a particular type of activity/unit. All courses will focus on obtaining improved lifetime fitness skills and knowledge while performing particular skills and activities. All units will include fitness assessment and some additional exposure activities. Additionally, each track will include an aquatics unit related to the track. Student enrollment and available facilities will determine which courses are offered each semester. Course selection preference will be given to seniors.

### Category of Courses:

Grades: 11–12

Weeks: 40

Unit(s): 1/2

### 1. Team Games/Alternative Sport Track

This course is focused on more traditional team games that involve participants in activities that focus on teamwork, game strategy and competent and proficient skill acquisition and improvement. Alternative sports are built in and complement the traditional games. Personal fitness is integrated into all activities. Activities and units may include soccer, flag football, volleyball, basketball, floor hockey, water polo, softball, ultimate, hocker, rugby and new games.

### 2. Personal Fitness/ Lifetime Activities

This course will offer students the opportunity to assess current fitness levels, set realistic goals, and work closely with the instructor to design a personalized fitness plan. Ongoing instruction will focus on knowledge of fitness, current trends, proper training techniques, and personal progress. Additional lifetime activities will be explored to ensure a well balanced approach to fitness. Fitness activities may include strength training, cardio training, pilates, yoga, kickboxing and spinning. Lifetime activities may include tennis, badminton, pickleball, disc golf, and golf.

### 3. Outdoor Adventure Education

This course is designed to provide exposure to students in outdoor pursuits and safely participate in adventure activities. The course is designed to teach students responsibility, care and respect for the environment

while participating in outdoor activities. Outdoor adventure courses are lifelong endeavors and all students can benefit from participation. All units emphasize continuing to acquire moderate to high physical fitness levels to ensure participant safety, as well as the promotion of lifelong fitness.

Instructors may offer an off site culminating experience after school hours. Student fees may be required for off-site experiences and equipment.

Activities may include mountain biking, in line skating, challenge activities, adventure based activities, camping, backpacking, outdoor cooking, cross country skiing, snowshoeing, kayaking, canoeing, rock climbing, hiking, orienteering, low and high ropes elements, wilderness survival and more. . .

*Maximum Registration: 25 students. Scheduling preference given to seniors.*

### 4. Lifeguarding/Fitness

This course will offer students the opportunity to become proficient in skills and concepts necessary in aquatics activities. Students will study and explore first aid, CPR/AED, safety, skill and swimming techniques necessary in the lifeguard certification program. Upon successful completion of this course, each participant will be eligible to receive a three-year lifeguard certification card. Personal fitness will be integrated into all activities and swimming skills.

*Maximum Registration: 20 students*

*Scheduling preference is given to seniors.*

*Course location: Olympia and Athena swimming pools*

*Student card fees are additional for certification*

## Core Concepts in Health and Wellness

Grades: 11–12

Weeks: 40

Unit(s): 1

The focus of this course is to understand the societal influences and apply the concepts of wellness and holistic health within our families. Specific issues will include multiple dimensions of health, prevention of lifestyle diseases, and explore choices that promote family and individual health and wellness. The knowledge and skills students need to succeed in health or human service related professions will be explored. This is an advanced health elective that requires an internship outside of the classroom. Students will be certified in basic first aid and community CPR.

*Prerequisite: General Health*

May be  
eligible for  
**COLLEGE  
CREDIT**

# Languages Other than English

The Languages Other Than English (LOTE) program provides students with the opportunity to study and appreciate the language and culture of other countries and to broaden their personal and cultural perspectives. Within an interactive environment, students develop communicative skills in listening, speaking, reading, and writing in French, Italian or Spanish, and receptive and expressive skills in American Sign Language (ASL).

The focus is on a performance model of language use, in order to prepare students to function independently, spontaneously and comprehensibly in the language. Teaching language includes not only developing the learners' language proficiency, but developing the learners' content knowledge as well. Thus integrating knowledge and skills from other disciplines promotes logical and creative thinking.

## Spanish for Heritage Learners I & II

Grades: 9-12

Weeks: 40

Unit(s): 1

Spanish for Heritage Learners is a full-year class designed to provide specialized instruction in Spanish to meet the academic and cultural needs of Heritage Learners working to earn NYS LOTE credit. The course allows students to develop skills naturally within the context of a linguistic and literature-based curriculum and gives native or near-native Spanish-speaking students' cognitive academic language proficiencies in reading, writing, listening and speaking. The course acknowledges and builds upon the students' ability in both English and Spanish as a base for increasing their vocabulary and strives to broaden the students' awareness of the various Spanish-speaking communities by focusing on the cultural experiences of Hispanics.

## American Sign Language I

### French I

### Italian I

### Spanish I

Grades: 9-12

Weeks: 40

Unit(s): 1

This is the Checkpoint A foundation course for developing communicative proficiency through continued language study. Students experience the process of learning a second language through the simultaneous development of the four language skills of listening, speaking, reading and writing in an interactive, communicative environment. For ASL students, receptive and expressive skills are the focus using visual-gestural means; written skills are utilized through Deaf culture studies.

At the high school, this course is for students who wish to pursue studies in another language, will begin LOTE study in 9th grade or beyond, or who were unsuccessful in Level I in the middle school and still need to fulfill their language requirement. It is also for students wishing to pursue studies in another language. Students enrolled this course or in ASL will finish by taking a locally developed exam for Regents credit.

## American Sign Language II

### French II

### Italian II

### Spanish II

Grades: 9-12

Weeks: 40

Unit(s): 1

This is the first year of Checkpoint B language. The NYS LOTE topics are studied more in depth from Level I. Students will follow conversations between native speakers, comprehend texts from a variety of sources, and express facts, ideas, and feeling in a manner that is comprehensible to a native speaker.

## American Sign Language III

### French III

### Italian III

### Spanish III

Grades: 10-12

Weeks: 40

Unit(s): 1

This is the second year of Checkpoint B language. The NYS LOTE topics frame the content and include the integration of grade level knowledge and skills from other disciplines. During this course, students further develop conversational and written skills for self-expression, expand their understanding of form and style in literature, and increase confidence in the use of grammatical structures. They develop a broader understanding of the culture and diversity of the language.

## ASL Linguistics and Culture

Grades: 11-12

Weeks: 40

Unit(s): 1

Prerequisite Course: ASL III

This Checkpoint C language course is framed by the six District cross-curricular themes: *Understanding our Past and Present, Interactions/Interpersonal Understanding, Motivation (Needs and Wants), Creating and Influencing, Change, and Expression*. Students will further develop conversational skills, expand their ability to communicate with greater fluency, and increase confidence in the use of vocabulary, grammatical structures and idiomatic expressions. In addition, students will develop a broader understanding of the culture and diversity of the language.

This course will be offered on alternating years and will not be offered again until the 2020-21 school year.

May be eligible for  
**COLLEGE CREDIT**

# Languages Other than English

## ASL Literature and the Deaf Community

Grades: 11-12

Weeks: 40

Unit(s): 1

Prerequisite Course: ASL III

This Checkpoint C language course is framed by the six District cross-curricular themes. Students will gain the knowledge and understanding to appreciate the culture of the language and its contributions to the world. Through works by contemporary authors, contact with native speakers and involvement in community events, students enhance their range of vocabulary and language forms. Students will engage in extended discussions with native-like fluency, and interpret and compose narratives on everyday topics. Students will build on their knowledge of different patterns of interaction and will integrate this knowledge when expressing themselves and when interpreting the language of others.

This course will be offered on alternating years and is offered in 2019-20 and will not be offered again until the 2021-22 school year.

May be eligible for COLLEGE CREDIT

## French IV Italian IV Spanish IV

Grades: 11-12

Weeks: 40

Unit(s): 1

This is the first year of Checkpoint C language study. The six District Checkpoint C cross-curricular themes frame the content of the course. Over two years, the following themes are studied: Past, Present, and Future; Interactions/Interpersonal Understanding; Relations/Connection to Community; Creation and Influence; Language and Literature, and Freedom and Responsibility. Throughout the course, students will gain the knowledge and understanding to appreciate the culture of the language and its contributions to the world. Students will draw on a wide range of vocabulary and language forms, engage in extended discussions with greater fluency, and interpret and compose written pieces with greater accuracy.

May be eligible for COLLEGE CREDIT

## Advanced Placement French Italian Spanish

Grades: 11-12

Weeks: 40

Unit(s): 1

This is the second year of Checkpoint C language study. The AP Language course is designed in accordance with the National Standards for Foreign Language Learning and the College Board's Language Skill Objectives. The course focuses on the mastery of communicative language skills. At the completion of the course, students are required to take the AP Examination. The exam focuses on the student's ability to listen, read, write, and speak in the target language.

May be eligible for COLLEGE CREDIT

## International Baccalaureate

(Odyssey Academy)

## Spanish

Grades: 11-12

Weeks: 80

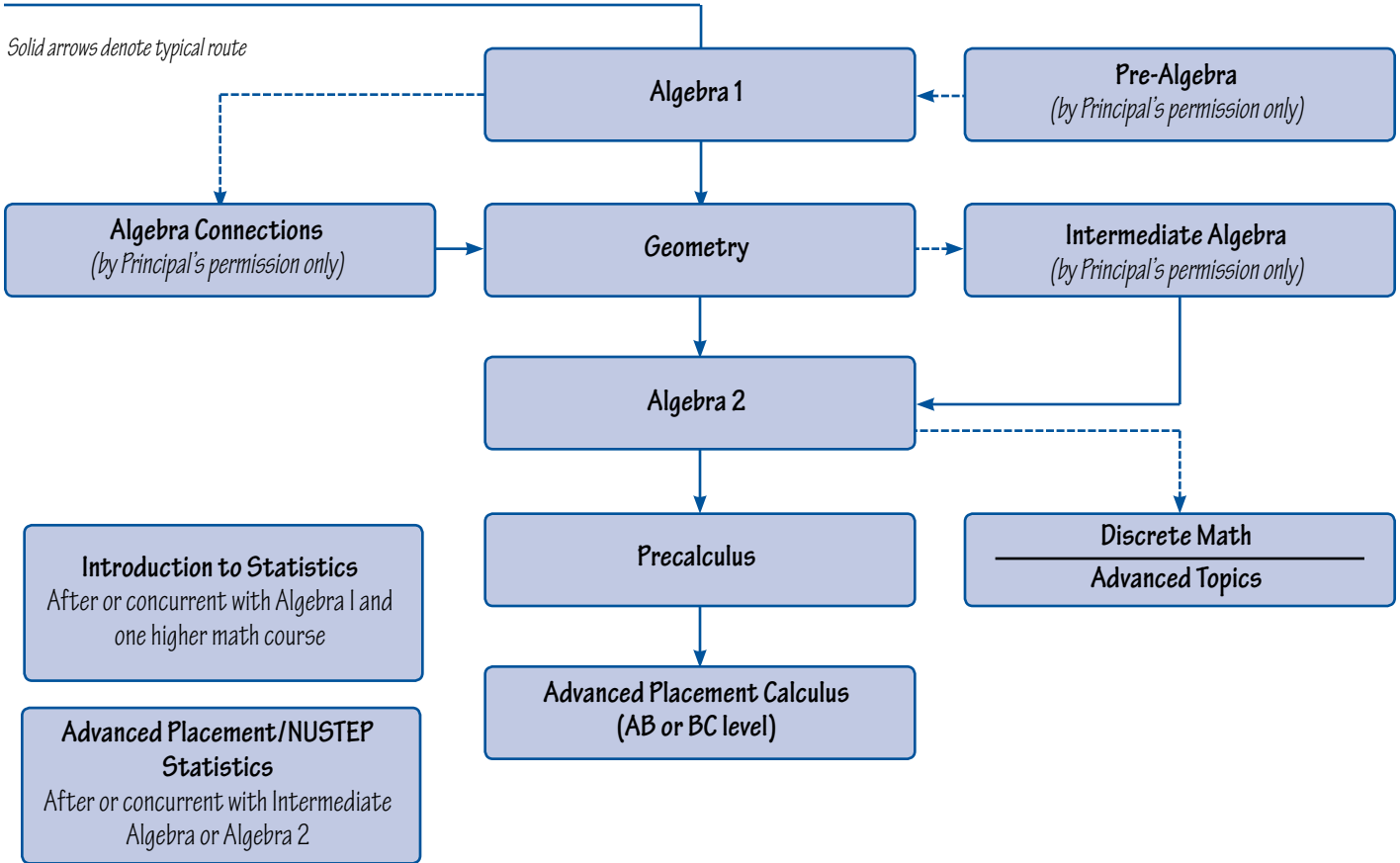
Unit(s): 2

The six District Checkpoint C cross curricular themes frame the content of the course in conjunction with the IB themes. Over two years, the following District themes are studied: Past, Present, and Future; Interactions/Interpersonal Understanding; Relations/Connection to Community; Creation and Influence; Language and Literature; Freedom and Responsibility. Throughout this course students will develop expressive skills to communicate accurately and effectively, creating their own knowledge through real life, inquiry-based learning experiences. They will develop a strong linguistic foundation for further study, work and leisure. At the completion of this course, students will be expected to take the IB examination. This course satisfies the Language B portion for the IB diploma.

May be eligible for COLLEGE CREDIT

# Mathematics

## Math Courses



- **Regents Diploma requirements:**
  - three units of mathematics
  - pass one Regents examination
- **Advanced Designation Regents Diploma requirements:**
  - three units of Regents/Common Core mathematics
  - pass all three math Regents/Common Core examinations



# Mathematics

## Pre-Algebra

Grades: 9–12

Weeks: 40

Unit(s): 1

*By permission of the principal. (Not intended for most students.)*

Students will prepare for the high school program leading to the mathematics graduation requirement. Students will extend their learning from middle school and study in-depth topics of number sense, patterns and functions, area and perimeter, geometry, and proportionality. The curriculum is aligned to the Common Core Curriculum. One unit of credit towards graduation will be awarded upon successful completion of this course.

## Algebra 1

Grades: 9–12

Weeks: 40

Unit(s): 1

Students will study the first of a three-year sequence that is aligned with the Common Core Curriculum and learning standards. Students will learn content in the areas of numbers and operations; patterns, functions, and algebra; geometry and spatial sense; measurement; and data analysis, statistics, and probability. Students will acquire and use their mathematical knowledge through the processes of problem solving, reasoning and proof, communication, connections, and multiple representations. Upon successful completion of the course, students will earn one unit of credit in mathematics. The Regents exam in Algebra 1 will be taken at the end of this course.

## Algebra Connections

Grades: 10–12

Weeks: 40

Unit(s): 1

*By permission of the principal*

This course is for students who have completed Algebra I with a final grade of no greater than C who need more practice in algebra concepts and a stronger foundation in geometry ideas before taking the Common Core Geometry course the following year. Students will practice algebra in geometric contexts and explore, con-

jecture, apply, and develop understanding of geometric principles using inductive and deductive approaches. A District final exam will be taken at the end of this course. One unit of credit towards graduation will be awarded upon successful completion of this course.

## Algebra 2

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will study the third of a three-year sequence that is aligned with the New York State Core Curriculum and the learning standards. Students will further develop the topics studied in Geometry and Algebra. Upon successful completion of the course, students will earn one unit of credit in mathematics. Upon passing the New York State Algebra 2 Common Core examination, students will satisfy the graduation requirements for an Advanced Designation Regents diploma. The Common Core exam in Algebra 2 will be taken at the end of this course as a final exam.

## Geometry

Grades: 9–12

Weeks: 40

Unit(s): 1

Students will study the second of a three-year sequence that is aligned with the New York State Core Curriculum and the learning standards. In this course, students will identify, justify, apply, and extend geometric relationships in two and three dimensions both formally and informally using investigating, conjecturing, reasoning and proving. The Common Core exam in Geometry will be taken at the end of this course.

## Intermediate Algebra

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will further develop Geometry and Algebraic concepts aligned with the New York State Common Core Curriculum and Learning Standards. Upon successful completion of the course, students will earn one unit of credit in mathematics and proceed to Algebra 2.

## Precalculus

Grades: 11–12

Weeks: 40

Unit(s): 1

Students will study introductory college math topics such as functions (including logarithms, polynomial, rational, and trigonometric) as well as vectors, rates of change, parametric equations, series and sequences, polar representation, and space geometry (including conic sections). Students will acquire and use their mathematical knowledge through the processes of problem solving, reasoning and proof, communication, connections, and multiple representations. Precalculus prepares students to study calculus in high school or in college.

*Prerequisite: Algebra 2*

## Discrete Math

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will study mathematical topics that include mathematical systems, Boolean algebra, matrices and vectors, graph theory, and probability. These topics have important real-world applications and will serve as an introduction to general college mathematics.

*Prerequisites: Intermediate Algebra*

## Advanced Topics

Grades: 11–12

Weeks: 20

Unit(s): 1/2

Students will enhance their algebraic skills and learn linear programming, spatial geometry, and series and sequences. Through a variety of approaches, students will also investigate statistics, as well as other topics of applied mathematics.

*Prerequisites: Intermediate Algebra*

May be  
eligible for  
**COLLEGE  
CREDIT**

# Mathematics

## Advanced Placement Calculus AB and Calculus BC

Grade: 12

Weeks: 40

Unit(s): 1

May be  
eligible for  
**COLLEGE  
CREDIT**

Students will develop an understanding of the concepts of calculus, together with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Calculus BC is an extension and enhancement of Calculus AB. At the completion of this course, students will be required to take an AP examination.

Prerequisite: Precalculus

## Introduction to Statistics

Grades 10-12

Weeks: 40

Unit(s): 1

May be  
eligible for  
**COLLEGE  
CREDIT**

A student of the basic terminology and methods of elementary statistics including the organization of data, measures of central tendency and dispersion, sampling theory, estimation, and testing of hypotheses. Also includes an introduction to correlation and linear regression. This course may be eligible for dual credit through an area college.

Prerequisites: Algebra and one higher math course

## Advanced Placement/ NUSTEP Statistics

Grade: 10-12

Weeks: 40

Unit(s): 1

May be  
eligible for  
**COLLEGE  
CREDIT**

Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. At the completion of this course, students will be required to take the examination required by the course they are enrolled in.

Prerequisite: After or concurrent with Intermediate Algebra or Algebra 2

## Math and Financial Applications

Grades: 11-12

Weeks: 40

Unit(s): 1

In this elective, students will learn about the psychology of money, basic money management (budgets, financial statements and the difference between an asset and a liability), types of income (earned, passive, and portfolio), how credit and credit scores work, good debt versus bad debt, dangers of credit card, types of investments (real estate and paper assets), how to start a business and build a business plan, and what is required to exit the financial rat race of living paycheck to paycheck. Overall, students will learn how to build a plan for taking control of their money rather than letting money control them.

This course may not be used for the third math credit if the student has passed Geometry, Intermediate Algebra or a higher math course.

## World of Technology

Grades: 11-12

Weeks: 40

Unit(s): 1

Students will become engaged in critical thinking as they design and develop solutions to real-world problems. This course incorporates engineering design, problem-solving methods, and math and science concepts to provide students with opportunities to reach high levels of learning, develop their ability to innovate, and to construct their own knowledge and understanding.

Students, with permission from the principal, can use this course to fulfill one of the three units of mathematics required for a Regents diploma after successfully passing the required Algebra Regents, and one of the three units of science for an Advanced Designation Regents Diploma after successfully passing two science Regents (Living Environment and a Physical Setting).

This course may not be used for the third math credit if the student has passed Geometry, Intermediate Algebra or a higher math course.

## International Baccalaureate

(Odyssey Academy)

## IB Mathematics

Grades: 11-12

Weeks: 40

Unit(s): 1

May be  
eligible for  
**COLLEGE  
CREDIT**

IB Mathematics is a one year course that includes the advanced study in the areas of Algebra, Geometry, Data Analysis & Probability, Problem Solving, Reasoning & Proof, Communication, Connections, Representations and Calculus. The class is designed as an introduction to and first year class in Calculus. The course includes an internal assessment portfolio which contains samples of student's work in: mathematical investigation, extended closed-problem solving and mathematical modeling. This portfolio is worth 20% of the final assessment grade. At the completion of this course, students will be expected to take the International Baccalaureate examination. This course satisfies the mathematics requirement for the IB diploma.

Prerequisite: Algebra 2

## IB Math Studies

Grade: 11 or 12

Weeks: 40

Unit(s): 1

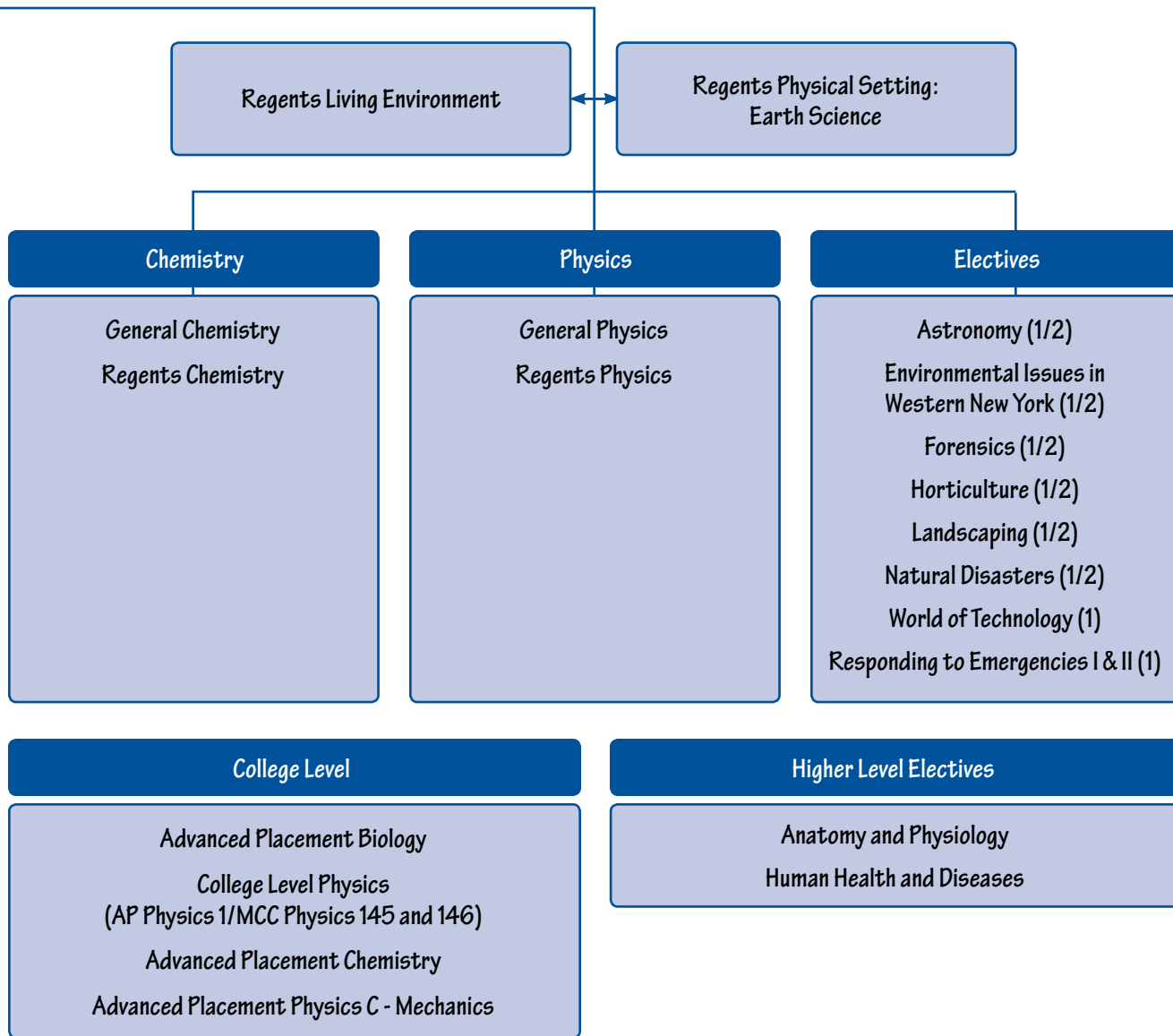
May be  
eligible for  
**COLLEGE  
CREDIT**

IB Math Studies is a one year course that concentrates on mathematics that can be applied to contexts in other subjects, to common real-world occurrences and to topics that relate to home, work and leisure situations. The class 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. The core topics include: numeration, algebra, set theory, logic, geometry, trigonometry, statistics, probability, functions, financial mathematics and an introduction to calculus. The course includes project work, where you are required to produce a piece of written work based on personal research, guided and supervised by the teacher. At the completion of this course, students will be expected to take the International Baccalaureate examination. This course satisfies the mathematics requirement for the IB diploma.

Prerequisite: Intermediate Algebra or Algebra 2

# Science

## Science Courses



- **Regents Diploma requirements:**
  - three units of science (one Physical Setting, one Living Environment and third from either)
  - pass one Regents examination
- **Advanced Designation Regents Diploma requirements:**
  - three units of science (one Physical Setting, one Living Environment and third from either)
  - pass two Regents examinations in science (one from Living Environment and one from the Physical Setting)

### *Regents Diploma Requirements*

Regents courses in earth science, living environment, chemistry, and physics have an additional laboratory requirement. This also applies to advanced placement courses in biology, chemistry, and physics. Students must allow for scheduled lab time when planning class schedules.

Advanced Placement credit is dependent upon enrollment in the appropriate course, performance on the AP examination and the discretion of the college. For further information, students should consult their science teacher and school counselor.

# Science

## Science Applications

Grades: 9–11

Weeks: 40

Unit(s): 1

The content of this course is based on the New York State standards and an introduction to the earth science and biology curriculum. Students will develop scientific skills that are necessary for success in Regents science. Students will develop skills such as the construction and use of graphs, the manipulation of scientific equipment, and the use and application of mathematical formulas.

Only students requiring further skill development before taking a Regents science class will be enrolled in this course with principal's permission.

## Regents Physical Setting: Earth Science

Grades: 9–12

Weeks: 40 plus lab

Unit(s): 1

Students will study the dynamic processes affecting the planet Earth. Topics include Earth processes, Earth and planetary motions, weather, and Earth history. Students have a laboratory requirement with this class. The Regents examination will be taken at the end of this course.

## Regents Living Environment

Grades: 9–12

Weeks: 40 plus lab

Unit(s): 1

Students will study the nature of living things. Topics include reproduction and development, evolution, ecology, genetics, and physiology. Students have a laboratory requirement with this class. The Regents examination will be taken at the end of this course.

## Advanced Placement Biology

Grades: 11–12

Weeks: 40 plus lab

Unit(s): 1

Students will study the topics of ecology, plant and animal classification, biochemistry, cell structure, animal and plant systems, genetics, evolution, reproduction and development, and behavior. At the completion of this course, students will be required to take the AP examination.

*Prerequisite: Regents Living Environment and Regents Chemistry. Chemistry may be taken concurrently with permission from the principal.*

May be eligible for COLLEGE CREDIT

## General Chemistry

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will apply the basic concepts in chemistry to everyday life. Emphasis will be placed on lab work, enabling students to learn many concepts through the discovery process. Topics include matter and its properties, solutions, acids, bases, salts, chemical behavior, and reactions.

*Prerequisites: Regents Living Environment and Algebra 1*

## Regents Physical Setting: Chemistry

Grades: 10–12

Weeks: 40 plus lab

Unit(s): 1

Students will study the structure and properties of matter. Extensive laboratory activity will emphasize observing and data gathering from which conclusions are drawn. Topics will include atomic concepts, kinetics and equilibrium, organic chemistry, oxidation-reduction, acids and bases, nuclear chemistry, physical behavior of matter, chemical bonding, and the periodic table.

*Prerequisites: Regents Living Environment, Algebra, and Geometry. Geometry may be taken concurrently with permission from the principal.*

## Advanced Placement Chemistry

Grades: 11–12

Weeks: 40 plus lab

Unit(s): 1

Students will study the topics of atomic structure and periodicity, bonding, molecular orbital theory, redox reactions, electrochemistry, the gas laws, kinetics, thermodynamics, stoichiometry, and organic chemistry at the college level. At the completion of this course, students will be required to take the AP examination.

*Prerequisites: Regents Physical Setting: Chemistry and Regents Living Environment*

May be eligible for COLLEGE CREDIT

## General Physics

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will study the physical topic of motion, waves, light, electricity, magnetism, the atom, and modern topics in physics. Concepts will be presented through the use of lectures, demonstrations, lab work, films, and discussions.

*Prerequisites: Regents Living Environment and Algebra 1*

## Regents Physical Setting: Physics

Grades: 10–12

Weeks: 40 plus lab

Unit(s): 1

Students will study mechanics, energy, electricity and magnetism, wave phenomena, and modern physics. This course has a laboratory requirement. The Regents examination will be taken at the end of this course.

*Prerequisites: Two credits of Regents level science, one in Living Environment; and, two credits of Regents level math*

May be eligible for COLLEGE CREDIT

# Science

## College Level Physics (AP Physics 1/ MCC Physics 145 and 146)

Grades: 10–12

Weeks: 40 plus lab

Units: 1

May be  
eligible for  
**COLLEGE  
CREDIT**

This course is equivalent to a full year college course in algebra-based physics. This course includes the study of vectors, kinematics and dynamics, work and energy, impulse and momentum, electrostatics, electric potential, circuits, magnetism, waves, optics, and modern physics. Students will enroll in this course as their first course in physics if they are interested in earning credit in AP Physics 1 and/or MCC Physics 145 and 146. All students will take two MCC examinations, Physics 145 (January) and Physics 146 (June). Students wishing to receive credit through MCC must register for Physics 145 and 146 through the MCC website. Students who wish to receive AP Physics 1 credit must take the AP Physics 1 examination in May.

*Prerequisites:* Two credits of Regents level science, one in Living Environment; two credits of Regents level math; credit in Regents Chemistry strongly encouraged; credit in Algebra 2 strongly encouraged

## Advanced Placement Physics C - Mechanics

Grades: 11–12

Weeks: 40 plus lab

Units: 1

May be  
eligible for  
**COLLEGE  
CREDIT**

This course will serve as a foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus will be used in formulating physics principles and in applying them to physical problems. Students will study mechanics, electricity and magnetism. At the completion of the course, students will be required to take the AP examination.

*Prerequisites:* Two credits of Regents level science, one in Living Environment; AP Calculus AB or BC must be taken concurrently.

## International Baccalaureate

(Odyssey Academy)

### IB Biology

Grades: 11–12

Weeks: 80 plus lab (two year course)

Units: 2

May be  
eligible for  
**COLLEGE  
CREDIT**

IB Biology HL is a two year course designed to give students a secure knowledge of a limited body of facts and at the same time a broad understanding of the field of biology. The syllabus is organized around four central themes: structure and function; universality versus diversity, equilibrium within systems; and evolution. Core Course topics studied include: cells; chemistry of life; genetics; ecology; and human health and physiology. Students enrolled in this HL Biology course are required to perform further in-depth study as well. At the completion of this course, students will be expected to take the International Baccalaureate examination. This course satisfies the science requirement for the IB diploma.

### IB Physics

Grades: 11–12

Weeks: 80 plus lab (two year course)

Units: 2

May be  
eligible for  
**COLLEGE  
CREDIT**

IB Physics is a two year course that includes the study of mechanics, thermodynamics, wave phenomenon, electricity and magnetism, atomic, quantum and nuclear physics, and optics. At the completion of this course, students will be expected to take the International Baccalaureate examination. This course satisfies the science or sixth course requirement for the IB diploma. Students will also be taking the NYS Regents examination in Physics at the end of the second year.

*Prerequisites:* Regents Living Environment, Regents Physical Setting: Earth Science and/or Chemistry and/or Physics; Mathematics classes must be taken concurrently.

## ELECTIVES

### Anatomy and Physiology

Grades: 11–12

Weeks: 40

Units: 1

Anatomy and Physiology is full year advanced science elective focusing on the structure and functioning of human body systems. Students will explore the anatomical structures of organ systems as they relate to the physiology processes of the human body. The course will emphasize an in-depth examination of the interdependence of human organ systems as they relate to homeostasis.

*Prerequisites:* Regents Living Environment and Regents Chemistry. Chemistry may be taken concurrently with permission from the principal.

### Astronomy

Grades: 10–12

Weeks: 20

Units: 1/2

This course will introduce students to the study of astronomy. Topics will include the scale of the universe, the night sky, the celestial sphere, the sun, stars in our galaxy, stellar evolution, solar system and planet formation, extra solar planets, and cosmology. Students will learn how to use a telescope and other methods of observation. A fieldtrip to a university telescope or the planetarium is included in the course.

*Prerequisite:* Two credits of Regents level science, one in Living Environment

### Environmental Issues

Grades: 10–12

Weeks: 20

Units: 1/2

This course will provide students with the opportunity to analyze environmental issues from the viewpoints of a variety of interested parties. Students will learn to gather and interpret data important to the understanding of an environmental issue by participating in role-plays in the context of an environmental problem.

*Prerequisites:* Two credits of Regents level science, one in Living Environment or principal approval

# Science

## Forensics

Grades: 10–12  
Weeks: 20  
Unit(s): 1/2

Students will work in teams to solve crimes using scientific knowledge and reasoning. The course will involve all areas of science with an emphasis on complex reasoning and critical thinking. Students will read, research, hypothesize, interview, compute, and use deductive reasoning to propose crime solutions. With an ever-increasing use of technology, the students will record data, draw conclusions, and formulate the best method for communicating results.

*Prerequisites:* Two credits of Regents level science, one in Living Environment

## Horticulture

Grades: 10–12  
Weeks: 20  
Unit(s): 1/2

This course is an introductory course to horticulture. Major units of study will include career exploration, plant structure and function, environmental requirements for plants, taxonomy, plant propagation, pest management, and the role and impact of pesticides and fertilizers. This course is complimented by taking "Landscaping" as an additional elective.

*Prerequisites:* Two credits of Regents level science, one in Living Environment

## Human Health and Diseases

Grades 10-12  
Weeks 20  
Unit(s): 1/2

Students will learn about the history of disease, how it originates, spreads, impacts life and can be controlled. Historical and modern issues related to this topic will be addressed. Students will explore why we, unlike our ancestors, live in a time when vaccinations are common and people are not exposed to outbreaks of certain diseases such as polio, typhoid, and even chicken pox. They will learn more about current issues such as AIDS and the H1N1 pandemic. This course provides foundational learning for all students especially those interested in health care or biological professions.

*Prerequisites:* Regents Living Environment and Regents Chemistry. Chemistry may be taken concurrently with permission from the principal.

## Landscaping

Grades: 10–12  
Weeks: 20  
Unit(s): 1/2

This course is an introductory course to landscaping. Major units of study will include career exploration, landscape design, design installation, and maintenance. This course is complimented by taking "Horticulture" as an additional elective.

*Prerequisites:* Two credits of Regents level science, one in Living Environment, Horticulture

## Natural Disasters

Grades: 10–12  
Weeks: 20  
Unit(s): 1/2

Major natural disasters have played an important role in shaping the face of the earth and the lives of humans. This course will examine the geologic processes that are sometimes hazardous to humans, including earthquakes, volcanic eruptions, hurricanes and tornadoes. Each section of the course will include an investigation into the geologic processes, and will end by discussing specific examples of where, when and how each type of geologic process has proven hazardous and impacted society.

*Prerequisites:* Earth Science

## World of Technology

Grades: 11-12  
Weeks: 40  
Unit(s): 1

Students will become engaged in critical thinking as they design and develop solutions to real-world problems. This course incorporates engineering design, problem-solving methods, and math and science concepts to provide students with opportunities to reach high levels of learning, develop their ability to innovate, and to construct their own knowledge and understanding.

Students can use this course to fulfill one of the three units of science required for a Regents diploma after successfully passing the required Living Environment Regents and a Regent science exam and obtaining permission from the principal.

## Responding to Emergencies Pathway

Course conducted at Arcadia

### Responding to Emergencies I

Grades: 11  
Weeks: 40  
Unit(s): 1 Science  
1/2 Business  
1/2 Physical Education



Students will learn about all areas of first responding. Instruction will focus on background and job duties as well as the medical and communication skills necessary to be successful in a first responder career. This double period course will incorporate a physical education program that includes specific fitness skills necessary for the job as well as preparing students for the required fitness test that fire and police academies require. Students will also work toward CPR and First Aid certifications.

### Responding to Emergencies II

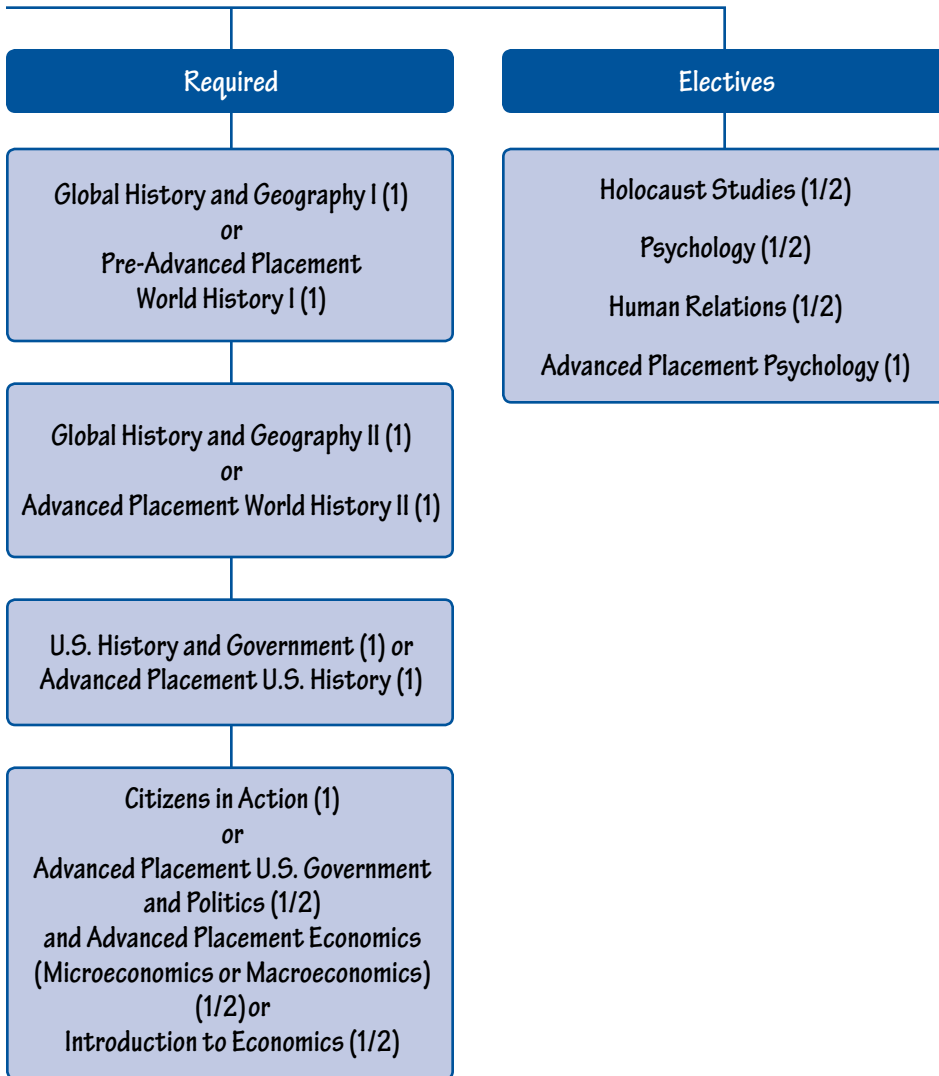
Grades: 12  
Weeks: 40  
Unit(s): 1 Science  
1/2 Business  
1/2 Physical Education



RTE II is the second and final course in the RTE pathway. In this course students will complete all didactic and lab skills needed to take the New York State EMT test in June (they must be 18 years old or turn 18 in June to test). Students will also have increased opportunities to complete field work in each public safety discipline while preparing for the required Civil Service process. They will continue to prepare for required physical fitness tests, strength train, and prepare for any of the physically demanding careers in public safety. Students will continue to develop valuable career skills that can be applied in any discipline.

# Social Studies

## Social Studies Courses



Four units of Social Studies are required for graduation.\* Students are required to take Global History and Geography or Advanced Placement (AP) World History I and II (two units of credit) in 9th and 10th grades, U.S. History and Government or AP U.S. History (one unit of credit) in 11th grade, and Citizens in Action (1) or Advanced Placement U.S. Government (1/2) and Advanced Placement Economics (1/2) in 12th grade. All students will take Regents examinations at the end of the 10th grade in Global History and Geography and at the end of 11th grade in U.S. History and Government. These required courses reflect the content and intellectual skills described in New York State's five social studies learning standards: the history of the United States and New York; world history; geography; economics; and civics, citizenship, and government.

\*May be eligible for Pathway Assessment Option, which alters the requirement of taking and passing two History Regents exams.

## Global History and Geography I

Grades: 9

Weeks: 40

Unit(s): 1

Global History and Geography is a two-year course that students take during their 9th and 10th grade years and which culminates in a Regents examination at the end of the 10th grade. Students will focus on the five social studies standards (geography, world history, U.S. History, economics, and government), common themes that recur across time and place (e.g., change, diversity, and nationalism), and eight historical eras. The course is taught chronologically and focuses on exploring historical and cultural differences and similarities between different regions of the world during the same period. Students will develop essential social science skills that include getting, using, and presenting information; problem solving; and effective communication orally, visually, and in writing. During 9th grade, students will gain an understanding of world history and geography from ancient times through the Scientific Revolution.

## Pre-Advanced Placement World History I (9)

Grade: 9

Weeks: 40

Unit(s): 1

Students will develop a basic understanding of the evolution of global processes and contacts in interaction with differing types of world societies. Students will learn the content and skills in preparation for the AP World History examination in 10th grade. The course is based on a chronological framework incorporating the period from pre-history to the mid-18th century.

## Global History and Geography II

Grades: 10

Weeks: 40

Unit(s): 1

Global History and Geography is a two-year course that students take during their 9th and 10th grade years and which culminates in a Regents examination at the end of the 10th grade. Students will focus on the five social studies standards, common themes that recur across time and place (e.g., change, diversity, and nationalism), and eight historical eras. The course is taught chronologically and focuses on exploring historical and cultural differences and similarities between different regions of the world during the same time period.

# Social Studies

Students will develop essential social science skills that include getting, using, and presenting information; problem solving; and effective communication orally, visually, and in writing. During 10th grade, students will develop an understanding of world history from the late-18th century until modern times.

## Advanced Placement World History II

Grade: 10

Weeks: 40

Unit(s): 1

May be eligible for COLLEGE CREDIT

This course follows the syllabus provided by the College Entrance Examination Board. Upon completion of the course, students will be required to take the AP examination in World History, which will enable them to earn up to six college credit hours. Students will develop a greater understanding of the evolution of global processes and contacts in interaction with differing types of world societies. The course is based on a chronological framework incorporating the period from approximately 1750 to the present. It is recommended, but not required, that students take Pre-AP World History in 9th grade. Upon successful completion of this course, students will be required to take the AP examination in World History, and will also take the Global History and Geography Regents examination.

## Advanced Placement U.S. History

Grades: 11

Weeks: 40

Unit(s): 1

May be eligible for COLLEGE CREDIT

This course follows the syllabus provided by the College Entrance Examination Board. Upon completion of the course, students will be required to take the AP examination in United States History, which will enable them to earn up to six college credit hours. This course may be taken by juniors in lieu of U.S. History and Government (who will also take the U.S. History and Government Regents at the end of the course) or by seniors who have already completed U.S. History and Government and wish to earn college credit as an elective. This course will provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials of United States history. Students will learn to assess historical materials and weigh evidence and interpretations presented in historical scholarship.

## U.S. History and Government

Grade: 11

Weeks: 40

Unit(s): 1

May be eligible for COLLEGE CREDIT

United States History and Government is a one-year course that students take in the 11th grade. Students will focus on the five social studies standards integrated throughout the study of the nation's history. Students will develop an understanding of American geography, the Constitutional foundations for our government and legal system, and the history of the United States from the colonial era to present. Students will develop skills that include getting, using, and presenting information; problem solving; and effective communication orally, visually, and in writing. Students are required to take a NYS Regents exam at the end of this course.

## Introduction to Economics

Grade: 11-12

Weeks: 20

Unit(s): 1/2

May be eligible for COLLEGE CREDIT

This non-technical course is designed to answer questions about the economy. How and why does our market economic system work? Why is there inflation and/or unemployment and what are the remedies? How does the government influence individuals' future economic well-being? Where are we on the business cycle? What are the causes and consequences of our growing national debt? What is the Federal Reserve and how does monetary policy affect individuals and the interest rate? How is the emerging global interdependence of countries changing our economy and individuals' lives? This course will help students understand the economic environment in which they live, work and vote. Students will acquire the skills they need to start thinking like economists from topics covered, such as opportunity cost, scarcity and choices, demand, supply, production and costs, the market system, elasticity, market structures, etc.

## Advanced Placement Economics (Macroeconomics)

Grade: 12

Weeks: 20

Unit(s): 1/2

May be eligible for COLLEGE CREDIT

This course will follow the syllabus provided by the College Entrance Examination Board and fulfill New York State requirements for one-half unit of Citizens in Action. Students will gain a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic systems. This will include a study of factor markets and the role of the government in promoting greater efficiency and equity in the economy. At the completion of this course, students will be required to take the AP examination, which will enable them to earn up to three college credit hours.

## Advanced Placement Economics (Microeconomics)

Grade: 12

Weeks: 20

Unit(s): 1/2

May be eligible for COLLEGE CREDIT

The AP course in microeconomics provides students with a thorough understanding of the principles of economics as they apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

## Advanced Placement U.S. Government and Politics

Grade: 12

Weeks: 20

Unit(s): 1/2

May be eligible for COLLEGE CREDIT

This course follows the syllabus provided by the College Entrance Examination Board and fulfills the requirement for one-half unit of participation in Citizens in Action. Students will study the general concepts used to interpret U.S. government and politics through the analysis of specific examples and gain familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. At the completion



# Social Studies

of this course, students will be required to take the AP examination, which will enable them to earn up to three college credit hours.

## Senior Seminar: Citizens In Action

Grades: 12

Weeks: 40

Units: 1

This full year course provides students with an interdisciplinary foundation in civics, government, and economics and fulfills the New York State Social Studies credit requirements for students in 12th grade. Students engage in service learning projects centered on issues of social and economic concern to their community while learning how citizens actively participate in local, state, national, and international government. Public policy decision-making, issues analysis, action research, and economic decision-making skills are applied by students as they connect course content to real-world issues.

May be  
eligible for  
**COLLEGE  
CREDIT**

## Electives

### Advanced Placement Psychology

Grades: 11–12

Weeks: 40

Units: 1

Students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They will also learn about the methods psychologists use in their science and practice. At the completion of this course, students will be required to take the AP examination, which will enable them to earn up to three college credit hours.

May be  
eligible for  
**COLLEGE  
CREDIT**

### Psychology

Grades: 11–12

Weeks: 20

Units: 1/2

Students will gain an understanding of the fundamentals of psychology. Students will receive an introduction to the field of psychology, how research is done and explore some of the following topics: sensation, perception, learning, motivation, emotion, development [life span], personality, adjustment, mental health, and therapeutic techniques. Real life applications will be emphasized.

### Human Relations

Grades: 11–12

Weeks: 20

Units: 1/2

Students will examine a variety of current issues, including drug use and abuse, marriage and divorce, stereotypes, racism and prejudice, and harassment, with a focus on the effect of these issues on the individual. Students will voice and reflect on their own beliefs regarding these issues.

### Holocaust Studies

Grades: 11–12

Weeks: 20

Units: 1/2

Students will examine the Holocaust in Nazi Germany through a variety of literary genres, visual arts, music, and other multimedia resources. The history of anti-Semitism and the moral dilemmas that the Holocaust poses for 21st century citizens will also be examined. Students will be provided with choices as they work independently, in small groups, and with the whole class to explore and understand the Holocaust. Student outcomes will include the development of a research paper or product addressing the essential questions of the course from the students' point of view.

### Civic Leadership I

Grades: 9–12

Weeks: 40 weeks

Units: 1

*Offered at Athena High School (Students may travel as part of the Pathway)*

Study leadership theory and application, foundation for success, communication/study skills, citizenship, military customs and courtesies, physical training, drill, map reading, and the history and objective of Junior Reserve Officer Training Corps (JROTC).

**CAREER  
PATHWAYS**

### International Baccalaureate

*(Odyssey Academy)*

### IB History of the Americas

Grades: 11–12

Weeks: 80 (two year course)

Units: 2

This two year course of study will enhance students' appreciation and knowledge of history by deepening

May be  
eligible for  
**COLLEGE  
CREDIT**

their historical skills. Students will conduct historical investigations while considering the role and craft of the historian. The program will reflect the New York State Social Studies Standards, while meeting the expectations of the IB curriculum. Course content will focus on a history of the Western Hemisphere, with a global focus on the Cold War. At the completion of this course, students will be expected to take the International Baccalaureate examination. This course satisfies the Individuals and Societies portion for the IB diploma.

### IB Theory of Knowledge

Grades: 11–12

Weeks: 20

Unit(s): 1/2

This interdisciplinary course is intended to stimulate critical reflection upon the knowledge gained inside and outside the classroom. Theory of Knowledge (TOK) challenges students through reading, writing, and discussion to question the bases of knowledge, to be aware of biases, and to develop a personal mode of thought based on the analysis of evidence. TOK seeks to develop a coherent approach to learning that transcends and unifies academic subjects and encourages the appreciation of other cultural perspectives. The two-semester course is offered in the second semester of junior year and first semester of senior year. Two essays written on prescribed topics constitute IB diploma requirements.

May be  
eligible for  
**COLLEGE  
CREDIT**

### IB Psychology

Grades: 11–12

Weeks: 40

Units: 1

This course of study will enhance student understanding of the possible motivations and reasons for complex human behavior. Students will investigate different psychological themes, concepts, and studies that allow psychology to identify the many varied factors that influence behavior. The program will reflect the New York State Social Studies Standards, while meeting the expectations of the IB curriculum. The course content will focus on different perspectives of psychology including the Biological, Cognitive, and Learning Levels of Analysis. At the completion of this course, students will be expected to take the International Baccalaureate examination.

May be  
eligible for  
**COLLEGE  
CREDIT**

# Technology

## Requirements for a Five-Unit Sequence

Design and Drawing for Production (1)

Strategies for Success (1/2)

plus courses from the selected Pathway

Manufacturing	Automotive/ Transportation	Communications	Building Construction	Pre-Engineering/ Project Lead the Way
Materials/Manufacturing (1) Computer Integrated Manufacturing (1) World of Technology (1) Automation and Robotics (1/2)	Energy/Power/Transportation (1) Automotive (1) World of Technology (1) Basic Electricity/Electronics (1/2)	Communications (1) Digital Communications and Media (1) TV/Radio Broadcasting (1) World of Technology (1) Game Design and App Development (1) Computer Aided Design (1/2)	Construction I (1/2) Construction II (1/2) Civil Engineering and Architecture (1) Materials and Manufacturing (1) Computer Aided Design (1/2)	Computer Integrated Manufacturing (1) Principals of Engineering (1) Digital Electronics (1) or Civil Engineering and Architecture (1) Engineering Design and Development (EDD) AP Computer Science Principles

Technology is the systematic application of scientific and other academic knowledge and skills in the utilization of resources to solve practical problems, satisfy human needs, and improve the quality of life. Through hands-on, action-based instruction, students apply scientific principles and learn about engineering concepts and technological systems.

Students have the option to receive a Career and Technical (CTE) Education Endorsement for a Transportation or a Pre-Engineering Program of Study in which the student completes the appropriate nationally approved exam as well as a series of courses related to the pathway. The endorsement is added to the required Regents diploma and shows that the student has completed a CTE Program of Study.

## Strategies For Success

Grades: 10-12

Weeks: 20

Unit(s): 1/2

Students will prepare to be college and career ready through the WICR strategy that encompasses writing, inquiry, collaboration and reading strategies. Students will explore career options based on their interests and skills and have an opportunity to participate in a job shadow related to an area of career choice. They will investigate and prepare for college and careers, develop workplace "know-how" for effective job performance, develop financial literacy skills, and contribute to the development of a caring community

### Online Course Option

Grades: 10-12

Weeks: 20

Unit(s): 1/2

Student may participate in an online version of Strategies for Success. The course is highly interactive, rigorous and commensurate with the traditional class content and expectations.

## Architecture

Grades: 10-12

Weeks: 40

Unit(s): 1

Students will produce drawings for a single family home. Activities will include floor plans, elevations, plot plans, foundation plans, wall sections, and an introduction to computer aided drafting. This course can be used to meet one-half unit of the one-unit Regents art and/or music requirement for career and technical education sequence students.

## Automation and Robotics

Grades: 10-12

Weeks: 20

Unit(s): 1/2

Students will receive hands-on experience with robotics and CAD/CAM systems, as well as analysis of control system technology. Through problem-solving activities, students will apply mathematics and science concepts in the design and manufacture of a product.

Prerequisites: Computer Aided Design and Geometry

# Technology

## Automotive Technology

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will use the automobile to emphasize the systems common to all land vehicles. Topics include engine tune up, fuel systems, transmissions, brakes, body maintenance and repair, purchasing a used car, and computer diagnostics.

## Basic Electricity/ Electronics

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will learn about the concepts of current, voltage, and resistance and how these and other factors affect the construction of electrical circuits. Students will complete hands-on activities that will provide familiarity with basic residential wiring, basic electrical component characteristics, circuits, and test equipment. Various types of hand and power tools will be used to construct electrical circuits, printed circuit boards, and light flasher projects.

## Civil Engineering and Architecture – Project Lead the Way

Grades: 10–12

Weeks: 40

Unit(s): 1

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: The Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design and Project Documentation and Presentation.

Prerequisite: DDP for Project Lead The Way.

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

## Project Lead the Way

Project Lead the Way (PLTW) is a national non-profit organization established to help schools give students the knowledge they need to excel in high-tech fields. Studies of the PLTW curriculum have proven that PLTW students become the kind of prepared, competent, high-tech employees U.S. industry needs to stay competitive in the global market. PLTW works with schools to implement an instructional program to prepare students to be successful in post secondary engineering and engineering technology programs.

### Suggested PLTW high school schedule:

Grade 9		Grade 11	
Algebra 1	1 unit	Algebra 2	1 unit
Regents Living Environment	1 unit	Regents or College Level Physics	1 unit
Design and Drawing for Production	1 unit	Principles of Engineering	1 unit
Grade 10		Grade 12	
Regents Geometry	1 unit	Pre-Calculus	1 unit
Earth Science	1 unit	Chemistry or Advanced Placement Chemistry	1 unit
Computer Integrated Manufacturing	1 unit	Engineering Design and Development	1 unit

## Communications

Grades: 9–12

Weeks: 40

Unit(s): 1

This is a fundamental course that introduces students to the process of matching the medium with the desired message. Students will be exposed to multimedia through use of processes such as video and audio recording, editing, computer generation of text and graphics, and telecommunications. Students will also learn about photography and graphic arts using various software (including Adobe Photoshop). This is a hands-on course utilizing computers, audio, video, graphic, and telecommunication equipment.

## Computer Integrated Manufacturing – Project Lead the Way

Grades: 11–12

Weeks: 40

Unit(s): 1

Students will apply principles of robotics and automation. The course will build on computer solid modeling skills developed in Design and Drawing for Production. Students will use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis will be included.

Prerequisite: DDP or DDP for Project Lead The Way

May be eligible for COLLEGE CREDIT

## Computer Aided Design (CAD)

Grades: 9–12

Weeks: 20

Unit(s): 1/2

This course is an introduction to the input and output devices used in typical CAD systems. The application of a CAD system to create, edit, and plot drawings will be explored. Students will learn basic entity creations such as line, circles, points, fillets, dimensions, and text. Hard copies of student work will be printed and plotted out.

## Computer Applications for Technicians

Grades: 9–12

Weeks: 40

Unit(s): 1

Students are introduced to Windows and Windows-based programs as used in technical work such as a database, spreadsheet, graphing, drawing, technical report word processing, data acquisition, and data entry. Technical specialty programs such as Excel and Visio will be introduced. This course is only offered at Olympia and is part of the Optics/Photonics Pathway.

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

# Technology

## Construction I

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will use construction tools, equipment, and materials in laboratory activities including surveying, masonry, house wiring, plumbing, rough and finished carpentry (such as building a full-sized shed), and other related activities.

## Construction II

Grades: 9–12

Weeks: 20

Unit(s): 1/2

Students will use the skills and knowledge learned from Construction I to design and implement house plans, electrical systems, and create plumbing systems. Advanced rough and finished carpentry is also covered and modeled.

Prerequisite: Construction I

## Design and Drawing for Production

Grades: 9–12

Weeks: 40

Unit(s): 1

Students will learn basic drawing techniques. Students will sketch, draw, construct, research, design, and produce a device in order to solve various design problems. An introduction to computer-aided drafting will be given in this class and will be used in the design solutions. This course can be used to meet the one-unit Regents art and/or music requirement for all students, as well as being used for technology credit.

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

## Design And Drawing For Production – Project Lead the Way

Grades: 9–12

Weeks: 40

Unit(s): 1

Students will apply creative thinking, decision-making, and problem solving skills to develop solutions to design problems. Computer hardware and software is used by students to develop 3-D models or solid renderings of objects. Students will learn the product design process and how a model of that product

May be eligible for COLLEGE CREDIT

is created, analyzed, rendered, and produced. This computer-based process replaces traditional board drawing methods while incorporating all of the concepts and skills of previous courses, including hand sketching.

## Digital Communications and Media

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will examine the current role of digital media in the creative and communication industries and research digital media trends and evolving technologies. Students will learn the fundamentals of broadcasting including video editing, equipment use, media formats and lighting through the use of a TV studio/control room at Olympia High School. Audio and video production techniques will be used to create a variety of different media in real world, project oriented settings.

CAREER PATHWAYS

## Digital Electronics – Project Lead the Way

Grades: 11–12

Weeks: 40

Unit(s): 1

Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. This course is similar to a first semester college course and is an important course of study for a student exploring a career in engineering or engineering technology.

Prerequisite: DDP or DDP for Project Lead The Way

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

## Energy, Power, and Transportation

Grades: 9–12

Weeks: 40

Unit(s): 1

Students will experience hands-on activities in the areas of aerospace, marine, and land transportation. Practical activities include the designing and building of model rockets, boats, and cars. Other activities include gasoline engines, turbojets, steam engines, electric motors, and solar collectors.

## Engineering Design and Development – Project Lead the Way

Grade: 12

Weeks: 40

Unit(s): 1

Students will work in teams to research, design, and construct a solution to an open-ended engineering problem. Students will apply principles developed in the preceding courses and will be guided by a community mentor. Students will present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year.

Prerequisites: DDP for Project Lead The Way AND Principles of Engineering; must be concurrently enrolled in Digital Electronics or previously completed the course

## Game Design and App Development

Only offered at Athena High School as part of the Computer Programming Pathway

Grades: 11–12

Weeks: 40

Unit(s): 1

This course is designed to introduce students to the game design techniques and app development. Students work in teams to solve problems and utilize computational tools that foster creativity. As part of the learning experience, students will have an overview of the game development process including important historical perspective, content creation strategies, and programming techniques. The course allows for various levels of entry whether the students are novice or developing program writers.

CAREER PATHWAYS

## Intro to Computer Science

Only offered at Athena High School as part of the Computer Programming Pathway

Grades: 10–12

Weeks: 40

Unit(s): 1

Students will be introduced into the computer science fields, coding, app development and electronic maintenance (Chromebook repair). This is a beginning level course for the Computer Science Pathway that allows students to develop skills in the field by applying creative thinking, decision making and problem solving. Students will have the opportunity to begin working

CAREER PATHWAYS

# Technology

towards professional certifications offered within this field of study. The course will include ½ unit(s) Strategies for Success and ½ unit(s) Intro to Computer Science.

## Introduction to Optical/ Photonics Technology

Course conducted at Olympia

Grades: 11-12

Weeks: 40

Unit(s): 1

Familiarizes students with the important aspects of technical optics, including terminology, fundamentals and principals, optical instruments and their relation to mechanicals and electronics; wave optics including such recent developments as lasers; optical process and testing techniques; and photonics. This course will provide the student with an appreciation of how optics is related to their own interests.

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

## Materials and Manufacturing

Grades: 10-12

Weeks: 40

Unit(s): 1

Students will use tools and automated machines with a variety of materials (composite, plastics, woods, metals) to manufacture a typical consumer product such as Adirondack chairs. Topics include problem solving, model building, construction of tools to mass-produce the product, production of the product, packaging, and marketing.

## Optical Elements

Course conducted at Olympia

Grades: 10-12

Weeks: 40

Unit(s): 1

Students will understand the important aspects of technical optics, including terminology, fundamentals, principles, optical instruments and their relation to mechanics and electronics. Students will also understand wave optics; including such recent develops as lasers; optical processes and testing techniques; and harnessing of light through reflection and refraction. The students will have an appreciation of how optics is related to their own interests and future.

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

## AP Computer Science Principles

Course conducted at Athena

Grades 10-12

Weeks: 40

Unit(s): 1

This course is designed to introduce students to the central ideas of computer science. Students will engage in activities that show how computing changes the world and impacts daily lives. Students will develop step-by-step written solutions to basic problems and will be required to implement these solutions on a computer using a programming language. The topics of study will include history of programming, data representation, searching, sorting, and ethical computing.

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

## Principles of Engineering – Project Lead the Way

Grades: 11-12

Weeks: 40

Unit(s): 1

Students will understand the field of engineering and engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. The course will also include concerns about social and political consequences of technological change.

Prerequisite: DDP for Project Lead The Way

Students can use this course to fulfill one of the three units of mathematics required for a Regents Diploma after successfully passing the Algebra Regents. They could also use it for one of three units of science for an Advanced Distinction Regents Diploma after successfully passing the Living Environment and Physical Setting Regents exams, and obtain permission from the principal.

May be eligible for COLLEGE CREDIT

CAREER PATHWAYS

## TV/Radio Broadcasting

Grades: 11-12

Weeks: 40

Unit(s): 1

CAREER PATHWAYS

As a social influence, the effects of radio and television are far-reaching and play an increasingly important role in the lives of many people. The broadcast media provide a variety of career choices, such as, television production assistants, TV producer/directors, on-air radio talent, public relations assistants and sales consultants. Students will learn editing, equipment use, media formats, and lighting through classroom discussions and "hands-on" experience.

## World of Technology

Grades: 11-12

Weeks: 40

Unit(s): 1

Students will become engaged in critical thinking as they design and develop solutions to real-world problems. This course incorporates engineering design, problem-solving methods, and math and science concepts to provide students with opportunities to reach high levels of learning, develop their ability to innovate, and to construct their own knowledge and understanding. Students, with permission from the principal, can use this course to fulfill one of the three units of mathematics required for a Regents diploma after successfully passing the required Algebra Regents, or one of the three units of science for an Advanced Designation Regents Diploma after successfully passing two science Regents (Living Environment and a Physical Setting).

## Work-Based Learning

Cooperative Education

Grades: 11-12

Weeks: 40

Unit(s): 1/2 or 1

See page 49.

## Career Internship Program (CIP) – Engineering/ Technologies

Grades: 11-12

Weeks: 40

Unit(s): 1/2 or 1

See page 49.

# WEMOCO Career and Technical Education Center

## New Visions

A one-year program for highly motivated, academically successful high school seniors. Interested students must complete an application process.

STEM Professions	1 year
Health Professions	1 year
Justice Professions	1 year

## Services and Trades

These courses are designed for students with special needs, including but not limited to those identified by Committees on Special Education. Course curriculums are directly aligned to viable employment options and include industry aligned performance activities.

Building Trades	1 or 2 years
Food Services	1 or 2 years
Personal Services	1 or 2 years

Services and Trades courses include: Building Trades, Business, Food Services, and Power. Courses are either one or two years in length depending on the need of the student. Information from the student's vocational assessment and annual review are used to determine placement. Introductory courses may be used as the basis for further career and technical training.

**Attendance Expectation.** Students have the responsibility to consistently attend classes. It is the District's expectation that students miss no more than ten days of their WeMoCo program per school year in order to benefit fully from the experience. If a student is absent in excess of ten days, the circumstances surrounding the absences will be reviewed and appropriate supports will be arranged. In the event of continued absences, other programming may be arranged within the District for the student.

## Services and Trades, 9/10 CTE Exploration and New Visions

	Session	Program Length
<b>SERVICES AND TRADES</b>		
Building Trades	AM or PM	1 or 2 years
Food Services	AM or PM	1 or 2 years
Personal Services	AM or PM	1 or 2 years
<b>9/10 CTE EXPLORATION</b>		
Exploring Construction Trades	AM	
9/10 Math	AM	
9/10 English	AM	
<b>NEW VISIONS</b>		
STEM Professions	Mid-day	Senior year
Health Professions	Mid-day	Senior year
Justice Professions	Mid-day	Senior year

## Career and Technical Courses

Students who select an occupational field for a career, may want to enroll in one of the career and technical educational classes at WeMoCo, located in Spencerport. Transportation is provided by Greece Central School District. All programs are open to both male and female students. Please see your school counselor for details.

*Grades: 11–12*

*Weeks: 40*

*Unit(s): 3 units for a.m.*

*4 units for p.m.*

One-year and Services and Trade courses are offered in the morning and afternoon sessions.

Two-year courses are offered during one afternoon session (year one) and one morning session (year two).

**Integrated Academic Offerings.** Students can enroll in English Language Arts 12 through WeMoCo courses after they have successfully completed ELA 11 at Greece Central and passed the ELA Regents Exam. This option will require the student to complete an independent project, in addition to the reading and writing assignments within the CTE class.

Students can enroll in an integrated Math, Science, Health and PE classes, depending on the CTE class chosen. If this option is chosen for Math or Science, students will pursue a Regents diploma, rather than an Advanced Designation Regents diploma. Please see your school counselor for details.

*At the time of printing, WeMoCo course descriptions were in the process of being updated. Please check with your counselor for the most recent course description.*

## Automotive Body Collision Repair Technology I & II

Students will learn to repair, refinish, and paint damaged vehicles. In addition, they will learn the fundamentals of metal straightening, MIG-welding, plastic fillers, unibody and frame straightening, major collision repair, hardware repair and service, detailing, painting, refinishing, and writing collision estimates and customer work orders.

## Automotive Technology I & II

Students will learn to repair and maintain a variety of vehicles. Students will learn to locate mechanical, electrical, and computer problems through careful diagnosis using state-of-the-art equipment. Successful completion of this course prepares students for the New York State certified automobile inspector exam.

## Baking

Students will be trained for employment in commercial baking. Students will learn the fundamentals of baking, food handling, sanitation, and customer relations. Students will operate a retail bakery that sells baked goods to students, faculty, and the public. Students will also work closely with Food Service students by preparing the breads and pastry portion of functions served in the WeMoCo dining room.

## Carpentry I & II

Students will learn the basics of residential carpentry and acquire skills through on-site house construction. During the first year of the program, students will learn rough framing skills: framing, roofing, siding, and hanging of windows and doors. During the second year, students will concentrate on finish work: dry wall, kitchens and baths, trim, and painting.

## Certified Nurse Assistant I & II

CNA provides students with a first-hand opportunity to become acquainted with the health care field and will prepare students for the New York State Nurse Aide certification exam. Students will learn the basics of patient care and skills necessary for entry-level employment in health care facilities such as nursing homes, hospitals, and home health care.

## Child and Family Development I & II

Year one focuses on the physical, social/emotional and cognitive milestones of humans prenatal to age 12. Students work with preschoolers, develop and deliver lessons and adhere to safety and other daycare regulations. Students will complete mandated reporter training. Careers within education are explored, including; occupational/physical/speech therapy, vision specialists, teaching, counseling, psychology and administration.

Year 2 follows the National Family Development Credential Curriculum (FDC). FDC has shifted views nationwide from a "deficit" model to an "empowerment-based" model. Curriculum will mirror the FDC requirements for employees; 90 hours of course work, portfolio and National Board Exam. Careers explored in the human services sector include: case managers, family advocates, social services navigators, youth development/after-school program staff, home visitors and outreach workers.

## Computer Automation and Cybersecurity I

Students are introduced to computer technology, computer automated instrumentation, and cybersecurity. Students will learn concepts, techniques, and control tools used with computers, microcontrollers, Programmable Logic Controllers (PLC's), and Programmable Automation Controllers (PAC's) to solve problems encountered in high technology businesses. Students will identify security risks to computer automated instrumentation devices and computing resources associated with today's high technology businesses. Students will assess potential threats to computing resources and develop effective countermeasures aimed at protecting data and computer assets.

## Computer Technology I & II

Students will learn computer technology through several lenses. In the first year, students will be introduced to video game design, with a focus on STEM integrated academics and customer service support. In the second year, students will learn the CompTIA A+ curriculum through the Cisco Networking Academy. Students will then combine all of the components into an authentic project during year 2.

## Cosmetology I & II

Cosmetology is a state-regulated program of 1,000 hours that prepares students for the New York State Cosmetology licensing exam (theory and practical). Students will learn the basics of hair design, chemical services, and the elements of nail and skin care. Theory utilizes basic math, chemistry, anatomy, and physiology to supplement the extensive practical work. Students are required to attend summer classes between 11th and 12th grade to complete hours for licensing. There are required fees for this course.

## Dental Assisting I & II

The 2-year program is designed to prepare students for employment as a chairside dental assistant and to pursue post-secondary pathways in the dental industry. The program will provide students with the necessary information and skills to take the Dental Assisting National Boards. During the second year of the program, the students who meet all eligibility requirements will participate in work-based learning opportunities including shadowing and co-ops. The hours accrued can be used towards NYS Dental Assisting Licensing. Throughout the program, students will have the opportunity to earn various certifications including OSHA 10 and CPR/First Aid through the American Red Cross. Upon course completion, students may pursue a career in the dental field as a dental assistant, office manager, receptionist, or dental product representative. Post-secondary opportunities include dental hygiene, dental lab technician, dentistry or other health-related professions.

## Engineering & Metal Fabrication Academy I & II

Engineering and Fabrication Academy students will learn to create industry-specific metal and plastic products. The creation process includes elements of design/function, blueprint creation and reading, and machining and welding technologies. Course completers will be able to operate machining and welding tools. Students will learn to use various design processes including leading edge software and technologies. Upon completion, students will have a global understanding of the designing and production process of metal/plastic products. Specifically, students will understand and be able to fabricate metal and plastic products used in a wide variety of industries.

## Health and Exercise Sciences I & II

Curriculum is aligned with the National Strength and Conditioning Association (NSCA). Students will receive a strong foundation in anatomy/physiology and the concepts of health and wellness. Career exploration includes; physical and occupational therapy, medical professions, teaching/coaching and fitness training. Students will learn how the health and wellness industry focuses on functionality and how it applies to individuals and groups.

## Heating, Ventilation and Air Conditioning

Students will learn the basics of installation, servicing, and troubleshooting heating, ventilation, air conditioning, and refrigeration units. **Students must take Plumbing and Heating prior to taking HVAC.**

## Heavy Equipment Operation and Maintenance I & II

Students will learn the operation and maintenance of earth moving equipment. These machines rely on two main principles: hydraulics (using the power of fluids to move earth) and diesel combustion engines (to transport the vehicle and its contents).

## Introduction to Construction Trades

In this 1 year program, students learn the fundamentals of residential construction. Students read blueprints and schematics. Students learn the basics of carpentry, electrical, plumbing, tile work, HVAC basics and heavy equipment. They will receive current industry aligned training and apply skills through class activities. Students also earn work-based learning hours and experience. Successful completion provides students with credits and credentials to assist with high school completion.

## Laboratory Technology I & II

Laboratory Technology is designed for students who wish to improve the quality of life for their fellow man. Students will learn practical laboratory vocabulary, processes and procedures to: ensure that water, soil and air is free of contaminants; keep food supply safe from pathogens and develop new food products; investigate the causes of disease and produce new treatments and medicine; and, determine perpetrators of crime using physical evidence.

## Outdoor Powersports Technology I & II

Students learn to maintain, diagnose, and repair 2 and 4-stroke vehicles and Powersports equipment (motorcycles, ATVs, snowmobiles and Personal Water Craft). Students will be able to diagnose mechanical and electronic issues that affect performance and safety topics include suspensions, engine theory, electronics and long-term storage. Students will also be introduced to the maintenance of riding lawn mowers and snow blowers.

## Plumbing and Heating

Students will learn the basics of residential and light commercial plumbing and heating installation. Plumbing installations deliver/distribute, drain and vent water to a variety of fixtures within buildings.

## Residential and Industrial Electrical I & II

Students will learn electrical theory, residential wiring, and commercial wiring. Learning will be applied through work on wiring new houses, upgrading existing residential wiring, blueprint reading, industrial branch circuits, three-phase motor controls, fire and security systems, process controls, and programmable logic controllers.



# WEMOCO Career and Technical Education Center

## Middle Skills

	Session	Math	Science	English 12	PE	Health
<b>MIDDLE SKILLS</b>						
Automotive Body and Collision Repair Technology I	PM			√		
Automotive Body and Collision Repair Technology II	AM		1 credit	√		
Automotive Technology I	PM			√		
Automotive Technology II	AM	1 credit		√		
Baking	AM		½ credit	√		
Baking	PM		½ credit	√		
Carpentry I	PM			√		
Carpentry II	AM			√		
Certified Nurse Assisting I	PM			√		
Certified Nurse Assisting II	AM		1 credit	√		½ credit
Child and Family Development I	PM			√		
Child and Family Development II	AM			√		
Computer Automation and Cyber Security I	PM			√		
Computer Technology I	PM			√		
Computer Technology II	AM	1 credit		√		
Cosmetology I	PM			√		
Cosmetology II	AM		1 credit	√		
Dental Assisting I	PM			√		
Dental Assisting II	PM			√		½ credit
Engineering and Metal Fabrication Academy I	PM			√		
Engineering and Metal Fabrication Academy II	AM		1 credit	√		
Health and Exercise Sciences I	PM			√	½ credit	
Health and Exercise Sciences II	AM			√		
Heating, Ventilation and Air Conditioning <i>*1 science credit only if in combination with Plumbing and Heating</i>	AM		1 credit *	√		
Heavy Equipment Operation and Maintenance I	PM			√		
Heavy Equipment Operation and Maintenance II	AM			√		
Introduction to Construction Trades	PM					
Laboratory Technology I	PM			√		
Laboratory Technology II	AM		1 credit	√		½ credit
Outdoor Powersports Technology I	PM			√		
Outdoor Powersports Technology II	AM			√		
Plumbing and Heating <i>*can earn 1 credit in science if complete Heating and Air Conditioning year</i>	PM		*			
Residential and Industrial Electrical I	PM			√		
Residential and Industrial Electrical II	AM		1 credit	√		

# Work-Based Learning

Work-Based Learning allows students the opportunity to bridge the gap between the classroom and the world of work. Work-Based Learning provides students with an experience in a work environment while under direct employer supervision. The program fosters the development of skills and positive attitudes toward work and school, ensuring more successful employment in the future.

With Work-Based Learning as part of a four-year academic plan, students can integrate classroom studies with paid, supervised work experience. This encourages the development and strengthening of academic, technical, and human relations skills, which are introduced in the classroom and applied in business, industry, and nonprofit agencies. Work-Based Learning helps students develop the skills needed to look for and obtain meaningful employment.

Work-Based Learning instruction takes place in regularly scheduled seminars, individual student conferences, communications with the school Work-Based Learning coordinator, and employment on-site visits.

## Course Requirements

- A. Students must be 16 years of age or older and have parents' approval.
  - B. Students must complete a minimum of 300 hours of supervised job experience.
  - C. Students are expected to pass all classes and have a good attendance record.
- \* Note to students - It is not necessary to have an early dismissal from school to participate in the Work-Based Learning program. Students may be currently employed or seeking employment.

## Work-based Learning I

*(Cooperative Education I)*

*Grades: 11–12*

*Weeks: 40*

*Unit(s): 1/2 or 1*

Work-Based Learning gives students the opportunity to enhance career planning and set short- and long-term goals. Students will learn time management skills, business ethics, and community and customer service. They will construct a useable job portfolio, interpret payroll deductions, and identify employee benefits. Laws governing the employment of minors and the rights of employees will be explained and discussed.



## Work-based Learning II

*(Cooperative Education II)*

*Grade: 12*

*Weeks: 40*

*Unit(s): 1/2 or 1*

Work-Based Learning II enhances students' skills in leadership through independent exploration of Career Leadership, self management skills, and post secondary plans.

*Prerequisite: Work-Based Learning I or Strategies for Success*



## Work Study

*Grades: 9–Post Graduation*

*Weeks: 40*

*Unit(s): 3*

The Work Study Program will provide students with a disability who may be working towards a Career Development and Occupational Studies (CDOS) credential with opportunities to discover their career interests

and aptitudes by working in a supervised job setting for approximately three hours a day. The purpose of the Work Study Program is to develop work skills and behaviors and promote career development as each student participates in their school-to-work transition.

Students eligible for the Work Study Program will spend half the day receiving classroom instruction in addition to a three-hour work experience. Employability skills, on-the-job training, and mentoring is provided by a District job coach in identified supported placements. Individual work experiences are designed to meet the unique abilities of each student while providing actual work for the employer.

## Career Internship Program (CIP)

*Grades: 11–12*

*Weeks: 20 or 40*

*Unit(s): 1/2 or 1*

The CIP provides students with the opportunity to explore various aspects of a career through a non-paid internship. Students will have the opportunity to enhance their career planning and set short- and long-term goals. Students will learn time management skills, business ethics, and community and customer service. They will construct a useable job portfolio, interpret payroll deductions, and identify employee benefits. Laws governing the employment of minors and the rights of employees will be explained and discussed.

# Course Selection Listing

This tool is designed for students/families to use in planning course selections.

A course with enrollment under 25 students may not be offered or will require travel to another high school. Your counselor will meet with you to discuss.

All bolded courses may be eligible for college credit or dual enrollment.

## Business

Math and Financial Applications.....	_____
Strategies for Success .....	_____
<b>Introduction to Business</b> .....	_____
<b>Computer Keyboarding</b> .....	_____
<b>Microsoft Office I</b> .....	_____
<b>Microsoft Office II</b> .....	_____
Principles of Marketing .....	_____
<b>Entrepreneurship</b> .....	_____
<b>Business/Personal Law</b> .....	_____
Criminal/Civil Law .....	_____
<b>Accounting</b> .....	_____
<b>Advanced Accounting</b> .....	_____
Sports and Entertainment Marketing .....	_____
<b>Personal Money Management</b> .....	_____
<b>Virtual Enterprise</b> .....	_____
Intro to College Studies .....	_____

## English

English - Grade 9 <sup>†</sup> .....	_____
Pre-Advanced Placement English 9 <sup>†</sup> .....	_____
Advanced Reading - Grade 9 .....	_____
English - Grade 10 World Literature <sup>†</sup> .....	_____
Pre-Advanced Placement English 10 <sup>†</sup> .....	_____
English - Grade 11 American Literature <sup>†</sup> .....	_____
<b>AP English 11:</b>	
<b>Language and Composition</b> <sup>†</sup> .....	_____
<b>English 12</b> <sup>†</sup> .....	_____
English 12 – MOSAICS <sup>†</sup> .....	_____
<b>AP English 12:</b>	
<b>Literature and Composition</b> <sup>†</sup> .....	_____
Journalism <sup>†</sup> .....	_____
Creative Writing <sup>†</sup> .....	_____
Ethics and Production of Mass Media in the Communications Field .....	_____

## Family/Consumer Science

Strategies for Success .....	_____
<b>Introduction to Education</b> .....	_____
<b>Early Childhood Education I</b> .....	_____
<b>Early Childhood Education II (Play School)</b> .....	_____
Culinary Arts and Nutrition I .....	_____
Culinary Arts and Nutrition II .....	_____
Introduction to Hospitality Industry .....	_____

## Health

Health .....	_____
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## International Baccalaureate\*

\*The sequence of courses will be planned with your counselor.

<b>English 11</b> <sup>†</sup> .....	_____
<b>English 12</b> <sup>†</sup> .....	_____
<b>History of the Americas</b> <sup>†</sup> .....	_____
<b>Mathematics</b> <sup>†</sup> .....	_____
<b>Math Studies</b> <sup>†</sup> .....	_____
<b>Spanish</b> .....	_____
<b>Biology</b> <sup>†</sup> .....	_____
<b>Physics</b> <sup>†</sup> .....	_____
<b>Psychology</b> <sup>†</sup> .....	_____
<b>Theory of Knowledge</b> .....	_____
Extended Essay .....	_____
Visual Art .....	_____

## Languages\*\*

\*\*Identify your Level 1 choices 1-4 — #1 first choice, etc.

Spanish for Heritage Learners I & II .....	_____
ASL I <sup>†</sup> .....	_____
French I <sup>†</sup> .....	_____
Italian I <sup>†</sup> .....	_____
Spanish I <sup>†</sup> .....	_____
ASL II <sup>†</sup> .....	_____
French II <sup>†</sup> .....	_____
Italian II <sup>†</sup> .....	_____

Spanish II <sup>†</sup> .....	_____
ASL III <sup>†</sup> .....	_____
French III <sup>†</sup> .....	_____
Italian III <sup>†</sup> .....	_____
Spanish III <sup>†</sup> .....	_____
<b>French IV</b> <sup>†</sup> .....	_____
<b>Italian IV</b> <sup>†</sup> .....	_____
<b>Spanish IV</b> <sup>†</sup> .....	_____
<b>ASL Literature and Deaf Community</b> <sup>†</sup> ...	_____
<b>ASL Linguistics and Culture</b> <sup>†</sup> .....	_____
<b>AP French</b> <sup>†</sup> .....	_____
<b>AP Spanish</b> <sup>†</sup> .....	_____
<b>AP Italian</b> <sup>†</sup> .....	_____

## Mathematics

Pre-Algebra .....	_____
Algebra 1 <sup>†</sup> .....	_____
Algebra/Connections .....	_____
Algebra 2 <sup>†</sup> .....	_____
Geometry <sup>†</sup> .....	_____
Intermediate Algebra .....	_____
<b>Precalculus</b> <sup>†</sup> .....	_____
Discrete Math <sup>†</sup> .....	_____
Advanced Topics <sup>†</sup> .....	_____
<b>Introduction to Statistics</b> <sup>†</sup> .....	_____
<b>AP Calculus AB</b> <sup>†</sup> .....	_____
<b>AP Calculus BC</b> <sup>†</sup> .....	_____
<b>AP Statistics</b> <sup>†</sup> .....	_____
<b>NUSTEP Statistics</b> <sup>†</sup> .....	_____
Math and Financial Applications .....	_____
World of Technology .....	_____

## Music

Music In Our Lives .....	_____
Music Theory .....	_____
Concert Band .....	_____
Symphonic Band .....	_____
Orchestra .....	_____
Jazz Ensemble .....	_____

<sup>†</sup> Course NCAA eligible

# Course Selection Listing

Mixed Chorus .....  
 Select Choir .....  
 Voice I - IV .....  
 Treble Chorus .....  
 Chamber Chorus .....

## Physical Education

Phys. Ed. 9/10 .....  
 PE 11/12 Team Games .....  
 PE 11/12 Personal Fitness .....  
 PE 11/12 Outdoor Education .....  
 PE 11/12 Lifeguarding .....  
 Sports Medicine .....  
**Core Concepts in Health and Wellness** ...  
 Responding to Emergencies I & II .....

## Science

Science Applications .....  
 Regents Physical Setting: Earth Science<sup>†</sup> ....  
 Regents Living Environment<sup>†</sup> .....  
 General Chemistry<sup>†</sup> .....  
 Regents Physical Setting: Chemistry<sup>†</sup> .....  
 General Physics<sup>†</sup> .....  
**Regents Physical Setting: Physics<sup>†</sup>** .....  
 Anatomy and Physiology<sup>†</sup> .....  
 Astronomy<sup>†</sup> .....  
 Environmental Issues<sup>†</sup> .....  
 Forensics<sup>†</sup> .....  
 Horticulture .....  
 Human Health and Diseases<sup>†</sup> .....  
 Landscaping .....  
**Natural Disasters<sup>†</sup>** .....  
 World of Technology .....  
 Responding to Emergencies I .....  
 Responding to Emergencies II .....  
**AP Biology<sup>†</sup>** .....  
**AP Chemistry<sup>†</sup>** .....  
**College Level Physics<sup>†</sup>** .....  
**AP Physics C - Mechanics<sup>†</sup>** .....

## Social Studies

Global History and Geography I<sup>†</sup> .....  
 Pre-Advanced Placement World History I<sup>†</sup> (9) .  
 Global History and Geography II<sup>†</sup> .....  
**U.S. History and Government<sup>†</sup>** .....  
**Senior Seminar: Citizens In Action<sup>†</sup>** .....  
**Introduction to Economics<sup>†</sup>** .....  
 Psychology<sup>†</sup> .....  
 Human Relations<sup>†</sup> .....  
 Holocaust Studies<sup>†</sup> .....  
 Civic Leadership .....  
**AP World History II<sup>†</sup>** .....  
**AP U.S. History<sup>†</sup>** .....  
**AP Economics (Macroeconomics)<sup>†</sup>** .....  
**AP Economics (Microeconomics)<sup>†</sup>** .....  
**AP Psychology<sup>†</sup>** .....  
**AP U.S. Government and Politics<sup>†</sup>** .....

## WeMoCo/New Visions

Full list starting on page 45

## Work-Based Learning

Work-Based Learning I .....  
 Work-Based Learning II .....  
 Work Study .....  
 Career Internship .....

## Technology

Strategies for Success .....  
 Architecture .....  
 Automation and Robotics .....  
 Automotive Technology .....  
 Basic Electricity/ Electronics .....  
**Civil Engineering and Architecture –  
 Project Lead the Way** .....  
 Communications .....  
**Computer Integrated Manufacturing –  
 Project Lead the Way** .....  
**AP Computer Science Principles<sup>†</sup>** .....  
 Computer Aided Design (CAD) .....  
 Computer Applications for Technicians .....

Construction I .....  
 Construction II .....  
**Design and Drawing for Production** .....  
**Design And Drawing For Production –  
 Project Lead the Way** .....  
 Digital Communications and Media .....  
**Digital Electronics –  
 Project Lead the Way** .....  
 Energy, Power, and Transportation .....  
 Engineering Design and Development –  
 Project Lead the Way .....  
 Game Design and App Development .....  
 Intro to Computer Science .....  
**Introduction to Optical/  
 Photonics Technology** .....  
 Materials and Manufacturing .....  
**Optical Elements** .....  
**Principles of Engineering –  
 Project Lead the Way** .....  
 TV/Radio Broadcasting .....  
 World of Technology .....

## The Arts

Studio Art .....  
 Drawing and Painting .....  
 Ceramics .....  
 Advanced Ceramics .....  
 Design and Illustration .....  
 Advanced Drawing and Painting .....  
 Advanced Studio Art .....  
 Photography .....  
 Advanced Photography .....  
 Metals/Advanced Metals .....  
**AP Studio Art** .....  
 Music and Art in Our Lives .....  
 Digital Media I .....  
 Digital Media II .....  
 Advertising Design\* .....  
 Sketchbook & Creative Process\* .....  
 Illustration\* .....  
 Commercial Illustration\* .....  
**ART 101 Visual Art Experience** .....

<sup>†</sup> Course NCAA eligible

\* Available beginning in the 2019-20 school year