

Greenville High School



2023-2024
Course Selection Guide

Dear Students,

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

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

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

Respectfully,

Mrs. Goergen

Greenville High School Principal



GREENVILLE CENTRAL SCHOOL

Curriculum Course Guide

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Program Planning Guide

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

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

NEW YORK STATE GRADUATION REQUIREMENTS

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

<http://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf>

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

Regents Diploma

Units	
English	4
Social Studies	4
Science	3
Math	3
World Language	1 (a)
Health	0.5
Art and/or Music	1
Physical Education	2
Junior Seminar	0.5*
Senior Seminar	0.5*
Electives	2.5

Total Credits 22

*local graduation requirement

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

Advanced Regents Diploma

Units	
English	4
Social Studies	4
Science	3
Math	3
World Language	1 (a)
Health	0.5
Art and/or Music	1
Physical Education	2
Junior Seminar	0.5*
Senior Seminar	0.5*
Electives	2.5 (b)

Total Credits 22

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

Traditional Exams Required for Graduation

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

Regents Diploma:

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

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

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

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

Variations to the above testing requirements

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

<http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>

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

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

Program Planning Guide

Planning Your Courses

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

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

Adding and Dropping Courses

A student may add or drop a course within the first 10 school days provided they have an add/drop form signed by their parent or guardian. Students should consult with their School Counselor before deciding to add or drop any course. We do not allow students to add or drop a course based on teacher preference.

Program options

Advanced Placement, International Baccalaureate and college level courses

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

Criteria for admission to Advanced Placement courses

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

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

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

Honors

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

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

Program Planning Guide *(continued)*

Criteria for admission to Honors courses

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

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

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

CTE Pathway Description

Career and technical education (CTE) programs provide academic and technical instruction in the content areas of agriculture, business and marketing, family and consumer sciences, health sciences, trade and technical education, and technology education. A CTE pathway is a sequence of three or more CTE courses within a student's area of career interest. Pathways are designed to connect high school classes to college, industry certifications, and/or a career. CTE provides students with not only career and academic skills, but soft skills that are needed for the modern workplace, such as: critical thinking; communication; team work; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. A college application with a CTE Pathway Completion certificate attached will give these traditional-education students a competitive advantage over other K-12 students during the college admissions process. Presently, Greenville has two state approved CTE pathways, students can choose a pathway in Agriculture or Technology, these pathways will even fit into an advanced regents diploma schedule. Students can start this pathway as early as eighth grade. In addition, several of these courses have college articulation agreements that will allow students college credit in the classroom.

Regents

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

Program Planning Guide *(continued)*

Virtual Learning

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

Student Project

Greenville Central School would like to offer you a unique opportunity to participate in a learning experience that is designed to fit your needs. This is a project that *you* design according to what *you* would like to learn about. The goal of the Student Project is to expose you to a career pathway of your choosing. You will be challenged to delve into an area of passion or curiosity and to learn what it takes to become successful should you choose a career in that pathway. The Student Project program is a three part program in which students choose a project, develop a portfolio and give a presentation related to what they have learned as a result of their experience.

Guided Independent Study (GIS)

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

Peer Mentoring - Non-Credit

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

Response to Intervention (RtI)

RtI is a data-driven process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process, students receive individualized academic or behavioral support. Multiple tiers (levels) of support increase in intensity and are matched to the student's specific needs. Interventions are implemented as early as possible to promote student success.

Tier 1 Universal: High-quality instruction and behavioral supports for all students to reach proficiency in general education. Setting: Classroom: Teacher implemented interventions in general education setting.

Tier 2 Targeted: Targeted, specific prevention or remediation interventions for student whose academic performance or behavior lags behind the norm for proficiency in their grade and educational setting. Alternative Setting: Supplemental targeted small group interventions which occur in a setting outside of the classroom.

Tier 3 Intensive: Intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers. Alternative Setting: Targeted interventions delivered on an individualized basis outside of the classroom with an increased frequency and/or duration.

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

Special Education Services

Special Education Services

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

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

Questar III Programs

Career and Technical Education (CTE)

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

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

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

2 year CTE Programs include: Automotive Technologies, Aviation, Construction Technologies, Cosmetology, Criminal Justice, Culinary Arts, Gaming/Multimedia, Heating, Ventilation, Air Conditioning (HVAC)/R & Green Technologies, , Heavy Equipment Repair and Operation, and Welding/Metal Fabrication.

Career Studies

Supportive, smaller learning environments for students who need an alternative learning pace.

Programs include: Automotive Services, Building Trades, Career Exploration, Introduction to Employment and Introduction to Food Services.

Questar III Programs *(continued)*

New Visions

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

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

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

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

Senior Programs

The programs for seniors are as follows:

- Certified Nurse Assistant (CNA): Through classroom theory, laboratory and hands-on clinical instruction, students who complete the program are eligible to take the Certified Nurse Aide Certification Exam. Students complete clinical rotations at a local nursing home or facility.
- Emergency Medical Technician and Health Careers: This program will prepare students for the NYS EMT certification as well as provide opportunities for students to explore different types of careers that are within the health care field. Students will have 200 hours of clinical experience/exposure to hospital based medical careers.
- Academy for Educational Careers: Students will have the opportunity to complete college courses each semester. These courses are directly applicable to a variety of educational careers. Along with the college coursework, this program will have class time to cover additional educational topics and will incorporate hands-on experiences including observations, shadowing, and internship experiences with a variety of inspiring professionals in the field of education. This program will prepare students with the content knowledge and experience to continue their coursework towards a degree in education. Students will also have mastery of the content needed to obtain a New York State Level 1 Teaching Assistant certification for immediate employment.

Strong Program

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

High School Equivalent Program TASC (Test Assessing Secondary Completion)

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

International Baccalaureate Diploma Programme

IB Mission Statement

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

Program Overview

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

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

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

Students enrolled in IB courses are required to complete all the IB Internal Assessments and strongly encouraged to take the IB exams. As with other courses where college credit is possible, there are fees. Fee waivers are available for students who meet the Federal Requirements for free or reduced lunch.

The IB Learner Profile

International Baccalaureate programs aim to develop students to become:

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

Questions about the IB Program

Why participate in the IB program?

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

International Baccalaureate Diploma Programme *(continued)*

Do I have to do the full Diploma program?

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

Option A: The Diploma Program

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

Option B: Individual Subject Certificates

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

Diploma Program Testing Requirements

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

The Core - Required for Full Diploma Students, Open to ALL Students

Theory of Knowledge—TOK

Two year course every other day- 1 unit of credit

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

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

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

International Baccalaureate Diploma Programme *(cont.)*

Creativity Activity Service—CAS

Duration of course and credit value: Two years

Every IB Diploma candidate is required to complete CAS experiences/projects. These experiences/projects should span the two years in which a Diploma student is enrolled in IB coursework and be balanced among The Three Strands. At the completion of a student's CAS program he/she should have met all seven Learning Outcomes:

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to, and perseverance in, CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

CAS stands for :

- Creativity—Arts and other experiences that involve creative thinking
- Activity—Physical exertion contributing to a healthy lifestyle—BREAK A SWEAT!
- Service—An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected

Extended Essay—EE

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

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

Agriculture/Technology

* = Agriculture CTE Pathway
** = Technology CTR Pathway

^ = College Credit

Agricultural Science

AGT102 Animal Science (ASA)* CASE course**^

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

Principles of Agricultural Science—Animal is a foundation-level course engaging students in hands-on laboratories and activities to explore the world of animal agriculture. During the course, students develop a comprehensive Producer's Management Guide for an animal of their choice. Student experiences involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Throughout the course, students consider the perceptions and preferences of individuals within local, regional, and world markets. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

AGT103 Agricultural Business Management^

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

This course introduces students to business management in agriculture. Through engaging activities and projects, students will learn about developing and improving a business, as well as how agricultural business varies across the United States. Students will gain experience in the use of computers for planning, marketing, calculating, and record keeping. In addition to this, students will investigate and develop viable business plans for their own businesses they will create.

AGT105 Small Animal Care **^

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

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

AGT115 Equine Science *

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

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

AGT120 Wildlife & Natural Resources (SPRING)*

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

The course provides students a variety of experiences in the fields of wildlife and natural resources. Students explore hand-on projects and activities while studying topics such as wildlife behavior, land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth is addressed in this course. Students select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem.

AGT137 Introduction to Agriculture, Food and Natural Resources (AFNR) CASE course*

Grade: 9-12	1 Unit of Credit
Exam: Precision Exam 180	Offering: Full Year Course
Prerequisites: None	Reading Level: Average

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students use the introductory skills and knowledge developed in this course throughout the CASE curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students explore career and post-secondary opportunities in each area of the course. While surveying the opportunities available in agriculture and natural resources, students learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

Agriculture/Technology *continued*

AGT151 Food Science & Safety (FSS) CASE course *

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

Food Science and Safety is a specialization course in the CASE program of study. Students complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating solutions to their peers and members of the professional community.

AGT155 Plant Science (ASP) CASE course *

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

Principles of Agricultural Science—Plant is a foundation-level course teaching students the form and function of plant systems. Student experiences include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students discover the value of plant production and its impact on the individual, the local, and the global economy. Students will also explore the cut floriculture industry from basic design principles to marketing and management. This course is a “hands-on” course where students will gain experience in designing with fresh, silk, and dried flowers. Teachers are provided detailed professional development to facilitate instruction.

AGT201 Pre-Veterinary Science *

Grade: 9-12	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: Animal Science	Reading Level: Average/High

This course investigates the structure and function of the animal body in the species most commonly seen in veterinary practice, including companion animals, livestock, avian, laboratory animals and exotics. The laboratory component will allow students to gain experience with the tools and techniques used to study the body on a macroscopic and microscopic level. Students will investigate the connections between the study of anatomy and physiology and clinical veterinary medical and surgical practice.

AGT340 Environmental Science *

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

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

AGT341 Animal & Plant Biotechnology (APB) CASE course *

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

Animal and Plant Biotechnology, a specialization course in the CASE program of study, provides students with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. Students maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Students develop and conduct a research project following the National FFA Agriscience Fair guidelines. From background research through data collection and analysis, students investigate a problem of their choice and conclude the project by reporting their results in the forms of a research paper and a research poster/ CASE resources and professional development provide extensive preparation for the teacher to be proficient and confident in their ability to provide proper instruction of biotechnology skills and concepts.

Technology

AGT106 Electricity/Electronics

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

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

Subject area topics:

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

Students will create a lamp project as well as building a wall to simulate typical residential construction in order to understand installation. They will wire outlets and switches which function properly. Student grades will include tests, reports, projects, and homework.

Agriculture/Technology *continued*

AGT125 Construction Engineering & Management

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

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

Subject area topics:

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

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

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

AGT130 Product Design and Engineering **

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

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

Subject area topics:

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

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

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

AGT136 Motorsport Technology

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

Motorsport Technology is a class in which students will build and ride a go-kart. Our neighboring district, Coxsackie-Athens, also builds, and we will compete with them in time trials! As we begin and complete our project through class instruction and your own research, you will learn about the world of motorsports (go-kart, motorcycle, snowmobile, automobile, and more), choices and measurement of materials, and the construction of a vehicle, including welding. Also, understanding the theory and operation of a small engine with opportunities for earning Briggs and Stratton certification will be included. This year-long one credit class is for serious minded people who want to work productively with others in a cooperative and supportive team environment.

AGT240 Principles of Engineering **

Grade: 9-12 1 Unit of Credit
Exam: Precision Exam 615 (Engineering Technology)
Offering: Full Year Course Prerequisites: None
Reading Level: Low/Average

A foundational engineering design course that introduces basic problem-solving and documentation skills. Various aspects of engineering will be explored along with technology's environmental, societal, political, and economic impacts on our world. By utilizing problem-solving skills, students will develop essential abilities and attitudes that will in turn expand their occupational opportunities in the world of engineering.

Subject Areas Include:

- Safety Practices
- Engineering Mindset
- Engineering Design Process
- History & Effects of Engineering
- Engineering Fundamentals
- Careers in Engineering

At the end of the course, students will take a precision exam that covers the different subject areas listed above and allows them to gain a CTE certification. This certification assists them in resume building and looks good in the college application process or in job interviews for the workforce.

Agriculture/Technology *continued*

AGT320 Computer Aided Design ****^**

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

This class is designed to provide a computer-based approach to exploring the field of mechanical drafting. Basic skills in Sketchup and Torchmate software will allow students to develop three dimensional models which they then produce on the plasma cutter. Architectural and Engineering principles will be discussed and explained to both design and reconstruct computer drawings and schematics. Subject area topics: Career opportunities, CAD/drafting, floor plan/elevation drawings, multi-view drawings, architectural design, simple engineering design, Auto CAD LT proficiency and more. This course will maintain a connection with traditional art classes for possible project activities and ideas while also helping students develop skills for their future careers or college.

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

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

AGT/ART380 Design and Drawing for Production ******

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

Design and Drawing for Production (DDP) is a high school level course that is appropriate for students who are interested in creating art in a metal shop environment. By taking ownership of our project learning approach, students move from conceptualizing through designing and documenting the work they will build. The major focus of the DDP course is to expose students to the artistic design process, research, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. DDP gives students the opportunity to develop skills and understanding of course concepts through use of texts, tools and skills. We maintain a connection with traditional art classes for possible project activities and ideas.

Business

BUS200 Accounting I

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

Accounting I is a full year course designed to encompass the complete accounting cycle for a service business organized as a proprietorship and a merchandising business organized as a corporation. In addition, students complete Forensic Accounting and Think Like an Accountant activities. The textbook and all working papers and tests will be accessed online.

BUS300 Accounting II—SUNY ACCT101

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

Accounting II is a full year course designed to encompass the complete accounting cycle for a merchandising business organized as a corporation. An introduction to fundamental theory, principles and procedures for service and merchandising enterprises with emphasis on such topics as merchandise inventory, plant assets, promissory notes, accounting systems, payroll, internal control, bad debts, adjustments and financial statements. In addition, students complete Forensic Accounting and Think Like an Accountant activities. ***This course may earn 3 college credits through SUNY Cobleskill.***

BUS301 Sports & Entertainment Management

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

This course encompasses the basics of marketing in the sports and entertainment world. Students will engage in the foundations of marketing while intertwining their favorite athletes, music artists, and celebrities. The course will unveil most of the behind the scenes logistics of a sporting event or entertainment event. Students will also step into the shoes of a business director and create a sports or entertainment franchise in which they will lay the foundation.

BUS302 Entrepreneurship

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

This course focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Students will use various forms of technologies to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Business continued

BUS303 Introduction to Real Estate**

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

This course brings the world of real estate into the high school classroom. Students will understand the core principles of real estate from both an agency and consumers end. Some of the topics that will be covered are: Regulations/ license law, law of agency, legalities, contract of leases and sales, realty finance, land use regulations, environmental and construction issues, pricing properties and valuation process, fair housing and human rights, real estate mathematics, Insurance on properties, land assessments and taxes, investment and commercial properties, income taxes in real estate transactions, mortgage brokerage and management of properties. We will also use current MLS listings to utilize real life scenarios.

BUS304 Hotel & Restaurant Management*

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

Students in this course will be provided with the skills and knowledge necessary for management positions in hotels, restaurants, country clubs, catering, sales, fine dining and quick service. The program is designed to emphasize strategies in supervision, marketing, sanitation, food, beverage, labor cost controls and management.

BUS305 Auto & Retail Sales Management**

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

The purpose of this course is for students to encompass the basic foundation of the sales management world. This course will be broken down into two sections, roughly 10 weeks each. The sections will focus on basic principles of the automotive industry from a sales/management perspective, as well as the management and logistical aspect of a retail store. Trainings and procedures from both industries will be implemented in class.

BUS306 Principles of Marketing & Management**

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

Students will learn how marketers deliver value in satisfying customer needs and wants, determine which target markets the organization can best serve, and decide upon appropriate products, services, and programs to serve these markets. The other part of this course will focus heavily on management principles, including but not limited to: planning, organizing, leading, and controlling. Students will also understand the significance of each function in relation to the existence of the company.

BUS307 Global Supply Chain Management**

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

Global supply-chain management is a course that involves understanding the logistics and coordinating the flow and transformation of goods, services, information, and funds within companies from around the world. Students will understand how management can improve the logistics and coordination based on research and prior data. These goods can start from raw materials and end with the final end user (consumer/client).

Family & Consumer Science

HCR200 Child Development & Psychology

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

The Child Development and Psychology course will provide students with a broad foundation of the knowledge, skills, and attitudes necessary to promote quality growth and development of children in family, school, community, and workplace settings. Students will also explore the personal characteristics necessary for successful careers in the child development and psychology field. This course invites all students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Child Development and Psychology course. The content topics in the Child Development and Psychology course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences and Career Development and Occupational Studies. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

HCR100 Food & Nutrition

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

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

HCR101 Advanced Foods

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

This course gives students the opportunity to develop advanced food preparation skills while applying the food preparation skills learned in Food and Nutrition. Students will explore areas of interest which may include: baking and pastry arts, cultural and regional cuisines, convenience foods, creating and adapting recipes, cake decorating and entertaining, hospitality, changes in nutritional needs throughout the life cycle, vegetarian diets, gourmet foods, and careers in food and nutrition-related occupations. Using a project learning approach, students will have the opportunity to choose an area of interest and further research and develop skills in their chosen specialty.

HCR102 Introduction to Textiles

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

The purpose of the course is to offer students a pathway to explore the area of textiles with a focus on careers in the textile industry. The course is designed to allow students the opportunity to research and explore individual interests in the area of textiles. Using a project learning approach, the students are given the freedom to investigate areas that intrigue them. This allows students to individualize their experience so that the course can target a broad spectrum of interests.

Art

ART100 Studio in Art

Grade: 9-12 1 Unit of Credit
Exam: Local Offering: Full Year Course
(Prerequisite for all other art courses. Satisfies the local credit required for art and/or music)
Reading Level: Average

Studio in Art is a required course for students majoring in Art. It is also a comprehensive foundation course for those students not taking Music courses. Studio in Art is a prerequisite for all elective Art courses. This course develops concepts and skills in the Visual Arts and provides an appreciation of Art and Art History. Students will work with a wide variety of art mediums and subject matters to expand their knowledge and interest in the Visual/Fine Arts.

ART101 Advanced Studio in Art

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

Students will learn about and explore the Contemporary Art world and will reference current artists. This class will focus on concept, process, subject matter and mediums. Students will continue to hone their skills considering composition, the use of different mediums and the integration of ideas within their artwork.

ART200 Studio in Drawing & Painting

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

Studio in Drawing develops a foundation in a variety of drawing materials such as graphite, carbon, chalk, charcoal, pastels and assorted types of papers with a variety of surfaces. With each medium, students will create a work of art with a different subject matter. Drawing from observation will be emphasized with some drawing from imagination. Students will use historical artists and artwork as inspiration for projects.

Studio in Painting develops a foundation of exploratory experiences in painting. Students will experiment with both transparent and opaque painting media on a variety of surfaces. They will use different sizes and types of brushes to achieve a variety of strokes and techniques. Subject matter will vary from still lifes, landscapes, and creations from their imagination.

ART300 Studio in Ceramics I

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

This course provides a comprehensive study in the methods of clay workmanship, hand-built clay construction, and sculpture. Students explore three-dimensional design while developing both functional and nonfunctional forms. Creativity and quality craftsmanship are emphasized.

ART311 Studio in Ceramics II

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

This course provides students with the opportunity to develop an “in depth” knowledge of clay and applied skills in the art of ceramics. Wheel techniques will be fully explored, as well as many sculptural and glazing techniques. Activities will be individualized according to the ability level of each student.

ART321 Studio in Printmaking

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

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

ART340 Studio in Sculpture

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

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

ART360 Studio in Digital Photography

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

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

Art *continued*

ART420 Portfolio Course

Grade: 9-12 1/2 Unit of Credit
Exam: Portfolio Offering: Half Year Course
Prerequisites: Successful completion of 3 prior Art Classes
Reading Level: Average

This course is for Art majors who want to start a portfolio showing the student's strongest attributes as an artist. The student will start to create a portfolio that contains several pieces of their best artwork to date in a variety of mediums. For many art schools, a portfolio is a requirement for admission. This is a must course for students who are considering going into college for Fine Art.

ART600 IB Visual Arts SL/HL

Grade: 11-12 1-2 Units of Credit
Exam: IB Exam (\$) Offering: 1-2 Year Course
Prerequisites: Reading Level: Average

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

English Language Arts

ENG100 English Language Arts 9

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

English 9 is designed to further develop skills in reading, writing listening, and critical thinking. Students will read fiction, nonfiction, drama, and poetry-with an emphasis on the development of the skills necessary for success on the Common Core English Language Arts Regents exam. Students will also work on strengthening their independent reading skills and will read an independent book each semester, and complete a paper or a project and a book talk.

ENG120 English Language Arts 9 Honors

Grade: 9 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: ELA 8 Reading Level: High
 Honors Application Process

English 9 Honors is differentiated from English 9 through faster pacing, more reading, and higher expectations for student writing. Students taking this class are prepared to write in line with the English Regents exam and are also introduced to write in line with AP English Language and Composition, as well as IB English HL. English 9 Honors also seeks to challenge students through a number of creative, collaborative projects and students will be expected to speak in front of the class in some capacity at least once a quarter. Students taking this class should be strong, independent readers and prepared to do intensive work on their writing.

ENG200 English Language Arts 10

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

Building on the skills developed in English 9, English 10 is the next link in students' ELA sequencing, preparing them to be college and career ready in terms of reading, writing, speaking, listening and critical thinking, with a further emphasis on developing the skills necessary for success on the Common Core English Regents exam. Learning to make original claims, and learning to defend them using evidence from literary and nonfiction texts, is particularly emphasized. Students will write frequently and their writing will comprise the bulk of their grade. Class discussion, Project-based learning, and instruction in vocabulary, grammar, and public speaking will also be essential components of each student's experience in English 10.

ENG300 English Language Arts 11

Grade: 11 1 Unit of Credit
Exam: Regents (Common Core) Offering: Full Year Course
Prerequisites: ELA 10 Reading Level: Average

This course continues the development of students' communication skills with a particular emphasis on writing. However, students' ability to communicate ideas through other means such as presentations, public speaking, and electronic media will also be an area of attention. Students will read novels, plays, and poetry, and a significant amount of nonfiction, such as articles and primary documents. Preparation for the Common Core English Language Arts Regents Exam is built into the design of this course and students will practice essays that are similar to those that they will have to write on the exam.

English Language Arts *continued*

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

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

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

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

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

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

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

ENG510 AP English Language and Composition

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

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

ENG401 Journalism I

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

This course emphasizes the skills and knowledge required to produce the high school blog, *The Maroon Report*. Students will conduct interviews, write in a variety of journalistic forms, and help produce and edit the blog. Students will learn in a self-motivated, project-based environment.

Students may also have opportunities to explore a variety of journalistic fields, such as writing for the web and broadcast journalism.

Preference for enrollment in this course will be given to Sophomores, Juniors and Seniors.

ENG402 Journalism II

Grade: 10-12 1/2 Unit of Credit
Exam: Local Offering: Half Year Course
Prerequisites: Journalism I Reading Level: Average

Similar to year one Journalism class, year two Journalism course emphasizes the skills and knowledge required to produce the high school blog, *The Maroon Report*. Students will continue to conduct interviews, write in a variety of journalistic forms, and help produce and edit the blog. Year two students will also take on a larger role in learning how to edit, write headlines, and guide year one students in constructing the blog. The role of year two students will be that of an editor, and they will hone the skills that such a position requires. Students will learn in a self-motivated, project-based environment. Students may also have opportunities to explore a variety of journalistic fields, such as writing for the web and broadcast journalism.

English Language Arts *continued*

ENG640 Creative Writing

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

This course will focus upon writing with both the audience and author in mind. Although loosely structured, the course will include exposure to exemplary short fiction, the study and writing of poetry, and the development of fictional elements such as character, setting, conflict, and plot. A unit on biography and one on expository writing may also be offered according to student interest.

ENG630 Popular Literature

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

This course will focus on reading and discussing the many genres in the young adult literature arena. There will be in-class reading as well as independent reading. Book talks as well as written assignments will be an integral part of the course. Discussion and commenting on the class's Good-reads group will be utilized as well. The goal is to enhance a love of reading among students.

ENG803 IB English HL Year 1

Grade: 11 1 Unit of Credit
Exam: Offering: Full Year Course
 Eligible for 3 College Credits

Prerequisites: ELA 10; AP English Language and Composition recommended

Reading Level: High

Students enrolling in this course should possess the desire to study literature and writing at a more intensive level than is customary in a Regents-level course. This course is a college-level course with college-level expectations. Students will read, analyze and discuss a wide variety of literary genres, including: fiction, memoir, nonfiction, graphic novels, poetry, and drama—all representing a diverse range of time periods, writers, and places. Students will continue to develop and refine their reading, writing, listening, and speaking skills through response essays, commentary writing, creative writing, student-led discussions, whole-class discussions, and presentations. There is an emphasis on the cultural, historical, social, and economic context of each work read.

ENG801 IB English HL Year 2

Grade: 12 1 Unit of Credit
Exam: IB Exam (\$) Offering: Full Year Course

Prerequisites: IB English HL Reading Level: High
Eligible for college credits

IB English HL Year 2 is the second year of a two-year, four-semester course that begins in the junior year with IB English HL Year 1 and culminates with the IB English Exam taken in May of the senior year. Students in this course are registered IB Diploma or Certificate students. The focus of the course is on the further development of each student's critical thinking and communication skills in both oral and written forms. The students will view literature as both an art form and a universal language. Course readings include drama, poetry, nonfiction, memoir, and a broad range of classic and contemporary works. A range of genres, styles, contexts, time periods, and places is studied. Students will complete both internally-assessed essays, commentaries, and projects, as well as externally-assessed (by the IB) essays and commentaries. The class is taught in a seminar setting and student participation is a vital component of the course.

Students who successfully complete both years of the IB course, and the SUNY requirements for English 101 and English 102, are eligible for SUNY college credit in addition to IB credit.

Health and Physical Education

HLT100 Health

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

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

PHY100 Physical Education

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

Physical Education in the high school will provide the students the opportunity to participate and learn about lifetime fitness and team activities. The emphasis is on promoting healthy lifestyles and skills that students can apply to their personal well-being and fitness throughout their life. For example, the high school will offer activities such as using the Fitness Center, Fitness/Wellness Walking, Mountain Biking, Cross-Country Skiing, Snowshoeing, and Aerobic Lifetime activities. The team activities will encourage the students to apply the following life skills: communication, teamwork, sportsmanship and cooperation. Throughout the year students will participate in various fitness assessments such as Fitnessgram and Activitygram to learn current personal levels of fitness and ways to improve or maintain these levels. This course utilizes Google Classroom to enhance the traditional Physical Education Classroom including Unit Tests and material relevant to each Unit (videos, handouts, class announcements/reminders, etc.). Grades are based on participation, Google Unit Tests, and participation/effort on Fitness Assessments. ***All students are required to take four years of physical education as mandated by the State of New York. Each full year of PE will be ½ credit, fulfilling the 2 units needed for graduation.***

PHY101 Fit for Life

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

Fit for Life introduces students to fitness and healthy lifestyles. The course is designed as an advanced Physical Education class for students to take advantage of the fitness center. The course provides students with an overview of various types of strength training and Cardiovascular fitness that will help them develop healthy lifestyles and develop personal fitness plans. Expectations are that students change daily, participate daily, display respect for others, and practice safe lifting techniques and safe use of all fitness center equipment at all times. Students at all levels of knowledge and skills are welcome to participate in the course.

World Languages

Latin

WL120 Latin I

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

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

WL220 Latin II

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

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

WL320 Latin III

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

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

WL800 IB Latin SL Year 1

Grade: 11 1 Unit of Credit
Exam: Local Offering: Full Year Course
Prerequisites: Latin III-90 or above Reading Level: High

This course is designed for the advanced and committed Latin student. It focuses almost exclusively on translation of works in classical Latin-including Caesar, Cicero, Catullus, Virgil, and Horace, although a significant amount of time will be spent on cultural topics of the ancient world. (Actual authors studied in a given year will depend on the format of the year's IB exam). This course is open to juniors who have successfully completed Latin III (class average >90) and scored a 90 or above on the Latin Regents Comprehensive Exam. Students should be prepared to engage in independent research and nightly preparation outside of class. Students will take a regular final exam upon conclusion of the course.

WL802 IB Latin SL Year 2

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

This course is defined for the advanced and committed Latin student, and is the second year in the IB Latin sequence. It focuses almost exclusively on translation of works in classical Latin-including Caesar, Cicero, Catullus, Virgil, and Horace, although significant time will be spent on cultural topics of the ancient world. (Actual authors studied in a given year will depend on the format of the year's IB exam). This course is open to seniors who have successfully completed IB Latin SL Year 1. Students should be prepared to engaged in independent research and nightly preparation outside of class, as well as to review material from Year 1 in preparation for the IB exam. The IB exam will be offered in May to those who have completed the two year sequence.

Spanish

WL100 Spanish I

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

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

World Languages *continued*

WL200 Spanish II

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

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

WL300 Spanish III

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

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

WL810 IB Spanish SL Year 1

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

WL812 IB Spanish SL Year 2

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

IB Spanish SL is an advanced language course intended for students who have successfully completed the previous five years of Spanish in grades 7 to 11 or have had at least four years of previous instruction in the Spanish language. The course will offer a continued process of learning to speak Spanish at an advanced level with a deeper understanding of Spanish culture with emphasis on interactive communications in the target language. The course is based on the communicative principles of listening, speaking, reading and writing, and skills are developed through the study and use of a range of written texts and audio-visual materials.

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

WL820 IB Spanish ab initio

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

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

WL102 High School Level IA

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

This is a high school level one language class in Spanish or Latin. This class meets the NYS Standards for World Languages. Successful students will meet the graduation requirement for a Regents Diploma and be able to continue in their language acquisition at the next level. This course is only offered when there is sufficient need.

Mathematics

MTH100 Algebra I

Grade: 8-10 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: Mathematics 8 Reading Level: Average

This is a one-year course that counts towards a student's mathematical commencement requirements and meets New York State's mathematics requirements toward earning a Regents Diploma or Regents Diploma with Advanced Designation. This course is aligned to the Next Generation Mathematics Learning Standards. The focal point of the course is functions; specifically linear, quadratic, and exponential functions. Students will study topics in Number and Quantity, Algebra, Functions, Modeling, and Statistics and Probability. The Next Generation Algebra I Regents exam is taken at the conclusion of the course.

MTH 100 Algebra I with Parallel Algebra (MTH104)

Grade: 8-10 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: Mathematics 8 Reading Level: Average

This is a full-year course and covers the Next Generation Algebra I curriculum with additional time built into the schedule for practice and activities that will strengthen skills. The focal point of the course is functions; specifically linear, quadratic, and exponential functions. Students will study topics in Number and Quantity, Algebra, Functions, Modeling, and Statistics and Probability. The Next Generation Algebra I Regents exam is taken at the conclusion of the course.

MTH200 Geometry

Grade: 9-11 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: Algebra I Reading Level: Average

This is the second of the three courses offered to students wishing to fulfill the graduation requirements leading to an Advanced Regents Diploma. This particular course will integrate geometric relationships, constructions, locus, transformational geometry, and coordinate geometry with an emphasis on formal and informal proofs. The June Geometry Common Core Regents Exam is the final exam for this class. A graphing calculator is recommended for this course (see teacher for specifics).

MTH105 Financial Literacy with Applications

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

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

MTH201 Project Based Learning

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

This course introduces students to the five areas of STEAM (Science, Technology, Engineering, Arts, and Mathematics) through an interdisciplinary approach that will increase awareness, build knowledge, develop problem-solving skills, and potentially awaken an interest in pursuing a career in STEAM. The course will focus on projects that will incorporate learning the engineering design process, basic coding skills, develop problem-solving strategies and incorporate a variety of technology.

MTH211 Algebra II

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

Algebra II is the capstone course for the three units of credit and regents exams required for an Advanced Regents diploma. This course is a continuation and extension of Algebra and Geometry. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The 8 Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. All students will take the Algebra II regents exam in June. A graphing calculator is recommended for this course (see teacher for specifics).

Mathematics continue

MTH520 AP Statistics

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

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

MTH500 AP Calculus AB

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

This is a college level course. Everything in the Calculus AB topic outline as it appears in the *AP Calculus Course Description* is covered during the year, including studies in functions, limits, derivatives with applications, integration with applications, derivatives and integrals of transcendental functions and special methods of integration. Objectives of this course include developing the students' understanding of the concepts of calculus, communicating mathematically the ideas of calculus, providing experience with the methods and applications, scoring well on the AP Exam, and preparing students for subsequent college courses. The AP Exam will be offered for all students enrolled but will not be averaged into the student's final grade. Students must pre-pay for the AP exam. A graphing calculator is recommended for this course (see teacher for specifics).

MTH600 Discovering Computer Science^**

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

This course is designed as an introduction to computer science for high school students who want to express themselves creatively and solve problems that are interesting to them using computational devices. This course is designed for students that have little or no experience studying computer science. Through a series of engaging, hands-on labs and projects, students learn the fundamentals of computer programming using the block-based language *Netsblox*. Students will also study the world wide web, designing and creating their own websites by writing their own HTML, CSS, and JavaScript. Finally, students will explore drawing, animation, and problem solving using Python. Throughout the course, computing history and current events in computer science will be incorporated. Special topics in computer science such as encryption, data representation, assistive technologies, and others may be explored.

MTH601 Introduction to CS with Multimedia and Python **^

Grade: 9-12	1 Unit of Credit
Exam: Local	Offering: Full Year Course
Prerequisites: MTH/AGT600 or Experience Equivalent	
Reading Level: Average	

This Siena College dual-enrollment course is a broad introduction to a variety of fundamental topics in computer science through the theme of multimedia. Using the Python programming language, students express themselves creatively and solve problems involving programming with images, sounds, and animations. Students are also introduced to important computer science topics including data representation, truth tables and circuits, computer organization, operating systems, artificial intelligence, and the history and societal impact of computing.

Per Siena: Students taking this course at the high school can earn 3 college credits for a (flat) \$200 tuition rate. (Tuition is waived for students qualifying for free or reduced lunch.)

MTH804 Mathematics: Applications and Interpretations SL—Year 1/Pre-Calculus

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

This course is intended for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. A local final exam will be taken at the end of the course. Students will take topics preparing them for Year 2 of the course as well as college level Calculus. The internally assessed component, the exploration, offers students an opportunity for developing independence in their mathematical learning. Students will be provided with opportunities to explore different ways of approaching a problem. Students will be required to develop skills they need for communicating mathematical ideas. The exploration will be completed in Year 2 of the course. A graphing calculator is recommended for this course (see teacher for specifics).

MTH805 Mathematics: Applications and Interpretations SL—Year 2

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

This is a continuation of Mathematics: Applications and Interpretations HL year 1. A cumulative review of the two years will be covered, and the IB SL Assessment will be taken in May.

Music

MUS100 Music in Our Lives

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

Music in Our Lives is a basic music course dealing with music in our everyday lives. Topics covered include Elements of music, music theory and music in film.

MUS200 Mixed Chorus

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

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

MUS210 Select Treble Chorus

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

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

MUS220 Concert Band

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

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

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

MUS300 Music Theory

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

Music Theory is a one-year elective course that explores and develops many elements of music including rhythm, harmony, melody, tempo, dynamics, key signatures and scales. Students will apply these elements of music to compose original pieces, analyze music excerpts and gain knowledge of the inner workings of how music sounds the way it does.

MUS320 Music Technology

Grade: 9-12	1/2 Unit of Credit
Exam: Local	Offering: Full Year Course
Co-requisites: Music Ensemble or special permission from instructor	Reading Level: Average

This course will develop modern musicianship through use of studio-quality computer equipment, software, and hardware in our state-of-the-art music lab. Students will compose, record, mix, edit, and enhance their enjoyment, engagement, and creation of music in the 21st century.

Music continued

MUS230 Jazz Ensemble

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

Students who wish to participate in the Jazz Ensemble must also be members of the Concert Band and may choose to play on a different instrument at the discretion of the director. If there is a scheduling problem where a student cannot participate in the Concert Band, a student may participate in the Jazz Ensemble only with the Director's permission.

The instruction of the jazz program includes an understanding and appreciation of jazz styles and the application of jazz principles to musical material and improvisation. Students must audition to be accepted into the group. Additionally, members who participate in Jazz Ensemble have a chance to become selected for additional, high level, performance ensembles at the local and state level. These ensembles are as follows:

- GCMEA All-County Jazz Band
- NYSSMA Area All-State Jazz Band
- NYSBDA Jazz Band

Vocal & Instrumental Lessons

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

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

MUS800 IB Music SL/HL

Grade: 11-12 1-2 Units of Credit
Exam: IB Exam (\$) Offering: Full Year Course
Pre/Co-requisites: Concert Band, Mixed Chorus,
Music Theory (at least one)
Reading Level: High

The International Baccalaureate (IB) program will foster discussion and comparison as students discover relationships and links from within and outside their own culture.

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

All IB Assessments take place in the final year of the course. There is no written exam, but the student completes multiple portfolios containing their research, composition, and performance.

Junior/Senior Seminar

SMR100 Senior Seminar

SMR101 Junior Seminar

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

This course will use a differentiated approach to provide each student with opportunities to grow skills necessary for their individualized post secondary plan to prepare them for life after high school. Students will develop a personal Career Portfolio. Through a variety of activities the course provides students with career exploration and work force development including skills such as collaboration, work place etiquette, interview skills, conflict resolution, etc. Students will also receive support filling out applications for colleges and jobs. In addition, units in financial management, health and wellness, career exploration and goal setting will be covered. Students will be required to have 25 hours of community service documented before graduation. This course is taught by Mrs. Hughes and is worth .5/unit, has a pass/fail grade and is covered over two semesters: spring semester for all juniors and fall semester for all seniors. Successful completion of this course is a GCS graduation requirement.

Science

SCI100 Physical Setting/Earth Science

Grade: 8-12 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: None Reading Level: Average

This course is a detailed study of the earth and its changing environment. Topics covered will include processes of change, earth model and its energy requirements, geology, meteorology, oceanography, and astronomy. A minimum of 1200 hands-on minutes of laboratory work with satisfactory reports is required to sit for the Regents Examination.

SCI200 Living Environment

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

This course is a detailed study of many aspects of modern biology. Topics include cell biology, genetics, ecology, evolution, and human biology. A minimum of 1200 hands-on minutes of laboratory work (some of which are state mandated) with satisfactory reports is required to sit for the Regents Examination.

SCI220 Living Environment—Honors

Grade: 9-12 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: Honors Application Process
Reading Level: High

Honors Living Environment is a detailed study of modern biology. All of the topics from the Living Environment curriculum will be covered but will be done so in greater depth. Students will be expected to learn material at a fast pace. Students will be responsible for completing individual and group research and present findings. A minimum of 1200 hands-on minutes of laboratory work (some of which are state mandated) with satisfactory reports is required to sit for the Regents Examination.

SCI300 Physical Setting/Chemistry

Grade: 10-12 1 Unit of Credit
Exam: Regents Offering: Full Year Course
Prerequisites: Passed Living Environment course and Regents Exam, Passed Algebra course and Regents Exam
Co-requisite: Geometry or Algebra II
Reading Level: Average

This is a course designed to prepare students who may take additional science in college. The major emphasis is on chemical theory, atomic structure, bonding kinetics and equilibrium, acids and bases, oxidation/reduction and electrochemistry, organic chemistry and nuclear chemistry. A minimum of 1200 hands-on minutes of laboratory work with satisfactory reports is required to sit for the Regents Examination.

SCI301 Practical Chemistry

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

The practical aspects of chemistry are covered in this lab-based course of study. The student will be involved in consumer product testing, forensic testing and water pollution tracking methods. The chemistry of urinalysis and other medical tests will be explained and explored. A minimum number of approved lab reports will be required in addition to normal class assignments.

This course is recommended as an elective for students who are interested in practical chemistry. It can be taken alone or in conjunction with Chemistry R. Students who are unsure about regents chemistry may take this course as an introduction. Students who have completed regents chemistry can use this course as a practical, hands-on, extension of the theory they have learned.

SCI400 Physical Setting/Physics

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

This course presents a modern view of physics with the major emphasis on the fundamental concepts underlying this basic science. Real world situations will come into focus as students will explore mechanics, waves, electricity, magnetism, light and modern physics. Problems in these areas will be investigated using creative problem solving and mathematical processes. A minimum of 1200 hands-on minutes of laboratory work with satisfactory reports is required to sit for the Regents Examination.

SCI402 IB Physics SL

Grade: 11-12 1 Unit of Credit
Exam: IB Exam (\$) Offering: Full Year Course
Prerequisites: Successful completion of Regents Physics, Successful completion of, or concurrent enrollment in higher level math. Strong math and science skills
Reading Level: High

This course is highly recommended for students interested in careers in engineering, alternative energy, climate science, and health-related fields. Topics include:

- Classical Mechanics and Kinematics
- Simple Harmonic Motion and Oscillatory systems
- Thermal Physics
- Electric and Magnetic Fields
- Nuclear Physics
- Energy and Climate
- Quantum Mechanics
- Astrophysics

Many colleges are now offering college credit for students who score well on the IB Physics SL exam.

SCI420 General Physics

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

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

SCI800 IB Biology HL Yr 1

SCI807 IB Biology HL Yr 2

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

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

SCI430 Real World Science Issues

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

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

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Social Studies continued

SOC800 AP/IB History of the Americas HL Year 1

continued

As stated above, the course focuses on the history of the United States. Students who enroll in IB History HL for two years will complete their year one IB History HL requirements during this course. IB internal and external assessments taken in Year 2 require a strong understanding of particular issues studied throughout the year and an ability to critically analyze events within the context of a global view.

SOC801 IB History SL/HL—20th Century World Issues Year 2

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

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

SOC600 Economics, the Enterprise System & Finance

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

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

- Examine their individual responsibility for managing their personal finances
- Analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets
- Study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as effects of globalization
- Explore the challenges facing the United States' free market economy in a global environment and various policy-making opportunities available to government to address these challenges

SOC610 Participation in Government & Civics

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

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

SOC520 Advanced Placement Macroeconomics

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

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

SOC620 Introduction to Sociology

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

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

Social Studies continued

SOC621 Introduction to Philosophy

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

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

SOC631 Introduction to Anthropology

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

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

SOC630 General Psychology

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

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

SOC622 Conflicts of the 20th and 21st Century

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

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

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

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

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

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

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

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

Social Studies continued

SOC625 History through the Visual Arts

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

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

SOC626 The American Presidents

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

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

Notes