CLINTON SENIOR HIGH SCHOOL

Principal, Mr. Matthew Lee

Course Selection Guide

2015-2016
The Board of Education declares that the school district will not discriminate on the basis of sex, race, religion, age, national origin or handicapping conditions. This policy will prevail in all matters concerning opportunities and programs offered to students.

It will be the continuing policy and philosophy of this school district to ensure fair and equitable educational opportunities to all of the students of the school district.

Superintendent of Schools…………………………………………..Dr. Stephen Grimm
Senior High School Principal………………………………………..Mr. Matthew Lee
Senior High School Counselors ………………………………………Mrs. Jackie Snizek
                                                                    Mrs. Kelly Zegarelli
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HIGH SCHOOL GRADUATION REQUIREMENTS

High school graduation requirements fall into two specific areas – Credits and Examinations.

CREDIT REQUIREMENTS

A student must complete 20 academic units of credit plus 2 units of Physical Education for a Local, Regents, or a Regents with Advanced Designation diploma. Clinton High School also requires that each student complete a research paper and a 10-hour community service project in the senior year.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Grade(s)</th>
<th>Local</th>
<th>Regents</th>
<th>Regents with Advanced Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9, 10, 11, 12</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>9, 10, 11, 12</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>9, 2 more years</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9, 2 more years</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Health Education</td>
<td>10, 11, or 12</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>7 &amp; 8, 9, 10</td>
<td>1</td>
<td>1</td>
<td>3*</td>
</tr>
<tr>
<td>Art and/or Music</td>
<td>9, 10, 11, or 12</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other Course/Electives</td>
<td>9, 10, 11, 12</td>
<td>3.5</td>
<td>3.5</td>
<td>1.5 to 4.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>9, 10, 11, 12</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL ACADEMIC CREDITS</strong></td>
<td><strong>22</strong></td>
<td><strong>22</strong></td>
<td><strong>22</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Students can pursue a 5 unit sequence in art in lieu of the 2 additional foreign language credits and the Checkpoint B exam needed to earn a Regents Diploma with Advanced Designation.

PATHWAYS TO GRADUATION

The 4+1 option would allow students to take four of the five required Regents exams in addition to one of the following comparably rigorous examinations from a STEM, Career and Technical Education (CTE), Biliteracy, Humanities, or Arts field of study. Students have an opportunity to pass one of the following assessment pathways:

- Humanities Pathway: One additional social studies Regents exam or NYSED Department-approved alternative
- STEM Pathway: One additional Regents exam in a different course in mathematics or science or a NYSED Department-approved alternative
- Biliteracy Pathway: An assessment in a Language Other Than English (LOTE) approved by the NYSED Commissioner.
- CTE- A Career and Technical Education assessment approved by the NYSED Commissioner, following successful completion of an approved CTE program.
- Arts-An assessment approved by the NYSED Commissioner.
GRADUATION REQUIREMENTS

An additional requirement for graduation from high school in New York State is proving competency in required subjects. Students demonstrate competency by passing Regents examinations in required areas of study. The following chart indicates the examinations that must be passed by students to earn a NYS diploma.

Please see Attachments A & B regarding the Common Core Regents implementation transition timeline.

<table>
<thead>
<tr>
<th>Competency Areas &amp; Examinations to be Passed</th>
<th>Local</th>
<th>Regents</th>
<th>Regents with Advanced Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English- Grade 11</td>
<td>Regents Exam in English or Common Core ELA Passing Grade 55-64**</td>
<td>Regents Exam in English or Common Core ELA Passing Grade 65</td>
<td>Regents Exam in English or Common Core ELA Passing Grade 65</td>
</tr>
<tr>
<td>Global History &amp; Geography- Grade 10</td>
<td>Regents Exam in Global History Passing Grade 55-64**</td>
<td>Regents Exam in Global History Passing Grade 65</td>
<td>Regents Exam in Global History Passing Grade 65</td>
</tr>
<tr>
<td>Science- Grade 9</td>
<td>Regents Exam in Science Passing Grade 55-64**</td>
<td>Regents Exam in Science Passing Grade 65</td>
<td>Two Regents Exams in Science Passing Grade 65</td>
</tr>
<tr>
<td>Math-Grade 9</td>
<td>Regents Exam in Integrated Algebra or Common Core Regents exam in Algebra I Passing Grade 55-64**</td>
<td>Regents Exam in Integrated Algebra or Common Core Regents exam in Algebra I Passing Grade 65</td>
<td>Regents Exam in Integrated Algebra, or Common Core Regents exam in Algebra I Geometry, Algebra II/Trig Passing Grade 65</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Checkpoint A Exam Passing Grade 55-64**</td>
<td>Checkpoint A Exam Passing Grade 65</td>
<td>Checkpoint B Exam Passing Grade 65*</td>
</tr>
</tbody>
</table>

Students must score a 65 or above on five required Regents exams or NYSED Department-approved alternative assessments utilizing options through the 4+1 Pathways to Graduation Regulations

*Students can pursue a 5 unit sequence in art in lieu of the 2 additional foreign language credits and Checkpoint B exam needed to earn a Regents Diploma with Advanced Designation.

Compensatory Safety Net Options for Students with Disabilities:

**Students with disabilities must score a 55 on the English and Algebra Regents exams. The student must earn a 65 or higher on one or more required Regents examinations to compensate, on a one-to-one basis, for each required Regents examination in which he or she received a score of 45-54.

For students with disabilities working towards an alternative commencement credential: New York State Career Development and Occupational Studies Commencement Credential requires an annual career plan, career related course work (216 hours), work based learning experiences (54 hours minimum), and an employability profile.
DEPARTMENT FLOWCHARTS

ART

STUDIO ART (FULL YEAR) 
OR 
STUDIO ART (OVER 2 YEARS)

DRAWING & PAINTING I 
OR 
SCULPTURE

ADVERTISING DESIGN I 
OR 
PHOTOGRAPHY

AP STUDIO ART: DRAWING

AP STUDIO: 2D DESIGN

DRAWING & PAINTING II 
OR 
SCULPTURE

ADVERTISING DESIGN II

IT IS RECOMMENDED STUDENTS TAKE THEIR AP COURSES IN THEIR JUNIOR YEAR IF THEY ARE PURSUING AN ART DEGREE IN COLLEGE. THIS WILL HELP THEM TO HAVE A FULLY PREPARED PORTFOLIO WHEN APPLYING TO COLLEGES.

FOR STUDENTS INTERSTED IN PURSUING ART IN COLLEGE, IT IS RECOMMENDED THEY TAKE A FULL YEAR OF STUDIO ART IN 9TH GRADE INSTEAD OF OVER A 2-YEAR PERIOD TO COMPLETE THEIR ART SEQUENCE, INCLUDING AP COURSES.
* Denotes a class in which a Regents exam is given. Skills workshop is provided for students at the Regents level who need additional assistance to be successful.
FOREIGN LANGUAGE

* Denotes a class in which a Checkpoint Exam is given.

FLES 6\textsuperscript{TH} GRADE
OR
MANDARIN 1A

SPANISH OR FRENCH 7\textsuperscript{TH}
GRADE
OR
MANDARIN 1B

SPANISH OR FRENCH 8\textsuperscript{TH}
GRADE*
OR
MANDARIN 1C*

FRENCH OR SPANISH IC*

SPANISH OR FRENCH II
OR
MANDARIN 2A

SPANISH OR FRENCH III
OR
MANDARIN 2B

SPANISH OR FRENCH IV
OR
MANDARIN 3

AP SPANISH OR FRENCH
**SOCIAL STUDIES**

* Denotes a class in which a Regents exam is given. Skills workshop is provided for students at the Regents level who need additional assistance to be successful.

SOCIAL STUDIES 8

GLOBAL STUDIES 9
* **SKILLS WORKSHOP OFFERED**

GLOBAL STUDIES 10*
* **SKILLS WORKSHOP OFFERED**

U.S. HISTORY*
* **SKILLS WORKSHOP OFFERED**

PARTICIPATION IN GOVERNMENT & ECONOMICS

AP EUROPEAN HISTORY*

AP U.S. HISTORY

AP GOVERNMENT
* **STUDENTS MUST ALSO TAKE ECONOMICS**

**ELECTIVES OFFERED ARE:** PSYCHOLOGY (1/2 CREDIT), SOCIOLOGY (1/2 CREDIT), & INTERNATIONAL STUDIES (1/2 CREDIT)
MATH

* Denotes a class in which a Regents exam is given.
SCIENCE
* Denotes a class in which a Regents exam is given.
DEPARTMENT COURSE DESCRIPTIONS

ART

Studio in Art (1 unit)

This one year course provides students with studio experiences using a variety of mediums and areas of art exploration such as painting, drawing, and sculpture. Projects will be based on the elements of art and principles of design and will engage the students in creating, presenting, connecting and responding to the arts. This exciting course will prepare students to acquire the skills necessary to take an advanced level art class, as well as meet the required one credit in the arts in accordance with the New York State Visual Art Standards outline by the NYS Education Department. It is highly recommended that this full year course be taken in grade 9 so that students are prepared to take advanced art classes in their future years and to prepare those who wish to take an art sequence.

Studio in Art (1-1), (1-2) (1/2 unit each)

This one year course provides students with studio experiences using a variety of mediums and areas of art exploration such as painting, drawing, and sculpture. Projects will be based on the elements of art and principles of design and will engage the students in creating, presenting, connecting and responding to the arts. Students will acquire skills necessary for to take an advanced level art as well as meet the required one credit in the arts in accordance with the New York State Visual Art Standards outline by the NYS Education Department. This course is offered every other day for students who need flexibility in scheduling. Students are required to take two years of this before moving on in the sequence. It is highly recommended that students take the full year course if possible. However, if scheduling does not permit, this course should be taken in grades 9 and 10.

Drawing and Painting I and II (1 unit)

Students in these courses have the opportunity to work with a wide array of mediums throughout the year. Students will work with graphite, charcoal, pastel, colored pencil, ink and acrylic paint on a variety of different grounds/surfaces. Students in Drawing and Painting will build on the skills that they developed in previous art courses and continue growing both technically and conceptually as artists. Through these courses, students can expect to gain a strong foundation in composition, the visual elements and principles of design, and the basic techniques and concepts of both drawing and painting. These courses are recommended for students in grades 10-12 who have completed Studio in Art and those who may be seeking an art sequence.

Sculpture (1 unit)

Students in this course will be encouraged to work with a variety of traditional three-dimensional materials such as clay, wood, recycled materials, and plaster as well as non-traditional, experimental materials, to create original works of art. Students will learn how to create sculptures that will be free-standing, handmade pieces using sculptural techniques such as coil building, pinching, molding, and carving. The students will consider volume, weight, color, form and texture while creating contemporary works of art. This course will also include group and individual problem solving experiences that will help the students develop an awareness and understanding of three-dimensional techniques from a variety of cultures and time periods. This course is recommended for students in grades 10-12 who have completed Studio in Art and those who may be seeking an art sequence.
**Advertising and Design I and II** (1 unit)

Through these courses, students will learn the basic elements of two-dimensional design. Students will use a variety of hands on art techniques along with computer programs from the Adobe Design Suite such as Photoshop, Illustrator, and more! Students will study the principles and concepts of layout and design as applied to a variety of advertising and graphic design assignments: ads, brochures, logos, posters, book jackets, and sales promotion material. **These courses are recommended for students in grades 10-12 who have completed Studio in Art and those who may be seeking an art sequence.**

**Photography I and II** (1 unit)

Through these courses, students will gain an understanding of lighting and composition while improving photographic concepts and visions. Students will learn how to use the digital camera to control aperture, depth of field, and more. They will also learn how to use the programs in the Adobe Design Suite to manipulate and strengthen their photographs. **These courses are recommended for students in grades 10-12 who have completed Studio in Art and those who may be seeking an art sequence.**

**Advanced Placement Studio Art: or Advanced Placement 2D Design** (1 unit)

These advanced courses are offered in coordination with the College Board and give the students an opportunity to earn college credit. Students may choose from a 2D Design or Studio Art portfolio. Students will become informed and critical decision-makers as they develop a portfolio that is personal to their individual talents and interests, while demonstrating mastery of 2-D design principles, drawing, and studio arts. This course that will guide students in becoming college and career ready in the arts! **These courses are recommended for students in grades 11 and 12 who have completed Studio in Art and at least one advanced art class. Students who plan to attend an art college should consider taking one of these courses in 11th grade to prepare their portfolios for college interviews. However, these courses are not limited to only students who are preparing for a career in art!**
BUSINESS

**Business Law** (1 unit)

Business Law is intended to provide an understanding of our legal rights and responsibilities. It includes the laws covering business crimes, torts, and contracts. Students study laws involving credit, employment, insurance, checks and other types of commercial paper, rental and ownership of real estate and personal property, as well as wills and estates. Recommended for 10th, 11th and 12th graders.

**Computer Applications** (1 unit)

This course is designed for basic keyboarding and computer application. In this class, students will be using the Microsoft Office programs of Word, Excel, PowerPoint and Publisher. Other software and apps include and are not limited to: PhotoStory, Prezi, and Google Apps. Students will learn to produce professional-looking letters, envelopes, memos, tables, desktop publishing and how to format an MLA report, which is the standard format used for classes at CCS, using Word. This course will also provide practice with more advanced features of desktop publishing on Word and Publisher, applications of the Excel spreadsheet, professional presentation design skills using PowerPoint and video presentations using PhotoStory.

**SUPA Financial Accounting** (1 unit)

This is a 4 credit college course, and is a Project Advance Honors course offered through Syracuse University. For students to receive Syracuse University credit, they will be required to pay a course fee of $448 to the University. A master teacher from our Business Department is trained by Syracuse University to teach this course. After successfully completing this course, students will receive four college credits.

This course is especially suitable for anyone exploring business as a career but is also helpful for personal use. Accounting is considered the language of business and is a broad preparation for many career options. This course will introduce students to the financial accounting concepts that give support to entrepreneurs, managers, investors and creditors in planning, operating and analyzing a business. Emphasis in this course is on the interpretation of financial statements and the accounting cycle. Recommended for 10th, 11th, and 12th graders.
**ENGLISH**

**English 9 Regents** (1 unit)

The class will read: poems, short stories, newspapers, magazine articles, excerpts of *The Iliad, The Odyssey, Romeo and Juliet*, and other titles. Writing will consist of journal entries, literary essays, and an author study/research project with internal citation and a works cited page. The goal of the course is to prepare students for success on their English 11 Common Core Regents exam.

**English 9 Honors** (1 unit)

The class reading selections will include poems, journal articles, magazine articles, classic short stories excerpts of *The Iliad, The Odyssey, The Pearl, Romeo and Juliet*, and various other titles. Writing assignments will include literary analysis essays, Great Book responses, journal entries, and an author study/research paper with internal citation and a works cited page. This class will prepare students for success of the Common Core Regents exam in Grade 11.

**English 9 General** (1 unit)

English 9G is a small, individualized course. The course will focus on strengthening students’ reading and writing skills. The reading selections will include short stories, poems, non-fiction pieces and *Romeo and Juliet*. Writing assignments will focus on incorporating textual evidence in the assigned essays. Vocabulary development will also be stressed.

**English Skills Workshop**

This course is designed for those students who have difficulty in English and who must be prepared to pass the English Regents exam in their junior year. Activities in this class will support English class activities, especially in the area of skills, to prepare students for the required writing tasks on the Common Core Regents Examination in English. The curriculum will strengthen students’ reading, writing, listening and speaking skills. This course may not be used as one of the four required English courses.

**English 10 Regents** (1 unit)

The literature-based curriculum is designed to prepare students to be college and career ready through thorough reading and responding to both fiction and non-fiction selections. Special preparation for the reading and writing students will need for the Common Core English Regents examination will be completed. A review of grammar and vocabulary development is also stressed. Reading assignments are selected from the following: *Much Ado about Nothing, October Sky, Frankenstein, A Tale of Two Cities, Fallen Angels, Antigone*, and various short stories.
**English 10 General** (1 unit)

General English 10 is a course designed to prepare students for the New York State Common Core Regents that they will take in eleventh grade. The course focuses on reading and writing skills and strategies the students will be able to use on mandated assessments. The readings are: non-fiction selections, short stories, poems, and full-length pieces of literature. The small class size allows for more individualize instruction delivered at a moderate pace.

**English 10 Honors** (1 unit)

This course is designed to prepare students for his or her eleventh and twelfth grade AP exams. Additional preparation for the Common Core English Regents Examination will also be done. The course will explore challenging, high-quality literature-both fiction and non-fiction-with questions and writing assignments that are parallel to the AP exams. Reading selections are drawn from British and American literature, including *Hamlet, A Tale of Two Cities, Frankenstein, Wuthering Heights, The Good Earth, The Great Gatsby, To Kill a Mockingbird, The Catcher in the Rye,* and *The Glass Castle.* The study of those selections includes expository texts that examine the historical and literary background of the works. Also included are vocabulary development and a review of grammar.

**English 11 Regents** (1 unit)

In preparation for the Comprehensive English Regents and the Common Core assessment which students will take this year, students are offered a strong composition program, intensive vocabulary building, and a variety of reading assignments. Longer selections include, *The Crucible, The Awakening, The Canterbury Tales, The Help To Kill a Mockingbird, Dead Poets Society, The Great Gatsby, Tuesdays with Morrie, Fahrenheit 451, Lord of the Flies, Of Mice and Men* and selected short stories, poetry, and nonfiction selections.

**English 11 General** (1 unit)

This is a class geared for students who require a reduced pace and more individual attention and instruction. The student to teacher ratio allows for increased teacher-student conferencing on written work and clarification of comprehension. The ability to edit and revise improves student writing. Various works of fiction and non-fiction are included in the course. In the past, these have included: *Tuesdays with Morrie, of Mice and Men* and *To Kill a Mockingbird.* In addition to major works, poetry, magazine, journal and newspaper articles are also incorporated into the curriculum thematically. Students focus on summaries, literary essays, and responses that include textual support from the readings. This preparation helps to make them College and Career ready and successful on the Common Core Exam which is a graduation requirement.
**AP Literature and Composition (11th)** (1 unit)

The Advanced Placement Literature and Composition course challenges students to read and analyze complex texts with insight into what constitutes significant literature, literature as part of world culture, and an appreciation for a variety of literature. Students will unite in a variety of forms on a variety of literature including but not limited to: *Macbeth*, *The Scarlet Letter*, *1984*, *The Crucible*, *Lord of the Flies*, *Of Mice and Men*, *Tuesdays with Morrie*, *Dead Poets Society* and a variety of short stories, poetry, and essays from but not limited to: Hemingway, Thoreau, Martin Luther King Jr., Walt Whitman, to name a few. Students will take the AP Exam in May, The Common Core English Regents examination in June.

**English 12 MVCC** (1 unit)

This course includes a review and development of all aspects of writing skills including literary essays, college application essays, personal essays, expository essays, research-based augmentative essays, and various forms of technical writing. Nonfiction selections include *Listening is an Act of Love: A celebration of American Life from the Story Corps Project*, Angela’s *Ashes*, *Unbroken*, *Night*, *I Know Why the Caged Bird Sings*, *The Last Lecture*, and *This I Believe*. In addition, students will be eligible to earn college credit through Mohawk Valley Community College, as a dual-credit bearing course.

**Advanced Placement English Language and Composition (12th)** (1 unit)

The Advanced Placement English Language and Composition course challenges students to read complex nonfiction texts analytically and to write prose of richness, insight, and depth. Students write in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects, derived from text studied. In addition, students will complete a lengthy researched-based argumentative paper. Text read may include the following: *One Writer’s Beginnings*, *The Elements of Style*, *On Writing: A Memoir of the Craft*, *Death Be Not Proud*, *Night*, *Man’s Search for Meaning*, *An Ordinary Man*, *This I Believe*, Angela’s *Ashes*, and *A Raisin in the Sun*. Students will take the AP exam in May

**English Elective:**

**Creative Writing** (1/2 unit)

Creative Writing is an elective designed to provide students more opportunity for self-expression. Writing prompts offer students the freedom to experiment with style and voice. This semester elective is open to all juniors and seniors. (This course will not replace English 12.)
FOREIGN LANGUAGE

French IC - Spanish IC (1 unit)

These courses are designed for the older student who has never studied a foreign language before and who is starting his/her study of a second foreign language or for the student who did not complete the one year state requirement. The student receives neither the intensity nor the complete coverage obtained by the student who takes the IA/IB sequence. Basic grammar and vocabulary necessary to enter Level II, along with some cultural awareness, are stressed in this class. A local exam will be given at the end of the course.

French II - Spanish II (1 unit)

Listening and speaking skills continue to be emphasized at this level. Reading, writing, and oral skills are also enhanced. The study of grammar is intensified, and students must master the most common verb tenses. Students build the foundation for the work that they will do in Level III. Cross-cultural awareness is a strong component of this course.

French III - Spanish III (1 unit)

This course aims to perfect the skills introduced in Levels I and II. In addition, students are prepared for the Regents comprehensive French/Spanish examinations which are administered at the end of the year. This course polishes the students' oral and aural skills. Compositions and speeches are used to enhance writing and oral skills. An introduction to literature is achieved through the study of excerpts by well-known authors.

French IV (MVCC FR201) - Spanish IV (MVCC SP201) (1 unit)

This is an honors course offered through Mohawk Valley Community College (MVCC). This course is designed for students who have successfully completed the Level III Regents exam with a B average or better and who have been recommended to participate in the program. After successfully completing this course, students will receive six college credits.

The aim of this course is to refine the knowledge of the structures of the target language to broaden speaking, reading vocabulary and comprehension, as well as to develop writing ability. Literary readings and sophisticated cultural materials will be introduced. A master teacher trained by MVCC will teach the course. Level IV is a pre-requisite for Advanced Placement Honors level.

French V AP (MVCC FR301) - Spanish V AP (1 unit)

This is an Advanced Placement course in literature or language which follows the guidelines and reading list prescribed by the Educational Testing Service in Princeton. The students read novels, plays, and poetry from the Middle Ages to the present, all in the foreign language. Class discussions, papers and tests on the readings are also in the language. The literature affords students the opportunity to deal with the concepts and philosophies presented in the works through advanced grammar study. This course is level 301 – 302 and the students receive six credits through Mohawk Valley Community College.
**Mandarin Chinese 2A** (1 unit)

This is the first of a two-year sequence that will progress through the second level of traditional language study. This is a sequential course that continues teaching of Chinese beginning at the Checkpoint B of the New York State standards. The student enters the course with basic concepts of Chinese. Students build upon vocabulary, grammar and character writing. Students will begin to express themselves with some degree of fluency and fluidity in all four language skills of speaking, listening, writing, and reading. **Pre-requisite:** Chinese 1C

**Mandarin Chinese 2B** (1 unit)

This is the second of a two year sequence that progresses through the second level of traditional language student. It is available only to students who have successfully completed the Mandarin Chinese sequence of courses through Level 2A. The student enters the course with solid skills and concepts of second language learning. The student also shows advancement progression of skills particularly in the writing and speaking of Chinese. In the sequential course Mandarin Chinese 2B, the student will continue to build vocabulary, grammar and character writing to show extended knowledge of the language to where the student is able to sustain lengthier conversations in the target language and write in Chinese with an element of fluidity and continuity. This is approached through all four areas of language learning: speaking, listening, reading and writing. The student advances in ability of expression with an increased degree of fluency and fluidity from the Mandarin Chinese 2A course. **Pre-requisite:** Chinese 2A

**Mandarin Chinese 3** (1 unit)

This course focuses on the advancement of the four skills of language learning: speaking, listening, reading and writing. It is designed to increase proficiency so that students are capable of communicating with a native speaker in such areas as socializing, obtaining information and expressing personal feelings. Grammar and vocabulary are studied through a variety of activities that deal with these areas. Increased emphasis will be placed on the writing of Chinese characters to expand the student’s ability to write in Chinese. Students at this level are preparing for the Checkpoint B exam in June. Successful completion of this exam will provide students with a World Language sequence thus fulfilling one of the Advanced Regents Diploma Requirements. **Pre-requisite:** Chinese 2A & Chinese 2B
HEALTH

Health (1/2 unit)

All students in NYS must pass the high school Health education course in order to receive a high school diploma. Students in grades 10-12 enroll in a yearlong ½ credit course that meets every other day. Health class units include information and skills on a variety of health issues and current events including but not limited to: mental and emotional health issues, infectious and noninfectious diseases, human sexuality, safety and bullying, substance abuse and addiction, life skills, community health and health occupations. In addition, all students will be certified by the American Health Association in CPR/AED training. This is a requirement for graduation. There are no prerequisites required before taking this class.
MATHEMATICS

Algebra I Common Core (1 unit)

This is the first mathematics course in the Regents sequence. The purpose of this course is to satisfy the Algebra requirement of the Common Core Standards adopted by New York State. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. This class is taught using a 1 period/2 period (A/B days) format so that students receive 39 additional minutes of instruction every other day. The use of graphing calculators is an integral part of this course and owning a Texas Instruments graphing calculator (TI-83 minimum) is most helpful. Students will take the Algebra I Common Core Regents exam in June.

Algebra I Common Core 1 – 1 (1 unit)

This is the first year in a two-year Algebra I course designed for students who benefit from additional math instruction (See Algebra I Common Core description). Students who enroll in this course will also complete Algebra CC 1-2 the following year, and will take the Algebra I Common Core Regents exam in June upon completion of this two year course.

Algebra I Common Core 1 – 2 (1 unit)

This is the second year in a two-year Algebra I course designed for students who benefit from additional math instruction (See Algebra I Common Core description). Students who enroll in this course will take the Algebra I Common Core Regents exam in June upon completion of this course.

Introduction to College Mathematics (MVCC: MA089/090/091) (1 unit)

This course is a foundational algebraic offering for students to build basic skills by focusing on language and concepts necessary for college based math courses. Topics include whole numbers, integers, rational numbers, decimals, arithmetic computations, measurement and geometry, percentages, ratio and proportion, linear equations, polynomials, and an introduction to graphing lines. It develops problem solving skills with an emphasis placed on applications. Successful completion of this course will enable students to enroll in dual credit course offerings through our partnership with MVCC beginning with Concepts in Mathematics.

Concepts in Mathematics (MVCC: MA108) (1 unit)

This course is a continuation of the fundamentals of mathematics. Topics include problem solving, logic, geometry, statistics, and consumer mathematics. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive SUNY credit for successful completion of their course requirements. An appropriate placement test result or the completion of Introduction to College Mathematics is required. If students pass the final as well as pass the course with a C or above, he/she will receive a transcript from MVCC that shows the student completed Concepts in Mathematics (MA108).
Geometry Common Core Regents (1 unit)

Geometry is the second course in the Regents mathematics sequence for high school students. The purpose of this course is to satisfy the Algebra requirement of the Common Core Standards adopted by New York State. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Geometry is meant to lead students to any understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. This class is taught using a 1 period/2 period (A/B days) format so that students receive 39 additional minutes of instruction every other day. The use of graphing calculators is an integral part of this course and owning a Texas Instruments graphing calculator (TI-83 minimum) is most helpful. Students will take the Geometry Common Core Regents exam in June. Prerequisite: Successful completion of Algebra I CC.

Geometry Common Core Honors (1 unit)

This is the second course of the three-year sequence in Regents math for the accelerated ninth grade math student (see Geometry CC Regents description above). This honors level course follows the syllabus for Regents Geometry CC, extending some topics and drilling to greater depth in several areas of the curriculum. Students will take the Geometry Common Core Regents exam in June. Prerequisite: Successful completion of Algebra I CC.

Topics in Algebra II CC (1 unit)

Topics in Algebra II and Trigonometry is designed for students who benefit from additional math instruction. The needs of such students will be satisfied by focusing on half of the Algebra II Common Core curriculum that will be incorporated during the 2016-2017 school year. The course terminates with a school final but is designed for the student to advance to Algebra II Common Core the following year when the student will take the Algebra II Common Core Regents.

Algebra II and Trigonometry Regents (1 unit)

Algebra II and Trigonometry is the third course in the Regents mathematics sequence for high school students. This course will be taught using the 2005 NYS Standards for the school-year 2015-2016. This course is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated. The use of graphing calculators is an integral part of this course and owning a Texas Instruments graphing calculator (TI-83 minimum) is most helpful. Students will take the Algebra II and Trigonometry Regents exam in June. Prerequisite for this course is the successful completion of Algebra I CC and Geometry CC.
**Algebra II and Trigonometry Honors** (1 unit)

This is the third course of the three-year sequence in Regents math for the accelerated tenth grade math students (see AlgII/Trig Regents description above). This honors level course follows the syllabus for Regents Algebra II and Trigonometry, extending some topics and drilling to greater depth in several areas of the curriculum. Students will take the Algebra II and Trigonometry Regents exam in June. Prerequisite: for this course is the successful completion of Algebra I CC and Geometry CC.

**Statistics (MVCC MA110) (1 unit)**

This course introduces probability and statistics. Topics include graphs, tables, frequency distributions, measures of central tendency and dispersion, normal distribution, correlation and regression, probability, and inferential statistics. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. The requirements to receive credit include an appropriate placement exam result, a grade of at least 70 on the MVCC final exam, and a grade of C or above for the course. If these requirements are met, at the end of the school year the student can obtain a transcript from MVCC showing the completion of Elementary Statistics (MA110).

**Intermediate Mathematics (MVCC MA115) (1 unit)**

This course is an entry level college mathematics course. It can be taken as a second semester course following the completion of Statistics (although Statistics is not a prerequisite). This course introduces intermediate algebra-level knowledge and skills. Topics include exponents and radicals, polynomial and rational expressions, functions and relations and their graphs, inequalities, and systems of linear equations. Linear, quadratic, rational, and radical equations are solved and are used in application problems. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. If the student takes the MVCC placement exam and places into MA115, as well as passes the course, he/she will receive a transcript from MVCC that shows that the student has completed Intermediate Mathematics (MA115). Prerequisite is an appropriate placement on the MVCC placement exam.

**Pre-Calculus (MVCC MA150) (1 unit)**

Pre-Calculus is a one-year course in analysis and study of functions. A thorough study is made of linear relations, the quadratic relations (circle, parabola, ellipse and hyperbola) and the polynomial functions. Emphasis is placed on the interconnecting links between the algebraic properties and the geometric configurations of mathematics equations and inequalities. The course is intended to serve as a thorough foundation for the study of calculus and advanced mathematics. The use of graphing calculators is an integral part of the Pre-Calculus program, owning a Texas Instruments graphing calculator (TI-83 minimum) is very helpful. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. The requirements to receive credit include an appropriate placement exam result, a passing grade on the MVCC final, and a grade of C or above for the course. If these requirements are met, at the end of the school year the student can obtain a transcript from MVCC showing the completion of Pre-Calculus (MA150). Prerequisites: Algebra, Geometry, and Algebra II/Trig.
Pre-Calculus Honors (MVCC MA150) (1 unit)

This is a one-year pre-calculus course similar to Mathematics IV, the course recommended by the New York State Bureau of Mathematics for the preparation for calculus. Pre-Calculus H places great emphasis on the study of functions. Conic sections, polar coordinates and graphs, sequences and series, limits, matrices, determinants, and vectors are also studied. The use of graphing calculators is an integral part of the Pre-Calculus H program owning a Texas Instruments graphing calculator (preferably at least TI-83) is very helpful. The majority of students who enroll in this course are accelerated juniors, who upon completion of the course, are prepared for a fifth year of high school mathematics, Advanced Placement Calculus AB. This course terminates with a school final. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. The requirements to receive credit include an appropriate placement exam result, a passing grade on the MVCC final, and a grade of C or above for the course. If these requirements are met, at the end of the school year the student can obtain a transcript from MVCC showing the completion of Pre-Calculus (MA150). Prerequisites: Algebra, Geometry, and Algebra II/Trig.

AP Calculus (MVCC MA151) (1 unit)

This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. The purpose of this course is to prepare the students for advanced placement in college calculus. This course follows the syllabus of the College Board for Calculus AB. It consists of a full year's work in differential and integral calculus and related topics. The course is offered to accelerated seniors who have completed Pre-Calculus or Pre-Calculus H. AP Calculus is a college level mathematics course for which many colleges grant advanced placement and/or credit. A graphing calculator is required for this course. The students take the exam prepared by the College Entrance Examination Board during the first week of May. Clinton High School is teaming with Mohawk Valley Community College to offer the opportunity to receive MVCC SUNY credit for successful completion of their course requirements. The requirements to receive credit include an appropriate placement exam result, a passing grade on the MVCC final, and a grade of C or above for the course. If these requirements are met, at the end of the school year the student can obtain a transcript from MVCC showing the completion of Calculus I.
MUSIC

Theatre (1 unit)

The purpose of this year-long course is to give the student an increased appreciation of acting as an art form. The student will act, direct, and be technically involved in scenes, one-act plays, or a full-length production. They will read, write, and evaluate plays/scenes as well as view and critique recorded and live performances. History, culture, and technology will be examined, and career opportunities will be explored. Through creating theatre, students will grow in their ability to express themselves, to communicate with others, to understand teamwork, and hopefully comprehend those around them!

Symphonic Band (1/2 unit)

Membership is open to all students in grades 9-12 who play band instruments and have prior band experience. Students should be prepared to demonstrate knowledge and proficiency on their instrument by playing the following materials:

- Seven major scales, (these do not need to be memorized)
- Chromatic scale, (this does not need to be memorized)
- Etude or exercise of appropriate difficulty

Instrumental lessons are required. The lesson consists of individual or group instruction one period per week and is scheduled on a rotating basis. Lesson materials will include lesson books, band music and small ensembles for more advanced players. Students should be prepared to make a commitment to learning from these materials by practicing on a regular basis. A minimum of three concerts per year are performed. The symphonic band may participate in other types of field trips and events. The performances are considered to be “exams”; therefore, credit will not be awarded to students who do not attend the performances without a legal excuse. Performance at the commencement ceremonies is also a requirement. Membership for the Middle School-High School Orchestra is taken from the Symphonic Band on the director’s recommendations.

Music Theory I (1 unit)

Music Theory I is open to students who are in band, chorus, or orchestra and/or play an instrument outside of school. The course is designed to give students the basic understanding of the rules and principles, (or the “mathematics”) involved in reading and writing music. The course also teaches students to analyze music aurally and visually. Understanding key signatures, scales, chord structures and chord progressions on a visual and an aural level is the primary focus.

Mixed Choir (1/2 unit)

Membership in Mixed Chorus is open to students in grades 9-12 who are currently enrolled in chorus. Students who are not in chorus will need to see Mrs. Wratten for an entry screening. A variety of choral works are explored to acquaint the students with various types of choral literature, and to develop concepts and performance skills associated with varying musical content, structures, and styles. Choral techniques such as phrasing, tone quality, diction, rhythm, balance, blend, intonation, expression, and musicianship are stressed. At least three concerts per year are given. The chorus rehearses two and a half times per week. In addition,
group vocal lessons are required. Each student will be assigned to a one period lesson every other week. The performances are considered the same as examinations; therefore, credit will not be given to students who do not attend the performances without a legal excuse.

**Middle School - High School Full Orchestra** (1/2 unit)

The Middle School - High School Full Orchestra consists of string players in grades 7-12 and brass, woodwind, and percussion students in grades 9-12. Admission and seating for string students is by audition where they demonstrate knowledge and proficiency of the instrument. The wind and percussion students are recommended by the high school band director and middle school band director for incoming 9th Grade students.

The seating audition for string students consists of the following:
1. scales, of appropriate difficulty
2. solo, of appropriate difficulty
3. sight reading

In school, instrumental lessons are required. The lesson consists of one period per week of individual or group instruction. Lessons are scheduled on a rotating basis.

The orchestra presents a minimum of three concerts per year. Other types of musical activities and opportunities are available for students to further develop their musicianship. The performances are considered the same as examinations; therefore, credit will not be given to students who do not attend performances without a legal excuse.
NEW VISIONS PROGRAMS
ONEIDA COUNTY BOCES CENTER

The New Visions Programs are sponsored by the Oneida County BOCES, located on Middle Settlement Road in New Hartford. The New Visions Programs are intended for seniors who wish to pursue on site study of job opportunities in a particular career or industry. Students spend mornings at job sites and return to their home school for academic courses in the afternoon. Program objectives in each career include the following:

- Students will develop career plans based on information gained through on-the-job learning.

- Students will begin preparation for professional/technical careers that demand two or more years of post-secondary education.

- Students will demonstrate socialization skills in the work place.

- Students will apply previously learned academic knowledge and skills to professional tasks and problems.

- Students will learn first-hand the connections between school and the work place.

Courses include:

- New Visions Business Management - 1 year
- New Visions Communications - 1 year
- New Visions Education - 1 year
- New Visions Engineering Technology - 1 year
- New Visions Health Professions - 1 year
- New Visions Legal Professions - 1 year
- New Visions Nanotechnology - 1 year
- New Visions Performing Arts – 1 year
- New Visions Veterinary Science – 1 year
OCCUPATIONAL EDUCATION
ONEIDA COUNTY BOCES CENTER

The following programs will be available at the Oneida County Board of Cooperative Education Services Center located on Middle Settlement Road in New Hartford. Clinton students are transported to the Center for half-day programs every day.

Agricultural Education
1. Conservation Science – 1 or 2 years
2. Animal Science – 1 year

Health Occupations Education
1. Certified Nurse Assistant - 1 year

Home Economics Education
1. Culinary Arts - 1 or 2 years
2. Early Childhood Education - 1 or 2 years

Trade and Industrial Education
1. Advertising Design and Multimedia Productions - 1 or 2 years
2. Auto Body Repair - 1 or 2 years
3. Automotive Technology-NATEF 1 or 2 years
4. Construction Trades – 1 or 2 years
5. Welding – 1 or 2 years
6. Electricity - 1 or 2 years
7. Emerging Technologies/Cyber Security – 1 or 2 years
8. Cosmetology - 1 or 2 years and 1 summer
9. Criminal Justice - 1 or 2 years
10. Nail Technology - 1 year
11. Outdoor Power Equipment - 1 or 2 years

Ungraded, Non-Sequence Credit Programs
1. Food Services (16+)
2. Auto Technician Occupation

Please see your counselor if you would like additional information about any of these courses.
**PHYSICAL EDUCATION**

The High School Physical Education program is a semi-elective program designed to give physical education classes, and the individual student, the opportunity to pursue his or her own needs and interests in physical education. The program consists of nine blocks, approximately four weeks each. Units are offered in each block, so that the student has the opportunity to participate in a variety of activities during his or her high school career. The program is designed to meet the needs and interests of all students involved, and to fulfill the requirements for physical education as established by the Commissioner of Education, the New York State Learning Standards, and the Common Core Learning Standards.

The Physical Education program will provide opportunities for progression of skills and learning development, as well as maintaining and improving the overall physical fitness of the students involved. The program will be challenging to the student, so that individuals will develop positive attitudes toward physical activities that will continue later in life. A general awareness of physical well-being should be the ultimate goal of the student and the physical education program. Scheduling and class size may curtail the elective process for some students, but the ultimate goals will remain the same.

Adaptive Physical Education will be offered to those students identified by the staff.
Living Environment Regents (1 unit)

This course is designed to prepare students to explain, both accurately and with appropriate depth, the most important ideas about our living environment. Key concepts include unity and diversity, genetic continuity, evolution, reproduction and development, dynamic equilibrium in organisms, ecology and human ecology. The class meets daily with an extra period every other day for laboratory work. A lab requirement must be met to be eligible to take the Regents exam in June.

Physical Setting\Earth Science Regents (1 unit)

Regents Earth Science is designed to explore the Earth and Solar System. This laboratory-oriented course meets seven or eight periods per week and explores astronomy, topographic mapping, oceanography, geology, mineralogy, meteorology, and hydrology. An emphasis is placed on the concepts and principles essential to understanding the moving forces and history of the earth. The class meets daily, plus an extra period every other day for laboratory work. Students who select this course should have passed Math A and be enrolled in a higher level math course. A lab requirement must be met to be eligible to take the Regents exam in June.

Honors Physical Setting\Earth Science Regents (1 unit)

The honors section of Earth Science follows the Regents Earth Science syllabus. Students will take the Physical Setting/Earth Science Regents exam in June providing the lab requirement is met. Students will be studying the Earth Science topics in more depth than the Regents Earth Science class and will be expected to complete more extensive labs and projects. The class meets daily with an extra period every other day. Students are expected to maintain at least an 85 average.

Environmental Geology (1 unit)

Environmental Geology will address the interactions between geologic processes and society. The first group of topics that will be covered in this course are related to earth processes and natural hazards. These units will cover the hazard, the areas that are impacted by the hazard, and safety/prevention tips incase students live in impacted areas. This section will include earthquakes, tsunamis, volcanic activity, and rivers/flooding. The second group of topics that will be covered in this course are related to resources and pollution. This will include water resources, water pollution, energy resources and soils. Recommended for 11th and 12th grade students.

Regents Chemistry (1 unit)

Regents Chemistry is a full year course that focuses on the behavior of elements, compounds and the changes that both can undergo. An emphasis of the course will include the structure of matter, the changes that matter undergoes, and the energy that accompanies these changes. Hands on laboratory activities and written lab reports will reinforce concepts learned in class. Students must have strong mathematical problem solving skills to master the quantitative relationships that are developed throughout the course.
**Honors Chemistry** (1 unit)

The foundation of the Honors Chemistry course follows the Regents Chemistry syllabus and culminates with the Regents exam. Topics in Honors Chemistry require students to have strong mathematical skills necessary to analyze and solve the problems that grow out of the in-depth presentation of many complex topics. Laboratory investigations reinforce classroom discussions and require formal laboratory reports.

**Everyday Science** (1 unit)

Everyday Science is a full-year course for students who do not plan to study science at the college level, but want to know how science will affect their lives. All four branches of science are represented, but applications rather than details are the focus of the course. The course is intended for students who have already passed the Living Environment Regents exam. The class meets daily for a single period.

**Regents Physics** (1 unit)

In this physical science course, students will learn about the knowledge of nature and how mathematical formulas can be applied to the universe. Topics that will be covered include motion, forces, energy, momentum, electricity, waves, and nuclear physics. Students will learn how to approach problems from both an analytical and mathematical background. A good foundation in algebra and trigonometry is necessary in order to be successful in the course. Students will take the Regents Physics examination in June and must complete the required lab minutes in order to sit for the exam.

**AP Physics I** (1 unit)

The Advanced Placement Physics 1 course is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. A solid foundation in algebra and trigonometry is necessary in order to be successful in the course. Students will take the AP Physics 1 examination in May and also the Regents Physics examination in June for credit. In order to take both exams, students will need to complete the required lab minutes.

**Introduction to Electrical Engineering (MVCC ET153)** (1/2 unit)

This course focuses on computer science skills necessary to gain interest and knowledge in the field of nanotechnology. After completion of this course students should be able to build a completed circuit that is functioning correctly. The topics include: atomic structure, volts, ohms law, reading a meter, power, series and parallel circuits, sources of electricity, magnetism, motors, generators, AC circuits, capacitance, inductance, transformers, semiconductors and integrated circuits. The class will meet for 1 period each day for the year. Prerequisite- juniors and seniors who have completed Algebra II/Trig.
SOCIAL STUDIES

Global History & Geography Grades 9 and 10 (1 unit each)

Global History 9 and 10 is a two-year world history survey course. In the ninth grade students begin the exploration of history with early human life and end in the middle of the 18th century. In the following year, students will pick up from the mid 1700’s and continue to the most recent events. All aspects of social studies, such as culture, geography, history, and economics are included in each grade. Both levels focus on expository writing in the content area, with a focus on Global History concepts as determined by the New York State curriculum. At the end of Grade 10 students will take the Global History & Geography Regents exam.

Advanced Placement European History (1 unit)

Tenth grade students with motivation and excellent writing skills may select this course instead of Global History 10. Twelfth grade students may choose it as an elective. Students will be challenged to read extensively, analyze and debate historical perspectives, express historical understanding, and evaluate conflicting interpretations of history. Written expression is a major component of the course. Students should be prepared to spend 1 hour every night reading, writing and preparing for class discussion. All students take the AP exam in May. At the end of the course, students will take the New York State Regents Exam in Global History & Geography.

United States History/Government Grade 11 (1 unit)

This course includes a chronological survey of United States history, with emphasis on the United States as a developing industrial and post-industrial nation. Constitutional and legal issues will be explored in depth, as will the problems of a dynamic industrial society in an increasingly complex and technology-oriented world. Previous historical knowledge (from Grades 7 and 8) will be called upon for background, comparison, and contrast. At the end of the course, students will take the U.S. History/Government Regents exam.

Advanced Placement American History (1 unit)

Eleventh grade students with high interest and ability in social studies may select this course instead of Social Studies 11. Twelfth grade students may choose it as an elective. Students are required to read broadly on a variety of topics before engaging in discussions, debates and writing exercises. Students will gain skills in assessing the relevance and reliability of historical material, as well as making interpretations and informed judgments. Students should be prepared for intensive writing assignments that require historical research and analysis. All students take the AP exam in May. Juniors also take the New York State Regents Exam in U.S. History/Government in June.
Social Studies 12 Program (1 unit)

All 12th grade students are required to take Economics for one semester and Participation in Government for one semester. Students may also enroll in social studies electives. A ten-hour project (in the senior year) is required for graduation.

Economics (1/2 unit)

The course is comprised of four major units of study:

1. Economic Systems
2. Microeconomics
3. Macro economics
4. The United States and the World Economy

Specific topics include supply and demand, the consumer, labor issues, measuring the economy, unemployment, inflation, and tax policy.

Participation in Government (1/2 unit)

The course involves a study of government and an analysis of public policy issues. Students will monitor, evaluate, and forecast social conditions and study landmark Supreme Court cases. In addition, they will study the values which influence public policy decisions and engage in participatory projects.

AP American Government & Politics (1 unit)

Well-motivated and interested seniors can select this course, which also exempts students from the Economics course requirement. This reading-intensive course will give students an analytical perspective on government and politics in the United States. Students will gain familiarity with various institutions, groups, beliefs, and ideas that constitute U.S. politics. Economic policies and concepts are integrated into the course as well. Students should be prepared to spend a minimum of 1-2 hours per night reading, writing and preparing for class discussion. All students take the AP exam in May. The remainder of the course then focuses exclusively on Economics.

Global History Skills Workshop 9 & 10

Students will undertake a variety of activities in the Global History Skills Workshop to facilitate understanding of the required Global Studies material. Work in the Global History Skills Workshop will expand beyond the regular classroom assignments for a greater depth of knowledge of required curriculum in addition to emphasizing focused practice in writing and thinking skills. The Global History Skills Workshop will be held on alternating days and must be taken in conjunction with a regular social studies course.

U.S. History Skills Workshop - Grade 11

Students will engage in a variety of activities in the U.S. History Skills Workshop to facilitate understanding of the required U.S. History material. Work in the U.S. History Skills Workshop will expand beyond the regular classroom assignments for a greater depth of knowledge of required curriculum in addition to writing and thinking skills. The U.S. History Skills Workshop will be held on alternating days and must be taken in conjunction with a regular social studies course.
Exploring Psychology (1/2 unit)

This course is offered to students in grades 10-12. This course includes exploration of psychological theories and their historical perspective. Students will examine and identify different theories of human behavior. This course is available to students in grades 10-12.

International Studies (1/2 unit)

This course will analyze the behavior of nations based on factors including domestic policy, nationalism, external impacts, international conflict, diplomacy, and conflict resolution. The function, structure, and operation of the United Nations also will be studied. In addition, students will practice public speaking through debate in parliamentary procedure based on research of topics chosen by students. There is a heavy emphasis on awareness of current world issues.

Sociology (1/2 unit)

This is a senior elective. The focus of Sociology is to answer these questions: What holds society together? What methods do sociologists use to study human problems? What does the study of people reveal about their lives? Can human behavior be predicted? Does the existence of social classes in society have any impact on personal life? A brief psychology emphasis provides an introduction to major concepts of psychology. A variety of American values, standards and lifestyles will be discussed throughout the course. This course is only open to seniors.
TECHNOLOGY

Manufacturing (1/2 unit)

This course is an overview of the manufacturing processes used in industry. The students will study different materials (wood, metal, and plastics) that go into many consumer products used in everyday living. Students will see how materials are changed by shaping, cutting, bending, fabricating and then assemble them into finished products. Product design, engineering, product planning, tooling, quality control, and distribution are all units of study. As a class project, students will use product techniques to manufacture a product, such as canoes, paddle boats, snowshoes, Adirondack chairs, and hockey games.

This course is open to 10th, 11th and 12th graders.

Construction (1/2 unit)

Begin with a piece of paper and end with a scaled model house! If this intrigues you, then our construction course was designed for you! This course provides students with an understanding of the skills needed to build a house. Students will work with blueprints and build a scaled two story one-family house. This course helps students develop skills in estimating, framing, siding, and interior and exterior finishing.

This course is open to 10th, 11th and 12th graders

Transportation Systems (1 unit)

Students will have the opportunity to learn about four different modes of transportation. The four sessions include aerospace exploration, land transportation, marine transportation, and alternative transportation systems.

This course is open to 10th, 11th and 12th graders.

Land Transportation – Students will learn about land transportation systems, small engine repair and land transportation careers.

Marine Transportation – This module focuses on maritime navigation, fundamentals of boating, and maritime careers.

Alternative Transportation Systems – This course will cover the history of alternative transportation, economic impact, alternative fuels and the future and alternative transportation careers and occupations.

Aerospace Exploration - This session will cover the historical evolution of aerospace, fundamentals of flight, space technology, and aerospace careers.

Design and Drawing for Production (DDP) (1 unit)

Design and Drawing for Production is a technology course utilizing solid modeling design software to design and build working models. It teaches students how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. For example, after learning about the different techniques engineers use in determining how to design a product, students will have the flexibility to explore the design and engineering processes to solve problems that are of their own interest when applied to particular fields of engineering.