

# **CLINTON HIGH SCHOOL**



## **COURSE CATALOG**

**2021-2022**

**HIGH SCHOOL PRINCIPAL: DR. MATTHEW LEE**

**COUNSELORS:**

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## New York State Graduation Requirements

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

Table A: NYS Regents Requirements for Graduation

Competency Areas & Examinations to be Passed	Local	Regents	Regents with Advanced Designation
English- Grade 11	Regents Exam in Common Core ELA Passing Grade 55-64*	Regents Exam in CC ELA Passing Grade 65	Regents Exam in CC ELA Passing Grade 65
Global History & Geography- Grade 10	Regents Exam in Global History & Geography Passing Grade 55-64*	Regents Exam in Global History & Geography Passing Grade 65	Regents Exam in Global History & Geography Passing Grade 65
U.S. History & Government- Grade 11	Regents Exam in U.S. History & Government Passing Grade 55-64*	Regents Exam in U.S. History & Government Passing Grade 65	Regents Exam in U.S. History & Government Passing Grade 65
Living Environment - Grade 9	Regents Exam in Living Environment Passing Grade 55-64*	Regents Exam in Living Environment Passing Grade 65	Regents Exam in Living Environment Plus An Additional Science Regents Exam Passing Grade 65
Math-Grade 9	Regents Exam in Algebra Common Core Passing Grade 55-64*	Regents Exam in Algebra Common Core Passing Grade 65	Regents Exam in Algebra CC, Geometry, Algebra II/Trig Passing Grade 65
Foreign Language	Checkpoint A Exam Passing Grade 55-64*	Checkpoint A Exam Passing Grade 65	Checkpoint A & B Exams Passing Grade 65*
Students must score a 65 or above on <u>five</u> required Regents exams or NYSED Department-approved alternative assessments utilizing options through the 4+1 Pathways to Graduation Regulations			

All students 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.

Students can pursue a 5 unit sequence in art, music, and CTE 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 Regent 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 coursework (216 hours), work based learning experiences (54 hours minimum), and an employability profile.*

Table B: NYS Credit Requirements for Graduation

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

*\*Students can pursue a 5 unit sequence in art, music, and CTE 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.

# **DUAL CREDIT INFORMATION**

## **1. Mohawk Valley Community College**

- a. **English** - Students must take the ACCUPLACER exam before the class begins. The exam is offered to students on the last day of Regents exams in June. All students who have signed up for a dual credit English class will receive a letter approximately two weeks before the date of the exam informing them of the date, time, and location the placement test will take place. Upon successful completion of all course requirements, students will be eligible to receive MVCC credit.
- b. **Math** - Students must take the ACCUPLACER exam before the class begins. The exam is offered to students on the last day of Regents exams in June. All students who have signed up for a dual credit Math class will receive a letter approximately two weeks before the date of the exam informing them of the time and place the exam will take place. Upon successful completion of all course requirements, students will be eligible to receive MVCC credit.
- c. **Business and Foreign Language** - Upon successful completion of all course requirements, students will be eligible to receive MVCC credit.

## **2. Syracuse University Project Advance (SUPA)**

- a. **Biology and Accounting** - Students must be at least a junior to enroll in SUPA Biology or SUPA Accounting. Students and their families are responsible for the financial cost of the class in which their child is enrolled. The cost per credit hour is \$115. SUPA Biology is an 8-credit course; SUPA Accounting is a 4-credit course.

## **3. Rochester Institute of Technology**

- a. **PLTW Courses** - All students in a PLTW course will take a PLTW issued End of Course (EoC) exam that is graded on a 0-9 scale (6=C; 7=B; 8 and 9 = A). If a student has a final class average of at least 85% and scores at least a 6 on the EoC exam, the student has until November 2nd of the following semester to request RIT credit. The cost per course is \$225.

## **4. Advanced Placement Courses**

- a. Some colleges, at their discretion, will award credit for AP exam scores of three (3) or higher. Please use the college websites to review their transfer credit policy. To access and send your scores, please log into your College Board account.

## DUAL CREDIT COURSES AND TRANSCRIPT INFORMATION

### Transcripts: Hamilton, M.V.C.C., S.U.P.A., Utica College

For students who have earned credit through our dual enrollment courses or through our Bridge programs at Hamilton, MVCC, SUPA, or Utica College, our Counseling Office cannot access these college transcripts. Students will have to contact the college registrar's office to make a transcript request. Please keep in mind that many colleges will require that you request to have your dual enrollment transcript sent to them directly. Also, it may take some time after graduation for each college to have a final version of your transcript available, please be sure to check that your grades are finalized. See the transcript request sites below for further information. If you have any questions, please contact the Counseling Office at 557-2235.

**Hamilton-** <http://www.hamilton.edu/registrar/transcript-request>

**MVCC-** <http://www.mvcc.edu/registrar/transcripts>

*MVCC will issue the first official transcript requested at no charge. This is a one time, \*Please note, MVCC transcripts were not ready until July 10 last year.*

**Syracuse University Project Advancement (SUPA)-**<http://supa.syr.edu>

Clinton Course	ID #	College	College Course Code	College Course Title	College Credits
Computer Applications	358	MVCC	AA 111 IS 101	Keyboarding Computers and Society	3 3
Marketing	555	MVCC	BM 120	Principles of Marketing	3
Spanish IV	473	MVCC	SP 191/192	Review Spanish 1,2	6
French IV	480	MVCC	FR191/192	Review French 1,2	6
AP Spanish	488	MVCC	SP 201/202	Intermediate Spanish 1,2	6
AP French	476	MVCC	FR 201/202	Intermediate French 1,2	6
Precalculus	381	MVCC	MA 150	Precalculus	3
Precalculus Honors	379	MVCC	MA 150	Precalculus	3
AP Calculus	384	MVCC	MA 151	Calculus	3
Intermediate Algebra	375	MVCC	MA 115	Intermediate Math	3
Statistics	376	MVCC	MA 110	Elementary Statistics	3
Concepts in Math	350	MVCC	MA 108	Concepts in Math	3
Intro. To College Math	349	MVCC	MA 089 MA 090 MA 091	Arithmetic Essential Math Skills Introductory Algebra	0 0 0
AP English Language	85	MVCC	EN 101	English I: Composition	3
English 12R MVCC	88	MVCC	EN 101 EN 150	English I: Composition Effective Speech	6
Design and Drawing for Production	657	RIT	PLTW 101-88	Introduction to Engineering Design	3
Principles of Engineering	640	RIT	PLTW 102-88	Principles of Engineering	3
Computer Integrated Manufacturing		RIT	PLTW 105-88	Computer Integrated Manufacturing	3
SUPA Accounting	569	SU	ACC 151	Introduction to Financial Accounting	4
SUPA Biology	230	SU	BIO 121/123/124	General Biology I and II	8

## ART

Course Name	Course ID	Units (High School)	College Credits	Associated Fees
Studio in Art	850	1	n/a	n/a
<p>Studio in Art is a 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. <b><i>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.</i></b></p>				
Studio in Art 1-1	840	½	n/a	n/a
<p>Studio in Art (1-1) is a one year course to provide 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. <b><i>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 to earn their 1 unit of study required for graduation.</i></b></p>				
Studio Art 1-2	842	½	n/a	n/a
<p>Studio in Art (1-2) is a one year course to provide 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. <b><i>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 to earn their 1 unit of study required for graduation.</i></b></p>				
Drawing & Painting II	867B	½	n/a	n/a
<p>This course can be taken any time after Studio in Art has been completed, or while you are enrolled in the second half of Studio in Art. It is highly recommended that this course is taken before taking Advanced Placement Studio in Art. You do NOT need to take Drawing &amp; Painting I before taking this course. However, it is also an excellent option for students who can not fit a full credit into their schedule but wish to stay involved in the arts. Through this course, you will have the opportunity to explore a variety of materials and techniques used to draw and paint. Emphasis will be placed on observational drawing skills, composition, and color. Projects will reinforce the skills needed to improve technical and imaginative design. Students will work with a range of media including pencils, colored pencil, charcoal, ink, acrylics, and watercolor. You will be exposed to a variety of artists, styles, cultures, and time periods to help you find your own path as an artist. Emphasis will be placed on a balance between your personal expression and your development of basic skills necessary for your success. <b><i>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.</i></b></p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Sculpture</b>	<b>870A</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
Sculpture & 3D students will explore new materials and techniques with an appreciation of sculptural three-dimensional forms. Materials such as clay, wood, fiber, metal, recycled materials, and plaster will be used to create original 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. <i><b>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.</b></i>				
<b>Photography I</b>	<b>860</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
Through the photography 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. <i><b>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.</b></i>				
<b>Digital Media</b>	<b>865</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
This course is designed for students that are interested in being historians, journalists and artists. Students will be exposed to a variety of media including photography, page design, advanced publishing techniques, copywriting and editing. Students will gain useful, real world 21st century skills in time management, marketing, teamwork, and design principles through the production of a creative, innovative yearbook and photo blog as well as learn to manage and share information about school happenings through various social media sites.				
<b>Multi-Media Production</b>	<b>865R</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
Students will be able to learn about and participate in various types of creative and technical aspects of filmmaking which includes short films/documentaries and media production. Students will have the opportunity to work as writers, researchers, news anchors, editors, producers, camera operators and/or audio technicians. Students will learn, through a hands-on approach, all of the roles and skills that are necessary to produce a live news broadcast on a daily basis. Students will be responsible for delivering the morning announcements each morning via a live stream broadcast.				
<b>AP Studio Art: Drawing</b>	<b>884</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
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. <i><b>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 11<sup>th</sup> 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!</b></i>				



<b>AP Studio Art: 2D Design</b>	<b>888</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>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. <i><b>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 11<sup>th</sup> 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!</b></i></p>				

## BUSINESS

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Business Law</b>	<b>572</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders.</p>				
<b>Computer Applications</b>	<b>358</b>	<b>1</b>	<b>MVCC - 6 Credits</b>	<b>n/a</b>
<p>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, 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.</p>				
<b>SUPA Financial Accounting</b>	<b>569</b>	<b>1</b>	<b>SUPA - 4 Credits</b>	<b>\$448</b>
<p>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. Upon successful completion of the course, students may earn four (4) college credits from Syracuse University. Students must be in 11<sup>th</sup> or 12<sup>th</sup> grade to enroll.</p>				
<b>Marketing MVCC</b>	<b>555</b>	<b>1</b>	<b>MVCC - 3 Credits</b>	<b>n/a</b>
<p>This is a dual credit course offered to juniors and seniors through MVCC and taught at Clinton. This course would give the students an insight into Principles of Marketing and the world of Business. Any student that is thinking of majoring in the Business field in college could benefit from taking this class and getting a leg up on one of their required courses for their major. This course emphasizes the basic practices, concepts, and activities involved in developing a successful marketing program. Topics include buyer behavior, market identification, product development, distribution, promotion, pricing, and the uncontrollable factors (economic, social, political, legal and technological) involved in the changing marketing environment of today. Students must be in 11<sup>th</sup> or 12<sup>th</sup> grade to enroll.</p>				
<b>Money Skills</b>	<b>578</b>	<b>1/2</b>	<b>n/a</b>	<b>n/a</b>
<p>Students (sophomores, juniors, and seniors) will learn how to make informed decisions and take charge of their financial lives. Besides shopping for banking services and learning how to maintain savings and checking accounts, students will become informed consumers in a wide variety of topics using real-life experiences accessed from the media and internet. These include buying an automobile, insurance, using a credit card, investing for retirement, renting an apartment and setting up a household. Students will learn how to become informed consumers. They will explore advertising psychology and how it influences them in their everyday lives, including the possibility of consumer fraud. Students will also learn how to avoid financial difficulties and what to do if this should happen.</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Personal Finance</b>		<b>1/2</b>	<b>MVCC 3-Credits</b>	<b>n/a</b>

MVCC Personal Finance is a dual credit course that teaches the fundamentals of personal finance through the creation of a financial plan, management of personal finances, and reaching personal financial goals. Topics include the establishment of financial objectives, budgeting and savings, personal income tax and investments. The effective use and management of credit is covered in detail. Experience is provided with a variety of computer software applications. Concepts and terms focus on preparing for a technology oriented society and using the computer as a basis for many personal finance applications and tasks.

## ENGLISH

Course Name	Course ID	Units (High School)	College Credits	Associated Fees
<b>English 9 Regents</b>	<b>52C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>A literature rich curriculum including: classic short stories, excerpts of <u>The Iliad</u> , <u>The Odyssey</u>, <u>The Miracle Worker</u>, and <u>Romeo and Juliet</u> supplemented with thematically related poems, newspaper articles, magazine articles, and related materials. This course will require students to employ reading comprehension skills, critical thinking skills, and to develop the ability to closely and attentively read texts in a way to help them understand and enjoy complex works of literature. Students will be challenged to make connections, analyze complex text, and support responses with text support. Students will compose written responses of varied lengths and complexities in response to readings that require analytical thought. Students will develop cogent reasoning and evidence collection skills, organization, the use of proper mechanics, usage and grammar (all of the proper conventions of the English language). The goal of the course is to help prepare students to be successful on both the state Common Core exam for graduation and to be literate people prepared for success in college, career and life.</p>				
<b>English 9 Honors</b>	<b>54C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>A challenging, literature rich curriculum that also includes challenging written assignments. The literature selections include classic short stories, excerpts from <u>The Iliad</u>, <u>The Odyssey</u>, <u>Adventures of Huckleberry Finn</u>, and <u>Romeo and Juliet</u>. Additionally, various thematically related poems, newspaper articles, magazine articles, and other related materials are included in the course work. This course will require students to employ reading comprehension skills, critical thinking skills, and to develop the ability to closely and attentively read texts in a way to help them understand and enjoy complex works of literature. Students will be challenged to make connections, analyze complex text, and support responses with text support. Students will compose written responses of varied lengths and complexities in response to readings that require analytical thought . Students will develop cogent reasoning and evidence collection skills, organization, the use of proper mechanics, usage and grammar (all of the proper conventions of the English language). The goal of the course is to help prepare students to be successful on both the state Common Core exam for graduation and to be literate people prepared for success in college, career and life. This course is more writing intensive and includes Great Books responses. Tests are longer and more involved. Assignments are lengthier and require more time and effort. Homework expectations are heavier. Students who enroll in the course should expect a heavier workload and to be able to work more independently. This is an honors course.</p>				
<b>English 10 Regents</b>	<b>62C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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 skills students will need for the Common Core English Regents examination will be completed. Students will refine close reading skills, textual analysis that develops a central idea supported with textual evidence, writing from sources to make a well-supported argument, and improve higher order thinking. A review of grammar and vocabulary development is also stressed. Reading assignments are selected from the following: <i>Much Ado about Nothing</i>, <i>October Sky</i>, <i>Frankenstein</i>, <i>A Tale of Two Cities</i>, <i>Fallen Angels</i>, <i>Antigone</i>, and various short stories.</p>				
<b>English 10 Honors</b>	<b>64C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.Critical thinking skills are further developed through literary analysis, poetic analysis and, prose analysis. Close reading skills are refined through reading selections that are drawn from British and American literature, including <i>Hamlet</i>, <i>A Tale of Two Cities</i>, <i>Frankenstein</i>, <i>Wuthering Heights</i>, <i>The Good Earth</i>, <i>The Great Gatsby</i>, <i>To Kill a Mockingbird</i>, <i>The Catcher in the Rye</i>, and <i>The Glass Castle</i>. 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.</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>English 11 Regents</b>	<b>72C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>This literature based program focuses on the critical reading and thinking skills necessary to be college and career ready. In preparation for the Common Core English Regents assessment which students will take this year, students are offered a reading and writing program that features close analysis and interpretation, argumentative and analytical essays, intensive vocabulary building, as well as grammar review. Longer selections include, <i>The Crucible</i>, <i>To Kill a Mockingbird</i>, <i>Dead Poets Society</i>, <i>The Great Gatsby</i>, <i>Tuesdays with Morrie</i>, <i>Fahrenheit 451</i>, <i>Lord of the Flies</i>, <i>Of Mice and Men</i> and other selected short stories, poetry, speeches and nonfiction selections.</p>				
<b>AP Literature &amp; Composition</b>	<b>84</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>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 write several short and longer text analysis, expository, and argumentative papers and essays. Students will unite in a variety of forms on a variety of literature including but not limited to: <i>Macbeth</i>, <i>The Scarlet Letter</i>, <i>1984</i>, <i>The Awakening</i>, <i>The Canterbury Tales</i>, <i>Death of a Salesman</i>, <i>Lord of the Flies</i>, <i>Of Mice and Men</i>, <i>Tuesdays with Morrie</i>, and <i>Dead Poets Society</i> 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 and the Common Core English Regents examination in June.</p>				
<b>English 12R MVCC</b>	<b>88</b>	<b>1</b>	<b>6</b>	<b>n/a</b>
<p>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 argumentative essays, and various forms of technical writing. Nonfiction selections include <i>Listening is an Act of Love: A celebration of American Life from the StoryCorps Project</i>, <i>The Other Wes Moore</i>, <i>Unbroken</i>, <i>Night</i>, <i>I Know Why the Caged Bird Sings</i>, <i>The Last Lecture</i>, and <i>This I Believe</i>. In addition, students will be eligible to earn college credit through Mohawk Valley Community College, as a dual-credit bearing course.</p>				
<b>AP English Language &amp; Composition</b>	<b>85</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>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. In addition to shorter essays, text read <u>may</u> include the following: <i>Angela's Ashes</i>, <i>Listening is an Act of Love: A celebration of American Life from the StoryCorps Project</i>, <i>One Writer's Beginnings</i>, <i>The Elements of Style</i>, <i>On Writing: A Memoir of the Craft</i>, <i>Death Be Not Proud</i>, <i>Night</i>, <i>The Immortal Life of Henrietta Lacks</i>, <i>An Ordinary Man</i>, <i>This I Believe</i>, and <i>A Raisin in the Sun</i>. Students will take the AP exam in May. In addition, students will be eligible to earn college credit through Mohawk Valley Community College, as a dual-credit bearing course.</p>				
<b>Journalism</b>	<b>98</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>This course combines theory and practical skills. Students will gain an appreciation for the field of journalism by reading articles from a broad range of sources. They will learn to look critically at all forms of media and begin to recognize purpose, bias, inaccuracy, ethical concerns, and more. In addition to theoretical work, students will engage in hands on work to create a student newspaper. This may include: interviewing, reporting, researching, writing, editing, meeting deadlines, artistic vision, and photography.</p>				

## HEALTH AND PHYSICAL EDUCATION

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Health</b>	<b>15</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>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: the multiple dimensions of health and behaviors to maintain wellness, mental and emotional health issues, infectious and noninfectious diseases, human sexuality and parenting, digital citizenship, nutrition, and substance abuse and addiction. In addition, all students will be certified by the American Health Association in CPR/AED and First Aid training. This is a requirement for graduation. There are no prerequisites required before taking this class.</p>				
<b>Physical Education</b>	<b>6</b>	<b>½</b>	<b>n/a</b>	<b>\$12 for uniform</b>
<p>The High School Physical Education program is a semi-elective program designed to give physical education classes, as well as 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 in duration. Because team sports and lifetime fitness activities are offered in each block, individual students are provided with the opportunity to participate in a variety of activities throughout 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, the National Physical Education Standards, and the Common Core Learning Standards.</p> <p>The Physical Education program will provide opportunities for skill progression and focus on differentiated instruction in order to maintain and improve the overall physical fitness of the students involved. The program will be challenging to each student, so that individuals will develop positive attitudes toward physical activities to facilitate lifelong fitness and wellness. A general awareness of physical well-being should be the ultimate goal of the student and is the goal 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.</p>				

## MATHEMATICS

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Algebra I CC</b>	<b>304C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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-84 Plus minimum) is most helpful. Students will take the Algebra I Common Core Regents exam in June.</p>				
<b>Algebra I CC 1-1</b>	<b>301C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>Algebra I CC 1-2</b>	<b>317C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>Geometry CC Regents</b>	<b>315C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Geometry is the second course in the Regents mathematics sequence for high school students. The purpose of this course is to satisfy the Geometry 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 a 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-84 minimum) is most helpful. Students will take the Geometry Common Core Regents exam in June. Prerequisite: Successful completion of Algebra I CC.</p>				
<b>Geometry CC Honors</b>	<b>318C</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Applied Geometry</b>	<b>356R</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Geometry is the branch of mathematics dealing with shape and measurement. Applied Geometry focuses on the key concepts that provide a strong foundation in the essentials of Geometry. The emphasis is on practicing and maintaining skills, providing technical applications of geometry concepts, applying concepts to real-world problems, and providing time to explore each concept thoroughly.</p>				
<b>Algebra II CC Regents</b>	<b>353</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Algebra 2 is a rigorous one-year course and is the third course in the Regents mathematics sequence for high school students. This course builds on students' 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. One-quarter of the year has a high concentration of statistics. Trigonometry is further developed from what is initially introduced in the Common Core Geometry course. The use of graphing calculators is an integral part of this course and owning a Texas Instruments graphing calculator (TI-84 minimum) is most helpful. Students will take the Algebra 2 Regents exam in June.</p>				
<b>Algebra II CC Honors</b>	<b>355</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>This is the third course of the three-year sequence in Regents math for the accelerated students. Algebra 2 is a rigorous one-year course and is the third course in the Regents mathematics sequence for high school students. This course builds on students' 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. One-quarter of the year has a high concentration of statistics. Trigonometry is further developed from what is initially introduced in the Common Core Geometry course. The use of graphing calculators is an integral part of this course and owning a Texas Instruments graphing calculator (TI-84 minimum) is most helpful.</p>				
<b>Precalculus Regents</b>	<b>381</b>	<b>1</b>	<b>MVCC - 6 credits</b>	<b>n/a</b>
<p>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-84 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.</p>				



<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Precalculus Honors</b>	<b>379</b>	<b>1</b>	<b>MVCC - 3 credits</b>	<b>n/a</b>
<p>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-84) 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.</p>				
<b>AP Calculus</b>	<b>384</b>	<b>1</b>	<b>MVCC - 3 credits</b>	<b>\$93 exam fee</b>
<p>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.</p>				
<b>Statistics</b>	<b>376</b>	<b>½</b>	<b>MVCC- 3 credits</b>	<b>n/a</b>
<p>Statistics is a senior elective. 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).</p>				
<b>Intermediate Algebra</b>	<b>375</b>	<b>½</b>	<b>MVCC - 3 credits</b>	<b>n/a</b>
<p>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</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Introduction to College Math</b>	<b>349R</b>	<b>1</b>	<b>MVCC - 0 credits</b>	<b>n/a</b>
<p>This course is for students who need to improve basic skills and understanding of pre-algebra and elementary algebra. It develops basic skills by focusing on language and concepts. 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. An appropriate placement test result is required.</p>				
<b>Concepts in Mathematics</b>	<b>350</b>	<b>½</b>	<b>MVCC - 3 credits</b>	<b>n/a</b>
<p>This course is a continuation of the fundamentals of mathematics and is appropriate for students whose future college programs do not require mathematics. It includes such topics as 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 Introductory 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).</p>				

## MUSIC

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Music Theory</b>	<b>940</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Music Theory is open to all students regardless of musical experience and 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.</p>				
<b>Symphonic Band</b>	<b>936</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>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:</p> <p style="padding-left: 40px;">Seven major scales, (these do <u>not</u> need to be memorized)            Chromatic scale, (this does <u>not</u> need to be memorized)            Etude or exercise of appropriate difficulty</p> <p>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 High School Orchestra is taken from the Symphonic Band on the director’s recommendations.</p>				
<b>Mixed Choir</b>	<b>945</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>Membership in Mixed Chorus is open to students in grades 9-12. 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 two concerts per year are given. The chorus rehearses two and a half times per week. In addition, group vocal lessons are required and are a large part of your grade. 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.</p>				
<b>High School Orchestra</b>	<b>975</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>The Middle School - High School Full Orchestra consists of string players in grades 9-12 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 9<sup>th</sup> Grade students.</p> <p>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.</p> <p>The orchestra presents a minimum of two 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.</p>				

## SCIENCE

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Living Environment Regents</b>	<b>257</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>Physical Setting/Earth Science Regents</b>	<b>252</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Regents Earth Science is designed to explore the Earth and Solar System. This laboratory-oriented course 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 Algebra I 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.</p>				
<b>Physical Setting/Earth Science Honors</b>	<b>254</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>Environmental Science</b>	<b>261</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>This course is an introduction to environmental science. Topics include ecosystems and natural processes, biodiversity, energy, resource consumption and disposal, and global climate change. While the main focus is on the science of these topics, there will also be some discussion of the social, political and economic factors that affect our ability to address environmental problems. It is expected that students have successfully completed Living Environment; successful completion of Earth Science would be helpful. The class meets for one period daily; it is not a lab-intensive course.</p>				
<b>Chemistry Regents</b>	<b>272</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Regents Chemistry is designed to introduce the student to a wide range of chemical applications. Chemistry is a study of matter, its composition, and the changes that matter can undergo. The course is structured to look at the fundamental principles of chemistry, and at the completion of the course, you should have a working knowledge of the basic principles. Topics that will be covered include: matter and energy, atomic structure, chemical bonding, the periodic table, stoichiometry, kinetics and equilibrium, acids and bases, reduction/oxidation, organic chemistry, and modern chemical applications. Each unit throughout the course will build on previous chapters. It is a full year course primarily for juniors who have had or are currently taking Algebra II. The class meets daily with an extra period every other day for laboratory work. The course culminates with the Chemistry Regents exam, and students must have successfully completed 1200 minutes of hands-on laboratory exercises in order to be eligible for the exam.</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Chemistry Honors</b>	<b>274</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Honors Chemistry is designed to introduce the student to a wide range of chemical applications. The course is structured similar to the Regents course and culminates with the regents exam, however, topics will be explored in greater depth and at a quicker pace as compared to the Regents course. Topics that will be covered include: matter and energy, atomic structure, chemical bonding, the periodic table, stoichiometry, kinetics and equilibrium, acids and bases, reduction/oxidation, organic chemistry, and modern chemical applications. Students are expected to have an aptitude for math and maintain an 80 average. The class meets daily with an extra period every other day for laboratory work. Students must have successfully completed 1200 minutes of hands-on laboratory exercises in order to be eligible for the Chemistry Regents exam.</p>				
<b>General Physics</b>	<b>280</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>General Physics allows students to explore the fundamental principles of physics which characterize the quantitative and conceptual understanding of generalized themes and topics in the discipline. This course is for students who are not taking Regents Physics. Topics will include, but are not limited to, forces and dynamics, momentum, energy, and waves and sound. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. The main goal of this course is to provide a solid foundation in the study of physics. Through many activities students will demonstrate how theory is applicable in laboratory situations. All students will develop good methods of problem solving and proper laboratory technique. This course is designed for students who have taken Regents Living Environment and Everyday Science. The class meets daily for 1 period with no extra lab period. The course will culminate with a local examination.</p>				
<b>Everyday Science</b>	<b>269</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Everyday Science is a full-year course for students who do <u>not</u> 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. Topics that have been covered include astronomy, energy conservation, winter science, hazardous chemicals, child development, but typically change each year depending on teacher's discretion and important events happening in the world.</p>				
<b>Physical Setting/ Physics Regents</b>	<b>282</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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 one and two dimensional motion, forces, energy, momentum, electricity, magnetism, light and sound 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. The class meets daily with an extra period every other day for laboratory work. Students will take the Regents Physics examination in June and must complete the required 1200 lab minutes in order to sit for the exam. Recommended for 11<sup>th</sup> and 12<sup>th</sup> graders that have completed Regents Chemistry at a satisfactory level.</p>				
<b>AP Physics I</b>	<b>275</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>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. 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 1200 lab minutes. Recommended for students that have completed Regents Physics; however, students who have achieved a score of 93% or better on 3 Regents exams in math have been successful in this course as a first year physics course.</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>AP Chemistry</b>	<b>286</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>Advanced Placement (AP) Chemistry is designed for students who have successfully passed Regents Chemistry and Physics and should be enrolled in Pre-Calculus or AP Calculus. AP Chemistry is equivalent to a college level general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, reaction and descriptive chemistry. The student will demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetic, thermodynamics, and descriptive chemistry. The class meets daily with an extra period every other day. Recommended for students who have completed Regents Chemistry with mastery.</p>				
<b>SUPA Biology</b>	<b>230</b>	<b>1</b>	<b>Syracuse University - 8 credits</b>	<b>\$115 per credit</b>
<p>General Biology I and II are a two-semester, eight-credit college course offered through Syracuse University at a significantly discounted tuition cost. The course teaches modern biological concepts, including classification of organisms, ecology, human influences on natural ecosystems, microscopy, cells, organic and inorganic chemistry, animal development, genetics, energy, and plant structure and function. During a session, the student may be asked to carry out an experiment, view a demonstration, interpret experimental results, make a drawing to document observations, and so on. Students who have taken the four core sciences (Living Environment, Earth Science, Chemistry, Physics) are encouraged to register if they desire a deeper understanding of the biological sciences and the natural world.</p>				

## SOCIAL STUDIES

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Global History I</b>	<b>152A</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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 18<sup>th</sup> 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 Regents exam, which is required for graduation unless completing an alternative graduation "Pathway."</p>				
<b>Pre-AP European History</b>	<b>152R</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and confidence and helps to prepare them for AP European History. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants through higher order questioning, in-depth evidence based writing, and evidence based conversations. This course will focus on developing students content-area writing through short answers, long essay questions and document-based writing to help prepare them for the AP European History exam at the end of tenth grade.</p>				
<b>Global History II</b>	<b>162A</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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 18<sup>th</sup> 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 Regents exam, which is required for graduation unless completing an alternative graduation "Pathway."</p>				
<b>AP European History</b>	<b>164</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>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. Sophomores also take the New York State Regents Exam in Global History in June which is required for graduation unless completing an alternative graduation "Pathway."</p>				
<b>United States History and Government</b>	<b>172</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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, which is required for graduation.</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>AP US History</b>	<b>174</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>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.</p>				
<b>AP American Government and Politics</b>	<b>194</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>Well-motivated and interested seniors can select this course. 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.</p>				
<b>Participation in Government</b>	<b>192</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>Economics</b>	<b>182</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>The course is comprised of four major units of study:</p> <ol style="list-style-type: none"> <li>1. Economic Systems</li> <li>2. Microeconomics</li> <li>3. Macro economics</li> <li>4. The United States and the World Economy</li> </ol> <p>Specific topics include supply and demand, the consumer, labor issues, measuring the economy, unemployment, inflation, and tax policy.</p>				
<b>Exploring Psychology</b>	<b>198</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>This course is offered to students in grades 11 and 12. This course includes exploration of psychological theories and their historical perspective. Students will examine and identify different theories of human behavior. Mind-set and motivation will be key factors in this course. The relationship between biology and upbringing will be examined in trying to predict and explain human behavior.</p>				



<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Sociology</b>	<b>185</b>	$\frac{1}{2}$	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>International Studies II</b>	<b>184</b>	$\frac{1}{2}$	<b>n/a</b>	<b>n/a</b>
<p>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. You do NOT need to take International Studies I before taking this course.</p>				

## SUPPORT SERVICES

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Learning Center</b>	<b>43</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

The Learning Center is a program created to support the main curriculum and enhance student learning. Learning Center offers a variety of services dependant upon students' needs. Some of the areas of concentration include: Reinforcement of content curriculum, organizational skills, study skills, and test taking strategies. The Learning Center instructor consistently collaborates with classroom teachers and counselors to provide the most appropriate level of support.

## TECHNOLOGY

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Design and Drawing for Production</b>	<b>657</b>	<b>1</b>	<b>RIT - 3 credits</b>	<b>\$225</b>
<p>Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.</p>				
<b>Principles of Engineering</b>	<b>640</b>	<b>1</b>	<b>RIT - 3 credits</b>	<b>\$225</b>
<p>Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. It is recommended students are enrolled in or already completed Algebra II. Students must complete DDP prior to enrollment.</p>				
<b>Manufacturing</b>	<b>662</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>Construction</b>	<b>663</b>	<b>½</b>	<b>n/a</b>	<b>n/a</b>
<p>This course provides students with an understanding of the processes involved in residential construction. Students will design and build a scaled model home, as well as participate in the construction of musical sets here at CCS. This course helps students develop skills in design, estimating, utilities, and interior/exterior finishing.</p>				
<b>Computer Integrated Manufacturing</b>	<b>656</b>	<b>1</b>	<b>RIT - 3 Credits</b>	<b>\$225</b>
<p>Manufactured items are part of everyday life, yet most students have not been introduced to the hightech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.</p>				

## WORLD LANGUAGES

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>French IC</b>	<b>442</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>Spanish IC</b>	<b>443</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>French II</b>	<b>452</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>Spanish II</b>	<b>453</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				
<b>French III</b>	<b>462</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>This course aims to perfect the skills introduced in Levels I and II. In addition, students are prepared for the French Checkpoint B examination which is 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 speaking skills.</p>				
<b>Spanish III</b>	<b>463</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>French IV</b>	<b>480</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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 primary aim of this course is to refine the knowledge of grammar structures of the target language. In the second half of the year students will be introduced to Le Petit Prince in order to broaden speaking, reading vocabulary and comprehension, as well as to develop writing ability. Other Literary readings and sophisticated cultural materials will be introduced in the spring semester. A master teacher trained by MVCC will teach the course. Level IV is a prerequisite for Advanced Placement Honors level.</p>				
<b>Spanish IV</b>	<b>473</b>	<b>1</b>	<b>MVCC - 6 credits</b>	<b>n/a</b>
<p>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 prerequisite for Advanced Placement Honors level.</p>				
<b>French V/AP French</b>	<b>476</b>	<b>1</b>	<b>MVCC - 6 credits</b>	<b>\$93 exam fee</b>
<p>This is an Advanced Placement course focused on developing language skills and cultural understanding. The students read a variety of written works and examine selected film, all in the foreign language. Class discussions, papers and tests on the readings are also in the target language. The written works and discussions afford students the opportunity to deal with the cultural concepts and philosophies presented in the works through advanced grammar study. This course is level 201 – 202 and the students receive six credits through Mohawk Valley Community College</p>				
<b>Spanish V/ AP Spanish</b>	<b>488</b>	<b>1</b>	<b>MVCC - 6 credits</b>	<b>\$93 exam fee</b>
<p>This is an Advanced Placement course focused on developing language skills and cultural understanding. The students read a variety of written works and examine selected film, all in the foreign language. Class discussions, papers and tests on the readings are also in the target language. The written works and discussions afford students the opportunity to deal with the cultural concepts and philosophies presented in the works through advanced grammar study. This course is level 201 – 202 and the students receive six credits through Mohawk Valley Community College</p>				
<b>Mandarin Chinese 2A</b>	<b>497</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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.</p>				

<b>Course Name</b>	<b>Course ID</b>	<b>Units (High School)</b>	<b>College Credits</b>	<b>Associated Fees</b>
<b>Mandarin Chinese 2B</b>	<b>492</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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. Prerequisite: Chinese 2A.</p>				
<b>Mandarin Chinese 3</b>	<b>481</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<p>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. Prerequisite: Chinese 2A &amp; Chinese 2B</p>				
<b>AP Mandarin Chinese</b>	<b>447</b>	<b>1</b>	<b>n/a</b>	<b>\$93 exam fee</b>
<p>The course is designed according to College Board AP requirements. If the curriculum is accepted by the College Board, students will have the option to take the AP examination. The AP Chinese language and Culture course is designed to be comparable to a fourth semester (or the equivalent) college/university course in Mandarin Chinese. The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: Interpersonal, Interpretive and Presentational. Students will develop necessary knowledge of the Chinese Language, including pronunciation, vocabulary, idiomatic expression, grammatical structures, and written Characters. The course will also develop the students' awareness and appreciation of the culture of Chinese-speaking people. Students will learn about various aspects of contemporary Chinese society and will compare Chinese culture with their own to help broaden their world view. Students will be exposed to a wide range of authentic materials of Chinese Language and culture.</p> <p>Students will strengthen their effective and independent learning strategies by applying their cultural knowledge in written texts and spoken language messages. The interpersonal mode involves spontaneous two-way interaction sustained for 2 minutes. Students will be able to express their personal views on a variety of topics. Students will continue to develop the ability to respond to Chinese people in an appropriate way. Students will learn computer typing of Chinese characters although handwriting skill is still essential. The assessment of the course will be AP exams or an internal Level 4 exam.</p>				

## CAREER AND TECHNICAL EDUCATION

<b>Course Name</b>	<b>Course ID</b>
<b>Advertising Design</b>	<b>723 - Junior Year      723 - Senior Year</b>
<p>Advertising Design / Multimedia Productions is a two-year course offering an overview of graphic arts fields including advertising, design, illustration, logo and symbol design, computerized graphic design, basic web page design and typography. First-year students learn design principles, advertising and marketing theories, and basic computer operations. Second-year students create independent design projects in areas including audio production, video production, digital photography and web page design. Eligible students in the Advertising Design class may receive three credits of MVCC's Graphic Illustration dual credit upon successful completion of the program and required illustrations.</p>	
<b>Animal Science</b>	<b>718 - Junior Year      718 - Senior Year</b>
<p>Students in the Animal Science program study animal behavior, safe handling and restraint, anatomy and physiology, small animal care and management, health and disease, nomenclature and veterinary terminology. The lab setting for the course includes working with dogs and other small animals. Students have hands-on experiences in grooming and visit sites to view first-hand how animal science applies to a variety of careers. The Animal Science program has an articulation agreement with SUNY Cobleskill for three college credits in Small Animal Management.</p>	
<b>Auto Body Repair</b>	<b>701 - Junior Year      702 - Senior Year</b>
<p>The Auto Body Repair program provides students with an overview of all facets of this field. Topics range from small dent repair to custom painting, and incorporates automotive welding and collision repair.</p>	
<b>Automotive Technology</b>	<b>767 - Junior Year      767 - Senior Year</b>
<p>Students in this NATEF-certified program learn to diagnose, service and repair many different systems in today's vehicles. Areas of study include electrical, electronic, brake, suspension and steering systems. Students also learn about computerized engine controls, engine performance, emission controls, wheel alignment and how to perform New York state vehicle inspections. Students in the Automotive Technology program may be eligible to obtain between three and six college credits from Alfred State, Fulton Montgomery Community College or SUNY Delhi through articulation agreements.</p>	
<b>Conservation</b>	<b>712 - Junior Year      713 - Senior Year</b>
<p>The Conservation program is a blend of classroom instruction and outdoor hands-on learning, with the importance of a favorable work ethic stressed. Students acquire skills in forestry, fish and wildlife management, heavy equipment operation, timber harvesting, chain saw operation and maintenance, tree climbing, map and compass reading, GPS, surveying and more. In our greenhouse, students become skilled in hydroponics, aquaculture and plant propagation. Seniors in Conservation can pay a reduced fee and be eligible to receive three college credits from SUNY Morrisville in their Environmental Science (ENSC 100) course. Additionally, eligible graduates of the program may secure up to six college credits from Bryant &amp; Stratton or SUNY Cobleskill through articulation agreements.</p>	
<b>Construction Trades</b>	<b>729 - Junior Year      730 - Senior Year</b>
<p>The Construction Trades program teaches basic skills in residential construction as students gain experience in foundation work, rough framing, roofing, siding, drywall, solar panel installation and our newly expanded modules of plumbing and masonry. Students learn how to use and maintain trade tools properly and safely and receive instruction in building codes, blueprint reading and the application of trade math. A great emphasis is placed on hands-on learning through various projects on and off campus. Eligible students may receive up to six college credits through articulation agreements with Alfred State or SUNY Delhi.</p>	

<b>Course Name</b>	<b>Course ID</b>
<b>Cosmetology</b>	<b>734 - Junior Year      735 - Senior Year</b>
This program is designed to provide students with marketable skills in the field of cosmetology. Once the skills are acquired, students perform services for customers in a salon setting. With further training, experience and, upon completion of the required 1,000 hours, including a summer session and internships, students are eligible to take the NYS Appearance Enhancement license exam.	
<b>Criminal Justice</b>	<b>774 - Junior Year      775 - Senior Year</b>
The two-year Criminal Justice program covers nearly all facets of public safety. The first year includes topics such as New York state penal, vehicle and traffic laws, criminal procedure law, accident investigation and reconstruction, incident command, firefighting, criminal investigation, police patrol tactics, forensics, ballistics, cyber security, terrorism, firearm safety and more. The second year introduces forensic science including crime scene investigation, anthropology, hair and fiber analysis, soil analysis, blood spatter analysis and practical, hands-on activities. Students in the Criminal Justice program may obtain between three and six college credits from Bryant & Stratton, MVCC, Fulton Montgomery Community College or Schenectady County Community College through articulation agreements.	
<b>Culinary Arts</b>	<b>705 - Junior Year      719 - Senior Year</b>
This program is designed for students interested in becoming commercial cooks for restaurants, hotels, hospitals or catering services. Cooking, menu planning, management skills, sanitation and safety practices, and table service are covered. Students receive practical experience preparing lunches, dinners and banquets. They also participate in a local internship. The program follows the ProStart curriculum, which is written by the National Restaurant Association. Eligible graduates of the program may secure college credits from institutions including Alfred State, Culinary Institute of America or SUNY Cobleskill through articulation agreements.	
<b>Early Childhood Education</b>	<b>749 - Junior Year      750 - Senior Year</b>
First-year Early Childhood Education students operate a laboratory nursery school under the direction of the program's teacher. The on-site nursery school gives students practical experience working with three- and four-year-old children. Second-year students gain practical experience working in two 10-week internships at a local kindergarten classroom, day-care center or special education program. Eligible graduates of the program may secure college credits from Schenectady CCC or SUNY Cobleskill through articulation agreements.	
<b>Electricity</b>	<b>758 - Junior Year      759 - Senior Year</b>
Electricians install, maintain and troubleshoot electrical systems and equipment in homes, offices, institutions and industrial plants. Students learn residential, light commercial and industrial wiring through a variety of hands-on activities and projects. During the second year of the program, students also receive instruction in Heating, Ventilation and Air Conditioning (HVAC). Students in the Electricity & HVAC program may obtain between three and six college credits from SUNY Delhi, Alfred State or Fulton Montgomery Community College through articulation agreements.	
<b>Outdoor Power &amp; Recreation Equipment</b>	<b>743 - Junior Year      744 - Senior Year</b>
In the Outdoor Power & Recreational Equipment Technology program, students learn to repair, rebuild and tune up several basic types of engines including snow blowers, lawn mowers, rototillers, farm tractors, construction equipment, motorcycles, jet skis and snowmobiles. Students also learn metal skills, including electric arc, MIG and oxyacetylene welding. Eligible graduates of the program may secure college credits from SUNY Cobleskill through articulation agreements.	



Course Name	Course ID
<b>Emerging Technologies &amp; Cyber Security</b>	<b>736 - Junior Year      737 - Senior Year</b>
<p>This two-year course teaches computer repair and basic networking fundamentals. During the first year, students will learn hardware and software installation, end user support, troubleshooting, telecommunications protocols and network support. Second-year students will learn advanced networking technologies and gain exposure to the field of information system security including issues faced by homes and businesses, the types of damage they may cause and prudent security measures to counteract them. Second-year students work with materials developed in conjunction with Utica College's Cyber Security program. Students will learn basic terminology involved in cyber security, describe various threats and identify potential technologies to combat these threats. With further training and experience, students completing this program have the opportunity to take certification exams in A+, N+ and Security+.</p>	
<b>Welding</b>	<b>740 - Junior Year      739 - Senior Year</b>
<p>Welding students learn to construct and repair equipment, machinery, parts and piping by fusing metal parts together. Students follow layouts, blueprints, work orders and verbal directions using oxyacetylene, MIG, or arc welding apparatus. When prepared, students can take a test required for specific welding certifications. Eligible graduates of the program may secure college credits from Alfred State or MVCC through articulation agreements.</p>	
<b>MiTech</b>	<b>746</b>
<p>MiTech (Modules of Integrated Technologies) is a career exploration and skills development program for 10th grade students with academic needs who are preparing to enter traditional career and technical education programs. Students will engage in real life tasks allowing them to apply knowledge and information, accrue work-based learning hours, develop skills in craftsmanship, build self-esteem, and develop good work habits and work ethic. Students will receive English 10 and algebra credit, and two career and technical education credits. Program modules may include auto body repair, automotive technology, carpentry, culinary, horticulture, small engine repair and welding. Students will also have the opportunity to visit additional CTE courses to help them identify other courses of potential interest.</p>	

**NEW VENTURES AND NEW VISIONS**  
**SENIORS ONLY**

<b>Course Name</b>	<b>Course ID</b>
<b>Business Management</b>	<b>786</b>
The New Visions Business Management program offers college-bound students the opportunity to explore a variety of business professions at local establishments. Students develop competencies useful in a wide range of careers within the business field. This program also integrates English and social studies into the curriculum.	
<b>Communications</b>	<b>781</b>
The New Visions Communications program gives college-bound students the opportunity to work in a variety of communications settings, including public relations, marketing, journalism, television and radio. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.	
<b>Education</b>	<b>806</b>
The New Visions Education program provides college-bound students the opportunity to explore many aspects of education in the elementary, middle, and high school settings. This program is designed to integrate English and social studies through a variety of learning experiences.	
<b>Engineering</b>	<b>733</b>
New Visions Engineering Technology is an innovative program that gives college-bound seniors an in-depth look at different areas of engineering as they work with professionals in the field. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.	
<b>Health Professionals</b>	<b>779</b>
The New Visions Health Professions program is open to seniors who plan to enroll in college to study a health-related field. Students in the program explore a variety of health occupations on site at Faxton-St. Luke's Healthcare, as well as other health facilities. Students develop competencies useful in a wide range of careers within the health field; English and social studies are also integrated into the curriculum.	
<b>Legal Professionals</b>	<b>783</b>
The New Visions Legal Professions program provides an opportunity to explore a variety of legal professions at offices located in Oneida County. This program is designed to integrate English and social studies into the curriculum, as well as introducing students to law in private and public offices, city courts and family courts.	
<b>Nanotechnology</b>	<b>792</b>
This subfield of electronics relates to the study and manufacture of electronic components that are very small. Students will learn topics including semiconductors, capacitors, inductors, resistors, insulators and conductors. Design engineers in this field may attempt to develop smaller, faster and cheaper devices featuring microelectronic components. Students in the field of nanotechnology may study potential new materials with applications in areas of medicine, electronics and energy production and their environmental and economic impact.	

<b>Course Name</b>	<b>Course ID</b>
<b>Performing Arts</b>	<b>807</b>
<p>New Visions Performing Arts is an emerging program designed for seniors interested in topics including art, dance, drama, music and stagecraft. Through internships, students may have the opportunity to investigate performance in front of an audience and/or behind the scenes where artists craft their work. This program is designed to integrate English and social studies into the curriculum through an examination of the history of performance art.</p>	
<b>Vet Science</b>	<b>785</b>
<p>This is a one-year program for college-bound seniors and offers an opportunity to explore the various aspects of veterinary science and internships. General areas of instruction include animal behavior, animal handling and restraint, species and breed identification, animal anatomy and physiology, basic lab techniques, animal care, animal welfare, animal health and disease. High School Regents Living Environment (Biology) and Chemistry are highly recommended prerequisites for this course.</p>	
<b>Nurse Assistant</b>	<b>790</b>
<p>This one-year course teaches students basic skills of personal care required for patient comfort through classroom theory and instruction in the work environment, where students spend six weeks (100 clinical hours) gaining valuable experience. Once students complete the class, they are eligible to take the written and performance test offered by the New York State Department of Health to become a Certified Nurse Assistant. Eligible graduates of the program may secure college credits from local institutions including Bryant &amp; Stratton through articulation agreements.</p>	