

INTRODUCTION

This booklet has been prepared by the staff of Greene Central High School to assist students and parents in their present and future educational planning. Both students and parents are urged to read it carefully. This booklet contains all courses approved by the Greene School Board of Education. However, some courses may not be offered each year.

We are aware that no course description booklet can answer all questions. We encourage you and your parents to contact your School Counselor and resolve any questions that arise regarding scheduling, graduation, and future plans.

Planning a course of study is one of the most important steps you will take since your decisions will affect your future. You may rest assured that the entire staff of Greene Central High School will assist you in any way to insure you of a sound educational program.

**DAVID DANIELS
HIGH SCHOOL PRINCIPAL**

**MATT BUTLER
SCHOOL COUNSELOR
(A-K students)**

**JESSICA ST. GERMAIN
SCHOOL COUNSELOR
(L-Z students)**

PROCEDURES FOR CALCULATING HONOR ROLL

1. Use 10 week grades for all courses.
2. An incomplete or failure disqualifies a student.
3. An average of 85.0 to 89.99 is required for HONORS.
4. An average of 90.0 to 94.99 is required for HIGH HONORS.
5. An average of 95.00 or higher is required for Superintendent's Honor

MARKING SYSTEM

Each student at Greene Central High School will receive a report card at the end of each ten (10) week period during the school year. At five-week intervals between report cards, progress reports will be issued.

REGENTS COURSES

A local final exam or regents exam will be given that will be worth 20% of the final class average.

If a student has a 65% average in a course for all marking periods and fails the final exam, the student will pass the course if the overall final average is passing.

The final average is computed as $\frac{4}{5}$ class average and $\frac{1}{5}$ final exam.

A student will receive regents credit for a course only if the student scores a 65 or higher on the Regents exam. The student must still pass the course with a minimum 65 average in order to receive course credit, even with a passing regents score.

When a pupil has pursued a regents type course to its completion, it is expected that the regents exam will be administered.

LOCAL COURSES (GRADES 9-12)

In all non-regents courses, the minimum passing grade on final examinations will be 65 percent.

The final mark will be $\frac{4}{5}$ class average and $\frac{1}{5}$ final exam for both a full year and a half year course.

DOUBLING

Students are only allowed to double courses after a conference with the principal, counselor, instructor or department chair, student, and parent.

GRADE PLACEMENT

In the high school, grade placement is secondary to planning an education. In order for a student to be considered a sophomore, he/she must have earned 5 credits. To be considered a junior, he/she must have earned 10 credits. To be considered a senior, he/she must have earned 15 credits. It is necessary for a senior to complete a minimum of 22 credits for graduation.

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

<u>Required Subjects</u>	<u>Regents Diploma</u>	<u>Advanced Regents Diploma</u>
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
Foreign Language	1 credit	3 credits
Health	½ credit	½ credit
Art and/or Music and/or Design Drawing/Production	1 credit	1 credit
Electives	3 credits	1 credit
Physical Education (must be taken every year)	2 credits	2 credits
Minimum requirements	22 credits	22 credits

To qualify for a Regents Diploma, students must pass a Regents Exam in English, Global History, American History, Math, and Science. Students must also receive one credit in a Foreign Language.

To qualify for an Advanced Regents diploma, students must pass regents exams in English (1), math (3), global history (1), US history (1), and science (2). Students who pursue a 5 unit CTE, business, art, or technology sequence, may waive the foreign language requirement as long as the minimum one unit of foreign language has been met.

MINIMUM GRADUATION TESTING REQUIREMENTS

Minimum Graduation Requirements for Regents Diploma

Regents: English, algebra, global history, US history,
living environment or earth science

All students must achieve a minimum score of 65% on all required regents examinations, for a Regents or Advanced Regents diploma.

ELECTIVES - An elective is a subject that a student may choose according to his/her interest, talents and ambitions. In selection of electives, students should be aware of the college requirements of certain occupations which many times dictate courses to be taken.

MINIMUM COURSE LOAD – All students must carry a class load of at least five (5) courses plus Physical Education.

Career and Technical Education Integrated Credit

Students who attend half day CTE programs at BOCES must complete all required courses at Greene High School. **The integrated credits in ELA, science, and math are a supplement to the Greene High School curriculum, not as a replacement for the required courses at Greene High School.** In certain circumstances, dual credit may be achieved with the prior approval of the school counselor and high school principal.

GIFTED & TALENTED OFFERINGS AT THE HIGH SCHOOL LEVEL

The following are gifted and talented programs that are offered to Greene High School students. Our ability to offer college level courses for college credit is made possible through our affiliation with the following schools: SUNY Broome, Syracuse University Project Advance (SUPA) and Tompkins-Cortland Community College (TC3).

1. **TC3 SPANISH 102** – This course is the second half of Spanish 3. Students who qualify must have an 80 average for the first two marking periods of Spanish 3. Students will earn 3 college credits for this course at no cost. Students must pass final exam at the end of Spanish 3 to qualify for TC3 Spanish 201 and 202.

2. **TC3 SPANISH 201 & 202** – Students will be working more in depth with grammar and vocabulary as well as exploring cultural aspects of Spanish speaking countries. All four skills: reading, writing, speaking and listening will be practiced using a variety of teaching strategies and materials. Students must maintain at least a C average for Spanish 201 in order to qualify for Spanish 202. Upon successful completion of each course, students will receive college credit and an official transcript from TC3. Course is limited to 20 students.

3. **TC3 FRENCH 102** –This course is the second half of French 3. Students who qualify must have an 80 average for the first two marking periods of French 3. Students will earn 3 college credits for this course at no cost. Students must pass final exam at the end of French 3 to qualify for French 201 and 202.

4. **TC3 FRENCH 201 & 202** – Students will be working more in depth with grammar and vocabulary as well as exploring cultural aspects of French speaking countries. All four skills: reading, writing, speaking and listening will be practiced using a variety of teaching strategies and materials. Students must maintain at least a C average for French 201 in order to qualify for French 202. Upon successful completion of each course, students will receive college credit and an official transcript from TC3. Course is limited to 20 students.

5. **SUPA CALCULUS** – available to students that are identified and accelerated in math in the 8th grade and successfully complete the math sequence through pre-calculus. They will complete a 4-credit (\$115 per credit hour) college course studying Calculus and Analytic Geometry. The credits and the curriculum come from Syracuse University and they also receive local credit.

6. **SUNY BROOME – ECO 111 - INTRODUCTION TO MACROECONOMICS:** This course is a college introductory to the basic concepts of macroeconomics; i.e. supply and demand, scarcity, equilibrium price; inflation and unemployment. Basic graphing will be required to analyze domestic and international economic issues.

This course would substitute for the Regents level 12th Grade Economics graduation requirement.

Prerequisites:

1. A minimum 90 average in Global History I, Global History II, and U.S. History and Government (including the Regents exams in Global History II and U.S. History)
2. Teacher Recommendation – researching and writing ability
3. Student writing assignment – short writing assignment

*1/2 year course (20 weeks) – 3 college credits

7. **SUNY BROOME – SOS 111 PUBLIC POLICY:** Contemporary political issues examined in the context of American democratic institutions, practices and beliefs. Focus on policy issues involving energy/environment, criminal justice, education, health care and welfare.

This course would substitute for the Regents level 12th Grade Participation in Government graduation requirement.

Prerequisites:

1. A minimum 90 average in Global History I, Global History II, and U.S. History and Government (including the Regents exams in Global History II and U.S. History)
2. Teacher Recommendation – researching and writing ability
3. Student writing assignment – short writing assignment

*1/2 year course (20 weeks) – 3 college credits

8. **SUNY BROOME – ENG 110 College Writing**

Students learn to use writing to develop their thinking and to read texts critically for both form and content. They practice different writing processes and rhetorical strategies in order to write essays that are purposeful, thoughtful, and coherent, and that conform to the standards of standard written English. They understand writing as a social and collaborative process, both as a mode of individual expression and as a rhetorical act. Successful completion of the course earns three hours of college credit at SUNY Broome.

Prerequisite: Students must score an 85 on the NYS Regents' Exam or get instructor approval.

Learning outcomes of the course: Upon successful completion of the course students will be able to:

1. Write effective, college-level essays.
2. Include ideas from sources properly and effectively in their essays.

9. **SUNY BROOME COLLEGE PHYSICS I and II:** These courses are offered through SUNY Broome Community College as Concurrent Enrollment College Courses offered in high schools. These two Physics courses are taken back to back. Physics I course number 104 starts in September and ends December. Physics II course number 105 starts in January and ends in June. Each course is worth four college credits. If both courses are complete then you will have earned 8 total credits in Physics (College Science). The cost to take both courses is \$0.

10. **SUNY Broome Speaking 110--Effective Speaking**

This course is structured to give students the principles and practices of public speaking. Students will present extemporaneous and prepared speeches. They will research, write, revise and deliver speeches, paying attention to audience, organization, technology, development, delivery, critical listening and constructive evaluation. Successful completion of the course will earn the student high school credit and three credit hours of college credit through SUNY Broome.

Prerequisite: Student must have an overall 85 average after their junior year or a 90 overall average after their sophomore year to take the class.

Upon successful completion of the course the student will be able to:

1. Produce coherent texts within common college-level written forms; demonstrate the ability to revise and improve such texts; research a topic, develop an argument, and organize supporting details as they prepare a research-supported speech.
2. Give proficient speeches.
3. Evaluate an oral presentation according to established criteria.

11. SUNY BROOME - BUS 122: Self-Management

Since the needs for career exploration, college and career readiness are a hot topic, this course should assist students in identifying not only a path for their future, but also what type of person they are. This course will help students identify careers that will help them flourish and be confident as they enter higher education in their degree program and entering into the workforce. The course focuses on six self-management skill sets necessary to ensure effective student performance: assessing circumstances, establishing behavioral controls, managing complexity, demonstrating commitment, consideration for others, and effective communications. The course provides exercises and practical examples to help prepare students for college. The lessons learned are also transferrable to any real-world situation

1 Credit(full year)/3 College Credits

Grades 11-12

STUDENT CLUBS

ACADEMIC CHALLENGE – For a group of 6 to 10 students who practice all year to compete in a series of “quiz bowl” competitions. The group works through questions in all areas of trivia and academic knowledge. In previous years, we have had students qualify to go on to national competitions.

ENVIROTHON – A nation-wide program sponsored by Soil and Water Conservation District that encourages students in 9th through 12th grades to learn about the environment and to participate in activities that will lead them into becoming environmentally aware, action-oriented adults. Chenango County allows two teams of 5 students per school to participate in the County and Regional Competitions. Winners move on to State and possibly National competitions. At these competitions, the students work together to answer questions about wildlife, aquatics, soil, forestry and current even topics. They also prepare an oral presentation that allows the students to participate in real life problems by presenting their own answer to the situation. Scholarships, awards and trophies are given to teams with the highest scores.

INTERACT CLUB - Rotary Sponsored club that gives students an opportunity to participate in meaningful service projects within the school and community. Some of the main events organized and sponsored by the Interact Club include the Salvation Army Bell-Ringing at the Great American, adopting a family through Rotary, and the annual Father/Daughter Dance. Members will get first-hand experience volunteering and giving back to the greater good of our community

NATIONAL HONOR SOCIETY - The National Honor Society is a club based on eligibility and requirements. The foundation of Honor Society is built upon service, scholarship, leadership, and character.

Starting in the spring of the tenth-grade year, students must have a 92 overall cumulative grade point average and a committee recommendation to be eligible.

Students must complete a minimum of twenty service hours per year.

STUDENT COUNCIL - Student Council provides an opportunity for students to collaborate and make decisions that will impact the student body and the community. In turn, this requires active participation and time commitment. The goal is to boost morale, support the student body, serve as a liaison between students and administration and contribute to the community. These goals require consistent meetings (often weekly) where topics are discussed, and reactions are voted upon. There are four officer positions that are filled each year. Student Council provides an opportunity for voices to be heard and action to be taken.

ESPORTS Club – a competitive video gaming club that competes against other high schools, teams, and in leagues. The club takes the hobby of playing video games and creates a competitive environment for it. Students are placed on teams for their favorite games, they set up practice schedules, and play in matches against other teams, schools, and competitors.

FOOTLIGHTS – The GCS Footlights Drama Club is open to students in grades 6-12 with two musical seasons offered per school year. The middle school Footlights students present a musical in November and the high school students musical in March/early April. Students in grade 9 are allowed to participate in both shows. Our mission statement: Footlights is dedicated to producing high-quality musicals while fostering self-discipline, gratitude, and humility in our actors. Footlights is an extra-curricular activity with rehearsals after regular school hours. There is a leadership panel of student officers who are nominated and elected at the end of each school year.

ART DEPARTMENT

ART – GRADES 9 – 12: The goal of the art department is to expose students to the world of Art. Through the various art courses available, students will learn about multiple artists, techniques and above all; how to express one’s authentic artistic voice. The art department provides opportunities in problem solving, individual creativity, and personal assessment which can be applied to all realms of life.

The High School art program is intended to cover the theoretical elements of art and principles of design. The program provides opportunities for experiences in the major fields of expressive creation such as drawing, painting, sculpture and ceramics. Over the course of the year, students will develop an understanding and appreciation of art.

STUDIO ART This basic foundation course will introduce the elements of art and a vast of art techniques. Studio Art is a course that exposes students to different techniques of art such as drawing, painting, ceramics, sculpture, digital art and photography. Students will learn how to create with vast mediums while also depicting their own identity. Students will be exposed to cultures throughout the world and masterpieces created by famous artists. A sketchbook is required for classwork. All Studio Art projects and units integrate all of the New York State Visual Art Standards.

PREREQUISITE: None 40 weeks 1 unit

ADVANCED ART: Advanced Art is a course that exposes students to different techniques of art such as drawing, painting, ceramics, sculpture, digital art and photography. Students will continue to create in vast mediums while also establishing their own artistic identity and art style. Students will be exposed to cultures, famous art pieces and master artists. This course is for serious and mature art students who are seeking a challenge to learn more about art and themselves as an artist. This course best suits students who have strong and well-developed art skills and who are seeking an art education or career post high school. Portfolio preparation is included. A sketchbook is required for classwork. All Advanced Art projects and units integrate all of the New York State Visual Art Standards.

PREREQUISITE: Successful completion of Studio Art

CERAMICS: Ceramics is a course that exposes students to various hand building techniques in the world of clay. Students will also be exposed to the pottery wheel. Students will create functional art while also focusing on color schemes, glazing and alternative problem solving. Students will learn about the importance of chemistry, hand building and math while creating conceptual pieces of Art. This course is for serious and mature art students who are seeking an alternative challenge in the world of 3D ceramics. All Advanced Art projects and units integrate all of the New York State Visual Art Standards.

PREREQUISITE: High School Studio Art 40 weeks 1 unit, completed Studio Art with an 85 or higher overall average.

DRAWING & PAINTING I: Students will develop their ability to create two-dimensional images through drawing and painting from life and imagination. A wide variety of media is explored. Students are required to keep a sketchbook of outside work.

PREREQUISITE: Successful completion of Studio Art

DRAWING & PAINTING II: Students will further develop skills in drawing and painting. Media will include: acrylic, watercolor, tempera, pencil, pen and ink, collage, and mixed media. Students are honing skills and evolving their artistic voice and style. Students are required to keep a sketchbook.

PREREQUISITE: Successful completion of Drawing and Painting I

DRAWING & PAINTING III: A course for the highly motivated student who is serious about continuing in art either as a career or for personal development. The course will be tailored to the needs and interests of the students. Portfolio preparation is included. A sketchbook is required.

PREREQUISITE: Successful completion of Drawing and Painting II

BUSINESS EDUCATION

Business as an integral part of the total education process is based upon the individual's understanding of those fundamental attitudes, knowledge and skills necessary for self-fulfillment and which provide opportunity to enter and compete in the world of work while simultaneously assuming a responsibility to participate meaningfully in a democratic society. The sequence of courses is designed to provide a variety of options for students to meet sequence requirements while developing broad based transferable skills and specialized competencies.

ACCOUNTING: This course is designed to develop occupational competencies in the fundamentals of accounting. Course content encompasses the complete accounting cycle and provides opportunities for incorporation of computer utilization into the instruction.

PREREQUISITE: None Grade 10-12 40 weeks 1 unit

COMPUTER APPLICATIONS: Computer skills are an essential item for today's world. This class is set up to have students become proficient in their typing skills and to increase their knowledge base of computer applications. The programs the students will become exposed to are Microsoft Word, PowerPoint, Publisher and Excel. This class is set up to allow the students to gain the knowledge needed to further their careers as students and as working citizens. It is a very important base for future success. The students will have hands-on work and will be allowed to show their own creativity in project-based learning.

PREREQUISITE: None Grades 9-12 20 weeks ½ unit

MARKETING: Every wonder what it takes to market a product or service in today's fast-paced business environment? With this course, students will learn about sales and marketing and how it affects consumers and buying habits. Students will research socially responsible marketing activities that will aid in creating a marketing plan and advertising media based on a new idea of their choice in addition to several other hands-on projects.

PREREQUISITE: None Grades 9 -12 40 weeks
1 unit

ENTREPRENEURSHIP: Have you ever considered going into business for yourself? Then you have thought about becoming an entrepreneur. This course is designed to introduce students to the many aspects of entrepreneurship – innovative and creative thinking, risk-taking, managing your business process and finances, planning your venture, teamwork and brainstorming.

PREREQUISITE: None Grades 10-12 1 unit

BUSINESS LAW: This course provides students with an introduction to business organizations and an extensive exploration into the ethics that they face. Students will begin the course with exposure to criminal and civil law to prepare them for how the law applies to businesses. Students will analyze cases that involve torts, criminal law, and employment discrimination. Lastly, students will learn the law of contracts for personal and business use. There will be several projects based on individual interests.

PREREQUISITE: None Grades 9-12 40 Weeks 1 unit

CAREER AND FINANCIAL MANAGEMENT: Just as the name states, students will learn workplace and financial skills that will aid in their successes in both areas of their lives. Students will learn how to effectively communicate with their employers, and the different ways to keep their skills and knowledge current to be a competitive asset to any company. Students will also learn how to manage their money through maintaining a checking and savings account, effectively budget their money, credit and debt management, and investments. Hands on, skills based approach to learning.

PREREQUISITE: None Grades 10-12 40 Weeks 1 unit

INTRODUCTION TO BUSINESS: This course is a great way to introduce the world business to students no matter their interests, but more specifically, anyone who is interested in the business curriculum. Students will be introduced to the types of businesses and organizational structures. They will explore economic systems and the roles of businesses in the economy. Lastly, students will learn their economic roles as a consumer, worker, and citizen.

PREREQUISITE: None Grades 9-12 20 Weeks ½ unit

BUSINESS MANAGEMENT: This course is an introduction to the basic understanding of the essential elements of management including planning, organizing, and leading. This course provides a focus on communication, problem solving, teamwork, decision making, conflict resolution, and ethical reasoning. Skills based approach to learning.

PREREQUISITE: None Grades 10-12 40 Weeks 1 unit

INTRODUCTION TO REAL ESTATE: This course is an introductory to everything real estate. Students will learn about the various occupations encompassing real estate. They will also learn about the buying and selling of homes and businesses and the financial decisions needed, flipping houses, the marketing behind listing homes, home layouts and decisions behind it, and so on. Students will have the opportunity to meet with and work with several individuals in our community who are part of the real estate market. There will be several hands-on projects and there will be room for student driven learning based on their interests.

PREREQUISITE: None Grades 9 – 12 40 Weeks 1 Unit

WEB PAGE DESIGN: Students will learn how to build and maintain web pages through coding and software. Students will end the year with building a web site of their own given their own interests. Entirely project based, hands-on learning.

PREREQUISITE: None Grades 9-12 40 Weeks 1 unit

WEB PAGE DESIGN II: This course is a continuance of Web Page Design which continues the building and maintaining of the end of the year final project began in Web Page Design. Students will create and add graphics to their websites by using additional software. Mostly independent hands-on work.

REPREEQUISITE: Web Page Design Grades 10-12 40 Weeks 1 unit

BANKING AND FINANCE: All things money! Students are introduced to the world of the banking industry, the workings of central banking, and monetary management. Students will learn the effects of monetary and fiscal policy on businesses and consumers alike. Furthermore, students will analyze scenarios such as bank reconciliation, student loans, savings, and insurances.

PREREQUISITE: None Grades 11-12 40 Weeks 1 unit

WEB DESIGN CRASH COURSE: Students will learn the basics of creating a webpage through coding and software. A focus will be placed on CSS and the use of cloud based applications used to create dynamic web-sites

PREREQUISITE: None Grades 9-12 20 Weeks ½ unit

INTERNATIONAL BUSINESS: In an ever changing world of business transactions, domestic and abroad, students engage with a globally connected world. In this course, students will be learning about globalization, international trade, cultural factors that affect product and marketing decisions, and international finance. Students will also have the opportunity to explore careers in international business. Though this explanation is very broad, students will have the ability to learn about areas of international business that interests them and business etiquette when traveling abroad. There will be opportunities for many hands-on projects and team learning.

PREREQUISITE: None Grades 10 - 12 40 Weeks 1 Unit

SUNY BROOME - BUS 122: Self-Management: Since the needs for career exploration, college and career readiness are a hot topic, this course should assist students in identifying not only a path for their future, but also what type of person they are. This course will help students identify careers that will help them flourish and be confident as they enter higher education in their degree program and entering the workforce. The course focuses on six self-management skill sets necessary to ensure effective student performance: assessing circumstances, establishing behavioral controls, managing complexity, demonstrating commitment, consideration for others, and effective communications. The course provides exercises and practical examples to help prepare students for college. The lessons learned are also transferrable to any real-world situation. Upon successful completion of this course, the student will have fulfilled the SUNY General Education requirement of Social Science.

ENGLISH DEPARTMENT

It is our hope that while pursuing the required four year program the student will be encouraged to grow in both the thought processes and communication skills necessary for self-realization and full participation in the ever-changing world.

English 9: All genres of literature are explored and analyzed. Literature receives detailed study. Both fiction and non-fiction literature are studied. Students are also exposed to components of NYS Regents' Exams. Vocabulary development exercises are introduced and completed.

40 Weeks

1 Unit

English 10: English 10 is concerned with reading and critical thinking. The course will include a moderate to heavy reading program. Various fiction and non-fiction texts will be studied. The course covers grammar, spelling, vocabulary exercises, and writing.

40 Weeks

1 Unit

English 11: English 11 is designed for juniors who must take the English Regents' Exam. The course stresses the novel as a literary form. Emphasis will be placed on the refinement of basic skills covered in previous grades. The course also includes review and preparation for the English Regents' Exam.

40 Weeks

1 Unit

English 12: This course is designed for the college or career-bound student. The course will include preparing and delivering oral presentations, writing essays and term papers, and reading literary masterpieces of the past and present. The course will also cover grammar, vocabulary, and spelling.

40 Weeks

1 Unit

ENGLISH LANGUAGE ARTS LAB (Grades 9-11) This course is designed to give extra help to some students in preparation for the Regents Exam. This course will follow the same format as English 9, English 10, and English 11 with emphasis on remediation in reading and writing. Students are placed in this class on the recommendation of English teachers and guidance counselors and on 8th grade state test scores.

SUNY Broome English 110

Students learn to use writing to develop their thinking and to read texts critically for both form and content. They practice different writing processes and rhetorical strategies in order to write essays that are purposeful, thoughtful, and coherent, and that conform to the standards of standard written English. They understand writing as a social and collaborative process, both as a mode of individual expression and as a rhetorical act. Successful completion of the course earns three hours of college credit at SUNY Broome.

Prerequisite: Students must score an 85 on the NYS Regents' Exam or get instructor approval.

Learning outcomes of the course: Upon successful completion of the course students will be able to:

1. Write effective, college-level essays.
2. Include ideas from sources properly and effectively in their essays.

SUNY Broome Speaking 110--Effective Speaking

This course is structured to give students the principles and practices of public speaking. Students will present extemporaneous and prepared speeches. They will research, write, revise and deliver speeches, paying attention to audience, organization, technology, development, delivery, critical listening and constructive evaluation. Successful completion of the course will earn the student high school credit and three credit hours of college credit through SUNY Broome.

Prerequisite:

Student must have an overall 85 average after their junior year or a 90 overall average after their sophomore year to take the class.

Upon successful completion of the course the student will be able to:

1. Produce coherent texts within common college-level written forms; demonstrate the ability to revise and improve such texts; research a topic, develop an argument, and organize supporting details as they prepare a research-supported speech.
2. Give proficient speeches.
3. Evaluate an oral presentation according to established criteria.

ENGLISH ELECTIVES

The following courses may be offered upon sufficient enrollment.

PUBLIC SPEAKING: This course is designed to teach the skills of public speaking and to provide several types of speaking experiences in which to practice these skills. In addition, other speaking situations will be studied – such as: debate, drama, improvisation, and formal discussion. Research skills will also be reinforced.

Grades 9-12 20 weeks ½ unit

CREATIVE WRITING: This course is designed for students in grades 9, 10, 11, and 12 who are interested in working on creative writing and practical application of literary devices. Students will have extensive involvement in various styles and types of writing. While the course will center on the student's own work, some secondary sources will be used.

Grades 9-12 20 weeks ½ unit

FILM STUDIES: The Film Studies Course is an elective that will focus on the historical development of the motion picture and the advancements made in character and storyline development. Students will become familiar with strategies to analyze a film's content and develop critiques based on that analysis. Films shown in this course will encompass the range of ratings, G-4, put forth by the Motion Picture Association of America. Students will be required to have written parental consent to be enrolled in this course.

Grades 9-12 20 weeks ½ unit

JOURNALISM I and II: The course will give students the opportunity to study the inverted pyramid style of writing as they generate a newspaper/newsletter for publication. Students will learn about editing, layout, and deadlines in addition to enhancing writing skills. Students will learn broadcasting skills for pre-production, production, and post-production, including interviewing skills. Computer programs including Google, Microsoft Publishing, and Microsoft Word will be implemented.

Grades 9-12 20 weeks ½ unit each

Graphic Novels

This course is designed to bring reading to life in an unconventional way through graphic novels. The additional visual component, as compared to text-only novels, requires students to develop their skills in multiple literacies so they can "read" and understand concepts presented in multiple mediums simultaneously. By studying a variety of genres, students will consider graphic novels as literature. Students will read, analyze, interpret, respond to, evaluate and compare graphic novels orally, in writing, and in presentations. The course will encourage and increase student reading, creativity, and analysis in challenging ways through easily-accessed texts relevant to students' interests.

Grades 9-12 20 weeks ½ unit

FOREIGN LANGUAGE

The objectives of the Foreign Language Program are: to understand the spoken language, to speak, read and write the language studied, to gain direct understanding of peoples whose languages and cultures are different from our own, and to develop a taste for literature and the arts of other cultures.

Students must earn and complete one high school foreign language course to meet the basic foreign language requirement for graduation. Those students who plan to take the regional exam in foreign language for the advanced regents diploma must complete two additional credits of foreign language at the high school level to fulfill that requirement (i.e.: Spanish/French 1, 2, 3).

SPANISH I: This is a recovery course for students who did not earn their high school credit in foreign language in middle school or for students who have no prior foreign language experience. Students will learn basic Spanish grammar and vocabulary while working on their listening, reading, writing and speaking skills.

Students must pass this course to meet the basic foreign language requirement for graduation.

SPANISH 2: Students continue to expand their knowledge of Spanish grammar and vocabulary, while continuing to improve their listening, speaking, reading, and writing skills.

PREREQUISITE: Spanish 1 40 weeks 1 unit

SPANISH 3: Students work on expanding and improving the four skills of communication: listening, speaking, reading, and writing. Great emphasis is placed on increasing these skills in preparation for the regional exam which is taken at the end of the year. Students have the opportunity to earn 3 college credits through TC3 in Spanish the second half of the year at no cost to them (see page 3). Students must pass the regional exam at the end of the year to obtain credit for an advanced regents diploma. Students must pass the regional exam at the end of the year to qualify for TC3 Spanish 201.

PREREQUISITE: Spanish 2 40 weeks 1 unit

TC3 SPANISH 201: Students will be working more in depth with grammar and vocabulary as well as exploring cultural aspects of Spanish speaking countries. All four skills: reading, writing, speaking and listening will be practiced using a variety of teaching strategies and materials. Upon successful completion of this course, students will receive 3 college credits and an official transcript from TC3. Course is limited to 20 students.

PREREQUISITE: Spanish 3 40 weeks 1 unit

TC3 Spanish 202: This course is organized around the notions of communication, culture, connections & community. Students will expand upon their vocabulary and grammar acquisition in Spanish and develop their ability to listen, read, speak and write more accurately. This class will explore the backgrounds and values of Spanish cultures, as well as introduce some Spanish literature. Upon successful completion of this course, students will receive 3 college credits and an official transcript from TC3. Course is limited to 20 students.

PREREQUISITE: Spanish 201 40 weeks 1 unit

Hispanic Film and Cinema: Experience the Spanish language and Hispanic culture through the medium of various international films. Students will gain a better understanding of language, culture and history as they engage in discussions, games and activities revolving around the movies. This course will focus on improving your listening comprehension and speaking skills as we look at the setting, characters, plot and themes of the various genres touched upon in the class.

Prerequisite: Successful completion of Spanish II 40 weeks 1 unit

FRENCH I: This is a recovery course for students who did not earn their high school credit in foreign language in middle school or for students who have no prior foreign language experience. Students will learn basic French grammar and vocabulary while working on their listening, reading, writing and speaking skills.

Students must pass this course to meet the basic foreign language requirement for graduation.

FRENCH 2: Students continue to expand their knowledge of French grammar and vocabulary, while continuing to improve their listening, speaking, reading, and writing skills.

PREREQUISITE: French 1 40 weeks 1 unit

FRENCH 3: Students work on expanding and improving the four skills of communication: listening, speaking, reading, and writing. Great emphasis is placed on increasing these skills in preparation for the regional exam at the end of the year. Students have the opportunity to earn 3 college credits in French through TC3 the second half of the year at no cost to them (see page 3). Students must pass the local exam at the end of the year to obtain credit for an advanced regents diploma. Students must pass final exam at the end of the year to qualify for TC3 French 201.

PREREQUISITE: French 2 40 weeks 1 unit

MATHEMATICS DEPARTMENT

The courses in the Mathematics Department are designed to develop the mathematical skills and competencies needed by students to enter the adult world as well as to provide a background for college math. A variety of courses and sequences are available so that each student may achieve at his/her ability level. Teacher recommendations should be strongly considered when choices are made. All students taking High School Regents math class will be provided with a Ti-Nspire graphing calculator for the duration of the school year. Calculators must be returned after the regents examination in June. In order to be placed in a regents course a student must have an overall math average of 80% or better.

PRE-ALGEBRA: Course for 9th grade students who are entering high school with less math skills than needed to pass Algebra. This course will prepare the student to take Algebra in 10th grade. Local final exam will be given in June.

PREREQUISITE: Recommendation of Math Department

40 weeks

1 unit

NEXT GENERATION ALGEBRA: The first year of regular Regents level high school math. Students must have an overall math average of 80% or higher in eighth grade to enter this course. The Next Generation Algebra Regents exam will be given in June and used as the final exam for the course.

PREREQUISITE: Recommendation of Math Department

40 weeks

1 unit

CONSUMER MATH: A local course for the student who has taken Pre-Algebra and Algebra. The course will include “life skill” topics, checkbook, budgeting, saving money, etc.

PREREQUISITE: Successful completion of the Common Core Algebra I Course and the Regents exam, as well as Recommendation of Math Department.

40 weeks

1 unit

PRE-GEOMETRY: A local option to the regular Regents Geometry course where there will be less emphasis on formal proofs and a local final exam will be given in June.

PREREQUISITE: Successful completion of the Common Core Algebra I course and the Regents exam, as well as Recommendation of Math Department.

40 weeks

1 unit

COMMON CORE GEOMETRY: The second year of regular Regents level high school math. Students must have a cumulative math average of 80% or higher in all quarters of high school math to enter this course. The Common Core Geometry exam will be given in June and used as the final exam for the course.

PREREQUISITE: Successful completion of the Common Core Algebra I course and the Regents exam, as well as Recommendation of Math Department.

40 weeks

1 unit

COMMON CORE ALGEBRA 2: The third year of regular Regents level high school math. Students must have a cumulative math average of 80% or higher in all quarters of high school math to enter this course. The Algebra 2 exam will be given in June and used as the final exam for the course.

PREREQUISITE: Successful completion of the Common Core Algebra I and Geometry courses and Recommendation of Math Department.

40 weeks

1 unit

PRE-ALGEBRA 2: A second year of Algebra for the student who has completed Geometry. The course takes many of the same topics at a slower pace and still allows the student to take Algebra 2 the next year if they are trying for the Advanced Regents Diploma. A local final exam will be given in June.

PREREQUISITE: Successful completion of the Common Core Geometry course and Recommendation of Math Department.

40 weeks

1 unit

PRE-CALCULUS: The fourth year of high school math that will prepare students for college math courses. Accelerated students will take this in their junior year.

PREREQUISITE: Successful completion of the Common Core Algebra I, CC Geometry and CC Algebra II and Recommendation of Math Department.

40 weeks

1 unit

SUPA CALCULUS: Syracuse University Project Advance Calculus – A college course to be taught in our school covering all the topics of beginning Calculus: functions, graphing, derivatives and their applications and integrals and their applications. Students will pay tuition (\$115 per credit hour) to Syracuse University and receive (4) credits from them. There will be two separate grading structures, one for the university and one local grade.

PREREQUISITE: Successful completion of Pre-Calculus

40 weeks

1 unit

COMPUTER PROGRAMMING: One credit course that will study the fundamental principles of programming in the JAVA language.

PREREQUISITE: Algebra 40 weeks 1 unit

SPORTS MATH: A local course for the student who has taken Pre-Algebra and Algebra. The course will include the math behind various sports.

PREREQUISITE: Successful completion of the Common Core Algebra I Course and the Regents exam, as well as Recommendation of Math Department.

40 weeks 1 unit

MUSIC DEPARTMENT

The courses in the Music Department are designed to develop the sensitivity of the student in the technical, artistic, emotional, and social aspects of this facet of the fine arts. Students with musical aptitudes are encouraged to broaden their desire to learn and enrich their abilities to participate in performing groups and formal technical music class.

SENIOR HIGH CHORUS: There will be at least one concert per semester covering all styles of choral music – meets every other day. Opportunities for small group ensembles, All County participation, and preparation of state solos are also presented to students through this class.

PREREQUISITE: None 40 weeks ½ unit

SENIOR HIGH BAND: This course meets every other day and will cover musicianship concepts and rehearsal/performance techniques. At least one concert per semester will be given. All styles of music written for the concert band idiom will be explored and performed. Each student will receive an instrumental lesson one period every 6 school days in addition to the regular band period. Participating students are required to march with the band in the Memorial Day Parade.

PREREQUISITE: Jr. High Band or audition 40 weeks ½ unit

*The audition must take place at the end of the preceding school year.

MUSIC THEORY I: This course will cover basic fundamentals of music. Music reading and piano keyboard skills will be the primary focus. Other units include key signatures, reading other clefs, writing scales, aural skills, sight singing, and an introduction to basic forms of composition.

PREREQUISITE: None 20 weeks ½ unit

MUSIC THEORY II: This course is a continuation of Music Theory I. Instruction on the fundamentals of music will continue, including more advanced harmony, rhythm, ear training and sight singing, intervals up to an octave, inversions of triads, and a continuation of music appreciation/history. Formal analysis of music will begin.

PREREQUISITE: Music Theory I/Equivalency Test 20 weeks ½ unit

THEATRE ARTS: This elective will cover various aspects of the fine arts. Students will study the origin of theater, participate in theater exercises, explore how theater skills relate to life skills, create blueprints for scenery and lighting design and learn basic piano keyboard skills to assist in learning audition material for musicals.

PREREQUISITE: None 40 weeks ½ unit

PHYSICAL EDUCATION DEPARTMENT

All students must take Physical Education to meet graduation requirements (Commissioner of Education Regulations #135.4).

PHYSICAL EDUCATION: The high school physical education program is one of “lifetime sports”. This senior high program becomes one of learning activities that the students can use once they leave high school. The activities are basically those that can be followed throughout the student’s life. Some of the activities are tennis, golf, archery, bowling, badminton, table tennis swimming and racquetball sports. When possible, the student is given the opportunity to be selective in his/her Physical Education activity program.

40 weeks ½ credit

FITNESS For HEALTH

Students will be developing an understanding of lifelong fitness concepts and the mechanics of a personal fitness program. Students will gain knowledge and skills needed to develop and sustain a lifelong pattern of healthy activity. Students will be able to improve their physical fitness by participating in group fitness, weight training, walking, yoga and other personalized activities.

40 weeks ½ credit

RESISTANCE TRAINING

Students will be given the opportunity to learn weight training concepts and various techniques used for optimal physical fitness. Fundamentals of weight training, strength training, individualized program design and development of lifelong healthy fitness concepts will be covered. Students will be empowered to make wise choices, meet challenges, and develop positive healthy behaviors in fitness, wellness and movement activities for a lifetime.

40 weeks ½ credit

Senior High Health: This course is intended to help students deal with the problems of the “teen years” and to prepare for life after graduation. Major emphasis is placed on the topics of Mental Health, Smoking, Alcohol and other Drugs, Human Sexuality, Healthy Relationships, addressed as time permits. Group discussions and presentations are used to explore facts, myths, feelings and beliefs about each issue presented. The goal of Health Education is to provide the information each student needs to make informed and intelligent decisions in the years that lie ahead. All students receiving a New York State High School Diploma must successfully complete this course.

PREREQUISITE: None Grades 10-12 20 weeks ½ credit

SCIENCE DEPARTMENT

The Science Department provides an opportunity for students to elect a number of courses in natural science. These may be taken to fulfill graduation requirements, college entrance requirements or for student interest. Additional courses will be added as student's interest requires. A student may pursue a major sequence in science by electing three units of Regents level science.

CORE SCIENCE COURSES:

NOTE: All NYS **Regents Courses have a Laboratory Requirement:

Laboratory experience is required in each of the four Regents science courses: Earth Science, Biology, Chemistry and Physics. Students should be engaged in laboratory activities for at least thirty, 40-minute periods or the equivalent time (1200 minutes). These laboratory activities must be completed at an *acceptable* level, **within the required amount of time**, in order for the student to take the Regents Exam.

Written reports of these laboratory experiences will be prepared by the student. These reports will be kept on record within the school for six months following the date of the examination.

****Earth Science/Regents:** This course is designed to develop an understanding of the central themes that interconnect geology, meteorology, oceanography, astronomy and environmental science. Throughout the course, students will be encouraged to understand the processes of change in Earth and Space through observation and inference. Topics learned throughout the year include Rocks and Minerals, Earthquakes, Earth Surface Processes, Landscapes, Geologic History, Meteorology, and Astronomy. The course is centered on an investigative approach that is used to develop science concepts.

This course is intended for those students following a science sequence.

PREREQUISITE: Science 8 Grades 9-12 40 weeks 1 unit

****Living Environment/Regents:** This course is designed to develop an understanding of the central themes that interconnect human life with their surroundings. Emphasis is placed on cells, genetics, human anatomy, evolution and ecology. At the termination of this course, the student should be able to demonstrate basic laboratory techniques such as dissecting, metric measurements, gel electrophoresis and the correct use of the microscope. The laboratory requirement for the state requires 4 specific state labs in addition to the 30 credits.

This course is intended for those students following a science sequence.

PREREQUISITE: Earth Science Grades 10-12 40 weeks 1 unit

****Chemistry/Regents:** This course is designed to develop an understanding of the composition, structure and properties of substances and the transformations that these substances undergo. Emphasis will be placed on the topics of the Periodic Table, atomic structure, nuclear chemistry, bonding, acid-base theories and the mathematics of chemistry. A solid math background is highly recommended. The purpose of Regents Chemistry is to promote and produce, through laboratory experiences and classroom instruction, student mastery of the principles of chemistry and to relate the somewhat abstract concepts to the student's real-life experiences.

This course is intended for those students following a science sequence.

PREREQUISITE: Math 9 (Math 10 recommended) Grades 11-12 40 weeks
1 unit

****Physics/Regents:** This course is designed to actively engage students in understanding how nature works through the use of mathematical equations and how it applies physical meaning to mathematical concepts. Emphasis will be placed on the following areas of study; mechanics, energy, wave phenomena, electricity and magnetism, and atomic and nuclear physics. A background in geometry and algebra math is required. Students will be expected to participate in and carry out experiments and classroom demonstrations themselves.

This course is intended for those students following a science sequence.

PREREQUISITE: Geometry required, Algebra II recommended
Grades 11-12 40 weeks 1 unit

SCIENCE ELECTIVES:

Note: The following courses are intended to be taken in conjunction with (not as a substitute for) the 4 core Regents science courses. Some courses are designed to be used as 3rd science credit, while others are designed as electives.

Human Anatomy and Physiology: This course is designed as a discussion and laboratory based study of the composition and function of human body systems. Content will range from molecules and cells to body systems and physical and chemical processes. Laboratory experience will be gained during class time; however, there is not a separate lab class scheduled or a state-required amount of lab time for this course. This course is intended for students who are preparing for college for upperclassmen, especially for biology and health career majors, including medicine, allied health, sports medicine, and physical therapy. This course may serve as a course to fill one of the three science credit requirements for graduation or serve as an elective.

PREREQUISITE: Recommendation of the Science Department
Grades 11-12 40 weeks 1 unit

Chemistry/General: This course is designed to promote and produce, through lab experiences and classroom instruction, student mastery of the principles of chemistry and to relate the sometimes- abstract concepts of chemistry to the student's real-life experiences. Laboratory experience will be gained during class time; however, there is not a separate lab class scheduled or a state-required amount of lab time for this course.

General Chemistry will culminate with a local final exam or project. This course is intended for students who do not desire an Advanced Regents Diploma. This course may serve to fill one of the three science credit requirements for graduation, or serve as an elective.

PREREQUISITE: Earth Science Grades 10-12 40 weeks
1 unit

Physical Science: This course is designed to promote and produce, through lab experiences and classroom instruction, student mastery of the principles of current science concepts for Earth Science, Chemistry and Physics and to relate the concepts to the student's real-life experiences. This course is intended to take students through 2000 years of science theories that allow students to explore and understand the physical world. Laboratory experience will be gained during class time; however, there is not a separate lab class scheduled or a state-required amount of lab time for this course.

Students will perform demonstrations, investigations, experiments, and activities pertaining to major concepts in science. This course is intended for students who do not desire an Advanced Regents Diploma. This course may serve to fill one of the three science credit requirements for graduation, or serve as an elective.

PREREQUISITE: Earth Science/ Biology Grades 11-12 40 weeks 1 unit

Forensics: This course is designed as a basic elective that utilizes information from the core science classes: Earth Science, Biology, Chemistry, and Physics, as well concepts from Introduction to Law. This elective will touch on the basics of forensic techniques in order to analyze DNA, fingerprints, blood patterns, and tire tracks. Strategies for investigating crime scenes as well as the law behind it will also be covered.

PREREQUISITE: Earth Science/Biology successful completion
Grades 11-12 40 weeks 1 unit

Computer Science Python Fundamentals: This course is an introductory-level course for students brand new to programming and computer science. This course is taught using Python. Python is a general-purpose programming language great for beginners. It is most praised for its elegant syntax and readable code, and it's quite powerful. Python is used by many large organizations, including Google and NASA, to do just about everything: including building apps, analyzing data, and system administration. In this course, you will learn problem-solving strategies, software design, and the foundations of computer science. You'll do so using two key tools: the **Project STEM programming environment** and **EarSketch**, a software package that turns your code into music.

Not only will this course prepare you for continuing your studies in computer science (for example, by taking AP Computer Science A and AP Computer Science Principles), but it will also teach you how to think like a scientist and solve real-world problems, skills that are important to every 21st-century citizen.

Prerequisite: None

SCIENCE COLLEGE COURSES:

Note: The following science courses are designed for upper level students who desire to challenge themselves with more rigor in the desired field. Students will be expected to perform at college level with the addition of completing Regents level material. These are also Regents courses, therefore the NYS Regents laboratory requirement must be completed, and students will take the June Regents exam in addition to a class final.

SUNY Broome College Physics I and II: Physics is an active science, including many experiments and classroom demonstrations carried out by the students themselves.

Physics uses math to explain how nature works in equation form and applies physical meaning to mathematical concepts, thus giving equations real-world meaning. This course is relevant to all students but is especially intended for those with a strong math background who may wish to pursue science, medicine, math or engineering in college.

The main areas of study for Physics I (PHY 161) include mechanics, energy and heat, and the main areas of study for Physics II (PHY 162) include electromagnetism, wave motion and atomic physics. Completion of both courses will result in a total of 8 college credits (4 each).

PREREQUISITE for College Physics I: Earth Science, Chemistry and Algebra II required, Pre-calculus recommended. Acceptance requires a passing grade on ALL Regents exams stated.

Grade 12 20 weeks ½ unit (4 college credits)

PREREQUISITE for College Physics II: A grade of “C” or better in College Physics I.

Grade 12 20 weeks ½ unit (4 college credits)

SOCIAL STUDIES DEPARTMENT

The Social Studies program is designed to help students develop the ability to make rational and informed decisions about economic, social and political questions confronting themselves, American society and the interdependent world. The required units of credit include:

- 2 credits of Global History (9th and 10th)
- 1 credit of United States History and Government (11th)
- ½ credit of Government (12th)
- ½ credit of Economics (12th)

GLOBAL HISTORY I: Global History I begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. Particular attention is given to reading comprehension, annotation, essay writing, and the analysis of primary and secondary sources. There is a department final exam given to all students which resembles the format of the NYS Regents Exam given at the end of Global History II.

PREREQUISITE: Social Studies 8 40 weeks each year 1 unit each year

GLOBAL HISTORY II (REGENTS): Global History II provides a snapshot of the world circa 1750 and continues chronologically to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three key ideas focus on global issues applying a more thematic approach. Particular attention is given to reading comprehension, annotation, essay writing, and the analysis of primary and secondary sources. There is a NYS Regents Exam, for Global History II only, given at the end of the course which is required for graduation.

PREREQUISITE: Global History I 40 weeks each year 1 unit each year

UNITED STATES HISTORY and GOVERNMENT: This is a Regents course required for all Regents students. The overall goal is to help the student make rational and informed decisions about economic, social and political questions that confront him or her, the society, and the interdependent world. Students will study the roots and principles of the United States Constitution including the roles of the executive, legislative, and judicial branches of government. The greater part of the course will be devoted to drawing upon the lessons of history from 1865 to the present. Stress will be placed on an understanding of the workings of the national government through historical applications. An analysis of the growth of the United States' role in world affairs will be undertaken with emphasis on the relationship of past events to present situations. This course is designed to prepare students for the United States History and Government Regents Examination.

PREREQUISITE: Global History II 40 weeks 1 unit

ECONOMICS: A NYS required course in economics and economic decision-making. The course will include basic economic concepts and understandings and will emphasize a rational decision-making process to be applied in all economic decisions. Some of the major concepts will be scarcity, supply and demand, inflation, profit and interdependence. The major focus will be on the United States economy, but will also include other economic systems, stressing interdependence of the world's economies today. Analysis and evaluation of economic data will be stressed, including a discussion of ethics as it applies to economics.

PREREQUISITE: None 20 weeks ½ unit

GOVERNMENT: A NYS required course with the ultimate goal of preparing students for effective participation in the United States democratic process. It will emphasize the interaction between citizens and government on the local, state and federal levels. It will deal with formal powers, procedures, structure of government and how political decisions are made. An effort will be made to involve students in the decision-making process at several levels of government. Information gathering and analysis of public policies will be emphasized.

PREREQUISITE: None 20 weeks ½ unit

REGENTS/REVIEW IN SOCIAL STUDIES (GLOBAL HISTORY AND U.S. HISTORY AND GOVERNMENT): This course is designed for students in grades 10-12 who have failed to pass or need extra assistance to pass the New York State Regents or competency exams in Global History and/or United States History and Government. Students are given a review of skills and concepts necessary to pass the tests.

CONTEMPORARY AMERICAN HISTORY: This one semester course will consist of a study of the last fifty years in the United States from the perspective of the historical participants. The concentration will be primarily on domestic affairs using alternative instruction techniques such as television, movies, recorded music, the Internet, and brief, high-interest reading. Materials will be provided by the instructor and supplemented by the students. There will be no assigned text. Students will be required to finish one major project and one take-home final examination. Some of the topics covered will include: America's Fabulous Fifties: Television, Fads, and conformity; The Civil Rights Movement: Rosa to Martin to Malcolm; The Counterculture: Beatniks, Rockers, and Hippies; Camelot: the Rise and Fall of the Kennedys; Vietnam and its Aftermath; Protest Movements: From Black Power to Women's Liberation; America Turns Right: Reagan and the New Conservatives, America at Peace: End of the Cold War to 9/11, and The New America Homeland Security and the Individual.

PREREQUISITE: None 20 weeks ½ unit

APPRENTICESHIP PROGRAM

PURPOSE:

The Youth Apprenticeship Program is designed to offer high school juniors and seniors the opportunity to see direct connections between school learning and employment while working in their occupational field of interest. The objectives of the program are for participating students to:

- * Discover the relevance of academic course work to specific work experiences;
- * Develop a broad knowledge of the education requirements, career pathways, and job responsibilities within a specific occupational area;
- * Develop technical and high-performance work skills;
- * Plan and execute a long-term project and present findings in a public exhibition.

HOW IT WORKS:

Youth apprentices leave school for part of the day and typically work between 10 and 20 hours per week. Apprentices are employees who are paid a wage during the on-the-job portion of their training. They rotate through a series of placements within one of five career areas: Manufacturing and Engineering Technology, Hospitality Management, Food Retail Management, Business/Information Systems, or Health care. In each placement, apprentices may earn up to five Regents Credits over two years and may continue during their first two years of college.

Their learning objectives are listed in groupings of technical competencies that serve both as a plan for what they will learn and a record of what they have learned. All technical competencies are aligned with the NYS Learning Standards for Career Development and Occupational Studies (CDOS) and the National Skill Standards (where applicable).

STUDENT SELECTION PROCESS:

Youth Apprenticeship is potentially appropriate for students at any level. The selection process begins with a review of tenth grade students' school records and requires that each applicant submit a 10-part application package and meet the following selection criteria:

- * Passing academic courses
- * Has strong attendance record
- * Strong interest in the occupational area of apprenticeship
- * Commitment to make time for the apprenticeship
- * Dependability and responsibility demonstrated in advance records
- * Commitment to provide their own transportation

BOARD OF COOPERATIVE EDUCATION SERVICES

WHO SHOULD ATTEND BOCES? Generally speaking, students succeed in career and technical education if they have the following:

- * a good attendance record
- * interest in their class work
- * cooperative work attitudes
- * sufficient reading and math skills to prevent frustration and loss of interest

Poor attendance is the greatest single cause of failure in career and technical education programs. Rarely is a student failed for lack of ability. Students who cannot achieve passing grades in some of our more demanding courses are encouraged to try other courses on an exploratory basis. The school maintains an attendance policy related to credits.

Specific course requirements and suggested prerequisites are listed with each course description. The aims of these courses are:

1. To explore your ability and interest in an occupation.
2. To acquire skills for employment.
3. To appreciate the world of work.
4. To provide practical experience while learning.
5. To provide high school credit.

Students enrolled in a career and technical educational class remain regular students in Greene where they attend one-half of each school day. They must take English, Social Studies, and Physical Education, and they attend the career and technical education classes for the other half of the school day. Many career and technical education students participate in extra curricular and sports activities at their local school. The school provides transportation to the Career and Technical Education Center. Successful completions of these career and technical courses earn credits toward high school graduation.

DELAWARE-CHENANGO CAREER and TECHNICAL EDUCATION COURSE DESCRIPTIONS

All programs are designed for two years of training unless otherwise designated.

AUTO BODY AND COLLISION REPAIR: An on-campus auto body shop allows students to build skills in repair, refinishing, and painting of damaged vehicles. Business concepts including collision estimates and figuring customer charges are an important aspect of this program. Skills include: glass replacement, removing dents, frame straightening, spray-painting, and replacement of parts and trim. Students go on to jobs in auto body shops and in some specialized industries. They often go on to college for transportation related training.

AUTO MECHANICS/AUTOMOTIVE TECHNOLOGY: Actual diagnostic repair work is the focus of the program. Students use hand tools and computerized testing devices. They master skills in auto electronics, exhaust and suspension systems, emission control, carburetion and fuel injection and motor vehicle inspection. Students go directly to work or to college for automotive technology, jet engine repair, mechanical engineering technology, and other transportation related training.

BUILDING TRADES/CARPENTRY: This program uses “hands-on” experience in four construction trade areas: carpentry, masonry, plumbing and electrical. It prepares students for immediate employment or for college level work in construction technology. Job sites include on and off campus construction projects.

CHILD CARE: Learn child development from 1-12 years, childcare skills and methods for teaching young children. Students participate in the campus nursery school and are prepared for work as a teacher’s aide, childcare provider or training in early childhood and teacher education at the college level.

CULINARY ARTS: The program is designed for students seeking careers in the constantly changing foods management field. Students learn menu planning, food storage, inventory control and management skills for use in hotels, restaurants, and institutions. Student-run kitchens and dining rooms provide real-life work experience in many facets of meal preparation, baking, and table service. Students work in teams to plan and put on special events allowing them additional experience before going directly to work or on to college.

CONSERVATION: Students learn skills in heavy equipment operations, welding, surveying, forestry land use regulations, and aqua culture using the 150-acre campus property and adjoining lands as their laboratory. They construct roads, ponds, sanitary systems, produce maple syrup, manage forest resources, and learn the basic operations of bulldozers, backhoes, loaders and excavators. Students can put the skills to work immediately or go on to college for forestry, fisheries biology, environmental studies and related fields.

COSMETOLOGY: Four separate areas are available to learn and practice the necessary skills to be able to pass the required New York State licensing exams. These include: 1200 hours full cosmetology (all areas of cosmetology), 900 hours natural hair styling (cutting and styling only), 600 hour esthetician (skin care and makeup only), and 250 hour nail technician (manicure, pedicure, and nail artistry). Much emphasis is placed upon the development of professional attitudes, image and work ethics that are important segments necessary for the world of work. Courses include such areas as bacteriology, anatomy, chemistry, salon management, math and hygiene. Careers include fashion merchandising, salon stylist/owner, manufacturer’s representative, beauty and image consultant, and teacher.

NETWORKING AND COMPUTER REPAIR: Students master skills in troubleshooting, assembly and repair of robots, TVs, VCRs, stereos and microcomputers through “hands-on” experience. Areas of study include DC and AC electronics, semiconductors, circuit construction, digital soldering, telecommunications, fiber optics and microcomputers. Electronics related careers are among the fastest growing area of employment. Students have gone to employment in industry, started their own businesses, and gone on to college programs in electrical engineering and electrical technology.

GRAPHIC DESIGN and VISUAL COMMUNICATIONS: Develop the creative and practical skills necessary for success in the graphic, printing and visual communication industry. “Hands-on” experience in computer graphics, photography, commercial art functions, advertising, layout, airbrush techniques and a variety of design-related skills is the focus of the program. State of the art computer equipment, color scanner, color and black and white laser printers, digital camera and a graphics tablet are part of the equipment available for student use. Students will gain skills with Photo shop 2.5, PageMaker 5.0, Quark Express and Illustrator 5.0. The course is a valuable experience for college-bound students in fine arts and advertising careers.

HUMAN SERVICES: This program meets the individual needs of students as they learn skills that prepare them for entry level work in the retail, hospital, and hospitality industries. Students work on campus, and on community job sites providing on the job training.

NURSE ASSISTING/HEALTH OCCUPATIONS: Learn CPR, emergency first aid, medical technology, body structure and functions, and the communication skills to enter the health care profession. This program prepares students to care for patients in community health centers, hospitals, nursing homes, or in private homes as a nurse assistant. Skills are learned first in the classroom, students then go into the nursing homes and hospitals for real life experience in the care of the elderly and ill. Students who meet course requirements are eligible to take the Certified Nursing Assistant exam, which is required by Federal law to work in nursing care facilities. This leads directly to employment and to college level LPN and RN programs.

SECURITY & LAW ENFORCEMENT: Program provides extensive training in patrol, criminal law investigation and security work. Work experience in the second year program provides students with work opportunities in locations including the sheriff’s department, county court, local police agencies and private security. Students master skills for immediate employment. Many go onto military training prior to turning 21 and attempting the State Police exam. Students also go on to two and four year programs.

WELDING: Program Components include MIG and TIG Welding Processes, Weld Inspection, Blueprint Reading, Metal Fabrication, Ornamental Ironwork, Pipe Welding, Arc-welding, 8 welding booths, and Senior Project and Portfolio.

NEW VISIONS PROGRAM

An Interdisciplinary Immersion Education Program for College Bound High School Seniors

The New Visions programs are very demanding academically therefore, students are recommended to have a cumulative grade point average of 85. The programs are designed to provide experiences that will enhance the transition for seniors from high school course work to specific career preparation areas. The four career areas offered at DCMO BOCES are 1) Law & Government; 2) Allied Health.

A central focus of these programs is the interdisciplinary approach to English and Social Studies. An in-depth exposure is provided in the chosen career area by placing the student in the actual environment, while teaching English 12 and Social Studies 12 through a curriculum based on that specific career. Students will have the opportunity to read literature, write research papers, and develop solutions to problems in a career oriented fashion that enables students to develop key competencies.

Please Note: Unlike other BOCES programs, students must fill out an application to be a part of the New Visions and attend an interview. Student's grades and previous course work will be reviewed and evaluated, as well as interest in the career field.

PROGRAM OBJECTIVES

The overall program contains several objectives for the students and each individual program has more specific objectives. In New Visions, the students will:

- ** Apply previous academic knowledge and skills to professional tasks and problems.
- ** Develop career plans based on knowledge gained through experiential learning.
- ** Begin preparation for professional/technical careers.
- ** Speak and write in depth about the connection between schoolwork and the workplace.
- ** Demonstrate successful socialization in the workplace.

STUDENT ENTRY CRITERIA REQUIREMENTS

- ** Be a senior from a DCMO BOCES component school.
- ** Have demonstrated an interest and desire to pursue one of the careers in the program.
- ** Be academically sound and have met graduation requirements prior to the point of entry into the program. In some cases the student will be permitted to complete additional requirements while participating in New Visions.
- ** Student must have a minimum cumulative grade point average of 85 or better in high school course work.
- ** Exhibit a high level of responsibility and maturity with the ability to work as a team as well as individually. The New Visions student represents the home school, DCMO BOCES and the sponsoring agency as well.
- ** Be contentious and highly motivated to succeed.
- ** Be able to provide three recommendations: One from the high school counselor and two from other adults.
- ** Complete an application.
- ** Be involved in an interview procedure.

COURSE OBJECTIVES:

Although each course has its own specific objectives, in general, upon completion of a New Visions program students will have:

- * explored a wide variety of career opportunities in specified fields through in-depth and on-site experiences with specialists and professionals in those fields;
- * be prepared for education and career choices;
- * have demonstrated the ability to speak and write in ways that successfully communicate information;
- * have achieved senior level competence in English and language arts by demonstrating ability to research law and government problems and present findings through written or verbal means; and
- * have demonstrated an understanding of economic and government through analysis of legal issues, problems, and research projects that are specific to the chosen career area.

REAL WORLD EXPERIENCE:

Each day students will have the opportunity to work alongside a wide variety of professionals and practitioners in their related field. Some of these experiences will be one or two day opportunities to observe professionals and specialists in the appropriate settings. Others will be more hands-on, offering students the opportunity to provide research, interviewing, or related assistance to practitioners in the field. Class trips to such places as the SUNY Health Science Center or the SUNY Binghamton Library will be part of the learning experience in some cases. Class and group projects will offer the students the opportunity to solve meaningful problems for the community. Through these experiences, students will be assigned specific tasks that will ensure the development of learning in English, Social Studies, and career studies. Structured rotations with professionals, practitioners, and other specialists will provide these experiences. Potential career interest areas are listed below in each category

ALLIED HEALTH:

- | | | |
|---------------------------|----------------------|--------------------------|
| Speech Therapy | Respiratory Therapy | Recreational Therapy |
| Physical Therapy | Occupational Therapy | Radiology |
| Skilled Nursing | Surgical Units | Emergency Room Dept. |
| Pharmacists | Doctors | Nurse Practitioners |
| Orthopedics | Social Workers | Other Community Agencies |
| OB/GYN (Labor & Delivery) | | |

LAW & GOVERNMENT:

- | | | |
|-----------------|----------------------------------------------------------------------|-----------------------------------|
| Criminal Law | Constitutional Law | Insurance Law |
| Family Law | Intellectual Property Law | Landlord Law |
| Real Estate Law | Law & Technology | Environmental Law |
| Business Law | Appellate Law | Health Care & Hospital Law |
| Consumer Law | Labor Law | Civil Rights (sexual harassments) |
| Education Law | Government Law | Elder Law |
| Mediation | Torts (personal injury, accident, libel, slander, product liability) | |

Learning experiences will include all aspects of a school district, such as instructional services, finance, Board of Education, operation and maintenance, transportation, etc.

POTENTIAL COLLEGE CREDIT:

An educational option will be to take appropriate college level courses at SUNY Morrisville Campus for this program only.