

COURSE  
DESCRIPTION  
BOOKLET



Campbell-Savona Central School  
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### Introduction and Instructions

To plan your program for high school, you will need to have certain information available to you. This handbook includes:

- 1) Graduation requirements, and
- 2) Descriptions of courses tentatively available at Campbell-Savona.

You will be seen in a group to receive needed information and then problems and questions will be handled on an individual basis. We will collect your registration forms and then mail a copy home to your parents. We will give you and your parents a deadline for any changes you may have. You should contact Mr. Holmes or Ms. Wetherbee if you or your parents have any questions.

Course selections for next year must be made in final form by a date to be announced. You will be making a commitment with your selection, so take it seriously and sign up for courses that meet **your** needs. It should be understood that it may not be possible to take every course you select because of **schedule conflicts, insufficient enrollment, budgetary limitations, class size, etc.**

As a general policy, every student should carry a minimum of 6 1/2 credits. This may vary depending upon the student's ability, program, and course difficulty. Please note: we require that you have no more than four (4) study halls per cycle, so choose your courses accordingly.

## Minimum Graduation Requirements

SUBJECT	LOCAL DIPLOMA	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
English	4 credits	4 credits	4 credits
Social Studies	4 credits	4 credits	4 credits
Math*	3 credits	3 credits	3 credits
Science*	3 credits	3 credits	3 credits
Fine Arts	1 credit	1 credit	1 credit
Health	½ credit	½ credit	½ credit
Physical Education	2 credits over 4 years	2 credits over 4 years	2 credits over 4 years
Second Language**	1 credit	1 credit	3 credits
Electives	3 ½ credits	3 ½ credits	1 ½ credits
Total Credits Earned	22 credits	22 credits	22 credits

\*The expectation is that CSCS students will take math and science each year.

\*\* Students may choose to substitute a 5-credit sequence in Career and Technical Education (CTE) or Fine Arts for their Foreign Language requirement

### Required exams for certain diplomas:

#### **Regents Diploma**

Students must score a 65 or higher, unless otherwise exempt\*, on the following Regents exams:

- Algebra I
- One Science (Earth Science, Living Environment, Chemistry, or Physics)
- Comprehensive English
- United States History and Government
- Global History and Geography

\*An exemption (EX) is equivalent to earning Regents credit.

#### **Regents Diploma with Advanced Designation**

Students must score a 65 or higher, unless otherwise exempt, on the following Regents exams:

- Algebra I, Geometry and Algebra II
- Two Sciences (Living Environment plus one of the following: Earth Science, Chemistry, or Physics)
- Comprehensive English
- United States History and Government
- Global History and Geography
- Comprehensive Spanish Local Exam

#### **Regents Diploma with Advanced Designation with Math Annotation**

**Eligible:** Students who complete all course work and testing requirements for the Regents Diploma with Advanced Designation and who pass, with a score of 85 or better, unless otherwise exempt, on three Regents exams in mathematics.

#### **Regents Diploma with Advanced Designation with Science Annotation**

**Eligible:** Students who complete all course work and testing requirements for the Regents Diploma with Advanced Designation and who pass, with a score of 85 or better, unless otherwise exempt, on three Regents exams in science.

### **Local Diploma**

For Students with Disabilities, who do not pass a specific Regents exam, the testing requirements for a Local Diploma may be met by scoring a 55 – 64 on a Regents Exam.

### **Diploma with Honors**

In order to earn honors designation, a student will achieve an average of 90 %, unless otherwise exempt, in all Regents required for the diploma. Honors may be awarded for both the Regents Diploma and the Regents Diploma with Advanced Designation. Each Regents exams score carries a weight of one. Averages below 90.0 % shall not be rounded upward to 90 %.

### **Diploma with CTE Endorsement**

Attend a 2-year BOCES program and meet the requirements as established by BOCES for this endorsement.

### **Career Development and Occupational Studies (CDOS) Commencement Credential**

For students with disabilities who have completed at least 54 hours of work based learning, 216 hours in technical education, completed employability profile and career plan. This credential can be used as a stand alone exiting credential or in conjunction with a Local or Regents diploma.

### **Skills and Achievement Commencement Credential (SACC)**

For students with disabilities who are New York State Alternate Assessment eligible (NYSAA).

### **Appeal Process information:**

The Regents has implemented an Appeals Process that allows general education students and students with a disability who fails to attain a passing score on a required Regents examination for graduation to appeal his or her score if the student meets the following criteria:

- General Education students have to score a 60-64 on a required Regents exam for graduation;
- Students with Disabilities, who have been approved through CSE to have the low-pass safety net, have to score within three points of 55 (i.e. 52, 53, 54) on a required Regents exam for graduation;
- has received academic intervention services by the school in the subject area of the examination;
- has attained a course average in the subject area of the examination that meets or exceeds the required passing grade by the school; and,
- is recommended for an exemption to the passing score by his or her teacher or department chairperson in the subject area of the examination.

Students who successfully appeal one Regents Exam receive a Regents diploma, and students who successfully appeal two Regents Exams will receive a local diploma. If a student with disabilities, who can appeal up to 2 exams, uses the appeal process for a low pass on either one or two exams, then the student will earn a local diploma.

### **Compensatory Option:**

Students with disabilities who score between a 45-54 on a Regents exam required for graduation, other than the English and Math exams, may, for the purposes of earning a local diploma, be compensated by a score of 65 or higher on the other required Regents exams. Students shall not use the compensatory score option if the student is using a passing score on any RCT exam and must have satisfactory attendance.

### **The 4+1 Option:**

The “4+1” option permits a student to meet graduation assessment requirements by passing Regents examinations in English Language Arts, Math, Science, and Social Studies, plus an additional Regents examination or a comparably rigorous examination approved by the Commissioner.

The 4+1 pathway option does not change existing graduation course or credit requirements and students must continue to meet all current course and 22 units of credit requirements, even if they were to elect to take advantage of the 4+1 option.

The regulations create graduation pathways in the Humanities; Science Technology, Engineering and Math (STEM); Biliteracy/Languages Other Than English (LOTE); Career and Technical Education (CTE), and the Arts; students pursuing any of these pathways must pass one of the following assessments in place of the fifth assessment currently required for graduation:

- One additional social studies Regents exam or Department-approved alternative (Humanities Pathway); or
- One additional Regents exam in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment in a Language Other Than English (LOTE) approved by the Commissioner (which could include a Biliteracy Pathway); or
- A career and technical education pathway assessment approved by the Commissioner, following successful completion of an approved CTE program (CTE Pathway); or
- An arts pathway assessment approved by the Commissioner (Arts Pathway)

### **Adding/Dropping Classes:**

The course registration process is a very involved and serious matter for students. The guidance office spends a lot of time working with students and parents to develop an appropriate course of study. It is important for students and parents to communicate throughout the scheduling process. Schedule changes should be made over the summer, to ensure students are prepared for classes in September. Dates and times for such meetings will be included when student schedules are mailed home in August. There are certain situations that may arise which warrant a schedule change once school begins. However, in most situations students should remain in the courses they have signed up for.

### **Procedure for adding/dropping a course:**

The add/drop dates run between **the beginning of the 3<sup>rd</sup> week and the end of the 5<sup>th</sup> week of the school year**. The procedure for dropping or adding a course requires that a student first talk with the respective teacher. Then, a “Student Schedule Change” form is obtained from the student’s guidance counselor. This form must first be signed by the parent/guardian and then signed by the teacher. Once all signatures have been received, the signed form is returned to the guidance counselor, who will officially change the schedule. Until all of the above steps are completed, students are to follow their existing schedule.

## **High School Grade Level Assignments:**

To be promoted to the next grade level, students in grades 9-12 must have earned the following minimum number of credits:

- Grade 10 – Freshmen who have earned 5.5 credits will be promoted to the 10<sup>th</sup> grade.
- Grade 11 – Sophomores who have earned 11 credits will be promoted to the 11<sup>th</sup> grade.
- Grade 12 – Juniors who have earned 16.5 credits will be promoted to the 12<sup>th</sup> grade.

Students will not be moved ahead of their regular class status. Students may have the opportunity to “double-up” their 11<sup>th</sup> and 12<sup>th</sup> grade years.

## **AIS**

**0 credit**

School districts are required to provide **Academic Intervention Services (AIS) to students who score below the State designated performance level on State Assessments and who are at risk of not meeting State learning standards or graduation requirements. Students who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English Language Arts, Mathematics, Social Studies, and Science are automatically placed in AIS.**

## **ACE COURSES**

Accelerated College Education (ACE) is a high school concurrent enrollment program where juniors and seniors are able to earn college credit from Corning Community College (CCC) in approved courses. All ACE instructors are high school teachers who have been approved through the college as adjunct instructors. In addition ACE is an accredited program through the National Alliance of Concurrent Enrollment Partnerships (NACEP) which is the national accrediting body for concurrent enrollment programs. In order to comply with NACEP certification and maintain the integrity of ACE courses, all college courses taught at the high schools must have the same criteria and requirements as their counterparts offered at the college. ALL students taking these courses MUST meet the prerequisite for the course to guarantee they receive college credit. To ensure quality and student success, we must follow these guidelines. Prerequisites are listed for ACE courses throughout this booklet.

Campbell-Savona students also have the opportunity to fulfill high school course requirements by taking courses at an accredited post-secondary institution. Courses that will be transferred onto the student’s Campbell-Savona transcript will be courses that are available to students who are educated in-house. This means if Campbell-Savona offers an ACE (concurrent enrollment) course within our high school, a student can transfer in the equivalent course if taken at another college/university. The course name, final grade and credit will be placed on the student’s Campbell-Savona transcript. This opportunity exists pending the prior approval of the High School Guidance Counselor as well as the High School Principal.

Students who request to take ACE courses must keep in mind the level of challenge, difficulty and time required for each course. As a general rule of thumb, it is recommended that for each college credit taken, a student should dedicate 3 hours per week per credit. For a 3-credit course, that would mean it is recommended that a student spend 9 hours per week studying and preparing for the course. While CSCS does not limit the number of ACE courses a student can take per semester, we do ask that students carefully consider the balance in their course load and extracurricular activities so that they can have a successful school experience.

This is a listing of ACE courses offered at Campbell-Savona Central School. Please find the course in this booklet for a more detailed description of the course and the prerequisites.

<b>College &amp; Course ID #</b>	<b>High School Name</b>	<b>College Credits</b>	<b>Prerequisite ***</b>
<b>CCC ENGL 1010</b>	<b>ACE College Composition I</b>	<b>3 credits</b>	<b>***</b>
<b>CCC ENGL 1020</b>	<b>ACE College Composition II</b>	<b>3 credits</b>	<b>***</b>
<b>CCC GOVT 1010</b>	<b>ACE American Federal Government</b>	<b>3 credits</b>	
<b>CCC HIST 1110</b>	<b>ACE American History I</b>	<b>3 credits</b>	<b>***</b>
<b>CCC HIST 1120</b>	<b>ACE American History II</b>	<b>3 credits</b>	<b>***</b>
<b>CCC SPAN 2010</b>	<b>ACE Spanish IV A</b>	<b>4 credits</b>	<b>***</b>
<b>CCC SPAN 2180</b>	<b>ACE Spanish IV B</b>	<b>4 credits</b>	<b>***</b>
<b>CCC MATH 1310</b>	<b>ACE Statistics</b>	<b>4 credits</b>	<b>***</b>
<b>CCC SPAN 2310</b>	<b>ACE Spanish V</b>	<b>3 credits</b>	<b>***</b>
<b>CCC BIO 1510</b>	<b>ACE General Biology I</b>	<b>4 credits</b>	<b>***</b>
<b>CCC BIOL 1500</b>	<b>ACE Environmental Science</b>	<b>4 credits</b>	<b>***</b>
<b>CCC FYEX 1000</b>	<b>ACE First Year Experience</b>	<b>3 credits</b>	
<b>CCC Math 1610</b>	<b>ACE Calculus</b>	<b>4 credits</b>	<b>***</b>
<b>CCC GOVT 2990</b>	<b>ACE Youth in Government</b>	<b>1 credit</b>	
<b>CCC ECON 1000</b>	<b>ACE Essentials of Economics</b>	<b>3 credits</b>	
<b>TC3 MATH 120</b>	<b>ACE TC3 Pre-Calc I</b>	<b>4 credits</b>	<b>***</b>
<b>CCC MATH 1413</b>	<b>ACE Pre-Calc II</b>	<b>4 credits</b>	
<b>CCC HLTH 1207</b>	<b>ACE Foundation of Personal Health</b>	<b>3 credits</b>	
<b>ONLINE OPTIONS:</b>			
<b>CCC BUSN 1030</b>	<b>ACE Online Business Communications</b>	<b>3 credits</b>	
<b>CCC BUSN 1231</b>	<b>ACE Online Business Law I</b>	<b>3 credits</b>	
<b>CCC PSYC 1101</b>	<b>ACE Online Psychology</b>	<b>3 credits</b>	<b>***</b>

## STEM Courses

Through STEM activities, CSCS students will not only gain a greater understanding of science, technology, engineering and math concepts, they will also acquire greater and deeper critical thinking skills. Inquiry-based learning, which is the cornerstone of STEM teaching, fosters student’s critical thinking skills and creativity to solve problems through various experiential activities. These skills will be essential for students to be competitive in today’s ever changing world.

CSCS is pleased to offer the following STEM-related courses to its students:

- Science 7
- Science 8
- TEACH 7
- TEACH 8
- Earth Science
- Living Environment
- Chemistry
- Physics
- Forensics
- Crystalline and Polymer Science

### 5 Credit Career and Technical Education Sequence

Students may choose to substitute a 5-credit sequence in Career and Technical Education (CTE) in place of the 3 credits in Foreign Language to fulfill that requirement for a Regents with Advanced Designation. Courses that can be used to meet that requirement are as follows:

- Personal Finance – 1 credit
- Introduction to Photography—1/2 credit
- Business and Graphic Communications – 1 credit
- Computer Applications —1/2 credit
- Microsoft Office 365—1/2 credit
- ACE FYEX – 1 credit
- All BOCES CTE courses – 5-6 credits. Credit varies by program.

### Grade Conversion Charts

A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D+	68
D	67
D-	65
F	60

4.0	98
3.9	94
3.8	93
3.7	92
3.6	91
3.5	90
3.4	89
3.3	88
3.2	87
3.1	86
3.0	85
2.9	84
2.8	83

2.7	82
2.6	81
2.5	80
2.4	79
2.3	78
2.2	77
2.1	76
2.0	75
1.9	74
1.8	73
1.7	72
1.6	71
1.5	70

1.4	69
1.3	68
1.2	67
1.1	66
1.0	65



## ENGLISH COURSE DESCRIPTIONS

### **English 9**

**9<sup>th</sup> Grade**

**1 credit**

This course covers an in-depth study of literature including short stories, poetry, drama, and the novel. In ninth grade, students will focus on grammar, mechanics, usage, spelling, and vocabulary growth. Students will develop writing skills through responsive and interpretive essays. Students will further develop skills mastered in eighth grade and will recall and advance their understanding of a central idea as it emerges over the course of a text.

This class prepares students to take the English Common Core exam in eleventh grade. To assess their development in English throughout the year, a comprehensive final exam will be given during the last week of the course.

As Freshmen, students are expected to take responsibility for their own academic success. Therefore organization, time management, and study skills will be emphasized.

### **English 10**

**10<sup>th</sup> Grade**

**1 credit**

This course will focus on students' developing abilities to read closely, make evidence-based claims, research to deepen understanding, and make evidence-based arguments. Mastery of these skills will prepare students for the English 10 final exam, the Common Core English Regents exam, which students will complete at the end of English 11, as well as prepare students for college and career.

Students will read and analyze a wide range of world and multicultural literature. Each unit will include a wide variety of short stories, poetry, drama and novels as well informational texts from the Caribbean, Latin America, Africa, the Middle East, Asia, and Europe. Students will be expected to make cross-curricular connections, primarily with Global Studies and Living Environment, but with other content areas as well. The MLA research paper, completed during the second half of the course, will be based on an interdisciplinary bioethics unit with Living Environment.

As sophomores they will begin to grow as writers and develop a more sophisticated level of thinking, writing, and speaking. They will be expected to mature as independent learners and be responsible for their academic success in this course.

### **English 11**

**11<sup>th</sup> Grade**

**1 credit**

English 11 students will engage in close reading and critical analysis of both fictional and informational texts to identify structure, purpose, and audience. Students will practice argumentative writing using sound evidence from the texts and their analysis of these texts. Students will be encouraged to engage in critical thinking by developing their own questions, forming their own arguments, supporting these arguments with adequate evidence, and formally communicating their ideas to an appropriate audience through written response

Students will choose and read books based on their own unique interests and talents as well. Vocabulary study and grammar instruction will help to improve speaking and writing abilities. By the end of the year, students will be prepared for the Common Core English Language Arts exam.

### **English 11 Honors**

**11th Grade**

**1 credit**

Prerequisite:

- English average of 90 or higher after the first 2 marking periods in English 10
- 10th Grade Team recommendation
- Successful completion of online summer reading assignment before returning in September

English 11 students will engage in close reading and critical analysis of both fictional and informational texts to identify structure, purpose, and audience. Students will practice argumentative writing using sound evidence from the texts and their analysis of these texts. Honors students will be expected to engage in deep, critical thinking by developing their own questions, forming their own arguments, supporting these arguments with adequate evidence, and formally communicating their ideas to an appropriate audience using a variety of formats including print, electronic, audio, and video.

The principle aim of the course is to prepare students for the rigors of college level reading, writing, and speaking in the ACE course. Vocabulary enrichment and grammar instruction will help to improve speaking and writing abilities, while preparing them for the SAT exam. The voicing of independent thinking and participation in in-depth class discussions are fostered throughout the year.

## **English 12**

**12th Grade  
1 credit**

Background: English 12 will consist of a research capstone in the first semester and a differentiated course opportunity based on student interest in the second semester.

### **First Semester:**

English 12 Capstone is a researched based class, which is designed to help students work toward a required 1,000 word, 4 source research capstone essay. In this class, students will learn and practice rhetorical methods and techniques through 200-400 word writing assignments. Part of the capstone requirement will be a 2-3 minute class presentation based on the capstone topic.

### **Second Semester:**

Students may select one of the following:

#### ***Musical Theater***

Musical Theater is a class designed as an analytical course into thematic and rhetorical components of musical theater. Students will read, write, and have conversations about various musical theater performances including movies, stage productions, and specific clips. Students will gain an understanding of how dialogue, lyrics, and music convey meaning through the genre of musical theater. There may also an informal performance component to the class in which students will be required to perform a musical theater scene in front of the class.

#### ***Creative Writing***

Creative Writing is a course designed to learn and practice the rhetoric and skills that go into writing creatively. Students will explore the genres of short story telling, narrative, poetry, and drama using model texts and then create original pieces. Students will read and analyze model texts in order to learn about the different genres. Assignments will be designed to help build and develop rhetorical writing tools that will eventually be used in original published pieces.

#### ***Film Studies***

Students will study how film makers use the basic elements of framing (cinematography), editing, lighting, and sound to create “cinema.” Students will view and analyze model films in order to learn about the different genres and techniques. Assignments will be designed to help students appreciate and criticize film. While this is an introductory course, by the end of the course students will better understand the techniques of film makers and the tropes utilized by film makers to reflect, evaluate, and engender social norms.

## ACE English

**12<sup>th</sup> Grade**  
**1 credit**

**Background:** This ACE English program is sponsored by Corning Community College for those exceptional senior English students who wish to earn college transfer credits while still attending high school. These students must observe a strict attendance policy, which is established by Corning Community College.

**Admission: (admission into the program is contingent on four areas):**

- ✓ Student's English 11 average after 2 marking periods must be at least 89.
- ✓ The 11<sup>th</sup> Grade Team must recommend the student for the course based on the following guidelines:
  - The student displays an interest in higher learning with a positive attitude.
  - The student shows a desire to achieve through hard work and dedication.
  - The completion of work in English 11 is in compliance with given deadlines.
  - The written essays completed in the first two marking periods scored 86 or higher and displayed maturity in thought and composition.
- ✓ A summer reading assignment must be completed over the summer and turned in the first day of class in September.
- ✓ CCC prerequisite: students must have received an 85% or higher on the English Regents or scored high enough on the CCC placement test.

ACE English consists of two one-semester college-level courses. The first, ENGL 1010, is an expository writing course with a focus on argumentative and persuasive writing. The second, ENGL 1020, is an analytical and interpretive writing course, which is literature based. Successful completion of ENGL 1010 is a prerequisite for admission to ENGL 1020.

### First Semester:

**12<sup>th</sup> Grade**  
**1/2 credit**

**Course Description: ENGL1010, no semester final exam (ENGL 1010) 3 college credits**

Essay writing designed to sharpen the student's perceptions of the world and to facilitate communication with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. Writing is intensive with students completing 5 essays of at least 500 words and 1 research paper of at least 1500 words.

### Second Semester:

**12<sup>th</sup> Grade**  
**1/2 credit**

**Course Description: ENGL 1020, semester final exam (ENGL 1020) 3 college credits**

This course is also an expository writing course that relies on a study of literature as a basis for the essay writing (writing is intensive with a minimum of 5 required essays and a final exam). In this course students will be introduced to the four basic literary genres---drama, short fiction, the novel, and poetry. Students will develop their own emotional and analytical response to this literature within the critical framework of standard literary analysis. Students will be able to relate what they have read to their own personal experience and to clearly express their reactions to literary works by continuing to utilize and develop those expository writing skills included in ENGL 1020.

## SOCIAL STUDIES COURSE DESCRIPTIONS

### Global History and Geography I

**9<sup>th</sup> Grade**  
**1 credit**

Global History I is designed to focus on the themes of history from prehistory to 1750. This course is meant to introduce students to the enduring issues that are present in civilizations throughout the world. The class revolves around homework, class discussion, examinations, map work, inquiry-based lessons, and class projects. The class follows the NYS K-12 Social Studies Framework and is taught in one year over the course of two semesters. In addition, the course will culminate with a local final exam.

## **Global History and Geography II**

**10<sup>th</sup> Grade  
1 credit**

Global History II is designed to focus on the themes of history from 1750 until the modern day. This course is meant to analyze and connect the enduring issues studied in Global I with the events happening in the world today. The class revolves around homework, class discussion, examinations, current events, map work, inquiry-based lessons, and class projects. The class follows the NYS K-12 Social Studies Framework and is taught in one year over the course of two semesters. In addition, the course will culminate with a state Regents exam.

## **United States History and Government**

**11<sup>th</sup> Grade  
1 credit**

This course is designed to help students understand America's past and present. Through guided studies in many types of media, students are expected to discover principles about America. The course is a largely chronological study of American History with emphasis placed on government, economics, social change, and foreign affairs. All students will take a Regents Exam.

## **ACE American History I & II**

**11<sup>th</sup> Grade  
1 credit**

Both semesters are reading and writing intensive and therefore only recommended for students who enjoy history and are willing to complete the extra work outside of the classroom. The course is sponsored by Corning Community College who assigns the text, monitors class lessons and assessments.

### ***Prerequisites for course admission:***

1. Student must get recommendation from the 10<sup>th</sup> Grade Team;
2. Student must have an 85 or higher final average in Global I;
3. Student must pass the Global Regents;
4. Student must pass a writing placement test given by CCC prior to enrollment

## **American History I (HIST 1110) 3 college credits**

**11<sup>th</sup> Grade  
1/2 credit**

Dreams and concepts brought to the New World and their development into America's institutions and social fabric. Conflict and consensus among groups, dilemmas facing revolutionaries and reformers, and ways economic, political and social changes have occurred.

## **American History II (HIST 1120) 3 college credits**

**11<sup>th</sup> Grade  
1/2 credit**

End of the Civil War to the present. Topics include industrialization-urbanization, racism, sexism, the new manifest destiny, political changes and the growth of a modern nation.

## **Participation in Government**

**12<sup>th</sup> Grade  
1/2 credit**

This course will emphasize the interaction between citizens and government at all levels, local, state, and federal. The course will encourage students to understand and participate in the democratic process. It will be based upon knowledge about the formal powers, procedures, and structures of government in the United States which have been developed during previous courses. The course will be developed on several levels, from the study of how political decisions are made to the provision of opportunities for students to participate in political decision-making. Throughout the course, key civic values and analytical concepts will be developed and reinforced. However, the ultimate goal will be to prepare students for effective participation in the United States democratic process. Special requirements must be met in order to take this course for ACE credit.

**ACE American Federal Government (GOVT 1010) 3 college credits****12<sup>th</sup> Grade  
1/2 credit**

This course will emphasize the theories and practices of American Federal Government with emphasis on the national level. The course will explore changing relationships between the branches of the national government, policy formulation, political parties, pressure groups, and the growth of presidential powers. This course is writing intensive.

**Economics****12<sup>th</sup> Grade  
1/2 credit**

This course will include the basic economic concepts and understandings which all persons will need to function effectively and intelligently as citizens and participants in the economy of the United States and of the world. Some of the major concepts which will be dealt with are scarcity, productivity, opportunity cost, supply and demand, inflation, profit, interdependence, capital, competition and the market. The course will not be one in consumer education but will emphasize a rational decision-making process which should be applied to all economic decisions. The major focus will be on the economy of the United States, but other economic systems will be addressed. The course will include topics, which examine the basic principles of economics, the elements of an economic system (micro-economics), the overall operation of an economic system (macro-economics), and the world economy and international trade, finance, as well as the enterprise system and entrepreneurship.

**ACE Essentials of Economics (ECON 1000) 3 college credits****12<sup>th</sup> Grade  
1/2 credit**

This introductory course teaches the fundamentals of microeconomics. Topics include scarcity, elasticity of supply and demand, utility theory, production cost analysis, profit maximization, monopoly and government regulation, taxation, the labor market and labor organization, international trade and finance, economics of growth, resource depletion, and pollution.

**Current Events****9<sup>th</sup> – 12<sup>th</sup> Grades  
1/2 credit**

Students today are inundated with information- it's on the tv, the internet, social media, their phones, books, magazines, the radio, podcasts- but not all of this information is created equally. It is hard to navigate what is reliable, factual and helpful and what is biased, misleading or downright false. Media literacy skills are becoming increasingly important for students to understand and fully participate in the world that they live in.

This class will be run as a socratic seminar and focus on developing 21st century skills of respectful and productive communication as well as media literacy. Each week, students will study a topic in current events. They will read articles, blogs, watch the news, listen to podcasts, take notes and keep track of the sources that they use. They will then come to class prepared to discuss it with their classmates. Through these discussions, students will not only be given the opportunity to practice the important skill of listening to and learning from diverse opinions and perspectives but also will focus on important media literacy skills of thinking critically about sourcing and bias.

**History Through Fiction****11<sup>th</sup> & 12<sup>th</sup> Grades  
1/2 credit**

History Through Fiction is a study of the past through the lens of historical fiction. This course will focus on cultures, people, and events of history by going above and beyond the New York State curriculum. Students will be introduced to topics such as Vikings, Witch Trials, Indigenous People, and more through a form of historical fiction such as literature, movies, and tv shows.

The goal of this course is to help students develop important skills in a way that is more engaging. Students will work on gaining skills such as analyzing evidence, annotating the text, contextualization, causation, and important research skills through analyzing sources, class discussion, and projects.

## MATH COURSE DESCRIPTIONS

### **Foundations of Algebra**

**9<sup>th</sup> Grade**  
**1 credit**

This course is designed for the student that needs more time and a slower pace to successfully complete the Algebra curriculum.

In Foundations of Algebra, only the major topics from the Common Core Algebra curriculum will be covered to help the student develop the skill base needed to take Algebra. Students will take Foundations of Algebra for one year and then take Algebra the following year. They will take the regents exam at the completion of the Algebra course.

Students in Algebra will be studying the following conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. Real life application of and problem solving are emphasized.

### **Algebra**

**8<sup>th</sup> – 10<sup>th</sup> Grade**  
**1 credit**

Algebra is the first course in the 3 year integrated math series and is designed to help students meet the New York State Common Core Standards for mathematics. This course is for the student that has the ability to complete the Algebra curriculum in one year. Students will take the Common Core Algebra Regents exam in June of that year.

Students in Algebra will be studying the following conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. Real life application of and problem solving are emphasized.

### **Foundations of Geometry**

**10<sup>th</sup> – 12<sup>th</sup> Grade**  
**1 credit**

This course is designed for the student that completed Algebra successfully, including passing the Algebra regents exam, but is not ready to take Geometry in 1 year. Foundations of Geometry is for students that need more time and a slower pace to successfully complete the Geometry curriculum. Regents exam grade in Algebra plus teacher recommendation will be considered when scheduling students for this course. Students that pass this course will have the option to take the geometry regents at the completion of the year or move into CC Geometry the following year. A student who passes the class and Regents then has the option to take either Algebra II (if not completed) or Consumer Math.

Topics of study in Geometry include polygons, quadrilaterals, similarity, right triangles, geometry of the circle, coordinate geometry, 3-D geometry, construction, and transformational geometry.

### **Geometry**

**9<sup>th</sup> – 11<sup>th</sup> Grade**  
**1 credit**

***Prerequisite:** Students must have taken and passed the Algebra course and regents exam. Teacher recommendation will also be considered.*

Geometry is the second course in the 3 year integrated math series. Students will take the Common Core Geometry regents exam at the end of the course. Topics of study in Geometry include proof, parallel lines and polygons, quadrilaterals, similarity, right triangles, geometry of the circle, coordinate geometry, 3-D geometry, construction and loci, transformational geometry, and symbolic logic.

## **Algebra II**

**10<sup>th</sup> – 12<sup>th</sup> Grade**  
**1 credit**

***Prerequisite:** Student must have taken and passed both the Algebra and Geometry courses and regents exams to be eligible for this course.*

Algebra II is the third course in the integrated math series. Students will take the Common Core regents exam per State Ed regulations at the end of the year. Topics of study in Algebra II include advanced algebra, relations and functions, conics, exponentials and logarithms, trigonometry, probability, statistics, and series and sequences. Real life application and problem solving with math skills learned are emphasized. Preparation and review for the regents exam is included.

## **TC3 Pre-Calculus Mathematics I (Math 120) 4 college credits**

**11<sup>th</sup> – 12<sup>th</sup> Grade**  
**1/2 credit**

***Prerequisite:** Successful completion of Algebra II/Trig and a passing score on the Algebra II/Trig Regents Exam or Instructor Approval*

This course covers fundamental algebra and trigonometry between elementary algebra and pre-calculus. Topics include polynomial and rational expressions, graphing, functions, first and second degree equations, polynomial and rational equations, absolute value, transformations, complex numbers, right triangles, and functional trigonometry. It is strongly recommended that students purchase a graphing calculator for use in this course.

## **ACE Pre-Calculus Mathematics II (Math 1413) 4 college credits**

**11<sup>th</sup> – 12<sup>th</sup> Grade**  
**1/2 credit**

***Prerequisite:** A “75 or better” in TC3 Pre-Calculus Mathematics I*

This course is for students with a strong high school mathematics background preparing for calculus; emphasis is on the characteristics of elementary real functions. These characteristics include algebraic and graphical analysis, inequalities, absolute values, logarithms, trigonometry of real numbers, plane analytical geometry, polar coordinates, complex numbers and binomial theorem.

## **ACE Calculus (Math 1610) 4 college credits**

**12<sup>th</sup> Grade**  
**1 credit**

***Prerequisite:** A “75” or higher in Pre-Calculus Math and 4 years of high school math*

This course consists of differential and integral single variable calculus. Basic theory using algebraic and trigonometric function and applications are covered concurrently. Topics include limits, derivatives, considered by algebraically and graphically, differentials and their use as approximations, the indefinite and definite integrals with applications to areas, volumes, surface area, arc length, moments and center of mass.

## **ACE College Statistics (STATS 1310) 4 college credits**

**12<sup>th</sup> Grade**  
**1 credit**

***Prerequisite:** Passing score on the Algebra II Regents Exam or Instructor Approval,  
**CCC Prerequisite:** Pass Algebra II course*

This course is offered through Corning Community College’s ACE program. It is strongly recommended that students purchase a graphing calculator for use in this course.

Material covered in this course is college level. Topics covered include analysis and description of numerical data using frequency distributions, histograms, measures of central tendency, and measures of dispersion. Elementary theory of probability with applications of binomial and normal probability distributions, sampling distributions, hypothesis testing, chi-square, linear regression and correlation will also be studied.

### **Personal Finance**

**11<sup>th</sup> - 12<sup>th</sup> Grade**  
**1 credit**

This course is designed to prepare students for the complex financial world they will encounter during their lives. Concepts to be covered include budgeting, borrowing, investing, and general money management. One high school math credit will be earned by successfully completing this course.

## **SCIENCE COURSE DESCRIPTIONS**

### **Earth Science**

**9<sup>th</sup> Grade**  
**1 credit**

This course is designed to study the Earth and how it functions in the universe. Students will study the basic geology of the Earth from rocks and minerals to reading and interpreting maps. A large part of this course is laboratory experience, with 1200 minutes of laboratory experience required to take the Earth Science Regents exam. These labs will introduce and help to develop laboratory skills that will be used on the Performance Assessment portion of the Regents exam in June as well as, in future science courses. Successful completion of the Earth Science course will earn the student a regents credit in the Physical Setting component of the Science program.

### **Living Environment**

**10<sup>th</sup> Grade**  
**1 credit**

This is a rigorous introductory general biology course. Students will survey the five living kingdoms and the life functions that bind all living things together. They will develop laboratory skills to study their environment from cells to ecosystems. Special topics will include biochemistry, human physiology, reproduction and development, genetics, ecology, and evolution. There is a State Regents Exam at the end of this course; all laboratory requirements must be met in order to take this exam. This class meets the state requirement for 1 credit in life science.

### **Chemistry**

**11<sup>th</sup> - 12<sup>th</sup> Grade**  
**1 credit**

Atomic Concepts of the atom, its structure and subatomic particles. The Periodic Table of the elements is studied along with properties and relationships among the elements. A unit called Moles/Stoichiometry is covered which includes chemical formula naming and writing, as well as defining and explaining the mole and stoichiometry in chemistry. Chemical Bonding is covered along with Physical Behavior of Matter. ( This includes phase changes, mixtures and solutions. ) Kinetics and Equilibrium is a unit that explores the interactions of chemicals and how they will react with each other. Organic Chemistry is a unit of chemistry dedicated to chemical compounds made of carbon. Such compounds include acids, fuels, even plastics. Oxidation –Reduction is a unit of chemistry involving the electric charges involved in chemical reactions including batteries, electroplating, and even corrosion. Acids, Bases and Salts is the unit that defines what these chemicals are and what they are made of. Nuclear Chemistry explores topics such as Half-Life, Nuclear energy, Natural and Artificial radioactivity.

There is the state requirement of lab activities for Regents Chemistry. The course does involve some mathematics skills at the Algebra ability level. Students take the Chemistry Regents examination at the end of the year. This course will be taught using a STEM-based approach.



## **Applied Chemistry**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**1 credit**

Atomic Concepts of the atom, its structure and subatomic particles. The Periodic Table of the elements is studied along with properties and relationships among the elements. A unit called Moles/Stoichiometry is covered which includes chemical formula naming and writing, as well as defining and explaining the mole and stoichiometry in chemistry. Chemical Bonding is covered along with Physical Behavior of Matter. This includes phase changes, mixtures and solutions. Kinetics and Equilibrium is a unit that explores the interactions of chemicals and how they will react with each other. Organic Chemistry is a unit of chemistry dedicated to chemical compounds made of carbon. Such compounds include acids, fuels, even plastics. Oxidation –Reduction is a unit of chemistry involving the electric charges involved in chemical reactions including batteries, electroplating, and even corrosion. Acids, Bases and Salts is the unit that defines what these chemicals are and what they are made of. Nuclear Chemistry explores topics such as Half-Life, Nuclear energy, Natural and Artificial radioactivity.

There are multiple lab activities in this class. The course does involve some mathematics skills at the Algebra ability level. Students can take the Chemistry Regents examination at the end of the year as an option if they fulfill the lab requirements

## **Physics**

**11<sup>th</sup>- 12<sup>th</sup> Grade**

**1 credit**

**Mechanics:** Mechanics includes such topics as displacement, velocity, acceleration, Force, Friction, gravitation and gravity, circular motion, momentum, impulse, kinetic energy, potential energy, work, power, spring forces and spring potential energy. **Waves and Optics:** Waves and optics includes the speed of waves including sound and light waves, the period and frequency of waves, reflected and refracted waves along with mathematical formulas used to describe their behavior. This also includes the Doppler effect, resonance, the Electromagnetic Spectrum and how light behaves when passing through certain optical devices. **Electricity:** This unit includes static electricity and electricity involved with electric currents. Electric circuits, power and energy as well as electrical resistance will be covered in this topic area. **Modern Physics:** Modern Physics looks into the new branch of physics that studies quantum mechanics – specifically how energy and matter are related to each other. This includes photons, and sub atomic particles called quarks along with Einstein's famous equation:  $E = mc^2$ .

There is the state requirement of lab activities for Regents Physics. The course does involve some mathematics skills at the Algebra ability level. Students take the Physics Regents examination at the end of the year.

## **ACE Environmental (BIOL1500) 4 college credits**

**11<sup>th</sup> - 12<sup>th</sup> Grade**

**1 credit**

*CCC Prerequisite: Living Environment/Chemistry or instructor consent*

This is a college level science course and the goal of this course is to provide students with the scientific principles, concepts and methodologies to understand the inter-relationships within the environment; including, human impact on pollution, use of resources, and stresses caused by population growth. Students will complete interactive instructional tasks that will enable them to obtain skills required for higher education or future workforce task needs in the 21<sup>st</sup> century. This STEM course is a problem-based course that will use science, technology, engineering, and math skills/ideas/knowledge.

## **Forensic Science**

**11<sup>th</sup> – 12<sup>th</sup> Grade**

**1 credit**

Students will investigate the collection and analysis of crime scene evidence. This course combines topics from math, chemistry, biology, physics, psychology and earth science. Observation and lab skills will be sharpened through lectures and applied as if you were employed in a forensic lab. The contents and situations of this course are graphic and deal with difficult situations like death, blood spatters, and forensic anthropology. Studies of real cases will be used as they apply to each topic covered in the course. Careers in Forensics will also be explored. This course will be taught using a STEM based approach.

## **Crystalline and Polymer Science**

**11-12<sup>th</sup> Grade  
1 credit**

Through unique hands-on material exploration, classroom discussions and activities, students will experience an introduction to the processes used to bring plastic, wood, metal and ceramic materials from a raw material to a finished product. Projects will include such things as stained glass, silver casting, welding, cement casting, glass making, ice scraper, fiberglass laminating, plastic molding, wood laminating and a business card holder. If students take and pass Crystalline and Polymer Science they may earn a full Science credit.

## **Introduction to Astronomy and Meteorology**

**11<sup>th</sup>-12<sup>th</sup> grade  
1 credit**

This course will provide a comprehensive overview of the study of our universe, space and the atmospheric interactions. Students will be able to examine the history of astronomy, the nature of planetary systems and the evolution of stars and galaxies, along with other astronomical phenomena. By also studying meteorology, students will gain a deeper understanding into how weather conditions on Earth are interconnected with space as they study the seasons, tides, atmospheric layers and other weather variables. Laboratory exercises will include local observations of the sun, moon, stars and daily weather.

## **ACE Biology- General Biology 1 (BIO 1510) 4 college credits**

**12<sup>th</sup> Grade  
1 credit**

*Prerequisite: 80% in Regents Biology and Regents Chemistry, or instructor consent and eligible for ENG 1010*

This course emphasizes the modern aspects of biology and its techniques. Topics include biochemistry, cell structure and physiology, genetic mechanisms, a survey of the three domains of organisms, and plant structure and physiology. Laboratory involves dissection of a preserved organism, as well as the use of living invertebrates and fish.

## **FOREIGN LANGUAGE COURSE DESCRIPTIONS**

### **Spanish I (8X)**

**8<sup>th</sup> Grade  
1 credit**

This accelerated course teaches basic communicative skills of listening comprehension, speaking, reading, and writing of Spanish. Selected students are expected to maintain an average of 75 or higher throughout the entire course. This course is equivalent to the completion of the High School Spanish I course; therefore, when passed along with the end of the year proficiency exam, 1 high school credit will be given. It is expected these students will continue in the Spanish program through their senior year.

To qualify for the program, students showed the following traits:

- Regular attendance
- Good grades and participation
- Great work ethic
- Outstanding Behavior
- A grade of 4 in the NYS ELA test
- 7<sup>th</sup> grade ELA teacher's recommendation based on pertinent iReady scores
- An interest in other countries and cultures

### **Spanish I**

**9<sup>th</sup> Grade  
1 credit**

In Spanish I, the student continues his/her study of the Spanish language and culture begun in the Eighth Grade. Students are given the opportunity to continue to develop the four language skills:

1. Listening: comprehending simple statements
2. Speaking: initiating and responding to simple statements
3. Reading: understanding simple material for informative or social purposes
4. Writing: expressing basic needs and composing short messages on very familiar topics based on personal experience

The student demonstrates knowledge of some aspects of the Spanish Latin American Culture. The communication rather than the linguistic approach is emphasized. The focus is on what the student can do with the language and how well he/she can do it. Students must earn 1 high school credit in Spanish to meet graduation requirements.

### **Spanish II**

**9<sup>th</sup> – 10<sup>th</sup> Grade  
1 credit**

Spanish II expands on the vocabulary topics that the students learned in Spanish 8 and Spanish I and introduces new grammar so that students can enhance their speaking, listening, reading and writing skills while using them in context.

### **Spanish III**

**10<sup>th</sup> – 11<sup>th</sup> Grade  
1 credit**

Spanish III introduces new grammar and concentrates on perfecting the four skills (speaking, listening, reading and writing) included in the final exam that all students must pass at the end of the year in order to receive their Regents credit for those who are pursuing a Regents with Advanced Designation.

### **ACE Spanish IV (SPAN 2010 and SPAN 2180) 4 college credits each**

**11<sup>th</sup> – 12<sup>th</sup> Grade  
1 credit**

*CCC Prerequisite: three years of Regents high school Spanish.*

It continues the development of facility in reading, writing, speaking, and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations. A thorough analysis of the language; intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports, and more informed class discussions and conversations.

### **ACE Spanish V (SPAN 2310) 3 college credits**

**12<sup>th</sup> Grade  
1/2 credit**

*CCC Prerequisite: students must have received an 85% or higher on the English Regents or scored high enough on the CCC placement test and SPAN 2180.*

Advanced study in the language with an introduction to serious readings of some of the great writers of literature. Conveys ideas and develops the ability to exchange ideas through writing and discussion in the language.

## **ART COURSE DESCRIPTIONS**

### **Studio in Art**

**9<sup>th</sup> – 12<sup>th</sup> Grade  
1 credit**

This course is designed to provide a foundation for students seeking an art sequence. This course can also be used to satisfy the State requirement mentioned above. The course will provide an understanding of fundamental art concepts. The course will cover the elements of art, principles of design, methods and materials, and other aspects of art through a variety of creative experiences. Methods of learning will vary and may include lectures, discussions and production of projects.

## **Ceramics**

**10<sup>th</sup> - 12<sup>th</sup> Grade**

**1/2 credit**

This course is designed to provide a foundation for students seeking an art sequence. This course can also be used to satisfy the state requirement mentioned above. The course will provide an understanding of the fundamental art concepts needed in the world of ceramics. The course will cover the elements of art, principles of design, methods and materials needed in creating ceramic art. Students will learn these important concepts and processes through fun and exciting projects, activities. Methods of learning will vary including lectures, videos, discussions and project production and demonstration.

## **Advanced Ceramics**

**10<sup>th</sup> - 12<sup>th</sup> Grade**

**1/2 credit**

This is an advanced ceramics art course that provides the enthusiastic art student an outlet for their creativity. In order to take advanced ceramics, students must have taken basic ceramics. This course will provide and cover advanced projects, techniques, and processes. With a basic ceramic background, students will be challenged creatively through the use of these advanced techniques. The course will cover the elements of art, principles of design, and methods and materials needed in creating ceramic art.

## **Drawing and Painting**

**10<sup>th</sup> - 12<sup>th</sup> Grade**

**1/2 credit**

This course is designed to provide a foundation for the enthusiastic art student. This course can also be used to fulfill the state requirement in fine arts. The course will provide an understanding of fundamental art concepts. The course will cover the elements of art, principles of design, methods as well as materials. This will be provided through a variety of creative and exciting project experiences. This learning environment will involve lectures, classroom discussions and the production of projects.

## **MUSIC COURSE DESCRIPTIONS**

### **Guitar Class/Piano**

**9<sup>th</sup> - 12<sup>th</sup> Grade**

**1/2 credit**

#### **Guitar:**

This class is designed for beginning guitar players. It consists of learning to play basic chords and familiar songs. Players are responsible for knowledge and mastery levels of the subject matter. There is some listening and composing involved.

#### **Piano:**

This class is designed for beginning keyboard players. It consists of learning to play basic chords and familiar songs. Players are responsible for knowledge and mastery levels of the subject matter. There is some listening and composing involved.

### **Guitar Class/Piano II**

**10<sup>th</sup> – 12<sup>th</sup> Grade**

**1/2 credit**

*Prerequisite – Guitar Class/Piano I (or meeting with instructor to determine if prior guitar/piano experience is sufficient to skip Guitar/Piano I)*

#### **Guitar:**

This class is designed for intermediate guitar players. It consists of continuing to play basic chords and familiar songs, as well as focusing on more advanced skills and playing on the guitar. Students will begin to focus more on

playing and working through issues through practice with performance critiques from the instructor given regularly. Players are responsible for knowledge and mastery levels of the subject matter. There is some listening and composing involved.

### **Piano:**

This class is designed for intermediate keyboard players. It consists of continuing to play basic chords and familiar songs, as well as focusing on more advanced skills and playing on the piano. Students will begin to focus more on playing and working through issues through practice with performance critiques from the instructor given regularly. Players are responsible for knowledge and mastery levels of the subject matter. There is some listening and composing involved.

### **Senior Band**

**9<sup>th</sup> – 12<sup>th</sup> Grade  
1 credit**

This course is designed for all high school students who have gained a proficiency with a musical instrument. Participation in this course involves concert band and marching band activities. In addition to the regularly scheduled class, participants are also required to attend after-school, evening, or Saturday rehearsals when scheduled and play on selected dates at concerts and parades.

Each band member will also be required to attend one music lesson per week unless special arrangements are made with the band director. Students who are not presently taking band and are interested should contact the band director before completing their schedules.

### **Senior Chorus**

**9<sup>th</sup> – 12<sup>th</sup> Grade  
1/2 credit**

This course is designed for all high school students who have an interest and a talent in vocal music. In addition to the regularly scheduled class, participants will be required to attend some special rehearsals and take part in regularly scheduled chorus concerts.

### **Senior Choir**

**9<sup>th</sup> – 12<sup>th</sup> Grade  
1/2 credit**

#### ***Prerequisite – Instructor recommendation***

This course is designed for high school vocal students with a higher skill level of singing. This is a select group for the dedicated choral student. Students interested in singing challenging music should see the instructor for an audition. In addition to the regularly scheduled class, participants will be required to attend some special rehearsals and take part in regularly scheduled chorus concerts.

### **The Influence and Technology of Rock n Roll**

**10<sup>th</sup> -12<sup>th</sup> Grade  
1/2 credit**

This class is recommended for students interested in music but not performance. Students will study the relationship between music and culture as well as the effect technology has had on transforming the music world. Topics include: the Birth of Rock n Roll in the 1950s, the teenage rebellion, antiwar movement, and cultural shifts of the 60s and 70s, and the musical transformation of Rock n Roll in the 80s and 90s. Students will also explore the use of technology in promoting and creating music, recording and editing sound files, and its use in music today.

## TECHNOLOGY COURSE DESCRIPTIONS

### **Drawing and Design for Production (DDP)**

**9th – 12th Grade  
1 credit**

This course is designed to provide high school students with opportunities in critical thinking, creative problem solving and the decision-making process. Students will use a variety of different computer drawing programs to help them complete different projects throughout the class. Students will also have the ability to learn the different skills and techniques needed to work a 3D printer and Laser cutter/engraver. *An art credit can be earned by successfully completing this course.*

### **Construction Systems**

**9th – 12th Grade  
1/2 credit**

Construction Systems course covers the skills and knowledge needed for basic construction and interior infrastructure. The class will cover building a stud wall including door and window openings, laying floor joists, constructing trusses, placing siding, installing a roof, electrical systems, plumbing systems, and drywall installation. Students will learn to read technical drawings for the installation of mechanical systems.

## PHYSICAL EDUCATION & HEALTH COURSE DESCRIPTIONS

### **PE 9/10**

**9th – 10th Grade  
1/2 credit**

The Physical Education program for high school students centers around lifetime and personal fitness activities. Students will participate in a wide range of lifetime and team sport activities. Students will take the FitnessGram test during the year focusing on areas of strength, flexibility and cardio vascular fitness. Grading will be based on participation, knowledge and personal relations. The emphasis will be on fundamental instruction of skills that were introduced during the Junior High Physical Education program. Instruction and skill development will account for a large percentage of class time at this level.

### **PE 11/12**

**11th – 12th Grade  
1/2 credit**

The Physical Education program for high school students centers around lifetime and personal fitness activities. Students will participate in a wide range of lifetime and team sport activities. Students will take the FitnessGram test during the year focusing on areas of strength, flexibility and cardio vascular fitness.

Grading will be based on participation, knowledge and personal relations. The focus will be on higher level skills and strategies to enhance athletic proficiency. A larger percentage of class time will be devoted to performance activities at this level.

### **Health**

**9th Grade  
1/2 credit**

This health course is designed to encourage student awareness of decisions that will promote a healthy lifestyle. Students will become aware that total health includes all aspects of life; social, mental/emotional, and physical health. This course is based on mini lessons, large and small group discussions, research, and activities geared to enhance the learning experience. Course topics include: wellness and mental health, violence prevention, substance awareness and abuse, lifestyle diseases, relationships and human sexuality, nutrition and eating behaviors, infectious and non-infectious diseases, current health issues, and an understanding of the responsibility for one's own personal health.

## **ACE Foundations of Personal Health**

**11<sup>th</sup> and 12<sup>th</sup> Grade**  
**1/2 credit**

CCC HLTH 1207 is a comprehensive course addressing the current health problems facing our community and society, focusing on behavioral health strategies for prevention; risk-reduction; and basic principles and practices involved with attaining and maintaining optimal personal and community health and wellness.

## **Lifeguarding**

**9<sup>th</sup> – 12<sup>th</sup> Grade**  
**½ credit**

This class is an elective and would be in addition to your accredited PE course. This is a ½ year course that will be offered both semesters. This would include a 2-year American Red Cross certification in lifeguarding and CPR/First Aid/AED for the professional rescuer. Learn how to effectively prevent and respond to water emergencies with the ARC lifeguard training. With our lifeguard training, you will learn how quick response times and effective preparation are vital to being a lifeguard while also understanding the crucial elements in helping to prevent drownings and injuries. Prerequisite Students must be at least 15 by the last day of class and must pass a pre-course swimming skills test prior to taking lifeguarding courses.

## **BUSINESS COURSE DESCRIPTION**

### **Computer Applications**

**9-12th grade**  
**1/2 credit**

This course will place emphasis on the use of computer applications to prepare students for the digital world in which we live in. Emphasis will be placed on personal information management software, file management, getting started with Microsoft Office 365, Word fundamentals, PowerPoint fundamentals and Excel fundamentals. Students will demonstrate knowledge of email, digital filing, basic functions of all MS Office 365 programs such as starting, saving, printing, opening, editing, and formatting documents. In addition, students will learn how to format and create a business letter, business report, present a PowerPoint presentation and manage a basic spreadsheet. Students will strive to achieve the industry standard of 40 words per minute by the end of the course. This course is highly recommended for all freshmen students.

### **Introduction to Photography**

**9<sup>th</sup> – 12<sup>th</sup> Grade**  
**1/2 credit**

This course is designed to introduce students to the world of photography. Students will learn techniques including the basic function of a digital camera, elements and composition of photographs, shutter speed, program mode, and visual art display/exhibit. Students will create their own e-portfolio to display their work for others to view. This course will require time outside of the classroom to take pictures and is a pre-requisite for Business and Graphic Communications (School Yearbook).

### **Business and Graphic Communications (School Yearbook)**

**10th - 12th Grade**  
**1 credit**

*Prerequisite: Introduction to Graphic Communications and Photography Class and/or Instructors Approval, and Completion of the Yearbook Application and Interview Process*

This course is designed to give students an overview of Business Communications through the development of the Jr/Sr High School Yearbook. Students will develop skills that are expected of professionals in any workplace. These skills will help students effectively communicate and interact with others, regardless of the job or career path they choose. Students will learn about business communications basics, business professionalism, careers, written communications, and electronic communications. Students will demonstrate their understanding of Business and Graphic Communications through good journalism, business management, photography, layout and copy. As the main project for this course, the development of the Yearbook will require students to be dedicated, enthusiastic, organized, and

available after school hours to meet the demanding deadlines of creating a product by a specific date. Students must successfully complete the Introduction to Graphic Communications and Photography course or receive instructor approval to take this course. Students must also complete the yearbook application and interview process. At the successful completion of this course, students will earn 1 business credit.

This course is designed to give students an overview of Business Communications through the development of the Jr/Sr High School Yearbook. Students will develop skills that are expected of professionals in any workplace. These skills will help students effectively communicate and interact with others, regardless of the job or career path they choose. Students will learn about business communications basics, business professionalism, careers, written communications, and electronic communications. Students will demonstrate their understanding of Business and Graphic Communications through good journalism, business management, photography, layout, and copy. As the main project for this course, the development of the Yearbook will require students to be dedicated, enthusiastic, organized, and available after school hours to meet the demanding deadlines of creating a product by a specific date.

### **Microsoft Office 365**

**9-12<sup>th</sup> grade  
1/2 credit**

This course places emphasis on the use of computer applications: word processing, spreadsheets, databases, desktop publishing, multimedia presentations, and online collaboration to prepare for college and careers. Students will strive to achieve the industry standard of 40 words per minute by the end of the course. The Company concept is used in this course. Students not only focus on course content, but they also learn communication skills, advanced time management skills, organizational skills, and develop an understanding and appreciation for the “real” work environment. This non-traditional classroom setting provides students the experience needed to successfully work in a business.

### **Foundations of Career Exploration**

**9<sup>th</sup> – 12<sup>th</sup> grade  
1 credit**

This foundation course is designed to prepare students for the world of work. The first semester of this course students will learn about professionalism in the workplace. Students will learn skills expected of a professional, such as time management, communication skills (verbal and written), professional image, effective work habits, and being a problem solver. The second semester of the course is designed to provide work-based learning opportunities. Students will explore a variety of career pathways. This course is a pre-requisite for work-based learning program.

## **DRIVER EDUCATION COURSE DESCRIPTION**

### **Driver Education**

**16 years old and  
NYS Drivers Permit  
1/2 credit**

***Prerequisite:** NYS Driver’s Permit by the end of the first marking period*

This is a New York State Department of Motor Vehicles approved course. It is a semester course which will teach you safe driving skills, theory, and defensive driving techniques to help you become a safer driver. You must have your NYS driver’s permit by the end of the first marking period. **Parent permission is also required.** The course is made up of two parts; classroom theory and a car lab. The classroom theory includes 24 hours of classroom instruction. The car lab includes 24 hours of driving instruction with each student spending 6 hours behind the wheel practicing safe driving skills and 18 hours observing other students practicing safe driving techniques. You must have good attendance because the time requirements needed to complete this course is mandatory by NYS. You will receive a Student Certificate of Completion (MV285) if you receive a 65 in the classroom theory and a 65 in the car lab. This MV 285 will allow 17 year olds to drive after 9pm and may also give you an insurance premium reduction.



## OTHER DESCRIPTIONS

### **Lab Aide**

**1/4 credit**

A lab aide is a student that is assigned to a teacher for 1 or more periods per cycle. Lab aides work for teachers and staff making copies, using copiers in library or offices, prepare classroom materials, grade papers, tutor and/or support students, complete special projects and tasks parallel to a course's curriculum.

### **Pool Lab Aid**

**1/4 credit**

Lab aides are required to demonstrate various swimming skills, assist 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students during elementary swimming, and assist the teacher. Swimming skill and knowledge is important and getting into the pool is a requirement.

### **ACE Youth in Government**

**1/2 credit**

ACE Youth in Government provides high school seniors a unique and hands-on experience with Steuben County Government. Students attend meetings with elected and appointed officials, meet with department heads, and hold simulated legislative proceedings. This program is operated by the Steuben County Youth Bureau.

## CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

Career and Technical Education Training, as provided by BOCES, can be an extremely worthwhile educational experience for students. BOCES gives a "hands on approach" to fundamental components for many trades. Students can develop skills which can lead to job placement immediately following graduation. However, a student must meet certain criteria in order to be eligible to attend a BOCES vocational program. Parental knowledge and permission must be granted prior to a student being enrolled in a vocational program at BOCES. Students must also be in good academic standing in order to attend a BOCES vocational program as outlined below.

Juniors entering a vocational program must have completed the stated requirements to be eligible to go to BOCES. Seniors, who wish to continue in a vocational program, will be reviewed to determine their continued placement in a vocational program. The three aspects that will be emphasized in making a decision are 1) progress in the vocation, 2) progress in academic classes at Campbell-Savona, and 3) appropriate behavior at the Coopers Education Center as well as Campbell-Savona School. *Students may choose to substitute a 5-credit sequence in Career and Technical Education (CTE) in place of the 3 credits in Foreign Language to fulfill that requirement for a Regents with Advanced Designation.*

### ***Eligibility Requirements to Attend a Vocational Program at BOCES***

A. Required credits that must be passed by the end of the student's 10th grade year in order to attend a vocational program at BOCES:

<u>Subjects</u>	<u>Credits</u>	<u>Subjects</u>	<u>Credits</u>
English	2.0	History	2.0
Science	2.0	Math	2.0
Phys. Ed.	1.0 (9 <sup>th</sup> – 10 <sup>th</sup> )	Health	.5
Art/Music	1.0		
Spanish	1.0 (unless the student is exempt through special education)		

B. Required credits that must be passed by the end of the student's 11<sup>th</sup> grade year in order to attend a vocational program at BOCES:

<u>Subjects</u>	<u>Credits</u>	<u>Subjects</u>	<u>Credits</u>
English	3.0	History	3.0
Science	**2.0	Math	**2.0
Phys. Ed.	1.5 (9 <sup>th</sup> – 11 <sup>th</sup> )	Health	.5
Art/Music	1.0	Spanish	1.0 (unless the student is exempt through special education)

\*\*Students must have either 3.0 credits of math or 3.0 credits of science by the end of 11<sup>th</sup> grade.

C. In order to graduate from high school, students must pass 5 required Regents exams. It is recommended that students pass the following exams by the end of the 10th grade year, especially if they intend to go to BOCES.

<u>Subjects</u>	<u>Exams</u>	<u>Grade Taken</u>
Science	Regents	9 <sup>th</sup> or 10 <sup>th</sup>
Math	Regents	10 <sup>th</sup>
Global Studies	Regents	10 <sup>th</sup>

## CTE courses offered at the Coopers Education Center

**Animal Science** – This course prepares students for a wide range of careers associated with Animal Science. Students will study anatomy, physiology, breed identification, handling, restraints, health and disease, nutrition, behavior, reproduction and management of small animals. This program is designed for students who want to pursue a career working with animals, with course work tailored to the interests of the student.

**Auto Body** – This course deals with basic surface preparation to complete collision repair. It also includes frame alignment, panel replacement and painting technology.

**Automotive Technology** – This course offers students to experience all areas of automotive repair, from periodic maintenance service to engine replacement. Course work includes maintenance, engine repair, drive lines, fuel systems, alignments, and computer system operation.

**Building Construction** – This course deals with power and hand woodworking tools, building site layout, various types of framings, foundations, window and door installation, siding application, roofing, interior finishing, basic wiring, plumbing and basic cabinet installation.

**Computer Information Technology** – This is a hands-on computer repair, support technician and networking program that allows students the opportunity to build, repair and network computer systems. Students in the CIT program will major in CISCO Networking and A+ Computer repair.

**Cosmetology** – This course offers instruction and practical experience in the skills and theories necessary for employments as a hair designer nail technician or full-service cosmetologist. In order for students to meet the NYS requirement of 1,000 hours of instruction, they must attend a summer training program at the end of their 1<sup>st</sup> year, do an outside internship, have outstanding attendance and attend cosmetology for full days whenever possible during conference days, or exam week. Even doing all of the above, a student may still not have enough hours to be eligible to sit for the licensing exam and will need to enroll at BOCES as an adult student and pay to take enough hours.

**Criminal Justice** – This course is designed to give students hands-on instruction in the field of criminal justice. Students participate in role-plays, field trips, group projects and disaster drills.

**Culinary Arts** – This course provides students with the opportunity to experience all aspects of operating and managing a food service establishment.

**Digital Media Arts** – This is a project based course that blends the traditional design principles, composition, color theory and layout and typography with advanced technical skills by using the latest professional computer software and equipment.

**Heavy Equipment** – Students in this course study the operation, maintenance and repair of heavy equipment.

**Engineering & Metal Fabrication Technology**– This course takes the place of Machine Trades and students develop knowledge and skills in design, blueprint reading, and machining, welding, and metal fabrication to prepare for employment and/or post-secondary education. In the first year, all students would get the basics of both Precision Machining and Welding. They could rotate every 10 weeks between the two subject areas, allowing them to see the important relationship between these two skills. In the second year, students would specialize and choose between Precision Machining or Welding as a focus area and take the required National Standards Exam as well as being eligible to participate in an internship or cooperative work experience

**Nurse Assisting** – Students will learn the skills necessary to seek employment in hospitals, long-term care facilities, home health care and residential care in this course. Students will also be prepped for the Certified Nurse Assisting exam.

**New Visions Medical** – This is an advanced level program designed for the college-bound senior. The program is designed to provide students with opportunities to study basic medical concepts and investigate areas of interest through job shadowing experiences.

## ONLINE COURSE DESCRIPTIONS

The following courses will be offered as “online” courses through a company called Advanced Academics for students in 10<sup>th</sup> -12<sup>th</sup> grades. These courses will be offered as semester courses only and must be completed in the allotted time. These elective courses are meant to supplement the current offerings we provide and not designed to replace any CORE graduation requirements. This online program is unique in that it also provides to students “real” teacher assistance via email, online chat and telephone. In order to take an online course, students must have 2 times available in their daily schedule, and are also expected to work on this outside of school. Students can generally take 1 online course per semester, not counting the Introduction to Online Learning Course. The grades for these courses will be taken from the online program itself. Each of these courses will carry .5 high school credits, except for the Introduction to Online Learning course. All students who want to take an online course must first take the Introduction to Online Learning Course and pass it with an 80.

**Introduction to Online Learning** - Introduction to Online Learning provides information that will ensure your success for navigating the Advanced Academics platform, including how to access your classes, take assessments, submit written assignments, and view your grades. This course will also cover the various ways to communicate with your teachers and the guidelines for effective communication. You will learn how to set up the technical requirements so that you can get the most out of your Advanced Academics learning experience. The course concludes with an overview of test and homework retake policies, ways to cite sources, and avoiding plagiarism. This orientation course introduces students to the online environment, and is not intended to be a full semester course.

**Introduction to Graphic Design** - By raising students’ awareness of design, this course will serve as a strong foundation in the basic principles of graphic design. Students will learn to communicate visually; they will present their own ideas and information graphically by applying graphic design principles in their own work as well as interpret visual representations presented to them. *Students taking this can earn .5 business credit for this course.*

**Fundamentals of Art History** - This course explores the arts, artists, and their cultures from prehistoric times through the present. Students will begin to explore important works of art, selected from various types of media, including painting, sculpture, architecture, and photography.

**Fundamentals of Web Development** - This course introduces students to the basic Web site design principles, which can be used to both design and evaluate their own sites and to evaluate other sites. Students will learn development languages such HTML and CSS. In addition, students will be introduced to two software programs: GIMP, an image-editing program, and Nvu, a Web development program. *Students taking this can earn .5 business credit.*

**Introduction to Psychology** – This course will deal with research methods used in the field and delves into specific areas of psychology, such as developmental psychology, learning, memory, and psychological disorders, in order to help students answer that question for themselves.

**Introduction to Sociology** - In this increasingly connected world, students will examine problems in our society and learn how human relationships can influence the life of the student. This course presents exciting, online video journeys to different areas of the world.

**Introduction to Anthropology** - Anthropology aims to use a broad approach to gain an understanding of our past, present, and future to address the problems humans face in biological, social, and cultural life. This course will explore the evolution, similarities, and diversity of humankind through time. The course will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change.

**Financial Literacy** - This one-semester course in financial literacy helps students establish an appreciation and respect for money. Students will understand the short- and long-term effects of financial decisions, the pitfalls of debt, the benefits of saving, and the relevance of education to earning money. *Students taking this can earn .5 business credit for this course.*

**Career and Technology** – This course covers skills to prepare students for workplace success. Students will explore their interests, aptitudes, and skills plus their individual learning styles in order to find possible career matches. The course also presents an overview of basic technology skills, including the use of word processing, spreadsheet, presentation, and database software, that are so vital to success in the workplace. Practice opportunities help students master the use of such software. The course provides open source software programs to the students. Students will explore a variety of career options plus use the steps in the decision-making process to develop their own career plan. To help achieve career goals, students research a variety of post-high school opportunities. Students will create and evaluate job application materials, learn to search for job opportunities, and conduct a successful job interview. The course presents the role of government in business; global, national, and local economic trends; and how these factors affect working people. *Students taking this can earn .5 business credit for this course.*

**Current Events** - Current Events is a course structured to give the student an understanding of current issues in many areas of a political, social, and economic nature. The course emphasizes research done by the student since the topics chosen are very fluid in their nature, meaning that the topics and the amount of coverage on the topics will fluctuate on any given day, week, or month depending on topics current in the media.

**Journalism A** - Journalism A is the first of a two part series that introduces secondary school students to the world of journalism. They will see how their strengths and interests compare with those associated with careers in journalism. In this course, students will gain a basic knowledge of journalism, its early history, and its importance in our culture. Students will be introduced to different types of news stories and learn about the reporting and writing skills involved with each.

**Journalism B** - Journalism B is the second in a series that introduces students to the world of journalism. Students will explore the changing role of journalism in today's society. They will gain a basic knowledge of radio, television, newspaper, and Internet journalism, to include how each medium is relevant today, how it may adapt to economic changes and audience preferences, and how writing for each medium has its own characteristics.

### **ACE ONLINE OPTIONS**

**Business Communications** – Effective techniques for oral and written communications. Analyzing and writing letters, memos, and business reports. Proficiency in language mechanics will be assessed.

**Business Law I** - Introduction to the American legal system and specific topics that affect business conduct. Includes legal terminology, the court systems and civil procedures, business ethic, tort law, criminal law, intellectual property and computer law, common law contract and other topics as time permits.

**Psychology** - An introduction to psychology. Includes scientific method, measurement in psychology, motivation, learning, thinking and problem solving, perception, behavior disorders and varieties of treatment, biological basis of behavior, social determinants of behavior, human development and personality.