

**York Middle/High School
Course Description Book
2019-2020 School Year**



York Central School District

EXCELLENCE IN EDUCATION

**YORK CENTRAL SCHOOL
PO BOX 102
RETSOF, NEW YORK 14539**

COURSE GUIDEBOOK

JUNIOR-HIGH SCHOOL

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OVERVIEW OF YORK CENTRAL SCHOOL AND COMMUNITY

York Central School is located in a mostly rural area. There are no major population centers, though there are several hamlets and one incorporated village. Farming is the foremost source of employment; there are three industries that employ the majority of the remaining population. The school complex houses K-12 with elementary classes in one wing and 7-12 primarily in the other wing. The graduating classes generally number between 45 and 60, with course enrollments usually under 25 per classroom. The school has a comprehensive program that provides for college preparation, general education, and vocational training. In-depth, vocational courses are taught at the May Center in Mt. Morris through the GVEP*. The school day is composed of 9 instructional periods plus a 10th period for extra help or extra-curricular activities. A student may receive an Advanced Regents, Regents, Local, or I.E.P. (Individualized Education Program) diploma** at the time of graduation, depending upon the course of study.

* GVEP (Genesee Valley Educational Partnership)

** I.E.P. (Individualized Education Program) diploma as per Board Policy, adopted October 21, 1986.

INTRODUCTION

This guidebook provides an overview of the academic program at York Central School at the Middle and Senior High levels. It is designed to assist students entering YCS for the first time, as well as those planning their academic program.

Specific program requirements are enumerated for Middle School promotion and for High School graduation, including testing requirements as well as courses of study.

Courses of study are described so that parents and students will be familiar with and able to understand specific course content for required courses and optional sequential courses at the High School level.

York Central School follows the New York State Standards for all students, including college preparatory and occupational education programs in the High School. Special programming occurs, based on student needs and/or staff, and testing recommendations, including acceleration at both the Middle and Senior High levels.

The school counselors will use this guidebook during the scheduling process for the next year's academic program.

JUNIOR HIGH SCHOOL REQUIREMENTS

Course	Grade 6	Grade 7	Grade 8	Total Units of Study*
English	1	1	1	3
Social Studies	1	1	1	3
Science	1	1	1	3
Mathematics	1	1	1	3
Second Language - (Spanish)	-	1	1	2
Technology	-	-	1	1
Home & Careers		$\frac{3}{4}$	-	$\frac{3}{4}$
Art	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{3}{4}$
Music	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{3}{4}$
Health	-	$\frac{1}{2}$	-	$\frac{1}{2}$
Phys Ed	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1 $\frac{1}{2}$

Optional courses for Junior High School students are Band and Chorus.

* A unit of study is equal to 180 minutes a week, a full year course at York Central School.
This is NOT a unit of credit.

JUNIOR HIGH SCHOOL PROMOTION POLICY

Students will be required to repeat any seventh and/or eighth grade Math, Science, English, or Social Studies course in which the student does not attain a final average of at least 65%. Schedules permitting, students will also be required to repeat additional courses for which they do not score a final average of at least 65%. Final grades are entered on the student's permanent record card.

A student who fails more than **two units** of study in a given year will not be promoted to the next grade. A unit of study is awarded for the successful completion of a course that meets for 40 weeks per year.

In the event of extenuating circumstances, individual middle school student promotions may be reviewed by a committee comprised of that student's current teachers and chaired by the School Counselor. The School Counselor will make a recommendation to the Principal who has the final authority to authorize policy exceptions when they are judged to be in the best interest of the student and the district.

Rationale: It is important to balance the issue of academic standards with the exploratory nature of our Middle School program. This policy addresses the issue of student retention in light of the student's current schedule and the pressing schedule needs of the student as he/she moves into the increasingly more demanding high school program.

Note: Requirements for High School graduation include 4 units of English and 4 units of Social Studies. Repeating a course in English and/or Social Studies will affect graduation status. The student's English or Social Studies grade level determines which class the student is a member of, i.e. if the student is taking 9th grade Social Studies and all other courses are at the 10th grade level, the student is classified as a 9th grader (Freshman), thus prohibiting graduation with their original 10th grade class. This can be avoided by the choices outlined in the following section:

SUMMER SCHOOL:

Attending summer school and earning a grade of 65% or higher for the entire summer school course. Refer to Summer School Eligibility Policy.

PRIVATE TUTOR:

The tutor must be certified in the designated subject area and work with the student a minimum of 30 hours for a 1.00 credit (full year) course, or 15 hours for a .50 credit (half year) course. Tutoring requires prior consultation with Counseling and Administration. This information is for repeating a course, criterion are different for obtaining a tutor for original credit.

JUNIOR HIGH SCHOOL TESTING PROGRAM

New York State Testing Requirements

Students in Grade 7 & 8 will be taking the following State Assessments:

- English Language Arts
- Mathematics

Students in Grade 8 will be taking one additional State Assessment:

- Science

GRADE 8 ACCELERATION

York Central School provides students with the opportunity to accelerate their school program. When an eighth grade student takes a high school course, they will receive a "high school credit" for said course upon successful completion. Currently, eighth grade students may accelerate in the following courses based on staff recommendation and other specific criteria for the individual course.

- Mathematics – Algebra 1 Common Core
- Science- Living Environment (Biology)

JUNIOR HIGH SCHOOL COURSE DESCRIPTIONS

ENGLISH

7th Grade English - 40 Weeks

Seventh graders will be taught ways to improve their reading, writing, speaking, and listening skills. Students will read a variety of texts - fiction and nonfiction - to broaden their historical and cultural understanding of the world in which they live. Writing assignments, vocabulary-building skills, reading strategies, literary analysis, and grammar instruction are all integrated with the literature units which may focus on a selected theme or key concept. Objectives for seventh graders include: an increase in reading comprehension, development of critical-thinking skills, and competency in a variety of writing tasks. Students will become more independent and develop the skills that will help them be successful on ELA assessments, in the other content areas, and throughout their lives.

Throughout the year, the students will develop a better understanding of the basic elements of literature, increasing their vocabulary and knowledge of literary terms and techniques, and expanding on their ability to recognize and appreciate the distinguishing features of short stories, poetry, drama, essays, articles, novels, and nonfiction books. Students will write a variety of essays and short responses to help improve their writing skills while preparing them for the New York State ELA 7 Common Core exam.

8th Grade English - 40 Weeks

This class will provide students with essential working knowledge of the elements of the English language as well as its literature. Students will gain necessary tools to articulate their thoughts and opinions clearly, as well as read and understand any text no matter the content. Students in the 8th grade will read novels, poetry, short stories, nonfiction pieces and informational texts. Many of these texts coincide with social studies resulting in cross-curricular units. When a unit is cross-curricular, teachers typically make the final assessment (essay, creative writing, etc.) or project count for more than one subject.

Students will also be fully prepared to take and pass the ELA-8 Common Core exam. The preparation consists of using test from past years of multiple choice, graphic organizers, short answer responses, and essays. Lessons are created and tailored to students needs using information collected from formative and summative assessments.

SOCIAL STUDIES

United States History - Grades 7 & 8 - 40 Weeks Each Year

Social Studies content in grades 7 and 8 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 11 units, tracing the human experience in the United States from pre-Columbian times to the present, and tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history. Students explore 11 units of study within a two-year time frame.

The grades 7-8 course builds on and seeks to reinforce skills, concept, and content understandings introduced in the K-6 program. It provides a solid content base in American history, allowing the grade

11 course to do greater justice to the study of the United States as a developing and fully-developed industrial nation. By including hemispheric links to Canada and Mexico when appropriate, students develop a model for the global connections they will discover in the grades 9 and 10 Social Studies program.

SCIENCE

Science 7 – 40 Weeks This course is a life science course. We will be learning about the characteristics of living things and how living things interact with each other. We will also be learning important laboratory skills and techniques that we will be practicing throughout the year. Units will include lab skills, cells and cell processes, genetics, the human body, and the six kingdoms. Some of the activities we do will include making 3D models of cells, creating slides of living cells, identifying protists, extracting DNA from fruit, making travel brochures of the human body, and dissecting frogs!

Science 7 Accelerated – 40 Weeks

We will be learning the 8th grade Physical Science curriculum during their 7th grade year. Physical Science is the study of matter and energy, and the relationship between the two. In this course, we will study Chemistry and Physics with some limited Earth science. We will practice vital lab skills that will help us to think and act like scientists. While studying Physical Science, we will work in teams to identify problems, make observations and measurements, as well as to design and perform experiments. This course will include the final year of preparation for the Intermediate Level Science State Assessment. In order to remain in the accelerated program, students must maintain an average of 85 or higher. They will be on a probation period from September until January to be sure this average is maintained.

Science 8 - 40 Weeks Physical Science is the study of matter and energy, and the relationship between the two. In this course, we will study Chemistry and Physics with some limited Earth science. We will practice vital lab skills that will help us to think and act like scientists. While studying Physical Science, we will work in teams to identify problems, make observations and measurements, as well as to design and perform experiments. We will create hypotheses and formulate theories about the physical world and its properties. Throughout this course students will draw on previous experiences while gaining skills that can be used throughout High School and beyond. This course will include the final year of preparation for the Intermediate Level Science State Assessment.

8th Grade Accelerated Living Environment Found in Senior High Science Course Descriptions

HEALTH

Health 7- 20 Weeks

The purpose of this course is to give students knowledge of many different aspects of health and teach them how to manage and create lifelong wellness as well as give them an understanding of how your body systems work and are interrelated with specific health factors. Topics included in the curriculum are nutrition, reproduction, alcohol, tobacco, and other drugs, physical activity, mental/emotional and social aspects of overall health, and reading/writing comprehension using health vocabulary.

MATHEMATICS

Mathematics 7- 40 Weeks

The seventh grade mathematics course focuses on five critical areas: developing understanding of and applying proportional relationships; extending previous understandings of operations to include rational numbers; generating equivalent expressions and solving real-world mathematical problems using algebraic expressions and equations; drawing inferences about populations based on samples; and working with scale drawing and two and three-dimensional figures. Lessons stress the use of mathematical vocabulary and problem solving. Real world applications of these units are explored. All seventh grade students will be required to take the Common Core New York State Math Exam in May.

Mathematics 6/7 Accelerated- 40 Weeks This program is designed to enable the advanced student to complete three years of middle school math over the course of two years. The course emphasizes Algebra skills and concepts while incorporating all the standard middle school topics. Students enrolled in this course must have a strong background in basic arithmetic skills and problem solving as well as a good work ethic. Students will be required to take the New York State Math Exam in May based on their current grade level.

Mathematics - Grade 8 - 40 weeks

The eighth grade mathematics course focuses on three critical areas: formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. All eighth grade students will be required to take the Common Core New York State Math Exam in May.

8th Grade Accelerated Algebra 1 Common Core found in Senior High Mathematics Course Descriptions.

FOREIGN LANGUAGE

Spanish IA - (Grade 7) – 40 Weeks

This is a beginning level course in Spanish language and culture. The class meets every day for 40 weeks. Emphasis is on communication, acquisition of vocabulary through verb-associated topics, and a variety of Spanish culture based units. The students will use the textbook and workbook from *En Español* and complete the first three units of the book.

Spanish IB – (Grade 8) - 40 Weeks

This is a continuation of grade 7 Spanish. Classes meet every day. Class material covered this year builds on what was previously taught and expands into all areas of communication - listening, speaking, reading, and writing. Culturally we explore the Hispanic world, the Spanish language, music, film, and Spanish cooking. The students use a combination of packets and their Chromebooks. All students must pass a State Proficiency Equivalency Exam and the course in order to receive one unit of credit.

HOME & CAREERS AND TECHNOLOGY

8th Grade Technology - 40 Weeks

Introduction to technology is a course of study designed to enable eighth grade students to understand the concepts that underlie technological systems. Students will learn about the influence of technology in their total lifestyle, including home, school, and the world of work. Furthermore, this course addresses additional generic technology concepts such as the career opportunities, and other personal and societal implications of technology.

7th Grade Home and Careers - 20 Weeks

This course will help students begin to chart their path from their Junior High School experiences to life after High School through examination of their individual talents, interests, and aptitudes. By first learning about the many areas that must be considered when choosing a career, they will then explore a career choice in depth through research, writing, and other media. This will help students to compare the education, training, skills, and personality traits necessary for that career with their own personal assets. Students will learn that traits developed in their Junior High School years, such as responsibility and teamwork, will be valuable to them as future employees. Decision making skills, including time management and financial management are experienced through hands-on units completed individually and in teams. Food preparation skills, clothing care, and construction introduce students to basic cooking procedures and sewing applications. Students learn to make wise and nutritious food choices by using consumer skills such as reading labels, comparison shopping, and budgeting. A variety of cooking labs teach students kitchen safety as well as introduce them to new ways to incorporate more fiber and lower fat into their diets. Each student participates in active learning through practical relevant activities that teach essential life skills.

The broad objectives of the curriculum are to:

- Develop skills which lead to effective decision making, problem solving and management in the home, school, community and workplace.
- Develop concepts and skills basic to home and family responsibilities.
- Develop personal skills which will enhance employment potential.

Agricultural Careers- 20 Weeks

The course is a half year course that introduces students to the wide array of possible careers available in and related to the agricultural industry in our state and nation. The course fulfills a quarter credit of the health and careers requirement. Students will look at various careers in agricultural as well as participating in hands on activities. This course also discusses everyday care of pets, plants, food **choices and topics relative to our immediate area.**

ART & MUSIC

Art (Grades 7-8) - 20 Weeks

7th, and 8th grade Art are all 20 week courses, which continue on the development of the Elements of Art and Principles of Design. Each year the both of these areas will be broken down into a strong focus for the students to develop stronger skills and techniques in this area.

General Music (Grades 7-8) – 20 Weeks

These courses are offered to expose students to various musical forms-including classical and pop music. In addition, focus is placed on the orchestra in terms of the instrument families, literature, and composers. Basic skills are taught on instruments such as recorder, and piano for use in later life. Experiences are provided for producing a variety show, school dance, or performance by our school ensembles. Exploration of vocal styles and development along with historical perspective is supplemented by the Silver Burdett-Ginn Text.

Junior High School Band (Grades 7-8) 40-Weeks- Every Other Day

Members are students who play band instruments in grades 7, and 8 and who have successfully completed Elementary Band in 5th grade. Rehearsals are during the school day, every other day. The band performs two concerts each year for family and friends. Junior High School Band is an elective course and is included on the student's report card. At the middle school level there are not only at-home practice requirements, but each student must show proficiency in basic music theory at each grade level. Parade opportunities such as honor guard, color guard and marching with the High School Band are available.

Junior High School Chorus - 40 Weeks- Every Other Day

Junior High Chorus is a beginning experience in 2-3-part singing for 7th and 8th grade students. Rehearsals are scheduled as a class in the daily schedule every other day. Junior High School Chorus is a developmental and exploratory exposure to the vocal repertoire and gives eligibility for participation in All-County and area All-State chorus festivals, as well as County solo and NYSSMA spring solo evaluation. This is a graded class included on the report card. Concerts: winter and spring arts festivals are required, in addition to an outside of school performance.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - 40 Weeks

All students are required by New York State Education Department to complete two credits of physical education as a graduation requirement.

The physical education program consists of a variety of team and individual activities designed to promote skill development, acquisition of knowledge, physical fitness, and emotional and social development.

Physical education is included in the overall average. Graduation requirements include the following: each student must be competent in at least six (6) activities and proficient in at least three (3) activities.

All students in grades 7-12 are required to take a unit of swimming and physical conditioning each school year.

In order to receive credit, students must participate at a satisfactory level and complete all class requirements. Written examinations and skill evaluations are a part of each unit for students in grades 7-12. Students receiving Incomplete grades must make up all work before credit will be issued.

For Swimming: Each student must bring a suit - girls' swimsuits should be one piece or tankinis - no bikinis allowed. Also, cut off shorts are not allowed. Towels will be provided, but students may choose to bring their own.

For Physical Education: Each student must have sneakers (cleats are OK for outdoor activities), shorts, and a T-shirt. Sweatshirts and sweatpants are also permitted.

SPECIAL EDUCATION AND SUPPORT SERVICES

Consultant Teacher Services 7-12

Students are evaluated and programs are developed by the Committee on Special Education if the student meets state established criteria. Push in or pull out, direct or indirect services. Specially designed individualized or group instruction provided by a Special Education Teacher to aid students in benefiting from regular education classes, adjusting the learning environment, or modifying their instructional methods.

Learning Center 7-8

Specialized instruction is offered and reinforced by a special education teacher or TA support. Students are evaluated and the Committee on Special Education develops programs if the student meets state established criteria.

SENIOR HIGH

ELIGIBILITY REQUIREMENTS FOR PROMOTION: High School Classes

The passing school grade and regents grade in the High School is 65%. The following requirements must be met:

1. **FRESHMEN** - successful completion of middle school courses including English and Social Studies*.
2. **SOPHOMORES** - must have passed at least English 9, Social Studies 9, plus one unit of math, and one unit of science. *
3. **JUNIORS** - must have passed English 10, Social Studies 10, plus a second unit of math, and a second unit of science or have at least a total of 9 units of credit. *
4. **SENIORS** - must be registered in courses at the beginning of the senior year that will lead to graduation. Students entering 12th grade in September, 2001 and beyond will need to have completed three (3) units of math and science in order to graduate.

REPEATING: If a student fails a course, he/she must attain an average of 65% or higher prior to enrolling in the next course. This may be accomplished by attending summer school or obtaining a private tutor. If a student does not attend summer school, he/she will be required to repeat the mandated course the following academic year rather than proceeding to the next level course. Repeating a course in either English or Social Studies the following year WILL affect graduation status.

Example: if a student fails Algebra and does not go to summer school, he/she must retake Algebra over the following academic year before being allowed to go onto the next level math course.

SUMMER SCHOOL POLICY

SUMMER SCHOOL: A student attending summer school and earning a grade of 65% or higher for the entire summer school course will be eligible to go onto the next level of the course.

PRIVATE TUTOR: When repeating a course for credit: The tutor must be certified in the designated subject area and work with the student a minimum of 30 hours for a 1.00 credit (full year) course, or 15 hours for a .50 credit (half year) course. Tutoring requires prior consultation with Counseling and Administration.

DROPPING A COURSE

It is our philosophy at York Central School that all students need to maintain a challenging course of studies throughout their Middle School/Senior High experience. Our belief, based on feedback from business and industry, college representatives and military personnel, is that students need to take and successfully complete a challenging course of studies. Courses currently offered at York Central provide our students with the opportunity to achieve their future goals.

Dropping a Course Within First Five (5) Weeks

- Any course drop/change needs to take place within the first five (5) weeks of a course after the appropriate course drop procedures (see below) have been followed. Courses may not be added after the 5 week marking period.

COURSE DROP PROCEDURES

1. A student must initially talk with the classroom teacher about concerns pertaining to the course. The student will then obtain a drop/add form from the counseling office.

Upon picking the form up from the Counselor the following will be discussed:

- A. the effect dropping a course will have on high school sequences and graduation requirements,
- B. the effect dropping a course will have on college or job preparation,
- C. course replacement options.

If dropping a course is still a request after the student and counselor meeting, the student will obtain a COURSE DROP PERMISSION form. This form needs to be returned to the Counselor.

2. If requested by any of the involved parties, a parent/teacher/counselor conference will be scheduled at any time during the course drop process.
3. If the result of this process is that a student drops a course, he/she must select a replacement course in line with the existing study hall cap. (Students should have no more than two 40-minute study halls in a 9 period day).

Dropping a Course between Five (5) and Ten (10) Weeks

If dropping an assigned course becomes a necessity after the first five weeks but prior to ten weeks of a course, a student the following procedures listed above and also understand the following:

- If a course is dropped after Five (5) weeks but prior to Ten (10) weeks, a student will receive a withdraw/fail or withdraw/pass recorded on their transcripts.
- Seniors who have previously applied to college, will have an updated transcript forwarded to the institutions they have applied to.

Courses may not be dropped after the 10 weeks

Course average at the time of the drop will be maintained for eligibility requirements until the end of the 5 or 10 week grading period.

HIGH SCHOOL MINIMUM COURSE REQUIREMENTS

English

All students are required by New York State Education Department to complete **four** units of English. Therefore students are required to take one credit of English a year. All students must pass the Common Core English Regents examination given in 11th grade. Available courses are shown in the English department section of this booklet.

Social Studies

All students are required by the New York State Education Department to complete **four** units of Social Studies. Seniors must take 1/2 unit of Participation in Government and 1/2 unit of Economics. Therefore students are required to take one credit of Social Studies a year.

Mathematics

All students are required by the New York State Education Department to complete **three** units of Mathematics.

Science

All students are required by the New York State Education Department to complete **three** units of Science.

Fine Arts

All students are required by the New York State Education Department to complete a minimum of **one** unit in Fine Arts. This may include Studio in Art, Music in Our Lives or Design and Drawing for Production.

Physical Education

All students are required by New York State Education Department to complete **two** units of Physical Education. Each year of Physical Education is ½ unit of credit.

Language other than English

All students are required by New York State Education Department to complete two years of study in a language other than English by the end of their freshman year.

Diploma Requirements:

- Students need to maintain 6.5 academic credits per semester.

REGENTS DIPLOMA

ADVANCED DESIGNATION REGENTS DIPLOMA

English	4 units	English	4 units
Social Studies	4 units	Social Studies	4 units
Mathematics	3 units	Mathematics	3 units
Science	3 units	Science	3 units
Health Education	1/2 units	Health Education	1/2 units
Art or Music or DDP	1 unit	Art or Music or DDP	1 unit
Physical Education	2 units	Physical Education	2 units
Sequences/Electives	3.5 units	Sequences/Electives	1.5 units
<u>Second Language</u>	<u>1 unit</u>	<u>Second Language (a)</u>	<u>3 units</u>
	22 UNITS		22 UNITS

- (a) Students acquiring 5 units in art, music, business, technology or Career and Technical Education may be exempt.

Accelerated Graduation

Students who are interested in graduating during their junior year must satisfy the following requirements:

- Announce his/her intent at the junior scheduling meeting
- Have maintained an 85 average during their high school career
- Have over 12 credits towards graduation satisfied
- Completed all Regent requirements to date
- Student must be in good standing
- A parent/counselor meeting must be held prior to being scheduled

The following must be understood by the student:

- The senior trip is only a one-time event
- Students accelerating may not be ranked with the class
- Additional classes at summer school must be paid for by the student
- Student is responsible for any and all dues needed for their class
- Senior class events may only be done once by the student

Course weights and GPA calculation

YCS uses a weighted grade point average in order to encourage our students to take as rigorous a course load as possible in order to best prepare them for entry into college and/or the workforce. The purpose is not to inflate a student’s grade point average, but rather to recognize the accomplishments of students in appropriately tough courses. Although all courses taught at YCS are academically challenging, courses with a greater degree of difficulty such as AP and college credit bearing courses are weighted heavier than other less challenging courses at the school. The weighting system is as follows:

<u>Course difficulty</u>	<u>Weight</u>
Local /Regents level courses	1.00
College Credit and Honors Courses	1.05
AP courses	1.10

Official grade point averages are determined by using final grades for all completed courses. Those grades are then multiplied by the course weight to determine quality points, which are then divided by the total number of units a student has completed. Class rank is calculated using weighted averages.

TESTING

P.S.A.T.:

The P.S.A.T. (Practice Stanford Achievement Test) is offered by the College Board and is administered in October during the school day. The standardized test is meant to give students a chance to experience what it may be like on the S.A.T. All Juniors and Sophomores are invited to take this examination. The P.S.A.T. is also the National Merit Scholarship qualifying test, which means Juniors who score well compete to earn scholarship money. Students are responsible to pay for the P.S.A.T. examination. If a student cannot afford the payment, a fee waiver may be requested. Students must see their counselor to obtain the necessary information. The test is given in October and students and parents will be made aware of its date and time.

SAT I, SAT Subject Test AND ACT:

The college entry exams, S.A.T. and A.C.T. are not offered at York Central School except for special administrations for students with disabilities. They are available in nearby communities. These are usually taken in the spring of the Junior year and/or fall of the Senior year. Registration materials for S.A.T. I and II and A.C.T. are available in the Guidance Office. Please see www.collegeboard.com or www.act.org for any questions or contact your school counselor. If you are a student with disabilities and would like to apply for accommodations on the SAT you must inform your counselor in writing by February of your Sophomore year.

HIGH SCHOOL CREDIT BY EXAMINATION

The Regents Action Plan mandates that a student may earn a maximum of 6 1/2 units of credit toward a diploma without completing units of study for such units of credit if:

- a. based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a nonpublic school, or his or her designee, determine that the student will benefit academically by exercising this alternative;
- b. the student achieves a score of at least 85%, or its equivalent, as determined by the commissioner, on a State developed or State-approved examination;
- c. the student passes an oral examination or successfully completes a special project to demonstrate proficiency, as determined by the principal, in the subject matter area; and
- d. the student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204 (2) of the Education Law, until the age of sixteen pursuant to section 3204 and 3205 of the Education Law.

A student at York Central School will follow the procedure listed below for High School Credit by Examination:

1. A student must consult with his/her school counselor for the opportunity to earn credit by examination.

2. The student's application will be reviewed by the department(s) in which the course(s) are part of the educational program.
3. The department will determine the specific requirements to be completed to earn the credit. (i.e.)
 - a. The exam to be taken (Regents required where available.)
 - b. Oral Exam or Special Project to be completed.
 - c. Review of past academic performance.
4. Submit application with departmental requirements to the Principal for approval.
5. The student will fulfill the requirements for the credit.
6. The student will submit a statement signed by the department chairperson that the requirements have been satisfactorily completed, together with the grade, to the Counseling Office. The grade and credit earned will be entered on the student's permanent record card.
7. A course of study involves attendance, homework assignments, quizzes, tests, and other activities. To receive Regents credit for a course of study, the Regents examination that is administered at the end of the course must be passed. The granting of credit for a state course of study is not based solely on the results of the State Examination.

GENESEE VALLEY EDUCATIONAL PARTNERSHIP, BOARD OF COOPERATIVE EDUCATIONAL SERVICES CAREER & TECHNICAL EDUCATION TECHNICAL ENDORSEMENT FOR STUDENTS

Students in Career & Technical programs at Genesee Valley Educational Partnership (GVEP) are eligible to graduate from high school with a technical endorsement on their Regents diploma. Students earning a technical endorsement have successfully completed a set of high level industry-based performance standards, giving them an added advantage when seeking employment or further education.

All GVEP/BOCES CTE programs have met State Education Department requirements for technical endorsement. These include curriculum, post-secondary articulation, and technical assessment of student performance, work-based learning experiences, and work-skills employability profile.

C DOS- Worked Based Learning

Work based learning courses are opportunities for students to earn a NYS CDOS credential to identify work readiness skills. These courses will be identified as CDOS-WBL near the title. In order to receive the credential the student will work with identified case managers and the high school counselor.

COLLEGE LEVEL /ADVANCED PLACEMENT COURSES

Purpose: To offer College Level courses to students who possess the academic ability and motivation. Some courses are offered for AP credit, some College Credit through Genesee Community College (GCC) or Alfred State College. Courses may also be Dual Credit, whereas the same course is offered for both AP and College Credit.

*ADVANCED PLACEMENT COURSES

The philosophy of the AP program is to prepare students for the rigors and expectations of college courses. Credit can be obtained in Advanced Placement courses by completing the Advanced Placement test through the College Board. The tests are given in May and the cost is the responsibility of the student. Colleges choose to grant credit for an AP Course based on the grade received on the AP exam, with scores that range from 1 to 5 (5 = extremely well-qualified, 4 = well-qualified, 3=qualified, 2 = possibly qualified, 1 – no recommendation.) Most colleges will grant credit for scores of 3 or higher. A few require at least a 4. More information can be found at: <http://apcentral.collegeboard.com/>

**COLLEGE ENRICHMENT COURSES

Credit is earned through Alfred State College or Genesee Community College. These costs represent a substantial savings to our students by incorporating them into their high school schedule. The cost is the responsibility of the student. In order to receive college credit, students must officially register with the college associated with that course (either Genesee Community College or Alfred State College) early in the school year and the student is responsible to pay the required fee. A representative from the college will come to class sometime during the first two weeks to distribute registration materials. In addition, in January, students will need to register again and pay an additional fee for the spring semester.

Dual Credit College and AP

Department

ADVANCED PLACEMENT COURSES*

Advanced Placement US History	Social Studies
Advanced Placement World History	Social Studies
Advanced Placement English Literature and Composition	English
Advanced Placement English Language and Composition	English
Advanced Placement College Biology	Science
Advanced Placement Chemistry	Science
Dual - Advanced Placement Physics 1 or Physics C	Science
<i>GCC - Phy 121/122 (Algebra based) or 131/132 (Calc Based)</i>	
Dual- Advanced Placement/College Level Participation In Govt. <i>Alfred State PLSC 1043</i>	Social Studies
Dual- Advanced Placement/ College Level Economics <i>Alfred State ECON 1013</i>	Social Studies
Dual- Advanced Placement/College Level Calculus <i>Alfred State MATH 1084</i>	Math
Dual- Advanced Placement Computer Science Principles <i>GCC CIS125 (fall semester dual, 3 credits)</i>	Math
Dual- Advanced Placement Computer Science A	Math

<i>GCC CIS219</i> Advanced Placement Statistics	Math
COLLEGE COURSES**	
College Level Drawing <i>GCC ART 110</i>	Art
College Level Painting <i>GCC ART 114</i>	Art
College Level Spanish III <i>GCC SPA 101, SPA 102</i>	Foreign Language
College Level Spanish IV <i>GCC SPA 201, 202</i>	Foreign Language
College Level Algebra 2 Common Core <i>GCC MAT 136</i>	Math
College Level Statistics (one semester / ½ year) <i>GCC MAT 129</i>	Math
College Level Precalculus <i>GCC 140</i>	Math
College Level Introduction to Computers <i>GCC102</i>	Math
College Level Computer Programming <i>GCC CIS 125</i> (one semester/ ½ year)	Math
College Level Web Development <i>GCC CIS 109</i> (one semester/ ½ year)	Math
College Level Psychology <i>GCC PSY 101</i>	Social Studies
College Level Sociology <i>GCC SOC 101</i>	Social Studies
College Level Forensic Science <i>GCC CRJ 125</i>	Science
College Level Computer Programming in Science <i>GCC CIS 127</i> (one semester / ½ year)	Science
College Level Music Appreciation <i>GCC MUS 102</i>	Music
College Level Advanced Architecture <i>GCC EGR 103</i>	Technology
College Level English/College Composition <i>GCC ENG 101</i> (pending GCC and Board approval)	English
College Level English/Composition in the Humanities <i>GCC ENG 105</i> (pending GCC and Board approval)	English
College Level English/Intro to Creative Writing <i>GCC ENG 214</i> (pending GCC and Board approval)	English
College Level Film/American Cinema <i>GCC CIN 246</i> (pending GCC and Board approval)	English

COURSE DESCRIPTIONS

College Level and AP courses are distinguished using the following: **AP (Advanced Placement)*
** *College Credit Course (Genesee Community College or Alfred State College)*

ENGLISH

English 9 Regents - 40 Weeks - 1 Credit /

English 9 is a course designed to offer a comprehensive program of reading, writing, grammar, and other related language arts skills. With the completion of English 10, all students will have exposure to, and have practice in, each of the various elements covered on the English Language Arts Common Core Exam taken during their junior year.

Major pieces of literature in English 9 **may** include *Animal Farm* by George Orwell and *The Tragedy of Julius Caesar* by William Shakespeare, plus one other major work that varies from year to year. Time is also spent reading non-fiction, poetry, short fiction from a variety of authors, and independent novels chosen specifically by the students (one per semester).

English 9 Honors- 40 weeks 1 Credit

Honors 9 is the first year of an advanced track in the English department. Admittance to this course is based on the recommendation of the 8th grade ELA instructor and/or permission from the 9th grade instructor.

Honors English 9 is a course designed to offer an advanced program of reading, writing, and other related skills. While the course may use some of the same texts as the Regents classes, the activities and lessons will often vary greatly. The historical significance of texts will be explored, as well as how the text continues to be relevant in today's society. Academic writing is also a major point of focus. Through practice and revision, students will be able to demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.

Major pieces of literature in Honors English 9 **may** include *Animal Farm* by George Orwell and *The Tragedy of Julius Caesar* by William Shakespeare, as well as *To Kill a Mockingbird* by Harper Lee and one other work that may vary from year to year. Time is also spent reading non-fiction, poetry, and short fiction from a variety of authors. In addition to assigned classroom readings, students will be responsible for independently reading one novel, of their choice, each quarter and completing a write-up.

English 10 Regents - 40 weeks - 1 Credit

English 10 is a course designed to offer a comprehensive program of reading, writing, grammar, and other related language arts skills. With the completion of English 10, all students will have exposure to, and have practice in, each of the various elements covered on the English Language Arts Common Core Exam taken during their junior year.

Major pieces of literature in English 10 include *Fahrenheit 451* by Ray Bradbury, *The Tragedy of Romeo and Juliet* by William Shakespeare, and *The Book Thief* by Markus Zusak. Time is also spent reading poetry, short fiction from a variety of authors, and independent novels chosen specifically by the students. Students will also work to create a variety of speeches for a public speaking unit.

Additionally, students will work through the research process and develop an in-depth synthesis research paper and corresponding presentation at the end of the school year which constitutes the final exam.

Honors English 10 - 40 weeks - 1 Credit

Honors 10 is the second year of an advanced track in the English department and students will receive course credit from Genesee Community College if a passing grade is achieved. Admittance to this course is based on the recommendation of the 9th grade ELA instructor and/or permission from the 10th grade instructor.

Honors English 10 is a course designed to offer an advanced program of reading, writing, and other related skills. Students will be able to create and sustain arguments based on readings, research, and personal experience and write for a variety of purposes. A heavy focus will be placed on the connections between text and society. Academic writing is also a major point of focus. Students will be able to produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions. Through practice and revision, students will be able to demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.

Major pieces of literature in Honors English 10 include *Fahrenheit 451* by Ray Bradbury, *The Tragedy of Romeo and Juliet* by William Shakespeare, *All Quiet on the Western Front* by Erich Maria Remarque, *The Cellist of Sarajevo* by Steven Galloway, and *Station Eleven* by Emily St. John Mandel. In addition to assigned classroom readings, students will be responsible for independently reading one novel, of their choice, each month and completing a write-up. Students will also work through the research process and develop an in-depth synthesis research paper and corresponding presentation at the end of the school year.

English 11 Regents- 40 weeks - 1 Credit

The 11th year English program is the key year in preparing all juniors to take the Common Core English Language Arts exam. This exam, introduced for the first time in 2014, presents a formidable challenge to every student. Everything we do in English 11 will have some direct relevance to the different sections of the new exam.

Major pieces of literature in the junior year of English include the reading of *Into The Wild*, by Jon Krakauer, if time allows *The Things They Carried*, by Tim O'Brien. Time is also spent in reading poetry and short fiction from a variety of authors. In addition, students will begin thinking seriously about their future with a college search project and the year will culminate in an in-depth research project in which students both write a paper and deliver a presentation to their classmates.

***AP® English Language and Composition - 40 weeks (Can be used for 1 credit of English)**

This course is intended to prepare students for the AP® exam in English Language and Composition that is given in May each year. This course will challenge students with college level work, and as such it is important for students to possess sufficient command of prose and the ability to read and analyze difficult texts. Students will study a broad range of authors and genres. We will closely examine the cultural context of literature and will emphasize the role of language conventions (e.g., diction, syntax, tone) in conveying the author's purpose. In addition to literature, course readings will feature expository, analytical, personal, and argumentative texts from a diverse variety of authors and historical

contexts. Such works will include essays, letters, speeches, images, and imaginative literature. Through the rigorous study of the assigned texts, students will develop heightened command of their own writing, with a greater awareness of purpose and strategy.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to demonstrate effective time management, which will be immensely important in this course. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose at an advanced level. The course is constructed in accordance with the guidelines described in the AP® English Language and Composition Course Description.

Specific assignments will be given to students to complete over the summer before the course starts in September. For this reason, all students interested in taking the course must meet with the instructor before the end of their sophomore year. **Entrance into this course should be based on the recommendation of the 10th grade ELA teacher and/or at the discretion of the AP® instructor.**

***GCC ENG 101 - College Composition (pending GCC and Board approval) 20 weeks -Fall -.50 credits**

Per the GCC course catalog: Concentrates on the rhetorical principles and strategies essential for clear, effective academic writing. Emphasizes the stages of the writing process and the critical thinking skills necessary to create appropriately researched and documented college level prose. Draws readings and models for analysis from a variety of college level sources. Requires students to produce a minimum of 20 pages of writing, excluding exercises and quizzes.

***GCC ENG 105 - Composition in the Humanities (pending GCC and Board approval) 20 weeks -Spring- .50 credits**

Per the GCC course catalog: Continues the study of composition strategies introduced in ENG 101 by focusing on writing within the humanities. Emphasizes critical thinking skills and rhetorical principles commonly employed in writing about expressions of the human experience. Examines literature, film, visual arts, and performing arts in some combination. Students produce 20 to 25 pages of text. Prerequisite: ENG101.

*These GCC courses are likely to be offered only to juniors and seniors.

English 12 Regents – 40 weeks – 1 Credit

English 12 is designed to challenge students through both reading and writing and to prepare them for life beyond high school. Students will prepare a resume and cover letter for mock employment and will write their college application essay in class. Students will participate in a cross-curricular research component with Participation in Government in which they will focus on a topic facing society today. They will explore the topic's background, current and future implications, develop skills necessary in college-level writing, and present their research in our school's annual Poster Fair. In addition, students will partake in creative writing opportunities in the form of a profile article, children's book, and daily vocabulary sentences. Students will be exposed to both creative and technical writing and will also read two memoirs of their choice throughout the year. All in all, English 12 expects students to be leaders of their own learning and to develop proficiency in a variety of communication skills. **CDOS WBL**

***AP English Literature and Composition – 40 weeks (Can be used for 1 credit of English)**

This course is intended to prepare students for the AP exam in English Literature and Composition that is given in May each year. It will be reading- and writing-intensive. Students will complete such tasks as reading a variety of novels and full-length plays (a *minimum* of 8 will be covered throughout the course), studying vocabulary in detail, and taking practice exams. In addition, preparatory reading is expected before beginning the course. Specific assignments will be given to students to complete over the summer before the course starts in September. For this reason, all students interested in taking the course must meet with the instructor before the end of their junior year, either individually or at a parent/student information night (date TBA). Assignments for summer reading will be distributed at that time.

Creative Writing - 20 weeks Fall- ½ Credit [Credit for GCC ENG214 (Intro to Creative Writing) pending GCC and Board approval]

Creative Writing is a 20-Week course designed for any high school students wishing to hone their creative writing skills (though preference shall be given to seniors wishing to take the course). The course's vision is to enable students to objectively revise creative writing pieces in a variety of genres in order to prepare them for publication. This course will be writing-intensive. Students will be expected to complete daily or near-daily short writings as well as many longer works or collections. The work in this class will be a combination of some reading, lots of writing, presenting, and discussion - both in collaboration with classmates and independently. There will often be writing workshops designed to give each other feedback on various writing pieces. Class discussion and participation will be crucial. As this is an elective course, students are to understand that their passion and engagement are requirements of the class. Students will have a great deal of say when it comes to the content that they compose, so their continued interest and involvement will be expected.

This course is to have a cap of **15 students due to the quantity of writing that will be completed.

Behind the Scenes - 20 weeks (SPRING) - ½ Credit [credit for GCC CIN246 (American Cinema) pending GCC and Board approval]

Behind the Scenes is a 20-Week course offered in the spring that is designed to educate students who are at least 17 years of age (on the first day of the course) on many aspects of filmmaking: filmmaking techniques, script writing, etc. The course's vision is to enable students to explore what makes up a movie, TV show, commercial, etc., beyond which actor is in it or how much "action" it contains. This will help students become better critics of various forms of visual media as they develop the skills necessary to discuss or write about strengths and weaknesses in filmmaking. The world of visual media is constantly changing. Therefore, there will be ongoing assignments and film studies, but we will also remain flexible enough to incorporate new and upcoming movies, commercials, and TV shows. We will also explore various genres of film, including documentaries, comedies, dramas, etc. Ideally, the course will culminate with students working in small groups to compose a short film of their own, from start to finish, including script writing, filming, and editing, which might then be showcased in a film festival or assembly here at the school. There will be reading, writing, and debating, in addition to watching films. There will also be a focus on student engagement in the class. Because this is an elective, students will be expected to show a strong interest in the course material by participating actively in class discussions

and activities. Students may choose some of the materials shown to and discussed in the class, so it is essential that active participation be employed.

Graphic Novels and Society - 20 weeks .50 credits (COURSE OFFERED ONLY TO SENIORS)

This course is an in-depth study of the nature and content of graphic novels. Through discussion and interaction with various texts, students will examine each author's approach to storytelling, character development, and the use of images. This course combines literary and historical approaches to investigate one of the most rapidly growing and increasingly influential forms of literature: the graphic novel. Popular yet understudied for over a century, comics are now critically recognized as a major form of communication and contemporary creative arts. The course represents an interdisciplinary approach to knowledge mirrored by the graphic novel's joint ancestry in fine arts and literature, as well as a burgeoning life in film. It will include a historical overview of the form's development across the twentieth and twenty-first centuries, complete with analysis of relevant broader institutional and cultural factors illuminating the growth of American media culture more generally.

Providing students with the critical skills necessary to read and understand this deceptively complex medium—and visual storytelling in general—the course exposes students to a series of works that define and redefine the genre while illustrating a variety of artistic & storytelling approaches to central themes of the American experience: family, politics, sexuality, social class, censorship, violence, cultural and ethnic diversity.

The reading list will represent the various genres of graphic novel (memoir, fantasy, fiction, social criticism, and world history). Readings will include classic and contemporary works by writers and artists such as Alison Bechdel, Charles Burns, Neil Gaiman, Frank Miller, Alan Moore and Dave Gibbons, Marjane Satrapi, Jeff Smith, Art Spiegelman, Chris Thompson, and others. In addition, we will read selections from graphic narrative theory and comics history, beginning with Scott McCloud's *Understanding Comics*. Assignments will include weekly journal entries, response papers, and a final exam where the students will be responsible for creating their own “publishable” short graphic novel/comic book.

Sports in Society- 20 weeks

This 20-week course is designed to challenge students to think critically and analytically about the world of sports. Sports, ranging from youth to professional, is a dynamic environment that provides stimulating, thought-provoking material on a daily basis. In this course students are required to participate in that evolving conversation. Students will evaluate the role of sports in their lives, the lives of their friends and family members, their impact on society today, and their place in historical events. They will seek understanding from a variety of sources, including teachers and coaches. They will be asked to look at sports through a variety of perspectives, from favorite sports franchises they choose to follow throughout the course to the roles that sports play in foreign cultures. Student understanding of the sports landscape will be challenged, clarified, and broadened. This is a class in which open discussion is not just expected, it's required. Students must be willing to discuss, debate, and converse about sports and should come to class every day with energy and passion.

Sports Marketing - 20 weeks

This is a distance learning course taught in conjunction with the YCS English Department

This course is designed to introduce you to the growing impact that sports have on our economy. You will have the opportunity to explore the sports and recreation industries and how each uses marketing basics to promote their "product" to their target customer. This is a project-based course.

Upon completion of this course, you will be able to:

1. Draft a "fantasy" team and use the marketing mix concepts to promote your new "franchise."
2. Run your own professional sports team using an online simulation.
3. Identify & define the functions of marketing in sports.
4. Relate how sports are used to market products through sponsorship, promotion & endorsements.
5. Design marketing plans throughout your projects that will include all aspects of promotion: advertising, publicity, selling, sponsorship, etc.
6. Explore exciting careers in the sports marketing industry.

Public Speaking - 20 weeks

This 20 week course will introduce the practical skill of public speaking as a fundamental aspect of student's academic, social, and work lives. The course will focus on the construction and delivering of effective informational, persuasive, and special occasion speeches. To prepare students to deliver effective speeches they will be required to study various types of speeches, read and listen to model speeches, and learn how to research to effectively support their ideas. Additionally, students will learn how to analyze their audience and benefit from listener feedback while sharpening their critical listening skills. Public speaking is a fear for many people, the goal of this course is to make students feel confident and to learn to manage communication anxiety. Students will be required to write, research, and deliver speeches throughout the course. Active participation is critical for success.

SOCIAL STUDIES

Global History and Geography- 40 weeks - 1 credit / Global History and Geography II- 40 weeks- 1 credit

The Global History and Geography curriculum is designed to focus on the five Social Studies standards, common themes that recur across time and place, and eight historical units. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five Social Studies standards, they will have multiple opportunities to explore the content and intellectual skills of History and the Social Science disciplines. A successful passing grade on State Regents exam is required for graduation.

United States History- 40 weeks- 1 credit

This core curriculum lists examples that describe how individuals and groups throughout history have challenged and influenced public policy and constitutional change. These examples and this course of study should help students understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference. This core curriculum is organized into seven historical units. The State Regents examination for United States History and Government will be based on the content in this core curriculum. The following concepts and themes in United States history are also emphasized in this curriculum: change, citizenship, civic values, constitutional principles, culture and intellectual life, diversity, economic systems, environment, factors of production, foreign policy, government, human systems, immigration and migration, individuals, groups, institutions, interdependence, physical systems, places and regions, reform movements, presidential decisions and actions, science, and technology. A successful passing grade on State Regents exam is required for graduation.

Participation in Government - 20 weeks – ½ credit

This course will provide an understanding of the functions of the government at the federal, state, and local levels. The course will include the basic structure of each level of government and analyze different political issues that must be addressed at each level. The course also includes analysis of the court system and the significance of several court case decisions. In addition, the term “participation” will be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring, and discussing issues and policies are the fundamental participatory activity in a classroom. **CDOS WBL**

Economics - 20 weeks – ½ credit

The study of economics should provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The course provides an overview of real-life decisions about employment options, consumer choices, and personal finance. It will emphasize how economic decisions are made and how they affect our daily lives. From personal income and property taxes to automobile loans to retirement investments, students will need to apply the basic economic concepts, understandings, and skills included in this course overview below. An understanding of basic economic concepts such as supply and demand, opportunity costs, the business cycle, resources, scarcity, and economic growth will enable students to analyze local, state, national, and international economic questions and issues. The course is designed to be used with all students, emphasizes rational decision-making, and encourages students to become wiser consumers as well as better citizens.

Local Government Internship (Enrichment)

The purpose of this course is to permit selected students a "hands-on" experience within the framework of their own local government. Selection: Students who have an average of 85% or higher within the Social Studies department or receive recommendation from the department may interview for the positions available. The interview process will take place in front of the entire department and the High School Guidance Counselor. Each candidate should be prepared to answer a number of questions

ranging from current events, historical significance, and governmental issues.

Objectives: As a result of this project, students selected will be able to:

- 1) Gain an understanding of their local government & community issues
- 2) Help gather and interpret information for the Town
- 3) Experience the real workings of their own local government
- 4) Participate on the Town Community Input board and other boards of their interest enabling them to understand the actual “nuts & bolts” of local government.

Project Requirements:

- 1) Students must keep a journal of their daily activity
- 2) Students, toward the end of the semester, must be available to give the government classes feedback on their local government via a lecture for one class period
- 3) Students must actively participate on the various boards in which they are to serve
- 4) Students will be required to sign a log book at the Town Clerk's office accounting for their time spent.

Evaluation: A five week evaluation of the candidates will occur that coincides with the school's evaluative period. The Town Supervisor, the Town Clerk and the Cooperating teacher will determine the grade on a pass/fail basis.

***AP World History I - 40 weeks- 1 credit/ AP World History II - 40 weeks- 1 credit (fulfills Global History I and Geography II requirement)**

AP World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

***AP United States History – 40 weeks – 1 credit (fulfills US History requirement)**

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance, and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.(Course Description taken from:

http://www.collegeboard.com/student/testing/ap/sub_ushist.html

Dual Credit - *AP United States Government and Politics / PLSC 1043- United States Government and Politics-20 weeks – ½ credit (Fulfills Participation in Government requirement for graduation)

AP US Government and Politics is a half year course designed to help students develop critical thinking skills through the understanding of government and politics in the United States. This course will give students an analytical perspective on government and politics in the United States by including the study of general concepts used to interpret U.S. politics. Students will analyze American political institutions and will focus on the Congress, President, and the U.S. Supreme Court. The course will also include a brief description of the New York State government and local governments within New York State. Some of the course topics include separation of powers between branches of government, expansion of the federal government in the twentieth century, political party evolution in the United States, and current issue affecting American politics. Completion of this course should adequately prepare students to take the Advanced Placement Exam in the spring of the school year and fulfills the New York State Participation in Government requirement necessary for graduation. This course provides an introduction to American Government. American Government and Politics is a one semester and is designed to help students develop critical thinking skills through the understanding of government and politics in the United States. This course will give students an analytical perspective on government and politics in the United States by including the study of general concepts used to interpret U.S. politics. Students will analyze American political institutions and will focus on the Congress, President, and the U.S. Supreme Court. The development and historical growth of government will be discussed as well as the effect of government on diverse social groups. Emphasis will also be on national policies regarding the economy, foreign relations, natural resources, and various moral issues, including civil rights and individual liberties. Completion of this course fulfills the New York State Participation in Government course requirement. The completion of this course also provides the opportunity to earn college credit through Alfred State.

Dual Credit - *AP Macroeconomics/ECON 1013-Macroeconomics-20 weeks – ½ credit - 20 weeks (Fulfills Economics requirement for graduation)

AP Macroeconomics a half year course designed to help students develop critical thinking skills through the understanding of economic models and economic concepts. Students will study aggregated indicators such as Gross Domestic Product, unemployment rates, and price indices to understand how the whole economy functions. Students will also analyze various economic theories by weighing the advantages and disadvantages of each policy. Students will use past practices to relate to current economic issues in the United States and determine potential solutions and possible problems with different actions corresponding to fiscal and monetary policy. The course will include the tools the federal government and the Federal Reserve can use to maintain a suitable level of economic growth. This course will be structured to resemble an introductory college course in Macroeconomics and give students an analytical perspective on macroeconomic policy. Completion of this course should adequately prepare students to take the Advanced Placement Exam in the spring of the school year and fulfills the New York State Economics requirement necessary for graduation. This course includes the study aggregated indicators such as Gross Domestic Product, unemployment rates, and price indices to understand how the whole economy functions. Students will also analyze various economic theories by weighing the advantages and disadvantages of each policy. In analyzing the economy we deal with such factors as total output, total levels of employment, and the general level of prices. Topics covered

include the nature and method of economics, supply and demand, measuring domestic output, national income, and the price level, aggregate demand and supply, and fiscal and monetary policy. Completion of this course fulfills the New York State Economics requirement necessary for graduation. The completion of this course also provides the opportunity to earn college credit through Alfred State

Politics and Social Issues in Literature – 20 weeks ½ credit

The purpose of this class is to expose students to political and social issues in literature. Due to the nature of this course in a twenty-week schedule, it will require a heavy reading load. Some works will be controversial; however, the point is to stimulate discussion in class and gain a broader understanding of societal dynamics and pertinent social issues. Students will read five to seven books and/ or short stories, at least one of which will be books read by all in the class. This class aims to make reading fun.

Policy Analysis- 20 weeks ½ credit

This course is an introduction to issue analysis. This course will provide instruction in both simple and more complex methods of issue and policy analysis. It will cover important steps in the process of policy analysis such as identifying data sources and judging data; establishing criteria for analyzing policies; assessing alternatives; choosing among policies. This course will be valuable for students planning a career in public service, will interact with public agencies in the future or are interested in journalism, history or current events.

Course objectives: Students will be able to:

- 1) Identify the basic concepts and techniques of policy or issue analysis.
- 2) Demonstrate competency in the basic techniques of issue analysis through written and oral communication.
- 3) Work cooperatively on a team case study policy or issue analysis project.

Course Topics (not necessarily all inclusive)

What is Policy Analysis
Steps of Policy Analysis
Policy analysis methods
Defining the Problem
Policy Analysis Criteria
Generating Alternatives

**** GCC SOC 101- Sociology– 20 weeks – ½ credit**

Sociology helps us understand how and why people and organizations behave or operate the way they do. Sociologists study economic, political and cultural systems and structures and the interactions of people and groups. This course introduces students to sociology as a discipline and helps them develop critical analysis skills to help examine the world surrounding them. The main goal is to familiarize students with key ideas and concepts within the field. Additionally, this course should enable students to use sociological perspectives to better understand their social world and their own particular circumstances.

**** GCC PSY 101- Psychology – 20 weeks – ½ credit**

Psychology is a basic introduction to the scientific study of human and animal behavior. The course concentrates on areas such as learning, motivation, perception, experimentation, research methods, child development, and abnormal behavior. This course is a study of human behavior and will include such topics as: child development and adolescence, personality theory, psychological disorders, human development, emotions, motivation, thinking, and problem-solving. Course will also focus on neuroses, psychoses, and the understanding of mental illness.

SCIENCE

The Living Environment - 40 weeks - 1 credit: The Living Environment curriculum is designed for understanding important relationships, processes, mechanisms, and applications of concepts pertaining to biological processes. The curriculum is organized to cover nine topics which include: characteristics of living things, homeostasis in organisms, genetics, reproduction and development, evolution, ecology, human impact on ecosystems, scientific inquiry, and laboratory skills. Students taking this course will be scheduled to take a lab class that meets every other day. Laboratory time involves hands-on learning activities and implementation of the scientific method. There are specific labs that will be tested on in part D of the Regents exam. Students must meet the appropriate lab write-up requirements in order to take the Regents exam at the end of the year.

Regents Earth Science - 40 weeks - 1 credit: This course is a study of the Earth's atmosphere, surface, interior and the interactions between them. The approach used is commonly called investigative. It stresses the chain of reasoning from observation and classification, through inference, verification, and prediction, to theory, and generalization. It explains that the chain does not end; for each understanding, there is a further investigation. In this process, we meet basic concepts such as energy and its conservation, cyclic change, and dynamic equilibrium. We are encouraged in our belief that a study of the present can explain the past and foretell the future. This method involves the study of the present to a greater degree than the traditional descriptive approach. As a result, it gives a greater opportunity for direct experience of earth processes that hopefully will sustain and intensify student interest as the course proceeds. The Regents course includes laboratory periods every other day that provides the framework for the inquiry-oriented approach described above. Thirty complete lab reports will be required of each student before the Regents examination can be taken in June. Students who do not meet the lab requirement cannot take the Regents final. Part of the final examination is a laboratory practical.

Regents Chemistry - 40 weeks - 1 credit:

Course Overview: Completion of this course leads to one unit in High School Laboratory Science. Topics of study include, atomic structure, formulas and equations, mathematics of Chemistry, physical behavior of matter, the periodic table, bonding, properties of solutions, kinetics and equilibrium, oxidation-reduction, acids and bases, organic Chemistry, and nuclear Chemistry. Participation in labs and satisfactory reports on such labs are required before the Regents examination can be taken in June.

General Chemistry - non-Regents - 40 weeks - 1 credit: This is a course of study leading to one unit of local credit in High School Science. The New York State syllabus in general Chemistry is the basis for course content. Units of study include similarities and dissimilarities of matter, preparation and separation of substances, structure and properties of simple organic compounds, and other Chemistry related topics. There will be one section focused on environmental issues.

Regents Physics - 40 weeks - 1 credit:

Course Overview: Completion of this course leads to one unit in High School Laboratory Science. Topics of study are based on the New York State Core Curriculum for Regents Physics. This involves describing the physical world using mathematical models. This introductory Physics course is designed to provide students with an understanding of the basic principles of Physics. In this course students will explore motion, energy, electricity, waves, and some quantum theory. This course has a lab component during which we will work in teams to identify problems, make observations and measurements, as well as to design, and perform experiments. Students will create hypotheses and formulate theories about the physical world and its properties. Participation in labs and satisfactory reports on such labs are required before the Regents examination can be taken in June. Students may also enroll in a Local version of the course which will cover the same topics, but without the Regents exam in June to receive a local transcript credit.

Dual Credit *AP Biology: 40 weeks

Prerequisites: Students taking this class must have successfully completed Regents level Earth Science, Living Environment, and Chemistry.

Course Overview:

AP /GCC Biology is taught primarily as AP Biology, with the option to also receive GCC Biology credit hours. This course is taught at the college level and is ideal for the student planning a career in the area of Science. The class includes extensive lab exercise, lecture, and reading. It is the responsibility of the student to pay the fee and take the AP exam offered in May. The AP Biology course is designed to be the equivalent of a college introductory Biology course taken by Biology majors during their first year. All facets of the biological sciences are covered, including Biochemistry, Cellular Physiology, Heredity, Molecular Genetics, Evolution, Animal and Plant Physiology, Human Physiology, and Ecology.

Lab Requirement:/ Extra Time Requirement:

Because the AP curriculum includes twelve required laboratory activities, in addition to regular class time, *all* students taking AP Biology must also be scheduled for a lab every other day. The lab grade will be incorporated into the total class average. In addition, students will be asked to meet several times outside of class, as needed, to cover all material and review.

***AP Chemistry 40 weeks- 1 credit**

This course is taught at the college level. Students taking this class must have successfully completed Regents Chemistry as a majority of the topics to be studied will delve into the material learned in Regents Chemistry with a much greater depth as well as introducing new concepts. Topics covered will include: atomic structure with an introduction into quantum mechanics, molecular geometry (VESPR) and bonding theories, trends in the Periodic Table, chemical thermodynamics, solutions, acid-base reactions, chemical kinetics, chemical equilibrium, organic chemistry, and coordination chemistry. Students will be expected to register for and challenge the A.P. Chemistry Exam given towards the end of the course.

Dual Credit AP Physics 1 / GCC PHY 121/131- 40 weeks 1 credit*Prerequisites:**

Students taking this class must have successfully completed Regents Chemistry, and have completed CC Algebra 2. It is strongly recommended that students have successfully completed Regents Physics and are enrolled in Precalculus or Calculus.

Course Overview:

This course is taught at the college level, covering the mathematical modeling of motion and energy using algebra. AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Students also enrolled in calculus will have the option to take PHY 131 instead of PHY 121.

Note:

This course may be alternated with AP Physics 2 / GCC PHY 122/132 or AP Physics C (PHY 131/132) based on interest. AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. AP Physics C is equivalent to a 1st or 2nd semester college course in calculus based physics. The course covers mechanics and electrodynamics.

Introduction to Forensic Science- 20 weeks (offered as GCC CRJ 125)

This is an introductory forensics class for the high school level. It will be designed *as a twenty week class, for college credit*. Students will be introduced to the wide array of career choices in the field of forensics, some of the specialized fields of forensic science, principles of science, math, law, and technology upon which they are based, and the application of these principles to various analyses of crime scene evidence. They will have the opportunity to explore how scientific principles are used in analyzing evidence found at a crime scene. The fundamental objective is to teach basic processes of scientific and mathematical thinking necessary for solving problems that are related not only to science but to all disciplines. The culminating project will be a “Who-dunnit” mock case.

Physical Computing - 20 or 40 weeks (½ or 1 credit) (offered as GCC CIS 127-)

A course based around creating a variety of electronic circuits and controlling them using computer code. This will be a project-based course where students will utilize a variety of sensors to trigger other events. Projects could include making an alarm system, weather station, gaming system, robots, or other student developed ideas. The course will begin by learning how to construct basic circuits using breadboards, creating code to monitor the sensor, and presenting the information in a usable fashion. It will end with the student designing, creating, and coding their own project.

Environmental Science - 40 weeks (1 credit)

Prerequisites: Students taking this class must have successfully completed Regents level Earth Science and Living Environment.

Course Overview: This course will be divided into four main themes but all content will be intertwined. The themes will be energy and resources, land and water use, human populations and impacts and global changes. All relevant laws, treaties and current events will be discussed with respect to those themes. Students will engage in as much lab and field work as possible. The intent of the course is to increase awareness of global and local issues while giving students an opportunity to apply new and previous science knowledge to the world around them and the decisions they make as a citizen.



HEALTH

Health - 20 weeks – ½ credit (Required) The purpose of this course is to give knowledge of lifelong health and wellness. Diseases related to physical activity, fitness, and nutrition are discussed as well as resources within our area to improve physical activity and fitness. Technology is used to assess individual nutrition and physical activity. Social media and how it related to individuals and diverse populations is part of curriculum as well as preventive reproduction, CPR/AED certification course, suicide prevention (mental health), and current events in health/nutrition.

Advanced First Aid - 20 weeks - ½ credit

Prerequisites: None Grades 9-12

Are you interested in the medical field? Would you know how to react if someone was choking? Would you know what to do for a person who is having a seizure, a stroke, or a heart attack? Would you know how to give rescue breathing, CPR, or control severe bleeding? This course teaches the student how to recognize an emergency and how to act in response as the first link in the emergency system. The focus of this course is to prepare the individual to respond correctly to everyday emergencies. Students will learn First Aid and CPR skills. Those who successfully complete the course may receive several American Red Cross certifications (Responding to Emergency and/or Community First Aid; and/or CPR/AED for the Professional Rescuer). A field trip to a local ambulance & fire department may be included where students will talk with professionals, tour the facilities, participate in hands-on activities as well as explore potential career opportunities.

MATHEMATICS

As of September 2013, all entering ninth grade students and accelerated eighth grade students must take and pass one Regents exam in one of the following High School math courses to gain a Regents Diploma: Common Core Algebra I, Common Core Geometry, or Common Core Algebra II. The Regents Exam will be in June of that same school year.

Algebra I Common Core – 40 Weeks – 1 Credit

Algebra I Common Core is the first math course taught in High School. The topics included in the Algebra I Common Core Curriculum include but not limited to: Functions (Linear, Quadratic, Exponential, Square Root), Modeling of Functions, Polynomials and Statistics. The curriculum is based on New York State Standards of Mathematics.

Algebra I Stretch A- 40 Weeks - 1 Credit

This course is designed for students who have who would benefit from a two year Algebra 1 Course. This is the first section of the two year course. The topics in Algebra I Stretch A will include but are not limited to: linear relationships, functions, arithmetic sequences, systems of linear equalities and systems of linear inequalities. The final exam at the conclusion of this course will be local. At the completion of this course students will move on to Algebra I Stretch B.

Algebra I Stretch B- 40 Weeks - 1 Credit

This course is designed for students who have who would benefit from a two year Algebra 1 Course. This is the second section of the two year course. The topics in Algebra I Stretch B will include but are

not limited to: exponents, polynomials, quadratic functions, sequences, irrational numbers, and statistics. The final exam at the conclusion of this course will be the Algebra I Common Core Exam in June. At the completion of this course students can move on to Geometry Common Core or Applied Geometry.

Geometry Common Core – 40 weeks – 1 credit

Geometry is the second math course taught in High School. The topics in Geometry include but are not limited to: geometric relationships, constructions, locus, informal and formal proofs, transformational geometry, coordinate geometry and an introduction to trigonometry. The curriculum is based on New York State Standards of Mathematics.

Applied Geometry - 40 weeks - 1 credit

This course is designed for students that have completed Algebra I with low pass scores. It is intended to teach geometric concepts at a slower pace than in Geometry Common Core. Topics include but are not limited to transformational geometry, triangle relationships, quadrilaterals, coordinate geometry, area, volume, loci, and basic trigonometry. The final exam at the conclusion will be local. Students, at the completion of this course, can move on to Consumer Math, Geometry Common Core, or Algebra II (Local).

Algebra II (Local) - 40 weeks - 1 credit

This course is designed for students who need more of a challenge than Consumer Math but, feel the pace of Algebra II Common Core may not suit them in their mathematical endeavors. Some topics covered will include prep for the SAT/ACT. Many of the same topics will be studied as they are in Algebra II Common Core. The final exam at the conclusion will be local. At the completion of this course students will either graduate, or move on to Algebra II Common Core.

Algebra II Common Core (offered as GCC Credit MAT 136)

This is the final Regents level math class in the current math program adopted by New York State. It provides for completion of the Advanced Regents Diploma. The pace is rigorous and will remain flexible in the coming years as teachers and state officials adjust to the new program. Understanding of topics previously taught is assumed. Graphic calculators are required for this class. Topics include, but are not limited to, functions, circles, conic sections, trigonometry, probability and statistics, imaginary numbers and application problems from science, finance, physics and pre-calculus. Recommended prerequisite for this class is an 85% in prior high school level math classes and Regents exams.

Consumer Math with Technology

For the third year (or credit) of Mathematics, this course fills the New York State requirement. Topics to be discussed include banking, simple interest, consumer credit, insurance, taxes, and stocks and bonds. In addition, this course will include work on spreadsheets. Our main goal of Consumer Math is to provide student exposure to practical math applications.

Statistics—20 weeks - ½ credit (semester) (offered as GCC credit Mat 129)

Students having completed the Regents requirements for graduation have the ability to take Statistics which is the next logical course of study for students and can often fulfill the college requirement.

Graphing calculators are used daily. Students will learn a range of statistical computations, either by hand (using a graphic calculator) or using statistical software. Students will be introduced to Microsoft Excel and Minitab software packages. Writing assignments are incorporated into the explanation of mathematical topics.

Personal Finance - 20 weeks- ½ credit (semester)

Students having completed the Regents requirements for graduation have the ability to take Personal Finance. This class will prepare students for life after high school. Using technology, the class will explore topics including banking, budgeting, insurance, taxes, purchase of car, apartment, etc. This class is similar to Consumer Math, but offered at a semester pace.

Precalculus - 40 weeks –1.0 credit (offered as GCC credit Mat 140)

Precalculus is a course offered for the college bound student where a fourth course in mathematics is desirable. Prerequisite for this class is recommended to be an 80% on the Algebra II and Trigonometry class. The content is fundamentally that of Analytic Geometry and Advanced Algebra. One of the major topics studied is that of “function”. A variety of functions are given thorough treatment. The concept of absolute value and its applications as well as rational and second-degree inequalities are discussed, as well as the theory of equations. This course also allows time for an in-depth study of graphing calculators, especially its practical applications to loans, mortgages, retirement accounts, and college test preparation. The content is rounded out with the study of matrices. Students may choose to enroll in the class (MAT 140) for college credit through Genesee Community College. Successful completion of the class results in 4 credit hours, transferable to any SUNY college as well as many other colleges and universities. Pre-calculus is a prerequisite for Advanced Placement Calculus.

****Dual- A.P. Calculus (AB Level) - 40 weeks – 1 credit /Alfred State Credit MATH 1084**

The calculus course is definitely a subject geared to the student who loves the study of mathematics and/or anticipates a college program emphasizing Mathematics and Science. Fundamentally, the content of Calculus gives extensive treatment to the limit concept that is the backbone of the two opposite aspects of the course - differentiation and integration. The study continues by defining the derivative, covering several rules of differentiation, and many applications. Finally, integration is defined, techniques of integration are pursued, and again many application examples. Throughout the course, careful attention is given to the pacing of events so as to insure that the student has a thorough understanding of the most important and fundamental aspects of Calculus. Students will also take the Advanced Placement Examination in May that can result in additional college credits being earned. The cost of the examination is the responsibility of the student.

Prerequisites include successfully complete Algebra, Geometry, Algebra II as well as Pre-calculus prior to admittance into Advanced Placement Calculus

AP Statistics - 40 weeks - 1 credit

The AP Statistics course is definitely geared to the student who loves the study of mathematics, Statistics, and writing in Math and/or anticipates a college program emphasizing Mathematics. Fundamentally, the class gives extensive treatment to exploring data, sampling and experimentation, conducting and interpreting studies, anticipating patterns, and statistical inference.

AIS*/Math Labs**

Students may be enrolled in extended math class. With new New York State standards, students with

poor state test performances on certain tests are required by law to be in AIS (Academic Intervention Services). In addition, any student may be assigned to labs for extra help, depending on the availability on such labs. Students may be assigned by a parent/guardian, a math teacher, or they may assign themselves. Furthermore, AIS/Math Lab may be a temporary assignment to complete a test, make up math work, etc. *****IT IS IMPORTANT TO NOTE THAT AIS STUDENTS ARE GIVEN PRIORITY BECAUSE OF STATE REQUIREMENTS.**

Introduction to Computers- 20 weeks- ½ credit (semester) (possible GCC credit CIS 102)

This course includes the recent developments in the computer industry, computer applications, the Internet, components of a computer system, internet security, and digital footprint awareness.

Laboratory exercises stress application program including word processing, spreadsheet, and database. Use of computer/Chromebook is necessary.

Programming & Problem Solving– 20 weeks – ½ credit (possible GCC credit CIS 125)

This course is personalized to student needs and intentions for the future. This course develops computer skills and problem solving and is an introduction to top down design and basic problem solving using current high level languages. A variety of problems can be solved by developing a strategy, applying appropriate techniques, and testing results. Prerequisite: Algebra 1 Regents level and a solid work ethic.

Introduction to Web Development – 20 weeks (offered as GCC CIS 109)

This course is an introduction to creating a website including HTML coding and use of dynamic web templates. From software overview to creating and publishing a website: adding text, links, pictures, and site navigation. Prerequisite: Algebra 1 Regents level and a solid work ethic.

AP Computer Science Principles- 40 weeks- 1 credit (can also satisfy GCC CIS 125)

This is the newest course created by the AP College Board, to teach and interest students in the problem solving and digital realm. This class will be taught initially using JavaScript. This is a class of collaboration, group work, creativity, programming, and the Internet. It does **NOT** assume any prior knowledge of computers. In May, the class has the option to take the AP exam: ½ of this exam is done in class prior, as a project, with grading rubric available as well! The May exam is two hours long, comprising only of multiple choice questions. This class can lead to interest in such fields as Interdisciplinary studies, graphic design, medicine, political science, engineering... just to name a few! Prerequisite: Algebra 1 Regents level and a solid work ethic.

AP Computer Science A- 40 weeks- 1 credit (offered with GCC CIS 219)

This course introduces computer concepts and programming in a modern, high level language. It will demonstrate computer system concepts, problem solving through use of algorithm, pseudocode, as well as systematic program development in problems from a variety of application areas. The AP exam in May is currently a paper exam using Java language. Prerequisite: Algebra 1 Regents level, Computer Science Principles, and a solid work ethic.

FOREIGN LANGUAGE - SPANISH

Spanish I (Grades 9-12)- 40 weeks - 1 credit

This course will be offered on an as-needed basis for those students who do not pass the NYS Proficiency Exam in eighth grade. Grading is based on performance in listening, speaking, reading, and writing. Focus will also be on geography and culture of the Spanish speaking world.

Spanish II (Grades 9-12)- 40 weeks - 1 credit

In this course, we use the text *En Español*, and packets which contain unit vocabulary and workbook activities. At this second level, students review concepts of grammar from the first year and then go on to new concepts. They are also at a more advanced level of listening, speaking, reading, and writing. The text is divided into ten topics such as travel, health, school, etc. to provide students with a more advanced and concentrated vocabulary. The grade is based again on performance in all areas of the language.

**** Spanish III (Grades 10-12)- 40 weeks - 1 credit (offered as GCC Credit SPA 101, 102)**

In this course, we use packets that include reading and writing, listening and speaking. This is preparation for the Spanish III Regents Exam. The oral/aural practice is achieved daily in class and through the presentation of special projects or conversations every 10 weeks. Passing the course and the Regents exam is required in order to obtain an Advanced Regents diploma. This course is offered for college credit (GCC) and is equivalent to six credit hours (101 & 102).

**** Spanish IV - 40 weeks - 1 credit (offered for GCC Credit SPA 201, 202)**

In this course, we use a combination of the packets, short readings, projects, and novels. This includes reading, writing, listening, and speaking. This course is offered for college credit (GCC) and is equivalent to six credit hours (201 & 202). It is also designed to increase awareness about socio-economic conditions in the Spanish speaking world. This course also serves to broaden cultural knowledge.

Conversational Spanish - 40 weeks – 1 credit

This course is a conversational class geared towards making students more comfortable and adept at speaking Spanish, both socially and professionally. Topics will include film, literature, poetry, law enforcement, medicine, business, current events and gastronomy. It is reserved for seniors only who have successfully completed Spanish III.

FAMILY and CONSUMER SCIENCES (F.A.C.S.)

Intro to Culinary Nutrition - 20 weeks - ½ credit Grades 9-11 (*12th graders with teacher permission only*)

Students will explore career options and entrepreneurial opportunities within the foodservice industry. Students investigate food safety and sanitation, explore culinary preparation foundations, explore diverse cuisines and service styles, investigate nutrition and menu development, and examine the

economics of food. Laboratory experiences allow students to apply the information and skills learned to food preparation. The goal of this course is to improve the student's knowledge of food nutrition, preparation and to explore career possibilities.

TECHNOLOGY DEPARTMENT

Students may not take two drawing courses during the same semester, **no exceptions!**

Students may enroll in certain courses for CDOS WBL; see case manager or counseling center for more information.

Design and Drawing for Production (DDP) – 40 weeks

Design & Drawing for Production is a 1 credit 40-week course, which will provide students with basic knowledge about mechanical drawing. This course will develop proficiency in technical drawing by exposing them to advanced drawing techniques, equipment and software. Inventor is a state-of-the-art parametric modeling drafting software application that will allow students to design, draw and analyze components and assemblies on the computer in a virtual-reality environment. One of the final projects that students will design is a life-size cardboard boat that will be raced in the school's pool. This course is a prerequisite to all other drawing courses.

(Full year) *DDP can also be used to fulfill the art/music requirement

Architecture - 20 weeks

This course will expose students to the fundamentals of house design, while teaching about layout, dimensioning, and creating drawing sets. Students will learn how to use Revit™ to design a house and create drawing set of sheets according to ANSI standards.

Prerequisite: Design & Drawing for Production

Advanced Architecture - 20 weeks

Students will design a 2500 sq. ft. home with a complete set of drawing sheets with color. Students will research, create, design, refine, and draw the house using their own creativity. Furthermore, commercial aspects of architectural design will be explored for the remainder of the course.

Prerequisite: Architecture

Computer Aided Design (CAD) - 20 weeks - Now going totally 3D!

Computer-Aided Design (CAD) will offer students the opportunity to design projects using Inventor software and then creating 3D models. This course will be utilizing the latest 3D equipment to create actual projects. A 3D CNC router, 3D printer, and 3D laser engraver will be used throughout the curriculum to ensure understanding of the the design and production process.

Prerequisite: Design & Drawing for Production

Advanced CAD - 20 weeks

Students will design and create multiple projects using the 3D technology in the CAD lab. Mostly independent work will be done by students due to the uniqueness of their project ideas. Collaboration among students will be utilized to increase skill sets and teamwork.

Prerequisite: CAD

Communication Systems - 20 weeks

Students will create videos from raw footage and photos. Various projects will ensure students learn how to use special effects, lighting techniques, camera angles, etc. Project compiling for different formats will also be covered so that videos may be uploaded to various platforms such as youtube.

Media Production Technology (*The morning announcements!*) - 20 weeks

Students will engage in the production of the morning announcements while also learning the various roles, such as, technician, editor, and anchor. Students will not necessarily have to be an anchor.

Media Literacy -20 weeks **Offered to seniors only******

Media literacy is learning about the “hidden” messages in advertising by breaking ads and commercials down into their component parts. In this course, students will demonstrate their knowledge of media literacy by dissolving ads and commercials using media deconstruction. Students will design a project where they will write, script, act out, record, direct, and/or edit a public service announcement.

Robotics I - 20 weeks

This course is a hands-on approach to introduce students to the basic concepts and theories of robotics. Students will learn about electronic principles, applications, operations, and how they are incorporated in today’s robotics. Students will be engaged in various learning activities where they research, design, and construct robotic machines to perform specific tasks.

Prerequisite: Design & Drawing for Production

Unmanned Aerial Systems (DRONES)- 20 weeks

This course is a hands-on approach to introduce students to the basic concepts and theories of avionics using drone technology. Students will learn about electronic principles, applications, operations, and how they are incorporated in today’s drones. Furthermore, students will learn how to control and fly a drone while learning FAA flight regulations.

Prerequisite: Design & Drawing for Production

Construction Systems – 40 weeks

Construction systems is a high school class that will focus on commercial and residential building and construction methods. Students will learn about the building phases and process, building codes, regulations and building methods that are commonly used. The students will complete labs that will give them a hands-on building approach to framing walls, laying out stair stringers, laying out rafters, plumbing and residential wiring.

Prerequisite: Design & Drawing for Production

Manufacturing Systems – 20 weeks

Manufacturing systems is a high school class that will focus on the skills and tools needed for mass production. Students will choose a item to mass produce and then they will examine the time, tools and machines, materials, and processes necessary to do so. Students will be heavily engaged in time management, jig and fixture design, materials management, quality control, and tool and machine usage.

Prerequisite: Design & Drawing for Production

Production Systems – 20 weeks

Production systems is a high school class that will focus heavily on the way products and materials are created. Products will be broken down and examined as to how they were made and which processes it took to make them. Students will then look to reproduce and recreate the products in the class. Students will be heavily engaged with tool and machine usage in order to produce specific projects.

Prerequisite: Design & Drawing for Production

Capstone – 20 weeks (Senior year) *****Pending Board of Education approval*****

Capstone projects are designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, and goal setting; skills that will help prepare them for college, modern careers, and adult life. The projects are also interdisciplinary, in the sense that they require students to apply skills or investigate issues across many different subject areas and demonstrate the most important components of their K-12 learning. The capstone project is meant to serve as the culminating end piece of career exploration while researching career pathways.

A 5-unit sequence in technology may be used to satisfy an Advanced Regents Diploma requirement. The sequence is composed by:

Required Courses:

Foundations Courses:

Design and Drawing for Production

Material Processing I

Systems course: (choose one)

Communications Systems I

Construction Systems

Productions Systems

Manufacturing Systems

Elective Courses: (Choose a total of 3 units)

½ Architecture

½ Advanced Architecture

½ Computer Aided Design

½ Principles of Engineering

½ Media Production Technology

½ Communications Systems I

½ Media Literacy

½ Advanced Communications

1 Construction Systems

½ Productions Systems

½ Manufacturing

½ Material Processing II

½ Robotics I

½ Unmanned Aerial Systems (DRONES)

½ Capstone

BUSINESS

Students may enroll in certain course for CDOS WBL; see case manager or counseling center for more information.

Accounting & E-Commerce- 40 weeks- 1 credit

A full year one-unit course that analyzes the typical business activity of small businesses, like a sole proprietorship and partnership, as well as larger corporations. Tasks include journalizing typical business activities, posting to general ledgers, understanding basic business accounting procedures, developing a trial balance and worksheet, preparation of financial statements, and creating other related financial statements and documents. Students will gain competency in using computer programs for financial computations by using Microsoft Excel and additional computer software that relates to the course. *New* to this course are lessons in E-Commerce (online marketing). Students will learn the seven essential functions of marketing, the history of E-Commerce, and how-to apply marketing concepts for the purpose of selling products online. Attendance and self-motivation are a must for the students that want to maximize the benefits of this course.

Career & Financial Management - 20 weeks- ½ credit

Students will explore many topics of instruction to ascertain an understanding of financial literacy and their roles as members of our community. Topics of instruction include: economics, the world of work, career exploration and workplace success, personal/financial literacy, and decision-making. Students enrolled in this course will have the opportunity to participate in work-based learning activities for credit. This course counts in a business and/or technology sequence. Students will utilize technology resources and the Internet to complete research that relates to class topics. This course is recommended for every student to take before graduation.

Entrepreneurship- 20 weeks – ½ credit

Studies the formation, operation, and end of a business venture. Major topics include the entrepreneurial perspective, characteristics of successful entrepreneurs, starting and developing the business, financing the venture, managing the business, current competitive challenges, and the development of the business plan. Examines the scope of business as it relates to the global economic system. Topics include types of business ownership, management principles, the Internet organization, human resource management, and marketing, finance and risk management. Students should take this course during their first semester as a foundation for other business courses. Students create a “virtual” business concept, market their business, and participate in competitions for awards and trips to New York City and beyond.

Principles of Business- 20 weeks – ½ credit

This course examines the scope of business as it related to the global economic system. Topics include types of business ownership, management principles, the internal organization, human resource management, marketing, finance and risk management. Students should take this course during their first semester as a foundation for other business courses.

Business Law I-40 weeks-1 credit

This course offers a general inquiry into the nature of law and the legal system in the United States. This course covers the three main aspects of business law---personal, vocational and societal. Areas covered include, but are not limited to, the different schools of jurisprudential thought, the Common Law tradition, Alternative Dispute Resolution, court procedures, legal research and case citations. Special attention is given to Constitutional Law and business, Torts and Crimes, Intellectual Property and the Common Law of Contracts. The course emphasizes the concerns of individuals as they encounter business law in their personal lives and occupational pursuits.

Accounting I-40 weeks-1 credit

A full year one-unit course that analyzes the typical business activity of small businesses, like a sole proprietorship and partnership, as well as larger corporations. Tasks include journalizing typical business activities, posting to general ledgers, understanding basic business accounting procedures, developing a trial balance and worksheet, preparation of financial statements, and creating other related financial statements and documents. Students will gain competency in using computer programs for financial computations by using Microsoft Excel and additional computer software that relates to the course. Also taught will be the use of petty cash, checking, balancing bank statements, and budget statements. The relationship of using the computer to do accounting functions will be stressed. In addition, this class will prepare students for a variety of careers in business, as well as accounting. Attendance and self-motivation are a must for the students that want to maximize the benefits of this course.

Sports Management (20 weeks – ½ credit)

This course is designed to introduce students interested in amateur and professional sports the fundamentals of organizing sporting events. Students will research the business planning, marketing and promoting, selling of sporting programs, goods, and services in this industry.

Travel and Tourism (20 weeks – ½ credit)

Students will be on a virtual vacation all semester long! Explore vacation hot spots, industrial cities throughout North America and the world. Students will research tourist attractions, climate, culture, and modes of transportation.

FINE ARTS DEPARTMENT

New York State Learning Standards for the Visual Arts and Media Arts

Creating: Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Performing/Presenting/Producing:

Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.

Anchor Standard #5. Develop and refine artistic work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work.

Responding: Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting:

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

HIGH SCHOOL ART ELECTIVES

The New York State requirement for one unit of Art can be met by taking Studio in Art.

FIVE CREDITS ARE REQUIRED FOR AN ADVANCED REGENTS SEQUENCE

****Students may use a Five-unit Fine Art (art and music) sequence to earn a Regents Diploma with advanced designated. The following courses are required:**

Studio in Art 1.0 credit

or

Music in our Lives 1.0 Credit / Music Theory- 1.0

and

3 additional credits- in any art or music

ART COURSE SCHEDULE OF OFFERINGS

2019 - 2020	
FALL	SPRING
Intro. To Digital Media Arts	Animation
Photography I	Photography II
Drawing	Painting
Advanced Drawing	Advanced Painting
Advanced Photography	
Portfolio and Senior Art Seminar	

2020 - 2021	
FALL	SPRING
3D Digital Design	After Effects
Printmaking	Photography II
Graphic Design I	Graphic Design II
Intro. To Digital Media Arts	Digital Media Arts II
Drawing & Advanced Drawing	Painting & Advanced Painting
Photography I	Illustration
Portfolio	Junior/Senior Art Seminar

ART COURSES

These Art Courses can be selected after Studio Art is completed.

Studio Art is recommended for the Freshmen year, so anyone pursuing a 5 Unit Sequence for an Advanced Regents Diploma has enough time in their remaining 3 years to complete their desired career pathway/sequence.

Drawing I – 20 weeks – ½ unit credit

Offered: Fall 2019 and 2020

Prerequisite: Studio Art

Recommended to be taken Sophomore year

This course is designed to be an introductory course to drawing and drawing mediums. Contour drawing, shading, still life and colored pencil are some of the units of study that will be explored. Various pencil weights as well as mixed medium will be used. Students will refine their drawing skills as well as enhance their individual ability in drawing and in drawing presentation.

Painting I -20 weeks ½ unit credit

Offered: Spring 2020 and 2021

Prerequisite: Studio Art

Recommended to be taken Sophomore year

This course presents the beginning techniques of painting. Emphasis is placed on drawing and composition both realistic and abstract. Surfaces, brushes and different kinds of paint are studied and applied. Acrylic paint is used to create landscape, imaginary and still life paintings. Over fifty artists are studied and their techniques applied to individual artwork.

Advanced Drawing - ½ unit credit

Offered: Fall 2019 and 2020

Prerequisites: Studio Art and Drawing

Recommended to be taken Junior and Senior year

This course is designed for students to develop advanced drawing skills and techniques. Individual artistic expression and exploration is encouraged with a strong focus on composition, presentation and quality. Students will work with a variety of mediums including pencil, charcoal, watercolor, ink, pastel and colored pencil.

Advanced Painting - ½ unit credit

Offered: Spring 2020 and 2021

Prerequisites: Studio Art and Painting

Recommended to be taken Junior and Senior year

This course explores advanced painting techniques and subject matter. An individual approach allows the student to research and personally express themselves. It is a continuation of the study of art history in painting as well as an in-depth research of artists and periods in art.

Illustration - ½ unit credit

Offered: Spring 2021

Prerequisites: Studio Art, Drawing and Painting

Recommended to be taken Junior and Senior year

Use your imagination and photographic references to create exciting and fun illustrations, while learning about the illustration process and methods used in the field. In this class, you will be encouraged to explore and to bring your own creative concepts to life, from initial thumbnail sketches to complete illustration projects. Work on specific projects such as magazine covers, posters, and book and editorial illustrations.

Printmaking - ½ unit credit**Offered: Fall 2020*****Prerequisite: Studio Art*****Recommended to be taken Sophomore, Junior and Senior year**

Printmaking is one of the oldest art forms! This printmaking course provides students with the opportunity to learn printmaking and execute prints using different mediums and techniques. The processes include styrofoam, linoleum, and wood. Students will work with graphic images and reproduce multiple copies of their art and learn how to properly mat their prints. Printmaking is unique in that the students are able to reproduce multiple copies of their artwork and learn ways in which professional artists and designers have their work produced.

Photography 1 – 20 weeks – ½ unit credit**Offered: Fall 2019 and Fall 2020*****Prerequisite: Studio Art*****Recommended to be taken Sophomore, Junior and Senior year**

This course is an introduction to the Fundamentals of Film Photography will cover the use of a camera, exposure, lighting and darkroom procedures involved in film development, printing and enlarging. Students will learn art history, visual communication, photography as an art form.

Photography 2/Digital Photography – 20 weeks – ½ unit credit**Offered: Spring 2020 and 2021*****Prerequisite: Photo I and Studio Art*****Recommended to be taken Sophomore, Junior and Senior year**

This course is an introduction to the historical, technical, operation and creative aspects of digital photography. The course will focus on the production of digital images and visual sequences that tell a story, communicate an idea, illustrate a theme or convey a message.

Advanced Photography - Full Year - 1 unit credit**Offered: 2019 and 2020*****Prerequisite: Studio Art, Photography 1 and Photography 2*****Recommended to be taken Junior and Senior year**

This course is designed to meet the needs of students who wish to learn advanced techniques in photography. Students will build upon skills learned in the introductory photography course. Topics may include: documentary photography (photojournalism), how to build strong compositions, operation of a DSLR (digital single lens reflex) camera, and advanced Photoshop techniques. Students are encouraged to develop their own personal vision, style and experimental techniques.

Intro to Digital Media Arts - ½ unit credit**Offered: Fall 2019 and 2020*****Prerequisite: Studio Art or DDP and/or Instructor permission. This course is the prerequisite to Digital Media Arts II, Graphic Design, and Animation.*****Recommended to be taken Sophomore, Junior, and Senior Year**

The purpose of this course is to learn how to create art and original graphics using computer software and technological equipment. Time spent in this course will be divided among learning Adobe Illustrator, Adobe Photoshop, and concepts of animation. Projects are designed to integrate the use of scanners, digital drawing tablets, and cameras while learning the elements and principles of design. Prior drawing experience is helpful.

Digital Media Arts II - ½ unit credit

Offered: Spring 2021

Prerequisite: Studio Art and Introduction to Digital Media Arts

Recommended to be taken Sophomore, Junior, and Senior Year

A fine arts approach to digital art. Techniques will include digital painting and drawing with tablets. Emphasis is placed on the elements and principles of design throughout the course. Visual problem solving skills are explored through the computer. It is used as the main tool for creative expression and communication. Historical periods and artists are compared and contrasted through reading, writing, and computer – based activities.

Graphic Design - ½ unit credit

Offered: Fall 2020

Prerequisite: Studio Art and Introduction to Digital Media Arts

Recommended to be taken Sophomore, Junior and Senior year

Graphic Design is a class that teaches art and technology. In this class students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages.

Animation - ½ unit credit

Offered: Spring 2020

Prerequisite: Studio Art and Introduction to Digital Media Arts

Recommended to be taken Junior and Senior year

This art course is an advanced application of the skills covered in Computer Art 1. Students will learn advanced digital art making methods in Adobe Illustrator and Photoshop, but will also be challenged to integrate these skills with traditional art media such as drawing, and collage. The principles of computer animation in Adobe Animate will also be introduced, and animation techniques such as, stop motion, motion tweening, and rotoscoping will be covered.

Adobe After Effects - 20 week course - ½ unit credit

Offered: Spring 2021

Prerequisite: Studio Art, Introduction to Digital Media Arts or by permission of instructor

Recommended to be taken Sophomore, Junior and Senior year.

This course will use Adobe After Effects to introduce the production of motion graphics and visual effects for film, video, multimedia, and the Web. This program can be used as a tool for creating a wide

range of visual and audio effects.

****Will be offered 2020-2021****

3D Digital Design - 20 week course - ½ unit

Offered: Fall 2020

Prerequisite: Intro to Digital Media Arts or by permission of instructor

Recommended to be taken Sophomore, Junior and senior year.

This course will introduce students to design using three-dimensional digital graphics for games, visual effects, movies, virtual worlds, simulations, and many other applications. The curriculum integrates traditional art and design skills, the utilization of commercial 3D software, and design principles related to time, motion, and lighting. Students also study research methods and a range of problem-solving principles, and develop critical thinking and creative capacities.

****Will be offered 2020-2021****

Portfolio/College Credit Courses – Full year course - 1 unit credit

Offered: 2019-2020

Prerequisite: Studio Art, Drawing, and a sequence of art, a college prep course for art majors!

Recommended to be taken Senior year and GCC college credit.

This course is designed specifically for seniors interested in pursuing art career. Students will research colleges pertaining to their desired field in order to complete the required portfolio for admission. Students will be working on individual projects according to their field of choice and exploring new mediums. Work will be in-depth and individual. Students will create an artist statement regarding their artwork. A digital portfolio will be created where the final portfolio will count as the final exam. All students interested in taking this course must speak to the Instructor regarding the expectations and requirements of this course, along with a recommendation of the Instructor.

Art Seminar - Full year - 1 unit credit

Offered: 2019-2020

Prerequisite: minimum of 3 units in Art

Recommended to be taken Senior year.

Capstone projects are designed to encourage students to ask interrogative questioning towards a career pathway within the Arts. This project incorporates research skills and practices, critical thinking, and problem solving. In the Visual Arts, a student will explore creativity, artistry, curiosity, imagination, and personal expression. Each student will achieve perseverance, self-direction, planning, deadlines, and self-discipline. Some projects may offer the opportunity for interdisciplinary experiences.

INSTRUMENTAL MUSIC

High School Band (Grades 9-12) 40-week

Members are students who play band instruments in grades 9 through 12 and who have played throughout the middle school years. Rehearsals are during the school day, every other day. The High School Band performs two concerts per year and provides music for other various school events and the YCS graduation ceremony. The High School Band, with the help of the honor guard and color guard, participates in 3 to 4 required parades each spring. These include the Leicester Memorial Day Parade, the York Firemen Parade and other local parades. High School Band has an at-home practice requirement and is an elective class where the student receives 1/2 credit each year.

Jazz Ensemble (Grades 9-12) 40-week

Members must be enrolled in Concert Band to be part of Jazz Band. Some auditions may also be required to participate. Students will experience and perform all styles Jazz, Pop and Rock in this Ensemble. Students are required to participate in any and all performances scheduled for the group.(TBD)This performing group will rotate in the schedule with Concert Band with occasional extra rehearsals after school. (¼ credit)

Instrumental Lessons

Each student who is enrolled in the Middle School or High School Bands receives one small group lesson per week. These lessons rotate throughout the school day and are a required/graded part of the class.

Honor Guard and Color Guard

These are **non-credit** activities that are essential to our band program at York Central School. These groups participate in our spring parades with the High School Band. Mrs. Goodman coaches the guard and practices start in the fall. If there is any interest, you must see her.

Solo Festival Participation

The AP segment of the YCS instrumental program is the participation in the County Solo (January) and NYSSMA Spring evaluation Festivals. These events are designed for the development and recognition of talented musicians. This requires much preparation in lessons and a final evaluation by NYSSMA judges. This is a part of the portfolio process for future activities in high school and college. Not all band members are required or identified for this experience. The students who do this must put forth extra effort and are required to participate at a satisfactory level. They will receive points added to their band average after attending festival.

CLASSROOM/VOCAL MUSIC

Vocal Music 40 week 1 credit is open to 10-12 graders who want to practice vocal performance and learn about the voice. Unit structure begins with the biology of the human voice and leads into different styles of singing. Quarter 1: Classical, Quarter 2-3: Broadway/Belting, Quarter 4: Songs of Choice.

Students **WILL** be expected to sing in front of their peers on a weekly basis. Students will also learn how to peer critique and problem solve when it comes to vocal problems. Performance opportunities may also be connected to the class. Enrollment in an ensemble is **HIGHLY** recommended.

Vocal Music II: 40 week 1 credit: is open to any student who has taken Vocal Music. **Vocal Music I is a REQUIRED PRE-REQ.** Students will continue advanced vocal training as well as make an audition portfolio, bio, and the spring vocal showcase.

Music in Our Lives - 40 weeks - 1 credit

Music In our Lives is a course designed for the music lover and provides skills for social instrumental performance and historical appreciation. Ukulele and piano are studied. Students learn to read music and perform satisfactorily on these instruments. No previous experience is necessary. Various applications of music for life are studied with reinforcement of a basic knowledge for personal enjoyment. Other areas of study may include (but not limited to) jazz, opera, musical theatre, and the film music industry. This course can satisfy the Fine Arts requirement for graduation.

Music Theory I/Mus 102 for GCC credit -20 weeks – ½ credit *Offered 2019/20

Music Theory/MUS 102 is a course in the study of the mechanics of music – melody, harmony, rhythm, form, composition, listening, and performance. Participation in a YCS performance ensemble is not required.

Music Theory II – 20 weeks – ½ credit * Offered 2019/20

Music Theory II is a continuation of Music Theory I as a course in the study of the mechanics of music – melody, harmony, rhythm, form, composition, listening, and performance. Participation in a YCS performance ensemble is not required but teacher o.k. is required.

Music Recording – 40 weeks – 1 credit

Recording Technology/ Popular Music in America - * Offered 2018/19

This 40 week course is designed to expose students to the history of all types of popular music in our country from Jazz to the present. Not only will students be able to identify many styles of music and performers from various genres, but they will also gain a deeper appreciation of how music has changed society through the recorded medium and is a vital and important part of our history. (5 weeks app.)

***The bulk of the class will be spent learning about all aspects of recording and sound technology including:**

- 1. Early and current recording techniques and equipment. (Analog and digital)**
- 2. Live sound reproduction techniques and equipment.**

*This class is open to all 10th, 11th and 12th graders on a first come first serve basis.

VOCAL MUSIC

Senior High Chorus - 40 weeks – ½ credit

Sr. High Chorus is comprised of students in grades 9-12. It provides experience in SATB choral literature-varying styles and performance. Rehearsals are scheduled as a class in the daily schedule every other day. Membership in Sr. High Chorus gains a ½ credit towards graduation per year and gives eligibility to a student for All-County and Area All-State chorus festivals and County solo and NYSSMA spring solo evaluation, as well as conference All-State chorus. This is a graded class included on the report card. Concerts: winter and spring arts festivals are required, in addition to an outside of school performance. This vocal ensemble is a requirement of the Music major.

Note: Middle school students who are selected to participate in Senior High Chorus will be eligible to receive 1/2 unit of credit toward graduation.

Show Choir – 40 weeks – ¼ credit

Show Choir is an auditioned group of vocal students ranging in grades 9-12. Students gain experience in singing in styles that range from Broadway to Pop or Jazz. In addition to singing, some numbers may include choreography. In order to be in Show Choir, you must be enrolled Senior High Chorus or meet with the vocal teacher for an alternative. Concerts include at least one per 20 weeks as well as possible opportunities in the community and within the school day. Auditions are held the spring prior to the following school year for 8th-11th graders.

Solo Festival Participation

The AP segment of the YCS Choral program is the participation in the County Solo (January) and NYSSMA Spring evaluation Festivals. These events are designed for the development and recognition of talented vocalists. This requires much preparation in lessons and a final evaluation by NYSSMA judges. This is a part of the portfolio process for future activities in high school and college. Not all chorus members are required or identified for this experience. The students who do this extra effort are required to participate at a satisfactory level and will receive points to their chorus average.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - 40 weeks (½ credit)

All students are required by New York State Education Department to complete two credits of physical education as a graduation requirement.

The physical education program consists of a variety of team and individual activities designed to promote skill development, acquisition of knowledge, physical fitness, and emotional and social development.

Physical education is included in the overall average. Graduation requirements include the following: each student must be competent in at least six (6) activities and proficient in at least three (3) activities.

All students in grades 6-12 are required to take a unit of swimming and physical conditioning each school year.

In order to receive credit, students must participate at a satisfactory level and complete all class requirements. Written examinations and skill evaluations are a part of each unit for students in grades 9-12. Students receiving Incomplete grades must make up all work before credit will be issued.

Phys Ed Attire:

For Swimming: Each student must bring a suit - girls' swimsuits should be one piece or tankinis - no bikinis allowed. Also, cutoff shorts are not allowed. Towels will be provided, but students may choose to bring their own.

For Physical Education: Each student must have sneakers (cleats are OK for outdoor activities), shorts, and a T-shirt. Sweatshirts and sweatpants are also permitted.

Physical Health & Fitness 20 weeks ½ credit

Prerequisites: None Grades 9-11 (*12th graders with teacher permission only*)

This class is for the student that is genuinely interested in learning more about their overall health and wellness, through nutrition and physical fitness. This course covers many different topics, including: physical fitness and activities, fitness technology and tools, and nutrition aspects and ideas are discussed and understood through authentic practices and assessments. Through cooking and researching nutrition facts, students will use resources available within the community to learn the basic skills of healthy eating as well as USDA guidelines that will enable them to have knowledge of their diets and eating plans throughout their lives. Students are able to combine this with physical activity and health information through exercising and performing activities. The students are able to learn about their self fitness and apply that to nutrition and self assess their individual needs and eating plans for the present and for the future.

Intro to Sports Medicine/Athletic Training 20 weeks ½ credit

Prerequisites: None Grades 9-11 (*12th graders with teacher permission only*)

The Introduction to Sports Medicine/Athletic Training course is designed for students who are interested in fields such as athletic training, physical therapy, medicine, nurse, fitness, physiology of exercise, kinesiology, nutrition, EMT, and other sports medicine related fields, or for anyone simply interested in the subject matter. The primary focus will include, but not be limited to, the following topics: The Sports Medicine Team, injury prevention, protective sports equipment, psychology of sports injury/illness, mechanisms and characteristics of sports trauma, tissue response to injury, human anatomy, basic First Aid, CPR/AED, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, and basic exercise rehabilitation. It will also include certification in First Aid/CPR/AED upon successful completion. It is recommended that Fitness and Nutrition also be taken to coincide with this course.

CHARLES G. MAY OCCUPATIONAL CENTER COURSES 2018-2019

Animal Science/Veterinary Assistant
Auto Body Repair
Automotive Technology
Building Trades: Carpentry, Electricity, and Plumbing & Heating
Computer Information Systems
Conservation and Diesel Mechanics
Cosmetology
Criminal Justice/Law Enforcement Culinary Arts
Health Dimensions
Human Services
Metal Trades and Design:
Welding
Career Assessment Program (Non-Credit)

SPECIAL EDUCATION SUPPORT SERVICES

Learning Center 9-12

Specialized instruction is offered and reinforced by a special education teacher. Students are evaluated and the Committee on Special Education develops programs if the student meets state established criteria

Study Center 9 - 12

Study Centers are led by TAs in order to provide smaller group assistance on homework. Any student who is struggling may be placed in a Study Center.

Direct Indirect Consultant Teacher Services.

Students are evaluated and programs are developed by the Committee on Special Education if the student meets state established criteria. The process is begun through a referral to the SST (Student Support Team). A multi-disciplinary team will evaluate the child and make recommendations to the Committee on Special Education. If the student is classified as a student with a disability, an individual Education Program (IEP) will be written for the student. Students are provided with the specialized

instruction as per their IEP needs. Students with a disability may receive small group and/or individualized instructional support in the resource room and may be eligible for testing accommodations on local and state-mandated tests. The Committee on Special Education meets annually with parents to review a student's plan, and progress reports for classified students will be mailed home every 10 weeks opposite report cards. Student progress in regular academic classes will be closely monitored.

ACADEMIC INTERVENTION SERVICES

Academic Intervention Services [AIS] are services mandated by the New York State Education Department and designed to help students achieve the learning standards in English language arts, and mathematics in grades K – 12 and social studies and science in grades 5 – 12. The services are provided to students who failed to meet competency on a state assessment, or who are at risk for not doing so on a future assessment. There are two components to these services:

- additional instruction that supplements the general curriculum *and/or*
- student support services needed to address barriers to improved academic performance

According to State Education Department regulation, [100.1(g)], additional instruction must be provided by a teacher certified in the content area of instruction, or by a certified teaching assistant under the direct supervision of a content area teacher. Support services may include, as needed, school guidance and counseling, services to improve attendance, coordination of services provided by other agencies, and instruction in study skills. Support services do not include direct academic instruction, and must be delivered by personnel certified in the areas of pupil personnel services.

To meet the state requirements of AIS York Central School uses the following programs and procedures.

ADDITIONAL INSTRUCTION

English Language Arts

In this area students needing AIS receive services from certified English or Reading teachers through language arts labs in grades 6 – 12. The high school labs were created in the 1997 – 1998 school year and the teachers in this program are English or Reading certified.

Mathematics

Middle school students receive AIS from a math teaching assistant and certified math teachers. Senior high students receive AIS through math labs created in the 1997 – 1998 school year and staffed by certified math teachers.

Social Studies

Beginning in September 2000 AIS will be provided to students through Social Studies labs staffed by certified Social Studies teachers. Students who have failed the required assessments will receive services, and other students may be referred by teachers to receive extra help to prepare for the upcoming assessments required for graduation.

Science

Every student is required to pass a Regents assessment in a science. At YCS we have designated Living Environment as the course that all ninth grade students take, and all classes are Regents level with students taking the Regents exam at the end of the course. Students who have not failed that assessment, and those currently in the course and requiring extra help, receive AIS.

Student Support Services

These services include interventions that address barriers to student progress in state learning standards areas requiring AIS.

York Central School has three full time school counselors, a school psychologist, a Middle/High School Nurse, and a full time preventive social worker on staff to provide these services.