



COURSE CATALOG | GRADES 9-12 | 2017-2018

WGHS STUDENT SUPPORT SERVICES

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A MESSAGE FROM THE PRINCIPAL

To the Students and Families of Watkins Glen High School:

The development of this course catalog is a collaborative effort between faculty, student support services, administration, and department coordinators. The goal is to create a diverse catalog that offers students the opportunity to take rigorous and dynamic course work guided toward college and career readiness.

This catalog represents a comprehensive list of what we can offer at WGHS. However, the courses will be offered based on student interest, demand, and staffing. Though the course is in our catalog, it is not guaranteed that we will offer the course. Decisions will be made based upon student needs/interests and available staff. In most cases, all courses are offered. However, courses may not be offered, based upon low demand or changes in staffing levels. If a course is not offered, students will be asked to make an alternate selection.

The course selection process will begin with your counselor in mid-January, starting with our youngest students and moving to our oldest in early spring. Course requests will be sent home to review with family. A final schedule will be run in the summer and final schedules will be mailed home. The creation of a master schedule is a lengthy process with many moving parts. I encourage you to develop an open dialogue with your school counselor early in your child's high school experience.

Please do not hesitate to contact the Student Support Services office if you have any questions.

Respectfully,

Kai A. D'Alleva, Principal

Watkins Glen High School

THE GUIDANCE PROGRAM

Guidance, in its entirety, is a function that involves all persons who influence a student, including teachers, parents, the principal, and others. The guidance program's goal is to help you become aware of your strengths, so that you will gain maximum benefits from your experiences at Watkins Glen High School. Your interests, abilities, and future plans will guide your counselor, parents, teachers, and you in choosing courses aimed toward your plans after high school.

We encourage and expect you to work to the level of your ability. We believe your success depends upon you and upon the value you and your parents/guardians place on education. We strive to provide an atmosphere in which students can succeed. We believe in the worth and dignity of every individual and in each student's right to assistance and encouragement from his or her counselor.

School Counselors

Michelle Simiele and Melissa Woodward

GUIDANCE SERVICES

School Counselors meet with students frequently about their progress towards graduation, career plan, and other post graduate planning. Counselors are available to talk to students individually or in groups on an as needed basis. We welcome parent involvement in the planning process and are always willing to meet with parents as well.

Students may take the following exams at Watkins Glen High School or nearby high schools:

1. PSAT to practice for the SAT and to compete for a National Merit Scholarship, if a student scores high.
2. ACT and SAT College entrance exams, each required by some colleges.
3. AP exams to potentially earn college credit if students score high enough.

DEFINITION OF TERMS

The following terms are used frequently throughout this catalog. Please use this as a reference if you come across a term that you do not understand. If you need further explanation please contact the Student Support Services Office.

1. A semester is one-half of a school year, duration of 20 weeks.
2. One unit of credit is earned for a passing grade in each subject taken for a full year, one period per day.
3. Prerequisites are the requirements that must be met before a student may be scheduled for a given course.
4. Required subjects are those that students must take. These are also called core requirements.
5. A sequence is a concentration of 5 units that is required for the Regents with Advanced Designation only if a student opts out of the language requirement.
6. Electives are subjects that are not required but are chosen by the students.
7. A Regents course follows a state curriculum developed by the NYS Education Department and prepares students for a Regents exam that is given throughout the state on specified dates. A Regents diploma is awarded to students who pass Regents exams and all required courses and sequences.
8. A local course follows a curriculum developed by the district. Usually, the state curriculum is modified in order to teach the parts most essential for district students.
9. Occupational education: business, technology, and Career and Technical Education programs at the BOCES campus.
10. GPA weight is how many points are added on to the student's final course grade once the course is completed.

GRADUATION REQUIREMENTS

REGENTS DIPLOMA

<u>Required Courses</u>	<u>Credits</u>	<u>Required Exams (score of 65 or above)</u>
English	4	English Comprehensive
Social Studies	4	Regents Math
Math	3	Regents Global History & Geography
Science	3	Regents US History
World Language	1	Regents Science
Art/Music	1	
Health	.5	
Physical Education	2	
<u>Electives</u>	<u>3.5</u>	
<i>Total</i>	22	

ADVANCED REGENTS DIPLOMA

<u>Required Courses</u>	<u>Credits</u>	<u>Required Exams (score 65 or above)</u>
English	4	English Comprehensive
Social Studies	4	3 Regents exams in Math
Math	3	Regents Global History & Geography
Science	3	Regents US History & Government
World Language	1	2 Regents Science
Art/Music	1	World Language or 5 unit sequence
Health	.5	
Physical Education	2	
<u>Electives</u>	<u>4.5</u>	
<i>Total</i>	23	

LOCAL DIPLOMA (Only for students with disabilities)

<u>Required Courses</u>	<u>Credits</u>	<u>Required Exams (score of 55 or above)</u>
English	4	English Comprehensive
Social Studies	4	Regents Math
Math	3	Regents Global History & Geography
Science	3	Regents US History
World Language	1	Regents Science
Art/Music	1	
Health	.5	
Physical Education	2	
<u>Electives</u>	<u>3.5</u>	
Total	22	

BOARD OF EDUCATION

Kelly McCarthy, President	Barbara Schimizzi, BOE Member	Mark Franzese, BOE Member
Gloria Brubaker, Vice President	Keith Caslin, BOE Member	Kristin Hazlitt, BOE Member
	Kris Clarkson, BOE Member	

DISTRICT OFFICE ADMINISTRATION

Thomas Phillips, Superintendent of Schools	607-535-3219
Kristine Somerville, Director of Curriculum, Instruction, & Special Services	607-535-3219
Marie Keefer, Secretary to the Superintendent, District Clerk	607-535-3219
Gayle Sedlack, Business Manager	607-535-3219
Diana Crane, District Registrar	607-535-3219

HIGH SCHOOL ADMINISTRATION & STAFF

Kai D’Alleva, Principal	607-535-3210
Craig Lattin, Dean of Students	607-535-3210
Kathy Crans, Building Secretary	607-535-3210
Deb Hepler, Principal’s Secretary	607-535-3210
Melissa Woodward, School Counselor	607-535-3212
Michelle Simiele, School Counselor	607-535-3212
Robin Bingham, Student Support Services Secretary	607-535-3212
Janice Standish, RN, Health Office	607-535-3210

DEPARTMENT COORDINATORS

Fine Arts – Art and Music	Elaine Wojtus
STEM – Science, Technology, Engineering, & Math, Business, Home & Careers	Mary Debolt & Christie Fedele
Physical Education & Health	Cyndy Wood
Humanities – ELA, Social Studies, World Languages, & Library	Liam O’Kane

ADDITIONAL INFORMATION REGARDING ACADEMIC POLICIES & PROCEDURES

- **ADDING & DROPPING A CLASS**

- Our expectation is that students will work hard to do their very best in their academic work. At times, all students experience a sense of frustration when learning seems harder than it previously had. We encourage parents and teachers to communicate regularly as this is an integral partnership to student success.
- Great effort is put forth to develop individual student schedules by both the school counselor and the administration.
 1. As the school year begins students are given their schedule that should list the required courses and electives for their grade year. Confirming the necessary pre-requisites for courses are also part of this process. Students as well as parents are given the first two full weeks of school to request changes to that schedule through an add/drop process which is coordinated by the guidance counselor.
 2. Prior to making a request – students must obtain an Add/Drop form from the student services office.
 3. All requests must be made in writing with the appropriate reasons for the change.
 4. The request is reviewed with the student and the counselor as well as the parent if requested.
 5. Consideration for change will be based on but not limited to NYSED requirements, class size and cohort class and graduation year.
 6. If a student or parent requests a drop beyond the deadline, the following procedure will be adhered to:
 - A written request must be submitted to the guidance counselor with the appropriate reason for the drop.
 - The request is reviewed with the student and the counselor as well as the parent.
 - Due diligence must be proven that the student has accessed help on their own and completed all work on time and to the best of their ability. A determination will be made to show that the student has been misplaced in a class due to ability or lack of pre-requisites. Factors reviewed shall include teacher recommendations and assessment of student ability, previous academic performance in the subject area including review of report cards and performance on local and NYSED assessments.
 - Students will not be able to drop classes arbitrarily because the class is/becomes difficult and their class average will bring down their GPA or may impact their attaining scholarships for future scholarships.

- **AIS (ACADEMIC INTERVENTION SERVICES)/RTI (RESPONSE TO INTERVENTION)**
 - Intervention Labs provide targeted interventions for those students identified as being “at risk” who fail to make adequate progress with interventions provided in the general education classroom. Programs and intervention strategies are designed to supplement general education instruction. Progress will be frequently monitored to assure that interventions are effective.
 - Students in grades 9-12 are required to be in an Intervention Lab if they fail a regents examination required for graduation.
- **CREDIT RECOVERY COURSEWORK**
 - Considering the rigorous nature of the New York State Educational Standards, it is possible for a student to fall behind with regard to earning credits towards graduation within the four-year time frame. Students have three options to recover credit to get back on track:
 1. Summer School
 - Summer School eligibility may be contingent upon the following factors:
 - Completing of all course requirements (to include projects, homework, classwork, term papers, final exams, labs, etc.)
 - Completing the school year with a minimum 50% average in any course creating the need for summer school.
 - Teacher recommendation and permission by the Principal.
 2. In-year Credit Recovery Coursework
 - If needed and if staff resources are available, credit recovery courses will be offered during the school-year. Students will be scheduled in credit recovery courses in addition to their regularly scheduled courses. The goal for these courses will be for students to get back on track with their graduation cohort.
 3. Online Coursework
 - Online option are available if other options do not suffice.
- **INDEPENDENT STUDY COURSEWORK**
 - An independent study can be scheduled if a desired course cannot fit into a student’s schedule.
 - All independent study courses must have a teacher of record. A teacher must be willing and able to take on the additional duties of an independent study.
 - Students must get permission from a teacher of record in order to enroll in an independent study.
 - All paperwork must be complete and submitted to the Student Support Office in order to receive credit for an independent study.

- **CLASS RANKING**

- **Eligibility:**

To be eligible for class rank as a graduating senior at Watkins Glen High School the following criteria must be met:

- A. The student must be enrolled as a student in the Watkins Glen Central School District for a minimum of three consecutive semesters prior to graduation.
- B. Out-of-state students, students who have been attending a charter school or a private institution must meet the enrollment requirements in provision A.
- C. Out-of-state students, students who have been attending a charter school or a private institution will have their academic transcripts evaluated by the district on an individual basis. This analysis will determine if the student has received credit for coursework of an equal caliber to New York State Regents coursework.
- D. Students who are graduating early will be ranked with the class that they are graduating with.

- **Procedure:**

All high school courses shall be designated a “weight” (1, 3, or 5), according to the level of difficulty/rigor.

Weight Designations:

Level of Rigor/Difficulty	Weight Applied to Course
Alternate Assessment Pathway	Unweighted
General Education	1
Honors	3
Accelerated College Education (ACE) - CCC College Now – TC3	5
Advanced Placement (AP)	5

See Watkins Glen High School Course Catalog for course specific weighting.

At the end of junior year (11th grade), class ranking shall be determined by computing grade point average using the following criteria:

- Final grade in a subject
- Weighted factor of the course completed

Final class ranking will be determined at the end of the 30-week marking period of the senior year.

**WATKINS GLEN HIGH SCHOOL
COURSE DESCRIPTIONS**

PRESENTED IN ALPHABETICAL ORDER BY DEPARTMENT

(STARTING ON PAGE 10)

DEPARTMENT: ART

One unit of credit in art or music is *required for graduation*. The required fine arts credit may be satisfied by taking the course entitled Studio in Art. A student may follow a 5-unit sequence in fine arts.

5-Unit Sequence
 Studio in Art: 9-12
 Advanced Art I: 10-12
 Advanced Art II: 11-12
 Independent Study: 12
 Art Thesis: 12

3-Unit Sequence
 Studio In Art: 9-12
 Advanced Art I: 10-12
 Advanced Art II: 11-12

Course Name	Course Length	GPA Weight	Unit of Credits	Prerequisites	Course Description
Studio In Art Grades 9-12	Full Year	1 pt	1	None	<p>Studio In Art is a prerequisite to all other art courses. It may be taken as part of a 3 or 5 unit sequence, to satisfy the requirement for one unit of art or music or as an elective. This course will develop an appreciation and understanding of the visual arts, through art production, knowledge of materials and resources, and a knowledge of art history and use of the language of art criticism. This course will develop a student's own artistic and creative abilities. The student will be working in the areas of drawing, painting, printmaking, sculpture and ceramics. Instruction will be given in the elements of art, design, color and perspective.</p> <p>Requirements: Class projects, quizzes, sketchbook handed in four times a year, local midterm and final. All work will be kept in a portfolio for a required end of year art show.</p> <p>Materials: All art materials provided. Sketchbook and notebook are required.</p>
Advanced Art I Grades 10-12	Full Year	1 pt	1	Studio In Art	<p>Advanced Art I may be taken as part of a 3 or 5 unit sequence in art or as an elective. Students will further their knowledge and skills attained in studio art. The expansion of techniques of all art areas will be emphasized. Students will be introduced to photography, air brush illustration and clay wheel work. A more in-depth study of Art History is stressed.</p> <p>Requirements: Art projects, quizzes, sketchbook handed in four times a year, local midterm and final, art portfolio for end of year art show.</p> <p>Materials: All art materials provided. Sketchbook required.</p>
Advanced Art II Grades 11-12	Full Year	1 pt	1	Studio In Art, Advanced Art I	<p>This course may be taken as part of a 3 or 5 unit sequence in art. This course will provide a multiplicity of visual experiences in the art areas of drawing, painting, graphics, photography, sculpture and ceramics. These will be broad in scope and raise creative potential to the highest level. Students will be encouraged to develop a personal style. Additional darkroom and camera career in the art field. Local and state exhibits may be entered.</p> <p>Requirements: Art projects, quizzes, sketchbook required. Art portfolio for end of the year art show.</p> <p>Materials: All art material provided. Sketchbook required.</p>
Independent Study in Art Grades 11-12	Full Year	1 pt	1	Studio in Art, Advanced Art I, Advanced Art II	<p>Independent Study in Art is for the student with a special aptitude in art. The goal of this course is to foster the growth of an independent artist who devises their own projects and carries them through completion. Projects given will expect the student to choose art mediums and/or areas and the development of their own interpretation. Student will enter local, state and national exhibits. Instruction in portfolio formulation for college admissions will be given.</p> <p>Requirements: Art projects, sketchbook, quizzes, local midterm and final. Art portfolio for end of year art show.</p> <p>Materials: All art materials provided.</p>
Art Thesis Grade 12	Full year	3 pts	1	Advanced Art II	<p>This course is designed for highly motivated students. The student will produce a body of work on a chosen theme. The works may include drawing, painting, sculpture, or a combination of all. The student will also research their theme in art history. An option for the required four projects per ten</p>

					<p>weeks is one or more major projects: such as a wall mural or courtyard sculpture for the school.</p> <p>Requirements: Permissions from instructor, student's pursuance of a 5 unit art sequence, log, preplans, completion of projects, portfolio of work for end of year art show.</p> <p>Materials: All art materials are provided.</p>
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DEPARTMENT: BUSINESS EDUCATION

The courses in the business department align with the State Standards of Career Development, Integrated Learning and Universal Foundation Skills which include the following skills:

- Learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
- Complete a career plan.
- Apply decision-making in the selection of a career option
- Analyze skills and abilities required in a career option and relate them to their own skills and abilities.
- Demonstrate the integration and application of academic and occupational skills in their school learning, work and personal lives.
- Use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (pictures, videos, reports, and technology)
- Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.
- Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
- Communicate effectively and help others to learn a new skill.
- Demonstrate the ability to organize and process information and apply skills in new ways.
- Use technology to acquire, organize and communicate information by entering, modifying, retrieving and storing data.
- Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization.
- Demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information.
- Select, apply, and troubleshoot hardware and software used in the processing of business transactions.
- Prepare, maintain, interpret/analyze, and transmit/distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential in working in today's international service/information/technological based economy.
- Demonstrate an understanding of the inter-relatedness of business, social, and economic systems/subsystems.
- Identify, organize, plan, and allocate resources in demonstrating the ability to manage their lives as learner, contributing family members, globally competitive workers, and self-sufficient individuals.
- Exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.

Business Department Course Offerings

Career and Financial Management – ½
Microsoft Office-½
ACE Advanced Microsoft Office-½
Accounting I – 1
Accounting II – 1
ACE Accounting – 1
ACE Desktop Layout & Design – 1
Studio in Graphic Arts I – 1
Studio in Graphic Arts II – 1
Studio in Graphic Arts III-1
Advertising and Marketing – 1
iLead: The Base for Workplace Success
ACE Spreadsheets
ACE Budgeting

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
Career and Financial Management (CFM) Grades 9-12	Semester	1 pt	½	None	The purpose of this course is to provide student the opportunity to explore different career areas and acquire some basic transferable skills. This course develops skills useful for work or home responsibilities, including financial planning and budgeting. You will be taught employment skills needed for the workforce of tomorrow Requirements: Reading and writing assignments, unit tests, portfolio and semester projects. Materials: A 3 ring binder, dividers, and calculator required
Advertising & Marketing Grades 9-12	Semester	1 pt	½	None	A variety of media including print, broadcast and presentation will be used in this course designed to teach persuasive techniques to reach a variety of audiences. Technology used includes scanner, digital camera, video camera, editing equipment.
ACE Desktop Layout & Design I Grades 9-12	Full Year	5 pts	1	None	This course is designed to use the latest technology including digital cameras and scanners to design and layout materials with a combination of graphics and text for the yearbook and newsletters, brochures, advertisements, invitations and more. Requirements: Quizzes and local midterm, portfolio and final.
Microsoft Office Grades 8-12	Semester	1 pt	½	None	This course is recommended for all students to develop Microsoft Office skills. Learn the basic forms of written correspondence, including letters, tables, reports, Requirements: In-class assignments, quizzes and a local final. Materials: Text, paper and equipment are provided.
Studio in Graphic Arts I Grades 9-12	Full Year	1 pt	1	None	Students will learn to do basic graphic design fundamentals in this course. They will use an array of tools and functions to create computer drawings. They will also use image editing software to generate projects. In addition to these a year-long memory video project is required. ** Students can also earn 1 Art credit by successfully completing this course.
Studio in Graphic Arts II Grades 10 -12	Full Year	1 pt	1	Studio in Graphic Arts I or Studio in Media Arts I	This course will expand students' knowledge by engaging them in long and short term projects using various existing technology resources. Students are required to create four digital video projects over the course of the year that portrays the student culture in the building. Students will also need to come up with projects of their own creation (teacher approved) that will demonstrate their understanding of concepts they have learned. ** Students can also earn 1 Art credit by successfully completing this course.
iLead: The Base for Workplace Success Grades 11-12	Full Year	1 pt	1	None	This course is taught in collaboration with the Watkins Glen Area Chamber of Commerce (Chamber). Broken into eight distinct units, this course will delve into the foundations of business, management, and personal leadership development. The units include: Who are you?; Time Management; Communication; Survival; My Team; Money Management; Marketing Me; and My Community. In addition to these units being taught by WGCS faculty, the Chamber will arrange for local business owners/leaders to teach and speak about specific components of the course as well as to provide information about business and leadership opportunities in the community. This course is meant to prepare students for life after high school and college, focusing on the soft skills necessary for succeeding in the workplace.
ACE/Accounting I Grades 11-12	Full Year	5 pts/1 pt	1 at WGHS 4 at CCC	None	Students study the complete accounting cycle, payroll and banking procedures, and systems for controlling cash receipts and payments, purchases, sales, and automated accounting. Students will prepare accounting simulations to reflect a real life setting. This is recommended as an elective for any college-bound student interested in fields related to business. Requirements: Reading and writing assignments, independent projects, unit tests, and a local midterm and final.

					<p>Materials: Text & workbook are provided. A notebook and calculator are required. **Students can also earn 1 math credit by successfully completing this course</p>
Accounting II Grades 11-12	Full Year	1 pt	1	Accounting I	<p>This second year course is a continuation of Accounting I building upon interpreting, analyzing and organizing financial data for a manufacturing business organized as a corporation. Microsoft Office Excel spreadsheets are highlighted. Knowledge and skills acquired in this course are invaluable for students pursuing careers in business, entrepreneurship, and business administration.</p> <p>**Students can also earn 1 math credit by successfully completing this course</p>
CO-OP Grades 11-12	Full year	1 pt	½	Must be 16 years of age and earning a 5 unit sequence in the Occupational area, (Bus. Ed., Technology, Mechanical Drawing or BOCES)	<p>Cooperative Education is a unique form of education which integrates classroom study with paid and supervised work experience in the public and private sectors. It allows students to acquire essential practical skills by being exposed, to the reality of the world of work beyond the boundaries of the school, enhancing self-confidence and career direction. Students who receive 150 hours of work earn ½ credit while students who receive 300 hours of work earn 1 credit.</p>
Service Learning Grades 7-12	Semester or Full Year	1 pt	½ or 1	None	<p>Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Student placements include Elementary School, local businesses, school offices, assisting High School teachers.</p>

BUSINESS EDUCATION: MINI COURSE OFFERINGS

Course Name	Course Length	GPA weight	Unit of Credit	Prerequisites	Course Description
Career Plan	5 weeks	1 pt		None	Students will develop a career plan utilizing Guidance Direct which will include interest inventories, research and informational interviews on chosen career field, exposure to dynamic careers and speakers, and shadowing experience.
ACE Spreadsheets	5 weeks	5 pts	1 at CCC	None	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> - Enter alpha and numeric data into a spreadsheet. - Properly format a spreadsheet for professional presentation. - Copy, paste, and move data in a spreadsheet. - Use print commands to set up and print a spreadsheet. - Use formulas, functions, and absolute, relative and mixed cell referencing. - Prepare pie charts, line charts, and column charts.
Portfolio	5 weeks	1 pt		None	<p>Get ready for you first job! Students will prepare by creating:</p> <ul style="list-style-type: none"> - Job search - Cover letter - Resume - Interview preparation and mock interview - Follow up letter - All professionally presented in a portfolio

ACE Budgeting	5 weeks	5 pts	1 at CCC	None	<p>Introduction to Personal Budgeting including:</p> <ul style="list-style-type: none"> - Establish and analyze personal financial goals - Prepare a personal budget for at least 2 months - Demonstrate the ability to analyze a personal budget <p>Understanding of Credit including:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of credit reporting agency procedures - Understand how to maintain a positive credit rating - Understand personal credit reports, including how to report errors - Demonstrate an understanding of the various types of credit, including application and terminology - Understand effective credit card use
ACE Desktop Publishing	10 weeks	5 pts	¼	None	In this course students will learn desktop publishing techniques to use for creative layouts and enhancing the appearance of finished documents. Students will use Adobe InDesign to produce a variety of printed materials that integrate text and graphics and Jostens.com to design yearbook pages
ACE Word Processing	10 Weeks	5 pts	¼	None	Using Microsoft Office software for basic word processing functions including editing, formatting, indenting, columns, tables and document enhancements.
ACE Advanced Word Processing	10 Weeks	5 pts	¼	None	Continues development of word processing skills learned in Word Processing I by creating and formatting increases speed and accuracy; develop proofreading skills.
Service Learning	90 Hours	1 pt		None	Service-learning is a teaching and learning strategy that integrates meaningful community service with classroom curriculum, allowing students to connect academic studies with real-life solutions in order to strengthen communities. Within the classroom, students identify community needs, apply their skills and studies to research solutions and plan service activities, implement the activities, and evaluate and reflect on the experiences and impact. Service learning placements include Elementary School, Humane Society, High School Classrooms, School offices, etc.

DEPARTMENT: ENGLISH LANGUAGE ARTS

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
English 9 Grade 9	Full Year	1 pt	1	None	This course will serve as an introduction to various genres of literature including short stories, poetry, nonfiction, drama, epics, and novels. Through the study of these types of literature, students will gain a greater understanding of literary devices, form, and meaning. There will also be time devoted to the study of grammar, spelling, vocabulary, and writing. Requirement: Summer reading assignment – 2 books
English 9 Honors Grade 9	Full Year	3 pts	1	None	This honors level course will serve as an introduction to various genres of literature including short stories, poetry, nonfiction, drama, epics, and novels. Through the study of these types of literature, students will gain a greater understanding of literary devices, form, and meaning. There will also be time devoted to the study of grammar, spelling, vocabulary, and writing. Requirement: Summer reading assignment – 3 books
English 10 Grade 10	Full Year	1 pt	1	Completion of English 9 There is no summer reading assignment.	This course continues with the same philosophy as Humanities 9: an integration of world literature and global studies. Using poetry, prose, and non-fiction, the course focuses on literature from a wide variety of sources and time periods. Study guide questions, research projects, essays, and oral presentations are utilized. Vocabulary, essay composition, close reading skills, in-depth analysis of literary techniques and elements are an integral part of the total class experience. The majority of the literature is read in-class with a focus on short stories, non-fiction essays, plays, and some poetry. The overall pacing of the class is slower than Humanities II Honors.
English 10 Honors Grade 10	Full Year	3 pts	1	Completion of English 9 Completion of the summer reading assignment.	This course continues with the same philosophy as Humanities 9: an integration of world literature and global studies. Using poetry, prose, and non-fiction, the course focuses on literature from a wide variety of sources and time periods. Study guide questions, research projects, essays, and oral presentations are utilized. Vocabulary, essay composition, close reading skills, in-depth analysis of literary techniques and elements are an integral part of the total class experience. Outside reading of novels, short stories, poetry, non-fiction and other related readings is required. The ability to independently read longer works of literature and to answer related text based questions is required. Students who are looking to challenge themselves intellectually and personally are strongly encouraged to take part in this advanced course of study in preparation for college level academics.
English 11 Grade 11	Full Year	1 pt	1	English 9	English 11 is the third course of the required, four unit sequence in English needed for a Regents diploma. The course content is American literature based, with instruction, practice, and focus on composition, essay writing, note-taking, vocabulary, language development, and usage and mechanics. Communication- listening, speaking, writing- is an integral part of the course. Several genres of literature are studied. Requirements: Reading and writing assignments, quizzes, tests, oral presentations, group activities, journals, note taking, etc., a local midterm exam and the Comprehensive English Regents exam (which is also the final exam for the course).
English 11 Honors Grade 11	Full Year	3 pts	1	88 ave in English 10 or an 85 in English 10 Honors plus Teacher Recommendation	English 11 Honors is a challenging course designed to prepare students for advanced and college placement English courses offered in 12th grade. Honors English 11 provides an advanced academic opportunity, a culturally rich and diverse accelerated curriculum; along with an appropriate learning environment for students who are academically and socially ready to be challenged. This course also provides

					<p>opportunities for one on one instructional enrichment and exposure to 21st century skills. Students will receive a curriculum that matches their advanced ability levels and provides them with the appropriate level of academic rigor to benefit them in their future 12th grade ELA and college level courses.</p> <p>Requirements: Enhanced reading and writing assignments, quizzes, tests, oral presentations, group activities, journals, note taking, etc., the Comprehensive English Regents exam in January and a departmental final exam in June.</p>
<p>AP English Language & Composition</p> <p>Grade 11</p>	Full year	5 pts	1	<p>Minimum 88 average in English 10 or minimum 85 average in in English 10 Honors and teacher recommendation</p>	<p>This course is a writing intensive class that focuses on the study of nonliterary forms of writing such as speeches, biographies and essays. Students will be able to analyze and interpret works in regard to rhetorical strategies and devices. They will also be able to create and sustain arguments based on readings, research, and experiences. Additionally, students will be able to do some creative writing within the major rhetorical modes. Students will take the NYS Regents exam in January rather than in June, and a score at or above mastery level (85%) is required.</p> <p>The AP Exam is given each May, and sitting for this exam is a requirement for the course. The cost of the exam is the responsibility of the student or his/her parents/guardians. Financial assistance is available.</p>
<p>English 12</p> <p>Grade 12</p>	Full Year	1 pt	1	English 11	<p>English 12 is a 40 week course that includes a sampling (poetry, fiction, non-fiction, and drama) of early British Literature through modern British and American literature including epic poetry and Shakespeare. English 12 dedicates one full marking period for a required, 10 page “thesis paper” that is a research based, persuasive essay. Students learn the guidelines of the Modern Language Association as they research and write a paper defending a thesis on an approved topic. English 12 also includes a public speaking unit, which includes: basic models of communication and various planning, researching, and presenting techniques for both informative and persuasive speeches.</p>
<p>ACE English</p> <p>Grade 12</p>	Full Year	5 pts	<p>1at WGHS</p> <p>6 at CCC</p>	<p>English 11 Honors or AP Language and Composition and completion of summer reading assignments and teacher recommendation.</p>	<p>ACE English is freshman English at Corning Community College. Students who pay college tuition for each course and score a B in these courses may transfer 6 college credits to the institution of their choice.</p> <p>Semester One is ENGL 1010, a course of essay writing designed to sharpen the student's perceptions of the world and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. The student will write 5 major college essays plus a final paper, a full length research paper in which the student will demonstrate mastery of research techniques, persuasive writing and MLA style.</p> <p>Semester Two is ENGL 1020, a writing course designed to advance critical and analytical abilities begun in ENGL 1010. This course will focus on literary analysis essays based on works of fiction, poetry, and drama. This course will include a final exam. Prerequisite: ENGL1010.</p>
<p>AP Literature & Composition</p> <p>Grade 12</p>	Full Year	5 pts	1	<p>AP Language and Composition or English 11 Honors and completion of the summer reading assignment and teacher recommendation.</p>	<p>This course is designed to help students develop and improve their reading, writing and verbal communication skills. A strong emphasis is given to the critical analysis of poetry, fiction, and drama. Students will be assigned readings and regular essays in which they will examine the deeper and more profound meaning of passages and consider the linguistic and rhetorical choices made by the author. Additional emphasis is on literary technique, including, but not limited to, structure of the passage, effects of diction and syntax, point of view, and the relationship between parts of the passage to the larger whole. An in-depth emphasis on the interpretation, analysis, and understanding of</p>

					poetry, including the author's style, use of poetic devices, and forms is also explored. The AP exam is given each May. Students who take this course are required to take the AP exam. The fee for each AP Exam is \$91 (2015). The school normally retains \$9 of that fee as a rebate to help with administrative costs. The College Board provides a \$29 fee reduction for each exam taken by eligible students with financial need, depending on the student's state. A score of 3 or higher on a scale of 0-5 is needed for college credit at most major colleges and universities. Expand your mind, increase your skills, earn college credit and save money.
Journalism I Grades 8-12	Full Year	1 pt	1	English 7	This course is an introduction to the world of journalism, from writing to photography to the layout of a newspaper. Students will become active participants in the production of The Seneca Times, the school's newspaper. Students re-enroll in the course each year to receive additional credit while moving up the editorial hierarchy of the newspaper's production schedule. Students will learn about the interviewing, reporting, writing and printing process, as well as about the business, advertising, and ethical responsibilities that come with being a member of the press. The class is a blast.
Creative Writing Grade 9-12	Semester	1 pt	½	None	This course will be an opportunity for students to experiment with a variety of writing genres such as short story, poetry, children's books, and drama, among others. Students will be able to write about topics of interest as they explore ways to enhance their writing and find their own unique voice. The class will also examine examples of creative writing as a basis for their own work and improvements.
Public Speaking Grades 9-12	Semester	1 pt	½	None	Public Speaking features the basics of communication and speaking in front of others, for a variety of purposes. Major projects will cover the most common types of speaking experiences: such as opinion, wedding toasts, award acceptance, sales pitches, persuasive speeches, and others. Students will gain confidence in addressing a crowd, gather strategies for effective delivery, learn organizational skills, and will be trained in structuring an effective argument. Evaluation is based primarily on presentations and written critiques.
TV Production Grades 9-12	Full Year	1 pt	1	None	This course will guide the student through the many phases of creating fictional and documentary videos of their own. Students will learn how to use a video camera, editing techniques on the computer, sound mixing and elements of effective visual composition. Students will learn how to write treatments and scripts, and how to create storyboards. Students will be graded on their video assignments. Students will be given a journal and have weekly assignments that will be graded for content and creativity. Students will be exposed to various genres of film. We will have discussions and written assignments on the films, intended to inspire the students to "borrow" those cinematic techniques in their own productions. The films may include such titles as Citizen Kane, Night of the Hunter, Touch of Evil, The Third Man, Singin' In the Rain, Hitchcock and Keaton films, and classic foreign language films. Video Production students will do the morning announcements from the TV Studio during homeroom. Every member of the class will rotate between each station in the TV Studio. One day a week will be devoted to learning the various stations in the Studio. These stations include anchor, sportscaster, weather person, camera person, director, and sound technician. Video Production students are asked to arrive to homeroom in the TV Studio ten minutes before homeroom bell and report to their station to prepare for the broadcast.

DEPARTMENT: WORLD LANGUAGES

Students will begin their language study during their 7th grade year. This beginning level of Spanish will continue through the 8th grade year and culminate with a locally-developed Proficiency Exam. Passing both the class and the exam will earn a student 1 high school credit for graduation. Their language studies can continue through senior year with intermediate and advanced classes in Spanish.

To earn a Regents Diploma with Advanced Designation, the student must complete one of the following: two additional sequential units in a language other than English including taking and passing a locally developed Checkpoint B exam that is aligned to the Checkpoint B learning standards for LOTE in the language studied (3 LOTE credits total); career and technical education (5 credit CTE sequence); or the Arts (5 credit sequence). Students with disabilities who are exempt from LOTE requirements as indicated on the IEP may earn the advanced designation as long as the required number of credits to graduate is met.

Helpful links for understanding World Language requirements:

For parents: <http://www.nysaflt.org/parents/>

For explanation of requirements: <http://www.nysaflt.org/admin/>

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
Spanish 7 Grade 7	Semester		1	None	This course begins the study of the Spanish language and the culture of Spanish speaking countries. Spanish for functional communication is stressed through listening, speaking, reading and writing skills. Topics include the alphabet, numbers, calendar weather and school, as well as a variety of cultural topics such as holidays celebrated in Spanish-speaking countries. Requirements: Tests, essays, homework, classroom participation, conversations with the teacher and a local midterm and final. Materials: A variety of materials are provided. Students are expected to maintain their own notebook.
Spanish 8 Grade 8	Full Year	1 pt	1	None	This course continues the study of the Spanish language and the culture of Spanish speaking countries. Spanish for functional communication is stressed through listening, speaking, reading and writing skills. Topics include Personal Identification, Family, Leisure, Education, House and Home, Food, Health, Shopping, Physical Environment, Travel. Requirements: Tests, essays, homework, classroom participation, conversations with the teacher and a local midterm and final. Materials: A variety of materials are provided. Students are expected to maintain their own notebook
General Spanish Grades 9-12	Full Year	1 pt	1	None	This course begins the study of the Spanish language and the culture of Spanish speaking countries. Spanish for functional communication is stressed through listening, speaking, reading and writing skills. Topics include Personal Identification, Family, Leisure, Education, House and Home, Food, Health, Shopping, Physical Environment, Travel. Requirements: Compositions, classroom participation, projects, conversations with the teacher and a local midterm and final. Materials: A variety of materials are provided. Students are expected to maintain their own notebook.
Spanish 9 Grades 9-12	Full Year	1 pt	1	Passing grade on the locally-developed Proficiency Exam	This intermediate level course continues the study of the Spanish language and the culture of Spanish speaking countries. Spanish for functional communication is stressed through listening, speaking, reading and writing skills. Topics, including family culture and education, concentrate on every day communications. Grammatical structures studied complement topical units and enable the students to express themselves appropriately. Cultural study includes the geography, holidays and customs of the Spanish speaking countries. Requirements: Tests, essays, homework, classroom participation, conversations with the teacher and a local midterm and final.

					Materials: A variety of materials are provided. Students are expected to maintain their own notebook.
Spanish 10 Grades 10 – 12	Full Year	1 pt	1	Successful completion of Spanish 9	This course may be taken as the 3rd course of a required 3-unit sequence in a second language for an Advanced Regents Diploma. A continuation of vocabulary for everyday usage is emphasized as are conversational skills. Vocabulary and grammar are acquired through listening, reading, writing and conversation. Cultural studies are included in each unit. Requirements: Quizzes, unit exams, essays, homework, participation, conversations and projects, a local midterm and final and NYS Comprehensive Regents. Materials: A variety of materials are provided. Students are expected to maintain their own notebook.
Advanced Spanish Grades 11-12	Full Year	3 pts	1	Spanish 10	COME TO ESPANA! Would you like a chance to use all the Spanish you've learned in real-life situations? Of course you would! In this 2 year advanced course, you will participate in immersion – like classes, to create a Hispanic atmosphere by doing projects & having conversations. That means you will be speaking Spanish often! Our main focus in this class will be to have fun with Spanish. Hurray! Requirements: Projects, journals, tests, and midterm and final exam. Materials: A notebook is required.
ACE Spanish 2010 Grades 11-12	Semester	5 pts	½ at WGHS 4 at CCC	Passing grade on the NYS Comprehensive Regents	Development of facility in reading, writing, speaking and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations. Requirements: Tests, essays, homework, classroom participation, labs, class discussions, and final. Materials: A variety of materials are provided and the books: 1. “En contacto: Gramática en Acción”, 9th ed.; Mc Vey Gill et al., 2. “En contacto: Cuaderno de ejercicios y Manual de laboratorio”, 9th ed.; Mc Vey Gill et al., 3. Aventuras Literarias, 6th edition, Jarvis et al.; Houghton Mifflin. 4. Students are expected to maintain their own notebook.
ACE Spanish 2020 Grades 11-12	Semester	5 pts	½ at WGHS 4 at CCC	Passing grade in ACE Spanish 2010	A thorough analysis of the language: intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports, and more informed class discussions and conversations. Requirements: Tests, essays, homework, classroom participation, labs, class discussions, and final. Materials: A variety of materials are provided and the books: 1. “En contacto: Gramática en Acción”, 9th ed.; Mc Vey Gill et al., 2. “En contacto: Cuaderno de ejercicios y Manual de laboratorio”, 9th ed.; Mc Vey Gill et al., 3. Aventuras Literarias, 6th edition, Jarvis et al.; Houghton Mifflin. 4. Students are expected to maintain their own notebook.
ACE Spanish 2310 Grades 11-12	Semester	5 pts	½ at WGHS 4 at CCC	Passing grade in ACE Spanish 2020	Brief introduction to Literature. Advanced study in the language with an introduction to serious readings of some of the great writers of literature. Conveys ideas and develops the ability to exchange ideas through writing and discussion in the language. Requirements: Tests, essays, homework, classroom participation, class discussions, and final. Materials: A variety of materials are provided. Students are expected to maintain their own notebook.
ACE American Sign Language I	Full Year	5 pts	1 at WGHS	Passing grade on the Accuplacer	Development of conversational fluency in ASL. Students will accurately recognize and produce ASL with appropriate non-manual behaviors and grammatical features. Development of linguistic/cultural behaviors

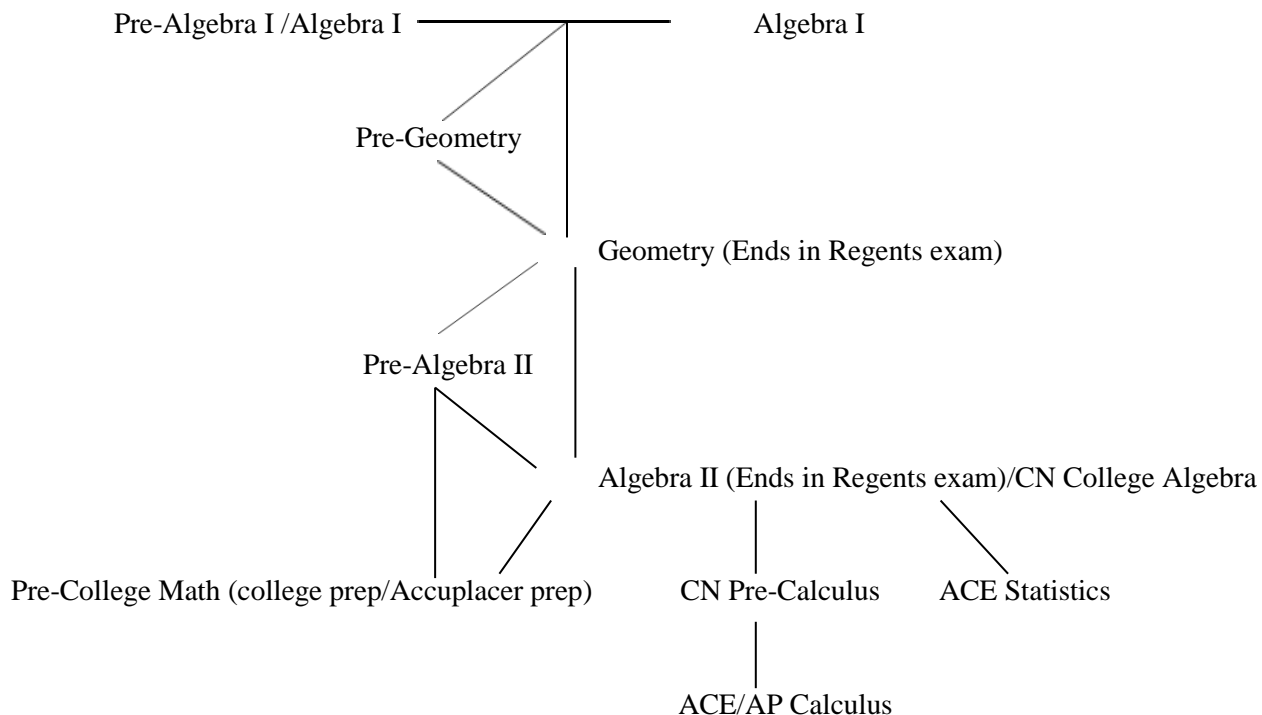
Grades 11-12			4 at CCC	exam or score an 85% on the comprehensive English regents exam	conducive to the deaf community and awareness of, and respect for deaf culture. Receptive and expressive skills are fostered
ACE American Sign Language II Grades 11-12	Full Year	5 pts	1 at WGHS 4 at CCC	Passing grade in ASL I	Continued development of conversational fluency in ASL. Emphasis on the production and comprehension of increasingly complex linguistic expressions through dialogue and conversation. More complex receptive and expressive skills are fostered through interactive ASL lessons and participatory activities.
ACE American Sign Language III Grades 11-12	Full Year	5 pts	1 at WGHS 4 at CCC	Passing grade in ASL II	Continued focus on specific grammatical and cultural topics using non-manual signals and markers. Emphasis is on greater fluency in idiomatic language usage and mastery of vocabulary and syntax. Skill is enhanced through in-class interactions with native language users.
ACE Mandarin Chinese I Grades 10-12	Full Year	5 pts	1 at WGHS 4 at CCC	Passing grade on the Accuplacer exam or score an 85% on the comprehensive English regents exam	Practice in conversation, development of reading and writing characters, and a systematic study of grammar. Attention to the culture of Chinese-speaking countries.
ACE Mandarin Chinese II Grades 11-12	Full Year	5 pts	1 at WGHS 4 at CCC	Passing grade in Mandarin I	Additional practice in conversation, development of reading and writing characters, and a systematic study of grammar. Attention to the culture of Chinese-speaking countries.

DEPARTMENT: HEALTH EDUCATION

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
Health	Semester	1 pt	½	None	<p>The goal of Health Education is to empower our students with the knowledge and skills needed to be happy, healthy, and successful in life. We will accomplish this through focusing on the decisions students must make as they navigate through the adolescent years. Emotional, physical, social, and intellectual aspects of health are examined. Through small and whole group discussions, role plays, guest speakers, video clips, readings, panel discussions and cooperative learning activities, the students are exposed to possible consequences concerning decisions they must make in our present society. Active participation in class activities and discussions is important to student success in this course. The ultimate goal is that students are able to apply the knowledge and skills learned in this course in real-life situations.</p> <p>Requirements: Class participation is critical, classwork, readings, unit tests/projects, Final Exam</p> <p>Materials: Pen/pencil, 3 ring binder, lined paper, dividers</p>

DEPARTMENT: MATHEMATICS

The following are the math sequences most frequently chosen by students. You may follow other course sequences. Sequences are selected based on individual needs by consulting with your school counselor and current math teacher. Students planning to attend a 4-yr college would normal purpose an advanced Regents math sequence.



Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
Pre-Algebra / Algebra I Grade 9	Full Year	1 pt	2	None	This course is a double period of math throughout the academic school year. This course deals with the properties of real numbers, linear, exponential, and quadratic equations (solving and applications), monomial and polynomial factoring, and statistics. The students will solve problems in a wide variety of disciplines. Time will be devoted throughout this course to enhance algebraic skills and concepts. The New York State Algebra 1 Regents Exam will be given at the conclusion of this course. Culminating Exam: New York State Common Core Algebra I Regents Exam
Algebra I Grades 8 – 9	Full Year	3 pts	1	None	This course deals with the properties of real numbers, linear, exponential, and quadratic equations (solving and applications), monomial and polynomial factoring, and statistics. The students will solve problems in a wide variety of disciplines. The New York State Algebra 1 Regents Exam will be given at the conclusion of this course. This course can be taken by advanced 8th grade math students. Culminating Exam: New York State Common Core Algebra I Regents Exam

Pre-Geometry Grade 10	Full Year	1 pt	1	Successful completion of Algebra I	<p>This course is designed to introduce the student to geometric concepts. The connection between algebra and geometry is introduced and enhanced. Standard elements of geometry with an emphasis on logical reasoning and proof are explored. A department prepared final exam will be administered.</p> <p>Culminating Exam: Local Final Exam</p>
Geometry Grades 10-11	Full Year	3 pts	1	Passing the NYS Algebra I Regents Exam, the course, and teacher recommendation.	<p>This course is centered on deductive reasoning, proofs, and supporting theorems. Triangles, quadrilaterals, and circles will be investigated. Aspects of two-dimensional and three-dimensional figures will be explored. The New York State Geometry Regents Exam will be given at the conclusion of this course.</p> <p>Culminating Exam: New York State Common Core Geometry Regents Exam</p>
Pre-Algebra II Grades 10-12	Full Year	1 pt	1	Passing the Geometry course and teacher recommendation	<p>This course will cover the majority of the topics that are in the Regents level Algebra 2/Trigonometry course, but will take the time to investigate more real-world applications. The course will introduce the connection between algebra and trigonometry and expand their knowledge of trigonometry beyond right triangle trigonometry in order to ease the transition into Algebra 2/Trigonometry. Additional topics such as complex numbers, functions, and logarithmic and exponential functions will be discussed. Since colleges and universities are stressing the importance of this course, this slower pace will allow students to complete Alg2/Trig topics. It is hoped that students will continue on and take Regents Algebra2/Trig the following year.</p> <p>Culminating Exam: Local Final Exam</p>
College Now Algebra II (MATH 120) Grades 10-12	Full Year	5 pts	1 at WGHS 4 at TC3	Passing Algebra and Geometry courses and Regents as well as teacher recommendation	<p>This is the third NYS Common Core Regents level mathematics course and is an extension of the Common Core Algebra I and Common Core Geometry courses. This course is designed for the able math student, who plans to continue his/her post-high school education. The high school Common Core Standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. They set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. Furthermore, they emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. Students in Common Core Algebra II will also use advanced algebraic techniques and rigorous in-depth study of advanced topics. These advanced topics include linear equations, inequalities, systems, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, equations and expressions. Advanced topics also include sequences and series, transformations, complex numbers, statistics and probability. A Texas Instrument TI-84+ graphing calculator is required.</p> <p>TC3 Description: This course covers college algebra between beginning algebra and pre-calculus. Topics include linear, quadratic, absolute value, polynomial, rational, exponential, and logarithmic expressions/equations/functions, function notation, graphing functions, transformations of functions, inverses, complex numbers, and linear, absolute value, and quadratic inequalities.</p> <p>Culminating Exam: New York State Common Core Algebra II Regents</p>

Pre-College Math Grade 11-12	Full Year	1 pt	1	Passing Algebra and Geometry course and Regents as well as teacher recommendation	<p>This course is designed to prepare students for the rigors of basic college mathematics. The first half of the year content includes polynomial equations, quadratics, trigonometry, complex numbers, and logarithmic and exponential functions. It will prepare student to retake the Algebra II Regents in January. The second half of the year will concentrate on the ACT, SAT, and Accuplacer as well as concepts to prepare students for college and careers. A department prepared final exam will be given.</p> <p>Culminating Exam: Local Final Exam</p>
College Now Pre-Calculus (MATH 138)	Full Year	5 pt	1 at WGHS 4 at TC3	<p>Successful completion of Algebra I, Geometry, and Algebra II.</p> <p>Recommendation: A final grade of 85 or above in Algebra II.</p>	<p>This is a course designed for college-bound students. The math topics in this course are applied to real-world settings. This course continues with the topics presented in Algebra 2 and Trigonometry, with additional emphasis placed on function applications, simplification of higher-level algebraic expressions, and the solutions of advanced equations, logarithms, trigonometry, and interpretations of graphs.</p> <p>TC3 Description: Provides the algebraic foundation, from a function standpoint, for a standard calculus course. Topics include; theory of functions and radicals, right triangle trigonometry, analytic trigonometry, law of sines, law of cosines, trigonometry with applications, vectors, polar coordinates ,binomial theorem and conic sections.</p> <p>Culminating Exam: Local Final Exam</p>
ACE/AP Calculus (AB) Grade 12	Full Year	5 pts	1 at WGHS 4 at CCC	Passing Pre-Calculus	<p>This course is designed for college-bound students with a strong aptitude in mathematics. This course includes an in depth look at functions and graphs, limits and continuity, derivatives and integrals, with many real-life applications. A Texas Instrument TI-84+ graphing calculator is required.</p> <p>Culminating Exam: Advanced Placement Exam in Calculus (AB) (in May)</p> <p>Cost: Approx. \$90</p> <p>Enrollment Condition: Students enrolled in the course are expected to challenge the AP Exam in May.</p>
ACE Statistics Grade 11-12	Full Year	5 pts	1 at WGHS 4 at CCC	<p>Successful completion of Integrated Algebra, Geometry, and Algebra II.</p> <p>Recommendation: A final grade of 85 or above in Algebra II.</p>	<p>This is a course designed for students seeking an elective math credit (the second or third mathematics credit for graduation). Students will investigate many real-world examples and make mathematical decisions based on data. Scatter plots, fitting equations to data, correlation coefficients, and drawing conclusions from data will be taught. Also covered will be various measures of dispersion, and techniques of graphing data. Many applications will be technology driven, using computer applications and a graphing calculator, to interpret data. A Texas Instrument TI-83/84+ graphing calculator is required.</p>

DEPARTMENT: MUSIC

One unit of credit in art or music (the fine arts) is required for graduation. Certain courses in Art, English, and Technology may also satisfy this fine arts requirement.

A 5-unit sequence must include ART OF LISTENING, FOUNDATIONS OF MUSIC and 3 units in Band and/or Choir. This can also replace the 5-unit sequence in a foreign language.

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
Art of Listening Grades 9-12	Full Year	1 pt	1	None	This course may be taken for the one unit of music requirement, as part of a 5-unit sequence in music, or as an elective. This course explores and introduces the student to the different ways that technology has influenced music from rock music to computers. Students will study first-hand the various modern technologies including music videos, computers in music, sound compositions and electronic music. These technologies will enable the student to listen more objectively to the sounds around them and to have a better appreciation of all music. Several other units include class guitar as well as a music theater unit. Requirements: Reading and writing assignments, group discussions, checks of a notebook, and a midterm and final exam. Materials: Books and magazines are supplied. A notebook and folder are required.
ACE Introduction to Music Theory Grades 9-12	Full Year	5 pts	1 at WGHS 3 at CCC	Some music background through choir, band or private lessons is recommended.	This course may be taken for the one unit of music or art requirement, as part of a 5-unit sequence in music sequence or as an elective. This may also be taken for ACE college credit and/or local high school credit. This course explores the mechanics of writing music through melody (key signatures, major and minor mode), rhythm (time signatures) and harmony (major and minor chord structure). Students learn to compose and harmonize (chord) simple folk tunes as well as original melodies. This course is recommended to students just interested in music and to the students who wish to pursue their musical interest beyond high school. Requirements: Reading and writing assignments, unit tests, checks of a notebook and a local midterm and final. Materials: Texts and materials are provided. A notebook is required.
High School Choir Grades 9-12	Full Year	1 pt	1	None	This course may be taken to satisfy the requirement for 1 unit for art or music, as part of a 5-unit music sequence or as an elective. Choir is designed to develop the musicianship of each individual to the best of his/her ability through learning and performing choral music. An appreciation for the "classical" choral repertoire as well as the current popular style is encouraged. Each individual is assisted to develop self-confidence in his/her voice and to develop the best intonation, breath control, diction and tone possible. Requirements: Group participation, attendance at all concerts and a local midterm and final. Materials: Choral music is supplied. A folder is required.
Concert Band Grades 9-12	Full Year	1 pt	1	Prior study and performance on a band instrument	This course may be taken to satisfy the requirement for 1 unit of music or art, as part of a 5-unit sequence in music, or as an elective. Concert band provides the opportunity for continuing band students to practice and perform challenging and exciting music. Both traditional and contemporary concert band repertoire is explored. Students strive for professional, quality performances through concerts, assemblies and solo festivals. Knowledge and understanding of musical terms, symbols and scales are discussed and tested on written and playing exams at the end of each semester. Requirements: Weekly preparation of lesson material and band music, attendance at all performance of the band and a local midterm and final.

					<p>Materials: Band music is provided. Lesson and solo materials as well as reeds, oil and cork grease are supplied by the student.</p>
Honors Concert Band	Full Year	3 pts	1	<p>Prior study and performance on a band instrument</p>	<p>Students who have participated in the New York State School Music Association (NYSSMA) solo festival are aware of the extra time and rehearsals needed to achieve musical excellence at the festival. These individuals dedicate many hours to home practice as well as in-school rehearsals. Enclosed are copies of the NYSSMA adjudication forms used at solo festival. It is to award the extra work and commitment made by these students that the honors credit is being sought.</p> <ul style="list-style-type: none"> • It is expected that students who seek honors credit for Concert Band are those individuals who excel in music. Students must complete an application and be recommended by the high school Instrumental Music Teacher. • Students must be enrolled in the Concert Band on a full-time basis. Independent study students will not be eligible for honors credit. <p>To earn Honors credit in concert band the following criteria must be completed:</p> <ol style="list-style-type: none"> 1. Students will perform solos at the New York State School Music Association (NYSSMA) Spring solo festival during the current academic school year. Students may also perform in ensembles in addition to the required solo, however the ensemble is optional. 2. Students must participate in a minimum of 2 extra credit performances as determined by the instrumental music department. These may include both community and school performances. 3. Students must be recommended for the Area All- State and All State music festivals during the current school year. If selected to participate, the student MUST attend the festival. <p>Evidence of the above criteria will be documented with NYSSMA adjudication forms, all-state recommendation forms and attendance at extra credit performances. Upon completion of the above, the students will receive honors credit for Concert Band.</p>

DEPARTMENT: PHYSICAL EDUCATION

Each student must earn 1/2 credit of P. E. each year (a total of 2 credits for graduation). Students with certified medical excuses are offered an adapted P. E. program to meet their needs, in accordance with the State Education Department.

The physical education program is designed to promote physical fitness as well as social awareness, through posture work, conditioning programs and rhythms. The program stresses physical and recreational skills which, are used daily and in adult life.

Requirements: A student must attend and participate in each respective unit in order to receive a satisfactory grade (swimming included). Showers will be made available when appropriate and offered to meet student’s individual needs. Instructors have the option of requiring a uniform. Eye protection will be made available by the instructors.

Testing: The NYS Physical Fitness Screening Test is given to help students detect proficiencies and deficiencies. Also, written tests are given during various parts of the program.

Grading System:

A five point daily grading system will be incorporated. Some units will include a cognitive portion of understanding which may include, but is not limited to exams, quizzes, summary reports, essays, and fitness portfolios. The cognitive portion may be worth up to 25% of your grade. The quarterly grade will be the numerical average of the daily grade over the 10 week period. This grade is incorporated into a student's overall average and will affect class rank. If a student fails P. E. for the year, he/she will be scheduled for five periods per week the following year.

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
Waterfront Lifeguarding Grades 9-12	PE Credit or Independent Study	1 pt	½ for independent study Or student is pulled from PE for coursework	None	The Red Cross Lifeguarding program provides entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and training to provide care for inquires and sudden illness until emergency medical services personnel arrives to take over. This course is designed for those students who wish to be employed as a lifeguard, and require formal certification. Requirements: Pocket mask
ACE Waterfront Lifeguarding Grades 11-12	Semester	5 pts	½ at WGHS 1 at CCC	Current Lifeguarding Certification	Similar to above, but this course is designed for students who wish to be employed as a lifeguard, and/or to recertify, improve and further develop their lifeguarding skills, with the goal of being appointed to a head lifeguard position. Requirements: Pocket mask
ACE Water Safety Instructor Grades 11-12	Semester	5 pts	½ at WGHS 1 at CCC	Must be 16 y/o Successful completion of Fundamentals Course Demonstrate the ability to perform several swimming skills	This American Red Cross Water Safety Instruction course is designed to train instructor candidates to teach courses and presentations in Swimming and Water Safety by gaining an understanding of the principles of learning and their applications to aquatics. Students will develop effective teaching methods and progressions of swimming skills and water safety content.

DEPARTMENT: SCIENCE

New York State graduation requirements

1. All students must earn a minimum of 3 units (credits) of science. One of which must culminate in a Regents Exam. One unit must be a life science, one unit must be a physical science. The third unit can be in either life or physical science.
2. All students must pass one of the Regents Exams in the Science. The state offers Regents Exams in Living Environment (life), Earth Science (physical), Chemistry (physical), and Physics (physical).

Advanced Regents Diploma

3. To earn an advanced Regents Diploma a student must pass **two (2)** Regents exams; one from the Living Environment and one from the Physical Setting (Earth Science, Chemistry, or Physics).

WGHS Science Department Grading Policy:

The grading scheme is as follows: Tests & Quizzes - 60%, Labs - 20%, Homework & Class work 20%. This scheme is designed to encourage students to complete all work and keep their grades in line with what can be expected on the NYS Regents science examinations.

Late work will not receive full credit.

The New York State Education Department entry requirement for each Regents science examination is a minimum of 1200 minutes of hands-on laboratory experience with satisfactory laboratory reports. It should also be noted that the 1200 minutes of laboratory experience must be in addition to the required classroom instruction associated with earning a unit of credit. Two weeks before the Regents examination, all required lab reports must be filed in the classroom in the student's folder that is New York State property. If the required lab reports have not been handed in by this specified date (unless special permission has been granted), the student will be refused entrance into the Regents examination and will not be eligible to take the course during summer school. By regulation, student laboratory reports must be kept on file for a minimum of six months after the examination.

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
Living Environment Grade 9 Life Science	Full Year	3 pts	1	Successful completion of 8 th grade	This course may be taken for one unit toward the New York State Living Environment science requirement. It prepares students for the New York State Living Environment Regents exam. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to biology and its historical development. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of biology. Students must meet the New York State Lab requirement in order to sit for the Regents exam and receive course credit. Culminating Exam: NYS Living Environment Regents Exam
Earth Science Grade 10 Physical Science	Full Year	3 pts	1	Successful completion of Living Environment	This course may be taken for one unit toward the New York State Physical Setting science requirement or toward a third unit in science. It prepares students for the New York State Earth Science Regents exam. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to Earth science and its historical development. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect

					<p>mathematics, science, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of Earth science. Students must meet the New York State Lab requirement in order to sit for the Regents exam and receive course credit.</p> <p>Culminating Exam: NYS Earth Science Regents Exam</p>
<p>Chemistry Physical Science</p>	Full Year	3 pts	1	<p>Successful completion of Living Environment and Algebra I; successful completion or concurrent enrollment in Geometry or Principal approval</p>	<p>This course may be taken for one unit toward the New York State Physical Setting science requirement or toward a third unit in science. It prepares students for the New York State Chemistry Regents exam. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to chemistry and its historical development. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of chemistry. Students must meet the New York State Lab requirement in order to sit for the Regents exam and receive course credit.</p> <p>Culminating Exam: NYS Chemistry Regents Exam</p>
<p>Physics Physical Science</p>	Full Year	3 pts	1	<p>Successful completion of, or concurrent enrollment in, Algebra 2/Trigonometry and Regents Chemistry or Principal approval</p>	<p>This course may be taken for one unit toward the New York State Physical Setting science requirement or toward a third unit in science. It prepares students for the New York State Physics Regents exam. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to physics and its historical development. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of physics. Students must meet the New York State Lab requirement in order to sit for the Regents exam and receive course credit.</p> <p>Culminating Exam: NYS Physics Regents Exam</p>
<p>Environmental Science Grades 11-12 Life Science</p>	Full Year course offered every other year	1 pt	1	<p>Successful completion of Living Environment and an additional New York State Lab Science course (Earth Science or Chemistry)</p>	<p>This course may be taken for one unit toward a third unit in science. This course provides students with a hands-on/inquiry based opportunity to understand and apply scientific concepts, principles, and theories pertaining to environmental science. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, engineering, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of environmental science.</p> <p>Culminating Exam: Local Final Exam</p>
<p>Forensic Science Grades 11-12</p>	Fall semester offered every other year,	1 pt	½	<p>Successful completion of Living Environment and</p>	<p>Forensic Science is a third year Science elective, which engages students in an exciting world of investigation and inquiry. This unique curriculum program allows flexibility to explore aspects of various forensic science disciplines. It includes five units</p>

Life Science	adjacent to Nanotechnology			an additional New York State Lab Science course (Earth Science or Chemistry)	containing both skill-based and case applications that allow students to experience the wonders of science through direct, hands-on environment. A sixth unit provides a case scenario that allows students to function as actual crime scene investigators. Culminating Exam: Local Final Exam
Nanotechnology Grades 11-12 MOVED TO TECH DEPARTMENT	Spring semester, offered every other year	1 pt	½	Successful completion of Living Environment and an additional New York State Lab Science course (Earth Science or Chemistry)	The emerging area of nanotechnology crosses into almost every technical discipline in the study and application of extremely tiny materials. The area of nanoscience has been able to develop many new technologies that have found their way into many commercial products. In this course, students will examine nanoscale science and its applications in nanotechnology while learning about: size and scale, tools and techniques, properties and behaviors, nanotechnology applications and societal implications. Culminating Exam: Local Final Exam
General Chemistry Grades 11-12 Physical Science	Full year course offered every other year	1 pt	1	Successful completion of Living Environment and an additional New York State Lab Science course (Earth Science or Chemistry)	This course may be taken for one unit toward a third unit in science. This course provides students with a hands-on/inquiry based opportunity to understand and apply scientific concepts, principles, and theories pertaining to chemistry. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, engineering, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of chemistry. Culminating Exam: Local Final Exam
General Physics Physical Science	Full year course offered every other year	1 pt	1	Successful completion of Living Environment and an additional New York State Lab Science course (Earth Science or Chemistry)	This course may be taken for one unit toward a third unit in science. This course provides students with a hands-on/inquiry based opportunity to understand and apply scientific concepts, principles, and theories pertaining to physics. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, engineering, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of physics. Culminating Exam: Local Final Exam
AP Biology Life Science	Full Year	5 pts	1 at WGHS 8 at CCC when offered as ACE	Successful completion of three Regents Lab Science courses and completion of summer assignment Recommendation: A final grade of 85 or above in Algebra 2/Trigonometry and a cumulative Regents exam grade of 85 or	The AP/ACE Biology course is designed to be the equivalent of two semesters of college introductory biology usually taken by biology majors during their first year. The course prepares the students for the AP Biology exam in May and the ACE Biology exams in January and June. The AP/ACE course differs significantly from Regents Living Environment (Biology) with respect to the textbook used, the range and depth of topics covered, the type and level of laboratory work done by students, and the time and effort required of the students. Culminating Exam: Local Final Exam or AP Biology Exam

				better in the three Regents Lab Science courses	
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DEPARTMENT: SOCIAL STUDIES

A four-unit sequence in Social Studies is required for graduation. Students must pass the Regents Exam, in both Global Studies (grade 10) and U. S. History & Government (grade 11), (See graduation requirements).

REGENTS

GLOBAL HISTORY & GEOGRAPHY I (9)
OR
World History I Honors (9)

GLOBAL HISTORY & GEOGRAPHY II (10)
OR
AP World History (10)

U. S. HISTORY & GOVERNMENT (11)
OR
ACE American History (11)

Participation in Government (P.I.G) and Economics (12)
OR
ACE GOVERNMENT AND ADVANCED ECONOMICS (12)

ELECTIVES

SOCIOLOGY
PSYCHOLOGY

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
World History I Grade 9	Full Year	3 pts	1	Minimum requirements include a 90 in Social Studies 8 and a 90 in ELA 8, and teacher recommendation – section will be capped at 28 students.	AP World History is a two-year history course focusing on the interconnectedness of global history and world cultures and the progression of human society. As a broad, survey course, World History I will cover human history from our earliest beginnings to roughly 1450 CE, paying special attention to the development of political, social, religious, and economic systems. World History is a Phase 4 course, intended to build students toward more rigorous college-level material in the sophomore year. A major focus of the AP World History program is the AP Examination itself, which will be taken in May of the second year of the program. With successful completion of the AP Exam, students will have the ability to earn college credit from various colleges and universities. This course is meant to cater to students who have demonstrated high academic achievement in the field of Social Studies and ELA. As a result, course expectations will be significantly higher than in a typical social studies environment. Portions of the course related to the AP Examination will be notably college-level. Students should expect more rigorous class work, homework, and assessments. This course also satisfies a student’s requirement for Global History and Geography, and will also include the NYS Global History and Geography Regents in June of the sophomore year.
AP World History II Grade 10	Full Year	5 pts	1	Successful completion of World History I with an 85 or above average.	AP World History is a two-year history course focusing on the interconnectedness of global history and world cultures and the progression of human society. As a broad, survey course, AP World History II will cover human history from roughly 1450 CE until the present day, paying special attention to the development of political, social, religious, and economic systems. AP World History is a Phase 5 course, indicating that students are expected to complete work and study content at a college level. A major focus of the AP World History program is the AP Examination itself, which will be taken in May of the second year of the program. With successful completion of the AP Exam, students will have the ability to earn college credit from various colleges and universities. This course is meant to cater to students who have

					demonstrated high academic achievement in the field of Social Studies and ELA. As a result, course expectations will be significantly higher than in a typical social studies environment. Portions of the course related to the AP Examination will be notably college-level. Students should expect more rigorous class work, homework, and assessments. This course also satisfies a student's requirement for Global History and Geography, and will also include the NYS Global History and Geography Regents in June of the sophomore year. Successful completion of World History I is a major pre-requisite.
Global History & Geography I & II Grades 9 and 10	Full year	1 pt	1 unit each year	None	Global Studies is a two year course that culminates in a comprehensive regents that is both thematic and document based. Comprehensive of world history is reached through the emphasis of nine major themes: Constantly and change, Geography and History, Political and Social systems, Religions and Value Systems, Economics and Technology, Diversity, Impact of the Individual Global Instructor and Art and Literature. Global Studies I begins with Early Civilization (3,000 BC) and ends with the Age of Absolution (1800). Global Studies II concentrates on the world from 1800 to the present. Requirements: Reading and writing assignments, quizzes on text and class material, map work, projects, work in groups, unit examinations and a local midterm and final for GS I and the New York State Regents exam that will cover both years for GS II. Materials: Text and other materials are provided. A notebook and folder are required.
United States History & Government Grade 11	Full Year	1 pt	1	None	U. S. History and Government is the third course of the required 4-unit sequence in social studies. The course surveys growth and development of the United States, emphasizing the period 1865 to present, as well as comprehensive studies of the United States Constitution and government. Major themes include constitutional and legal issues, the industrial and technological development of the United States, the American people and the increasing involvement of the United States in international affairs. Current events are also studied. Requirements: Reading and writing assignments, quizzes on text and class material, current events, unit tests, a local midterm, final exam and the NYS Regents Exam in US History. Materials: Text and other materials are provided. A notebook and folder are required.
ACE American History 1110 Grade 11	Semester	5 pts	½ at WGHS 3 at CCC	Pass Accuplacer Exam	College-level study of American history from a broad western perspective from early American civilizations and accomplishments, Spanish conquest through to the Civil War. Emphasized focus is put on dreams and concepts brought to the New World and their development into America's institutions and social fabric. The conflicts and consensus among groups, dilemmas facing revolutionaries and reformers, and ways economic, political and social changes have occurred are also evaluated. Requirements: Reading and writing assignments from college-level textbook, term paper, and current events, test and quizzes.
ACE American History 1120 Grade 11	Semester	5 pts	½ at WGHS 3 at CCC	Pass Accuplacer Exam	College-level study of American history from the Civil War to the present. Topics cover the growth of industry and urbanization, conflicts involving race, ethnicity, and gender, and the transformation of the country into an international power. Emphasized focus is put on economic, social, and political challenges and implications of becoming a modern nation. Requirements: Reading and writing assignments from college-level textbook, and current events, test and quizzes.
Participation in Government (P.I.G)	Semester	1 pt	½	None	The primary purpose of the government course is to facilitate and encourage development of civic minded individuals capable of fulfilling their responsibilities and duties as a citizen. "The office of citizens" emphasizing civic intelligence, civic liberty and civic enterprise provides

Grade 12					a basis for this course. One intent is to provide a working knowledge of how public policy is formed and how citizens deal with that process. The course deals with the structure and functions of state and local governments. It includes student participation in government via projects, interviews, research, etc. A field trip to county government facilities is included as part of local government and citizen participation. Requirements: Reading and writing assignments, quizzes, examinations, oral reports, understanding and interpreting maps, graphs and charts.
Economics Grade 12	Semester	1 pt	½	None	Students should learn understandings of the American economics system and its components, the relationship of individual to economy, interdependence of World Economics and basic economic principles. The course introduces basic economic principles (microeconomics–elements of the economic system; macroeconomics–functioning system) as well as personal and consumer economics.
Advanced Economics Grade 12	Semester	3 pts	½	U.S. History – with a final grade of 90% or above and teacher recommendation This course runs adjacent to ACE American Federal Government	The course includes Microeconomics, which studies the elements of the economics system, the activities and decisions of individual people and businesses, interaction of these decisions on the marketplace and effects of government regulations and taxes on individual prices and quantities. Microeconomics is a study of the national and global economics and how the economy functions as a whole, including effects of government actions on the economy. Requirements: Reading and writing assignments from college-level textbooks, tests, quizzes, interpreting and creating graphs, diagrams, etc.
ACE American Federal Government Grade 12	Semester	5 pts	½ at WGHS 3 at CCC	U.S. History – with a final grade of 90% or above and teacher recommendation This course runs adjacent to Advanced Economics	College-level study of the structure and workings of the American political system. Topics include philosophy of democracy, the constitution, frame and workings of U.S. Government, bureaucracy, media and the political parties. Studies relationship of each part to the workings of our governmental and political systems. Students who desire may receive college credit (3 hours) by payment of tuition to Corning Community College. Requirements: Reading and writing assignments from college-level textbook and current events, test and quizzes.
ACE Modern Africa Grades 10-12	Semester	5 pts	½ at WGHS 3 at CCC	None	Focuses on basic knowledge and understanding of modern Africa, its people, their history and cultures. Its socio-political crises will be examined. Helps to eliminate stereotyping of Bantu African civilizations and exposes students to non-European cultures. Students will become proficient in one specific geographic realm.
Model United Nations Grades 10-12	Semester	1 pt	½	None	Course topics include addressing current world issues related to regional conflicts, peacekeeping, human rights, women and children, economic and social development, and the environment. Students gain a better understanding of the inner working of the United Nations.
Psychology Grades 10-12	Semester	1 pt	½	None	A clinical approach to psychology, emphasizing theories and experimentation of the human mind. Students will be exposed to many of the great psychologist as well as their theories and findings. Much of the course will deal with the student’s abilities to take the clinical information and apply it to their selves and their environment. Observations, testing and experimentation will be used in many branches of psychiatry. An introductory course patterned to a college introduction to psychology course. Requirements: Reading and writing assignments, discussions, field trip, presentations, quizzes, unit tests, computer assignments and a local semester final. Materials: Materials provided.

					A notebook is required.
Sociology Grades 10-12	Semester	1 pt	½	None	<p>A functionalist approach to the Science of Sociology – The student will examine group behavior and structure. They will use a sociological perspective to gather data, make observations, analyze and evaluate group interaction. Class participation and group dynamics are key component of this course. A course patterned after a college introductory sociology course.</p> <p>Requirements: Reading and writing assignments, discussions, field trip, presentations, quizzes, unit tests and a local semester final. Group and individual projects, use of computer to develop questionnaires and analyze data.</p> <p>Materials: Materials provided. A notebook is required.</p>

DEPARTMENT: TECHNOLOGY

Students interested in a manufacturing cluster should consider the following sequence of courses. It is recommended that students start out with Material Processing so that they may become familiar with the basic resources used in industries. They also learn about processing each material. Students should then consider taking History of Technology (or take within the same year as Material Processing) so that they may learn about the technological inventions and discoveries that make manufacturing possible. Following History of Technology is Manufacturing. At this point, students learn about various manufacturing methods with an emphasis on mass production and automation. Production is taken sometime after the previous 3 courses. Production allows students to use their knowledge about materials, production methods and equipment to produce and construct various products and structures throughout the community. Finally students may take Design and Engineering for Manufacturing. Students break up into teams to research and design products. The products will be made-up into prototypes then put into mass-production. Students will learn engineering and managerial skills. Students interested in receiving valuable information for a well-rounded education, but not for a technology sequence should consider Material Processing, Transportation, Electronics or Energy/Power.

Course Name	Course Length	GPA Weight	Unit of Credit	Prerequisites	Course Description
Transportation Grades 9-12	Semester	1 pt	½	None	Imagine being able to repair small engines that power ATVs, lawn mowers, and other items found around the home. What about learning how your car/truck runs? Have you ever thought about the future of engines and what is next? Learn about the internal combustion engine using gasoline or diesel, hydrogen fuel, electric cars and all the other cool technology. The course is designed to provide useful information for the student just curious to those interested in going into the transportation field.
Automated Manufacturing Grades 9-12	Full Year	1 pt	1	None	Learn G/M codes, basic CADD, and run a CNC machine just like in industry. Plus learn welding without the danger by using some of the latest technology, virtual welders. Join our latest course addition to the Watkins Glen Technology department and learn skills and career options in this area. Students will be exposed to a variety of opportunities not offered in most high schools around the United States. This course is designed for the student interested in learning skills for the work place as well as the student considering engineering as a field choice. Materials: Materials are provided for the curriculum. Students wishing to produce products above and beyond the norm will have to secure the materials outside of school.
Electronics Grades 9-12	Semester	1 pt	½	None	From house wiring to the latest technology, this course does it all. Students learn basic AC circuitry and may use this knowledge to spark an interest in the field for further exploration or maybe just use it to be able to complete minor home repair. Explore how our society even makes electricity and what the future might bring. Maybe electronics are more of your interest? Learn all about semi-conductors, parallel/series circuitry, designing your own projects and use the Raspberry Pi. Explore, build and solder your own electronic kits while learning. This course is designed for the hands-on learner who wants to learn in a positive safe environment.
Energy Grades 9-12	Semester	1 pt	½	None	Explore the energy crisis as described by our society (pollution, accessibility, cost, political consequences, etc.) and options for solving the issues. Students will look at new technologies as well as older ones. The course looks at global issues all the way down to the individual students' needs. Use equipment like an infrared camera, solar panel unit, kill-a-watt meters and various appliances to learn theory and concepts. The course is designed with the student in mind and will accommodate individual interests and needs. A variety of teaching methods will be used, but mainly focuses on hands-on exploration into the subject matter. Students will be provided with options as well as topics assigned by the teacher. Requirements: Projects, experiments, research

WG Technology Grades 9-12	Full Year	1 pt	1	None	WG Tech is a course that will explore cutting edge technology. The curriculum will be continually updated to meet the needs of the students and society. Students will learn about 3-D printing, drones, Raspberry Pi, CNC machining with G and M codes, nanotech and robotics. The course is designed to be a hands-on course with personal exploration as the main goal. New material will be added as well as removed, depending on student interest, material availability and new technology as it emerges. Students will explore 3-D modeling using Google Sketch-up and SolidWorks and use a CAM package to convert files to G codes for manufacturing. Requirements: Complete assignments as provided
Introduction to Robotics Grades 9-12	Semester	1 pt	½	None	This course will provide opportunities to learn about robotics, and how we use robots in everyday life. Students will use programs like RobotC and EasyC to learn C programming. This course will help students develop Inquiry learning, creative thinking, decision making, and problem solving skills. Students will build robots using Lego NXT/Ev3 base sets and program the robots to perform specific task.
Competition Robotics Grades 9-12	Semester	1 pt	½	Intro to Robotics	This course will provide opportunities to learn more about robotics and programming and compete in area robotics competitions. Students will use RobotC for programming Lego NXT/Tetrix and EV3 robots and EasyC to program VEX robots. Students will learn advanced C programming and robot design. This course will help students develop Inquiry learning, creative thinking, decision making, and problem solving skills
iDesign: Engineering Your World Grades 9-12	Full Year	1 pt	1	None	From hands-on projects to super computers, this is the class for you. This is a pre-engineering and design course for students who want to learn more about engineering and its role in shaping our world. Students in the class complete a series of socially relevant challenges to develop design skills and habits of mind to find solutions to real world issues.
Design & Drawing for Production (DDP) Grades 9-12	Full Year	1 pt	1	None	Communicate designs and ideas through industry standards. Design and Drawing for Production is a full year course designed for all students in grades 9-12. This course is a technology sequence course that also fulfills the art/music high school requirement. This course intends to provide opportunities in the area of design and drawing through creative thinking, decision making, and problem solving experiences. Strategies of design and drawing appropriate now and in the future are emphasized. Course content includes: <ul style="list-style-type: none"> • Orthographic Drawing • Isometric Drawing • Geometric Drawings • Sectional views • Axillary views • One Point Perspective • Two Point Perspective • Three Point Perspective • CADD- SolidWorks, Google SketchUp, West Point Bridge Builder, Chief Architect, 001 Game Creator Requirements: Each student is expected to complete all the assignments, including worksheets, portfolio drawings, contests and projects. Grading: Each project is graded with a rubric. The grading system varies with the projects, often allowing students to grade their own work. 5 week grades are given as indicators of effort and work quality. 10 week grades are derived of actual rubric grades. Materials: Materials are provided.
Architectural Drawing	Full Year	1 pt	1	DDP	Design a residential structure, learn how homes are constructed and learn cool software all at the same time. Students will start by learning detail sectional drawings of how a house is assembled, from the footer to the

Grades 10-12					<p>roof. Students will build a model of choice of a home. The students may choose a balsa framed house, cardboard floor plan layout, or a model of a residential home using siding, a roof and deck. Students then explore efficiency in floor plans and how to use Chief Architect software. Using Chief Architect, students will design a residential structure of different house styles such as A-frames, Tudors, log cabins, etc. Lastly, students will use gained knowledge to design homes with specific characteristics in mind, such as energy efficiency, handicap accessibility, etc.</p> <p>Requirements: Completed hand drawings, model, various floor plans, variety of house style designs</p> <p>Materials: Most materials are provided.</p>
<p>Nanotechnology</p> <p>Grades 11-12</p> <p>ADDED to TECH Department from Science Department</p>	Semester	1 pt	½	<p>Successful completion of Living Environment and an additional New York State Lab Science course (Earth Science or Chemistry)</p>	<p>The emerging area of nanotechnology crosses into almost every technical discipline in the study and application of extremely tiny materials. The area of nanoscience has been able to develop many new technologies that have found their way into many commercial products. In this course, students will examine nanoscale science and its applications in nanotechnology while learning about: size and scale, tools and techniques, properties and behaviors, nanotechnology applications and societal implications.</p> <p>Culminating Exam: Local Final Exam</p>
<p>ACE CADD 1700</p> <p>Grades 10-12</p>	Full Year	5 pts	<p>1 at WGHS</p> <p>3 at CCC</p>	DDP	<p>Engineering challenges, hands-on learning, and being able to actually produce what you design is what this course is about. Using the SolidWorks software program to complete CCC course requirements, students will earn college credit for this course. 3-D modeling will be turned into orthographic drawings with a click of the mouse. Adding a motor turns your assembly into virtual animated movement. How about making an exploded view of your drawing? This course is designed for students interested in going into engineering and have had DDP with a very basic SolidWorks introduction.</p> <p>Requirements: Tutorial assignments, lessons, independent project work. All assignments will be done using the SolidWorks program.</p> <p>Materials: Materials are provided.</p>

BOCES, CAREER & TECHNICAL EDUCATION (CTE) AND NEW VISIONS HONORS PROGRAM

COURSE OFFERINGS IN CTE

The Course Offerings in CTE are designed to prepare students to find employment after high school graduation. However, students may continue their education beyond high school if they desire. The student's counselor, once aware of the student's plans, can modify the CTE program to include the academic subjects needed to meet requirements for admission to institutions of higher education.

Most CTE Programs are offered on a half-day basis for a two-year period. The student attends his/her home high school for one-half of each school day where the academics are taught. The remaining one-half of each day is spent attending the selected program on the BOCES campus.

All CTE students report to the home district high school. Transportation is provided to and from the BOCES Bush Campus. All courses are subject to minimum enrollment restrictions. This means that the course will only be offered if a sufficient number of students enroll.

If interested, students should ask their school counselor for additional information. Counselors provide students with information about these programs in 10th grade. Since students from all the school districts of BOCES attend these programs, enrollment is limited.

NEW VISIONS HONORS PROGRAM

The New Visions Honors program is a half day program during a student's senior year. Students have the opportunity to earn credits for ACE English, ACE Public Speaking, ACE First Year Experience, Economics and Government in these programs. Admission is selective and requires letters of recommendation and an interview. Students must have at least an 85 GPA and 90% attendance to be admitted into the program. **The New Visions credits are weighted by 5 points since it is a college level program.**

CAREER AND TECHNICAL EDUCATION

Animal Science
Audio Media Design
Auto Body Repair
Automotive Technology
Building Construction
Conservation
Cosmetology
Criminal Justice
Culinary Arts
Dental Assisting
Diesel Equipment Tech.
Digital Media Arts
Early Childhood
Fashion Design, Merchandising, and Marketing
Nurse Assisting
Unique Careers
Welding and Metal Fabrication
TEC Exploration
Career Exploration

NEW VISIONS HONORS PROGRAM

Education/Human Services
Innovation, Leadership & Business
Health Careers

ACCELERATED COLLEGE EDUCATION (ACE), COLLEGE NOW (CN), & ADVANCED PLACEMENT (AP)

The purpose of offering college credit to seniors enrolled in our high school is to afford them the opportunity to earn college credit while continuing their high school education. All students in these special courses earn high school credit and have the option to earn college credit through either the AP Program or the ACE Program.

To earn AP credit the student arranges with the instructor of each AP level class to sit for the three hour AP examination in May. The AP exams is prepared and graded by the Educational Testing Service and costs approximately \$91. The tests are graded on a 1-5 scale where a score of 1 or 2 is failing; a score of 3 is passing and accepted for transfer at many colleges; a score of 4 is accepted at many more colleges; a score of 5 is excellent and accepted by any college. Students should contact their prospective college or university to ask exactly how those colleges evaluate AP credits relative to degree credit, placement, and early graduation. Enrollment in the AP classes demands that a student sit for the AP exam.

Any student may elect the ACE credit option in addition to or instead of AP credit. Parents arrange for the ACE credit option by paying tuition to Corning Community College. Courses offered for college credit are those which are generally taught to college freshmen and are currently being taught to our academically capable students. The curriculum is the freshmen-level college course, using the same textbook and syllabus as courses on the Corning Community College campus. Students who pay the Corning Community College tuition are assigned grades by the instructor based upon the student's performance and according to the grading system utilized by Corning Community College. Each student's college credits and grades are recorded on an official Corning Community college transcript.

An ACE brochure is available that indicates which colleges and universities accept Corning Community College credit. The ACE and AP classes are offered for both high school and college credit.

CAREER DEVELOPMENT OFFERINGS

In addition to the traditional academic classes offered at the Watkins Glen High School and the GST BOCES campus, other opportunities exist to prepare the student for personal and professional experiences.

Shadowing offers students the opportunity to observe a person performing his or her job. Shadowing expands the student's scope of understanding about the job and helps the student further sculpt his or her picture of the future.

Internships are linked to a curricular area and offer students the opportunity to extend and refine their learning through a job. Internships are coordinated by a representative from the Career Development Council, Business teachers, and the employer. The Student's earn only credit through this job experience.