

*GRADUATION REQUIREMENTS  
&  
COURSE GUIDE*

*2016 - 2017*



CANDOR HIGH SCHOOL

# CANDOR HIGH SCHOOL

## COURSE GUIDE 2016-2017

### CHS STUDENT SERVICES

Mrs. Leslie Thomas - Secretary  
Telephone: **659-3195**  
E-mail : **lthomas@candorcs.org**

Mrs. Beth Gance-Virkler - Counselor  
Grades 5-8  
E-mail: **bgvirkler@candorcs.org**

Mr. Jason Banks - Counselor  
Grades 9-12  
E-mail: **jbanks@candorcs.org**

Mrs. Cathleen Doane - Attendance  
Telephone: **659-5873**  
E-mail: **cdoane@candorcs.org**

### CHS ADMINISTRATION

Mr. Wayne Aman, Principal  
Ms. Katie Anderson, Secretary  
Telephone: **659-5020**

### CCSD ADMINISTRATION

Mrs. Holly Carling, Special Ed. Coordinator  
Mrs. Cyndi Forbes, CSE Secretary  
Telephone: **659-7727**

Mr. Steve Frye, Athletic Coordinator

### SUPERINTENDENT OF SCHOOLS

Mr. Jeff Kisloski  
Mrs. Kathy Hinkle, District Clerk  
Telephone: 659-5010

### BOARD OF EDUCATION

Raymond J. Parmarter, President      Brent Doane, Vice President  
John Belokur      Gary Henry      Hannah Murray  
Michael Blake      James Douglas

### **Candor Central School Mission Statement**

The mission of the Candor Central School Community is to challenge students to become responsible, knowledgeable, contributing citizens within a caring environment where lifelong learning is valued and differences are accepted.

**Candor High School**  
Student Services Office  
P.O. Box 145  
Candor, NY 13743  
607-659-3195  
www.candorcsd.org  
CEEB Code - 331 210

## **Candor Central School Guidance & Counseling Mission\***

The mission of the Candor Junior/Senior High School Guidance & Counseling Department is to provide a comprehensive counseling program that addresses the academic, career, and personal/social development of all students. Within a positive educational environment, we, as School Counselors will provide support for all students to reach their highest potential. In collaboration with all stakeholders, our goal is for students to gain the skills to be successful in school, to become lifelong learners, and develop into positively contributing members of society.

*\*Our program is aligned with the New York State Learning Standards and the American School Counselor Association National Standards for school counseling programs.*

### **MESSAGE FROM YOUR CANDOR COUNSELOR:**

The education of a student is the shared responsibility of the parent/guardian, the student, and the school. It is very important to be fully informed of the academic requirements and educational choices available. It is our job to work together to create and develop an appropriate academic program for each student. In the eighth grade, students will develop a tentative high school plan with a school counselor and each year the student's progress and goals will be re-evaluated.

Any major changes to a course of study will need to be approved in writing by the student's parents/guardians and teacher(s). The school counselor is available to answer any questions a student may have about achieving educational and career goals. Please keep this booklet as a reference to aid in your understanding of graduation requirements and high school courses and thank you for taking an active part in your student's education.

*Mr. Jason Banks, Counselor*

*Mrs. Beth Gance-Virkler, Counselor*



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### NOTE:

Your teachers, counselors, and administrators are very willing to assist you in developing a schedule that will meet diploma requirements. It is our hope to offer all classes listed in this course guide, however, in the event that enrollment does not meet minimum class size requirements, the course will not be taught and students will be encouraged to take another course. **Students are required to take a minimum of 5.5 credits each year unless otherwise advised or approved by their school counselor and an administrator.**

## THE SCHOOL

Candor High School is a comprehensive public high school of approximately 420 students encompassing grades 7-12. It is accredited by the New York State Department of Education. The school day begins promptly at 7:47am and ends at 2:20pm. There are 8 instructional periods of 42 minutes each day with core academic classes meeting 5 times a week for 40 weeks.

## GRADING SYSTEM

Candor High School uses a numeric grading system with 65% as the passing grade for all subjects. Honor Roll status requires a grade of 87 to 92.9. High Honor Roll status requires a grade of 93 or higher. Final averages are computed by averaging all four quarter grades, plus the final exam or Regents exam.

**Candor High School weighted grade policy** The rationale for implementation of a weighted grade policy is to encourage, recognize and reward students for taking rigorous coursework. For select courses, quarterly grades are weighted by a factor of 5 points. Weighted grades will be used when determining honor roll, GPA, NHS academic status, and class rank.

Listed below are the courses which are currently weighted:

<b>AP English Composition</b>	<b>English 101/102 (CE)</b>
<b>AP US History</b>	<b>Algebra 2 / Trig</b>
<b>Advanced Algebra (CE)</b>	<b>Statistics (CE)</b>
<b>Calculus (CE)</b>	<b>Chemistry (Reg. &amp; CE)</b>
<b>Advanced Biology (CE)</b>	<b>Physics (CE)</b>
<b>Spanish 4/5 (CE)</b>	

\*as course offerings expand in the future, new courses may be added to this list

## REPORT CARDS

Report cards are issued 4 times a year and are sent home with each student. Report cards can be expected at 10 weeks, 20 weeks, 30 weeks, and 40 weeks. Progress reports are issued halfway in between each report card period. Progress reports can be expected at 5 weeks, 15 weeks, 25 weeks, and 35 weeks. School counselors will send letters home for students who are failing classes and who are in jeopardy of attending summer school.

## SPECIAL PROGRAMS

An Advance Placement (AP) course is offered in US History & Government. Concurrent enrollment courses with Tompkins-Cortland Community College are offer in English, Math, Science, Technology, and Spanish.

## GRADUATION REQUIREMENTS

New York State offers 2 accredited diploma options: Regents Diploma and Advanced Designation Diploma. Both diploma options require a student to obtain 22 credits. A student obtains a credit by passing a class with a 65%. Students will also be expected to pass State Regents exams in specific subject areas in order to graduate.

<b>Regents Diploma</b>	<b>Advanced Designation Diploma</b>
English----- 4	English----- 4
Social Studies----- 4	Social Studies----- 4
Math ----- 3	Math----- 3
Science----- 3	Science----- 3
Foreign Language-----1	Foreign Language---- 3
Art/Music----- 1	Art/Music----- 1
Phys. Ed----- 2	Phys. Ed----- 2
Health ----- .5	Health ----- .5
Electives----- 3.5	Electives----- 1.5

## REGENTS EXAMINATIONS

New York State requires students to pass specific subject tests before graduating with a minimum score of 65%. For a Regents Diploma a student must pass 5 examinations. For an Advanced Designation Diploma a student must pass 8 examinations. These examinations are taken in January, June, and August. Regents examination scores are used in the calculation of state and local scholarship opportunities.

### Regents Diploma (5) \*

**Math (Integrated Algebra or Geometry)**

**Science (Biology or Earth Science)**

**Global Studies II**

**U.S. History**

**English 11**

### Advanced Designation Diploma (9)

**Math (Integrated Algebra and Geometry)**

**Math (Algebra II/Trigonometry)**

**Science (Biology)**

**Science (Earth or Chemistry or Physics)**

**Global II**

**U.S. History**

**Spanish 3\*\***

*\*Starting June of 2015 the New York State Education department has decided to implement a 4+1 regents exam graduation policy. Students will need to pass 1 Math exam, 1 science exam, 1 history exam, 1 English exam in addition to a second history, math or science exam.*

**NOTE:** A student will earn a credit by completing a course with a 65%. If a student fails the class but passes the Regents exam for that class they will still be expected to take the class again. If a student passes a class but does not pass the Regent's exam, the student will receive a credit for the class but must retake the Regent's exam. Credits are only earned by passing classes and in many cases a student's Regents exam score is used as a final exam grade for a class.

### **SEQUENCING OF 5\*\***

Students may attempt to acquire 5 sequenced credits in Art, Music, Technology or Vocational Education (BOCES) to become exempt from the additional 2 credits necessary to earn the Advanced Designation Diploma. At the discretion of the principal and the student's counselor, a student may be allowed to combine 2 areas of study to complete the 5 credit sequence. The requirements for the 5 credit sequences are as follows:

- Art: requires students to pass Studio Art
- Music: requires students to pass Music Theory (*offered every other year*)
- Technology: requires students to pass Design & Drawing for Production (DDP)
- Vocational Ed.: requires students to complete a 2- year program at TST BOCES

# **GUIDANCE & COUNSELING EVENTS**

## **INDIVIDUAL STUDENT PLANNING**

**SCHEDULING** (Grades 9-12) Scheduling takes place each spring for all grade levels. Parents/Guardians are encouraged to participate in the scheduling process and are more than welcome to schedule an appointment with their student's designated counselor to discuss course selection and graduation requirements.

## **POST-SECONDARY EXPLORATION**

**BOCES ORIENTATION** (Grade 8 & Grade 10) Students will have an opportunity to visit and experience classes at BOCES as 8<sup>th</sup> graders. Students must stay on track and have enough credits by their junior year to attend the Career & Tech program. Students who are on track to attend and who have shown great interest in BOCES will have the opportunity to visit their desired program in the Spring of their 10<sup>th</sup> grade year.

**CAREER GUIDANCE (Grades 9-11)** Students will have the opportunity to participate in a variety of career exploration opportunities including taking the ASVAB exam, career values survey and a career interest profile.

**COLLEGE FAIR** (Grade 11) In fall of Junior year students will have the opportunity to visit Tompkins Cortland Community College for their annual college fair. Students will meet with representatives from a variety of colleges and universities. College fairs allow students to collect basic information about different institutions through personal discussions with college reps. This is a great starting point for juniors to start thinking about their future education plans.

## **COLLEGE ENTRANCE EXAMS**

**PSAT** (Grade 10) In fall of Junior year students have the opportunity to take the PSAT exam. The PSAT is a standardized test that provides firsthand practice for the SAT. It also gives you a chance to enter National Merit Scholarship programs and gain access to college and career planning tools. For more information, check out the College Board website at [www.collegeboard.org](http://www.collegeboard.org)

**SAT** (Grades 11 or 12) The SAT is a standardized test designed to assess your academic readiness for college. The exam is typically taken in the spring of a student's Junior year and can be retaken in fall of senior year. Some colleges and universities use the SAT to aid in the admissions process. Students should refer to specific colleges to determine if standardized test are required for admissions. For more information on SAT go to the College Board website at [www.collegeboard.org](http://www.collegeboard.org)

**ACT** (Grades 11 or 12) The ACT is a standardized exam used to measure college readiness. Students should refer to specific colleges to determine if standardized test are required for admissions. For more information on the ACT go to <http://actstudent.org>

## **EVENING PROGRAMS**

**9<sup>th</sup> GRADE ORIENTATION NIGHT** (Grade 8) Students and parents/guardians will be given an overview of graduation requirements and courses their students will be taking their 9<sup>th</sup> grade year. Parents/guardians will have a chance to ask any questions about high school requirements and students will get some high school survival tips from current high school students.

**FINANCIAL AID NIGHT** (Grade 12) Late fall of Senior year students and their parents/guardians are encouraged to attend the Financial Aid Night. This event is a collaborative presentation between the student service office and a financial aid representative from a local college. The presentation is an overview of the financial aid process including FAFSA, student loans, parent loans, scholarships and grants.

**COLLEGE INFORMATION NIGHT** (Grade 11) In the spring of junior year students and parents/guardians are encouraged to attend a presentation about the college admissions process. This presentation provides an overview of the college admissions timeline, common application, letters of recommendation, college essay, admissions exams (SAT/ACT), college search and more.

**SENIOR HIGH AWARDS NIGHT** (Grades 9-12) Students and parents/guardians are invited each June to an awards night in which scholarship winners are announced and individual teacher awards are distributed.



## IMPORTANT TERMINOLOGY

ELECTIVE- An elective is a course you choose to take because you are particularly interested in its content. Elective courses are intended to help a student explore areas of interest, develop special skills, and/or to develop appreciation of new areas.

PREREQUISITE- A prerequisite course is a course that is required before a more advanced course can be taken in the same subject area. *(For example, Spanish II is a prerequisite for Spanish III)*

REGENTS- A Regents Program follows a course of study developed by the New York State Department of Education. Certain final exams are state-wide and are prepared by the State to be administered at prescribed times.

SEQUENCE- A sequence at Candor consists of 5 units in one field of knowledge. Students may take a sequence of Music, Art, Technology, or Career/Tech BOCES to fulfill Advanced Regents Diploma requirements.

UNIT OF CREDIT- One unit of credit is earned for a passing grade in each subject taken for a full year. If a subject is only taken for half a year, one-half unit is earned (.5).

TRANSCRIPT- This is a copy of a student's permanent academic record. Transcripts will not be available until the first quarter of a student's 10<sup>th</sup> grade year, unless a student needs a printed transcript for address verification. Transcripts can be requested by contacting Ms. Anderson in the Office of Student Services. **Please note transcripts may not be available the same day they are requested.**

CONCURRENT ENROLLMENT- This is a program in which students earn college credit for courses taken in high school. Such courses are marked with a # symbol on the Candor Course Guide.

RANK AVERAGE- The calculation of the average of all of a student's grades for all marking periods and courses completed up to a given academic term. Students should be careful to take into account ½ credit courses. *(For example, if a student has a final grade of 98 in a ½ credit course, the student should multiply the final grade by .5 before computing the rank average.)* Class rankings begin at the end of a student's 10<sup>th</sup> grade year.

# **SCHEDULE PLANNING**

## **PLANNING YOUR SCHEDULE CHECKLIST**

- ✓ You must take an English course each year of high school.
- ✓ You must take a Social Studies course each year of high school.
- ✓ Have you met the mathematics and science requirement?
- ✓ Have you met the Art/Music requirement?
- ✓ All students will take Health their sophomore year.
- ✓ All students will take Physical Education each year of high school.
- ✓ Have you fulfilled the Spanish requirement for the diploma type that you are seeking?
- ✓ If you are seeking an Advanced Designation Diploma have you taken the necessary subjects? If not, what classes do you still need?
- ✓ If you are planning on attending BOCES, will you have enough credits by your junior year?
- ✓ If you are planning on attending BOCES for a Career & Tech or New Visions program have you made sure that you are registered for that program through your counselor?
- ✓ Have you passed all of the required Regents exams? If not, have you met with your counselor to discuss your options for retaking the needed Regents exams?
- ✓ If there is room in your schedule you should consider taking additional electives.



## **THINGS TO REMEMBER DURING SCHEDULING**

- ✓ Design & Drawing for Production (DDP) can all fulfill the Art requirement.
- ✓ Art or Music should be taken prior to 11<sup>th</sup> grade.
- ✓ BOCES programs may be taken in 11<sup>th</sup> and/or 12<sup>th</sup> grade.
- ✓ An integrated course in Math/Science/Technology may be used as the third required unit of credit in Math or Science.

## **PLANNING YOUR PROGRAM**

The Candor High School departments have listed their course offerings in the Candor High School Course Guide. This course guide is available online or in the Office of Student Services. Following each course title, the recommended grade level and units of credit are given. Some courses indicate that there is a prerequisite which means that a student must first complete a required course prior to entering the intended course. Please note that the availability of elective courses depends on the number of students signing up for the course.

Before beginning course scheduling, please read and understand the course requirements which are indicated on the 4-year plan worksheet available through your school counselor. Please note that the worksheet is a general plan and that there could be exceptions, some of which would include Honors, Advanced Placement, Concurrent Enrollment, or BOCES courses. Your counselor will help you understand these exceptions should they arise.

When selecting courses, it is suggested that core courses be written in before elective courses. Elective courses are intended to help a student explore areas of interest, develop special skills, and/or to develop appreciation of new areas. Students must take a minimum of 5.5 units of credit each year of high school, but may take up to 8 units of credit with the approval of their designated counselor.

Each schedule represents a contract between the student and the school. The school will endeavor to provide classes that meet the needs to the student. When this is done, there is a commitment on the part of the student to follow through with the completion of the courses selected.

# CANDOR HIGH SCHOOL

## 4- YEAR EDUCATIONAL PLAN WORKSHEET

Name: \_\_\_\_\_

Class of: \_\_\_\_\_

Tentative Type of Diploma

\_\_\_ NYS Advanced Regents Diploma

\_\_\_ NYS Regents Diploma

GRADE 9	CREDIT
ENGLISH	1
GLOBAL I	1
MATH	1
SCIENCE	1
LOTE	1
ART/MUSIC/TECH	1
PHYSICAL EDUCATION	½
ELECTIVE: _____	_____
ELECTIVE: _____	_____

**TOTAL CREDITS** \_\_\_\_\_

GRADE 10	CREDIT
ENGLISH	1
GLOBAL II	1
MATH	1
SCIENCE	1
HEALTH	½
PHYSICAL EDUCATION	½
ELECTIVE: _____	_____
ELECTIVE: _____	_____

**TOTAL CREDITS** \_\_\_\_\_

GRADE 11	CREDIT
ENGLISH	1
US HISTORY	1
MATH	1
SCIENCE	1
PHYSICAL EDUCATION	½
ELECTIVE: _____	_____
ELECTIVE: _____	_____
ELECTIVE: _____	_____

**TOTAL CREDITS** \_\_\_\_\_

GRADE 12	CREDIT
ENGLISH	1
PARTICIPATION IN GOV'T	½
ECONOMICS	½
PHYSICAL EDUCATION	½
ELECTIVE: _____	_____
ELECTIVE: _____	_____
ELECTIVE: _____	_____

**TOTAL CREDITS** \_\_\_\_\_

*Students are required to be schedule for 5.5 units of credit each year unless otherwise approved by their counselor and principal.*

# **COURSE GUIDE 2013-2014**

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*Courses marked with an (\*) will be offered only if a significant number of students register to support the classes in the master schedule. Course offerings are subject to change. Courses marked with an (#) are Dual Credit with Tompkins Cortland Community College.*

## **ART**

### **STUDIO ART – 0901 (Grades 9-12) – 1 Credit**

A beginning course designed for any student to gain basic art skills. This class is an exploration of all of the advanced art available. Students will study drawing and painting, pottery, art history, crafts, photography and much more with a focus on developing your creativity. Studio Art is required as a foundation before other art courses are taken.

### **PHOTOGRAPHY \* - 0801 (Grades 11 or 12) – 1 Credit**

Black and White photography as an art form will be taught as a beginning level class. Students will learn the technical mechanics of taking and printing photographs. Aesthetics and standards of photography as art will be covered.

**Prerequisite:** Studio Art

### **STUDIO IN DRAWING & PAINTING – 0902 (Grades 10-12) – 1 Credit**

Students will be encouraged to find a personal expression in their work while learning a basic understanding of drawing and painting. We'll explore favorite artists and paintings and create drawing and paintings in many mediums.

**Prerequisite:** Studio Art

### **BASIC POTTERY \* # - 0903 (Grades 10-12) – 1 Credit**

A ceramics course designed for students interested in working with clay. Traditional techniques of wheel throwing, hand building, glazing and firing will be explored. **Prerequisite:** Studio Art

### **GRAPHIC DESIGN \* - 0907 (Grades 10-12) – 1 Credit**

Goals/Skills developed: Match these companies with their visual image: MICROSOFT, MCDONALDS, NIKE. Graphic design is visual communication design with emphasis on conveying information with meaning and significance. Students will employ typography (letter) illustrations, symbolism, and photography to communicate ideas in visual terms. As designers, we will become aware-of not only-WHAT is said but HOW to say-it effectively. This course-will help students become sensitive to design at his/her innate creative potential. Field trips and guest speakers are included when possible. **Prerequisite:** Studio Art

### **DESIGN AND DRAWING FOR PRODUCTION – 0701 (DDP) # (Grades 9-12) – 1 Credit**

This is an introductory course in the area of mechanical drawing and manufacturing can be taken in place of a student's art credit. It provides the student with some basic skills and knowledge that can be expanded by taking other courses in the drawing curriculum. Students will gain an understanding of three dimensional sketches and refined drawings using isometric oblique and perspective techniques. Concepts that are included in this course include: technical drawing instruments and techniques for using them, lettering for technical drawing, measurement, orthographic projection and procedures for dimensioning. In the second semester, students will expand knowledge, and develop skills and understanding of complex technical drawings while completing several design problems that will culminate in the construction and mass production of student generated solutions. *Concurrent enrollment through TC3 is available.*

## **BUSINESS**

### **CISCO I & II – 0616 (COMPUTER NETWORK DESIGN) (Grades 11 or 12) – 1 to 4 Credits**

Using the Cisco Networking Academy program, students will learn to design, build, and troubleshoot small computer networks. This course spans two school years (11<sup>th</sup> - 12<sup>th</sup>), meets for either one or two class periods a day, and can result in an industry standard certification upon completion. Class size is limited and/or prerequisites may be required. Students will go through a selection process.

### **BUSINESS MATH – 0607 (Grades 11 or 12) – 1 Credit**

This course will provide you with valuable knowledge needed by the everyday consumer with a focus on personal financial management and banking & finance for business and professional use. Computer programs which facilitate personal checking accounts and other basic spreadsheet programs designed for personal use (i.e., loan amortization, stock exchange) will be examined. **Prerequisite:** Algebra 10

### **INTRO TO ENTREPRENEURSHIP (11 or 12)- 1 credit**

This one semester course is designed to give students a foundation of the business world and an introduction to meaning of being an entrepreneur. The course will cover micro-economical and private/public business concepts as well as focus on components of a profitable business and attributes of a successful entrepreneur. The course's culminating project will transform the classroom into the boardroom where each student will work collectively for the betterment of the small business but also take on individual roles and responsibilities that will mimic the duties and functions of an entrepreneur running their own company. The class is also designed to specifically prepare students for an opportunity to gain college credit in the field. Upon successful completion students will have the opportunity to enroll in a Tompkins County Community College online course in their Business Administration discipline. Current 100 level online courses available for credit include "Entrepreneurship I" and "Foundations of Business".

## **CAREER ELECTIVES**

### **HEALTH SERVICES**

#### **HEALTH CAREERS I – 1500 (Grades 10, 11 or 12) – ½ Credit**

Introduces students to the Health Services and Careers curriculum. Upon completion of this course the students will be able to apply critical thinking skills, understand basic medical terminology, know what available careers are in the health field, their basic job function, and their interaction with healthcare consumers and coworkers. Students will be able to obtain a certificate in Adult, Infant and Child CPR, basic first aid, and AED (automated external defibrillator). This course will lay the groundwork necessary for the students to progress into an extended health services/career program.

#### **HEALTH CAREERS II/ANATOMY & PHYSIOLOGY – 1501 (Grades 10, 11 or 12) – 1 Credit**

Anatomy and Physiology is the second course in the two-year Health Services Program. The students study the anatomy of the human body in the 1<sup>st</sup> semester complete with a fetal pig lab. The second semester is studying the physiology of the human body.

#### **HEALTH CAREERS III – 1502 (Grades 10, 11 or 12) – 1 Credit**

This course is broken down into four 10 week segments following the marking period schedule. They are: (1) Ethics of Health Care, (2) Nutrition and Diet Therapy, (3) Essentials of Health and Wellness, and (4) (a) Review and Re-certification of Adult, Infant and Child CPR and AED, and First Aid; and (b) time spent focusing on your chosen career. It is not required, but encouraged to pursue a job shadow in your chosen field of study.

### **Advance Health Careers- 1503 (grades 11 or 12)- 1 credit**

This course will teach students the skills required to become a patient care technician and medical assistant. The focus will be on learning about admissions, transfers and discharging of patients, phlebotomy, electrocardiography, specimen collection and testing.

### **FOOD SERVICES**

#### **FOOD SERVICES I – 1400 (Grades 11 or 12) – 1 Credit**

If want to learn how to cook for fun, prepare for culinary college, or get a job after high school, then this class is for you! The course is offered to upper classman with priority given to Seniors. All aspects of food preparation and presentation are taught ranging from appetizers to desserts. Business management, organizational skills, sanitation are also covered.

## **ENGLISH**

#### **ENGLISH 9 – 1109 (Grade 9) – 1 Credit**

Ninth grade English encompasses the two broad areas of literature and grammar. The grammar units emphasize sentence structure and usage with an eye toward improving the students' abilities to think and write logically and clearly. In literature, the students interpret short stories and poetry, read nonfiction articles, a modern drama, a Shakespearean play, and a novel. Throughout the year, the students write compositions, which demonstrate their understanding of the different types of literature that they have studied.

#### **ENGLISH 10 - 1110 (Grade 10) – 1 Credit**

English 10 encompasses the components of composition, literature, reading, language skills, listening skills and speech. Descriptive, narrative, expository and persuasive writing skills will be emphasized. Students read short stories, non-fiction articles, poems, plays, and novels. In reading, students are expected to demonstrate literal comprehension, interpretive thinking and meaning acquisition skills. The language component covers the skills of grammar, usage, mechanics, vocabulary, and spelling. In addition, students prepare for the 11<sup>th</sup> grade Regents Exam by analyzing literary excerpts and composing multiple essays.

#### **ENGLISH 11- 1111 (Grade 11) – 1 Credit**

English 11 is comprised of study in three areas, vocabulary development, classic literature, and regents writing. Students will study works, word parts, and word origins to enhance vocabulary skills to prepare for college entrance exams such as the PSAT, the SAT, and the ACT. Students will read and study a variety of literary genres with an emphasis on American literature. Regents writing (writing for literary response, writing for critical analysis, listening and writing for information, and reading and writing for information) will be emphasized in order to prepare students to pass the English Regents Exam. Successful completion of both English 11 and the English Regents Exam is a graduation requirement.

#### **ENGLISH 12 - 1112 (Grade 12) – 1 Credit**

English 12 emphasizes the study of world literature, from Homer and Sophocles to the modern novel. Students read and analyze short stories, essays, dramas, novels and at least one -Shakespearean-play. Vocabulary development, critical thinking skills and communication skills are stressed. Emphasis is also placed on advanced composition skills. Student writing includes, but is not limited to, literary analysis, personal narratives, satire, various essays, poetry and cited essays. Students will be guided through all phases of the cited essays from using a computer to gather data to the correct bibliographic format. Methods of note taking to avoid plagiarism will be emphasized.

#### **ENGLISH 101 \* # - 1121 (1<sup>st</sup> Semester Grade 12) – ½ Credit**

English 101 is a composition-based course required of all college freshmen, regardless of their major field of study. Qualified Candor seniors may opt to take English 101 and English 102 in place of English 12. Those who successfully meet or exceed TC3's requirement will receive both high school and TC3 college credit for the course. Students who do not meet TC3's requirements but who do satisfy all English 12 requirements will receive high school credit for the course. English 101 requires that students write a minimum of five cited essays (in response to readings on significant current issues) and a six to eight page research paper. Students must demonstrate the ability to gather, organize, interpret, evaluate and synthesize information from various sources. Students who successfully complete this course will write with clarity, coherence, and sound reasoning. Students who opt to take English 101 semester one will take the literature-based English 102 course semester two.

**Prerequisite:** Students must first attain an average of 90 or higher in English 9 and English 10. The mid year average for English 11 must also be 90 or higher. Students must maintain a 90 average in English 11 throughout the rest of the year. Students must score a minimum grade of 85 on the English 11 Regents exam administered in January.

### **ENGLISH 102 \* # - 1122 (2<sup>nd</sup> Semester Grade 12) – ½ Credit**

#### **Approaches to Literature**

*Approaches to Literature* requires students to develop an appreciation and understanding of fiction, drama, and poetry as forms of literary expression, and to clearly articulate their appreciation and understanding in well-written analytical essays. **Prerequisite:** Successful completion of English 101.

## **MATHEMATICS**

### **ALGEBRA I – 0414 (Grade 9) – 1 Credit**

*Enrollment is based on Jr. High teacher recommendation and performance on the Math 8 final and Intermediate Level NYS Mathematics Exam.* This course will cover the Algebra I standards from the New York State Common Core Learning Standards. The Algebra I Regents Exam will be taken in June after one year of instruction.

### **ALGEBRA 9– 0409 (Grade 9) - 1 Credit**

This is a required course for all 9<sup>th</sup> graders. It covers the first half of the curriculum of Algebra I, based on the New York State Common Core Learning Standards. The second half is concluded with Algebra 10 which is taken as a sophomore. The Algebra I Regents Exam will be taken in June following two years of instruction.

### **ALGEBRA 10 –0410 (Grade 10) – 1 Credit**

This course is the second course in the Algebra 9 / Algebra 10 sequence. It covers the second half of the curriculum of Algebra I, based on the New York State Common Core Learning Standards. The Algebra I Regents Exam will be taken in June.

### **GEOMETRY– 0406 (Grades 10 or 11) - 1 Credit**

This is the second of three required courses in mathematics for high school students to obtain a Regents Diploma with Advanced Designation. This course will cover the Geometry standards from the New York State Common Core Learning Standards. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. The Geometry Regents Exam will be taken in June after one year of instruction.

**Prerequisite:** Successful completion of Algebra I or Algebra 10

### **ALGEBRA II - (Grades 11 or 12) - 1 Credit**

This is the third of three required courses in mathematics for high school students to obtain a Regents Diploma with Advanced Designation. It covers the major topics of the real number system, complex numbers, functions, exponential functions, logarithmic functions, trigonometry, series & sequences, probability, and statistics. The statistical unit will include linear correlation coefficients and regression lines involving linear, logarithmic, power, and exponential models. Also, the graphing calculator will be used extensively in this course. This course requires considerable math aptitude. The Regents exam is given in June after one year of instruction.

**Prerequisite:** Successful completion of Geometry

### **BUSINESS MATH – 0607(Grades 11 or 12) - 1 Credit**

This course will provide you with valuable knowledge needed by the everyday consumer with a focus on personal financial management and banking & finance for business and professional use. Computer programs which facilitate personal checking accounts and other basic spreadsheet programs designed for personal use (i.e., loan amortization, stock exchange) will be examined. **Prerequisite:** Algebra 10

### **ADVANCED ALGEBRA # – 0411 (Grade 12) - ½ Credit**

This course covers fundamental algebra and trigonometry between elementary algebra and pre-calculus. Topics include polynomial and rational expressions, graphing, functions, first and second-degree equations, polynomials and rational equations, absolute value, transformations, complex numbers, and right triangles and



functional trigonometry. This course is a college-level course which prepares students for the advanced math required in careers in business, science, social sciences, engineering, and education. *Concurrent enrollment is available through TC3.*

**Prerequisite:** Successful completion of Algebra II

### **STATISTICS # – 0409 (Grade 12) - ½ Credit**

This course involves the application of statistical procedures to the analysis of experimental data. Topics covered include methods of data presentation, measures of central tendency and dispersion, sampling techniques, probability, linear regression and correlation, normal distributions, and elementary probability hypothesis testing. The TI-83 calculator will be used extensively in the course. *Concurrent enrollment through TC3 is available.*

**Prerequisite:** Successful completion of Algebra II/Trigonometry

### **CALCULUS – 0408 (Grade 12) - 1 Credit**

This course covers the following topics: the derivative, rate of change, slope of a curve, tangent line to a curve, limit of a difference quotient, sum, product, difference, quotient, chain and power rules, critical points, related rates, implicit differentiation, higher derivatives, maxima/minima, min/max problems, integrals, anti-derivatives, area between curves, volumes of revolution and work problems. **Prerequisite:** Successful completion of Algebra II

### **COLLEGE PREP MATH (Grade 12) -1/2 Credit**

This course is designed for seniors who plan on attending community college and who will have to take a required placement exam in math. Topics include operations of the integers, algebraic operations (distribution, addition of like terms, evaluation of algebraic expressions), linear equations and inequalities with applications, coordinate graphing, linear graphing and equations of lines, exponents, operations with polynomials, factoring, solving higher degree equations by factoring, and solving quadratics by factoring, graphing, and using the quadratic formula. This course is designed to prepare students for the placement exam with the goal of eliminating the need for a remedial math class, which in turn will allow students to enroll directly into a credit-bearing math class. **Prerequisite:** Successful completion of Algebra I (Common Core)

## **MUSIC**

### **BAND – 1005 (Grades 9, 10, 11 or 12) – 1 Credit**

Senior Band members will continue developing the skills learned in Junior Band at an advanced level. Requirements for this elective include rehearsals every other day and instrumental lessons once per six day cycle. Members are also required to participate in all concerts. Additional practice at home is necessary to meet the demands of this performing group. **Prerequisite:** Any student that is currently enrolled in band and any student with at least two years experience performing on a woodwind, brass or percussion instrument, whether at the junior high and/or elementary level, may participate in this group. Students wishing to participate in band without prior experience are welcome, but must receive approval from the instructor before signing up for the course.

### **MIXED CHORUS – 1006 (Grades 9, 10, 11 or 12) –1 Credit**

This class is a continuation of the basics of singing taught in Junior Chorus, with more emphasis on note reading and development of individual vocal technique. Requirements for this class include rehearsals every other day and vocal lessons once per six day cycle. Members are also required to participate in all concerts. Song selections include compositions from a variety of genres. New members are always welcome.

### **MUSIC THEORY \*- 1010 (Grades 11 or 12) – ½ Credit**

This course addresses the structural elements of music with units on the acoustics of sound, rhythmic and metric structure, key signatures, modes, intervals, harmonic structure and related topics. Woven through the course will be work on ear training and musical dictation. The class must be passed in order to receive the 5 credit sequencing in music.

**Please note this class is offered every other year.**

### **MUSIC TECHNOLOGY \* - 1011 (Grades 9, 10, 11 or 12) – ½ Credit**

Students will study basic music literacy, sound properties, acoustics, microphone design and use, audio hardware, analog and digital sound, basic audio software, signal processing and effects, MIDI (Musical Instrument Digital Interface) technology, synthesis, sampling and computerized notation. **Prerequisite:** Basic music literacy as demonstrated through current participation in an ensemble *or* approval from the instructor before signing up for the course. **Please note this class is offered every other year.**

## **PHYSICAL EDUCATION**

### **PE: TEAM & STRATEGY ACTIVITIES – 0202 (Grades 9-12) – ½ Credit**

Instruction and practice is provided in the following activities: soccer, flag football, volleyball, basketball, badminton, table tennis, softball, track and field, lacrosse, racquetball, project adventure, individual fitness and other units conducted by the staff. All students need to be prepared for PE with appropriate clothes and shoes to safely participate in the activities. Students who are unable to physically participate for a period of three consecutive weeks or longer are required to enroll in an alternative Physical Education curriculum.

### **HEALTH – 0101 (Grades 10) – ½ Credit**

The high school health classes go beyond the basic knowledge level in looking at health as a state of complete physical, mental and social well-being. This course emphasizes that we are all responsible for our own health and well-being and the choices and decisions we make. Health behaviors may influence not only how long we live but also the quality of our lives. In addition to basic knowledge, students will look at reasons why we make those decisions and how we apply them, improving our own personal health and life.

### **Strength and Conditioning- (Grades 11 or 12) ½ credit**

Strength and conditioning class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. Students will be introduced to free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility and speed.

## **SCIENCE**

### **LIVING ENVIRONMENT (BIOLOGY) – 0303, Lab 0353 (Grade 9) – 1 Credit**

This course covers the requirements for the program provided by the state. It gives a general background in most fields including cell structure, systems of maintenance for survival, reproduction and development, genetics, evolution and ecology. Laboratory investigations are coordinated with the course topics. As in all Regents science courses, successful completion of lab work is required in order to take the Regents exam.

### **ADVANCED BIOLOGY \* # - 0309, Lab – 0359 (Grades 11 or 12) – 1 Credit**

The advanced biology course is designed for the student who has completed the Regents Living Environment course with a mastery of content- usually indicated by a final grade of 85 or higher. The course is offered a concurrent enrollment course through Tompkins County Community College. The course is designed to be an introductory college level biology course, focusing on genetics, cell structure and function, biochemistry, human body systems and ecology. Emphasis will be placed on developing attitudes and work ethics necessary for the “independence” of college education. There is a laboratory component of the course, with great focus on scientific processes and thought. **Prerequisite:** Regents Chemistry-0306

### **EARTH SCIENCE – 0302, Lab – 0352 (Grade 10) – 1 Credit**

Physical Setting/ Earth Science satisfies part of the science requirement for graduation. The course emphasizes processes, properties and relationships of the parts of the Earth in the fields of geology, weather, plate tectonics, mapping, landscape features and astronomy. Much of the course will focus on how these concepts and processes have shaped the world around us and how they continue to affect New York State. The lab is integral to the course and completion of the proper number of lab credits is a requirement for entry into the Regent’s Exam at the end of the year. Students will learn to observe, collect and organize data to gain a better understanding and appreciation of the Earth and its resources.

### **CHEMISTRY – 0306, Lab – 0356 (Grade 11) – 1 Credit**

This is a gateway course to college admission. Chemistry includes rigorous tools that transcend the content, and are applicable to many disciplines. Course topics include the nature of matter and energy; atomic structure; bonding; The Periodic Table; kinetics and equilibrium; acid-base theory; electrochemistry; and organic chemistry. Labs integrate with coursework, and lab write-ups are built upon critical thinking.

### **DUAL CREDIT CHEMISTRY # - 0316, Lab – 0357 (Grades 11 or 12) – 1 Credit**

This Chemistry course has concurrent enrollment for college credit with Tompkins-Cortland Community College. It follows the TC3 Chemistry 107-108 curriculum, and a college level final exam is required in addition to the Regents exam. Course topics include the nature of matter and energy; atomic structure; bonding; The Periodic Table; kinetics and equilibrium; acid-base theory; electrochemistry; and organic chemistry. While these topics seem to mirror the Regents curriculum, each is in much more depth, with extensive detail on current theory and practice. Labs integrate with coursework, lab write-ups are built upon critical thinking, just as with Regents, but a very high level of independent analysis is expected of the student. **Prerequisites:** Successful completion of an algebra-based math course, and a grade of 85 in Biology.

### **PHYSICS – 0308, #Lab – 0358 (Grade 12) – 1 Credit**

This pre-college, non-calculus based survey course covers mechanics, electricity-magnetism, waves, and modern (quantum) physics. Mechanics includes a full analysis of static and dynamic systems, with work/energy, power and other ancillary features. Electricity-magnetism includes static electricity and moving charge, circuit analysis, and some attention to solid-state. Where it is useful, throughout each unit, diagrams, schematics and vector mathematics are applied. The course requires a comfortable fluency with algebra, and trigonometric functions will be taught as needed. The labs are conceptually extensive, with lots of hands-on, shared group-work.

### **SCIENCE IN A TECHNICAL WORLD (STW) – 0314 (Grades 11 or 12) – 1 Credit**

This non-Regents course satisfies part of the science requirements for graduation. A series of real-world problems in industry are simulated. The course emphasizes laboratory investigation, reinforcing key concepts in science and showing applications in the world of work. The course is divided into 3 modules. Two ten week modules might include carbonated beverage industry, polymers, wastewater treatment or polymer research. The last 20 weeks, students will complete a forensics module.

### **PRINCIPLES OF TECHNOLOGY – 0707 (Grades 11 or 12) – 1 Credit**

Principles of Technology is a course in applied physics for students who plan to pursue careers as technicians, engineers, or who want to keep pace with physics in a practical applied setting. This course blends an understanding of the basic principles of physics with practice. *Principles of Technology* is the study of the ideas that technology is built upon. Students will learn the concepts of force, work, rate, resistance, energy and power. Units explain how these concepts relate to one another in mechanical, fluid, electrical and thermal systems. During this course students will put theory into practice as they conduct experiments that relate to real life scenarios. These real life scenarios will take the form of problem solving activities that will include but not be limited to a fully functional go-kart. Students may be asked to come to school on a weekend to conduct experiments revolving around the go-kart. *This course fulfills a third science credit.*

## **SOCIAL STUDIES**

### **GLOBAL STUDENTS I & II – 1210 (Grade 9--10) – 1 Credit**

The program for grades 9 & 10 is a two-year Global Studies course organized along a time continuum beginning with pre-history and the earliest peoples and ending with the world in the present-day. Grade 9 includes units on early civilizations, ancient empires, regional civilizations and early modern times. Grade 10 focuses on Enlightenment and Revolution, Industrialism and the New Global Age, World Wars and Revolutions, and the World today. A Regents exam will be given at the end of Global Studies II.

### **U.S. HISTORY & GOVERNMENT – 1211 (Grade 11) – 1 Credit**

This is a chronologically organized course in United States history. The emphasis is on the United States as an industrial nation. Constitutional and legal issues are developed as well as issues of international involvement. A Regents exam is required at the end of this course.

### **AP U.S. HISTORY & GOVERNMENT – 1214 (Grade 11) – 1 Credit**

AP History is an honor-level course designed to provide students with the skills and knowledge necessary to critically evaluate problems and materials in United States history from the colonial era to the present. Students learn to assess and weigh historical evidence and interpretations. In May, students will take the AP Exam in History, which may permit them to earn college credit or advanced placement in college. Students are still required to take the Regents Exam in US History, which will count as the final exam for the course. *Enrollment is based on a minimum grade of 87% in both Global I and II and have the recommendation of their Global I and II teachers.*

### **PARTICIPATION IN GOVERNMENT – 1212 (Grade 12) – ½ Credit**

One semester of the grade 12 program is a course in Participation in Government. This course emphasizes the interaction between citizens and American political, economic and social policies and institutions in this country and other countries. The development of student citizenship is fostered through participation in local government and community service.

### **ECONOMICS – 1213 (Grade 12) – ½ Credit**

One semester of the grade 12 program is a course in economics and economic decision making. This course includes the basic economic concepts and understandings which all persons need to function effectively and intelligently as citizens and participants in the economy of the United States and the world.

### **PSYCHOLOGY \* - 1202 (Grade 12) – ½ Credit**

This course offers a basic introductory look into the field of psychology. It will introduce you to the theories of some of the great psychologists: Gestalt, Piaget, Skinner, Erikson and Freud. Other topics introduced include sensation, perception, research methodologies, intelligence and personality testing and abnormal psychology to name a few. This course is designed to give any college bound senior a head start to understanding what psychology is really about.

## **SPANISH**

### **SPANISH I – 0501 (Grades 9-12) – 1 Credit**

Pupils concentrate on concrete situations set in their immediate environment or in an environment at their age level set in a foreign country. Emphasis is placed upon the students' acquiring a basic level of skill in listening, understanding and speaking the foreign language, with secondary emphasis on reading and writing.

### **SPANISH II – 0502 (Grades 9-12) – 1 Credit**

In Spanish II students are expected to learn intermediate vocabulary and grammar topics and to achieve an intermediate level of speaking, reading, writing and listening skills in standard Spanish. The class is conducted almost entirely in Spanish and students are expected to keep up with the rapid pace that will be set. A variety of methods for instruction are used, i.e. lecture, group work, learning games, videos, music, projects and skits. Students' self-expression, creativity and use of Spanish are encouraged.

### **SPANISH III – 0503 (Grades 9-12) – 1 Credit**

Spanish III is a very challenging but rewarding course. Students are expected to learn advanced vocabulary words and phrases as well as advanced grammatical tenses, moods and structures. Students are also expected to perform speaking, listening, reading, and writing tasks, in standard Spanish, at a high level of ability.. This course is conducted almost entirely in Spanish and students are expected to keep up with the rapid pace that will be set. Students' self expression, creativity and use of Spanish are encouraged.

### **SPANISH IV & V # - 0504, 0505 (Grades 11 and 12) – 1 Credit**

Spanish IV and V are advanced Spanish courses for students who are genuinely interested in learning more about Spanish language culture. More complex vocabulary and grammar topics will be presented in the context of the lessons. This course will study Spanish and Latin American culture through its people, history, art, music, and literature. The

format if this course is based more on discussions than lectures so student preparation and participation is a requirement for success. *Concurrent enrollment through TC3 is available.*

### **FLES-FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL – 0506 (Grades 11 or 12) – ½ Credit**

This course is an independent study. The objective is to teach 20 Spanish lessons to an elementary class. The focus is on the planning, execution and evaluation of each lesson. Students must also be enrolled in a Spanish IV or a Spanish V class. This is a pass/fail course.

## **TECHNOLOGY & DRAFTING**

### **DESIGN AND DRAWING FOR PRODUCTION (DDP) – 0701 # (Grades 9-12) – 1 Credit**

This is an introductory course in the area of mechanical drawing and manufacturing. It provides the student with some basic skills and knowledge that can be expanded by taking other courses in the drawing curriculum. Students will gain an understanding of three dimensional sketches and refined drawings using isometric, oblique and orthographic techniques. Concepts that are included in this course include an introduction to the language of the engineer, multi-view drawing, pictorial drawing, drafting equipment, ANSI drafting standards, dimensioning and tolerance, and drafting room procedures. Students will expand their knowledge, and develop skills and understanding of complex technical drawings while completing several design problems and a brief tour of an advanced computer aided drawing program. The class will culminate in the construction and mass production of a student generated project. *Concurrent enrollment through TC3 is available.*

### **HIGH SCHOOL TECHNOLOGY ACTION LABS (Grades 10-12) -Credit**

Explore modules in a variety of technological areas. Action labs provide self-directed learning in the areas of video production, digital music, alternative energy, environment and ecology, CAD, architecture, computer graphics and animation, and flight. Each module has hands on activities to help students gain a deeper understanding of the topic area. Each module leads to career exploration and continuing educational opportunities. Students will explore up to 6 different areas over the course of the year.

### **ARCHITECTURAL DRAWING – 0703 # (Grades 10-12) – 1 Credit**

In this course students will develop proficiency in basic drafting techniques used in building and construction drawings. After learning basic fundamentals of design, layout, and print reading students will use a combination of freehand sketching techniques as well as use the CAD program ArchiCAD to complete the following types of Architectural Drawings: floor plans, window and door schedules, foundation plans and details, and elevations. Students will gain knowledge and understanding of construction techniques, related to light construction principles, as well as mechanical layout of a residential structure. After learning basic fundamentals of construction, students will complete mechanical drawings, including electrical layouts, plumbing layouts, heating layouts, truss types, window and wall sections, room finishing schedule, and three dimensional rendering of their final design. Upon completion of this course, students will have a complete set of plans for a residential structure. *Concurrent enrollment through TC3 is available. Prerequisite: DDP*

### **COMPUTER AIDED DRAWING & DESIGN (CADD) # - 0705 (Grades 11 or 12) – 1 Credit**

This is an introduction to the use of computer application software for creating engineering drawings. Any student with a desire to enter an engineering or medical field will benefit from this course. This course is project oriented with all drawings being produced using industry standard CAD software. In addition to three dimensional drafting, students will apply three dimensional visualization techniques to create computer code similar to that used in industry for the operation of a CAD-CAM system. Upon completion of code generation students will operate CNC milling machines, CNC router and a CNC plasma cutter, converting computer designs into a tangible product. *Concurrent enrollment through TC3 is available.*

### **MANUFACTURING DRAWING – 0706 (Grades 10-12) – 1 Credit**

This course will build on concepts learned in DDP. Students will design and draw a product that will later be mass produced by the students enrolled. The focus of this portion of the class is to gain an understanding of how a mass produced product is designed, taking into account material conservation, jigs and fixtures and

advanced assembly techniques. Students will be asked to utilize material tracking techniques found in similar industrial settings. In addition to the mass produced product, students will learn the operation of machine tools, ranging from wood working to metal machining. The overall focus of this portion of the class is to gain an understanding of how machine tools and construction processes work, as well as various components thereof, ranging from fasteners, threads, and machine screws. Students will be tasked with completing a “C” clamp, craft knife body, and an aluminum casting project. Concentration will be on machine tool setup as well as advanced metal machining and manufacturing trouble shooting. **Prerequisite:** DDP

### **PRINCIPLES OF TECHNOLOGY – 0707 (Grades 11 or 12) – 1 Credit**

Principles of Technology is a course in applied physics for students who plan to pursue careers as technicians or who want to keep pace with the advances in modern technology. This course blends an understanding of the basics and principles with practice. Principles of Technology is the study of ideas that technology is built upon. Students will learn the concepts of force, work, rate, resistance, energy and power. Units explain how these concepts relate to one another in mechanical, fluid, electrical and thermal systems. During this course students will put theory to practice as they conduct experiments that relate to real life scenarios, including but not limited to a fully functional go-kart.

### **DIGITAL ELECTRONICS AND ROBOTICS- 0710 (Grades 10 - 12) 1 Credit**

Students will learn the basics of electronics and how it is applied to digital circuitry. Using digital trainers and a variety of projects, students will gain hands on experience working with integrated circuits. Applying their knowledge of digital circuitry students will construct and program a working robot during the 2<sup>nd</sup> half of the course. This course may be offered as a dual credit course with TC3.

### **VIDEO PRODUCTION (Grades 11 and 12) – 1 Credit**

Using digital technologies, students will work with digital video to create and edit a variety of productions. Students will gain experience in script writing and operating professional quality digital video equipment. Adobe Premier Pro software is used to edit video and to add special effects to their work. Students will gain experience in front of and behind the camera, and will be exposed to the demands and constraints that creating a production for airing entails. DVDs of final productions will be created for portfolio use. Enrollment is limited to 10 students with preference given to seniors.

**BIOTECHNOLOGY RESEARCH AND DEVELOPMENT** (11th and 12th grade students) .5 credit- Students will learn of the varied opportunities in this rewarding career field. They will learn and demonstrate how bioengineering devices can enable people to enrich their lives expanding on strengths while overcoming limitations. Prerequisites: CADD and/or Anatomy and Physiology

## **TST BOCES**

### **CAREER & TECH/VOCATIONAL EDUCATION (Grades 11 and 12)**

The programs offered at the occupational and technical center at TST BOCES are an integral part of the high school curriculum. A two year program at BOCES not only serves as a foundation for developing a lifelong trade or vocation but also meets 6 units (3 units per year) of high school credit\*. Students wishing to enter occupational program should declare their interest early by consulting their school counselor. Fieldtrips will be taken in the fall of 8<sup>th</sup> grade and in the spring of 10<sup>th</sup> grade to visit the Career & Tech facilities. A detailed course description of any occupational course may be obtained in the Office of Student Services.

*The programs offered at Career & Tech match a wide variety of interests. Students who choose to attend Career & Tech come from the mind-set that active learning is a better approach for them.*

## **ANIMAL SCIENCE**

## **AUTO BODY**

**AUTO TECHNOLOGY**

**COSMETOLOGY**

**COMPUTER TECHNOLOGY**

**CRIMINAL JUSTICE**

**CULINARY ARTS**

**DIGITAL MEDIA TECHNOLOGY**

**EARLY CHILDHOOD OCCUPATIONS**

**WELDING**

**HEAVY EQUIPMENT/CONSERVATION**

**CERTIFIED NURSING ASSISTANT**

**PRECISION MACHINING**

**NEW VISIONS (Grade 12)**

New Visions is a full-year program that offers seniors a non-traditional challenging senior year. Accepted students attend this full-day program off-site at the various locales according to the program that they are participating in.

**HEALTH SCIENCES PROGRAM**

**LIFE SCIENCES PROGRAM**

*\*The number of credits earned depends upon a student's course load each year. Please see your designated school counselor for questions regarding the number of credits that can be obtained through BOCES.*