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You are urged to save this guide for future reference. It is designed to familiarize students and parents with our goals and course offerings. Obviously, graduation is the ultimate goal for an individual student, but the diploma earned is only as good as the mastering of the material which can be effectively utilized in pursuit of a full and happy life.

While we continuously strive to provide our students with a comprehensive curriculum, we respectfully reserve the right to withdraw a course or program offering when warranted by insufficient enrollment or other budgetary considerations.

PORT JERVIS CITY SCHOOL DISTRICT

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HIGH SCHOOL ADMINISTRATION

Mr. Thomas Bongiovi
Principal

Mrs. Reenie Nicolette, Principal's Clerical 858-3102

Mrs. Kelley Estenes and Mrs. Jo Ann McCafferty, Main Office Clerical Staff 858-3100

ASSISTANT PRINCIPAL'S OFFICE

Mr. Andrew Marotta
Mrs. Heidi Nyland

Mrs. Tammy Waltke, Clerical 858-3110

GUIDANCE DEPARTMENT COUNSELORS

Mrs. Julie Balogh Mrs. Laurie Kahmar Ms. Julie Nimal
Mrs. Katherine Oldham Mrs. Angela Terralavoro

Mrs. Maryann Hull & Mrs. Rose Moraza, Clerical Staff 858-3104/3105

Dear Parents & Students:

This Course Description Guide has been prepared to provide you with an overview of the courses that are offered at Port Jervis High School. It is our hope that you will use the information included here to make informed decisions about your academic program and the possibilities for future study.

We are proud to be able to offer a wide selection of courses that are designed to prepare students for the challenges of college and careers. The courses included in this guide have been developed to meet or exceed the New York State learning standards and graduation requirements. We are constantly monitoring the types of courses that are offered based upon new requirements, student interest, and enrollment demands. This course description guide contains all required courses, electives and college level options.

Our faculty and administration welcome your suggestions for additions, changes and improvements to our course offerings. Please do not hesitate to contact me at 858-3100 or your child's guidance counselor at 858-3104 with any questions or suggestions.

Sincerely,

Thomas Bongiovi
Principal

School Counselors, like all school personnel, regard students' development into responsible adults as their central purpose. The ultimate goal of all student specialists is to help pupils develop their own potential and take advantage of their opportunities.

1. School counseling is an integral part of the educational process and is justified only as it facilitates the school's main purpose namely instruction. Guidance functions as an aid to pupils in the learning process and is designed to help teachers with the instructional process.
2. Guidance in Port Jervis is based on the philosophy that everyone counts. Every individual is born with certain aptitudes that should be discovered and developed. Our goal is to help each student become a mature person capable of functioning successfully as a member of society.
3. The immediate goal of our counseling component is to help pupils resolve specific day-to-day problems. The long range goal is to assist the individual in self-understanding and to help students become self-directing in future situations.
4. The purpose of guidance is not to make decisions for people, but to furnish information, to offer suggestions and to help the students make sound decisions.
5. The words guidance and counseling are not synonymous. Counseling is one aspect of the guidance program. Other guidance program services include: Individual Inventory Services (collecting pertinent data on students); Information Services (collecting, organizing, and disseminating information); Orientation Services (assisting pupils in making adjustments to changes in environment); School Staff Services (information, consultation and in-service education for staff members); Home and Community Services (coordination of home, school and community resources for helping pupils); Placement and Follow-up Services (assisting pupils in "taking the next step" and in evaluating educational and vocational opportunities.)
6. While it is not the primary function of guidance to improve discipline, counselors are concerned with the appropriateness of pupil behavior, and strive continually to help their students become self-disciplined and self-directed.

The Guidance Department wishes to welcome all students, staff and their families to Port Jervis High School. The New York State Board of Regents provides direction, challenge and purpose for everyone in public education. Our common goal is the betterment of society through improved communication and heightened awareness of educational purpose and process. Our door is always open to those who seek help. Let us go forward together in our quest for excellence.

Sincerely,
Julie Balogh, Counselor
Laurie Kahmar, Counselor
Julie Nimal, Counselor
Kate Oldham, Guidance Chairperson K-12
Angela Terralavoro, Counselor

NY State Graduation Requirements

Regents Diploma

65+ average in all courses

English 9

English 10

English 11

English 12

Global Studies 1

Global Studies 2

US History R

Economics/Government

3 Years of Science

Must include Living Environment

3 Years of Math

Must include Algebra or Math A

1 year of Spanish or French unless exempt through CSE (Special Education)

1 credit of art or music

2 credits of PE (0.5 each year for 4 years)

0.5 credit of health

2.5 electives

Minimum of 22 credits

Assessment Requirements

English 11 Regents-65+

Global History and Geography Regents 65+

US History Regents 65+

Algebra Regents 65+

Living Environment Regents 65+

Spanish or French Competency-Pass

Regents Diploma with Honor

Same requirements as Regents Diploma

But student has to have a 90 or higher average on all 5 Regents exams

Advanced Regents

Same requirements as Regents diploma

But students must receive a 65+ on Geometry and Algebra II/Trigonometry Regents

2nd Science Regents (Earth Science, Chemistry OR Physics)

and student must take 3 years of foreign language and pass the Regents with a 65+

OR take 5 years of Technology, Art, C-Tech or Family and Consumer Science

Advanced Regents with Honor

Student must meet all requirements of the Advanced Regents diploma AND pass all 8 or 9 Regents exams with a 90 average on all Regents exams.

If a student transfers in as a freshman or a sophomore, they must meet all requirements.

If a student transfers in as a junior, they must pass the English, Algebra, US History and Science Regents exams.

If a student transfers in as a senior, they must pass the English, Algebra, and US History Regents exams.

Regents Exams

Diploma Requirements based on June 2005 Board of Regents action to phase in the 65 graduation standard on required Regents exams.

Entering Freshman Class	Local Diploma Requirements	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements
2005	Score 65 or above on 2 required Regents exams and score 55 or above on 3 required Regents exams. Earn 22 units of credit.	Score 65 or above on 5 required Regents exams. Earn 22 units of credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of credit.
2006	Score 65 or above on 3 required Regents exams and score 55 or above on 2 required Regents exams. Earn 22 units of credit.	Score 65 or above on 5 required Regents exams. Earn 22 units of credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of credit.
2007	Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exam. Earn 22 units of credit	Score 65 or above on 5 required Regents exams. Earn 22 units of credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of credit.
2008	N/A	Score 65 or above on 5 required Regents exams. Earn 22 units of credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of credit.

I.E.P. DIPLOMAS

THE NEW YORK STATE BOARD OF REGENTS AMENDED THE COMMISSIONER OF EDUCATION'S REGULATIONS IN 1986 TO PROVIDE FOR THE ISSUANCE OF HIGH SCHOOL INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.) DIPLOMAS. THE AWARDING OF I.E.P. DIPLOMAS PROVIDES DISTRICTS WITH THE OPPORTUNITY TO APPROPRIATELY RECOGNIZE THE ACCOMPLISHMENTS OF CERTAIN STUDENTS WITH HANDICAPPING CONDITIONS. I.E.P. DIPLOMAS MUST BE CLEARLY ANNOTATED ON THE FRONT OF THE DIPLOMA TO INDICATE THAT THE AWARD IS BASED ON THE STUDENT'S SUCCESSFUL ACHIEVEMENT OF THE EDUCATIONAL GOALS SPECIFIED IN THE STUDENT'S CURRENT INDIVIDUALIZED EDUCATION PROGRAM AS RECOMMENDED BY THE COMMITTEE ON SPECIAL EDUCATION (CSE). STUDENTS WHO RECEIVE AN I.E.P. DIPLOMA ARE ENTITLED TO CONTINUE THEIR SECONDARY EDUCATION UNTIL THEY ARE 21 YEARS OF AGE.

TYPICAL FOUR YEAR REGENTS/COLLEGE PREPARATORY PROGRAM

GRADE 9

ENGLISH 9
GLOBAL HISTORY & GEOGRAPHY I
LIVING ENVIRONMENT R
ALGEBRA R
FOREIGN LANGUAGE
PHYSICAL EDUCATION
ELECTIVES

GRADE 11

ENGLISH 11 R
U.S. HISTORY AND GOVERNMENT R
CHEMISTRY R
ALGEBRA II/TRIG R
FOREIGN LANGUAGE R
ART/MUSIC
PHYSICAL EDUCATION
ELECTIVES

GRADE 10

ENGLISH 10
GLOBAL HISTORY & GEOGRAPHY II R
EARTH SCIENCE R
GEOMETRY R
FOREIGN LANGUAGE
PHYSICAL EDUCATION/HEALTH
ELECTIVES

GRADE 12

ENGLISH 12
PARTICIPATION IN GOVERNMENT
ECONOMICS
PHYSICS R
PRE-CALCULUS
FOREIGN LANGUAGE
PHYSICAL EDUCATION
ELECTIVES

PLEASE NOTE:

HONORS, ADVANCED PLACEMENT, SYRACUSE UNIVERSITY PROJECT ADVANCE AND SUNY ORANGE COURSES ARE AVAILABLE IN MANY SUBJECT AREAS. PLEASE CONTACT YOUR GUIDANCE COUNSELOR FOR FURTHER DETAILS.

NUMEROUS POST-SECONDARY OPPORTUNITIES (TWO AND FOUR YEAR COLLEGE AND VOCATIONAL/TECHNICAL/BUSINESS TRAINING INSTITUTES) EXIST FOR LOCAL LEVEL STUDENTS. ADDITIONAL INFORMATION IS AVAILABLE IN THE GUIDANCE OFFICE.

R= COURSE CULMINATES WITH REGENTS EXAM IN JUNE.

FACTORS THAT SIGNIFICANTLY AFFECT COLLEGE ADMISSIONS

- A. TYPES OF COURSES TAKEN
- B. NUMBER OF CREDITS EARNED
- C. HIGH SCHOOL CLASS RANK
- D. HIGH SCHOOL AVERAGE
- E. SAT SCORES
- F. ACT SCORES
- G. COUNSELOR RECOMMENDATIONS
- H. TEACHER RECOMMENDATION
- I. COURSES TAKEN IN THE 12TH GR.
- J. INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES

ALL 9th, 10th and 11th GRADE STUDENTS **MUST** CARRY A MINIMUM OF FIVE COURSES PLUS PHYSICAL EDUCATION EACH SEMESTER. ALL 12th GRADE STUDENTS MUST CARRY A MINIMUM OF FOUR COURSES PLUS PHYSICAL EDUCATION.

GENERAL INFORMATION

ATTENDANCE POLICY

Port Jervis City School District Policy states that students enrolled must attend school on every school day unless legally excused. The district has adopted this policy concerning attendance:

As per a recent change in official Board Policy #7210, Comprehensive Student Attendance Policy, the 7-12 Attendance Committee has implemented revisions directly in line with Board policies.

Accordingly, the 7-12 Building policy procedures require teachers to incorporate participation into overall averages. This will be accomplished through individual teacher proficiency statements. Proficiency statements outline course content and grading criteria. Good attendance and participation are crucial to a student’s success.

MARKING SYSTEM

1. Sixty-five percent (65%) is the minimum passing grade in all courses marked on a numeric basis.
2. Physical Education is graded on a Pass/Fail basis.
3. Students who receive an “incomplete” as a quarterly grade will have up to ten(10) school days from the beginning of the next quarter of the same school year to make up the work necessary to change the “incomplete” to a letter or numerical grade. Any changes to this must be approved by a building administrator.
4. Final course averages are computed in accordance with the following formulas:

FULL YEAR COURSES

Final Class Average 80%
Final Examination 20%

HALF YEAR COURSES

Final Class Average 67%
Final Examination 33%

PROGRESS REPORTS

Progress reports, designed to denote both satisfactory and unsatisfactory class performance, will generally be distributed at the midpoint of each quarter. However, teachers have the prerogative of distributing progress reports at any time during the school year. A progress report will be issued to any student in danger of failing a course for a given marking period.

REPORT CARDS

Report cards are issued quarterly during each school year. It is recommended that parents contact the appropriate teacher(s) should they wish to arrange a conference to discuss their son's/daughter's progress in greater detail.

HONOR ROLL

An Honor Roll list will be published each quarter to recognize outstanding academic achievement.

Students must earn a minimum overall average of 85% with no failures or incompletes to achieve Honor Roll status in a given marking period. Students with averages of 90% or higher with no failures or incompletes will have earned a "High Honors" designation.

NATIONAL HONOR SOCIETY

Students that have maintained a cumulative average of 88% or higher are eligible for consideration as a member of the National Honor Society. Admission is contingent upon strict N.H.S. guidelines and includes a faculty committee review of each candidate's character, leadership and service to our school and community. Students may apply for admission in the second semester of their sophomore, junior or senior year. An induction ceremony is normally held each spring.

FINAL EXAM EXEMPTION POLICY

A student may be eligible to be excused from a final examination, at the discretion of the teacher, provided that the following criteria have been met:

1. The student has maintained a minimum overall average of 90% or above in the course.
2. The student has maintained a positive attitude in class and a "cut free" attendance record for the year.
3. The student has met all class and financial obligations in accordance with the "Year End book and Fine Procedure."

Students eligible for exemption from a final examination will be notified by the appropriate teacher three days prior to the final examination. All students are required to attend all class sessions prior to the administration of the final examination.

PLEASE NOTE THE FOLLOWING:

1. **Final examinations are administered in all courses. Students not exempt are required to** take each final exam at the scheduled date and time. Students that fail to appear will receive a zero for the final exam grade, which will be averaged in accordance with the formula utilized to compute the final average in each course.
2. Under unique and extenuating circumstances, a makeup final examination may be arranged with the approval and consent of a committee consisting of the student's teacher, student's Guidance Counselor, and a building administrator.

STUDENT PROMOTION POLICY

Students will be promoted to the next grade until they are a Junior. To attain Senior (12th grade) status, a student must obtain 16.5 credits and pass the Algebra and English Regents exams.

Promotion to 12th grade.....16.5 Credits

FNP Policy – Students who receive below an average of a 50 may not attend summer school for that class.

CLASS RANK AND SENIOR HONORS

1. An official rank will be established for each graduating class at the beginning of the senior year.
2. All course grades on a numeric basis (including high school level courses taught to accelerated eighth grade students) will be included in the computation of the class rank.
3. A weighting factor of 1.05 will be applied to **ALL** successfully completed Honors and college level courses taken at the high school during the normal school day, and in the computation of the class rank.
4. All Honors, SUPA, SUNY and Advanced Placement (AP) courses will carry an additional 5% weight which will be reflected in each quarterly report card grade.
5. The class rank will reflect each student's overall average rounded to the nearest hundredth of a point.
6. All students who have earned an average of 90% or higher on their Comprehensive English Regents Examination, U.S. History and Government Regents Examination, and all other Regents examinations in the major sequence area(s) will be eligible to have their New York State Regents Diploma endorsed "With Honors."
7. The students with the highest and second highest cumulative averages (computed at the end of the third quarter of the senior year) will be respectively designated as the Valedictorian and Salutatorian of the Graduating Class. Students must have been enrolled as full time students at Port Jervis High School for a minimum of five consecutive semesters to be eligible for consideration.

SPECIAL PROGRAMS

ACADEMIC ELIGIBILITY

All students participating in extra or co-curricular activities/clubs or sports must demonstrate good academic and behavioral standing in order to maintain eligibility in their activity/sport. Inappropriate conduct resulting in the infraction of school rules, or failing grades, may jeopardize a student's eligibility to participate in activities/sports. Any participant failing or having an incomplete grade in two courses will be required to attend academic eligibility study hall. At the mid-point and end of each marking period, these students' academic progress will be re-evaluated. At that time, any student who has no failures or incompletes will be excused from Academic Eligibility Study Hall. Any student who still has one failure or incomplete will remain in academic eligibility study hall until the next midpoint or end of the marking period reevaluation. However, any student who still has more than one failure or incomplete will be dropped from his/her sport or activity. Any student who fails to complete his/her academic study hall, even if the sport/activity ends during this time period, will be ineligible to participate in any sports/activities for one full year or until the entire academic eligibility/probation has been served. However, if a student who had been removed for failing two courses, is passing all courses at the next mid-point or marking period grades, he/she will be allowed to again participate in the sport/activity.

ACADEMIC INTERVENTION SERVICES

This program is designed to provide assistance to students who have exhibited basic skill deficiencies in Mathematics, Reading, Writing, Science, and/or Social Studies by having scored below the state reference point on standardized examinations. Students are scheduled to attend these small group sessions in addition to their regular classes. Remedial classes normally are non-credit bearing.

ACCELERATED PROGRAM

Qualified middle school students are provided with the opportunity to take high school level credit bearing courses in the eighth grade. Accelerated programs are currently available in the areas of Mathematics and Science. Final grades earned in these courses will be recorded on the high school transcript and will be included in the computation of the student's cumulative high school average and class rank.

ALTERNATIVE EDUCATION PROGRAM

The Alternative Education Program is an opportunity for students and teachers to work together in a more individualized setting. The program allows for flexibility of instruction, while maintaining a responsibility to academically challenging course work. It allows instructors to include character development and social consciousness in their interaction with the student.

Students attend for a variety of reasons. Some work during the day and want to attend school in the evening; some are striving to catch up to their graduation class; some have failed courses and are “doubling up” on courses (attending both day and evening classes); some are assigned to Alt. Ed. for disciplinary reasons.

The Alternative Education Program offers the 4 core subjects - ELA, Social Studies, Math and Science as well as special area classes: PE, Technology, Art and Spanish classes are held from 3:30 - 6:30 PM, Monday - Thursday. Each evening a core subject is taught in two (2) high school level classes and one (1) middle school level class. In addition, each evening, one (1) special area class is provided.

The students in this program have access to the services of a guidance counselor and a school psychologist. To aide in the core subject classes, an Inclusion Teacher is on staff each evening.

Students attend this program for a minimum of 10 weeks. Following that time, each student is evaluated according to three criteria: Academics, Attitude and Attendance. Based on the student’s success, he/she is either transitioned back to the regular school program or remains in the Alternative Education Program for an additional 10 weeks.

C -TECH

Port Jervis High School participates in the programs offered through Orange/Ulster C-Tech. These highly demanding programs include a wide variety of Vocational, Technical and Career Oriented learning experiences. Students that are enrolled in either half day, or specialized programs and are expected to participate fully for the entire school. Please contact the Guidance Department for full details and prerequisites on these program offerings.

EXTRACURRICULAR ACTIVITY PARTICIPATION PROGRAM

All students participating in extra or co-curricular activities must maintain good academic and behavioral standing in order to maintain their eligibility in their activity/sport. Inappropriate conduct resulting in the infractions of school rules, or a failing/incomplete grade in two subjects anytime during the school year may result in the student being placed on probation.

Students exceeding two failures/incompletes will be academically ineligible for 5 weeks. Students having academic deficiencies will be required to attend the after school Academic Eligibility Study Hall held Monday through Thursday afternoons. The status of each such student will be monitored on a regular basis to determine whether or not he/she has made satisfactory academic progress. Failure to do so will jeopardize the student’s eligibility to participate in further activities/sports.

Students must be in attendance before 9:17 a.m., the beginning of third period, in order to be eligible to participate in an after school activity that day. The activity advisor will be notified after two tardies that the student will no longer be permitted to participate on any subsequent day that he/she is late to school.

HONORS PROGRAM

Port Jervis High School offers an enriched and academically challenging Honors program in English and Social Studies, for qualified freshmen, sophomores and juniors. A comprehensive screening process has been developed to identify the students to be recommended to participate in each program. Grades earned in Honors Level courses carry an additional 5% weight on each quarterly report card. Further information regarding the Honors program is available in the Guidance Office.

NEW VISIONS PROGRAM

HEALTH CAREERS ACADEMY: This program will provide an in-depth study of the United States Health Care System. Students will observe staff in their actual work situations and earn college credits for their academic work. This concept allows students to explore a variety of health career professions while integrating their academic knowledge with the experience of working in a health care facility. Students will have the opportunity to earn up to 20 college credits, while meeting high school requirements for English 12, Economics and Participation in Government.

LAW AND GOVERNMENT STUDIES: This program will provide an in-depth study of law and government career opportunities. Students observe staff in their actual work situations. This concept allows students to explore a variety of law career professions while integrating their academic knowledge with the experience of working in courts and government. Students will have the opportunity to earn up to 18 college credits, while meeting high school requirements for English 12, Economics and Participation in Government.

EDUCATION: This program will provide an in-dept study of educational career opportunities. Students observe staff in their actual work situations. This concept allows students to explore a variety of education career professionals while integrating their academic knowledge with the experience of working in a school. Students will have the opportunity to earn up to 18 college credits, while meeting high school requirements for English 12, Economics and Participation in Government.

ENGINEERING: This program will provide an in-dept study of engineering and architectural career opportunities. Students observe staff in their actual work situations. This concept allows students to explore a variety of engineering and architectural career professions while integrating their academic knowledge with the experience of working in industry. Students have the opportunity to earn up to 18 college credits, while meeting high school requirements for English 12, Economics and Participation in Government.

PARENT-TEACHER-STUDENT ASSOCIATION (P.T.S.A.)

The P.T.S.A. is designed to provide parents, students and teachers with an opportunity to become more actively involved in a variety of programs at Port Jervis High School.

PEER TUTORING PROGRAM

The Peer Tutoring Program, organized by the National Honor Society, is designed to provide students with the opportunity to receive individual assistance in most subject areas throughout the school day as well as after school. Students interested in making arrangements for tutoring are to obtain and complete an application form available in the Library.

LEARNING IMPROVEMENT (L.I.T.)

The members of the Pupil Personnel Team include the Guidance Counselors, School Nurse, School Psychologist, Student Assistance Counselor, District Attendance personnel, and administrators. The purpose of this group is to review students experiencing serious educational problems which may necessitate special placement or individualized attention combined with resource assistance.

SUMMER SCHOOL PROGRAM

1. Students seeking permission to enroll in a credit bearing summer school course must have satisfied the following criteria:
 - A. Enrolled and completed the course during the regular school year.
 - B. Taken a final examination in the course.
 - C. Received a failing final grade in the course, between 50 and 64.
 - D. Obtained written approval from the Guidance Counselor or the High School Principal.
2. Any student who dropped a course during the regular school year is **NOT** eligible to repeat that course in Summer School.
3. Students are not eligible to repeat a course in summer school unless they have a final average of 50 or higher.
4. Students may be permitted to enroll in up to three (3) subjects in Summer School. Appeals made by a student or parent, to obtain a variance to this policy will be subject to review by the High School Principal. The following half credit courses are exempt from this policy but still require written approval from the appropriate Guidance Counselor:

- Art	- Government
- Computers	- Health
- Economics	

COLLEGE-LEVEL COURSES

Port Jervis High School participates in the Project Advance Program offered by Syracuse University and college credit bearing courses offered through SUNY Orange (Orange County Community College). Qualified seniors are provided with the opportunity to earn credits in college level Biology, Calculus, English, and Psychology courses that are transferable to many colleges through SUPA. Students are assessed a nominal fee per credit by Syracuse University. They are also given the opportunity to earn college credit in French, Spanish and English through SUNY Orange. Advanced Placement (AP) courses are offered in U.S. History and Chemistry. A comprehensive screening process has been developed to identify the students to be recommended to participate in each program. It should be noted that each program has specific guidelines and policies that are set by the college.

Additional information regarding the SUPA, SUNY and Advanced Placement programs are available in the Guidance Office.

WORK EXPERIENCE OPTION

Students securing approval from their parent/guardian, the Work Experience Coordinator, Guidance Counselor, and the High School Administration may be excused from school for a portion of the school day for the purpose of working in a field of interest to them. One high school credit may be awarded to any student who accumulates a minimum of 300 hours of approved work time. A maximum of two credits may be earned toward high school graduation. Further information is available from the Work Experience Coordinator or the Guidance Department.

NCAA ELIGIBILITY

If you intend to participate in Division I or Division II athletics as a college freshman, you must register and be certified by the NCAA Initial - Eligibility Center. Please check the current NCAA website – www1.ncaa.org/eligibilitycenter/student/index_student.html for full details.

ART

Bess Moran, Curriculum Coordinator
William Gerbracht Eleanor Horst

711 ART 1/INTRODUCTION TO ART **FULL YEAR** **1 CREDIT**

This course is open to all students. It offers the opportunity to pursue the study of the principles and elements of art as a continuum from work done at the Middle School. The students will be brought in contact with drawing, painting, sculpture and pottery.

This course is the prerequisite for all other courses offered.

716 ART HISTORY **FULL YEAR** **1 CREDIT**

This course will include the historical development of painting, sculpture, architecture, and craft arts from Pre-history through the modern art. Emphasis will be placed on cultural, economic, religious and philosophical factors and their relationship to art. The major artists, movements and styles of painting, sculpture, architecture and crafts of the period will be introduced. Field trips and guest presentations will supplement lecture-visual instruction. Student assignments will be satisfied by both academic and/or studio performance.

Prerequisite: Introduction to Art

721 DRAWING I **FULL YEAR** **1 CREDIT**

This course offers the opportunity to study the art and craft of drawing in some detail, from realistic rendering to more expressive forms of drawing. Media such as pencil, charcoal, watercolor and pastel will be employed and explored. **NOTE: Sketchbook will be required.**

Prerequisite: Art I

722 DRAWING II **FULL YEAR** **1 CREDIT**

This course will offer the opportunity to study drawing in more depth and detail from realistic rendering to more expressive and imaginative forms of drawing. Exploration of master artists' styles and drawing techniques, as well as experimenting with a variety of media. **NOTE: A sketchbook will be required.**

Prerequisite: Drawing I

723 DRAWING III **FULL YEAR** **1 CREDIT**

This course will concentrate on developing a personal style and the rendering of one's own creative visual perception. Using a wide range of materials through observation and drawing skills, students will further explore individual interests and artistic expression in figurative, landscape and still life. Presentation and portfolio preparation will be emphasized. **NOTE: Sketchbook/processing journal is required.**

Prerequisite: Drawing II

731 CERAMICS I**FULL YEAR****1 CREDIT**

This course offers the opportunity to explore the craft of ceramics in some detail. Hand building and wheelwork as well as the properties of glaze will be explored. Reference will be made to western as well as non-western practitioners of the craft/art.

Prerequisite: Art I

732 CERAMICS/SCULPTURE II**FULL YEAR****1 CREDIT**

This course offers the opportunity of a more in depth exploration with other media, as well as basics of clay, pottery and glazing – utilizing more advance techniques on the potter's wheel. Students, in close cooperation with the instructor, will work on a body of work, that demonstrates a wide exploratory approach to the craft.

Prerequisite: Ceramics I

746 PAINTING I**FULL YEAR****1 CREDIT**

This course offers the opportunity to explore the craft and art of painting in some depth. The phenomenon of color, the relationship of colors to each other and the organization of space will be explored. Some study of historical figures/painters/artists will be undertaken.

Prerequisite: Art I

748 PAINTING II**FULL YEAR****1 CREDIT**

This course offers the opportunity to explore the craft and art of painting in more depth. Representational forms of painting as well as more “expressive” forms will be explored. In addition to western forms of painting, the students will be introduced to non-western approaches.

Prerequisite: Painting I

747 GRAPHIC DESIGN/ILLUSTRATION**FULL YEAR****1 CREDIT**

Grades 10 – 12

This course will focus on basic design fundamentals as well as personal conceptual methods of graphic problem solving. Visual design problems will be explored. Specific design principles such as formal reference, negative-positive relationships, cropping techniques and typographic design will be introduced.

Prerequisite: Introduction to Art

BUSINESS

Business Education Teacher / Randi Liberati

The three main goals of the Business Education Department are;

1. To prepare students with the appropriate 21st century skills set to obtain employment, maintain employment and succeed in the workforce of today and tomorrow.
2. To provide students with the relevant information and knowledge needed to enable them to effectively manage their personal financial affairs.
3. To equip college bound business students with a solid foundation that will help prepare them for success in college.

In addition, it is recommended that any student considering studying Business in college take as many business courses as possible.

Students may earn an Advanced Regents Diploma in New York State by completing a 5 credit sequence of business courses.

COURSE OFFERINGS

510 ESSENTIAL SKILLS

HALF YEAR

½ CREDIT

This course was designed to provide students with a solid foundation of information and opportunity to learn through hands on projects in the areas of career selection, employee rights and responsibilities, employer expectations, money management, banking services, investment options, credit management, insurance, consumer rights and responsibilities, personal decision making, keyboarding and computer literacy, and communication skills. These competencies are needed for success in the workplace and being to become financially literate.

Students will be encouraged to begin or continue to develop a career plan, apply academic skills to solve real-world problems and become familiar with universal foundation skills that are needed to become successful citizens, employers, and employees.

Recommended Grade Level: 9 – 10

Prerequisite: None

515 INTRO TO 21ST CENTURY BUSINESS HALF YEAR ½ CREDIT

This course provides the student a broad background about the modern business world. An important course for students who are considering continuing on to college and choosing a business major or entering directly into the workforce

1. After completing the course the student should be able to demonstrate a basic understanding of the Business Environment.
2. The student will develop a working knowledge of the various segments of Business.

Recommended Grade Level: 9 – 10

Prerequisite: None

521 MILLENIUM COMMUNICATIONS FULL YEAR 1 CREDIT

A course of study that provides students with an opportunity to simulate the manner in which business and industry personnel approach the important tasks of solving problems and making decisions. Areas covered are: Computer Systems and Applications, Work Processing Applications, Data Base Applications, Spreadsheet Applications, and Graphic Applications. Course utilizes Office 2007 software (Word, Excel, PowerPoint, Publisher and Access)

This course also includes modules directed to the development of non-verbal, verbal, and written communication. Listening and reading skills are developed as well as business terminology and workforce etiquette.

Recommended Grade Level: 10 – 12

Prerequisite: None

527 BUSINESS MATHEMATICS**FULL YEAR****1 CREDIT**

A full year course designed to make math more relevant to everyday applications. Its purpose is 3-fold: (1) to provide students with up-to-date ways of solving business problems, both as a consumer and an investor; (2) to provide a background for subsequent business courses; and (3) help students develop the computational skills essential in their future roles as citizens, consumers, employees, investors and entrepreneurs.

Recommended Grade Level: 11 – 12

Prerequisite: Successfully completed 2 other math classes

532 ACCOUNTING I**FULL YEAR****1 CREDIT**

Accounting I covers the entire accounting cycle and provides the students with an understanding of double-entry bookkeeping. In addition, the student is introduced to applications of manual accounting systems and computerized systems. This course is highly recommended for students going on to post-secondary accounting training who have not pursued a Business sequence.

Recommended Grade Level: 10 – 12

Prerequisite: None

535 MARKETING FOR SUCCESS**HALF YEAR****½ CREDIT**

This course designed for students who are interested in careers in Marketing and Merchandising. The topics include such areas as the marketing channels, wholesaling and middlemen, retailing, the components of the distribution system, buying and selling, supply and demand, and consumer behavior. It will provide a broad overview which serves as a basis for a student to begin to narrow career choices. The course will include a great deal of hands on project to reinforce concept learned throughout the class.

Recommended Grade level: 11 - 12

Prerequisite: Introduction to Occupations

**539 SPORTS & ENTERTAINMENT
MARKETING**

FULL YEAR 1/2 CREDIT

This is an introductory course which will help students develop a thorough understanding of the marketing concepts and theories that apply to sports, sporting events and the entertainment industry. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposal, and sports marketing plans. This course will also delve into the components of promotion plans sponsorship proposals and the key elements needed in sports marketing plans

Recommended Grade Level: 11-12

Prerequisite: Marketing Success

541 STREET LAW AND MORE

FULL YEAR 1 CREDIT

This course encouraged as an elective for all students, places emphasis on the individual as he/she encounters business law in his/her personal, family, and occupation life. From the study of business law, students will gain a genuine respect and intelligent application for the portion of the law that affects them both at home and at work. Modules covered include: The Legal Environment, Contracts, Bailment, Real Property, Insurance, Financial Transfers, Employment and Agency Relationships and Business Ownership. Successful completion of this course may be applied toward the fulfillment of a five year sequence in Social Studies.

Recommended Grade level: 11 - 12

528 FASHION MARKETING

HALF YEAR 1/2 CREDIT

This course is designed to introduce students to the fashion industry. Focusing on current fashion trends, students will acquire an understanding of fashion terminology, the consumers of fashion and the specific marketing strategies used to retail fashion in the new millennium. Guest speakers will be invited to provide students with “real world” perspectives and experiences.

Recommended Grade Level 11-12

Prerequisite: Marketing for Success

530 HOSPITALITY MARKETING**HALF YEAR****½ CREDIT**

Grades 10-12

Want to manage a hotel or resort? This course is designed to provide students with basic knowledge and practical experience that will enable them to develop strategic and operating marketing plans for hospitality properties. It stresses the marketing orientation as a management philosophy that guides the design and delivery of guest services.

Recommended Grade Level 10-12

Prerequisite: Marketing for Success

**531 TRAVEL AND TOURISM
MARKETING****HALF YEAR****½ CREDIT**

Ever want to know what travel agents do? This is an introductory course which will help students develop a thorough understanding of the marketing concepts and theories that apply to the travel and tourism industries. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions and sports marketing plans. This course will also delve into the components on promotion plans, sponsorship proposals and the key elements needed in sports marketing plans.

Recommended Grade Level 10-12

Prerequisite: Marketing for Success

COMPUTERS

Scott Reichert, Computer Coordinator

742 COMPUTER GRAPHICS

FULL YEAR

1 CREDIT

This course introduces students to the use of the computer for the creation of layout, package design, interior design, magazine advertisement and other advertisement, cartooning and illustration. Our computer lab has thirty one computers with CD Rom components and the ability to save on a common drive. Our students all have accounts on the school network drive. Students will print, create and be able to refine their concepts of design.

This course will enable students to gain some experience using the computers, something that will give them entry to the presently computer ridden art field.

It is our hope that this class will create an expanded base from which students will gain employment in the commercial art field. We wish to offer courses which could give students advantages they might not ordinarily have. It is our hope to continue to build a solidly based curriculum that will expand student's interest and success. It is our belief that, not only do we need to offer students the opportunity to appreciate fine art and to experiment with it, but also to experience something which will offer Arts' practical application.

743 DIGITAL PHOTOGRAPHY

FULL YEAR

1 CREDIT

Students in this course will be expected to learn the fundamentals of traditional photography. They will create pictures in black and white as well as color and process images. They will learn how to alter images in the computer and as a result, produce very creative works of art. It is assumed that once a student masters technique, he is then able to pursue a direction which is pleasing to his/her own aesthetic and contribute to the art in general. Students will also learn about famous photographers past and present.

744 COMPUTER ANIMATION

FULL YEAR

1 CREDIT

In Computer Animation we attempt to teach students to create a film animation on 3D Studio Max, a professional animation program used to create such feature films as Monsters Inc., Toy Story and others. Students work in the modeling of 3 dimensional objects and then creating movement. All animations are completely built by students in a CAD method. We have also introduced claymation. Students create figures in clay and photograph them sequentially.

Students create animations and view current animations to see how professionals deal with problems similar to their own.

745 ADVANCED COMPUTER ANIMATION

FULL YEAR

1 CREDIT

The Web Site Development class is presently offered as a one year course which focuses on planning, creating, and maintaining web documents using the Macromedia Suite. Files will be created and presented primarily off-line and are stored on CD's. Students will learn the fundamental elements of web page design, including paragraph, horizontal rules, lists, and tables. Students will also learn how to create and insert graphics and animations that are effective and efficient. Students view professional web sites and create planned web sites with similar themes.

ENGLISH

Christine Manfredo, Curriculum Coordinator

Caitlin Conklin Jeanne Corcoran Gaetanina Dekan Michelle Kennedy

Tim Leonard Jacqueline March Grace Monahan Justin Palermo Elizabeth Witherow

The English Department has designed a program for students based on the premise that there is an intrinsic connection between a person's skills, knowledge and convictions, and his self-respect and integrity. This philosophy concludes that there are basic skills in reading, listening, writing, and speaking that all students must acquire according to their capacities, so that they might better function in today's complex society.

Requirements for graduation

4 years of English are required and all students must pass the new English Comprehensive Regent's exam in order to graduate.

COURSE OFFERINGS - NINTH GRADE

113 ENGLISH 9R

FULL YEAR

1 CREDIT

This course stresses reading, writing, listening, and speaking skills which comprise the core of the New York State Learning Standards for English Language Arts. Although largely a literature-based program, the course now includes units in library research and computer technology. The fundamental core curriculum follows a thematic approach, and each thematic unit offers a great many enrichment activities for students to pursue independently. The course is designed to successfully prepare all students for the new Comprehensive English exam which will be administered in the third year of high school.

Prerequisite: None

011 ENGLISH 9 HONORS

FULL YEAR

1 CREDIT

This course stresses the same reading, writing, listening and speaking skills as English 9R. In addition, the course supplements the literary component with more short stories, poems, novels, non-fiction and dramas which offer a more challenging reading and interpretation level. The writings focus on the Part I (listening) and Part IV (critical lens) of the Regents Exam. Additional writings are designed to strengthen student literary analysis and grammar skills. A poetry portfolio is used to introduce MLA research and writing standards. Creative projects are also incorporated to encourage student connection to the thematic value of the major literary selections as they are reflected in the realities of daily life.

ENGLISH

TENTH GRADE

120 ENGLISH 10 HONORS

FULL YEAR

1 CREDIT

This course is designed to introduce the student to a chronological study of the literature of different countries and cultures with major emphasis ranging from the ancient writings of the Hebrews, Greeks, and Romans through the Renaissance and Shakespeare to the novels, poems and short stories of the 19th and 20th centuries. There will be a focus on developing more sophisticated writing skills through topics related to subject areas.

Prerequisite: Academic Committee

121 ENGLISH 10 R

FULL YEAR

1 CREDIT

This course continues to stress reading, writing, listening, and speaking skills reinforcing the core of the New York State Learning Standards for English Language Arts. The writing curriculum stresses acceptable forms of effective communication with emphasis on various types of paragraph development. The literature component covers the different genres from countries around the globe. Literary works will be studied with emphasis on the various styles of writing. The literature will also serve as the primary source for the vocabulary and writing assignments described above.

Prerequisite: Ninth Grade English

ELEVENTH GRADE

130 ENGLISH 11 HONORS

FULL YEAR

1 CREDIT

This course covers major trends in American literature, largely from the 19th century on. Numerous literary genres and noted American authors are studied. The primary objective of this course is mastery of speaking, listening, reading, and writing skills. The last six to eight weeks of the course will focus on preparation for the new Regents Examination. An independent research project is also a requirement of the course.

Prerequisite: Academic Committee

132 ENGLISH 11 R

FULL YEAR

1 CREDIT

This course concentrates largely on American literature of the 20th century. Various genres will be studied thematically. Each unit will require writing tasks which will model those required on the new comprehensive English exam. In addition, reading, listening, and speaking skills will be strengthened. The last eight to ten weeks of the course will focus on preparation for the new Comprehensive English exam.

Prerequisite: Tenth Grade English

ENGLISH

TWELFTH GRADE

140-S COLLEGE ENGLISH

FULL YEAR

1 CREDIT

This course is offered through Syracuse University's Project Advance Program. It gives the student an opportunity to acquire six credits of College English. The first semester focuses on writing four argumentative and/or persuasive essays, which are researched, peer-edited, and revised. A 2,000 word research paper is required. The second semester deals with language, the way we read, and the issues that are raised in a variety of texts. Three major papers of 1,500 words each and six informal response papers of at least 500 words are required for second semester.

Prerequisite: Academic Committee

140-0C COLLEGE ENGLISH

FULL YEAR

1 CREDIT

This course is offered through Orange County Community College. This basic course, Freshman English I, emphasizes intensive student practice in writing expository prose and in developing library research skills. Freshman English II emphasizes continued practice in expository writing based on fiction, drama, and poetry. A research paper is required.

Prerequisite: Academic Committee

142 ENGLISH 12R

FULL YEAR

1 CREDIT

This course continues to reinforce the skills which are so essential for success in today's society. Contemporary writers and traditional writers will be studied and a critical development of reading, writing, listening and speaking skills will be the primary objective.

Prerequisite: Eleventh Grade English

ELEVEN AND TWELFTH GRADE ELECTIVES

145 PUBLIC SPEAKING

FULL YEAR

1 CREDIT

Grades 11 & 12

This course is offered to students who would like to learn the art of speaking in public. It will provide the necessary practice to enable the student to speak in public with confidence. The course requires active participation and emphasizes speech preparation and organization as well as delivery, voice and diction.

ENGLISH

147 CREATIVE WRITING

FULL YEAR

1 CREDIT

Grades 11 & 12

This course is designed for students that would like to write with confidence. Students will practice writing a variety of genres including poetry and short stories. Students will learn the process of seeing their work expand through the study of free writing, clustering, outlines and revision. They will also learn to edit, proof, and critically evaluate their work in order to meet requirements for publication submission.

149 SCIENCE FICTION

FULL YEAR 1 CREDIT

Grades 11 & 12

Science Fiction is for students who love to read and wish to explore the popular genre of science fiction and fantasy. Students will explore the many aspects of this genre as they continue to strengthen their language skills in writing and speaking to better prepare for college.

151 SPORTS LITERATURE

FULL YEAR 1 CREDIT

Grades 11 & 12

Sports Literature is a course for students who want to read literature about sports and athletics. Students will examine various genres, including both fiction and non-fiction works that explore sports/athletics from various cultures and social backgrounds. The students will participate in small group discussions, writing exercises, and they will create projects related to the literature. Students will learn more about themselves as they hone their reading, writing, speaking and listening skills.

115 YEARBOOK

FULL YEAR ½ CREDIT

This course is offered on an A/B day basis to students who are interested in being a member of the Port Jervis Archives staff. Students are required to participate in all aspects of yearbook production and will develop skills in a wide variety of areas, including planning, layout, digital photography, graphic design, advertising, sales and marketing. Grading is on a pass/fail basis.

FAMILY AND CONSUMER SCIENCE

834 FASHION I (INTRO. TO CLOTHING & TEXTILES) HALF YEAR ½ CREDIT

Fulfills Art/Music Requirement

Students will study clothing as it relates to art, culture, history, social and economic trends. Clothing will be explored as a medium for artistic expression. Students will learn and apply clothing construction skills to increase their own wardrobes with use of hand sewing and machine sewing techniques. They will learn the use of color, line and fabric selection in suiting individual needs. The student will learn to use a commercial sewing pattern to construct a garment. They will be able to evaluate the quality and design in making personal clothing choices. Careers in this area will be explored as well.

836 FASHION II (CLOTHING PRODUCTION & DESIGN) HALF YEAR ½ CREDIT

Students will expand upon the basic clothing construction skills developed in the introductory course (prerequisite). Projects may include handling special fabrics, more advanced techniques or making a design adaptation from a commercial pattern. Skills are individualized according to the individual student's skill. Students will also gain exposure for creative fashion design through fashion drawing.

Prerequisite: Intro. to Clothing Production
or Teacher's approval

838 U.S. REGIONAL & GOURMET FOODS HALF YEAR ½ CREDIT

Students will identify the origins of foods of the seven main regions of the United States and prepare representative dishes. Another goal of this course is to expand upon the student's basic food preparation skills and to explore the more complicated procedures of fine cuisine. Students will learn about advanced preparation techniques, the importance of food appearance and presentation, and the use of specialized ingredients and equipment.

840 INTERNATIONAL FOODS HALF YEAR ½ CREDIT

This course will introduce students to the concept of the American "melting pot". Through this course, the students will explore a variety of culture specific foods and preparation techniques. This course will create a framework for understanding cultural differences and the interdependence of regions and countries around the world.

FAMILY AND CONSUMER SCIENCE

842 HEALTHY COOKING

HALF YEAR

½ CREDIT

In this course, students will relate the concepts of nutrition, diet, and exercise to good health. The content of this course will examine the role of nutrients in the body, diet-related conditions, special diets, diet analysis, nutrition and conditioning for athletes, lifetime fitness, the effect of food preparation techniques on diet, and careers in the field of nutrition, health, metabolism and fitness. Students will be exposed to the various types of workouts available.

844 INTERIOR DESIGN

HALF YEAR

½ CREDIT

Fulfills Art/Music Requirement

In this course, students will learn about exterior and interior design and how to care for the home. They will identify and explore how culture and the environment have influenced housing design throughout history. Through hands-on experiences, students will cover design elements and principles as they relate to architecture and interior design. Students will also investigate how lifestyles, social and economic factors, and stages in the life cycle influences housing decisions. Career possibilities in housing will be explored.

FOREIGN LANGUAGE

Diane Dinan, Curriculum Coordinator

Rebecca Jesequel Maria Smith Joan Trivilino Danielle Wilford

In the teaching of a modern language, the fundamental purpose is to enable students to communicate with native speakers of that language and to better understand the foreign culture. Therefore, a communicative approach rather than a linguistic one is emphasized.

A wide variety of resources including games, songs, and movies are used to foster proficiency and interest in foreign language acquisition. Authentic documents such as newspapers, travel brochures, magazines and menus from Spanish and French speaking countries are frequently used as reading material.

Currently all Port Jervis High School students seeking a Regents Diploma are required to successfully complete one credit in a foreign language. In order to graduate, students must pass the French I or Spanish I high school course.

We encourage all passing students to continue into the second year of either Spanish or French and complete a 3 year sequence of Foreign Language study which culminates in the successful passing of the NY State Regents Exam. Students who pass this exam with an 85 or above and hold an 85 or above in the class, are qualified to choose Spanish or French 4 which are college accredited classes given through SUNY OCCO.

COURSE OFFERINGS

605 FRENCH I R

FULL YEAR

1 CREDIT

French I is the first year of a three year course for Regents level students. The vocabulary introduced in the Middle School's introductory course is reviewed and expanded. The primary emphasis is on developing speaking/listening skills. Students will learn how to speak about themselves, their family, home, school and community. They will also learn the appropriate linguistic components for shopping, travel and restaurant dining. Reading is confined to short passages usually taken from authentic documents. Writing is guided and is judged on communicative content rather than grammatical accuracy. Grammar is taught in context. The New York State Proficiency is the final examination.

Prerequisite: None

608 FRENCH II R

FULL YEAR

1 CREDIT

The topics of French I are revisited and expanded to a more advanced level of proficiency. Additional topics include leisure time, health and welfare and the physical environment. The speaking/listening skills continue to develop. Reading materials include short articles from magazine and newspapers. Grammatical structures, while still introduced in context, are more complex. While communication is still the major goal of writing, a demonstration of the knowledge of basic grammar and syntax will be expected at this level.

Prerequisite: French I R

FOREIGN LANGUAGE

610 FRENCH III R

FULL YEAR

1 CREDIT

Since language acquisition is a continuously spiraling, cumulative process, the topics from years one and two are revisited at a more advanced level of proficiency. Units on current events, natural disasters, the fine arts, money and banking are added. Extensive vocabulary is acquired through an expanded reading program which includes magazine articles, polls, surveys and short literary samples. Grammatical structures are now explained in detail and more accuracy in writing is expected. The New York State Regents examination is given at the completion of this course.

Prerequisite: French II R

620 COLLEGE FRENCH

FULL YEAR

6 CREDITS

Fourth year French students with a minimum 85 overall average who have scored an 85 or better on the New York State Regents examination may opt to take French IV for college credit. Orange County Community College awards students 3 credits for Intermediate French I first semester plus 3 credits for Intermediate French II second semester. OCCC standards are followed for curriculum grading and attendance.

635 SPANISH I R

FULL YEAR

1 CREDIT

Spanish I is the first year of a three year course for Regents level students or the fulfillment of the graduation requirement for non-regents students. The vocabulary introduced in the Middle School's introductory course is reviewed and expanded. The primary emphasis is on developing speaking/listening skills. Students will learn how to speak about themselves, their family, home, school, and community. They will also learn the appropriate linguistic components for shopping, travel and restaurant dining. Reading is confined to short passages usually taken from authentic documents. Writing is guided and is judged on communicative content rather than grammatical accuracy. Grammar is taught in context. The New York State Proficiency is the final examination.

Prerequisite: None

FOREIGN LANGUAGE

640 SPANISH II R

FULL YEAR

1 CREDIT

The topics of Spanish I are revisited and expanded to a more advanced level of proficiency. Additional topics include leisure time, health and welfare and the physical environment. The speaking/listening skills continue to develop. Reading materials include short articles from magazines and newspapers. Grammatical structures, while still introduced in context, are more complex. While communication is still the major goal of writing, a demonstration of the knowledge of basic grammar and syntax will be expected at this level.

Prerequisite: Spanish I R

645 SPANISH III R

FULL YEAR

1 CREDIT

Since language acquisition is a continuously spiraling, cumulative process, the topics from years one and two are revisited at a more advanced level of proficiency. Units on current events, natural disasters, the fine arts, money and banking are added. Extensive vocabulary is acquired through an expanded reading program which includes magazine articles, polls, surveys and short literary samples. Grammatical structures are now explained in detail and more accuracy in writing is expected. The New York State Regents examination is given at the completion of this course.

Prerequisite: Spanish II R

655 COLLEGE SPANISH

FULL YEAR

6 CREDITS

Fourth year Spanish students with a minimum 85 overall average who have scored an 85 or better on the New York State Regents examination may opt to take Spanish IV for college credit. Orange County Community College awards students 3 credits for Intermediate Spanish I first semester plus 3 credits for Intermediate Spanish II second semester. OCCC standards are followed for curriculum grading and attendance.

MATHEMATICS

Debra Cassara, Curriculum Coordinator

Diane Bloodgood Carolyn Dorritie Lori Esposito Courtney Gummerson
Kathryn Helms Amy Hoverstock Tammy Lara Dan Ronson

The goal of the math department is to provide a selection of courses that will allow each student to complete graduation requirements and provide the foundation for post-secondary studies.

All students must earn three math credits and pass the Algebra Regents examination to obtain a Regents diploma. An Advanced Regents diploma, recommended for college-bound students, requires passing three Regents exams offered in algebra, geometry and algebra two/trigonometry. In addition, the department offers advanced classes in pre-calculus and college calculus.

All courses offered will require students to apply and adapt selections of strategies by implementing both traditional and technological tools. The department's curriculum, our teachers' instruction and student assessment will all reflect high levels of both rigor and relevance.

COURSE OFFERINGS

INTEGRATED ALGEBRA

MATH 423

Integrated Algebra I is the first mathematics course of a three-year math program for New York State. The process strands that Algebra I includes are number sense and operations, algebra, measurement and probability. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems. Topics include solving linear and quadratic equations algebraically and graphically, functions, ratios and proportions, trigonometry, radicals, probability and statistics. The final exam for this course is the Algebra I Regents exam. Students who successfully complete this course will continue to the geometry course.

INTEGRATED ALGEBRA – YEAR I

MATH 425

Integrated Algebra Year I is the first year of the two-year Integrated Algebra program. Algebra provides tools and methods of thinking that are necessary for solving problems in a variety of disciplines such as science, business, social sciences, fine arts and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in various settings. Problem situations may result in linear equations in one variable or two variables, probability, ratio and proportion, right triangle trigonometry, radicals and graphing. At the end of this course a locally prepared cumulative final exam will be administered. Upon successful completion of this course, a student will receive one credit and progress to Integrated Algebra – Year II.

INTEGRATED ALGEBRA – YEAR II

MATH 426

Integrated Algebra Year II is the second year of the two-year Integrated Algebra program. The student must have successfully completed Integrated Algebra Year I to be enrolled in this course.

This course will assist students in continuing to develop skills and processes to be applied using a variety of techniques to solve problems. Problem situations may result in area, perimeter and volume, quadratic, absolute value and exponential functions, systems of equations, rational expressions and statistics. At the end of this course the Regents exam, a requirement for graduation, will be administered. Upon successful completion of this course, the student will receive one credit and progress to Geometry Local or Regents.

GEOMETRY

MATH 424

Geometry is the second course in the three-year mathematics curriculum. Within this course students will analyze geometric situations and master the techniques of informal and formal proof. In addition, students will study geometric relationships and properties of geometric figures, transformational geometry, coordinate geometry and three-dimensional geometry. Students will use a graphing calculator and dynamic geometric software to assist in these investigations. This course culminates with the Regents exam administered in June.

GEOMETRY LOCAL

MATH 427

Geometry local is a course intended for the student who completed the Algebra I curriculum over a two-year period. This course investigates selected topics from the New York State Geometry curriculum (described above). Students who take the Geometry Local course take a locally prepared final exam upon completion in June.

432 MATH B REGENTS**FULL YEAR****1 CREDIT**

This course is the last 2/3 of Math B. Successful completion of this course will fulfill the math requirements for those students seeking the Advanced Regents Diploma. It is designed for students that are college bound with a strong math/science aptitude, and have a mathematical goal of Pre-Calculus or Calculus in their senior year. Students who successfully complete this course will take the NYS Math B exam in June.

441 PRE-CALCULUS**FULL YEAR****1 CREDIT**

Pre-Calculus is designed to prepare students who will need a semester of calculus or other college math once they leave high school. The focus is on the moving of algebra and trigonometry skills which are the basic tools in higher math. The course is centered on the Texas Instrument Graphing Calculators. More emphasis is given to 3-D analytical geometry than to formal. Elementary functions (polynomials, rational, etc.) are explored and graphed. Some discussion of general polynomials is developed. Conic sections are discussed and both rectangular and polar coordinates are studied. The last semester focuses on an introduction to limits and the beginnings of Calculus.

444 COLLEGE CALCULUS**FULL YEAR****1 CREDIT**

A course wherein a student may earn up to 6 college credits in calculus. This course includes a study of analytical geometry, limits, derivatives, maximum and minimum problems, and differential equations. The course also involves integration, areas under curves, volumes of revolution, surface of revolution, and Simpson's Rule. This course is offered under the auspices of the Syracuse University Project Advance Program.

Prerequisite: Academic Committee

MUSIC

Michael Pacer, Curriculum Coordinator
Alvera Sylvester

The educational aim of the Music Department is to develop and make available to students a music curriculum of comprehensive scope, providing equal opportunity of understanding within elected areas of music education whenever feasible.

Departmental aims include enrichment of the life of each student through creative and expressive experiences gained as a result of preparation and performance. Such experiences lead to a more complete understanding and sensitivity to the aesthetic values of the fine arts.

COURSE OFFERINGS

750 CONCERT BAND **FULL YEAR** **1 CREDIT**

Open to the instrumental student's grades 10 thru 12 who have previously participated in the band program. Participation in pep band, concert, parades and rotating lessons are requirements of the program. Home practice is required.

Prerequisite: Passing Band Unlimited

751 STAGE BAND **FULL YEAR** **1 CREDIT**

Membership in this performing group is by audition only and is available to students in grades 10 thru 12. Musical repertoire ranges from big band jazz to contemporary rock.

752 CONCERT CHOIR **FULL YEAR** **1 CREDIT**

This choir continues from the theory and reading skills learned in 753 and continues to challenge the serious singer with many different styles of music of a higher level. Vocabulary tests, music reading tests, music performance tests, composers tests, five performances a year required.

Prerequisite: Passing Voices Unlimited

753 VOICES UNLIMITED **FULL YEAR** **1 CREDIT**

Class geared to freshman which emphasizes the learning and use of basic theory skills, music reading skills and good tone production while singing classical music, some in a foreign language. Vocabulary tests, music reading tests, music performance tests, composers tests, three performances a year required. (Audition required.)

MUSIC

754 MENS CHOIR

FULL YEAR

1 CREDIT

This choir continues from the theory and reading skills learned in 753 and continues to challenge the serious male singer with many different styles of music of a higher level. Specific focus on the needs of the male changing voice. Vocabulary tests, music reading tests, music performance tests, composers tests, five performances a year required.

Prerequisite: Passing Voices Unlimited

755 WOMENS CHOIR

FULL YEAR

1 CREDIT

This choir continues from the theory and reading skills learned in 753 and continues to challenge the serious female singer with many different styles of music of a higher level. Vocabulary tests, music reading tests, music performance tests, composers tests, five performances a year required.

Prerequisite: Passing Voices Unlimited

756 ½ MUSIC THEORY/PIANO

FIRST PERIOD – A DAYS

Geared for students contemplating a music career. In depth analysis of the theory behind the music through piano/inst. performance, writing and aural analysis.

Minimum enrollment: 4

Prerequisite: 1 yr. in music dept.

761 BAND UNLIMITED

FULL YEAR

1 CREDIT

A 9th grade band with participation in the Middle School Band a prerequisite. Participation in Pep Band, Concert, Parades and Rotating lessons are requirements of the program. Home practice is required.

PHYSICAL EDUCATION & HEALTH

Ray Holyk, Curriculum Coordinator

Helennane Gillinder Luann McCarthy Matt Polanis Ronald Semerano

The aim of the Physical Education Program is to expose the students to a variety of activities and to demonstrate the knowledge and skills necessary for success in maintaining personal health and fitness.

The aim of the teacher is to help each student achieve their potential mentally, physically and emotionally. The goal in our Physical Education classes is to give each student a choice of activities that will help him/her develop into a “whole” individual. Our classes are designed to have students meet success and demonstrate competence in combinations of manipulative, locomotive and non-locomotor skills performed individually and with others.

Physical Education is required of all students. A student must earn ½ credits per year for a total of 2 full credits to fulfill NYS graduation requirements.

COURSE OFFERINGS

886 PHYSICAL EDUCATION

Boys (9-10)

Girls (9-10)

FULL YEAR

A Days

1/4 CREDIT

per semester

887 PHYSICAL EDUCATION

Boys (11-12)

Girls (11-12)

FULL YEAR

B Days

1/4 CREDIT

per semester

REGULATIONS FOR PHYSICAL EDUCATION CLASSES

1. Students are responsible for having their physical education equipment available on each day of participation. If students come to class without the physical education equipment, they will not be allowed to participate. Four times unprepared in a marking period will result in a failure for that marking period.

It is the responsibility of each student to notify the teacher as to any reason for missing class on days that the student is in school.

Students are to report to Physical Education classes at all times scheduled. The Physical Education teacher will issue a pass if deemed necessary, to the nurse, Guidance office, or other school activity.

2. Physical Education equipment will consist of sneakers, gym shorts or sweat pants (any color), and a T-shirt.

PHYSICAL EDUCATION & HEALTH

3. You must participate in Physical Education unless you have a written excuse from your doctor or parent or the school nurse. Written excuses other than a doctor's excuse will be honored for one day only. Any illness or injury that requires being excused for more than one day must have a written excuse for a doctor. Students with medical excuses must attend gym classes unless receiving special permission from the teacher or an administrator.
4. Report any injury you receive to your teacher immediately.
5. Students are not permitted to use gym equipment or weights unless supervised by a teacher.
6. Two (2) credits of physical education are required by New York State for graduation. **Each student earns a ¼ credit if they successfully complete all course requirements during that semester. You must pass every semester in order to meet your graduation requirement.**
7. No locks or lockers will be assigned to students. There are approximately 100 lockers in the locker room for students to use only during their Physical Education class. Students may use their own personal locks to secure their belongings. The lock must be removed at the end of each Physical Education period. Any lock left on lockers permanently will be removed at the expense of the student.
8. Students are responsible for loss of valuables.
9. No food or beverage is to be brought into the locker room at any time.
10. Students are not allowed in classes other than their assigned class.
11. Students are to remain in the locker room until dismissed by the teacher.

890 HEALTH

FULL YEAR **½ CREDIT**
A, B days

This course is required for graduation. Instruction is directed toward the sociological and physiological problems of alcoholism, venereal disease, drug abuse, mental health, human sexuality, personal health, chronic disease, nutrition, and first aid. The questions of adolescence are openly discussed in a challenging, coeducational atmosphere, stressing personal responsibility and self awareness. A straightforward, but realistic approach is used to include students in the planning, as well as in the teaching.

891 FAMILY ISSUES

FULL YEAR **1 CREDIT**

This course provides students with the opportunity to examine various contemporary issues such as self concept, drugs and alcohol, family life, teenage suicide, teenage pregnancy, human reproduction, birth control, parenting, marriage, divorce, and child abuse.

SCIENCE

Todd R. Hill, Ph.D., Curriculum Coordinator

Carol Chase Kasey Collignon Michael Dunleavy Barbara Hess Marc Koenig
James Santos Mike Simmons Mark Trotta Nancy Warner

The basic philosophy of the department is to present science to each student everyday. The level of science presented and the subject areas to be investigated will depend upon the student's ability and needs in terms of his/her post-high school, vocational, and educational plans.

The knowledge in science is continuously expanding. The teachers in the Science Department are committed to the process of lifelong learning in order to keep abreast of scientific advances in their fields of expertise. With new science knowledge also comes the advent of new educational processes to present science material. The Science Department is also committed to using the educational approach that best meets the needs of the student and satisfies the State requirements and school district mandates.

DEPARTMENT LABORATORY POLICY

In order to take a Regents examination in science a student must complete a state mandated number of laboratory exercises and complete an acceptable written report for each exercise. Failure to meet this New York State requirement eliminates a student from sitting for the Regents examination.

The Department deadline for turning in laboratory reports is June 1st. No lab reports will be accepted after this date.

Students who enroll in Living Environment 1 must also meet a minimum lab requirement (15 lab hours with written reports) before they are allowed to enroll in Living Environment 2. Students who take Living Environment 2 must complete the state mandated number of laboratory exercises. The laboratory deadline in both Biology 1 and Living Environment 2 is also June 1st.

COURSE OFFERINGS

311 GENERAL SCIENCE

FULL YEAR

1 CREDIT

This Freshmen course is a basic science foundations course. It presents an overview of various science disciplines. Physical science is the study of matter and energy. Physical laws, chemical processes, biology, and earth science are presented through applications that are both current and meaningful. Whenever possible, the principles presented in the course are clarified with examples that are a part of one's everyday experience.

Students will take a locally developed final examination.

Prerequisite: 8th Grade Science

SCIENCE

321 LIVING ENVIRONMENT R

FULL YEAR 1 CREDIT

This laboratory course provides a broad understanding of the fundamental principles of biology. The course also provides a more in depth look at several of the following subject areas: biochemistry, modern genetics, reproduction and development, human physiology and ecology.

The final examination in this course is the Regents Examination in Living Environment. Students must complete a state mandated number of laboratory exercises with satisfactory written reports to be eligible to take this test.

Prerequisite: Accelerated 8th Grade Science
or 8th Grade Science and
Department Approval

327 LIVING ENVIRONMENT 1

FULL YEAR

1 CREDIT

Living Environment 1 is the first year of a 2 year biology course. The overall objective of this course in conjunction with Living Environment 2 is to teach Regents biology over two years. This course includes a state mandated laboratory component.

Topics taught in the first year generally are an introduction to the scientific method, life characteristics, scientific measurements and instrumentation, general chemistry and the chemistry of life, cell structure and function, diffusion and osmosis, and classification. A significant portion of the course is spent learning human biology. Plant structure and function as well as photosynthesis is also presented. Finally, the interaction between living organisms and their environment (ecology) is covered.

A local final is given for this course.

Before a student can enroll in Living Environment 2, the sequel for this course, they must meet two requirements. First, they must pass Living Environment 1 and second, they must meet the minimum number of lab requirements (a minimum of 15 lab hours with satisfactory written reports).

Prerequisite: 8th Grade Science

328 LIVING ENVIRONMENT 2

FULL YEAR

1 CREDIT

Living Environment 2 is the second year of a 2 year biology course. The primary objective of this course is to examine the remaining Regents topics not taught in Living Environment 1. A second objective is to review material from biology in preparation for the state final examination. This course includes a state mandated laboratory component (15 hour minimum).

During the second year ecology, human physiology, and photosynthesis are reviewed. The principle areas covered include cellular and whole body respiration, biochemistry, mitosis and meiosis, plant and animal reproduction, genetics, and evolution.

The final examination in this course is the Regents Examination in Living Environment. Students must have completed a state mandate number of laboratory exercises with satisfactory written reports to be eligible to take this test.

Prerequisite: A passing grade in L.E. 1 with
a minimum of 15 lab hrs completed

SCIENCE

330 EARTH SCIENCE R

FULL YEAR

1 CREDIT

This middle level laboratory course is designed to present students with an understanding of Earth as well as the universe. This program is divided into core topics and extended topics. The core topics include: the earth, minerals and rocks, the dynamic crust, weathering, erosion and deposition, Earth history, meteorology, water cycle and climate, Earth in space, and stewardship of Earth. The following extended topics will also be included: mineral and rock resources and identification, Earth's interior and plate tectonic mechanisms, oceanography, glacial processes, atmospheric energy, planetology and deep space. Many laboratory exercises introduced in this course have been designed with a problem solving orientation.

The final exam in this course is the Regents Examination in Earth Science, which has two parts. The first part is a laboratory final (10% of the Regents grade) which is given prior to Regents testing week usually during the 1st week in June. **Students must take the laboratory final in order to sit for the Regents Exam.** The second part (90% of the Regents grade) is based on both the core and extended topics covered in class. This part is given during Regents week. Students must complete a state mandated number of laboratory exercises with satisfactory written reports to be eligible to take this test.

Prerequisites: L.E.1 and L.E.2 and Algebra

333 EARTH SCIENCE NR

FULL YEAR

1 CREDIT

The subject material presented in this course includes many fields such as astronomy, climatology, geography, geology, oceanography, meteorology, and mineralogy. This course is descriptive. The materials are presented in a manner which allows students to see the possible applications to real world situations. Classroom exercises are either designed or selected to emphasize the principles presented and discussed in class. During the year, the interactions of each of the above fields are discussed so that students will grasp the complicated relationships that occur on earth.

Students will take a locally developed final examination.

Prerequisites: L.E. 1 and L.E. 2

341 CHEMISTRY R

FULL YEAR

1 CREDIT

This laboratory science course is designed as an upper level Regents course. A modern view of chemistry suitable for students with a wide range of skills and abilities is presented. The course covers the following topics: matter and energy, atomic structure, bonding, the periodic table, kinetics and equilibrium, acid-base theory, oxidation-reduction reactions, electrochemistry, nuclear chemistry, and organic chemistry. The principles presented in class are further clarified and reinforced during the laboratory component of the course.

The final exam in this course is the Regents Examination in Chemistry. Students must complete a state mandated number of laboratory exercises with satisfactory written reports to qualify to take this test.

Prerequisites: L.E. R and Algebra &
Geometry

SCIENCE

342 CHEMISTRY IN THE COMMUNITY

FULL YEAR

1 CREDIT

This course is designed to present a more practical approach to chemistry. It is designed to provide chemical knowledge that is more useful to the student who is not planning on majoring in basic science in college or who plans on entering a chemically related occupation upon graduation. This course concentrates on environmental issues and incorporates chemistry into these areas.

Students will take a locally developed final examination.

Prerequisites: L.E. 1 and L.E. 2 or L.E. R & Earth Science R or NR

357 PHYSICS R

FULL YEAR

1 CREDIT

This upper level laboratory course is designed for the student who wants to complete a Regents sequence in science, who wants to major in a science related field in college, or who wants to major in an applied science field in college. The course covers the following areas: mechanics, wave motion, electricity, magnetism, and the atom. Many of the scientific ideas presented in the course are based on mathematical applications; therefore, a strong mathematics background is needed.

The final exam in this course is the Regents Examination in Physics. Students must complete a state mandated number of laboratory exercises with satisfactory written reports to qualify to take this test.

Prerequisites: Chemistry R and Algebra & Geometry or Instructor's Permission

358 COLLEGE BIOLOGY

FULL YEAR

1 CREDIT

This Senior level laboratory course uses the audio-tutorial approach. The course is sponsored through Syracuse University; therefore, students can obtain eight college credits upon successful completion of the course. This course is primarily designed for those students who want to expand their science knowledge and want to major in either basic or applied science after graduation.

There are eight major tests on 17 units, lab practicals, lab write-ups and specific writing assignments. There is no cumulative final. The major examinations are produced by the coordinating professor at Syracuse University.

Prerequisites: L.E. R, Chemistry R, and Algebra & Geometry or Instructor's Permission

360 ANATOMY AND PHYSIOLOGY

FULL YEAR

1 CREDIT

This non-regents course is designed for the student who wants to increase their knowledge of the structure and function of the human body. It is a good foundation course for those who expect to major in biology, physical education, nursing, medical technology, exercise

SCIENCE

physiology, pre-physical therapy, etc. The course will also expand the knowledge base of a student who enjoys biology regardless of their proposed college major.

Anatomy is the study of how the body is constructed. Physiology is the study of how the body functions. The interaction of these areas will be shown by studying the respiratory, cardiovascular, endocrine, reproductive, digestive, nervous, urinary, muscular, skeletal, integumentary, and immune systems.

Specific diseases will be discussed with each system in terms of their effect on both the anatomy and the physiology of the system.

The final is produced locally by the instructor.

Prerequisites: Seniors who have passed 2 Regents Science examinations

363 ADVANCED PLACEMENT CHEMISTRY FULL YEAR 1 CREDIT

AP chemistry is available to students who successfully complete Regents Chemistry, meet the minimum chemistry grade requirements, and obtain instructor approval.

This course is the equivalent of a freshman college chemistry course. The topics covered, mathematical calculations completed, and chemical principles discussed are at a greater depth than general chemistry. Laboratory exercises are more involved and require more time.

The final examination is the AP examination which is given in May.

Prerequisites: Chemistry Regents grade greater than 85, completed Algebra & Geometry, and Instructor permission.

364 FORENSICS

Grades 11 & 12

FULL YEAR 1 CREDIT

This is an upper level science course designed for either juniors or seniors. In order to enroll in this course, students must have completed a minimum of two years of Regents science and must have passed the Living Environment Regents Examination.

Forensic science is the study of science in application to criminal and civil laws. In this course students will learn techniques that have been used to identify and convict criminals. Students will also study famous criminal cases of historical significance. The topics studied in this course include: crime scenes, fingerprints, DNA, serology, the study of hair and fibers, anthropology and body decomposition.

Students will take a locally developed mid-term and final examination.

Pre-requisites: L.E.1 and L.E.2 or L.E. R and Earth Sci. R.

SOCIAL STUDIES

Kevin Birmingham, Curriculum Coordinator

Joseph Accardi Eric Andrews Joseph Coniglio Alexandra Cunningham Jacquelyn Jenkins
Jared Kahmar Christine Piscitelli Brian Rollman John Wright

All courses in this department are directed toward providing our students with intelligent insight into our main subject - people. Each course attempts to add new dimensions to student understanding, by presenting people in specific settings facing specific difficulties.

The curriculum stresses the dignity and ability of man. It is anticipated that students will begin to recognize that all people have common needs despite their environmental differences. In addition, students are helped to appreciate that all people have the potential to solve their daily problems in a constructive manner.

Social Studies promotes the inquiry method of learning by providing students with material intended to enhance their powers of critical thinking, personal analysis and expression. Being aware of the complexities of our students' future, we seek to prepare them for knowledgeable participation in their dual roles as citizens of the United States and citizens of the world. The passing of two Regents exams, in grades 10 & 11, is a mandatory graduation requirement for all students. Therefore, the development of thinking and writing skills to meet this requirement will be a key course component.

COURSE OFFERINGS

NINTH GRADE

210 GLOBAL HISTORY AND GEOGRAPHY I H FULL YEAR 1 CREDIT

This course is designed to meet the needs of high achieving students who can accept the challenge of a more in-depth study of the regions covered in the Global History and Geography I R program. There will be a greater emphasis on individual projects and papers assigned outside of the classroom situation.

Prerequisite: Middle School Academic
Committee

211 GLOBAL HISTORY AND GEOGRAPHY I R FULL YEAR 1 CREDIT

This course is a detailed study of the culture, history and geography of Asia, Africa, Middle East, Latin America, and Europe thru to 1790. The initial unit is devoted to a development of basic geographic principles necessary to understand the cultural patterns of these areas.

Later units examine major religions, economic systems, governmental types, historical events, and geographic features shaping these regions.

Completing document based and thematic essay questions will be a regular course component.

Prerequisite: None

SOCIAL STUDIES

TENTH GRADE

220 GLOBAL HISTORY AND GEOGRAPHY II H FULL YEAR 1 CREDIT

This course will continue the study of Asia, Africa, Middle East, Latin America and Europe from 1790 to the present. Special emphasis will be placed on developing methods of research and the use of various research tools.

Students will be provided with interaction exercises for the classroom as well as an intensified cultural exposure. There will be a more demanding schedule for individual projects and papers outside of the classroom situation.

Students must pass the NYS Regents Exams, covering topics taught in both Global History and Geography I and II, at the end of this course in order to graduate.

Prerequisite: Academic Committee

*Regents Exam Required

221 GLOBAL HISTORY AND GEOGRAPHY II R FULL YEAR 1 CREDIT

This course will continue the study of Asia, Africa, Middle East, Latin America and Europe from 1790 to the present. Emphasis is applied to developments in Europe, although each region's history is detailed. The history is viewed and discussed in terms of current issues and problems, utilizing a conceptual approach based on economic, political, geographic and social forces.

Students must pass the New York State Regents Exam, covering the topics taught in **both** Global History and Geography I and II, at the end of this course in order to graduate.

Completing document based and thematic essay questions will be a regular course component.

*Regents Exam Required

Prerequisite: Global History & Geography I

ELEVENTH GRADE

231 US HISTORY & GOVERNMENT R FULL YEAR 1 CREDIT

This course will provide an in-depth study of both American History and the U.S. Government in a chronological fashion from the colonial period to present day. The course will emphasize Constitutional, geographic, and government issues and concentrate on the historical period from the Civil War to present time.

Students must pass the New York State Regents exam at the end of this course, in order to graduate.

Completing document based and thematic essays will be a regular course component.

Prerequisite: Global History & Geography II R

*Regents Exam Required

233 ADVANCED PLACEMENT U.S. HISTORY & GOV'T FULL YEAR 1 CREDIT

This college level class is designed for mature, self disciplined and motivated juniors and seniors. The course will receive Honors grade weighting and will fulfill the New York State grade eleven Regents U.S. History and Government requirement. Summer homework and a significant amount of writing are required.

AP is a way to potentially receive college credits while in high school. The course will prepare students for the AP U.S. History exam, given in early May. Students will be provided with opportunities to use both analytic skills and factual knowledge in order to critically evaluate topics, ideas, and trends in U.S. History. A fee is charged for the exam and a score of 4-5 (range 0-5) on the exam is often needed to receive college credits. After the exam, the course content will focus on American Government in order to prepare juniors for the June U.S. History and Government Regents.

*Regents Exam Required

Prerequisite: Global History & Geography IIR

TWELFTH GRADE

245 PARTICIPATION IN GOVERNMENT R HALF YEAR ½ CREDIT

This mandated senior level course involves students with their American Government. Instruction is in a participatory style. Course content includes: the rationale for and types of government, roots of American Democracy, rights and responsibilities of citizenship, development of the Constitution, the structure of government and analysis of global, federal, state and/or local public policy. Decision-making skills are emphasized, and projects engaging students with their government and the public policy process are required.

Prerequisite: US History & Government R

246 ECONOMICS: THE FREE ENTERPRISE SYSTEM AND FINANCE HALF YEAR ½ CREDIT

This mandated senior level course surveys both micro and macro economics, while stressing economic literacy and decision-making skills. Topics include: economic theory and systems, elements of free enterprise, supply and demand, models of competition, entrepreneurship, finance, fiscal and monetary policy, taxing & spending, world trade, personal money management and careers.

Prerequisite: US History & Government R

SENIOR SOCIAL STUDIES ELECTIVES

COURSE AVAILABILITY WILL BE DEPENDENT UPON ENROLLMENT

258 COLLEGE PSYCHOLOGY HALF YEAR ½ CREDIT

This elective selection, designed for the academically motivated senior, surveys the field of psychology. Offered through the Syracuse University Project Advance Program, the course focuses on such topics as: learning, language, personality, intelligence, abnormal behavior, emotion, cognition, motivation, development and neurobiology. For a nominal fee, three college credits transferable to most colleges are obtained upon successful course completion.

Prerequisite: Academic Committee

ACADEMIC INTERVENTION SERVICES

Regina Gibson Patricia Santini

202 AIS MATH	FULL YEAR	NO CREDIT
203 AIS ENGLISH	A/B Days	
206 AIS SOCIAL STUDIES - GLOBAL		
207 AIS SOCIAL STUDIES - AMERICAN HISTORY		
208 AIS ENGLISH COMPREHENSIVE REGENTS		

The remedial program is designed to provide the students with the academic skills needed to successfully complete the New York State Exams. The program also provides the students with additional academic instruction in a small classroom environment to improve their performance and add support to other core courses.

SPECIAL EDUCATION

Nancy Caporusso, Curriculum Coordinator
Susan Butler Austin Carroll Amanda Davis Tanya Duryea
Regis Foster John Mason Marion McNally Margaret Millich
John Quinn Ilene Valentin Ann Marie Ward Dawn Wesolowski

101-108 SKILLS ENRICHMENT 9 – 12 **Full Year** **½ CREDIT**

This course is designed to provide students with an opportunity for small group instruction. The students will receive remediation and support for academic classes and intensive preparation for Regents and RCT Exams. In all these tasks, teachers provide instruction for individual growth according to their goals as stated on their IEP.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

118 BASIC ENGLISH 9R **Full Year** **1 CREDIT**

This course is designed to develop fluency in listening, speaking, reading, and writing with students who have experienced problems in the development of verbal and written expression. The materials used will include novels, plays, short stories and poetry selections including a literature anthology to develop and strengthen reading skills. The writing exercises stress the organization of a unified paragraph and a four paragraph essay.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

129 BASIC ENGLISH 10R**Full Year****1 CREDIT**

This course is designed to develop fluency in listening, speaking, reading and writing with students who have experienced problems in the development of verbal and written expression. The materials used will include novels, short stories, poetry, plays and literature anthology selections in world literature. Vocabulary and writing skills will be developed through responses to the literature. The writing exercises stress the organization of a unified four paragraph essay.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

139 BASIC ENGLISH 11 R**FULL YEAR****1 CREDIT**

This course concentrates largely on American Literature of the 20th century. Various genres will be studied thematically. Each unit will require writing tasks which will model those required on the Comprehensive English exam. Reading, listening, and speaking skills will be strengthened. The course will focus on preparation for the Comprehensive English Regents exam which the students will take in June.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

153 BASIC ENGLISH 12 R**FULL YEAR****1 CREDIT**

This course continues to reinforce the skills which are necessary for success in today's society. Modern writers of the 20th Century, short stories, novels, dramas and non-fiction will be studied and a critical ability in reading, writing, listening and speaking skills will be the primary objectives.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Plan (IEP) for each student

218 BASIC GLOBAL HISTORY & GEOGRAPHY IR**I FULL YEAR****1 CREDIT**

This course is a detailed basic study of world history from ancient times to 1750. The initial unit is devoted to a development of basic geographical principles necessary to understand historical events in chronological order. Students will concentrate on the economic, political, religious and philosophical tensions that wrote our world's history and created triumphs, crisis and challenges.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

229 BASIC GLOBAL HISTORY & GEOGRAPHY IIR**FULL YEAR 1 CREDIT**

This course is a detailed basic continuation of the Global History & Geography I curriculum. It is organized around the New York State social studies standards of the State Department of Education. It is presented in chronological fashion beginning in 1750 C.E. and continuing up to present day. Students will concentrate on the economic, political, religious and philosophical tensions that wrote the remainder of our world's history and created triumphs, crises and challenges that the world faces today. Students are required to take and must pass the Global History & Geography Regents Examination at the end of the course.

Participation in this course is determined by placement of the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

239 BASIC US HISTORY AND GOVERNMENT R FULL YEAR 1 CREDIT

This course will provide an in-depth study of both American History and the U.S. Government in a chronological fashion from the colonial period to the present. The course will emphasize Constitutional, geographic, and government issues and concentrate on the historical period from the Civil War to the present time. Students must pass the New York State Regents exam at the end of this course in order to graduate. Completing document based questions and thematic essays will be a regular course component.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

251 BASIC PARTICIPATION IN GOVERNMENT HALF YEAR ½ CREDIT

This mandated senior level course involves students with their American Government. Instruction is in a participatory style. Course includes; the rationale for and types of government, roots of American Democracy, rights and responsibilities of citizenship, development of the Constitution, the structure of government and analysis of global, federal, state and/or local public policy. Decision-making skills are emphasized, and projects engaging the students with in their government and the public policy process are required.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

**255 BASIC ECONOMICS: THE FREE ENTERPRISE SYSTEM AND FINANCE
HALF YEAR ½ CREDIT**

This mandated senior level course surveys both micro and macro economics, while stressing economic literacy and decision-making skills. Topics include: economic theory and systems, elements of free enterprise, supply and demand, models of competition, entrepreneurship, finance fiscal and monetary policy, taxing and spending, world trade, personal money management and careers. Student will also complete projects pertaining to or economic process.

Placement in the course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

312 BASIC GENERAL SCIENCE FULL YEAR 1 CREDIT

This freshmen course is a basic science foundations course. It presents an overview of various science disciplines. Physical science is the study of matter and energy. Physical laws, chemical processes, biology, and earth science are presented through applications that are both current and meaningful. Whenever possible, the principles presented in the course are clarified with examples that are a part of one's everyday experience. Students will take a locally developed final examination.

Placement in the course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

Prerequisite: 8th Grade Science

320 BASIC LIVING ENVIRONMENT I**1 FULL YEAR****1 CREDIT**

Living Environment 1 is the first year of a 2 year biology course. The overall objective of this course in conjunction with Living Environment 2 is to teach Regents biology over two years. This course includes a state mandated laboratory component. Topics taught in the first year generally are an introduction to the scientific method, life characteristics, scientific measurements and instrumentation, general chemistry and the chemistry of life, cell structure and function, diffusion and osmosis, and classification. A significant portion of the course is spent learning human biology. Plant structure and function as well as photosynthesis is also presented. Finally, the interaction between living organisms and their environment (ecology) is covered. A local final is given for this course. Before a student can enroll in Living Environment 2, the sequel for this course, they must meet two requirements. First, they must pass Living Environment 1 and second, they must meet the minimum number of lab requirements (a minimum of 15 lab hours with satisfactory written reports).

Placement in the course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

Prerequisite: 8th Grade Science

322 BASIC LIVING ENVIRONMENT 2**FULL YEAR****1 CREDIT**

Living Environment 2 is the second year of a 2 year biology course. The primary objective of this course is to examine the remaining Regents topics not taught in Living Environment 1. A second objective is to review material from biology in preparation for the state final examination. This course includes a state mandated laboratory component (15 hour minimum). During the second year ecology, human physiology, and photosynthesis are reviewed. The principle areas covered include cellular and whole body respiration, biochemistry, mitosis and meiosis, plant and animal reproduction, genetics, and evolution. The final examination in this course is the Regents Examination in Living Environment. Students must have completed a state mandate number of laboratory exercises with satisfactory written reports to be eligible to take this test.

Placement in the course will be determined by the Committee on Special Education with a prescribed Individual Education Program (IEP) for each student.

Prerequisite: A passing grade with a minimum of 15 lab hours completed

420 INTEGRATED ALGEBRA – Year I**Full Year****1 Credit**

Integrated Algebra Year I is the first year of the two-year Integrated Algebra program. Algebra provides tools and methods of thinking that are necessary for solving problems in a variety of disciplines such as science, business, social sciences, fine arts and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in various settings. Problem situations may result in linear equations in one variable or two variables, probability, ratio and proportions, right triangle trigonometry, radicals and graphing. At the end of this course a locally prepared cumulative final exam will be administered. Upon successful completion of this course, a student will receive one credit and progress to Integrated Algebra – Year II.

Placement in this course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

422 Integrated Algebra – Year II Full Year 1 Credit

Integrated Algebra Year II is the second year of the two-year Integrated Algebra program. The student must have successfully completed Integrated Algebra – Year I to be enrolled in this course. This course will assist students in continuing to develop skills and processes to be applied using a variety of techniques to solve problems. Problem situations may result in area, perimeter and volume, quadratic absolute value and exponential functions, systems of equations, rational expressions and statistics. At the end of this course a locally prepared cumulative final exam accompanied by the Regents exam, a requirement for graduation, will be administered. Upon successful completion of this course, the student will receive one credit.

Placement in the course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

**892-898 CAREER ACHIEVEMENT PROGRAM FULL YEAR 1 CREDIT
PER COURSE**

The Career Achievement Program is a self-contained class which prepares students to live and work in the community as well as receive a local diploma. The curriculum for this class incorporates both a life skills approach and a modified version of the Special Education Basic Skills in Language, Math, Science and Social Studies/History

Placement in the course will be determined by the Committee on Special Education (CSE) with a prescribed Individual Education Program (IEP) for each student.

Technology

857 THE WORLD OF TECHNOLOGY

FULL YEAR

1 CREDIT

Students will address New York State Education Department MST Learning Standards in a learner centered, laboratory based environment where students will engage in processing materials, energy and information. It will provide students opportunity to reach high levels of learning, explore their abilities at innovation and apply concepts of mathematics, science and other disciplines. The credit may be used to fulfill a sequence of study in Technology, Mathematics, or Science.

862 MANUFACTURING

HALF YEAR

½ CREDIT

This course provides students with an overview of the manufacturing world. Students are exposed to manufacturing by setting up a factory to produce a product using various mass production systems and techniques including test marketing, development, production, and marketing.

863 CONSTRUCTION

HALF YEAR

½ CREDIT

This course focuses on providing an overview of the world of construction from drawing to engineering to design and construction techniques. The various construction system used in today's world are studied as well as materials and various processes used in modern construction technology. Scale models and other lab activities are incorporated within the curriculum.

865 ENERGY

HALF YEAR

½ CREDIT

This course provides students with an overview of all the energy used on the earth. Use and conservation are stressed. Primitive and future energy use is explored. Energy related lab activities using problem solving processes are used to design and make various energy related objects.

866 ELECTRICITY/ELECTRONICS

HALF YEAR

½ CREDIT

This course focuses on a study of electricity - what it is, how it work, how to measure it and use it. Various lab activities are provided to solve problems related to the concepts being taught in the class.

868 COMMUNICATIONS

HALF YEAR

½ CREDIT

All avenues of written, spoken and personal communications between people are explored via the completion of projects related to industry.

Technology

870 COMPUTER AIDED DESIGN (CAD)

HALF YEAR

½ CREDIT

A ½ - 1 unit course that explores the history, components, applications, design functions and career opportunities within computer-aided design graphic problems will be solved using the CAD system to acquire technical drawing skills and an understanding of industrial standards. CAD systems will be used to generate hard copy. Emphasis is placed on the use of computer technology and an understanding of the changing role of CAD and its effects on the design and manufacturing process.

873 DESIGN AND DRAWING FOR PRODUCTION

FULL YEAR

1 CREDIT

Fulfills Art/Music Requirement

The State syllabus is designed to provide opportunities in design and drawing through creative thinking, decision making, and problem-solving experiences. It emphasizes strategies of design and drawing appropriate now and in the future. A shift from conventional learning methods to this problem-approach method is the basis for this syllabus. Can be used to meet Art/Music requirements for all high school students.

867 PRINCIPLES OF ENGINEERING

½ OR 1 CREDIT

Grades 10 – 12

This hands on, laboratory based course introduces students to concepts of engineering (ethics, design, modeling, optimization systems, technology/society interactions). These concepts are applied to solving problems contained in “real world” case studies. Case study abstracts relate to auto safety computer automation and control, energy, communications, structural design and designing technology for people with disabilities.