

# Medina Jr-Sr High School



## Course Catalog 2023 – 2024

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## Medina Jr-Sr High School

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Medina, New York 14103

### Jr-Sr High School Office:

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### Counseling Office:

Phone: (585) 798-2885      Fax: (585)798-4357

### Building Administration:

Mr. Michael Cavanagh, Principal  
Mr. Joel Reed, Assistant Principal  
Mr. Thomas Forrestel, Dean of Students

### School Counselors:

Mrs. Audralee Doll, Director  
Mrs. Sarah Ha  
Ms. Jamie Schechter

### Psychologist:

Ms. Julie Handel

### Social Worker:

Ms. Noelle DuPont

### Secretary:

Mrs. Lee Hiller

## Medina District Office

One Mustang Drive  
Medina, New York 14103  
District Office: 585-798-2700

### District Administration:

Mr. Mark Kruzynski, Superintendent  
Mr. Marc Graff, Assistant Superintendent

### Board of Education:

Mrs. LuAnn Tierney, President  
Mrs. Alissa Mitchell, Vice President  
Mrs. Annette Allis  
Ms. Alissa Bruce  
Mrs. Jennifer Buondonno  
Mrs. Arlene Pawlaczyk  
Mr. Scott Robinson  
Mrs. Debbie Tompkins

## Equal Opportunity

*In accordance with Title IX and Section 504 of the Educational Amendments of 1972, the Medina Central School District does not discriminate on the basis of sex, race, color, national origin or handicapping condition in the educational programs or activities that it operates. This policy of non-discrimination includes the following areas: recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs, course offerings and student activities. The district official responsible for the coordination of activities relating to compliance with Title IX and Section 504 is the Superintendent of Schools. This official will provide information, including complaint procedures to any student or employee who feels that the district or its officials may have violated his or her rights under Title IX or Section 504.*

## Introduction

The Course Catalog has been designed to assist students in planning their high school program and in selecting courses to help them reach their goals. We strongly encourage students and parents to become familiar with this document and to use it as a resource. Course offerings for the school year have been reviewed carefully by teachers, counselors and administrators and are designed to meet the needs of students at Medina Jr.-Sr. High School. Elective courses that are listed in this bulletin will be offered where sufficient student interest and availability of staff exist.

Students should select courses in accordance with their abilities and interests based on the course descriptions, pre-requisites, teacher recommendations, and their personal, educational and career goals. The school counselors will meet with each student to review their academic progress, career plans and to assist the student in selecting courses.

## Course Requirements

### The Medina Jr-Sr High School Policy States:

- 1. Students** must be scheduled for **at least six classes plus PE (6.5 credits)** for the entire year. An exception to the six classes plus PE policy can be granted for the following reasons only:
  - a. Health reasons, pregnant or parenting teens or for any other extenuating situation as determined by the building administrator.
  - b. If a student is taking three AP or AS courses, one of which has an extra lab, or two classes with more than one lab that student will only be required to take five classes plus PE (5.5 credits).
- 2. STUDENTS MAY NOT DROP A COURSE AFTER THE CUTOFF PERIOD OF AUGUST 1ST.** This includes changing a course to a lower level. To maintain the integrity of our academic programs, students must attend the courses for which they were originally scheduled.

During annual reviews, students are advised that they should carefully consider the courses they select. In addition, a notification is sent home every year to notify parents/guardians of this deadline. Each student's course requests are available on their eSchool Student Portal. Students are provided with ample time to make a change – from their annual review appointment (January-March) until August 1st.

- 3. If there is an extenuating circumstance**, (i.e. this class conflicts with a class required for graduation, etc.) the student can request a change to their schedule within the first **two weeks of instruction ONLY**. The student **must** complete the **Course Drop Form** located in the Counseling Center prior to **consideration**. PE, lunches, and study halls cannot be changed. **Changes will not be considered after the two week period.**
  - a. No student will be allowed to add an additional class after the first five weeks of instruction. Additions are dependent on class size.
- 4.** Seniors can be released from school for work if it is verified that the student is working during the specified release time. This can occur at the beginning or end of the school day. The student is still required to take the mandatory six classes plus PE. Must be approved by August 1st.

### Credit Requirements for Grade Advancement

Students must pass a certain number of credits in order to remain with their cohort and advance on to the next grade level. The following credit requirements are based on NYS requirements towards graduation and the maximum number of classes a student can fit into their schedule each year.

CURRENT GRADE	MINIMUM CREDITS REQUIRED	TO ADVANCE TO
9th	2	10th
10th	10	11th
11th	14*	12th

*\* To be considered a senior, a student must be able to fit their remaining credits in their senior year schedule in order to reach the minimum 22 credits required to graduate.*

## Academic Assistance for Students

Medina Jr.-Sr. High School operates a 10<sup>th</sup> period class every day following the regular school day. Transportation is provided at the end of the period. Students are welcome to meet with any of their teachers during that time for extra help. Teachers may require a student to stay for this period if they owe homework, need to make up a test or are failing. Failure to comply with this request may result in a disciplinary action.

### Academic Intervention Services (AIS)

Students are assigned to an Academic Intervention Service (AIS) class in the areas of English, Social Studies, Mathematics, and Science based on the previous year's Fastbridge assessment results, history of struggle or failure in the subject area and/or tests as well as teacher recommendation. Students remain in AIS classes until they show significant progress in class and/or pass a required exam. These services are provided through Title 1A grant funds and in accordance with all guidelines of this federal program.

### Skills for Success (grades 8 & 9)

Skills for Success is a transition program designed for students who may need some extra academic and/or social/emotional support during their 8<sup>th</sup> and 9<sup>th</sup> grade years. Students learn and apply strategies for success in higher education, future employment and lifelong learning. Major topics include setting academic, career and personal goals; effective communication; study strategies; critical thinking; self-discovery; learning styles and mastering core competencies. Students will also develop educational and career plans. (1/2 credit course)

### Academic Lab

Academic Lab is a period of academic support with enrollment that is limited to students who have been recommended by a faculty member. This class provides assistance in study skills, assignment completion, organization and preparation for assessments.

### Response to Intervention (RTI)

Students are referred for evaluation and intervention planning based on very poor grades or failing multiple academic subjects or tests and/or behavior that inhibits the student's ability to be successful. RTI referrals occur when the student is not being successful with the regularly used interventions teachers employ in the classroom. Initial RTI meetings include data and documentation to help determine problem areas and are initiated by an administrator with involvement from teachers and the school psychologist. Parents and students are invited to attend RTI meetings. The intention is to understand the problem and identify interventions to address it. Follow up meetings are held every 6 – 8 weeks to evaluate the success of the interventions or make new recommendations for different or more intensive interventions. This process continues until the student is experiencing success or the need is determined for referral to other supports beyond those all students receive.

### After School Credit Recovery Program

This program is reserved for seniors who are at very high risk for dropping out, during the second semester. The purpose of this 3-5 Program is for students to earn back credit from *previously failed courses* via completing coursework through an online delivery system. Students must attend from 3-5 p.m. Monday through Friday in the Jr.-Sr. High School Library. Coursework is individually paced and courses are added based on counselor recommendation for what the student requires to graduate. Credit is awarded when coursework is complete.

## College & Career Exploration Opportunities

### School Counseling Support

School counselors also meet with students individually at least once a year for academic and career counseling, to discuss student post-secondary plans, and to assist students on their career exploration journey (as documented on the student's Personalized Education Plan). Students are also encouraged to make an appointment with their counselor if they wish to seek additional one-on-one assistance in this area at any time. During the course selection process, students are encouraged and expected to select courses that will support their post-secondary plans. Additional college and career study opportunities have been developed over the past 20 years to help students explore their post-secondary options as well as their individualized interests and career goals. This includes but is not limited to:

- Targeted in-class lesson plans surrounding college & career readiness throughout the school year.
- Numerous college & career exploration field trips, particularly throughout their sophomore, junior, and senior year.
- Opportunities to meet college admissions representatives, trade school and union representatives, and military recruiters.
- College and Post-Secondary Continuing Education Week and support sessions.
- Collaboration with In-School Program Partnerships such as Upward Bound & L.I.F.E.

- School counselors will also provide and post information on additional opportunities (college open houses, financial aid presentations, job fairs, internships, etc.) for students to participate in outside of the school day.

**For a comprehensive list of support provided please refer to Medina CSD's [Comprehensive School Counseling Plan](#).**

*Note: Students are also expected to work on college & career exploration outside of school in order to further their career knowledge and are encouraged to utilize the knowledge and resources from their counselors, teachers, parents and the business community. Students should keep a folder (whether hard copy or digital) to track and maintain materials such as letters of recommendation, list of awards, volunteer work, etc.*

## AVID

**AVID** (Advancement via Individual Determination) has become a part of our school's culture over the years. Starting as an elective course to assist the “academic middle,” AVID has evolved into an ideology that all courses now embrace. The purpose of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. Focus is on skill development such as time management, organization, collaboration, and note-taking, as well as articulating ideas for writing enhancement, and comprehending concepts.

## Graduation Requirements

### NYS Diploma Requirements

	Regents Diploma	Regents Diploma w/ Advanced Designation	Regents Diploma w/ Advanced Designation and Mastery in Math.	Regents Diploma w/ Advanced Designation and Mastery in Science
<b>Required Credits</b>	<b>22 Credits</b> 4 ELA 4 Social Studies 3 Science 3 Mathematics 2 PE 1 LOTE 1 Art ½ Health 3 ½ Elective	<b>22 Credits</b> 4 ELA 4 Social Studies 3 Science 3 Mathematics 2 PE <b>3</b> LOTE 1 Art ½ Health 1 ½ Elective	<b>22 Credits</b> 4 ELA 4 Social Studies 3 Science 3 Mathematics 2 PE <b>3</b> LOTE 1 Art ½ Health 1 ½ Elective	<b>22 Credits</b> 4 ELA 4 Social Studies 3 Science 3 Mathematics 2 PE <b>3</b> LOTE 1 Art ½ Health 1 ½ Elective
<b>Required Regents Exams</b>	<b>5 Exams</b> ✓ 1 ELA ✓ 1 Math ✓ 1 Science ✓ 1 Social Studies Global History & Geography <i>OR</i> US History & Government ✓ 1 Additional Examination or CDOS	<b>8-9 Exams</b> ✓ 1 ELA ✓ <b>3</b> Math ✓ <b>2</b> Science ✓ Global History & Geography ✓ US History & Government ✓ <b>Checkpoint B LOTE OR 5 unit sequence in Arts OR CTE</b>	<b>8-9 Exams</b> ✓ 1 ELA ✓ <b>3</b> Math ✓ <b>2</b> Science ✓ Global History & Geography ✓ US History & Government ✓ <b>Checkpoint B LOTE OR 5 unit sequence in Arts OR CTE</b>	<b>8-9 Exams</b> ✓ 1 ELA ✓ <b>3</b> Math ✓ <b>3</b> Science ✓ Global History & Geography ✓ US History & Government ✓ <b>Checkpoint B LOTE OR 5 unit sequence in Arts OR CTE</b>
<b>Required Regents Score</b>	65% or higher on <i>all</i> 5 required exams.	65% or higher on <i>all</i> 8-9 required exams.	65% or higher on <i>all</i> required exams, except math. <b>85%</b> or higher on all 3 regents exams in mathematics.	65% or higher on <i>all</i> required exams, except science. <b>85%</b> or higher on all 3 regents exams in science.

**\*\*Students can receive honors on a Regents diploma or Regents with advanced designation diploma by receiving an overall average score of 90 or above on all required Regents exams.**

*\*\*Students will be scheduled with the presumption that they will obtain an Advanced Regents Diploma.*

## College Level Courses

### Advanced Placement (AP)

**Advanced Placement (AP)** courses are a valuable experience at a reasonable price. Whether or not students receive college credit, they still gain the skills needed to succeed at the college level. AP grades are weighted and are reflected in the student's grade point average and class rank.

AP courses are taught at a college level and culminate with national exams in May. The exams are developed by the College Board and are graded on a 1 to 5 scale with any score of 3 or above being eligible for possible college credit (determined by the college). AP students are responsible for paying for the cost of the exam with payment due in the fall. In cases of financial need, there is a fee reduction program available. **Students who are enrolled in an AP course are required to take the exam in May in order to receive credit for the course.**

The school district does provide textbooks for the course. Students who wish to highlight the text must purchase the book through the school at a cost of \$40 to \$75. **Any student may enroll in an AP course but should consider that these are college level courses and require a considerable commitment of time in regards to the workload.** Some of the courses require that some assignments be completed during the summer prior to the beginning of the course. Daily assignments are the norm in all of the AP courses. Students who take an AP course in lieu of a required general education course will still be responsible for taking any New York State Regents' Examination that is a requirement of the course. Currently this applies to AP World History in lieu of Global 10 and AP American History in lieu of United States History and Government. This means, In addition to taking the May AP exam, students in these courses must also take the June Regents' Exam. Currently, Medina Jr-Sr High School offers the following AP Courses:

- English Language & Composition (11th)
- (ENG110) English Literature & Composition (12th)
- Calculus
- (BIO102) Biology
- (CHE111 & CHE113L) Chemistry
- World History (10th)
- American History (11th)
- Government
- Music Theory

### Advanced Study (AS)

Medina Jr-Sr High School has articulation agreements with Genesee Community College, Niagara County Community College, Niagara University, and Syracuse University that allow us to offer some of our classes for college credit. These courses, referred to as **Advanced Study (AS)**, are college classes taught at the high school by high school faculty using the college textbook and following the college curriculum. To earn college credit, the student **must** register with the college at the beginning of the course and pay a reduced tuition fee (which varies from \$50 to \$75 per credit). Certain AP classes also offer AS course credit to provide students with an additional opportunity to earn college credit.

Medina currently offers the following **AS** courses:

College Name	Genesee Community College (GCC)	Niagara County Community College (NCCC)	Niagara University	Syracuse University
Course(s) Offered	AP English Literature & Composition, Statistics, Pre-Calculus, Calculus, Computer Program & Problem Solving, Career & Educational Planning, Algebra 2	Spanish 5	AP Biology, AP Chemistry, French 4, French 5	Entrepreneurship Grades (11 & 12), Spanish 4

## Acknowledgements and Distinctions

### District Level Awards

#### James Perry Craft, Sr. School of Math and Science

The James Perry Craft, Sr. School of Math and Science has been established by educators at Medina Jr-Sr High School interested in promoting academic excellence in math and science. Students may apply as early as their 8th grade year. Those who complete the program will receive special notation on their diploma and a chance to win the James Perry Craft, Sr. Scholarship, given in the senior year. The Senior's name will be added to the James Perry Craft School of Math and Science Wall. To qualify, a student must earn **a total of at least eight units of credit and** be enrolled in 2 credits each year in selected math and science courses from the following list:

#### 1 CREDIT EACH

Living Environment/Biology  
Earth Science  
Chemistry  
Physics  
AP Biology  
AP Chemistry

Algebra  
Geometry  
Algebra II and Trigonometry  
AS Pre-calculus  
AP Calculus  
AS Statistics

#### John Ryan School of Historical Excellence

The John Ryan School of Historical Excellence has been established by educators at the Medina Jr-Sr High School with the generous support of the Medina Sandstone Society. Those who complete the program will receive special notation on their diploma and a chance to compete in the John Ryan Scholar of the Year and be awarded a scholarship in their senior year. The Senior's name will be added to the John Ryan School of Historical Excellence Wall. In order to qualify, a student must meet the following criteria:

- ✓ *Have and overall average in all History courses of 90 or above*
- ✓ *Achieve mastery level of 85 or above on both History Regents exams*
- ✓ *Successful completion of two AP History courses*
- ✓ *Completion of a local history project*

#### English Honors

The English Honors Designation has been established by the English Department at Medina Jr-Sr High School to recognize those students who are gifted in the craft of writing and critical reading. Students may apply for this designation at the end of their first semester of their senior year. Those who qualify for this distinguished honor will receive notification at the annual Honors Convocation ceremony. Recipients of this honor will receive a special cord to wear during the graduation ceremony. In order to qualify for this honor, a student must:

- ✓ *Earn at least 5 credits in English, meaning the student took MORE than the four required years of credit*
- ✓ *Take at least ONE AP English course*
- ✓ *Earn at least a 90 on the ELA Regents exam*
- ✓ *Achieve mastery level of 85 or above in English through the first semester of senior year*
- ✓ *Complete the required application for the Honors designation by February 1st of senior year*



## State Level Awards

### NYS Seal of Biliteracy

The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society. Recipients graduate with a golden seal affixed to their diploma as well as a purple cord to wear during graduation. In order to qualify, a student must meet the following criteria:

- ✓ Complete all requirements for a NYS Regents Diploma
  - ✓ Completed up to level 5 of a LOTE (or up to level 4 for current Seniors)
  - ✓ Complete NYSSB Application via Google Forms link (posted on District website)
  - ✓ Earn a total of 3 points to demonstrate **English** proficiency (point system posted on District website)
  - ✓ Earn a total of 3 points to demonstrate **LOTE** proficiency (point system posted on District website)
- 

## Course Descriptions

### English Language Arts

#### ENG7712 - English 7

40 weeks

The English 7 class follows the New York State standards to improve students' skills in reading, writing, speaking, and listening. Students learn paragraph structure, as well as proper techniques for crafting Short and Extended Responses, while reading classic stories like 'Rikki-tikki-tavi' and *A Christmas Carol*, and studying various types of poetry. Students take the NYS ELA test.

#### ENG1513 – English 8

40 weeks

English 8 students will explore readings in mythology and folklore, drama, mystery, non-fiction, fiction and poetry. In addition, students will write a research paper, study vocabulary, practice grammar, and prepare for the NYS ELA Assessment.

#### ENG1163 - English 9 Regents

40 weeks

1 credit

Students in English 9 will read several major literary works including *To Kill a Mockingbird* and *Romeo and Juliet*. Students will also explore various short stories, poetry, fictional selections, and non-fiction. Grammar will be taught in the context of these readings. In addition, students will produce a research paper and prepare for the state assessment.

#### ENG1263 - English 10 Regents

40 weeks

1 credit

Students in tenth grade English read and study a wide variety of texts, including fiction, nonfiction, poetry, and drama. Primary texts include *The Hunger Games*, *Man's Search for Meaning*, and *Macbeth*. As well, students occasionally study film as literature. In the spring of their sophomore year, students write a four page, research-based persuasive paper about a school-approved topic, though the list they choose from is cross-curricular, broad in both topic and theme. This paper provides students practice with the kind of argumentative writing they must complete on the NYS Regents exam the following year. Writings throughout the year vary (creative, analytical, argumentative, and interpretive).

#### ENG1363 - English 11 Regents

40 weeks

1 credit

English 11 is a full-year course based in American Literature. Students read and study a variety of fiction and nonfiction. Students also write a variety of compositions: argumentative essays, literary essays, short research papers, and creative pieces. To pass the course, students will be expected to complete a number of reading and writing tasks. Students will take the NYS

Regents English Exam by the end of junior year and must pass it to be eligible for New York State graduation from high school. Passing the NYS Regents Exam does not guarantee passing English 11.

### ENG1933 - Advanced Placement (AP) Language and Composition

40 weeks

1 credit

**Prerequisite:** A grade of at least 90 or above in English 10 **or** conversation and signed statement of intent with your counselor.

AP Language is taken in lieu of English 11. Working within the framework of American literature, students will interpret and analyze the rhetorical arguments used in a variety of nonfiction selections, which includes political speeches, letters, personal essays, opinion pieces, and memoir; some fiction (short stories and at least one novel), one play, and several collections of thematically-linked poems; visual texts, including photography, paintings, advertisements, and film (documentaries and docu-dramas). AP students may possibly take the NYS English (Regents) exam in January instead of June; **they are also required to take the AP exam in May.**

### ENG1431 - Creative Writing

40 weeks

1 credit

Creative Writing is an elective course that may be taken to complete the 12<sup>th</sup> grade English requirement. This course includes a workshop-style writing experience using a variety of genres with teacher and peer feedback. The course is creative-writing intensive, so students must have a willingness to work hard, a willingness to share their work, and a willingness to try new styles of writing not related to essays. A final project which includes new work written during the last month of the course is required in place of a final exam. Students will also be required to read a book or two during the course as per teacher requirement. In addition, students will also study advanced composition and language usage; and they will read, study, and write about several works of literature. Students will write at least one major paper about a book that they have read independently.

### ENG1941 – Public Speaking

40 weeks

1 credit

Available to students in grade 11 with instructor approval

Students will receive 3 college credits with a grade of C or better AND by paying tuition (\$) and completing course registration in the fall.

Public Speaking is an elective course that may be taken to complete the 12<sup>th</sup> grade English requirement. Students will gain confidence speaking in front of a group, leading group discussions, and debating. Juniors may take this course to earn an extra credit in English, but are still required to earn a full credit of English as a senior. For the second half of this course, students will, in addition to continuing to work on their public speaking skills, study advanced composition and language usage. They will read, study, and write about several works of literature. In lieu of a final exam, students will be required to read one work independently, to be chosen from an approved list, and write a final paper using the research methods from their semester study.

### ENG1453 - English 12

40 weeks (Teacher recommendation required)

1 credit

This is a full-year course that includes a broad range of literary material, including a major play and at least one novel. Continued composition work and grammar are also included. In addition, “real world” literacy skills will be emphasized, such as reading instructional manuals, writing cover letters, and honing interview skills. A paper of about 1,000 words will be generated on a topic to be determined in consultation with the classroom teacher. This is a small class that is reserved for students who wish to enter the workforce immediately after high school. Admittance into the course will be dependent upon a conversation with the student’s counselor and eleventh grade English teacher.

### ENG1943 - Advanced Placement (AP) English Literature and Composition

40 weeks

1 credit

**Prerequisite:** A grade of 90 or above in English 11/85 or above in AP Language, or conversation and signed statement of intent with your counselor.

AP English Literature and Composition is a **senior** elective full-year course designed to sharpen reading and writing skills, covering British and American literature from the 16<sup>th</sup> century to modern day. The course covers poetry, plays, short stories and novels. Writing assignments range from informal pieces, timed essays, persuasive literary essays, creative pieces, and those based on modeling style, diction, detail, syntax, and tone. Students learn to be concise and cogent in their language and work on advanced composition skills. Emphasis is placed on writing ideas in order to clarify them. A literary research paper is required in the last quarter. This course is strongly recommended for any student who is preparing to major in English or the humanities in college. **Students are required to take the AP exam in May.**

## Mathematics

### MAT7708 - Math 7

40 weeks

This course will prepare students for the NYS Math 7 Assessment given in the Spring. Topics will include integer operations, proportional relationships, percents, simplifying expressions, basic equations, inequalities, statistics, and probability. Problem solving and work problem interpretation skills are also emphasized. Additional topics will include angles, triangles, and geometric measurement.

### MAT3513 - Math 8

40 weeks

1 credit

Prepare students for NYS Math 8 Assessment given in the spring. Topics will include many forms of algebra including equations, combining like-terms, algebraic geometry and right triangle problems. Problem solving and word problem interpretation skills will be emphasized. Additional topics include transformations, functions, volume, and graphing lines.

### MAT3143 - Algebra A

40 weeks (Teacher recommendation required)

1 credit

This is the first course in a two year program toward successful achievement on the commencement level New York State Regents Algebra 1. Students are placed into this class based on district criteria. Students will begin the study of Algebra 1 Regents topics, which focus on the study of mathematical functions.

### MAT3163 - Algebra 1

40 weeks

1 credit

**Prerequisite:** Successful completion of Math 8

This course is designed to prepare students for the commencement level Common Core Algebra 1 Regents Exam. The course is a study of Mathematical Functions using topics in algebra, analytical geometry and statistics to explore, analyze and evaluate linear, exponential, piecewise and other related functions in a variety of real world situations. **Students will take the Common Core Algebra 1 Regents Examination in June.**

### MAT3213 – Mathematical Applications

40 weeks

1 credit

**Prerequisite:** Algebra 1

This course uses math to solve real world problems. Students will develop and employ problem solving strategies as they apply math skills to authentic scenarios. Math skills include: Algebra-linear, quadratic, and other function modeling, rates of change, solving equations, fractions, geometric applications, Geometry-proportions, Pythagorean and other relationships, polygons, trapezoidal rule, Trigonometry-right triangles, Law of Sines/Cosines, function modeling.

### MAT3223 – Geometry

40 weeks

1 credit

**Prerequisite:** Successful completion of Algebra and a passing grade (65+) on the Algebra 1 Regents' exam

Geometry is a state-developed curriculum that includes geometry and algebraic applications of geometry. The course includes a major unit on Euclidean Geometry. **Students will take the Common Core Geometry Regents' exam in June.**

### MAT3373 – Advanced Study (AS) Algebra 2

40 weeks

1 credit

**GCC course MAT 136 – 3 cr. Hours (\$)**

Students will receive 3 college credits with a grade of C or better AND by paying tuition (\$)

Students are not required to pay tuition to take the course

This course is a state-developed curriculum continuing the study of Algebra and Geometry with an emphasis on Functions. Topics include Transformational Geometry, Trigonometric functions and an expansion of Probability and Statistics. **Students will take the Algebra 2 Common Core Regents' examination in June.**

## MAT3933 – Advanced Study (AS) College Statistics

40 weeks

1 credit

**Prerequisite:** Completion of Algebra 2

GCC course MAT 129 – 3 credit hours (\$)

Students will receive 3 college credits with a grade of C or better AND by paying tuition (\$) Students are not required to pay tuition to take the course

Statistics is gathering, organizing and interpreting information (data). We will talk about different ways to gather data and different types of studies. We will also use technology to organize data in charts and graphs. We will also work with different ways to analyze the data that has been collected and how to make decisions concerning our data. A final project of your choice will culminate the year using all the above topics.

## MAT3943 – Advanced Study (AS) Pre-Calculus

40 weeks

1 credit

**Prerequisite:** Completion of Algebra 2

**GCC course MAT 140** – 4 credit hours (\$)

Students will receive 4 college credits with a grade of C or better AND by paying tuition (\$) Students are not required to pay tuition to take the course

The purpose of this course is to introduce and teach standard material on Algebra, Geometry, Trigonometry and Elementary Functions while including Calculus-oriented examples. Also included is a unit in Calculus of Polynomials. Graphic calculator use is emphasized throughout the course with TI-84 being the preferred calculator. Laboratory activities emphasizing real-world applications are included in most units.

## MAT3963 - Advanced Placement (AP) Calculus

40 weeks

1 credit (\$)

**Prerequisite:** AS Pre-Calculus

**GCC course MAT 141** – 4 credit hours (\$)

Topical outline includes: review and extension of analytic geometry, differential calculus of algebraic functions, applications of differential calculus, integral calculus of algebraic functions, geometric and physical applications of integration, definition and basic properties of limits and continuity. Graphic calculator use is emphasized throughout the course with TI-84 being the preferred calculator. **The Advanced Placement exam in Calculus is mandatory.**

## MAT3363 - Financial Math

40 weeks

1 credit

**Prerequisite:** Two Math credits and a passing grade on the Algebra 1 Common Core Regents exam.

Topics covered include investing, credit, budgeting and other topics that are useful to help individuals be financially self-sufficient in society. This is a professional type of Math that relates to business and involves upper level financing concepts, stock market, computer application and exponential growth. This course may be used as the third Math credit for students who do not plan to prepare for the Algebra 2 exam. This course is taught by the Business Department.

## Math AIS (no credit)

Students remain in AIS classes until they show significant progress in class and/or pass a required exam.

Students are assigned to an Academic Intervention Service (AIS) based on district criteria.

## Science

### SCI7714 - Science 7

40 week

The Science 7 course will cover a variety of topics within life science and physical science. Driven by the Next Generation Science Standards (NGSS) and the New York State Science Learning Standards (NYSSLS), the course will focus on the topics of matter and energy, metabolism, populations and resources, microbiomes, thermal energy and phase change. Students will participate in the NYS required embedded investigations for grades 6-8.

## SCI4513 - Science 8

40 weeks

The science 8 course will cover a variety of topics within life science and physical science. Driven by the Next Generation Science Standards (NGSS) and the New York State Science Learning Standards (NYSSLS), the course will extend upon the topics covered in Science 7 and introduce chemical reactions, force and motion, magnetic fields, and harnessing human energy. Students will participate in the NYS required embedded investigations for grades 6-8. Students will also prepare for the 8th grade science exam which assesses scientific skills and literacy.

## SCI4263 - Regents: The Living Environment

40 weeks

1 credit

The Living Environment course provides a general approach to basic biological principles, focusing on biological systems with a more extensive understanding of selected areas. Five class sessions plus two to three laboratory classes are held each week.

**Satisfactory completion of all laboratory assignments and a written report for each laboratory experience are required before the student is admitted to the Living Environment Regents examination.**

## SCI4173 – Regents Earth Science: The Physical Setting

40 weeks

1 credit

Earth Science: The Physical Setting is an investigative-approach laboratory course. Areas of investigation include: The Earth's model, the Earth in space, the Earth's weather, and the surface of the Earth and the processes affecting its change. Five class sessions are held each week with an additional two to three laboratory classes each week. **Students must complete laboratory assignments before they are admitted to the Earth Science Regents examination.**

## SCI4363 - Regents' Chemistry: The Physical Setting

40 weeks

1 credit

**Prerequisite:** Successful completion of Integrated Algebra/Algebra 1 completed or enrolled in Geometry

This course presents a modern view suitable for pupils with a wide range of skills and abilities. The course provides the basic principles of Chemistry together with their related facts. The principles are basic to man's understanding of his environment. Five class sessions are held each week with an additional two to three laboratory classes. **Students are required to satisfactorily complete laboratory exercises before they are admitted to the Chemistry Regents examination.**

## SCI4553 – Forensic Science

40 weeks

1 credit

**Prerequisite:** Successful completion of Two Science Credits and 1 Science Regents Exam

Forensic Science is "how science helps solve crimes". This course introduces students to the techniques of forensic chemistry, particularly as they relate to crime scene investigation and ongoing analysis of evidence obtained after a crime is committed. The course involves the basic chemistry concepts needed to solve problems in forensic science and illustrates the specialized applications of forensic science through case studies and laboratory methods. This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored.

## SCI4473 –Regents Physics

40 weeks

1 credit

**Prerequisite:** Successful completion of Algebra and Geometry, concurrent enrollment in Algebra 2

Regents Physics is an introductory course with emphasis on the following topics: kinematics, dynamics, momentum/energy, electromagnetism, waves, and modern physics. Five class sessions are held each week with an additional two or three laboratory classes which emphasize student designed experiments. **Successful completion of laboratory work is required before admission to the Physics Regents examination.**

## SCI4933 - Advanced Placement (AP) Biology

40 weeks, 1 credit (\$)

Niagara University Course: BIO 102 – 3 Credit Hours (\$)

**Prerequisite:** Successful completion of or enrolled in Regents Chemistry.

AP Biology is a comprehensive study of biology including Four Big Ideas: Evolution, Cellular Processes, Genetics and Interactions. This course is designed to offer juniors or seniors the opportunity to pursue a college level study of biology while in high school, and to experience comprehensive laboratory exercises. **An Advanced Placement Exam prepared by the College Board is given in May at the end of the course and is mandatory.** Successful completion of this exam MAY lead to college credit or advanced placement at the college of your choice. (Students may also register for Niagara University credit for BIO 102)

## SCI4963 - Advanced Placement (AP) Chemistry

40 weeks, 1 Credit (\$)

Niagara University Course: CHEM 111 & CHEM 113L – 4 Credit Hours (\$)

**Prerequisite:** Regents Chemistry

AP Chemistry is a college level course in inorganic chemistry recommended for students who plan to continue the study of chemistry, pharmacy, engineering, medicine or other technological disciplines. Emphasis is placed on the refinement of quantitative problem solving as well as the ability to write about and discuss chemical theory. **Students electing this course must take the College Board Advanced Placement Chemistry examination in May.** Successful completion of this exam MAY lead to college credit or advanced placement at the college of your choice. (Students may also register for Niagara University credit for CHEM 111 & CHEM 113L)

## Social Studies

### SOC7717 - Social Studies 7

40 weeks

Seventh grade Social Studies is a study of American history from the very first Native Americans, who arrived here as nomadic hunters during the end of the last ice age, to the Civil War. Using American History as a theme, we will intertwine Politics, Economics, Civics, and Geography throughout the year. An emphasis will be placed on the contributions of certain Americans, both famous and unknown as well as how students can personally contribute to their country and community. We will also be focusing on geography, specifically the identification of landforms and political (national/state) boundaries.

### SOC2513 Social Studies 8

40 weeks

Eighth grade Social Studies is a continuation of seventh grade coursework. In this course, students will become acquainted with the five New York State Social Studies Standards and learn about American politics, economics, and society from Reconstruction through the present. Attention is paid to student preparation, organization and responsibility, with emphasis on preparing students for Regents level courses.

### SOC2163 - Global History and Geography 9 Regents

40 weeks

1 credit

Global History and Geography is a two-year course that explores world history. This course explores the dawn of early man in the Paleolithic Era, the development of the first civilizations, the examination of classical societies, and the expansion of world-wide trade networks and their global impact. The goal of this course is to explore the world we live in, looking at the world's geography and its impact on people and cultures, as well as beliefs, economics, and political systems. This course also develops the writing skills and historical thinking skills needed for the Global Regents exam that is given in 10<sup>th</sup> grade.

### SOC2263 - Global History and Geography 10 Regents

40 weeks

1 credit

This course provides students with the opportunity to study the history of other nations and their cultures within a framework that is designed to develop a global perspective. In tenth grade students will study major events in world history from 1750 to the present. In addition to geography, students will study issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. **The course concludes with the New York State Regents Exam in Global History & Geography, which is a requirement for graduation.**

## SOC2913 - Advanced Placement (AP) World History Modern

40 weeks

1 credit (AP class \$)

**Prerequisite:** A grade of 90 or above in Global History 9 or conversation and signed statement of intent with your counselor.

This AP World History course is the equivalent to an introductory college course. It focuses on developing students' understanding of world history by studying major historical events from approximately 1200 A.D. to the present. **In May, students enrolled in the AP program take the mandatory Advanced Placement exam and MAY earn college credit as a result.** Upon completion of this course, students will then review for the **Global Regents Exam in June, which is a requirement for graduation.**

## SOC2353 - United States History and Government

40 weeks

1 credit

The eleventh grade U.S. History and Government course begins with a required ten-week unit on the Constitution as the foundation for America's democratic republic. The in depth study of the Constitution includes an emphasis on the principles of federalism, separation of powers, constitutional flexibility and civil and criminal liberties. The remainder of the course focuses on the history of the United States from 1789 to the present. Included in the student's studies are units on United States Economic History, Foreign Policy and the struggle to achieve equal rights for all Americans. **The course concludes with the New York State Regents Exam in U.S. History and Government.**

## SOC2933 -Advanced Placement (AP) American History

40 weeks

1 credit (\$)

**Prerequisite:** A grade of 90 or above in Global History 10/85 or above in AP World History, *or* a conversation and signed statement of intent with your counselor.

Comparable to an introductory college course, this course is a chronological study of American History from 1600 to the present with an emphasis on differing interpretations of major events and trends. The Advanced Placement program affords high school students the opportunity to gain college credit and advanced standing in selected colleges. In May, students enrolled in the AP program take the Advanced Placement exam. **After taking the mandatory AP examination in May, the student will begin to review for the Regents exam in U.S. History and Government, which is required for graduation.** For this reason, it is recommended that juniors enroll in the course. Whether or not you get college credit and/or advanced placement is determined by the score you receive on the AP test and the decision of the college of your choice.

## SOC2451 - Economics

20 weeks

½ credit

This course is a one semester course that compares the American economic system with other economies. An emphasis is placed on the intricacies of the U.S. economy that include a close study of the Free Enterprise model, Microeconomics, Supply, and Demand. The course also focuses on the impact of the American Citizen, Federal Government, and Current Events on the economy. An in depth study of investing in the stock market is achieved through a semester long project. The course concludes with a cumulative final exam and cost of living simulation. **Passing this course is a requirement for graduation.**

## SOC2461 - Participation in Government

20 weeks

½ credit

This one semester course emphasizes the interaction between citizens and government at all levels: local, state and national. A general knowledge of how these governments operate will be included. The primary goal of the course, however, is to facilitate and encourage individuals to fulfill the "office of citizen" with these skills and qualities: civic-mindedness, civic intelligence, civic literacy, and civic enterprise. Another goal is to have some hands-on government experience during the course. Students must also attend government meetings, complete projects, complete 10 hours of community service accompanied by a final presentation. **Passing this course is a requirement for graduation.**

## SOC2943 - Advanced Placement (AP) Government and Economics

40 weeks

1 credit (\$)

**Prerequisite:** A grade of 90 or above in US History/85 or above in AP American History, or conversation and signed statement of intent with your counselor.

Interested students should have an interest in American Government and Politics as well as having a strong academic track record. The course is designed to give students a critical perspective on government and politics in the United States. **The course concludes with the mandatory Advanced Placement exam in American Government.** Students must also pass a local exam in Economics. Students may substitute this course for Participation in Government **and** Economics. Whether or not you

get college credit and/or advanced placement is determined by the score you receive on the AP test and the decision of the college of your choice.

## World Languages

All students are required to earn at least one credit in L.O.T.E. per NYS graduation requirements. Students not earning a passing grade in Spanish I or French I must repeat the course until that goal is reached. **NOTE:** A proficiency exam is administered at the end of the first year.

### Spanish/French 7th Grade

20 weeks Spanish/20 weeks French

7th grade Spanish/French This is an exciting year communicating in simple French and Spanish and exploring the customs of native speakers. Learning another language is fun, but it also requires regular practice. This course will give tips to make the first year of foreign language study a success! At the end of this course students will be given the opportunity to choose which language to take in 8th grade!

### SPA5523 - Spanish 8<sup>th</sup> Grade

40 weeks

During Spanish 8<sup>th</sup> grade students will begin to develop the ability to communicate in Spanish on a variety of topics. Each unit deals with a different theme such as greetings, self-description, school, family, the Spanish speaking world and more. The beginning grammar concepts are taught. The awareness of culture and customs of Spanish speaking countries are present in each unit.

### SPA5113 - Spanish 1

40 weeks

1 credit

During Spanish I, the students will develop the ability to communicate in Spanish on a variety of topics. Each unit deals with a central theme, such as school, sports, travel, family, going shopping or to a restaurant. The fundamentals of grammar are emphasized. The awareness of culture and customs of Spanish-speaking countries are presented in each lesson. Spanish I is the first level of the four year sequence. A student must participate actively in class, complete daily assignments, study vocabulary, as well as grammatical material, to be successful in class.

### SPA5123 - Spanish 2

40 weeks 1 credit

**Prerequisite:** Spanish 1 or a score of 85 or above on the Proficiency Exam following Spanish 8<sup>th</sup> grade.

Spanish 2 students continue to improve the basic skills of listening, speaking, reading, and writing. Students will be able to communicate at a more advanced level, as different verb tenses and more complex grammar are mastered. More emphasis is placed on speaking and the use of Spanish in student projects. Success in this class requires participation, completion of assignments, and reviewing vocabulary.

### SPA5133 - Spanish 3

40 weeks

1 credit

**Prerequisite:** Spanish 2

The third year concentrates on continuing to emphasize speaking, while expanding reading and writing. More advanced grammar and extensive vocabulary enable the student to communicate at a much higher level. **Students are prepared for the Comprehensive Spanish Exam (Checkpoint B) that also serves as the final examination in the course and is generally required for an Advanced Regents' Diploma.**

### SPA5943 – Advanced Study (AS) Spanish 4\*

40 weeks

1 credit

**Prerequisite:** Spanish 3

**Syracuse University course SPA 203 - 4 credit hours (\$)**

During Spanish 4 the student will be introduced to Spanish literature and civilization through short stories, novels and periodicals in Spanish. Many diversified opportunities for advanced conversation are offered. Spanish 4 provides for review and refinement of the material covered during the first three years.



### SPA5953 –Advanced Study (AS) Spanish 5\*

40 weeks

1 credit

**Prerequisite:** AS Spanish 4

**NCCC course SPA 204** – 3 credit hours (\$)

A continuation of opportunities for advanced conversations is offered. Spanish 5 provides for review and refinement of Spanish grammar. Students focus on advanced vocabulary with an emphasis on the diverse vocabulary used in the Spanish-speaking countries.

### FRE5513 - French 8<sup>th</sup> Grade

40 weeks

During French 8<sup>th</sup> grade students will begin to develop the ability to communicate in French on a variety of topics. Each unit deals with a different theme such as greetings, self-description, school, family, the French speaking world and more. The beginning grammar concepts are taught. The awareness of culture and customs of French speaking countries are present in each unit.

### FRE5213 - French 1

40 weeks

1 credit

During French I the students will develop the ability to communicate in French about a variety of topics dealing with their daily lives. Each unit deals with a central theme such as family, school, going to a restaurant or shopping. The fundamentals of grammar are also presented. Culture and customs are introduced in authentic situations in each lesson, as well as through DVD's and movies. French I is the first level of the four-year sequence. In order to be successful students must participate actively in class, complete daily assignments and study vocabulary and grammatical material that have been presented in class.

### FRE5223 - French 2

40 weeks 1 credit

**Prerequisite:** French 1 or a score of 85 or above on the Proficiency Exam offered after French 8<sup>th</sup> Grade.

French II students continue to improve the basic skills of listening, speaking, reading and writing. Students will be able to communicate at a more advanced level as different verb tenses and more complex grammar are mastered. French is spoken in daily class and in activities such as oral reports. Success in this class requires participation, completion of assignments, study, and personal study. Students must have passed French 1.

### FRE5233 - French 3

40 weeks

1 credit

**Prerequisite:** French 2

More advanced grammar and extensive vocabulary enable the French III student to communicate at a much higher level. Much emphasis is placed on improving composition and spoken skills through frequent student projects. Reading skills are improved through the use of authentic materials. **Students are prepared for the Comprehensive French Exam (Checkpoint B) that must be taken at the completion of the course. Passing the Comprehensive Exam is generally necessary for an Advanced Regents' Diploma.**

### FRE5933 – Advanced Study (AS) French 4\*

40 weeks

1 credit

**Prerequisite:** French 3

**Niagara University Course**– 3 credit hours (\$)

In French 5 students are exposed to college level work in literature, composition and conversation. Novels, plays, poetry and short stories are read and analyzed. Vocabulary and speaking skills are improved in units dealing with everyday topics. Advanced grammar is also studied.

### FRE5943 – Advanced Study (AS) French 5\*

40 weeks

1 credit

**Prerequisite:** AS French 4

**Niagara University Course** – 3 credits (\$) *In order to receive college credit, the student must register with Niagara University and pay a reduced tuition fee.*

A continuation of opportunities for advanced conversations is offered. French 5 provides for review and refinement of French grammar. Studies focus on advanced vocabulary with an emphasis on the diverse vocabulary used in the French-speaking countries. A continuation of the study of culture is also offered.

## Physical Education

### PE7524 – Grade 7-8 Physical Education

½ credit  
40 weeks

### PE7223/7233 - Grade 9-12 Physical Education

½ credit  
40 weeks

This co-ed physical education program in grades 8-12 concentrates on physical fitness, lifetime activities, team sports and cooperative learning. The in-school program consists of approximately 20 units, which include the use of the fitness center. Credit is given toward the physical education requirements if students actively participate and complete the required class work for each unit/activity. The course offerings change from year to year and they are available from the instructor on an annual basis. The major focus will be on acquisition of knowledge and skills necessary for lifetime activity. Student participation in interscholastic sports is encouraged. Students will pay a \$5 fee for the bowling unit.

## Health

### HEA7621- Health

20 weeks  
½ credit

The Health Curriculum follows the National and NYS Standards for Health Education. This course explores several areas of concern involving the health and well-being of our teens. Units include: Mental and Emotional Health, Fitness, Nutrition, Drug Prevention, Sexual Education, Communicable and Non-communicable Disease, and First Aid/Safety. Students will also learn about the many community resources available to them and how to access them.

## Fine Arts

### ART6515 – Art 8

20 weeks

This course enables students to develop their aesthetic sensitivity, creative potential, and self-esteem in the art room. Students will develop the necessary skills, knowledge, and attitudes for realizing their artistic potential while creating positive attitudes toward art and artists; hopefully laying a foundation for a lifelong interest in art.

### ART6011 - Studio in Art 1

20 weeks  
½ credit

This course is an introductory course required for students who are pursuing a sequence in art, and for those who plan to elect to take an advanced course in the future. Development of skills in drawing, paintings, design and the use of many different art materials will be stressed. Students will be exposed to the lives and works of artists from history to the present. Various careers in art will be investigated.

### ART6012 - Studio in Art 2

20 weeks  
½ credit

**Prerequisite:** Studio in Art 1

This course is the next course required for students who are pursuing a sequence in art, and for those who plan to elect to take an advanced course in the future. Development of skills in drawing, paintings, design and the use of many different art materials will be stressed. Students will be exposed to the lives and works of artists from history to the present. Various careers in art will be investigated. Students will be expected to develop their own ideas in unique, creative, and original ways and to create works of art that will be put into a college portfolio.

### ART6031 – Studio in Advanced Drawing and Painting

20 weeks  
½ credit

**Prerequisite:** Studio in Art 1 & 2

This course has been developed to provide an avenue of creative expression for those students who are serious about improving their rendering skills and painting techniques. Design, color theory, observational drawing, figure drawing, portraiture and fantasy are used as subject matter for studio work. In addition to creating unique personal artworks, students will explore historical and contemporary art movements and trends.

### ART6041 – Studio in Ceramics

20 weeks

½ credit

This course allows students to explore the ceramic medium and try different building techniques such as pinch, coil, slab and the pottery wheel. Students will encounter historical artists and cultures that have had an impact on the development of ceramics as an art form. Students will experience all aspects of the ceramic process from building, to firing, glazing and finishing. An emphasis will be placed on hand building techniques and student creativity in design.

### ART6052 – Studio in Wood Sculpture

20 weeks

½ credit

Building three-dimensional forms is the basis of this course. Students will use the creative thought process to create sculptural works of art. Techniques in a variety of media will be explored using reductive and additive methods. Important sculptors and their work will be studied as part of this course. Students will also be expected to keep a sketchbook/folder that contains plans for their projects, sketchbook assignments and research/worksheets on related artists and cultures.

### ART6061 - Studio in Creative Crafts

20 weeks

½ credit

This course delves into contemporary craft techniques. Students will explore various media such as polymer clay, wire, beading, and paper. Students will create a variety of different projects and learn about current artisans and past cultures. Students are expected to learn through doing and creating a practice assignment for each project. Special attention will also be given to art history and art appreciation. Students are expected to develop their own ideas in unique, creative, and original ways and to create works of art that foster a sense of intrinsic satisfaction of their own craftsmanship.

### ART6071 – Studio in Fashion Design

20 weeks

½ credit

This course is an introductory course aimed at developing students' knowledge and understanding the principles and skills involved in fashion design, illustration, and textiles. Students will develop an understanding of design principles, basic figure drawing and fashion trends through a series of exciting hands-on tasks such as repurposing and recycling an article of clothing, creating a paper shoe, and understanding how to piece together a pattern.

### ART6801 - Art Workshop

20 weeks

½ credit

**Prerequisite:** Advanced Art student; Instructor approval

Advanced level students with good self-motivation and a minimum 85 average in art courses may be eligible to take these courses for local credit. ART TEACHER APPROVAL is required. Students work with the instructor to plan and execute challenging individual projects. Five class periods weekly are required.

*Junior and senior art majors should consider this option in preparing portfolios for college entrance.*

### ART6101 - Photography 1

20 weeks

½ credit

This is an introductory course in the basic principles, tools, and methods used in digital photography. Students will explore a range of digital media, processing, and printing techniques. Emphasis will be placed on aesthetic concerns and development of individual imagery. Cameras are provided for student use but students are also welcome to use their own cameras with instructor approval. **This class requires a \$10.00 lab fee.**

### ART6112 - Photography 2

20 weeks

½ credit

**Prerequisite:** Photograph I

This is an advanced course in photography and students complete Photo 1 in order to be able to take this course. Students will continue to explore the many facets of photography. Students will learn to use Photoshop to enhance their work and will learn about printing, mounting, matting, framing and displaying of finished photos. Cameras are provided for student use but students may also welcome to use their own cameras with approval. **This class requires a \$10 lab fee.**

## Music

Participation in performance organizations is dependent upon the student's ability to sing or play at an acceptable level as demonstrated by past performance or by an audition. Enrollment in courses dealing with musical knowledge is restricted by any prerequisites as listed.

### MUS6207 - General Music 7

20 weeks

This General Music course is a half year course in which students actively participate in learning music. The class teaches Modern Rock Band instruments such as Guitar, Keyboards, Bass and Drums while focusing on the music of the time. Emphasis is placed on participation and learning from new experiences. Students also will learn about music from other cultures with a focus on broadening their world view. These experiences culminate in final projects in which students demonstrate their new skills.

### MUS6201 - Jr. High Chorus

The Jr. High Chorus is a performing group designed to teach and develop proper concepts of vocal production. Membership is open to any 7th/8th grade student who wants to sing. The Jr. High Chorus performs a broad range of music including sacred, secular and contemporary pop music. The chorus sings in several concerts throughout the school year and attendance at all performances is required for course credit.

### MUS6223 - Mixed Chorus

40 weeks

1 credit

The Mixed Chorus is a performing group designed to teach and develop proper concepts of vocal production. Membership is open to any high school student who wants to sing, though the chorus consists of primarily 8<sup>th</sup> and 9<sup>th</sup> grade students. The Mixed Chorus performs a broad range of music including sacred, secular and contemporary pop music. The chorus sings in several concerts throughout the school year and attendance at all performances is required for course credit.

### MUS6243 - A'Cappella Choir

40 weeks

1 credit

**Prerequisite:** by audition only

The A'Cappella Choir is a select group of 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders. The choir performs many times throughout the school year including assemblies for the elementary schools and for various community events. The group learns a broad range of music at various levels of difficulty. Members may be required to attend extra rehearsals, and attendance at all performances is required for course credit.

### MUS6203 - Concert Band (Jr. High Band)

40 weeks

The Concert Band is a performing organization that explores, rehearses, performs and develops instrumental techniques. Students who exhibit a desire to play an instrument can take Concert Band (limited to 7th and 8th grade students). Students who take Concert Band are typically continuing their study of music which they began at the Intermediate School. Grading is based on lesson attendance and effort given to mastering one's instrument. All performances are in lieu of exams and are required for course credit.

### MUS6213 - Symphonic Band/Lessons

40 weeks

1 credit

The Concert Band is a performing organization that explores, rehearses and performs music of accepted musical significance. Course material for Concert Band is limited to Level IV in difficulty (9th to 12th grade). Students who exhibit a desire to play an instrument can take Concert Band. Seating is determined by the band director with the recommendations of the middle school band director for incoming 8<sup>th</sup> graders. Grading is based on lesson attendance and effort given to mastering one's instrument. All performances are in lieu of exams and are required for course credit.

## MUS6233 - Wind Ensemble/Lessons

40 weeks

1 credit

The Wind Ensemble is a performing organization that explores, rehearses and performs music of accepted musical significance at all levels of difficulty. Students audition and are placed in Wind Ensemble based on progress and proficiency on their instrument. Auditions are conducted at the start of each year for seating. Seating is based on audition score and at the directors discretion seating can be adjusted to benefit the overall group. Grading is based on lesson attendance and effort given to mastering one's instrument. All performances are in lieu of exams and are required for course credit.

## Jazz Band

30 weeks – 2 days a week beginning before school (mid-October through June)

No credit given

**Prerequisite:** Enrollment in concert band or wind ensemble – instruments accepted: saxophones, trombones, trumpets, drums, piano, bass guitar (or piano bass), optional vibes.

Jazz Band 'A' is comprised of a very select group of instrumentalists. Initial entrance into this group is by audition. Continued membership is dependent upon attendance at rehearsals, enthusiasm for jazz and the ability to perform the music. Jazz band explores the various forms of music characteristic of the jazz idiom. Emphasis is placed upon the development of style, rhythmic concepts and improvisation as they relate to jazz. The jazz band travels and performs in tandem with the concert and marching bands. Attendance at all performances is required. A second jazz ensemble may be established depending on amount of interested and qualified students.

## Marching Band

Marching Band is an extracurricular activity associated with the Music Department. See Mr. Jaeger for more details.

## MUS6253 - Music Theory 1

40 weeks

1 credit

*Grades 9-12 (Grade 8 with teacher & counselor recommendation)*

Theory 1 is the study of music fundamentals including rhythm, harmony, melody, instrumental transposition and basic music writing. Piano lessons are taught in the course, as well as guitar and sight singing. The size of the class and abilities of the participants generally determine the scope of the theory taught in the class. The course concludes with a final instrumental music composition project that is performed by the students.

## MUS6263 - Music Theory 2

40 weeks

1 credit

**Prerequisite:** Successful completion of Theory I and recommendation of the instructor

Music Theory 2 solidifies the background material mastered in Theory 1. Students are introduced to modal harmony, altered chords, 20th century composition and choral analysis. Piano lessons, guitar, and sight singing are continued. The course concludes with a final original choral composition project that is performed by the students.

## MUS6943 - AP Music Theory

40 weeks

1 credit (\$)

**Prerequisite:** Successful completion of Theory 1 and 2 and/or recommendation of instructor.

The Advanced Placement Music Theory Course is comparable to a first-year college music theory course. AP Music Theory integrates the study of melody, harmony, texture, rhythm, and form. Time is devoted to the analysis of notated examples; to the development of aural (listening) skills, sight singing and keyboard harmony; and to part writing and harmonization. **The Advanced Placement Theory Examination is administered in May and is required of all participants.** The year concludes with a final original composition project that is written, rehearsed and performed by students.

## Agriculture

### AGR9111 – Applied Agriculture I: Explorations

20 weeks

½ credit

This course includes an overview of all agricultural areas and is required of all agriculture majors. Some topics that will be discussed include safety, leadership, plant and animal production, as well as agribusiness management techniques and careers. Students will participate in managing the Ag Department's Ag Science Research Center. Class may require additional work outside of class. Students will also be encouraged to participate in Career Development Events through the FFA.

### AGR9161 – Applied Agriculture II: Youth Leadership

20 weeks

½ credit

Lead, follow, or get out of our way! This course is a foundation to being a leader in any aspect of your life. Together, we will help you establish individual goals, learn the importance and application of teamwork, perform community service and best of all...have fun doing so! Students will have opportunities to participate in many FFA activities and competitions, will participate in fundraisers and community events, and so much more. Who knew being a leader could be so fun?!?

### AGR9173 – Veterinary Science and Skills (offered alternate years 2024 and 2026)

40 weeks

1 credit, Grades 10-12 or Instructor Approval

**Prerequisite:** Prerequisite of AGR9111 or AGR 9161

Llamas, puppies, and cows...oh my! This course is perfect for the student who may be interested in being a vet or vet tech, or simply has a love for animals. We will cover safety, animal handling, sanitation, anatomy, physiology, diseases, clinical exams, lab procedures, office management, and career explorations...to name a few. We will periodically perform dissections as well as have live animals in class for hands-on training. Field trips and guest speakers will be included in the course structure.

### AGR9183 – Animal Care and Management (offered alternate years 2023 and 2025)

40 weeks

1 credit, Grades 10-12 or Instructor Approval

**Prerequisite:** AGR9111 or AGR 9161

Laboratory animal and small animal care is expanding quickly, creating many career opportunities. This course will explore animal rights and animal welfare issues with group projects and discussion and individual projects. Some class projects include raising small animals, fish, and the health and productivity of animals. This class is perfect for those students interested in pet shelters, rescue centers, or who may be interested in running an animal-based business. We will periodically have live animals in class for hands-on training. Field trips and guest speakers will be included in the course structure.

### AGR9133 - Agricultural Engineering and Production I

40 weeks

1 credit, Grades 9-12

**Prerequisite:** Applied Agriculture I or II

This course will offer you an introduction to the many opportunities agriculture has to offer...and the chance to apply them! From plant and animal genetics, to plant and animal housing; from material processing to intro level mechanics, this class offers a ton! You will be able to learn operations and maintenance of some farm equipment; you will design, model, and build actual structures; you will propagate, reproduce, compost, plant and harvest a variety of products. The Medina FFA Ag Science Research Center (our model farm) as well as the greenhouse, shop, and classroom are all spaces to learn and grow that you will have access to. Field trips and guest speakers may be included in the course structure.

## AGR9143 – Food Science

40 weeks

1 credit, Grades 9-10 (elective credit) 11-12 (science credit)

**Prerequisite:** Ag I or Ag II

This is a full year course that will explore both industries of food and plants. A hands-on course that will allow students to grow, test, harvest, and produce food-stuffs for both human and animal consumption. Students will have access to and will learn in the greenhouse, the classroom, and the kitchen.

## AGR9163 – Global & Sustainable Agriculture

40 weeks

1 credit, Grades 9-12

**Prerequisite:** AGR9111 or 9161

This STEAM (Science, Technology, Engineering, Arts, & Math) course takes problem-solving to a whole new level. While studying the United Nations global sustainable goals, students will learn foundational skills in welding, laser engraving, weaving, woodworking, 3D printing, CNC work, and so much more!

*Phenomenological learning all year – treat your mind!*

## AGR9811 - Agricultural Business Foundations (ABF) I (Independent Study)

20 weeks

1/2 credit, Grades 11-12

**Prerequisite:** Must have completed a minimum of three, 40 week Ag courses

This course introduces students to business management in agriculture. Reading, Writing, and Arithmetic components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course and from other Ag courses. Throughout the course are practical and engaging activities, projects, and problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community. *This course is a mandatory part of the 5-unit sequence for CTE.*

## AGR9812 – Independent Study

20 weeks

1/2 credit

**Prerequisite:** student has taken a minimum of **three (3)**, 40 week courses of the other Agriculture classes

Teacher recommendation and approval is **required** for admission to this course. Independent Study is a program of study designed for students who are interested in pursuing learning on their own and in their own way. This course will be primarily application and/or project based.

***“Learning to Do, Doing to Learn, Earning to Live, Living to Serve.” - The FFA Motto***

## Business

### BUS9703 - Digital Literacy 7

This course is designed to teach the skills necessary to be successful and efficient in high school and your personal lives through various types of technology (software platforms such as Google, Microsoft Office and email etiquette). In addition, students will self-evaluate how our digital world impacts us by looking at media they use, data collected about them, scams and fraud identification, social media, cyberbullying issues, and digital footprint.

### BUS9715 – High School and Beyond

20 Weeks

Be prepared for high school and beyond. Develop basic competency in using the Google Platform including Docs, Sheets, and Slides as well as techniques to organize files and folders. Identify the transferable skills needed in the workplace. Set SMART goals, time manage, resolve conflicts, and self-assess. Discover options after high school, research colleges, and explore various careers that match individual values, interests, temperament, and aptitudes.

### BUS9211 - Keyboarding

20 Weeks

½ Credit, Grades 8-12

Learn how to type correctly and quickly, edit and proofread documents with accuracy, and navigate the menu in Google Docs to create professional looking tables, reports, letters, and enumerations. Develop tools to organize files and folders and become efficient using the Google Platform.

## BUS9941- Advanced Study (AS) Programming and Problem-Solving

20 Weeks, ½ Credit, Grades 9-12

**GCC Course CIS125** - 3 credit hours

In this advanced studies college-credit course, learn how video games, apps, general and special purpose software are created by computer programmers. Design beginner applications using objects such as buttons, menustrips, images, toolstrips, and media players, learn to write programming code using the language Visual Basic, and explore various other languages and careers in computer programming.

## BUS9252 – Game Programming

20 Weeks

½ Credit, Grades 9-12

**Prerequisite:** Advanced Study (AS) Programming and Problem-Solving

Expand on the concepts taught in Programming and Problem-Solving and design a game of choice using Visual Basic. Explore new code, develop unique and creative interfaces, and create new tools to use in applications.

## BUS9223 – Advanced Study (AS) Introduction to Entrepreneurship

40 Weeks

1 Credit, Grades 11-12

**Syracuse University Course EEE370 – 3 Credit Hours**

In this advanced studies college-credit course, acquire a solid foundation and understanding of the vital role of entrepreneurship in the 21st century global economy. Develop an individualized business plan covering topics related to operations, economics, finance, marketing, and human resource management.

## BUS9241 - Personal Finance

20 Weeks

½ Credit

Grades 9-12

Relevant real-world discussions on career planning, job success, budgeting, saving, investing, housing, insurance, credit, and financial risks will be covered. This course provides students with the personal financial knowledge they will need to be successful after high school by saving and managing money.

## BUS9233 - Entertainment & Sports Marketing

40 Weeks

1 Credit, Grades 10-12

Music, movies, video games and sports are used to introduce students to the basic functions of marketing as well as the important role that marketing plays in our economy. Topics to be covered include: public images, public relations, marketing entertainment, marketing plans and professional, college, and amateur sports. Projects in the course include: Video/Commercial production, a role-play sales presentation, image creation (sports uniforms/video game genres/music or entertainers), marketing plan (stadium design project – for any entertainment area such as musical concerts or sports team/event creation).

## BUS9243- Accounting

40 Weeks

1 Credit, Grades 10-12

Often a required course in college for many majors, develop the foundation necessary to be successful in college-level accounting courses. Play Monopoly while learning how to prepare financials including the Income Statement, Balance Sheet, and Cash Flow Statement for an individual fictitious business. Examine how different forms of ownership manage records and analyze and interpret data to determine profitability and to make predictions. Explore careers including Chief Financial Officer, Auditor, Tax and Forensic Accountant, and evaluate crimes such as insider trading, money laundering, financial fraud, and embezzlement.

## BUS9253 - Personal and Business Law

40 Weeks

1 Credit, Grades 10-12

This exciting full-year course is filled with real-world practical experience for students in their daily lives. It will provide students with a comprehensive understanding of business and even more specifically personal law that affects them. The concepts and topics taught in class are extremely relevant, as all individuals will eventually: enter contracts, be employed, rent a place to live, buy and insure a car, need to protect themselves against various forms of fraud, borrowing money and buying on credit. This course covers all of these topics and will enable the student to be better prepared in future business and personal dealings in their lives after high school and beyond.



## MAT3363 - Financial Math

40 Weeks

1 Credit

**Prerequisite:** Two Math credits and a passing grade on the Algebra 1 Common Core Regents exam.

This course is designed to teach mathematics relative to personal finance. Topics include budgeting, payroll, banking, financing and more. Through individual effort and cooperative group work, students will become financially self-sufficient members of society. This course may be used as a math credit or business elective.

## BUS9263 - Desktop Publishing & Design

20 Weeks

1/2 Credit, **Grades 11-12** or with instructor permission

This course introduces the student to the basics of design production and other forms of print media, and deals with theory as well as practice. Mastery of the goals and objectives fully verse students in all areas of publications production. It also enhances students' skills in using the desktop publishing programs in an atmosphere of team building and self-discipline.

## BUS9951 - Advanced Study (AS) Career & Educational Planning/Financial Management (C.E.P./C.F.M.)

20 Weeks

½ Credit, Grades 9-12

**GCC Course CEP101** - 3 credit hours

In this advanced studies college-credit course, develop a greater understanding of career and educational opportunities. Self-assess, navigate through a variety of colleges and careers, learn the transferable skills necessary to be successful in college and the workplace, and begin to become financially literate. Topics covered include essentials for college-level writing, career planning, conflict resolution, time management, decision-making, information and financial literacy, as well as job searching techniques.

Meets the requirement for all career and technical education majors. The course strives to emphasize those factors related to job success beyond mechanical skills and knowledge. The purpose of the course is to provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and to begin to become financially literate. Topics covered include Business Systems and Economics, Career Planning, The Career Selection Process, Career Success, and Financial Literacy. An overview of each topic is given below.

**Business Systems and Economics:** This topic emphasizes the business and economic system including its characteristics, operations, structure, and evolving role within society. Students should realize the significance of their part in the economic system. Important management and economic concepts are defined in relation to business transactions and to the individual as an entrepreneur, employee, consumer and citizen.

**Career Planning:** This topic emphasizes the relationship between career planning and lifelong goals. Students should recognize the skills needed for success in a chosen career cluster and know how to assess personal abilities and work performance to achieve career goals. Key factors include understanding the changing nature of the workplace and the relationship of lifelong learning leading to career success.

**The Career Selection Process:** This topic emphasizes the skills to be effective in searching for and selecting the appropriate career. Students should become familiar with the job search process and the preparation and presentation of individual materials required to participate in the process. During the process, students recognize interrelationships among the different career areas and identify realistic occupational choices. Students also develop strategies to make an effective transition from education to career.

**Career Success:** This topic is designed to increase student awareness of working conditions and important factors in employment benefits packages. Students should make actual preparations for entering the workforce while developing skills in communication, critical thinking and decision-making.

**Financial Literacy:** This topic emphasizes economic decisions related to financial management. Students will study a range of financial alternatives and explore basic decisions necessary to become informed employees, consumers and citizens. General principles will be combined with practical applications to develop personal financial literacy.

## Technology

### TDR9715 – Technology Integration Education

20 weeks

7th/8th Grade

This course serves as an exploration of technology education. It is a project-based course where students learn about the engineering process. Some projects will be used to compete in the annual Tech Wars Competition. The class spends equal time in the computer lab and the shop.

### TDR9413 – Design and Drawing for Production (DDP)

40 weeks

1 credit, Grades 9-12

This course serves as an introduction to all fields of technology. It is a project-based course where the projects are taken from the designing stages all the way to completion. Students will design 3D models of projects on the computer and will use working drawings to construct or 3D print them with the touch of a button or using tools and machines. Students get to keep many of their projects which will include cell phone cases, gumball machines, trebuchets, and more. Some projects will be used to compete in the annual Tech Wars Competition including trebuchets, robots, etc... The class spends equal time in the computer lab and the shop.

### TDR9431 – Intro to Principles of Engineering

20 weeks

½ credit, Grades 10-12

**Prerequisite:** DDP

Students construct advanced projects to explore the world of engineering. The class is spent in both the computer lab and the shop. The projects are completed using the skills developed in the previous classes. Most of the projects completed in this class will be used to compete at the annual Tech Wars Competition. One of the projects in this class includes the cardboard regatta competition. This involves the designing and constructing of a cardboard boat that you and your team must get into and complete an obstacle course in an Olympic swimming pool. Some of the other projects completed in this class include the wooden bridge competition at Tech Wars, and drone driver education training.

### TDR9421 – Emerging Technologies

20 weeks

½ credit, Grades 10-12

**Prerequisite:** DDP

This is a design-based course. Students will use mostly computers to design 3D objects. Students will learn how to use and operate a 3D printer to bring their 3D objects to life with a click of a button. Students will also learn how to use a CNC milling machine to carve out their designs and make signs. Students will explore 3D sculpting using various softwares. Students will learn how to design and use a laser engraver/cutter.

### TDR9455– Engineering Design and Development

40 weeks

1 credit, Grades 10-12

**Prerequisite:** DDP, Intro to Principles of Engineering

This course provides students with experience in the design development process. Students enrolled in this course will design and construct robots for main events at the three annual Tech Wars Competitions. These include Capture the Flag, Sumo Bots, Robot Soccer, and Battle Bots where the robots must destroy each other.

### TDR9444- Interior Design

40 weeks

1 credit, Grades 10-12

**Prerequisite:** None

Learn how the interior design process works from concept to client presentation. You will create a project that will include a floor plan, elevations, colored renderings, as well as surface and furniture samples. You will be introduced to the many resources available to the designer and will source samples of your selections to be included on final presentation boards. During the semester, students may take field trips to various historical architecture.

### TEC9841/9842 - Independent Study

20 weeks

½ credit, Grade 12 with instructor approval

Teacher recommendation and approval is required for admission to this course. Independent Study is a program of study designed for students who are interested in pursuing learning on their own and in their own way.

## BOCES - Career and Technical Education (CTE)

### BOCES High School Attendance Policy

1. All sophomores and juniors, who wish to enter a BOCES vocational program in September, will have their attendance reviewed by May 1<sup>st</sup> of the current year. Due to limited seats available in each program, O-N BOCES will drop any junior who has **3 unexcused absences** at any point during the **first two weeks of school**. Their spots will be given to the next student on the waitlist.
2. Any current junior BOCES student will have his/her attendance monitored. As of June 1<sup>st</sup>, if the student's attendance between February 1<sup>st</sup> and June 1<sup>st</sup> is below 80%, the student will not be allowed to return to BOCES for the following school year. (There may be exceptions to this, especially for health reasons such as a prolonged illness, injury, etc.) Absences due to a pregnancy will be dealt with on an individual basis and an opportunity to return to BOCES will be determined by the student's attendance during the rest of the year.

### Course Descriptions

#### BOC9537/9538 - Allied Health Tech Prep

2 year Program

40 weeks/year, 3 credits/year

**Satellite Sites: Medina Memorial Hospital**

This program is taught in collaboration with local districts to enable students to explore the variety of health care occupations that exist and to develop the skills, knowledge and attitude needed to succeed in a college degree training program. The program exists in a one-year and two-year format to serve students with varying academic backgrounds. BOCES provides 2 ½ periods of instruction daily in health care industry theory and practice, combined with supervised experiences in student selected health occupational fields. Graduates are expected to be better prepared to select from among competing health occupations and to better succeed in subsequent post-secondary study.

#### BOC9565/9566 -Animal Science

2 year program

40 weeks, 3 credits/year

This science-based program is for students desiring to work with large and small animals. The course will teach skills in areas such as animal handling, anatomy, and physiology, grooming, pet first aid, health and disease, clinical practices, veterinary terminology, and safety and sanitation. Students will operate a grooming parlor that is used as a learning model for the handling and caretaking of animals. Students will learn specialized and advanced skills in areas such as veterinary assisting, care and handling of animals in a laboratory or veterinary setting, dog grooming, and kennel/pet shop management.

#### BOC9503/9504 - Auto Body Repair

1 or 2 year program

40 weeks, 3 credits/year

Auto Body Repair is an occupational program for students who desire to earn a living in a special area of the automotive industry. It is designed to give comprehensive training in the repair, painting and finishing of automobile bodies and fenders, frame and body alignment, installation of upholstery, body trim, hardware, door locks and remote controls, and glass window regulators.

#### BOC9505/9506 - Auto Mechanics

1 or 2 year program

40 weeks, 3 credits/year

Auto Mechanics is a two-year course open to all students in their junior or senior year. The program is designed to prepare the student who expects to enter the mechanics field in a repair shop, service department, at a dealership, a service station or fleet maintenance facility. The majority of the work done in the first year program is performed on stationary equipment and other instructional apparatus. The second year of the program builds on the basic skills learned in the first year and the class is conducted as an automotive shop. The shop structure simulates a well-organized repair shop with job sheets, work orders, parts inventory, etc. Students work on vehicles that are currently in use and are brought in by the owners.

#### BOC9507/9508 - Building Trades

2 year program

40 weeks, 3 credits/year

The Building Trades program is designed to prepare students to enter directly into the trades or continue their education at a post-secondary level. The content of this program will provide extensive exposure to carpentry, masonry and plumbing. The

program is open to all students in their junior and senior years. The main activity for training is the building of a 1500 square foot modular home over the course of two years. The first year is divided into rough framing, masonry and plumbing. In the second year, the students will continue with plumbing and masonry, but an emphasis will be on siding, insulation, drywall, painting, and trim carpentry.

### **BOC9511/9512 -Computer Technology**

2 year program

40 weeks, 3 credits/year

The Computer Technology course will allow students to become knowledgeable about many aspects of computer technology. In the first year, students are introduced to standard software packages, operating systems, hardware architecture and basic web design. During the second year, students study advanced applications and multimedia or in-depth hardware and networking.

#### ***CISCO Networking Academy***

During semesters 1 and 2, students are introduced to basic computer concepts, Local Area Networks, electronics, cables, design and documentation, router configuration, operating systems, and in-depth hardware architecture. During semesters 3 and 4, students study advanced networking skills and router programming and configuration.

### **BOC9513/9514 - Cosmetology**

2 year program

40 weeks, 3 credits/year

Cosmetology is a two-year course available to all students in the junior or senior year. This course includes all phases of training necessary to become a licensed Cosmetologist. As in all occupational programs, students learn by doing. They will perform basic techniques in shampooing, pin curling, sectioning, finger waving, etc., on mannequins before progressing to fellow students. During the process of learning, they will perform manicures, do make-up, shape eyebrows, arrange wigs and give facial massages as part of their training. There will also be a considerable number of theory lessons and examinations in the program. The second year of training will involve working on the public in the Cosmetology clinic. Students enrolled in this program are to accumulate 1,000 hours of instruction, which mandates a very good attendance record. Upon completion of the 1,000 hours, the student is encouraged to take the state examinations. This consists of two parts: one practical and one written.

### **BOC9515/9516 - Early Childhood Education**

2 year program

40 weeks, 3 credits/year

Early Childhood Education is a one or two-year program open to all students in their junior and senior year. The preschool, a critical component of the program, is used to observe children and to facilitate student instructional experience. Students completing this program will be trained as general early childhood workers. They will be prepared to complete the Child Development Associate credential with from 218 to 284 hours of the required 480 hours. They will also share an almost complete portfolio, another requirement for this credential. The student will be prepared to continue their education at a two-year or four-year college. Students who maintain an average of 85% for two years are able to earn up to nine college credits between NCCC of nine credits and GCC.

### **BOC9517/9518 - Electricity/Electronics**

2 year program

40 weeks, 3 credits/year

A two-year program that allows students the opportunity to attain entry level job skills and/or prepare for additional in-depth training in the Electricity/Electronics field. Students will first study Consumer/Industrial electronics and then progress to Electrical Construction techniques. Students will be given job-seeking skills and assisted in finding employment near the end of the second year.

### **BOC9519/9520 –Culinary Arts**

2 year program

40 weeks 3 credits/year

Students in this program will be exposed to the variety of careers available within the food service and food preparation field. By actual participation, students will become familiar with the workings of a modern kitchen while preparing foods of various types. This training will prepare them for future employment in both preparation and serving. This program will also qualify students for acceptance at postsecondary schools specializing in training necessary to become master chefs, restaurant managers and owners or to become instructors of food services trades.

### **BOC9521/9522 - Graphic Communications**

2 year program

40 weeks, 3 credits/year

The Graphic Communications program is a PrintED certified training program, sponsored by the Printing Industries of America – it is the only printing accreditation program for school which gives professional direction to meet industry’s standards. The PrintED certification benefits students with better job placement; more focused learning and recognized certification by the national printing industry. Areas of completion are Introduction to Printing, Basic Offset Press and Digital Image Preparation. This program combines two one-year programs, Digital Design Media and Offset Printing. Half of each program is offered each year.

### **BOC9523/9524 - Health Occupations Technician**

2 year program  
40 weeks, 3 credits/year

Health Occupations Technician (H.O.T.) is a two-year program that meets daily for two hours and forty minutes. Starting with the Health Occupations Core that gives students their high school Health credit, the curriculum will be expanded to allow the student experience and exposure to multiple health fields. Being multi-skilled in the health fields is beneficial to job opportunities. The H.O.T. program will allow the student employment in multiple entry-level jobs within the health field as well as provide the foundation to pursue further education in one of over 400 health care professions. Students should expect classroom time to be spent with theory, related activities, and skills practiced in the classroom clinical lab. In the second year, the clinical experience will be expanded to other sites outside the classroom.

### **BOC9501/9502 - Heavy Equipment-Diesel Mechanics**

1 or 2 year program  
40 weeks, 3 credits/year

Heavy Equipment/Diesel/Agricultural Mechanization is a two-year program open to all high school juniors and seniors. Students who have found an interest in working with machines and wish to pursue a mechanics oriented career should consider this program. Machines make our world “go around”. Trucks and tractors, automobiles, forklifts, backhoes and bulldozers, hydraulic assembly line conveyors, and lawnmowers. All of these machines would soon come to a stop without competent, skilled mechanics to keep them repaired and properly operating.

### **BOC9525/9526 - Precision Machine Technology**

1 or 2 year program  
40 weeks, 3 credits/year

The Precision Machine Technology program is two years in length and is designed to develop skills that will allow graduates to obtain employment in the machining industry. The program emphasis is on machine set-up and operating skills, and the development of attitudes necessary to remain employed in the metalworking field. The first year of the program will be divided into two parts. One third of the student’s time will be spent in shop terminology and blueprint reading. The other two-thirds of the time will be operated as a job shop. The student will gain experience on all the machines during the first year. The second year of the program consists of working on a project of a more complex nature.

### **BOC9529/9530 - Security and Law Enforcement**

2 year program  
40 weeks, 3 credits/year

Crime is a fact of life. It is not going to go away and has generally shown an increase over the past several decades. Public security may include federal, state, county and local police agencies, transportation and public housing agencies, and prisons. Private security may include bodyguards, shopping malls, hotels and motels, recreational, industrial plants, and stores. These are just a few of the many opportunities where security personnel find employment. This course is open to all students who are interested in a career with the public or private security agencies. During the course, students will not only receive instructional theory, but will also practice some methods of security. Field trips to local courts, central police services, various law enforcement agencies, and prisons will be a part of the program.

### **BOC9561/9562 - Welding**

2 year program  
40 weeks, 3 credits/year

The Welding course is designed to develop skills in all areas of welding and metal fabrication but most specifically those areas where there is the greatest employment potential. Approximately one quarter of the course is devoted to metal fabrication methods and the production of welded items. The class is set up with a structured step-by-step order for moving through the various welding methods and processes. Students will be required to complete pieces representing various metal joints and in different positions. Fabrication will take place during the welding process for a majority of their class time.

## BOCES Academic Credits

Three academic courses are offered at the Career & Technical Centers that help students fulfill their obligations toward graduation. Only two of the following three credits can be awarded. **Students are required to take these at Medina High School if there is time in their schedule.**

### Technical Mathematics

2 year program

40 weeks/year, 1 credit awarded at the end of two years

**Prerequisite:** Successful completion of two Math courses, including Integrated Algebra

This curriculum was created for the integration of technical mathematics over two years within the Career and Technical Education class. Students will understand mathematics as it is applied to the occupational component and will become mathematically confident by communicating and reasoning mathematically by applying mathematics in their occupational program with real-world applications, settings and proficiency. Problem-solving through integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry will all be covered as it relates to the student's program area.

### Technical Science

2 year program

40 weeks/year, 1 credit awarded at the end of two years

**Prerequisite:** Successful completion of two Science courses, including the Living Environment

This curriculum was created for the integration of technical science over two years, within the Career and Technical Education class. Students will understand Science as it is applied to the occupational program content. Students will understand and apply scientific concepts, principles and theories as it is related to their specific occupational program. They will also work with the integrations of chemistry, physics and life sciences as it relates to the physical setting and living environment. They will also make connections to non-science disciplines such as mathematics, history and language arts. The course is designed to meet the needs of a diverse population, teach science processes and proven actual hands-on experience.

### Technical Communications (Writing)

2 year program

40 weeks/year, 1 credit awarded at the end of two years

This curriculum was developed for the integration of English within our Career & Technical Education (CTE) classes and addresses current ELA Standards for Technical Communications/Technical Writing. This curriculum offers a broad selection, over two years, of assignments, that will allow the student to build proficiency in each specific area. Included are assignments that range from technical writing, note taking/listening skills, essay writing specific to the CTE program and business letters, as well as creating a detailed portfolio and creating a detailed set of instructions for performing a specific job task. These lessons and assignments will be presented to students as reflected within their individual CTE classes and are not to be treated as stand-alone English assignments.

## Glossary of Terms

**Unit of Credit:** The value given to a course which is pursued five (5) periods a week for a minimum of 40 minutes for each period for a school year and involving an equal amount of time in preparation outside of the classroom. Laboratory courses and music may require extra class time.

**Semester:** One-half of a school year, usually 20 weeks.

**Marking Period:** One-quarter of a school year, usually 10 weeks.

**One-half unit of Credit:** Usually granted for the successful completion of a subject studied one period a day for one semester, or two or three times a week for one year (i.e., Physical Education).

**Required Subjects or Constants:** Those courses taken for graduation. These are courses that all students must take to meet New York State and/or local school district requirements.

**Electives:** Courses that are not required of all students but are chosen by the student.

**Pre-requisites:** The requirements that a student must meet in order to be eligible to take a given course.

**Dual Credit:** Credit given for a course by both Medina School District and a local college.

**Regents' Diploma:** A diploma that is awarded by the New York State Education Department that indicates that the student has accumulated enough credits, has satisfactorily completed all required courses and has passed five required examinations with a 65% or better.

**Advanced Regents' Diploma:** A diploma that is awarded to the student who has met the criteria for a Regents' diploma and who has passed an additional 3-4 Regents' examinations with a 65% or better.