Thomas R. Proctor High School



Program of Studies 2017-2018

Thomas R. Proctor High School

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Program of Studies 2017 - 2018

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English

The Common Core Learning Standards (CCLS) emphasize much higher level comprehension skills than previous standards. "This document replaces the No Child Left Behind initiative which required educators to focus on the expectations of the National Reading Panel. When NCLB became the law of the land there was zero emphasis on writing. Writing was not even mentioned in those mandates. In the new CCLS the emphasis on writing standards is parallel to and equal to the emphasis on reading which will be assessed through writing, making writing even more critical. The CCLS expectations reveals that today's document places a much stronger emphasis on higher level comprehension skills. Even young children are asked to analyze multiple accounts of an event, noting similarities and differences in the points of view presented, assessing the warrant behind people's ideas. Student readers of today are asked to integrate information from several texts, to explain the relationships between ideas and author's craft" (Pathways to the Common Core 2012). All English classes, regardless of level, are aligned to the new CCLS for the state of New York in reading, writing, speaking and listening for information and understanding; literary response and expression; critical analysis and evaluation; and social interaction. Each class, at every level uses a local examination of the completion of the course.

All students must satisfy a competency requirement in both reading and writing. This requirement may be met in one of the following ways:

- Achieving a passing grade on the Common Core English exam.
- Completing the course of study and taking the corresponding examination in Advanced International Certificate of Education (AICE) English exam (minimum score of E), Advanced Placement Language and Composition exam (minimum score of 3), Advanced Placement Literature and Composition exam (minimum score of 3), International Baccalaureate English A1 Standard Level exam (minimum score of 4), or International Baccalaureate English A1 Higher Level exam (minimum score of 3).

Students failing to meet the reading and writing score requirements in any of the ways described above by the second semester of their junior year must be enrolled in the appropriate level of remedial sections of reading and/or writing (see Academic Intervention Services (AIS) language arts course).

ENGLISH COURSES:

English 9 CC

Students are introduced to the various literary genres from a diverse number of sources: poetry (including the epic), short stories, drama, novels (including short fiction), and short non-fiction. The literature provides continuous practice in the development of reading comprehension skills and serves as the source for the development of basic competency in the completion of fundamental writing tasks. A review of grammar and punctuation is included in writing instruction that emphasizes paragraph development and whole essay planning. Writing activities provide instruction and review in spelling, vocabulary development, and language use. Classroom

discussions of the literature provide the basis for development and refinement of both speaking and listening skills. Grade 9H classes are offered to students who need to have more intensive instruction based on performance on the grade 8 ELA assessments and in developmental English courses in grades 6-8.

Recommended Grade Level: 9

Prerequisite: Completion of English 8

Evaluation: Local exam at the conclusion of the year

Credit: 1 unit - 1 year

English 9 CC Honors

The English 9 Honors course will focus on the four NYS Learning Standards. Students will read, write, listen, and speak for information, literary response, critical analysis, and social interaction. Various literary genres will be covered including short stories, novels, poetry, and drama. An emphasis will be placed on writing instruction including grammar, vocabulary development, sentence fluency, and paragraph organization. This is an intensive and rigorous level course work.

- Prerequisite: A score of level 3 or higher on the Grade 8 ELA Assessment, a final Grade 8
 English course grade of a 90 or greater and a score of 85 or greater on the Grade 8 final
 exam
- Evaluation: Local exam at the conclusion of year

• Credit: 1 unit - 1 year

Student must maintain an 80 average in order to remain at the Honors level

English 10 CC

Students continue to study various literary genres: poetry (as it relates to larger pieces of literature), short stories, drama, novels (including short fiction), and short non-fiction. The literature from a diverse number of sources provides continuous practice in the development of reading comprehension skills and serves as the source for the development of basic competency in the completion of fundamental writing tasks. Students begin review of the four essay tasks as given on the Comprehensive Regents Exam in English. A review of grammar and punctuation is included in writing instruction that emphasizes paragraph development and whole essay planning. Writing activities provide instruction and review in spelling, vocabulary development, and language use. Classroom discussions of the literature provide the basis for development, and refinement of both speaking and listening skills.

Recommended Grade Level: 10

Prerequisite: Completion of English 9

• Evaluation: Local exam at the conclusion of the year

Credit: 1 unit - 1 year

English 10 CC Honors

The 10th Grade English Honors course will focus on the four NYS Learning Standards. Students will be introduced to various literary genres: the short story, the novel, poetry, drama, and non-fiction. Students will develop reading and comprehension skills, critical analysis and evaluation, and mastery in various forms of writing tasks. Teachers will provide the opportunity for students to explore and become proficient in critical thinking and writing skills. A writing portfolio will be kept. This is an intensive and rigorous level course work.

- Prerequisite: Completion of Grade 9 English Honors with an 85 or greater and a score of 85 or greater on Grade 9 English Honors final exam or completion of 9th Grade English with a 90 or greater and an 85 or greater on 9th Grade English final exam
- Evaluation: Local exam at the conclusion of year
- Credit: 1 unit 1 year
- Student must maintain an 80 average in order to remain at the Honors level

English 11 CC

Students are involved in intensive reading, writing, and listening activities as part of the curriculum in preparation for taking the Comprehensive Regents Exam in English. Students enrolled in English 11 are required to take this Regents exam in January. Passing this exam is a graduation requirement. All students, regardless of passing the Regents exam, must take the final exam (locally developed) at the completion of the year.

- Recommended Grade Level: 11
- Prerequisite: completion of English 10
- Evaluation: Regents exam and local examination at the conclusion of the year
- **Credit:** 1 unit 1 year

English 11 CC Honors

This course offers a balance for students who are not interested in pursuing academics on the 11 AP level, by providing an opportunity to continue with the grade 9 and 10 honors track. Curriculum work includes but is not limited to: short stories, novels, poetry, nonfiction, and a variety of writing approaches including Argumentative and Analytical writing. Throughout the year, students will prepare for the New York State Common Core exam in English while working diligently to increase critical writing and reading skill levels. The course will prepare students for advanced academic work without the added stress of the AP test. This is an intensive and rigorous level course work. level course work.

- Recommended Grade Level: 11
- Prerequisite: Completion of Grade 10 Eng. Honors with an 85 or greater and a score of 85 or greater on Grade 10 English Honors final exam or completion of 10th Grade English with a 90 or greater and an 85 or greater on 10th Grade English final exam
- Evaluation: Regents exam and local examination at the conclusion of the year
- Credit: 1 unit 1 year

AP English 11

Advanced Placement English Language and Composition is a course designed for students to develop their skills as readers and writers in a variety of prose from different periods, disciplines and rhetorical contexts. Students will read complex and mature texts that will develop their analytical skills. Students will write in a variety of forms such as, narrative, exploratory, expository and argumentative. There is an emphasis on correct grammar usage and highly developed vocabulary understanding. The course will culminate in the AP exam and completion of the English Regents exam. Students are selected based on courses and teacher recommendation.

- Recommended Grade Level: 11
- Prerequisite: Completion of English 10 with a minimum grade of 90
- Evaluation: AP exam in English Language and Composition in May; Regents exam and local final exam in June
- Credit: 1 unit 1 year

English 12

This course is designed for the senior student who needs to develop practical abilities in the English language arts. A wide range of reading is included in the course from various authors and genres to encourage the habit of recreational reading, but the emphasis of the course is also directed toward communication skills necessary for various vocations. Corrective work is generally necessary in writing skills and this is complemented by work in developing critical reading, viewing, and listening skills demanded by the use of newspapers, magazines, television, and film. There are short papers and research projects that require using some library skills.

Recommended Grade Level: 12

Prerequisite: English 11 course credit
 Evaluation: Local final exam in June

Credit: 1 unit - 1 year

AP English 12

AP Literature and Composition is a college-level course for students who have demonstrated superior academic achievement and skills. The course literature is comprised of a wide range of authors, genres, and periods. However, the emphasis is on an in-depth study of poetry and prose as a means of developing the ability to analyze, interpret, and evaluate works of literature at the college level, as tested on the AP exam. Each student writes a variety of analytical and critical papers each marking period, including a research-based paper.

• Recommended Grade Level: 12

- Prerequisite: English 11 or 11 AP with a minimum course grade of 90 and a minimum of an 85 on the Common Core English Regents exam
- Evaluation: AP exam in Literature and Composition in May; local final exam in June

• **Credit:** 1 unit - 1 year

SUPA English 12

Syracuse University Project Advance (SUPA) is a dual-credit course in conjunction with Syracuse University. There is a substantially reduced tuition cost required. Financial aid is available. The course teaches critical writing and reading skills to 12th grade students and emphasizes strategies students can use to develop as critical readers, writers and thinkers. The course challenges students to understand that effective communication requires the understanding of many complex factors. Students will also study texts that bring awareness to the community around them. Both formal and informal writing will be required.

- Prerequisite: Seniors with an overall grade average of 85+ in their Junior year
- Credit: 1 unit 1 year

ELA Academic Intervention Services (AIS) Program

As mandated by the State of New York Education Department Regulations (Part 100), students who are identified as being at-risk of not meeting state standards on the Common Core Examination in English taken in June of the junior year must be enrolled in a course that will address their needs in order to be successful on this exam. Each level of this program stresses basic language arts, reading, and writing skills. Once entered into the program, students can only exit from the program by passing the Common Core Examination in English or the Regents Competency Test (RCT) (for students with disabilities after sitting for the Regents exam). Each level of this program is designed to address the needs of students in a progressive manner. Students will be placed in the appropriate level language arts class commensurate with the cohort year upon entering grade 9. ELA Academic Intervention Services are instructional support services above and beyond English coursework and are noncredit bearing courses. Each level is scheduled for one year.

ELA Academic Intervention Services Eligibility:

- Receiving a level 1 or level 2 on the Grade 8 ELA assessment (state mandated)
- Entering a NYS school for the first time since grade 9 (example: student comes from a state without state-wide writing assessments)
- Teacher recommendation after grade 9 (if student did not exhibit sufficient abilities on the grade 8 assessment)
- Receiving a grade under the mandated passing level of diploma—applies to grade 11 and grade 12 students
- No score on the grade 8 ELA assessment (incoming freshmen) or no score from another NYS school for Comprehensive English Regents exam

Language Arts Lab 9 (AIS): Students work on developing reading, writing, and vocabulary skills as needed in their developmental English 9 class. All literature and thematic units are based on improving the overall language arts skills needed to be successful. Students who are enrolled in English 9 classes should be assigned to this level.

Language Arts Lab 9 SE (AIS): Students work on the same skills as Language Arts 9, but they do so with the same teacher as their English 9CC class. This course is in conjunction with Transitional Grade 9 English classes.

Language Arts Lab 10 (AIS): Students begin working with specific Regents-related writing tasks during this year. Specific exam review books and assignments are given to practice the specific writing skills necessary to complete writing tasks. Students who have taken Language Arts 9 and are enrolled in English 10CC should be assigned this level.

Language Arts Lab 11 (AIS): Students begin working with specific Regents-related writing tasks during this year. Specific exam review books and assignments are given to practice the specific writing skills necessary to complete writing tasks. Students who have taken Language Arts 10 and are enrolled in English 11 CC should be assigned this level.

Language Arts Lab 12: Students enrolled in the course the first semester will take the Common Core exam in English in January. If a student does not achieve a passing score, the student will remain enrolled at this level until such time as a passing score is achieved on the required assessment needed for graduation (Common Core or RCT). Students will take the appropriate assessment in June. Students who were identified by one of the above listed criteria will be able to exit the program with a passing score on the appropriate assessment. Students must be assigned to this course for as many semesters as needed to reach a passing score as per Part 100 of the New York State Education Department Regulations.

English as a New Language (ENL)

English as a New Language (ENL), also referred to as English to Speakers of Other Languages (ESOL) is a specific discipline. An ENL approach to English instruction recognizes that English is not the home language of the student. It is attentive to the problems in English confronted by English language learners. ENL instruction focuses on development of overall communicative and linguistic competence in listening, speaking, reading and writing English. Attention to each of these modalities constitutes an integral part of all ENL instruction as the student moves from lower to higher levels of language proficiency learning in the ENL program. ENL instruction is provided to individual students at the level most appropriate for them. The ENL program includes the five levels of instruction: entering, emerging, transitional, expanding, and commanding. A student must demonstrate mastery of the instructional objectives of a specific level and achieve the next level of English language proficiency on the NYSESLAT before advancing to a higher level.

- Recommended Grade Level: 9-12
- Prerequisite: Identified as English language learners
- Evaluation: Local and state exam New York State English as a Second Language Assessment Test (NYSESLAT)

ENL 1A Bridges

This course is designed for students with interrupted and limited formal education (SLIFE) and low literacy in their home language in the entering stage of English Language acquisition. The students are taught within the framework of the NYS Common Core Learning Standards. The emphasis in this course is placed on acquiring foundational skills and content through the use of literacy strategies and trade books. The focus is on using oral language and home language to acquire content as well as developing reading and writing through specific tasks and project-based learning. This course uses an integrated thematic curriculum developed by the graduate studies team at CUNY. This class meets for two periods every day.

• Credit: 1 unit - 1 year(1 ELA credit, 1 elective credit)

ENL 1B

This course is designed for students at the mid-range of the beginning level of English Language Proficiency who scored Entering and Emerging on the NYSESLAT. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. There is an emphasis on listening, speaking, reading, and writing skills. This class meets for two periods every day.

• Credit: 1 unit - 1 year(1 ELA credit, 1 Elective credit)

ENL_{1C}

This course is designed for students at the high range of the beginning level of English Language Proficiency but may include all beginning levels depending on individual student needs. Students at this level scored Entering and Emerging on the NYSESLAT. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. There is an emphasis on listening, speaking, reading, and writing skills. This class meets for two periods every day.

• Credit: 1 unit - 1 year(1 ELA credit, 1 Elective Credit)

ENL 2A

This course is designed to meet the needs of English Language Learners at the early intermediate level of English language proficiency. Students will receive instruction in listening, writing, reading, and speaking. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Students at this level are categorized within the NYSESLAT Emerging and Transitioning range. This class meets for two periods every day.

Credit: 1 unit - 1 year(1 ELA credit)

ENL 2B

This course is designed to meet the needs of LEP/ELL students at the mid-range intermediate level of English Proficiency. Students within this level are identified in the NYSESLAT Emerging and Transitioning range. The students will receive instruction in listening, speaking, reading, and writing. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. The class meets for two periods every day.

Credit: 1 unit - 1 year(1 ELA credit)

ENL 2C

This course is designed for students at the high intermediate level of language proficiency. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Students at this level are categorized as Transitioning on NYSESLAT. The class meets for two periods per day.

Credit: 1 unit - 1 year(1 ELA credit)

ENL 3

This course is designed for the 9th grade students in the Expanding Level of English Language Proficiency based on the NYSESLAT. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. There is an emphasis on listening, speaking, reading, and writing skills. Students in this class are also placed in grade appropriate English classes. The class meets for two periods every other day.

• **Credit:** 1 unit - 1 year(1 Elective credit)

ENL 4

This course is designed for the 10th grade students in the Expanding Level of English Language Proficiency based on the NYSESLAT. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. There is an emphasis on listening, speaking, reading, and writing skills. Students in this class are also placed in grade appropriate English classes. The class meets for two periods every other day.

• Credit: 1 unit - 1 year(1 Elective credit)

ENL Regents 2

This course is designed for Emerging and Transitioning students who will be taking the Common Core Exam in English Language Arts in Grade 11 for the first year. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Smaller class sizes and veteran teachers provide intense ELA preparation. The class meets for two periods per day.

• Credit: 1 unit - 1 year(1 ELA credit)

ENL Regents 2 Intensive

This course is designed for English language learners who have taken the English Language Arts Exam but did not pass it yet. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Smaller class sizes and veteran teachers provide intense ELA preparation. The class meets for two periods per day.

• Credit: 1 unit - 1 year(1 ELA credit)

ENL Regents 3

This course is designed for students at the Expanding level of proficiency who will be taking the English Language Arts Common Core Exam. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Smaller class sizes and veteran teachers provide intense ELA preparation. Students are also required to take a grade appropriate English course. The class meets for two periods every other day.

• Credit: 1 unit - 1 year(1 Elective credit)

ENL 12

This course is designed for college bound seniors who have passed the English Language Arts exam. The students are taught by a SUPA certified teacher within the framework of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. There is an emphasis on listening, speaking, reading, and writing skills in preparation for college and/or the workplace. The class meets for two periods every other day.

• Credit: 1 unit - 1 year(1 ELA credit)

ENL Lab (9-10)

This course provides additional linguistic support to 9th and 10th grade students who achieved Commanding level of English proficiency.

• Credit: N/A ENL Lab (11-12)

This course provides additional linguistic support to 11th and 12th grade students who achieved Commanding level of English proficiency.

• Credit: N/A

Native Language Arts - Spanish for Native Speakers

This course is designed for the native Spanish speakers who still receive ENL services as well as those who exited ENL. The students are taught within the framework of the New York State P-12 Common Core Learning Standards for Language Arts & Literacy. There is an emphasis on listening, speaking, reading, and writing skills. Students in this class are in the various levels of the NYSESLAT and may be in grade appropriate English classes. The class meets for one period per day.

• Credit: 1 unit - 1 year (world language credit)

Sheltered Content Courses

Sheltered content courses are offered in math, social studies and science. These classes are designed for English language learners who need extra support. Some sheltered courses are taught by content teachers who have received training in teaching ELLs, while others are co-taught by a content teacher and an ESOL teacher. The student make-up is solely ELLs. Students enrolled in sheltered courses must fulfill NYS Regents requirements for graduation.

Fine Arts

ART COURSE FLOW CHART 2017-2018

SEQUENCE

Art 1- Studio Art

Recommended Grade Level: 9-12

Prerequisite: None

Evaluation: Portfolio, Local Examination 1 unit - 1 year *Required for Art sequence

Art 2 - Drawing and Painting

 $\textbf{Recommended Grade Level:}\ 10,11,12$

Prerequisite: Passing score Art 1

Evaluation: Portfolio Review

Local Examination

1 unit - 1 year *Required for Art sequence

Communication & Design

Recommended Grade Level: 11,12

Prerequisite: 85+ Art 1, Art 2 **Evaluation**:Portfolio, Local Exam

1 unit – 1 year

Ceramics/Sculpture

Recommended Grade Level: 11, 12

Prerequisite: 85+ Art 1, Art 2

Evaluation: Project Review

Critique and Evaluation

1 unit - 1 year

Advanced Independent Art

Recommended Grade Level: 11, 12

Prerequisite: Art 1, Art 2, Portfolio Review, Instructor and Department Head Approval

Evaluation: Portfolio Critique and Evaluation

Local Examination

1 unit - 1 year

Studio in Photography (MVCC)

Creativity in the Arts (MVCC)

Fashion Design

Art

Description

The art curriculum at Thomas R. Proctor High School is designed to fulfill the needs of many students interested in following an art sequence or who might be considering a career in the visual arts. Students who plan to continue taking art courses after Art 1 are strongly encouraged to consult with the art faculty regarding their schedules.

Course Offerings

Art 1 – Studio in Art Art 2 – Drawing and Painting Communication and Design Ceramics/Sculpture Photography (MVCC) Fashion Design Advanced Independent Study

Minimum Requirements

A student first entering Grade 9 in 1985 and thereafter, shall have earned one (1) unit of art and/or music to receive either a Regents or local high school diploma.

Diploma Requirement

Art 1 is the course recommended to meet the one unit of credit for the graduation requirement. For students wishing to obtain a sequence in Art, the following options are available:

Three-Unit Sequence in Comprehensive Visual Arts

To receive Regents credit for this sequence, students must pass the foundation courses Studio in Art and Drawing and Painting, and at least one additional unit of credit in Art selected from the department offerings.

Five-Unit Visual Arts Education Sequence

To receive Regents credit for a five-unit visual sequence, students must pass Studio in Art and Drawing and Painting and earn at least three additional units of credit in advanced courses selected from department offerings.

Studio in Art (Art 1)

Studio Art allows students who are interested in Art to acquire the 1 credit required in the Arts for graduation. The course is designed to address areas, which will allow for students to develop a better understanding of the aesthetics and appreciation of art through the exploration and examination of culture, history and artistic media and tools. An appreciation of the impact of art today and career exploration will be emphasized. It is a course, which is involved with utilizing studio techniques to create art projects as well as the appreciation of other art and artists. Emphasis is placed on using the Elements and Principle of Design and their manipulation in a work of Art. Both two and three-dimensional projects are employed to stimulate the students' ability to think critically and make judgments about the art world.

- Credit: 1 unit 1 year
- Recommended Grade Level: 9-12
- Prerequisite: None
- Evaluation: Local Examination, Portfolio Review

Drawing and Painting (Art 2)

Drawing and painting is a second year, two-semester course open to students who have completed Studio in Art. This course covers the principles and techniques of the artist in the development of drawing and painting. Structure, design and all the elements of art are explained, demonstrated, and utilized first in drawing and then in painting, with utmost stress being placed on the creative aspects of every problem. A variety of drawing media such as pencil, charcoal, chalk, and pen are utilized. In painting, watercolor, acrylics, as well as mixed media are used. Attention is given to still life, figure drawing, observations, drawings, landscape, and the use of sketchbooks. Field trips to museums are incorporated into the program whenever possible.

The basic theories and techniques of color perspective, drawing, and design learned in Art 1 are applied to create finished art projects suitable for use in their portfolio. Students are expected to create and finish ten (10) pieces of work for their portfolio.

- Recommended Grade Level: 10, 11, 12
- Prerequisite: Studio in Art (Art 1) and Recommendation by the Instructor
- Evaluation: Portfolio review, local examination
- Credit: 1 unit 1 year

Ceramics/Sculpture

Ceramics is open to all students who have completed Art 1 and Art 2. It is an elective course designed to familiarize students with wedging, building shapes and forms, slip painting, loading and unloading the kiln, and throwing a pot on a Potter's wheel. It is definitely a hands-on, get involved course in creating two and three-dimensional forms and allows students the opportunity to combine and explore themselves functional and non-functional products, as well as other 3-Dimensional exploration/materials.

- Recommended Grade Level: 11, 12
- Prerequisite: Studio in Art (Art 1) and Drawing and Painting (Art 2)
- Evaluation: Project review, critique, and evaluation
- Credit: 1 unit 1 year

Studio in Photography (MVCC)

Studio in Black and White Photography is an advanced course for students who have completed Studio in Art (Art I) and Drawing and Painting (Art II), or, by special permission of the Art Department. This course is designed to teach students the technical and creative elements of the camera and the darkroom and to help students to consider Photography as an art form and as a possible vocation. Although the student must become familiar with the technical aspects of the camera and the darkroom, the emphasis will remain with Photography as a creative form of communication and composition. The student should have access to a 35mm camera to gain a maximum of experience from this course. Darkroom materials are provided, but printing paper and film expenses have to be assumed by the student.

- Recommended Grade Level: 11, 12
- Prerequisite: Art Appreciation, Studio Art and Drawing and Painting
- Evaluation: Local exam and portfolio review
- Credit: 1 unit 1 year, MVCC course credit earned with a B or higher final average

Creativity in the Arts (MVCC)

This course introduces students to the fundamental principles of creativity with an emphasis on understanding historically significant art styles. Students explore various types of visual expression and apply creative problem-solving principles to both two-dimensional and three-dimensional projects in a variety of media. Students are introduced to the masters, practices, and careers of painting, sculpture, graphic arts, graphic design, animation, film, digital media, illustration, and photography.

- Recommended Grade Level: 11, 12
- Prerequisite: grade of 85+ in Art 1 and Art 2
- Evaluation: Portfolio critique, evaluation, and local examination
- Credit: 1 unit 1 year, MVCC course credit earned with a B or higher final average

Fashion Design

This course is designed to introduce students to the world of fashion design. This course will provide students with the opportunity to experience the development of apparel from sources of inspiration to a finished product. Application of the elements and principles of design will be used to create fashion illustrations and garments. This course will include an overview of the history of fashion trends, designers, terminology, fashion illustration, basic sewing, and design apparel.

- Recommended Grade Level: 11, 12
- Prerequisite: grade of 85+ in Art 1 and Art 2
- Evaluation: Portfolio critique, evaluation, and local examination
- Credit: 1 unit 1 year

Advanced Independent Art

Independent Art is a course for students who have completed all of the course offerings in the Department and wish to pursue an art career. It can be an advanced course in any of the areas that are offered, or a course, which will offer an opportunity to explore a field of art, which is not offered at Thomas R. Proctor High School. Portfolio for college admission is also completed. This course requires instructor and department head approval after a portfolio review. At that time, an independent program will be devised.

- Recommended Grade Level: 11, 12
- Prerequisite: Portfolio review, instructor and department head recommendation, Art 1, and Art 2
- Evaluation: Portfolio critique, evaluation, and local examination
- Credit: 1 unit 1 year

Music

CHOIR FLOW CHART 2017-2018

Music in Our Lives

Grade Level: 9 - 12 **Prerequisite:** None

Evaluation: Written Examination

1 unit - 1 year

Mixed Choir

Recommended Grade Level: 9-12
Prerequisite: Permission of Instructor
Evaluation: Performance Evaluation
1 unit - 1 year



Senior Choir

Recommended Grade Level: 10, 11, 12 Prerequisite: Successful completion of choir Evaluation: Performance Evaluation

1 unit - 1 year

Music

INSTRUMENTAL FLOW CHART

Music in Our Lives

Recommended Grade Level: 9-12

Prerequisite: None

Evaluation: Written Examination

1 Unit - 1 Year

9th & 10th Grade Band

Recommended Grade Level: 9, 10

Prerequisite: Permission of Instructor

Evaluation: Performance evaluation of the

students' musical growth

1 unit - 1 year



11th & 12th Grade Band

Recommended Grade Level: 11, 12

Prerequisite: Permission of Instructor

Evaluation: Performance evaluation of the students' musical growth

1 unit - 1 year

String Orchestra

Recommended Grade Level: 9-12

Prerequisite: Permission of Instructor (A list of student's names will be given to the counselors when scheduling is being done.)

Evaluation: Performance evaluation of the students' musical growth

1 unit - 1 year

Symphonic Orchestra

Recommended Grade Level: 9-12

Prerequisite: Permission of Instructor (A list of student's names will be given to the counselors when scheduling is being done.)

Evaluation: Performance evaluation of

the students' musical growth

1 unit - 1 year

Music Theory

Recommended Grade Level: 9-12

Prerequisite: Recommendation of

Instructor

Evaluation: Performance evaluation of

the students' musical growth

1 unit - 1 year

Independent Orchestra

Recommended Grade Level: 9-12

Prerequisite: See String/Symphonic Orchestra **Evaluation**: Performance evaluation of the

students' musical growth

1 unit - 1 year

Music

Introduction

The contribution of music to the curriculum is by nature a subjective one. Esthetic stimulus and response is the medium for communication. The objectives of the program of music are:

- To expand the ability to respond to music based upon the student's natural love for it, with greater and deeper understanding through knowledge of its melodic, rhythmic and harmonic properties and experience with the art. By perceiving the structural elements or by understanding the organizational concepts of music, the development of musicality takes place. Skill, knowledge, and insight are basic to musical growth.
- To emphasize the intellectual and emotive qualities of music by helping students recognize
 the means of expression most suitable to them and to offer them the opportunity to
 explore and develop their talents in music.
- To involve all students to the extent of their musical capacity, making them more sensitive, discriminating, and creatively aware individuals.
- To involve all students to the extent of their musical capacity, making them more sensitive, discriminating, and creatively aware individuals.
- To acquaint students with their musical heritage. The total music program includes the
 great folk music and classics of the non-Western as well as the Western world in order
 that appropriate recognition can be given to all artistic expression which has contributed
 to present day culture.
- To motivate students to explore a variety of musical literature in order that they may
 discover the value of music as a desirable mode of expression. An appropriate musical
 setting is established through a repertory to include not only music of the past but of the
 present as well.
- To help students finds values through esthetic experiences.

Mixed Choir

This course is designed to extend the students' knowledge of the vocal and choral techniques necessary for public performance. It develops the principles of proper voice technique and interpretation, which affect musicianship and musical style, including sight reading. All performances are a mandatory requirement of the course.

Recommended Grade Level: 9-12
 Prerequisite: Permission of instructor
 Evaluation: Performance evaluation

• **Credit:** 1 unit - 1 year

Senior Choir

This elective course is designed to give the student extensive opportunities in solo and group performance in and out of school. The class, organized as a choir, is the school's major vocal performing group, accomplishing extensive repertoire from all periods of music to fulfill student and performance needs. Emphasis is placed on the culmination and application of knowledge learned in Voice classes and/or Choir.

All performances are a mandatory requirement of the course.

Recommended Grade Level: 11, 12
 Prerequisite: Permission of instructor
 Evaluation: Performance evaluation

• Credit: 1 unit - 1 year

9th/10th Grade Band

Opportunity for musical development is provided by acquainting the student with good band literature. Small ensemble playing is also available. The band represents the school by means of concerts, appearances at athletic events, parades and community performances on special occasions. Private or group lessons are required. All performances are a mandatory requirement of the course.

• Recommended Grade Level: 9, 10

• Prerequisite: Permission of instructor

• Evaluation: Performance evaluation of the student's musical growth

Credit: 1 unit - 1 year

11th/12th Grade Band

Extension of musical development is provided by acquainting the student with advance band literature. Small ensemble playing is also available. The band represents the school by means of concerts, appearance at athletic events, parades and community performances on special occasions. Private or group lessons are required.

All performances are a mandatory requirement of the course.

Recommended Grade Level: 11, 12

Prerequisite: Permission of instructor

• Evaluation: Performance evaluation of the student's musical growth

Credit: 1 unit - 1 year

String Orchestra

This group meets every other day and provides students with beginning orchestral experience on their respective instruments over and beyond the practice demanded at home. Players are acquainted with quality orchestral music. Opportunity is provided for playing together in ensembles of all kinds. Public concerts provide the added experience of service to the school and community. Private or group lessons are required.

All performances are a mandatory requirement of the course.

- Recommended Grade Level: 9-12
- Prerequisite: Permission of instructor (a list of students' names will be given to counselors when scheduling is being done.)
- Evaluation: Performance evaluation of the student's musical growth
- Credit: 1 unit 1 year

Symphonic Orchestra

This group meets every other day and provides students with advanced orchestral experience on their respective instruments over and beyond the practice demanded at home. Players are acquainted with quality orchestral music. Opportunity is provided for playing together in ensembles of all kinds. Public concerts provide the added experience of service to the school and community. Private or group lessons are required.

All performances are a mandatory requirement of the course.

- Recommended Grade Level: 9-12
- Prerequisite: Permission of instructor (a list of students' names will be given to counselors when scheduling is being done.)
- Evaluation: Performance evaluation of the student's musical growth
- Credit: 1 unit 1 year

Music in Our Lives

This course allows students who are interested in Music to acquire the 1 credit required in the Arts for graduation. The course is designed to address areas, which will allow for students to develop a better understanding of the aesthetics and appreciation of music through listening, performing, using basic skills, composing, and technology. Guest speakers/educators/performers will be invited to share their musical experience with the students. Students will use the MIDI lab to fulfill the composing, performance, and technology aspects of the curriculum.

Recommended Grade Level: 9-12

• **Prerequisite:** None

• Evaluation: Written examination

Credit: 1 unit - 1 year

Independent Orchestra

This group provides students with advanced orchestral experience on their respective instruments over and beyond the practice demanded at home. Players are acquainted with quality orchestral music. Opportunity is provided for playing together in ensembles of all kinds. Public concerts provide the added experience of service to the school and community. Private or group lessons are required.

• Recommended Grade Level: 9-12

- **Prerequisite:** Permission of instructor (a list of students' names will be given to counselors when scheduling is being done.)
- Evaluation: Performance evaluation of the student's musical growth

Credit: 1 unit - 1 year

Music Theory

This course includes a review of the elements of music including staff and clefs, scales and key signature, time values/rhythmic patterns, musical terms, melody, intervals, cadences, chords, form, and non-harmonic tones through the realization of figured bass and the study of root position chords and their inversions. Student composition is highlighted with emphasis on form. The goal of this course is to instruct and familiarize serious music students in theory and musicianship in order to prepare them for entry into music institutions of higher learning.

Recommended Grade Level: 9-12

• Prerequisite: Recommendation by Instructor

• Evaluation: Performance evaluation of the student's musical growth

• Credit: 1 unit - 1 year

World Languages

Equipment and Teaching Aids

To help students achieve proficiency in communication, the World Language department has at its disposal the use of cassette recorders, overhead projectors, video players, DVD players, CD players, interactive software, SMART Boards, and, through appointment, use of the computer lab. These teaching aids have been integrated into instruction at all levels to increase opportunities for the development of students' language skills.

World Language Credit

1. Credit for study of less commonly taught languages by English dominant students.

Comprehensive Checkpoint B Examinations in the most commonly taught world languages, i.e., French, Italian, Spanish and Mandarin Chinese, are offered. When applied to less commonly taught languages, this section of the commissioner's regulations allows for the awarding of World Language credits if the language course or sequence is taught in accordance with the state syllabus and a Checkpoint B Comprehensive Examination is administered and completed successfully.

2. Credit for skills developed outside an English-speaking environment.

Students who have developed World Language communication skills outside an English-speaking environment most commonly include native speakers of languages other than English. Also included are English-dominant students who have either participated in foreign exchange programs or resided in other-than-English speaking environments as dependents of military or business personnel. In such cases, schools have the option of awarding world language credit based on a review of the student's education and residence in the other-than-English speaking environment. Schools may award up to three units of language credit for each year of documented school attendance and residence in an other-than-English speaking environment, provided the experience occurred at age 11 or older and that the residence resulted in direct contact with the environment and its people.

(A) As specified in Section 100.5 [d]. Schools may award up to 3 units of language credit for each year of documented school attendance and residence in an other-than-English speaking environment, provided that experience occurred at age 11 or older and that the residence resulted in direct contact with that environment and its people. No more than a total of 5 units of World Language credit may be awarded for school attendance and residence in an other-than-English speaking environment, regardless of the length of the experience. No credit may be awarded for residence in a bilingual home within an English-speaking environment because the amount of World Language learning which occurs in such situations cannot be predicted adequately.

Modern Language Study (French, Italian Spanish)

The approach to World Language by the staff of Thomas R. Proctor High School is one that is recommended by most World Language specialists in New York State. This approach stresses the communicative goals of the New York State syllabus and involves the frequent "revisiting" of a series of common topics. The constant review and expansion of these topics is known as "spiraling." Grammar topics are taught as they serve to satisfy the communicative needs of the students. Culture is taught as a context in which the language functions, as well as a manifestation of the creative energies and genius of the people who create it. At the basic and intermediate levels of each language, all World Language courses are Regents track.

Level 1R (A and B in grades 7 and 8)

The student will comprehend simple statements and questions. The student will comprehend the main idea of extended but simple messages and conversations. The student will be able to initiate and respond to simple statements and engage in simple face-to-face conversations within the vocabulary, structure, and phonology appropriate to the communicative situations and functions of this level. The student will have knowledge of some aspects of the target language's culture and will be aware of the existence of cultures other than his/her own. The student will be able to function in authentic, common, everyday situations

The student will demonstrate listening, speaking, reading, and writing proficiency at a level designated as "Checkpoint A" in the *Modern Languages for Communication: New York State Syllabus*. This proficiency will be demonstrable according to recognized state-approved standards in the 14 topic areas listed in the syllabus: personal identification, house and home, family life, community/neighborhood, physical environment, meal taking/food/drink, health and welfare, education, earning a living, leisure, public and private services, shopping, travel, and current events.

Recommended Grade Level: 9-12

Prerequisite: N/A
 Evaluation: Local exam
 Credit: 1 unit - 1 year

Level 2R

The student will comprehend simple statements and questions and the main idea of extended but simple messages and conversations. The student will be able to initiate and respond to simple statements and engage in simple face-to-face conversations within the vocabulary, structure, and phonology appropriate to the communicative situations and functions of this level. The student will have knowledge of some aspects of the target language's culture and will be aware of the existence of cultures other than his/her own. He/she will be able to function in authentic, common, everyday situations. The student will demonstrate listening, speaking, reading, and writing proficiency beyond the level designated as "Checkpoint A" in the *Modern Languages for Communication: New York State Syllabus* and draw closer to performance objectives of proficiency that the state has designated as "Checkpoint B."

This proficiency will be demonstrable according to recognized state-approved standards in the 15 topic areas listed in the syllabus: personal identification, house and home, services, family life, community/neighborhood, physical environment, meal taking/food/drink, health and welfare, education, earning a living, leisure, public and private services, shopping, travel, and current events. Instruction at this intermediate level prepares all students to acquire gradual linguistic sophistication.

• Recommended Grade Level: 9-12

• Prerequisite: The successful completion of the 1R World Language course or a passing grade on the Checkpoint A Comprehensive Examination in the target World Language

Evaluation: Local examCredit: 1 unit - 1 year

Level 3R

The student will comprehend short conversations on simple topics in everyday situations. The student will understand frequently used tense forms and word order patterns in simple sentences. He/she will sustain comprehension through contextual inferences in short communications on familiar topics with native speakers who are aware of the non-native status of the listener. The student will initiate and sustain a conversation at the level designated as "Checkpoint B" in the New York State Syllabus. He/she will be able to read simple narrative and descriptive authentic materials. He/she will write simple notes, letters, and short reports or narratives using elementary vocabulary and commonly encountered structures. The student will have knowledge of some aspects of the target language's culture and will be aware of the existence of cultures other than his/her own and will be able to function in authentic, common, everyday situations.

The student will have an understanding of cultures as systems of values that will evolve with time. He/she will be able to show how certain values are associated with certain behavior patterns in his/her own culture, as well as the culture of the target language. The student will demonstrate listening, speaking, reading, and writing proficiency at the level designated as "Checkpoint B" in the Modern Languages for Communication: New York State Syllabus. This proficiency will be demonstrable according to recognized state-approved standards in the 15 topic areas listed in the syllabus: personal identification, house and home, services, family life, community/neighborhood, physical environment, meal taking/food/drink, health and welfare, education, earning a living, leisure, public and private services, shopping, travel, and current events. Instruction at this level aims at fostering in all students the awareness of mastering the most essential aspects of one's chosen second language.

- Recommended Grade Level: 10-12
- Prerequisite: The successful completion of World Language courses 1R and 2R
- Evaluation: Checkpoint B Comprehensive Examination and Local exam
- Credit: 1 unit 1 year

Level 4/Dual Credit*

The student will be able to understand speech delivered with some repetition and rewording by a native speaker not used to dealing with foreigners. The student will be able to understand the essential points of discussions or presentations on familiar topics. The student will handle most communicative situations with confidence. He/she will read and understand most factual information in non-technical prose, some expository texts, and excerpts from literature. The student will be able to write letters and compositions, that are comprehensible to native speakers. Students will also be able to fully develop themes on literature they have read. Students will demonstrate an appreciation of the culture of the target language. Topics studied previously will be covered in greater depth through more sophisticated vocabulary and structures. Greater emphasis will be placed on interpersonal relationships in a variety of contexts and analytical and expository writing. Students will demonstrate listening, speaking, reading and writing proficiency at the level designated as "Checkpoint C" in the Modern Languages for Communication: New York State Syllabus. This proficiency will be demonstrable according to recognized state-approved standards in the 15 topic areas listed in the syllabus: personal identification, house and home, services, family life, community/neighborhood, physical environment, meal taking/food/drink, health and welfare, education, earning a living, leisure, public and private services, shopping, travel, and current events.

- Recommended Grade Level: 11-12
- Prerequisite: The successful completion of World Language 1R, 2R, 3R courses, including successful outcome on the Checkpoint B Comprehensive Examination.
- Evaluation: Local exam and MVCC Final Exam*
- Credit: 1 unit 1 year and 6 college credits* 1 year
 - *If "Dual Credit" arrangements have been made with Mohawk Valley Community College.

Level 5/Dual Credit*

The student will be able to understand and produce language in the most common contexts. Students will be able to engage successfully in communication with native speakers who have had only some occasion to confer with foreigners. The student will be able to understand, restate, and synthesize basic information learned from literary texts, journalistic articles, and the media. The student will be able to initiate and sustain conversations in the target language. Students will be able to ask for and deliver clarification of subject matter. Students will be able to create extended written work with normal errors typical of English speakers using the target language. Students will have deepened comprehension of the target culture, its history, and artifacts. Topics will be covered in depth through sophisticated vocabulary and grammatical structures. Greater emphasis will be placed on interpretive and analytical communication. Students will demonstrate listening, speaking, reading, and writing proficiency at the level designated at "Checkpoint C" or beyond in the Modern Languages for Communication: New York State Syllabus. This proficiency will be demonstrable according to recognized state-approved standards in the 15 topic areas listed in the syllabus: personal identification, house and home, services, family life, community/neighborhood, physical environment, meal taking/food/drink, health and welfare, education, earning a living, leisure, public and private services, shopping, travel, and current events.

- Recommended Grade Level: 12
- Prerequisite: The successful completion of 1R, 2R, 3R, 4 World Language courses.
- Evaluation: Local exam and MVCC Final Exam*
- Credit: 1 unit 1 year and 6 college credits* 1 year
 - * If "Dual Credit" arrangements have been made with Mohawk Valley Community College

Mandarin Chinese 1A/Dual Credit*

Mandarin 1A introduces students to the official language of the People's Republic of China (also of Taiwan and Singapore) in all its amazing facets. Focusing on Checkpoint A of the NYS syllabus, this course provides students who have no prior knowledge of Chinese, the tools they will need to further their study of Mandarin at the high school or college level. Students begin by learning the Pinyin system - the official Chinese phonetic spelling system to have a solid foundation of correct pronunciation habit (tones). Students learn to read and write Chinese characters in simplified form. Students will also be introduced to Chinese culture to make a connection with their daily life.

- Recommended Grade Level: 11-12
- Prerequisite: Successful completion of the Checkpoint B Comprehensive Examination and 3 year sequence in Spanish, French or Italian.
- Evaluation: Local exam and MVCC Final Exam*
- Credit: 1 unit 1 year and 6 college credits* 1 year
 - *If "Dual Credit" arrangements have been made with Mohawk Valley Community College.

Mandarin Chinese 1c

The student will continue with the level 1 course, further developing comprehension of simple statements and questions. Students will continue to develop comprehension of the main idea of extended but simple messages and statements. The student will also continue the study of Chinese culture and connect it to daily life.

This course is the third year of a three-year sequence that will be equivalent to Level 1 of language study. The Level 1 course is split into three years, 1a, 1b, and 1c, due to the degree of difficulty in learning the written characters and tonal differences of word and phrase meanings. This course continues and completes the teaching of Mandarin Chinese at the Checkpoint A level of the New York State Syllabus. The student will practice, review and refine the basic

grammatical concepts. Vocabulary will be expanded upon, and the student will converse in Chinese with other students and one-on-one with the teacher. The student will be expected to write a paragraph of at least 50 Chinese characters, without the use of pinyin, at the end of this course. Practice in listening and reading will also be stressed. The student at this level is preparing for the Checkpoint A Comprehensive Examination in June. Successful completion of this exam will provide students with a World Language credit.

- Recommended Grade Level: 9
- Prerequisite: The successful completion of Mandarin Chinese 1a and 1b in grades 7 and 8
- Evaluation: Checkpoint A Comprehensive Examination
- Credit: 1 unit 1 year

Mandarin Chinese 2R A

The student will enter the course with the basic concepts of foreign language learning, such as, comprehending simple statements and questions and the main idea of extended but simple messages and conversations. The student will build upon his/her vocabulary, grammar and character writing in Mandarin Chinese. This is approached through all four skill areas of language learning: speaking, listening, reading and writing. The student will begin to express him/herself with some degree of fluency and fluidity.

Mandarin Chinese 2A is the first year of a two-year sequence that will be equivalent to Level 2 of language study. The Level 2 course is split into two years, 2A and 2B, due to the degree of difficulty in learning the written characters and tonal differences of word and phrase meanings. This course continues the teaching of Mandarin Chinese beginning at "Checkpoint B" of the New York State Syllabus. The student will have knowledge of some aspects of the Chinese culture and will be able to function in authentic, common, everyday situations. Instruction at this intermediate level prepares the student to acquire gradual linguistic sophistication.

- Recommended Grade Level: 10
- Prerequisite: The successful completion of Mandarin Chinese 1a, 1b, 1c (in grades 7, 8, and 9) and the successful completion of the Checkpoint A Comprehensive Examination in Mandarin Chinese.
- Evaluation: Local examCredit: 1 unit 1 year

Mandarin Chinese 2R B

The student will continue with the level 2 course, continuing to develop the basic concepts of foreign language learning, such as, comprehending simple statements and questions and the main idea of extended but simple messages and conversations. The student will continue to build upon his/her vocabulary, grammar and character writing in Mandarin Chinese. This is approached through all four skill areas of language learning: speaking, listening, reading and writing. The student will continue to express him/herself with an increased degree of fluency and fluidity.

Mandarin Chinese 2B is the second year of a two year sequence that will be equivalent to Level 2 of language study. The Level 2 course is split into two years, 2A and 2B, due to the degree of difficulty in learning the written characters and tonal differences of word and phrase meanings. This course continues the teaching of Mandarin Chinese at "Checkpoint B" of the New York State Syllabus. The student will have knowledge of some aspects of the Chinese culture and will be able to function in authentic, common, everyday situations. Instruction at this intermediate level prepares the student to acquire gradual linguistic sophistication.

- Recommended Grade Level: 11
- Prerequisite: Successful completion of Mandarin Chinese 1a, 1b, 1c (in grades 7, 8 and 9) and 2R A courses.
- Evaluation: Local examCredit: 1 unit 1 year

Mandarin Chinese 3R

This course focuses on the advancement of the four skills of language learning: speaking, listening, reading and writing. It is designed to increase proficiency so that students are capable of communicating with a native speaker in such areas as socializing, obtaining information and expressing personal feelings. Grammar and vocabulary are studied through a variety of activities that deal with these areas. Increased emphasis will be placed on the writing of Chinese characters to expand the student's ability to write in Chinese. Students at this level are preparing for the Checkpoint B Comprehensive Examination in June. Successful completion of this exam will provide students with a World Language sequence thus fulfilling one of the Advanced Designation Regents Diploma requirements.

- Recommended Grade Level: 12
- Prerequisite: Successful completion of Mandarin Chinese 2R A and 2R B courses
- Evaluation: Checkpoint B Comprehensive Examination
- Credit: 1 unit 1 year

AP Mandarin Chinese 4

The AP Chinese Language and Culture course is an Intermediate to Advanced level college course that prepares students to demonstrate their proficiency in Chinese across the full range of language skills within the language and culture. It will provide the students with the opportunities to focus on language proficiency while developing the students' awareness and appreciation of the elements of the Chinese culture. Students will explore contemporary and historical Chinese culture, contemporary Chinese society, and the international context of Chinese culture, and a comparison of Chinese cultural products, practices, and perspectives with those of their own society, among other topics. Students will develop and enhance their communicative language skills (Interpersonal, Interpretive, and Presentational), including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. Throughout the course, assessments will be frequent and varied. Students will be tested in Speaking, Reading, Listening and Writing. The students will take the AP Chinese Language and Culture Exam in May and a local final exam in June.

- Recommended Grade Level: 12
- Prerequisite: Successful completion of Mandarin Chinese 3R course, including successful outcome on the Checkpoint B Comprehensive Examination
- Evaluation: Local exam and AP Exam in Chinese Language and Culture

Spanish for Native Speakers 1

The student will listen, speak, read and write in their native language, Spanish, for information and understanding, for literary response and expression, for critical analysis and evaluation, and for social interaction. The student will use oral and written language that follows accepted linguistic conventions to acquire, interpret, apply and transmit information in many different situations. The student will develop an understanding of the diverse social, historical, and cultural dimensions of texts and performances. The student will analyze information from a variety of perspectives and will use Spanish for social communication to understand others and their views.

This course is intended to further develop the student's proficiency and linguistic ability in the native language, Spanish, to develop the academic language and thinking skills to make the student a competent reader and writer of Spanish. The course uses authentic literature to develop language and thinking skills which the student can transfer to develop competency in reading, writing and thinking in English. The student at this level is preparing for the Checkpoint B Comprehensive Examination at the Checkpoint B level as designated in the Modern Languages for Communication, New York State syllabus in June. Successful completion of this course will provide students with the required exam for the Advanced Designation Regents Diploma; however, students will need two more credits in World Language, for a total of three credits, to fulfill the requirements of the World Language sequence for the Advanced Designation Regents Diploma.

- Recommended Grade Level: 9-12
- Prerequisite: Must be a Native or Heritage Spanish-speaker, preferably an ENL student
- Evaluation: Checkpoint B Comprehensive Examination in Spanish and Local Exam
- Credit: 1 unit 1 year

Spanish for Native Speakers 2

The students will continue to refine their skills in order to develop a better command of Spanish and increase proficiency in each of the four skills: listening, speaking, reading, and writing, in their native language. The student will use oral and written language to develop a more standardized level of Spanish, including the development of the formal register, when standard Spanish is more appropriate as opposed to non-standards Spanish. The student will further explore the diverse social, historical, and cultural dimensions of literacy texts and performances from the Hispanic world. The student will analyze information from a variety of perspectives through literary analysis, in depth classroom discussions, and reflection on learning activities.

The course is intended to further enhance the development of the students' proficiency and linguistic abilities in the native language, Spanish, and to refine the academic language and thinking skills to make the student a competent reader and writer of Spanish at the Checkpoint C level as designated in the Modern Languages for Communication New York State syllabus. The course uses authentic literature to develop language and thinking skills which the student can transfer to develop competency in reading, writing, and thinking in English. Successful completion of this course will provide students with one World Language credit. Students will need one more credit in World Language, for a total of three (3) credits, to fulfill the requirements of the World Language sequence for the Advanced Designation Regents Diploma.

- Recommended Grade Level: 10-12
- Prerequisite: Student must be a Native or Heritage Spanish-speaker, preferably an ENL student and a passing grade on the Checkpoint B Comprehensive Examination in Spanish
- Evaluation: Local ExamCredit: 1 unit 1 year

SECONDARY MATH COURSE SEQUENCES (3 ONE-YEAR REGENTS)

APPLIED PATHWAY

Grade 9	APPLIED ALGEBRA 1 CC and APPLIED ALGEBRA 1 CC LAB or ELL equivalent
Grade 10	APPLIED ALGEBRA 2 CC and APPLIED ALGEBRA 2 CC LAB or ELL equivalent
Grade 11	APPLIED GEOMETRY
Grade 12	COLLEGE ALGEBRA DUAL CREDIT (MVCC)

REGENTS PATHWAY

Grade 9	ALGEBERA CC AND ALGEBRA LAB
Grade 10	GEOMETRY CC
Grade 11	ALGEBRA 2 CC
Grade 12	PRE-CALCULUS

ACCELERATED PATHWAY

Grade 9	GEOMETRY HONORS CC
Grade 10	ALGEBRA 2 HONORS CC
Grade 11	PRE CALCULUS DUAL CREDIT
Grade 12	AP CLACULUS

Mathematics

The mathematics offerings are structured to accommodate all students as well as meet the requirements mandated by New York State Education Department. All students must earn 3 credits in math in order to graduate. In addition, every student must pass the Common Core Algebra exam. The Regents Competency Test (RCT) is still offered only for Special Education and 504 students (if students enrolled in 9th grade prior to 2011) to fulfill their Regents requirement. To earn an Advanced Designation Diploma students must pass all three New York State Mathematics Regents Exams.

SECONDARY MATH COURSES OFFERED (3 ONE-YEAR REGENTS)

APPLIED ALGEBRA 1 Common Core *	COLLEGE ALGEBRA (MVCC)
BRIDGES MATH (ELL)	ALGEBRA 2 CC
APPLIED ALGEBRA 1/ELL CC	ALGEBRA 2 CC HONORS
APPLIED ALGEBRA 2 CC	PRE-CALCULUS
	PRE-CALCULUS (MVCC DUAL CR)
APPLIED ALGEBRA 2/ELL CC	ELEMENTS OF CALCULUS
ALGEBRA CC	AP CALCULUS
APPLIED GEOMETRY CC	STATISTICS (1 YR; MVCC ARTICULATION)
GEOMETRY CC	ALGEBRA CC PREP
GEOMETRY REGENTS HONORS CC	APPLIED 1 MATH LAB CC
INTERMEDIATE ALGEBRA	APPLIED 1/ELL MATH LAB CC
II VIERUEDINIE IEGEDIU	APPLIED 2/ALG. MATH LAB CC
	APPLIED 2/ELL MATH LAB CC
*Common Core aligned courses are abbreviated as CC	Algebra Math Lab CC

Applied Algebra 1 CC

This course serves the first of a two-year course in algebra CC. The Common Core Algebra Regents will be given at the end of the second year. Topics include a review of fractions, decimals, percents and integers, number theory, basic operations with monomials and polynomials, solving multi-step equations, ratio and proportion, graphing linear equations, and problem solving techniques. Geometric topics such as angle relationships, classification of polygons, area, and volume will be introduced.

- Recommended Grade Level: 9
- Prerequisite: Completion of 8th Grade Math and scoring a Level 1 to mid-Level 2 on the 8th grade math assessment
- Evaluation: Local final exam
- Credit: 1 unit 1 year

Applied Algebra 1/ELL CC

This course is designed for English language learners who have the ability to speak English as their second language but have a limited background in mathematics. This course serves as the first of a two-year course in Algebra CC. The CC Algebra Regents will be given at the end of the second year. Topics include a review of fractions, decimals, percents and integers, number theory, CC basic operations with monomials and polynomials, solving multi-step equations, ratio and proportion, graphing linear equations, and problem solving techniques. Geometric topics such as angle relationships, classification of polygons, area, and volume will be introduced.

- Recommended Grade Level: 9
- Prerequisite: Recommendation of ELL
- Evaluation: Local final exam
- Credit: 1 unit 1 year

Applied Algebra 2 CC

This course serves as the second of a two-year course in Algebra CC. The CC Algebra Regents will be given at the end of the year. Topics include a review of skills learned in Applied Algebra 1 CC, basic operations with radicals, solving multi-step equations, solving systems of equations both linear and quadratic, factoring, graphing both linear and quadratic equations, trigonometry, probability, statistics, and problem solving techniques. Geometric topics such as angle relationships, surface area, and volume will be explored in greater detail.

- Recommended Grade Level: 10
- Prerequisite: Successful completion of Applied Algebra 1
- Evaluation: Algebra 1 CC Regents exam, local final exam
- Credit: 1 unit 1 year

Applied Algebra 2/ELL CC

This course is designed for English language learners who have the ability to speak English but have a limited background in mathematics. This course serves as the second of a two-year course in algebra. The CC Algebra Regents will be given at the end of the year. Topics include a review of skills learned in Applied Algebra 1, CC basic operations with radicals, solving multi-step equations, solving systems of equations both linear and quadratic, factoring, graphing both linear and quadratic equations, trigonometry, probability, statistics, and problem solving techniques. Geometric topics such as angle relationships, surface area, and volume will be explored in greater detail.

- Recommended Grade Level: 10
- Prerequisite: Successful completion of Applied Algebra 1/ELL
- Evaluation: Algebra 1 CC Regents Exam, local final exam
- Credit: 1 unit 1 year

Algebra CC

This course covers all of the topics required to take the CC Algebra Regents exam, which is required by New York State for all students. Topics include number theory, basic operations with monomials, polynomials and radicals, solving multi-step equations, solving systems of equations both linear and quadratic, factoring, ratio and proportion, graphing both linear and quadratic equations, trigonometry, probability, statistics, and problem solving techniques. Geometric topics such as angle relationships, classification of polygons, surface area, and volume will be explored in greater depth.

- Recommended Grade Level: 8 (Accelerated Pathway), 9
- Prerequisite: Completion of 8th Grade Math with at least a 80 average; Mid-Level 2 or Higher on 8th Grade Assessment
- Evaluation: Algebra 1 CC Regents exam, local final exam
- Credit: 1 unit 1 year

Geometry CC

This course is intended to be the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in various ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is designed to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. A major emphasis of this course will be to establish and verify geometric relationships. Properties of transformations, triangles, quadrilaterals, and circles will receive particular attention.

- Recommended Grade Level: 9 (Accelerated Pacing), Grade 10 (Average Pacing)
- Prerequisite: Successful completion of Algebra 1 CC and a passing score on the CC Algebra Regents. (Recommended final average of an 80 or better in Algebra 1 CC)
- Evaluation: CC Geometry Regents exam, local final exam
- Credit: 1 unit 1 year

Geometry Regents Honors CC

Same topics as Geometry Regents but the material is presented and covered in a more rigorous manner.

- Recommended Grade Level: 9 (Accelerated Pathway), Grade 10 (Regents Pathway)
- Prerequisite: Completion of Algebra CC with at least a 90 average/teacher recommendation.
 Passing score on CC Algebra Regents.
- Evaluation: CC Geometry Regents exam in June, local final exam
- Credit: 1 unit 1 year

Applied Geometry CC

This course is intended to be the second/third course in mathematics for high school students. This course is designed to expose the student to the fundamental principles of geometry. Topics covered will include basic terms of geometry, parallel and perpendicular lines, properties and relationships of triangles and quadrilaterals, an introduction to trigonometry, transformations and properties of a circle. Geometric proofs will be incorporated within each unit.

- Recommended Grade Level: Grade 10, 11
- Prerequisite: Successful completion of Algebra CC or Applied Algebra 2 CC. Passing score on the Algebra CC Regents exam
- Evaluation: Local final exam
- Credit: 1 unit 1 year

Intermediate Algebra

Students who have successfully passed Algebra CC or Applied Algebra 2 CC but NOT the Algebra 1 CC Regents exam can take this course for a third credit in math and to prepare to pass the Regents exam. This course covers algebra topics such as factoring, exponents, radicals, operations with algebraic fractions, quadratic/absolute value/radical/fractional equations, inequalities, complex fractions, parabolas, operations in the complex system, and systems of equations. The course will also cover topics such as basic trigonometric ratios/applications, transformations, and probability and statistics.

- Recommended Grade Level: 11 or 12
- Prerequisite: Successful completion of either Algebra CC or Applied Algebra 2 CC, but without a passing score on the CC Regents exam. Taken in conjunction with Algebra Prep.
- Evaluation: Local final exam
- Credit: 1 unit 1 year

Pre- Algebra 2 CC

This course is designed for students who have successfully completed Algebra CC and Geometry CC and feel they may need more work on algebraic foundation skills before taking the Algebra 2 CC curriculum. This is also a third math credit.

- Recommended Grade Level: 10,11
- Prerequisite: Successful completion of Algebra 1 CC and Geometry CC as well as their respective CC Regents exams.
- Evaluation: Local Final Exam
- Credit: 1 unit 1 year

Algebra 2 CC

Building on their work with linear, quadratic, and exponential functions students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

- Recommended Grade Level: 10 (Accelerated Pathway), 11 or 12 (Regents Pathway)
- **Prerequisite:** Successful completion of Geometry CC course with a score greater than or equal to 80 and a passing score on the Geometry CC exam, or the successful completion of Pre-Algebra 2 CC course with a score greater than or equal to 80.
- Evaluation: Algebra 2 CC Regents exam, local final exam
- Credit: 1 unit 1 year

Algebra 2 Honors CC

Same as Algebra 2 CC but the material is presented and covered in a more rigorous manner

- Recommended Grade Level: 10 (Accelerated Pathway)
- Prerequisite: Successful completion of Geometry CC honors, or teacher recommendation and a passing score on the Geometry CC Regents exam.
- Evaluation: Algebra 2 CC Regents exam, local final exam
- Credit: 1 unit 1 year

Pre-Calculus

This is an integrated course that broadens the study and enhances the comprehension of the concepts and theories of algebra, trigonometry, analytic geometry, exponents, and logarithms. Through an articulated syllabus, students will also be introduced to other areas of math such as series and sequences, mathematical induction, and a preview of calculus.

- Recommended Grade Level: Grade 11 (Accelerated Pathway) or Grade 12 (Regents Pathway)
- Prerequisite: Successful completion of Algebra 2 CC and passing score on the Algebra 2 CC Regents exam.
- Evaluation: Local final exam
- Credit: 1 unit 1 year

Dual Credit Pre-Calculus

This course is offered through MVCC and is taught by a Proctor High School math teacher. Students must take and pass the MVCC Math Placement test to be eligible. Although the same topics are covered as in our regular Pre-Calculus course, the MVCC textbook is used and the MVCC final exam is given in January. Successful students may earn 4 MVCC credits.

- Recommended Grade Level: Grade 11 (Accelerated Pathway) or Grade 12 (Regents Pathway)
- Prerequisite: Successful completion of Algebra 2 with a grade of 80 or higher, at least a
 65 on the Algebra 2 CC Regents exam, and achieve a necessary score on the MVCC Math
 Placement Test.
- Evaluation: MVCC final exam in January, local final exam in June
- Credit: 1 unit 1 year

AP Calculus (AB)

This is a rigorous course which includes differential and integral calculus: it follows the syllabus for Advanced Placement Calculus (AB) as described by the College Board. The course emphasizes a multi-representational approach to calculus with concepts and results expressed geometrically, numerically, analytically, and verbally, with the use of graphing calculators. Students who have been accelerated in mathematics, have a strong math background, and want to challenge themselves should take this course.

- Recommended Grade Level: 12 (Accelerated Pathway)
- Prerequisite: A score of 70 or above on Algebra 2 CC Regents exam and successful completion of Pre-Calculus
- Evaluation: Local final exam in June. AP Exam in May.
- Credit: 1 unit 1 year

Elements of Calculus

This course is designed to be less rigorous than AP Calculus and will serve as a foundation for future Calculus classes. This course examines the study of Calculus using numerical, graphical, and analytical methods to analyze Calculus problems encountered in real-world applications. Topics include limits, derivatives and integrals of algebraic, exponential, and logarithmic functions, curve sketching, and areas under and between curves and partial derivatives.

- Recommended Grade Level: Grade 12 (Accelerated Pathway)
- Prerequisite: Successful completion of Pre-Calculus
- Evaluation: Local final exam in June
- Credit: 1 unit 1 year

Statistics

This course is offered in conjunction with a MVCC articulation agreement and is taught by a Proctor High School math teacher. After successful completion of the course, students have the chance to earn 3 MVCC math credits. Statistics is a course involved in assembling, organizing and analyzing data for the purposes of drawing conclusions, making predictions or supporting positions. Topics covered will include but not be limited to collection of data, pictorial representations of the data, numerical descriptions, and the measures of variability, distribution and probability. Students will be exposed to problems and situations using statistical applications in real life situations. Upon completion of the course, students will be better able to think critically about arguments based on statistical reasoning. Graphing calculators will be used.

- Recommended Grade Level: 11-12
- Prerequisite: Successful completion of Algebra 1 CCR egents and at least 3 credits in high school math
- Evaluation: Local final exam, MVCC Statistics final (those who qualify)
- Credit: 1 unit 1 year

To receive MVCC credit, the student must have at least an 88 average and a minimum score of 70 on the final.

College Math (MVCC)

This course introduces intermediate algebra skills and is a prerequisite for higher level math courses at Mohawk Valley Community College. Topics include exponents and radicals, polynomial and rational expressions, functions and relations and their graphs, inequalities, and systems of linear equations. Linear, quadratic, rational, and radical equations are solved. Applications are included. This course is intended for college bound students who have completed their algebra requirements and Applied Geometry, and could be used as a third math credit.

- Recommended Grade Level: 11-12
- Prerequisite: successful completion of Algebra requirements and Regents, successful completion of Geometry or Applied Geometry
- Evaluation: Local final exam, MVCC Statistics final (those who qualify)
- Credit: 1 unit 1 year

Algebra Regents Prep Class or Algebra Prep CC

This 1-semester, non-credit course is part of our AIS program (High intensity) and is targeted specifically for the student who has failed the Algebra CC Regents exam or transfer students from outside New York state. All topics of Algebra 1 CC are reviewed and test-taking strategies are emphasized. A participation/effort grade is given.

- Recommended Grade Level: 10-12
- Prerequisite: Algebra CC Regents score below 65
- Evaluation: Retake the Algebra CC Regents
- Credit: 0

Math Labs (All variations of Applied Algebra 1 CC and Applied Algebra 2 CC Labs)

These are non-credit math lab periods that are part of our AIS program (Moderate intensity) where students who have experienced difficult succeeding in math receive instruction and guided help from certified math teachers. Basic algebra and geometry skills are strengthened. Test-taking strategies are emphasized. A participation/effort grade is given.

- Recommended Grade Level: 9-12
- Prerequisites: Multiple measures such as: a score of 1 or 2 on NYS Grade 8 Mathematics
 Assessment, Applied Algebra 1 CC, Applied Algebra 2 CC or Algebra CC course failure,
 math course history, absences of math scores/entering Proctor from other states or
 districts, teacher recommendation.
- Evaluation: N/A
- Credit: 0

Bridges Math

In order to prepare our students for success in high school math and to address the shifts of the Common Core Learning Standards, this curriculum aims to:

- Encourage active thinking wherever possible through estimation, prediction, experimentation and applying newly acquired skills in multiple contexts
- Prioritize general understanding of foundational concepts
- Emphasize the use of tools and contexts over memorization of rules
- Support independent observation patterns
- Provide opportunities for students to discuss their thinking process while also acquiring the English language skills to do so
- Structure repetition and multiple approaches to key skills and concepts into the lesson
- Connect to real life wherever possible and get students to comfortable translate word problems into expressions / equations
- Recommended Grade Level: 9 (New ELL enrollment)
- **Prerequisites:** None
- Evaluation: Local final Exam
- **Credit:** 1 unit 1 year

Naval Science Navy Junior Reserve Officer Training Corps (NJROTC)

- Students have NO obligation to enter military service if they participate in NJROTC.
- Students who enroll in the Naval Science courses (full-year course) are enrolling in the Naval Junior Reserve Officers Training Corps (NJROTC) program and are held accountable for all standards and aspects of the program (including grooming standards, wearing uniforms, conducting community service hours, participating in extracurricular activities, promoting through the rank system, and abiding by the NJROTC code of conduct per Navy regulation NSTC INST M5761.1 series).
- Students must maintain good academic and behavioral standards across the program and in all school disciplines to advance in the four-year program.

Purpose: The purpose of the course is to instill in each student the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. The core pillars are leadership, citizenship and patriotism.

Objectives:

- Develop informed and responsible citizens
- Promote patriotism
- Develop respect for constituted authority
- Develop a high degree of personal honor, self-reliance, individual discipline, leadership, and habits of orderliness and precision.
- Promote an understanding of the basic elements and requirements for national security.
- Provide incentives to complete high school and live healthy and drug free lives.

Curriculum Components:

- Naval Science academic courses as noted below (NS 1-4) are designed for student progression from a "cadet in training" at the Naval Science 1 level to a "unit leader" at the Naval Science 4 level. Each year builds upon the last, with increased requirements and responsibilities added each year. At the Naval Science 2 level, students are expected to transition from followers/trainees to assistant leaders. Naval Science 3 is reserved for students who comply with program standards, take an active leadership role in the unit, and are actively contributing to the operations of the program. At the Naval Science 4 level, participation is restricted to a limited number of top performing cadets who manage the unit's daily operations and train younger cadets. (NS4 is not a required Naval Science course and is reserved for top performing cadets.)
- Leadership laboratory using close-order military drill as a tool, the laboratory offers students opportunity to develop precision, orderliness, leadership, and teamwork skills.
- Physical fitness
- Community service all students must complete 12 hours per school year
- Unit participation the unit has a military-modeled organizational structure that is administered and operated by the student-cadets.
- Extracurricular activities (competitive drill teams, choir, etc)
- Extended-curriculum field trips to U.S. Navy and other military installations, including tours of Navy ships, aircraft, etc.

Enrollment Requirements

To be eligible for enrollment and continuance in the NJROTC Program, a student must:

- 1. Be a citizen of the United States or a legal alien resident.
- 2. Be in grades 9-12 enrolled in Proctor High School (PHS).
- Be of good moral character as determined by the PHS principal and Senior Naval Science instructor
- Be physically fit (able to fully participate in PHS's physical education program) to participate
 in NJROTC training. All cadets will participate in unit physical fitness training unless
 excused by a doctor's medical document.
- Be selected by the senior Naval Science Instructor with the approval of the principal (or his representative).
- 6. Comply with the personal grooming/uniform standards set forth in NSTCINST M5761 and the NJROTC Cadet Field Manual regardless of race, religion, culture, etc. If a student has concerns or uncertainty about these standards, they should contact the Proctor NJROTC Senior Naval Science Instructor prior to scheduling Naval Science to ensure the student understands, and can meet, the grooming standards.
 - a. The NJROTC uniform will be worn by all students at least one day a week for the entire school day and on other occasions as prescribed by your naval science instructor (drills, ceremonies, and parades). The uniform must be worn in compliance with the NJROTC uniform standards. Failure to maintain proper uniform standards will result in the student's disenrollment from the program.
 - b. NJROTC has very strict grooming standards (including hair length/color, facial hair, visible body piercings, tattoos, body jewelry, fingernails, etc.) that must be adhered to by all students. Failure to maintain proper grooming standards will result in the student's disenrollment from the program.
- Cadets who relocate from another JROTC unit can transfer their JROTC rank and awards
 provided the student agrees to follow Navy JROTC and unit standards.
- All cadets are required to promote one rank (in accordance with unit promotion cards) each semester to remain enrolled in the NJROTC program.

Academic Credit: All NJROTC Naval Science courses are a full year long and under New York State rules, earn one unit of physical education credit towards graduation. No ½ - unit credit is authorized for semester withdrawal.

Courses: Four-year curriculum (Naval Science 1-4), however Naval Science 4 is restricted to only those students (unit leaders) selected by the Senior Naval Science instructor.

Program Benefits:

- NJROTC cadets usually have higher attendance and graduation rates.
- NJROTC provides the opportunity for high school students to learn self discipline, develop self-confidence and acquire leadership skills to help them become successful at meeting life's challenges.
- The values, principles and self-discipline taught in NJROTC promote positive, productive behaviors and provide a support structure that is critical in helping cadets avoid the use of drugs.
- The NJROTC program is motivational in encouraging cadets to graduate from high school and the majority of them continue to higher education.
- NJROTC enhances a student's resume, often leading to increased job opportunities and selection to colleges.
- Cadets who have completed 4 years of NJROTC and are recommended by their Naval Science Instructor receive special consideration for college level ROTC (all services) Scholarship selection, potentially leading to a student's 4 years of college being paid by the military, in exchange for the student serving as an officer in the military service for at least 8 years (4 years active; 4 years inactive).
- Cadets who have completed three years of NJROTC and are endorsed by the Senior Naval Science
 Instructor are entitled to advanced promotion to pay grade E-3 upon initial enlistment in an
 active or reserve component of the Army, Navy or Air Force, and pay grade E-2 in the
 Marine Corps. This means that the cadet will make more pay per month and have increased
 leadership opportunities than their boot camp counterparts.
- Senior Naval Science Instructor is authorized to nominate a maximum of three eligible cadets each year to compete for U.S. Naval Academy appointments. The Senior Naval Science Instructors nomination is equivalent to a congressman's nomination. Students in JROTC are highly preferred by military academics.

NAVAL SCIENCE 1 (NS 1)

Classroom

NS 1 provides an introduction to the NJROTC program, precepts of citizenship and leadership, and basic naval operations and seamanship. Foundational skills necessary to participate in the program (uniform and grooming regulations, rank structure, physical fitness, ceremonies, etc.) are introduced, implemented, and exercised. Students are required to wear an NJROTC uniform (provided), meet strict grooming standards, and participate in program activities (community service, drill, etc.).

Leadership Laboratory

Included with the classroom instruction will be a weekly leadership/drill laboratory to incorporate discipline, leadership, teamwork, and orderliness/precision into the student's life. Graded laboratories include leadership and teamwork exercises, close-order drill, and personnel uniform inspections.

Physical Fitness Training

One class per week is dedicated to physical fitness training. All students must be physically fit (able to fully participate in PHS's physical education program) to participate in the NJROTC program. Therefore ALL students will be expected to participate in physical fitness activities.

- Recommended Grade Level: 9 (10/11 if first year in NJROTC). 12th grade students cannot join the program this late in high school.
- Prerequisites: Students must have an 8th grade Physical Education GPA = 80 or above.
 Student must have 15 or less absences from school during their 8th grade school year.
 Approval of instructor and principal, parent permission, and agreement to meet program

standards and conduct (wear a uniform once a week, grooming standards like no long hair, and makeup/jewelry restrictions, etc.)

- Evaluation: Local examinations, laboratory practical, instructor evaluation
- Credit: Full Year 1 PE Credit

NAVAL SCIENCE 2 (NS 2)

Classroom

NS 2 advances leadership and citizenship training and introduces the role of sea power in world history. Leadership opportunities increase as the student advances in knowledge and gains greater responsibility. Students in NS2 are expected to promote in rank and transition to leadership roles within the unit's operations.

Leadership Laboratory

Included with the classroom instruction will be a weekly leadership/drill laboratory to incorporate discipline, leadership, teamwork, and orderliness/precision into the student's life. Graded laboratories include leadership and teamwork exercises, close-order drill, and personnel uniform inspections.

Physical Fitness Training

One class per week is dedicated to physical fitness training. All students must be physically fit (able to fully participate in PHS's physical education program) to participate in the NJROTC program. Therefore ALL students will be expected to participate in physical fitness activities.

- Recommended Grade Level: 10 (11/12 if scheduling issues with NS 3/4 classes; Senior Naval Science instructor approval required)
- Prerequisite: Successfully completed NS 1 with a passing grade. Approval of instructor
 and principal, parent permission, and agreement to meet program standards and conduct
 (wear a uniform once a week, grooming standards like short hair and makeup/jewelry
 restrictions, etc.)
- Evaluation: Local examinations, laboratory practicals, instructor evaluation
- Credit: Full Year 1 PE Credit

NAVAL SCIENCE 3 (NS 3)

Classroom

A continuation of those disciplines introduced in Naval Science 1 and 2, with greater emphasis on increased leadership roles within the Cadet Corps. The course introduces national security and naval operations. Third year students are middle management helping run the day-to-day operations of the unit.

Leadership Laboratory

Included with the classroom instruction will be a weekly leadership/drill laboratory to incorporate discipline, leadership, teamwork, and orderliness/precision into the student's life. Graded laboratories include leadership and teamwork exercises, close-order drill, and personnel uniform inspections. Cadets begin to supervise/teach younger cadets during joint laboratories.

Physical Fitness Training

One class per week is dedicated to physical fitness training. All students must be physically fit (able to fully participate in PHS's physical education program) to participate in the NJROTC program. Therefore ALL students will be expected to participate in physical fitness activities.

- Recommended Grade Level: 11 (12 if scheduling issues with NS 4 classes; Senior Naval Science instructor approval required)
- Prerequisite: Successfully completed NS 2 with a passing grade. Approval of instructors
 and principal, and agreement to meet program standards and conduct (wear a uniform
 once a week, grooming standards like short hair and makeup/jewelry restrictions, etc.)

- Evaluation: Local examinations, laboratory practicals, instructor evaluation
- Credit: Full Year 1 PE Credit

NAVAL SCIENCE 4 (NS 4)

Classroom

NS 4 is a hand-selected class consisting of cadets approved by the Senior Naval Science instructor to run the unit. Not all Naval Science 3 students will be enrolled for NS4. The fourth year course involves a comprehensive study of advanced leadership and management skills through theoretical and practical applications, drills, command and ceremony. Fourth year students are senior management, run all of the day-to-day operations of the unit, and coordinate all extracurricular activities.

Leadership Laboratory

Included with the classroom instruction will be a weekly leadership/drill laboratory to incorporate discipline, leadership, teamwork, and orderliness/precision into the student's life. Graded laboratories include leadership and teamwork exercises, close-order drill, and personnel uniform inspections. Cadets will supervise/teach younger cadets during joint laboratories.

Physical Fitness Training

One class per week is dedicated to physical fitness training. All students must be physically fit (able to fully participate in PHS's physical education program) to participate in the NJROTC program. Therefore ALL students will be expected to participate in physical fitness activities.

- Recommended grade level: 12
- Pre-requisite: Enrollment in this course requires approval by the Senior Naval Science
 instructor. The course is capped and is designed as an advanced course for hand-selected
 committed cadets who have excelled in the program. Proven compliance with program
 standards and conduct is required (always wear uniforms on assigned days, meet all
 grooming standards, etc.)
- Evaluation: Local examinations, laboratory practicals, instructor evaluation
- Credit: Full Year 1 PE Credit

Business

Business Management

This course will help you develop the skills necessary to work in a small business setting. Forty percent of the course will be on the Internet. Business simulations will be utilized using Internet software. Students will be making decisions concerning all aspects of a small business. This course will give students hands-on experience in operating a business of their choice.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 10-12

Prerequisite: None
 Evaluation: Local exam
 Credit: ½ unit - ½ year

Business Law/Government

This course fulfills the half credit of Government required for graduation or as a business elective.

Business Law has relevance for all high school students and helps to establish the parameters for legal rights and obligations. Law is a moving force within society. Law reflects the changes that take place in society's ideals, goals and values as well as current problems that confront relationships for individuals with one another. The primary objectives for business law courses - occupational, personal and societal - make it an elective for ALL students. The acquisition of knowledge about law provides an extraordinary opportunity to emphasize desirable attitudes of a responsible member of society. In the study of law, students will develop a respect for and an understanding of business law and law enforcement as it affects the student's personal, family and occupational pursuits.

An introduction to our legal system, court procedures and jury process will be presented. Students will become aware of the need for legal assistance in a variety of day-to-day business transactions, so that they may avoid legal entanglements by having a working knowledge of their rights and obligations. Students should experience a learning environment where they can understand the applications of the principles of business law to various situations affecting the present and future daily activities of American business. This course can be used as a half unit of study for a Business elective credit or it may be used as a required half unit of study in Social Studies, fulfilling the half credit of Government required for graduation.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 11-12

Evaluation: Local exam
 Credit: ½ unit - ½ year

Business Communications

*** This course will meet the required 4th unit of study in English and may be used for the English 12 credit required for graduation.

Students will assess their own skills, abilities and interests and will relate their knowledge to a career field that utilizes those capabilities. Students will then study:

- · Elements of effective public speaking and develop a presentation;
- Expository writing and create various types of resumes and complete various types of application forms;
- · Interviewing techniques and role play diverse job and college interviews.

To expand students' understanding of Corporate America, they will learn "Business English" and demonstrate knowledge via effective memos, letters and reports. Students will involve electronic communications, graphic communications and myriad computer technologies. Students will utilize skills, abilities and interests refined and developed through the course to solve an actual business situation and create a portfolio showcasing their solutions. Throughout the course, students will move from their perspective of the individual to the perspective of a team member. Students will move from a personal awareness to their potential in a corporate environment. This course will meet the required 4th unit of study in English and may be used for the English 12 credit required for graduation.

Recommended Grade Level: 12

Evaluation: Local examCredit: 1 unit - 1 year

Business Economics

This course will meet a required half unit of study in Economics and may be used to fulfill the half credit of Economics required for graduation.

Everything you need to know about how the economy works and where it is going will be covered in this half-year course. Economics doesn't have to be complicated - it can be very interesting and very relevant to our everyday lives. You will learn a logical way of thinking about economic matters through graphic presentations, computer simulations, online research and reporting. At the end of the course, you will be prepared to make rational economic choices as citizens of a state, nation and the world. This course will meet a required half unit of study in Social Studies and may be used to fulfill the half credit of Economics required for graduation.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 12

Evaluation: Local exam
 Credit: ½ unit - ½ year

Business Economics/Economics MVCC (Dual Credit)

This course will meet the Economics course requirements for graduation.

Everything you need to know about how the economy works and where it is going will be covered in this half-year course. Economics doesn't have to be complicated - it can be very interesting and very relevant to our everyday lives. You will learn a logical way of thinking about economic matters through graphic presentations, computer simulations, online research, and reporting. At the end of the course, you will be prepared to make rational economic choices as citizens of a state, nation, and the world. This course will meet the Economics course requirements for graduation.

*** This course is a requirement for CTE endorsement on the diploma.

- Recommended Grade Level: 12
- Evaluation: Local exam
- Credit: Dual credit course, High School ½ unit ½ year MVCC credit based on college criteria

Advanced Topics in Math (Business Math)

Business Mathematics may be offered as a group 1 alternative in meeting the state requirement for one unit of mathematics. It may also be used as an elective in all business education programs.

A full year course that should serve a threefold purpose: (1) As a background for subsequent business courses, (2) To further vocational preparation for a business job, and (3) To meet the personal and consumer needs of students. Course content includes a refresher of mathematics fundamentals, the mathematics of business as it applies to the business cycle, the mathematics of banking and finance, office mathematics and a variety of personal money management applications.

Business Mathematics may be offered as a group 1 alternative in meeting the state requirement for one unit of mathematics. It may also be used as an elective in all business education programs.

*** This course is a requirement for CTE endorsement on the diploma.

- Recommended Grade Level: 10-12
- Prerequisite: None
 Evaluation: Local exam
 Credit: 1 unit 1 year

Accounting

This course covers the principles of debit and credit, setting up a journal, keeping a ledger, and closing the ledger. The student is instructed in preparing balance sheets, income and expense statements, trail balances, the use of columnar journals, subsidiary ledgers, petty cash books, and payroll records. The introduction of the basic concepts of automatic data processing, flow charting, terminology, and basic programming are presented. The entire accounting cycle is presented and focuses on proprietorship, partnership, and corporation accounting. Automated Accounting 7.0 provides an interactive tool used in complete selected end-of-chapter problems. The students are able to program the software from the manual knowledge gained in the first part of the lesson. Students are able to understand and digest all of the accounting concepts learned in an automated setting. An entire manual simulation accounting project is completed from analyzing source documents in the proper journals to recording closing entries at the end of the fiscal period.

*** This course is a requirement for CTE endorsement on the diploma or the required third credit in the mathematics sequence.

Recommended Grade Level: 11-12

Prerequisite: None
 Evaluation: Local exam
 Credit: 1 unit -1 year

Career and Financial Management (CFM)

To prepare high school students with the fundamental tools and understanding necessary to function in today's business world.

Students will understand how their current skills, interests and morals connect to their career choice. Students will also go through the steps they will need to take, from writing their own resume and cover letter, to the interview process, in order to achieve the career they want.

Students will also gain understanding as to how to correctly use credit, checking and savings accounts and other financial related tools necessary in the business world and their own personal lives.

Course objectives:

- · Students will learn basic practices and strategies as they apply to business.
- Students will learn about the effect of business operations, small business management, career opportunities and personal and business financial management.
- · Students will acquire vocabulary relating to these business concepts.

*** This course is a requirement for CTE endorsement on the diploma.

- Recommended Grade Level: 9-12
- Prerequisite: None
 Evaluation: Local exam
 Credit: ½ unit ½ year

Finance MVCC (Dual Credit)

This course teaches the fundamentals of personal finance through the creation of a financial plan, management of personal finances, and reaching personal financial goals. Topics include the establishment of financial objectives (home ownership, education, and retirement) budgeting and savings, personal income tax, investments (stocks, bonds, and mutual funds) retirement, and estate planning. The effective use of and management of credit is covered.

*** This course is a requirement for CTE endorsement on the diploma.

- Recommended Grade Level: 11-12 ONLY
- Prerequisite: None
 Evaluation: Local exam
 Credit: ½ unit ½ year

Wall Street Stock Investments

Students taking this course should expect to learn about the fundamental principles of investments. The goal of this course is to equip students with the tools necessary to make good investment decisions. Topics studied include the investment of capital funds, the importance of investing risk, determination of investment policy, stock portfolio analysis, stock market theories, types of investments (stocks, bonds, mutual funds, futures and options, exchange traded funds, hedge funds, sector funds), and day trading. In addition, students will study budgets, banking, employer retirement funds, IRAs, fraud and abuses, market surveillance, insider trading, social security, taxes, international influence, emerging markets, international stocks, globalization and the U.S. economy.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 11-12

Evaluation: Local exam
 Credit: ½ unit - ½ year

Marketing

This course emphasizes the basic practices, concepts, and activities involved in developing a successful marketing program. Areas of study will include buyer behavior, market identification, product development, distribution, promotion, and pricing.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 11-12

Prerequisite: None
 Evaluation: Local exam
 Credit: 1 unit – 1 year

Introduction to Computers

This introductory course, based on the "Internet and Computing Core Certification" (IC3) program, provides information on computer hardware and components as well as an overview of applications and operating systems software. Students will acquire a basic understanding of how to work with discs, files, and folders. Students who successfully complete this course are ready to enroll in IS101 (Introduction to Personal Computers), which develops computer literacy and basic computer user skills with Microsoft Office programs. Evaluations will be through exams and computer projects.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 9-12

Prerequisites: None
 Evaluation: Local exam
 Credit: ½ unit - ½ year credit

MVCC Advanced Introduction to Computers (Dual Credit)

This course increases knowledge and productivity with the personal computer. Students gain knowledge of hardware and software and, by working with popular business applications software packages, increase their overall computer competency. The course emphasizes the use of the computer in the management of information. Areas of study include MS DOS operating system, WINDOWS operating environment, sharing files among applications, incorporating graphics, report generation, and communications. Current computing issues such as computer ethics, computer crime and security are discussed.

• Recommended Grade Level: 11-12

Prerequisite: Introductions to Computers

Evaluation: Local exam
 Credit: ½ unit – ½ year

MVCC Introduction to Computers (Dual Credit)

This introductory course, based on the "Internet and Computing Core Certification" (IC3) program, provides information on computer hardware and components as well as an overview of applications and operating systems software. Students will acquire a basic understanding of how to work with discs, files, and folders. Students who successfully complete this course are ready to enroll in IS101 (Introduction to Personal Computers), which develops computer literacy and basic computer user skills with Microsoft Office programs. Evaluations will be through exams and computer projects.

*** This course is a requirement for CTE endorsement on the diploma.

• Prerequisite: None

- Evaluation: MVCC Exam
- Credit: Dual credit course, High School 1 unit 1 year MVCC credit with a B or higher average

Computer Applications/Keyboarding (semester course)

This one-semester course is designed for basic keyboarding and computer skill development. This course includes instruction on a computer, which will lay a solid foundation for all future skill development in keyboarding and computer applications. This course will contribute to development of the following skills: reading, writing, following directions, computers, proofreading skills, and occupational skills for employment. At the end of this half-year course, students will have developed keyboarding skills, created the basic forms of correspondence key in a business letter and envelopes, formatted reports, produced manuscripts from rough drafts, produced tables, created term papers, and keyed 35 wpm with less than 5 errors. They should be able to use one software program that does this and a computer.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 9-12

Prerequisite: N/A
 Evaluation: Local exam
 Credit: ½ unit – ½ year

Microsoft Office

Microsoft Office is a course in which students will learn WORD (A word processing tool), EXCEL (a spreadsheet tool), POWERPOINT (a presentation tool), and ACCESS (a database tool). Microsoft is an integrated suite, therefor we can use these tools separately or together to create professional looking documents and to manage data. Students will have the opportunity to sit for the MOUS test and receive certification. This certification recognizes expertise in Microsoft WORD.

*** This course is a requirement for CTE endorsement on the diploma.

- Recommended Grade Level: 10-11
- Prerequisite: Keyboarding
- Evaluation: Local exam
- Credit: 1 unit 1 year
- *Microsoft Office certification test given

MICROSOFT OFFICE CERTIFICATION TEST GIVEN

Desktop Publishing

This course provides an introduction to desktop publishing software capabilities. Emphasis is on the efficient use of a page layout software package to create, design, and print publications, hardware / software compatibility, and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 9-12

Prerequisite: N/A
 Evaluation: Local exam
 Credit: ½ unit - ½ year

Adobe Photoshop/Graphic Design

Students will be introduced to industry standard computer graphics software using Adobe Photoshop along with practical applications. The course will allow students to explore the world of visual and graphics communications, graphic design, and Web site design.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 9-12

Evaluation: Local exam
 Credit: ½ unit - ½ year

Advanced Adobe Photoshop/Graphic Design

This course involves an in-depth understanding of the Adobe Photoshop image editing software and its application to business. Students will continue their exploration of the various tools, techniques, and skills associated with the program. Students will learn the advanced features of Photoshop CS5, including the science of light, photography skills, photo restoration and repair, special effects filters, preparing images for print and the web, advertisement design, and apparel design.

• Recommended Grade Level: 10-12

• Evaluation: Local exam

• Prerequisite: Successful completion of Adobe Photoshop/Graphic Design

• Credit: ½ unit - ½ year

Computers for College

The Microsoft Office suite of application software will be used in this course. These applications include Word (a word processing tool), Excel (a spreadsheet tool), PowerPoint (a presentation tool), Access (a database tool), and Outlook (a tool used to create and manage e-mail, schedule information, tasks, notes, and contacts). These components can all be used separately or together to create a professional-looking document and manage data. It is essential that college-bound students understand and have knowledge to operate this best-selling software suite. These applications will allow students to complete their assignments, tasks, and other responsibilities.

*** This course is a requirement for CTE endorsement on the diploma.

- Recommended Grade Level: 11-12
- Evaluation: Local exam
 Credit: ½ unit ½ year

Computer Science

This is a full-year, rigorous, entry-level course that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the social impact of computing

Recommended Grade Level: 11-12

• Evaluation: Local exam

Prerequisite: successful completion of Algebra CC Regents

Credit: 1 unit – 1 full year

Creating a Web Page

Creating a Web Page is a course for the student who wants to create a basic web site and add graphics and media elements using *Dreamveaver Adobe CS5*. The students will learn how to interact with the site through menus, buttons, forms, animations, rollovers, and more. Students will learn to design and create attention-grabbing interactive sites that business, governments, and schools need in order to communicate and connect with audiences online.

*** This course is a requirement for CTE endorsement on the diploma.

Recommended Grade Level: 11-12

Prerequisite: Keyboarding
 Evaluation: Local exam
 Credit: ½ unit - ½ year

Media / Video Production

Media / Video Production is intended to introduce students to critical viewing skills, stages of video production, performance and theory involved in the creation of digital video. The skills students will acquire include: pre-production skills such as scriptwriting and storyboarding, technical video production skills such as camera operation, audio production, and lighting techniques, and post-production editing skills such as special effects and character generation. Emphasis will also be placed on the development and use of critical thinking skills, collaboration, problem-solving, interdisciplinary thinking, written and oral communication, research, and time management.

• Recommended Grade Level: 9-12

Prerequisite: None
 Evaluation: Local exam
 Credit: ½ unit – ½ year

Advanced Media Production

Students will create media productions for internal and external use, including the Channel 10 Educational Access channel provided by Time Warner. The topics in this course have been selected and organized with two groups of students in mind: students preparing for a career in communications media and students who want to learn to produce video of professional caliber.

Recommended Grade Level: 9-12
 Prerequisite: Media Production
 Evaluation: Local Exam
 Credit: ½ credit, ½ year

Business In Music

This course will meet the fine art credit required for graduation.

This course is designed to provide a working knowledge of the business side of the music industry. Students will encounter the basic players and relationships that drive the music "biz" including, major and independent record companies, artists, producers, publishing companies, managers, agents, promoters, and attorneys as well as the contracts that bind them together. New challenges from digital technology and the Internet will be explored, along with evolving markets and career paths. The core concepts of copyright and trademark law as they apply to music will also be covered. Real world application of principals shall be stressed.

Recommended Grade Level: 10-12

Evaluation: Local ExamCredit: 1 unit – 1 year

Cyber-Law

This course covers a selection of topics in the field of Information Technology and the law. Topics to be covered are: data protection and privacy, computer misuse, copyright, patents and trademark protection, contract laws, and government regulations.

Recommended Grade Level: 11-12

Evaluation: Local Exam
 Prerequisite: N/A
 Credit: 1 unit – 1 year

Career & Technical Education (CTE) Certification

Program of Studies Required Courses

The purpose of the CTE is to provide learning experiences where students become aware of a broad spectrum of careers and develop skills that are applicable to personal and career roles and are necessary for employment in specific career areas or postsecondary study. Success programs will prepare students for life as productive members of society.

Computer Office Technology

- Microsoft Office
- Careers and Financial Management
- Computer Applications/Keyboarding
- Introduction to Computers
- Web Page Design
- Photoshop

Accounting

- Accounting
- Careers and Financial Management
- · Business Math
- Business Management
- Computer Applications / Keyboarding

Entrepreneurship/Management

- Marketing
- Business Management
- Careers and Financial Management
- Computer Applications/Keyboarding
- Business Economics
- Business Law / Government

CAD/CADD Drafting and/or Design

- Careers and Financial Management
- Computer Applications/Keyboarding
- Computer Assisted Drawing (CADD)
- Architectural Drawing
- Technical Drawing
- Adobe Photoshop/Graphic Design
- Desktop Publishing

Computer Applications

- Careers and Financial Management
- Desktop Publishing
- Computers for College
- Computer Applications/Keyboarding
- Introduction to Computers or MVCC Intro to Computers
- Advanced Introduction to Computers
- Adobe Photoshop/Graphic Design

Finance

- Computer Applications / Keyboarding
- Business Law / Government
- Careers and Financial Management
- Finance
- Accounting
- Business Economics
- Dual Credit Economics

Technology

Description

Technology education is an exploratory program of instruction in resources, systems and impact of technology. Students enrolled in technology education courses study the major technical systems of the world and society. Various components or processes (electricity/electronics, computer graphics, technical drawing) that are fundamental to helping technological systems to meet the needs of all academic levels are taught through laboratory based hands-on learning activities. Students enrolled in a technology education sequence will elect two of the three half-unit systems courses, which allow more in-depth study of the subjects of the systems and foundations courses.

Architectural Drawing

This course is designed to allow students to study the many systems and skills involved in design and drafting related to building construction. Students will design a home of their own, make all necessary drawings and will, with the aid of a computer, enhance some of these drawings. During the two-semester course, they will construct a scale model of their home design and present this as their term project.

This course is a requirement for CTE endorsement on the diploma.

• Recommended Grade Level: 9-12

Prerequisite: N/A
 Evaluation: Local exam
 Credit: ½ unit - ½ year

Technical Drawing

This is a course to study basic concepts and principles of technical drawing. This is a foundation course and may be used towards a sequence in technology as a core course. Students will draw with instruments, freehand sketching, and CAD (Computer Aided Design). The design of a small structure, complete with model, will introduce students to the world of architectural drawing. This is an activity-based program and all work is performed in the classroom lab.

Recommended Grade Level: 9-12

Prerequisite: N/A
 Evaluation: Local exam
 Credit: ½ unit - ½ year

This course is a requirement for CTE endorsement on the diploma.

Computer Aided Design (CADD) MVCC

This one-semester course introduces students to the use of computers for drawing and designing in CADD applications. There are no prerequisites for this course; however, any drawing course previously taken may be helpful. Students will have the opportunity to develop skills to work quickly and efficiently with the computer as their drawing tool. Upon successful completion, students should be able to demonstrate basic computer skills common to all computers. The primary software utilized in this course is industry standard AutoCAD by Autodesk.

• Recommended Grade Level: 9-12

Prerequisite: N/AEvaluation: Local exam

• Credit: 1/2 unit - 1/2 year

This course is a requirement for CTE endorsement on the diploma.

Drawing and Design for Production (DDP)

Targeted for 9th graders, although all are accepted, this course exposes students to today's CAD software. It allows students the opportunity to utilize solid modeling practices by using inventor software. This hands-on course uses computers in the classroom daily and is built on several key concepts including: design history, design process, portfolio development, sketching and visualization, geometric relationships, modeling, assembly modeling, model analysis and verification, model documentation, presentation, production, and marketing.

This course will meet a full credit toward the graduation requirement in Fine Arts.

Recommended Grade Level: 9-12

Prerequisite: None
 Evaluation: Local exam
 Credit: 1 unit - 1 year

This course is a requirement for CTE endorsement on the diploma.

Computer Integrated Manufacturing (CIM)

The course is for students interested in aided drawing and manufacturing technology. This course may be used in conjunction with other Project Lead the Way courses as a sequence for high school students and may be taken in grades 10-12. The final examination for CIM is provided by Project Lead the Way. Those students maintaining a class average of more than 80% have the opportunity to take the RIT college credit exam. Upon passing the exam, with a score of 70% or above, the student will receive the cost of \$200 transferable college credit of 4 quarter-hours from RIT.

Recommended Grade Level: 10-12

Prerequisite: IED

• Evaluation: RIT college exam

Credit: 1 unit - 1 year

Digital Electronics *not offered 2017-2018

This course is for students interested in micro-electronics technology. It may be used in conjunction with other Project Lead the Way courses as a sequence for high school students. This course is hands-on and is built upon several key components including: fundamentals of electricity, number system, gates, boolean algebra, combinational circuit design, binary addition, flip-flops, shift registers and controls, logic families and specifications, microprocessors, and student directed study topics. The final examination is provided by Project Lead the Way. Those students maintaining a class average of more than 80% have the opportunity to take the RIT college credit exam. Upon passing the exam, with a score of 70% or above, the student will receive the cost of \$200. Transferable college credit of 4 quarter hours from RIT.

Recommended Grade Level: 10-12

Prerequisite: DDP and passing the Math A/Integrated Algebra Regents exams

• Evaluation: RIT college exam

• **Credit:** 1 unit - 1 year

Principles of Engineering (POE)

The purpose of the course is to expose students to the foundations behind the field of engineering. This course may be used in conjunction with other Project Lead the Way courses as a sequence for high school students. This course is hands-on and is built upon several key concepts including types of engineering, communications and documentation, design process, engineering systems, statistics, materials and strengths of materials, engineering for reliability, and kinematics. The final examination for POE is provided by Project Lead the Way. Those students maintaining a class average of more than 80% have the opportunity to take the RIT college credit exam. Upon passing the exam with a score of 70% or above, the student will receive the cost of \$200.00 transferable college credit of 4 quarter hours from RIT.

Recommended Grade Level: 10-12

Prerequisite: IED

Evaluation: RIT college exam

Credit: 1 unit - 1 year

Civil Engineering and Architecture (CEA)

This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: the roles of civil engineers and architects, project planning, project documentation and presentation, site planning, and building design. The final exam is provided by Project Lead the Way. Those students maintaining a class average of more than 80% have the opportunity to take the RIT college credit exam. Upon passing the exam, with a score of 70% or above, the student will receive the cost of \$200 transferable college credit of 4 quarter-hours from RIT.

Recommended Grade Level: 10-12

Prerequisite: IED

Evaluation: RIT college exam

Credit: 1 unit - 1 year

Aerospace Engineering (AE) *Not offered for 2017-2018

The major focus of the aerospace engineering (AE) course is to expose students to the world of aeronautics, flight, and engineering. Students will be introduced to the Project Lead the Way activity-based, project-based, and problem-based learning through exploring the world of aerospace engineering. Students should have experience in physics, mathematics, and technology education. They will employ engineering and scientific concepts in the solution of aerospace problems. The entire curriculum sequence will include experiences from the diverse fields of aeronautics, aerospace engineering, and related areas of study. Lessons will engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. The course of study includes: overview of aerospace engineering, aerodynamics and aerodynamics testing,

flight systems, astronautics, space life sciences, aerospace materials, and systems engineering.

• Recommended Grade Level: 10-12

Prerequisite: IED
 Evaluation: Local exam
 Credit: 1 unit - 1 year

Residential Structures

A $\frac{1}{2}$ unit of study of many systems and skills involved in constructing non-high-rise residential buildings. Course content includes resources, such as materials, supplies, and finances; processing, such as planning framing, roofing, and insulating; and outputs and effects, such as quality assurance, environmental impact, and economic consequences.

Recommended Grade Level: 9-12
 (9th grader has to be interested in construction as a major)

• Credit: 1/2 unit - 1/2 year

Residential Wiring

A $\frac{1}{2}$ unit course providing study of electricity in the home line and low voltage, electronic systems, passive and active devices, circuit applications, integrated circuits, and an introduction to digital electronics.

Recommended Grade Level: 9-12
 (9th grader has to be interested in construction as a major)

• Credit: 1/2 unit - 1/2 year

Introduction to Engineering Design (IED)

Directed towards 9th grade students (although all grades are accepted) this course is the introductory PLTW course that is a prerequisite to continue on in the PLTW program. This course will expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

• Recommended Grade Level: 9-12

• Prerequisite: none

• Evaluation: RIT college exam

• Credit: 1 unit - 1 year

Physical Education

The physical education department believes that physical education is important for the social, emotional, and physical development of every student. The department will make every effort to provide a safe, healthy, and encouraging atmosphere that will set challenging standards that are both reasonable and attainable. If a student is unable to fully participate in physical education classes because of illness or other physical problems, an activity/medical form must be completed by the student's physician including the type of injury and the activities in which the student will be able to participate. Alternative physical education class activities are available for such situations.

The high school physical education curriculum includes a variety of units of study including, but not limited to, the following; soccer, football, volleyball, tennis, basketball, floor hockey, softball, badminton, golf, and swimming/aquatics. All students enrolled in a physical education course will participate in the swimming/aquatics unit of study.

Physical Education Requirements

Course requirements (New York State Mandatory Requirement)

The state requires that each student participate in physical education class and successfully earn 2 credits toward graduation.

Elective Program

The elective program in physical education is open for all 12th grade students who have unique scheduling needs and need PE credit to graduate. (Participation by 11th grade students is subject to review and approval by school administration.)

The program will allow greater flexibility in choice of programs. The student is responsible for selecting the specific activity and completing the contractual agreement with the physical education department (chairperson). The activity must then be approved by the department before he/she will be eligible to participate in the elective program. To be eligible for the elective program, the student must attain a grade of "A" during the first or previous marking period. Although the program is "elective" and the student can set personal goals, the student must be willing to get involved in the activity and remain involved. Most of the activities are lifetime sports and are designed for fun and fitness. Some of the more popular activities have been junior bowling, karate, and dance. **In order to continue in the program, students must provide written documentation of their participation at regular intervals. Students must accumulate 60 hours to receive course credit.

Special Education

12:1:1 Special Class

English/Math/Science/Social

This program is designed for students seeking a Regents diploma but may require minimal to moderate behavioral and/or academic needs. The class provides students with a smaller student to teacher ratio. Emphasis is on individual and/or small group instruction in all subject areas required to earn a Regents diploma as it pertains to each student's individualized education plan. The program can also incorporate half-day prevocational or career training.

STEP Program 12:1:1 Grades 9/10 (classroom A) Grades 11/12 (classroom B)

The STEP Program is designed for students with moderate disabilities who require specialized instruction in all areas, including social-emotional skills, physical skills, academic skills, and daily living skills. Students also participate in half-day pre-vocational and career training. The program utilizes support and transition services with community and state agencies.

12:1 (3:1) Special Class Grades 9-12+

This program is designed for students with multiple disabilities who have high intensity learning needs due to significant cognitive and adaptive delays. This program which is therapeutically based, focuses on fine and gross motor skill development, self-help skills, language development, and socialization skills. Related services may include occupational therapy, physical therapy, speech and language therapy, as well as hearing and vision services. This class includes 12 students with 1 teaching assistant for every 3 students.

15:1 Special Class Grades 9-12 English/Math/Social Studies/Science

This program is designed for students with minimal behavior management needs who require specialized instruction within a smaller class setting. Students receive regular education curriculum instruction within a class consisting of 15 students and 1 teacher. Educational curriculum is aligned with New York State Standards.

Integrated Co-Teaching Grades 9-12 English/Math/ Science/ Social Studies

This program is designed for students with disabilities whose learning, social, and emotional needs are best met within the general education program with supportive services. Students participate extensively in the general education program and are required to participate in the state testing program.

5:1 Resource Grades 9-12

This program is designed for students with disabilities to receive supplemental support outside of the general education classroom. Resource room service is scheduled for one period every day with a ratio of 5 students to 1 teacher. Students in the program participate extensively in the general education program and are required to participate in the state testing program.

CoSer 206

CoSer 206 is a series of transition planning related services designed to meet the mandate of the Part 200 Commissioner's Regulations on the provision of the transitional services to student with disabilities. Services are designed to implement the transition goal of the student's IEP.

	STRIDE	Foundations	Career OPS	COLLEGE WORKS
	Classroom based work/life skills training 1 hr/week	½ day program on MVCC Utica campus	½ day program at a supervised work site in the community	Two-year college-based certificate program for the high school graduate. Located on the MVCC campus
Student's proposed projected outcome	For the student whose outcome is employment and/or post-secondary education, or community-based day habilitation.	For the student whose outcome is community-based employment or post-secondary education.	For the student whose outcome is community-based employment, post-secondary education, sheltered workshop or community-based day habilitation program.	For students who want to attend college to improve their job skills and to obtain better employment.
Age/Grade	13-21 years Grades 7 -12	17 -21 years Grades 11 - 12	14 – 21 years Grades 9 - 12	Post-secondary
Disability (other's will be considered)	ID, DD, LD, OHI, ED, Autism	ID, DD, LD, OHI, ED, Autism	ID, DD, LD, OHI, ED, Autism	ID, DD, LD, OHI, ED, Autism
Placement	12:1:1 8:1:1 15:1 5:1	12:1:1 8:1:1 15:1 5:1	12:1:1 8:1:1 15:1 5:1	12:1:1 8:1:1 15:1 5:1
Services to be provided	15-week classroom instruction at home school for up to 10 students 1 hour per week. Curriculum focuses on work/life skills and vocational preparation.	10 months of campus-based and community-based instruction with a focus on employability skills and career exploration. Students are bused by their home district to the MVCC campus.	½ day program of community-based work experience at one of the four following locations: Holiday Inn, Price Chopper, St. Elizabeth's Hospital, or MVCC. Focus is on work readiness skills.	A post-secondary program in partnership with MVCC. Explores careers such as hospitality, janitorial maintenance, caregiver, and office retail.

Science

Beginning with the class of 2005, the New York State Education Department mandates that all students must complete and pass a minimum of three units of science for graduation and pass one Regents science examination. One of the courses must follow a core curriculum, have a minimum of 1,200 minutes of integrated laboratory activities, and end in a Regents exam; these courses are referred to as Regents courses. The student must pass at least one Regents examination, two if working towards the Advanced Regents Diploma. The Regents Competency Test (RCT) in science is still offered only for special education and 504 students to fulfill their Regents requirement. A maximum of two courses may come from the Living Environment (LE) curriculum and one from a Physical Setting (PS) curriculum. In addition to the three units of science, all students are required to complete one-half year of health in grades 11-12.

COURSE OFFERINGS

BASIC COURSES

Health	
Living Environment 1 (LE)	
Living Environment 2R (LE)	
Living Environment/ Biology R (LE)	
Earth Science R (PS)	
Earth Science NR (PS)	
Chemistry R (PS)	
Chemistry NR (PS)	
Physics R (PS)	
Physical Science NR (PS)	
Living Environment 1 (ELL)	
Living Environment 2 (ELL)	
Physical Science ELL (PS)	
Living Environment Prep	
Environmental Science (LE)	

ADVANCED COURSES

Advanced Placement Biology (LE)
Advanced Placement Chemistry (PS)
Advanced Placement Physics (PS)

(LE)- denotes a course that is part of the NYS Living Environment Core Curriculum

(PS)- denotes a course that is one of or reflects one of the NYS Physical Setting Core Curriculum

Health

The curriculum developed for this course is based on the WHO definition: "Health is a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity." Thus the elements of physical, social, and mental health are integrated throughout this course study. The student is exposed to many purposeful opportunities and experiences that direct and guide toward a greater appreciation and understanding of healthful living. In addition to classroom instruction, students will hear speakers who are experts in fields related to the study of health. Topics are as follows: mental health, nutrition, drug and alcohol abuse, smoking, physical fitness, communicable and chronic disease, family life education, and first aid training. Emphasis is placed on the improvement of individual health attitudes and habits; prevention is superior to rehabilitation. Required for all students.

- Recommended Grade Level: 11-12
- Prerequisite: N/A
- Evaluation: Local examination
- Credit: 1/2 unit 1/2 year

Living Environment 1 (LE)

Complete and satisfactory documentation of a minimum of 700 minutes of laboratory instruction is required for advancement to Living Environment 2R. Topics covered include ecology, unity and diversity among living things, maintenance of living things, and human physiology.

- Recommended Grade Level: 9
- Prerequisite: Final grade of D or F in Science 8 or a score of 1 on the NYS Grade 8 Science Assessments.
- Evaluation: Local exam
- Credit: 1 unit 1 year

Living Environment 1/ ELL (LE) - Same as above, but open only to ELL students

Living Environment 2R (LE)

Completion and satisfactory documentation of a minimum of 600 minutes of laboratory instruction are required and, including LE1, a total of 1,200 minutes for admission into the Regents exam. Topics covered are reproduction and development, genetics, and evolution.

- Recommended Grade Level: 10
- Prerequisite: Passed Living Environment 1 with lab requirement of 700 minutes.
- Evaluation: Regents and local exam
- Credit: 1 unit 1 year

Living Environment 2/ ELL (LE) - Same as above, but open only to ELL students

Living Environment/Biology R (LE)

Complete and satisfactory documentation of a minimum of 1200 minutes of laboratory instruction is required for admission into the Regents exam. Topics covered are those in both LE 1 and LE 2R.

- Recommended Grade Level: 9-12
- Prerequisite: Final grade of C or higher in Science 8 and a score of 2, 3, or 4 on the NYS Grade 8 Assessment.
- Evaluation: Regents and local exam
- Credit: 1 unit 1 year

Earth Science R (PS)

Complete and satisfactory documentation of a minimum of 1200 minutes of laboratory instruction is required for admission into the Regents exam. Earth Science is offered for completion of a 3-year sequence in science. The application of earth science concepts and skills such as observation, measurement, graphing, mapping, and classification are emphasized. Topics include geology, weather, energy in the earth, pollution problems, and motions of earth and stars.

- Recommended Grade Level: 9-12
- Prerequisite: Passed LE 1 and LE2R or Regents Biology and passed the Living Environment Regents
 Subject to teacher recommendation
- Evaluation: Regents and local exam
- Credit: 1 unit 1 year

Earth Science NR (PS)

The course is an introduction to the sciences of geology, meteorology, and/or astronomy as well as current events in earth science.

- Recommended Grade Level: 10-12
- Prerequisite: Passed LE 1 and LE 2R or Regents Biology and passed the Living Environment Regents exam
- Evaluation: Local examination
- Credit: 1 unit 1 year

Bridges Physical Science for the English Language Learner (ELL) (PS)

This course is structured around the current Earth Science curriculum with units in astronomy, meteorology, and geology, with a fourth unit on ecology. The course will use hands-on activities and formal lab work. It will also help prepare students for transition to Living Environment, and the LE Regents exam.

- Recommended Grade Level: 9-12
- Prerequisite: Directed specifically for English language learners.
- Evaluation: Local exam
- Credit: 1 unit 1 year

Chemistry R (PS)

Completion and satisfactory documentation of a minimum of 1200 minutes of laboratory instruction is required for admission into the Regents exam. This course presents a modern view of chemistry using problem-solving approaches, mathematical skills, and lab experiences.

- Recommended Grade Level: 10-12
- Prerequisite: Successful completion of the Algebra Common Core Regents exam and must have 2 math credits. Accelerated science students who are not accelerated in math must successfully pass the Algebra 1 Common Core Regents and be enrolled in Geometry CC.
- Evaluation: Regents and local exam
- Credit: 1 unit 1 year

Chemistry NR (PS)

This course presents a modern view of chemistry using a problem-solving approach to address various topics mathematical skills to solve chemical problems, and lab experiments to explore the experimental approach to chemistry.

- Recommended Grade Level: 10-12
- Prerequisite: Successful completion of 2 years of science and successful completion of the Algebra 1 CC course.
- Evaluation: Local exam
- Credit: 1 unit 1 year

Physics R (PS)

Completion and satisfactory documentation of a minimum of 1200 minutes of laboratory instruction is required for admission into the Regents examination. Topics include mechanics, wave phenomena, electricity and magnetism, nuclear physics and geometrical optics. Each topic has laboratory experiments and demonstrations that augment classroom activities.

- Recommended Grade Level: 11-12
- Prerequisite: Successful completion of 2 of the following Regents: Biology, Earth Science
 or Chemistry, and successful completion of the Algebra 1 Common Core Regents and
 the Geometry CC Regents exam. Algebra 2 CC is also recommended.

- · Evaluation: Regents and local exam
- Credit: 1 unit 1 year

Environmental Science (LE)

This course is designed to increase student appreciation of and interest in the interactions of living things with the environment. The student will also understand the role of humans within the natural world and the process of environmental decision-making.

- Recommended Grade Level: 10-12
- Prerequisite: Successful completion of at least 2 science courses, one of which must be
 a physical setting course and passed one Regents exam
- Evaluation: Local examCredit: 1 unit 1 year

Living Environment Prep

This course is required for all students who have failed the LE Regent's exam, but have passed the course. This course is an intensive review of the Living Environment course and will prepare the student to retake the Regents exam in January/June. Students must attend a minimum of 85% of the LE prep classes to be eligible to sit for the Regents exam.

- Recommended Grade Level: 10-12
- Prerequisite: Must have passed the appropriate courses in Living Environment 2R (LE) or Regents Biology (LE) but failed the Regents exam
- Evaluation: Regents exam
- Credit: 0 unit 1 year

ADVANCED PLACEMENT COURSES

AP Biology

This is a college-level experience in which the student is exposed to a program designed for Biology majors. Upon successful completion of the course and AP exam, the student may be granted college credit and placed in an upper level course in the freshman year. The class meets daily for one block. Students must be highly motivated and be willing to work hard to succeed.

- Recommended Grade Level: 11-12
- Pre-requisite: Successful completion of Regents Biology, and Chemistry with a minimum grade of 80 on Regents exams
- Evaluation: AP and local exam
- Credit: 1 unit 1 year

AP Chemistry (PS)

AP Chemistry is a one-credit college-level course taught at the high school. Topics include atomic structure, molecular geometry, thermodynamics, periodic law, electrochemistry, gas laws, organic chemistry, etc. The class meets daily for one block. Students must be highly motivated and willing to work hard to succeed.

- Recommended Grade Level: 11-12
- Prerequisite: Same as AP Biology
- Evaluation: AP and local exam
- Credit: 1 unit 1 year

AP Physics

The AP Physics course includes both classical and modern physics. Topics include mechanics, heat and kinetic energy, electricity and magnetism, waves and optics, and modern physics. Each topic is thoroughly presented through a verbal, mathematical, and graphical interpretation of the physical laws. Lab experiments include free fall, projectile motion, ballistics, optics, and others. The class meets daily for one block.

- Recommended Grade Level: 11-12
- Prerequisite: Same as AP Biology and AP Chemistry, however student should have successfully completed both Algebra 1 CC, Geometry CC, and Algebra 2 CC courses and have passed the Regents with a minimum of 80%. It is highly recommended that students be enrolled in either Pre-Calculus or Calculus.
- Evaluation: AP Physics exam, local exam, and Regents Physics exam if not previously taken.
- Credit: 1 unit 1 year

AP Physics II

The AP Physics II course of the other two introductory physics courses: Physics R and AP Physics. Topics include thermodynamics, fluid mechanics, complex circuits, electromagnetism, physical and geometric optics, and modern physics. Each topic is thoroughly presented by verbal, mathematical, and graphical interpretations of physical law. Lab experiments include heat quantity, Pascal's Principle, Faraday's Law, Snell's Law, Young's experiment, and photoelectric effect.

- Recommended Grade Level: 12
- Prerequisite: Students must successfully complete Physics R or AP Physics and be enrolled in Pre-Calculus or Calculus while in AP Physics II
- Evaluation: AP Physics exam, local exam
- Credit: 1 unit 1 year

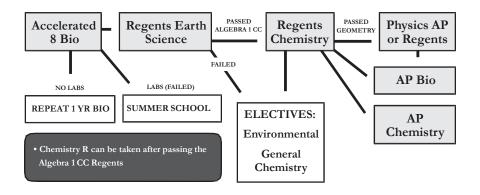
Nanotech/Micro-tech

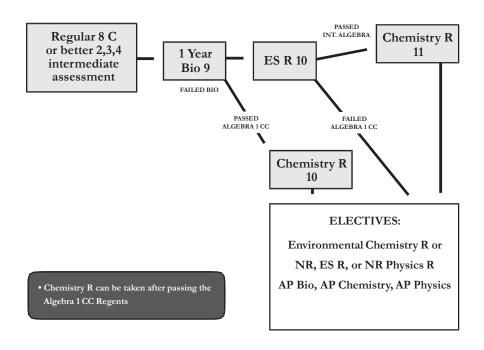
How large is a nanometer? A nanometer is a unit of length in the metric system equal to one billionth of a meter. A single sheet of paper is about 100,000 nanometers thick. Nanotechnology deals with structures of the size 100 nanometers or smaller, and involves developing materials or devices within that size. In this course we look at gold colored silver nanoparticles, ruby red gold particles, buckyballs, and surface area to volume ratios. Microtechnology deals with technology near the one micrometer size. We will work with robots, micro-machines, and microchips.

- Recommended Grade Level: 11-12
- Prerequisite: Successfully complete Algebra course and Algebra CC Regents exam. Successfully
 complete Biology and/or Earth Science and Regents exam.
- Evaluation: local exam
- Credit: 1 unit 1 year

Science

FLOW CHARTS





Social Studies

Four units of social studies are required of each student for graduation. The fourth unit shall consist of one half unit of credit in economics and one half unit of credit in government. Passing grades on the United States History Regents and the Global Studies Regents are required for graduation. A five-credit sequence is available through electives in psychology or two of the three non-required half-year social studies courses: criminal justice and multicultural studies.

Course Offerings

Global Studies 9 R
Global Studies 9 R ELL
Global Studies 9 R Honors
Global Studies 10 R
Global Studies 10 R
Global Studies 10 R ELL
AP Euro/Global 10 R
Global Studies 10 R Prep
United States History & Government 11 R
AP United States History & Government
United States History & Government 11 R ELL
United States History & Government 11 R Prep
American National Government-grade 12 - dual credit through MVCC
Psychology - grades 11 & 12
Sociology Syracuse University Project Advance (SUPA)

Descriptions of Courses

Global Studies 9 R

Phase one of a two-year program. Students study the rise of civilizations to the emergence of the modern world. Themes include geography, economic development, revolutions, religion, government, and social dynamics of change. An emphasis is placed on interpreting documents and writing thematic essays.

Credit: 1 unit - 1 year

Global Studies 9 R ELL

This course is designed for English language learners who have or don't have the ability to speak English as their second language, but also have a limited background in social studies. Students cover the same program as above.

Credit: 1 unit - 1 year

Global Studies 9 R Honors

This course curriculum follows NYS Global Studies 9 format and content area with a thematic approach. Emphasis is placed on the use of historical documents to develop skills for historical analysis and position paper fluency.

- Prerequisite: Overall B+ average in the Jr. high program, recommendation from 8th grade teachers
- Credit: 1 unit 1 year

Global Studies 10 R

Phase two of the global studies program. The course is taught chronologically from the point where Global 9 finishes. Students study the age of revolutions through the contemporary world. Interpreting document-based questions and essay writing are required.

• Prerequisite: Global Studies 9

Credit: 1 unit - 1 year

Global Studies 10 R ELL

This course is designed for English language learners who have the ability to speak English as their second language but have a limited background in social studies. Students cover the same program as above.

Prerequisite: Global Studies 9

Credit: 1 unit - 1 year

AP Euro/Global History 10 R

This is an introductory college-level course designed for those students who wish to pursue a higher level of study. It proposes to develop a greater understanding of global processes and contacts in the context of chronological history in the interaction with different types of societies. It explores major themes of interaction, innovation, revolution, migration, and cultural diffusion in an ever-changing world. If students earn the required grade, they may be granted college credit. Topics include global history in the following time segments: c. 800 B.C.E. - 600 C.E., 600-1750 C.E., 1750-1914, 1914-present.

- Prerequisite: Grade of B in Global 9 and a B overall average or higher
- Credit: 1 unit 1 year

Global Studies 10 R Prep

This course is a review for those students who have not yet passed the NYS. Global Studies Regents exam. Global 9 & 10 are reviewed with emphasis on document-based questions and thematic essay writing.

- Prerequisite: Successful completion of Global 9 and 10
- Credit: N/A

United States History & Government 11 R

This course is designed to develop the students' understanding of the political, social, economic, and cultural history of the United States. Important topics include: the constitution, supreme court cases, branches of government, and industrialization and the US in the global era. Interpreting documents and essay writing are required.

• Prerequisite: Global Studies 9 and 10

• Credit: 1 unit - 1 year

AP United States History & Government

This is an introductory college-level course designed for those students who wish to pursue higher-level studies. It is an in-depth chronological study of the events and trends that have affected the development of American ideas and institutions. If students earn the required grade they may be granted college credit by the college of their choice. The topics range from pre-Columbian through the present.

- Prerequisite: A grade of 88 or above on the Global Regents and has maintained a B+ average in all courses
- Credit: 1 unit 1 year

United States History & Government 11 R ELL

This course is designed for English language learners who have the ability to speak English as their second language but have a limited background in social studies. Students cover the same material as in U.S. History 11 Regents.

- **Prerequisite:** Global Studies 9 and 10
- Credit: 1 unit 1 year

United States History & Government 11 R Prep

This course is a review for those students who have not passed the NYS United States History Regents exam. An overview of U.S. History themes are covered with emphasis on document-based questions and essay writing.

- Prerequisite: Successful completion of US History course.
- Credit: N/A

American National Government Dual-Credit through MVCC

The objective of this course is to introduce students to the discipline of political science through the study of American government. The course will cover the following topics: the concept of the political system, democracy in theory and practice, the historical background and content of the constitution, federalism, and the supreme court's role in the area of civil rights. For additional information, refer to the MVCC catalog of courses under PS101. Dual credit courses are college courses offered at the high school that meet both the graduation requirements of the high school and begin building college credit requirements.

- Prerequisite: Social Studies 9-11 and an overall B+ average
- Credit: ½ unit high school/college credit ½

Sociology

Syracuse University Project Advance (SUPA). This is a dual-credit course in conjunction with Syracuse University. There is a substantially reduced tuition cost required. Financial aid is available. This course will emphasize the study of social institutions (i.e., marriage, family). Themes of study include division of race, gender, and social classes. The emphasis is on analytical reading and conceptual analysis. Syracuse University credit will be earned upon successful completion of the course. The credits are transferable to other colleges and universities.

- Prerequisite: Seniors with an overall B+ average. Juniors upon availability, B+ average, and on a college path.
- Credit: ½ unit ½ year

Oneida-Herkimer-Madison BOCES Career Pathways / Tech Prep Program

The Utica City School District participates in the Oneida-Herkimer-Madison BOCES Career Pathways / Tech Prep Program. More than 80% of the jobs in this century will require more knowledge about business, science, math, and technology. A federally funded and regulated program, Career Pathways / Tech Prep is a major reform effort to address the needs of students for quality academic and technical studies that will prepare them for further education and work. All of these programs are 2+2 programs of study that combine 2 years of secondary education with a minimum of 2 years of post-secondary education in a non-duplicative, sequential course of study. Career Pathways / Tech Prep courses integrate academic and technical instruction and utilize work-based learning experiences as well as technical preparation in technology and business. The Career Pathways / Tech Prep Program helps students develop competence in math, science, and English through applied, contextual courses. Articulation agreements between secondary and post-secondary schools ensure that students receive non-duplicative, sequential instruction.

Students in the Oneida BOCES Consortium who complete four courses of study in technology or business are eligible to receive the Career Pathways / Tech Prep certificate upon graduation. Students receiving the Career Pathways / Tech Prep certificate may be eligible for a scholarship awarded by the program. Career Pathways / Tech Prep students receive assistance attaining articulation credit from the program. These students also receive assistance attaining articulation credit from MVCC and may also be eligible to participate in a Summer Technology Camp.

To earn a Career Pathways / Tech Prep certificate at the completion of high school at Proctor, students must:

- Earn credit for 3 years of Regents math
- Earn credit for 3 years of Regents-level science
- Participate in a full-day shadowing experience at a work site arranged through SABA
- Earn a minimum of 4 credits in technology or business
- Complete a portfolio that highlights the student's best work from technology/business
 Tech Prep program

This program provides meaningful educational opportunities that help young people succeed in both college and work. This program allows students to save time and tuition dollars by taking challenging, real-world course work in high school. By completing a 4-unit sequence in technology, business and/or communications, high school students jump-start their careers and build the skills they need to be successful in college. Many times, colleges may accept college credit for Tech Prep courses through either articulation agreements or dual credit arrangements

Certification Requirements

- 4 units in Tech Prep curriculum area (technology, business and/or communications)
- 3 units of math
- 3 units of science
- A one-day job shadowing experience through the SABA program
- A portfolio of your best work

The highly skilled workplace of today requires a good understanding of technology, business and/or communications. Put your time in high school to good use and take the Tech Prep courses that will give you an important advantage in college and in life. Expand your options by enrolling.

Social Studies Acceleration Guidelines Grade 9

Acceleration Eligibility Criterion

- 85% or higher on 8th grade final Social Studies examination.
 The same final will be given consistently at both middle schools.
- Cumulative B+ average in 7th and 8th grade Social Studies.
- Level 3 or 4 on the 8th grade State Assessment.*
- Excellent work ethic and 85% attendance.

Determining Eligibility Status

All criteria must be met.

Parental Consent

- Student participation in accelerated coursework requires written parental consent.
- The building principal is to secure written parental consent after the student is determined eligible for accelerated status.

Discontinuance of Acceleration Status Due to Performance

- Continuation of student in accelerated status will be monitored and reviewed by the classroom teacher the first and second marking periods of grade 9 Social Studies.
- After the first marking period, if the student is not rendering satisfactory performance, counselor and building principal will be notified by teacher and an immediate parent/ teacher conference will be scheduled.
- After the second marking period, if student is not meeting eligibility criteria, he or she
 will be placed in a regular paced Social Studies class as per add/drop policy.

Appeals Process

- The parent has the right to appeal the student's non-acceptance into the accelerated program to the building principal.
- The principal will arrange for the student to take a standardized Prentice Hall Assessment
 as approved by the Social Studies Department Chair and principal whereby the student
 must achieve 85% or better, scored following standard Regents procedures, in order to
 grant the appeal for entrance into the accelerated program.

Accountability

- Classroom teachers submit quarterly acceleration reports to building principal.
- Principals submit an Acceleration Status Quarterly Report to Director of Curriculum & Instruction K-12.

Footnotes

- Final scheduling of Social Studies students will not occur until after the end of 8th grade school year when all final exam results are available.
- Acceleration in Social Studies is not dependent on acceleration in Math or Science.
- * Due to the recent elimination of the Grade 8 Social Studies assessment by the NYS Department of Education the district is currently revising the eligibility criteria.

English Acceleration Guidelines Grade 9

Acceleration Eligibility Criterion

- 85% or higher on 8th grade final English examination.
 The same final will be given consistently at both middle schools.
- Cumulative B+ average in 7th and 8th grade English.
- Level 3 or 4 on the ELA Assessments in both 7th and 8th grade.
- Excellent work ethic and 85% attendance.

Determining Eligibility Status

All criteria must be met.

Parental Consent

- Student participation in accelerated coursework requires written parental consent.
- The building principal is to secure written parental consent after the student is determined eligible for accelerated status.

Discontinuance of Acceleration Status Due to Performance

- Continuation of student in accelerated status will be monitored and reviewed by the classroom teacher the first and second marking periods of grade 9 English.
- After the first marking period, if the student is not rendering satisfactory performance, counselor and building principal will be notified by teacher and an immediate parent/ teacher conference will be scheduled.
- After the second marking period, if student is not meeting eligibility criteria, he or she
 will be placed in a regular paced English class as per add/drop policy.

Appeals Process

 The parent has the right to appeal the student's non-acceptance into the accelerated program to the building principal.

Accountability

- Classroom teachers submit quarterly acceleration reports to building principal.
- Principals submit an Acceleration Status Quarterly Report to Director of Curriculum & Instruction K-12.

Footnotes

- Final scheduling of English students will not occur until after the end of 8th grade school year when all final exam results are available.
- Acceleration in English is not dependent on acceleration in Math or Science.

Mathematics Acceleration Guidelines Grades 7-9

Acceleration Eligibility Criterion

- 85% or higher on 6th grade final Mathematics examination.
 The same final will be given consistently at both middle schools.
- Cumulative B+ average in grade 6 Mathematics.
- Level 3 or 4 for the prior 2 years in the New York State Assessment.
- Excellent work ethic and 85% attendance.

Determining Eligibility Status

• All criteria must be met.

Parental Consent

- Student participation in accelerated coursework requires written parental consent.
- The building principal is to secure written parental consent after the student is determined eligible for accelerated status.

Continuing Acceleration Status Requirements

Seventh Grade into Eighth Grade:

- 85% or higher on the grade 7 final Mathematics examination.
- Cumulative B average in Mathematics.
- Level 3 or 4 for the prior 2 years in the New York State Mathematics Assessment.
- Excellent work ethic and attendance.

Grade 9 Math Course Placement

Eighth Grade into Ninth Grade:

- Cumulative C+ or higher average in Algebra. C+ requirement will be reviewed after evaluations the state-mandated Algebra course.
- A passing score on the Algebra CC Regents exam.
- Teacher sequence recommendation.
- Excellent work ethic and attendance.

Discontinuance of Acceleration Status Due to Performance

- Continuation of student in accelerated status will be monitored and reviewed by the classroom teacher the first and second marking periods.
- After the first marking period, if student is not rendering satisfactory performance, counselor and building principal will be notified by teacher and an immediate parent/ teacher conference will be scheduled.
- After second marking period, if student is not meeting eligibility criteria, he or she may, upon approval of the building principal, be placed in a regular paced Mathematics class.

Appeals Process

 The parent has the right to appeal the student's non-acceptance into the accelerated program to the building principal.

Accountability

- Classroom teachers submit quarterly acceleration reports to building principal.
- Principals submit an Acceleration Status Quarterly Report to Director of Curriculum: Instruction K-12

Footnote

Final scheduling of Accelerated Math and Science students will not occur until after the end of 6th grade school year when all final exam results are available.

Science Acceleration Guidelines Grades 7-8

Acceleration Eligibility Criterion

- 85% or higher on the 6th grade final Science examination.
 The same final will be given consistently at both middle schools.
- Cumulative B+ average in 6th grade Science.
- Level 3 or 4 on the grade 4 Science Assessment and on the 5th Grade Mathematics Assessment.
- Must meet Accelerated Mathematics Guidelines.
- Excellent work ethic and 85% attendance.

Determining Eligibility Status

• All criteria must be met.

Parental Consent

- Student participation in accelerated coursework requires written parental consent.
- The building principal is to secure written parental consent after the student is determined eligible for accelerated status.

Continuing Acceleration Status Requirements

Seventh Grade into Eighth Grade:

- 85% or higher on final 7th Grade Science Examination.
- Cumulative B average in Grade 7 Science.
- Level 3 or 4 on the New York State Grade 8 Science Assessment. Accelerated students take the Grade 8 Science Assessment in 7th grade.
- Excellent work ethic and 85% attendance.

Discontinuance of Acceleration Status Due to Performance

- Continuation of student in accelerated status will be monitored and reviewed by the classroom teacher the first and second marking periods.
- After the first marking period, if student is not rendering satisfactory performance, counselor and building principal will be notified by teacher and an immediate parent/ teacher conference will be scheduled.
- After second marking period, if student is not meeting eligibility criteria, he or she will be placed in a regular paced Science class.

Appeals Process

 The parent has the right to appeal the student's non-acceptance into the accelerated program to the building principal.

Accountability

- Classroom teachers submit quarterly acceleration reports to building principal.
- Principals submit an Acceleration Status Quarterly Report to Director of Curriculum: Instruction K-12.

Footnote

Final scheduling of Accelerated Math and Science students will not occur until after the end of the 6th grade school year when all final exam results are available.

Guidance and Related Services

Program Planning

The guidance department is a clearinghouse for questions relating to subject choice and program planning. An important task of the counselors is to help students interpret course offerings in view of their own educational and career plans. The guidance department provides source materials and information concerning career opportunities and training beyond high school. Individual scheduling conferences are held with all students. Parents are encouraged to attend.

Individual schedules must be completed for all students in grades 9-12. Further counseling is necessary in cases of conflict in subject choice or in the event of course failure. Students with course failures may be advised to attend summer school, repeat courses next term, or change their programs. Students in this category should contact their guidance counselor as soon as their status is known.

Support Services

Special services are available to students in areas of personal counseling, individual testing, and assistive therapies as needed as well as to students who are specifically classified by the district's Committee on Special Education. These services are administered by specialists, usually on an individual basis. Any parent or student may request these services by contacting his/her individual guidance counselor.

Course Selection Procedures

Student selection of courses typically takes place in early spring. Counselors meet with students to review previously completed coursework and the requirements for graduation. Parents are encouraged to participate in this process. Notification will be sent home when the process begins.

Graduation Requirements

The Board of Education and the New York State Regents minimum standards are required for graduation from high school. All school programs have one main purpose even though they provide a variety of experiences. This purpose is to help students develop and acquire the skills, abilities, knowledge, and attitude necessary to work toward high school graduation. A student's eligibility for a diploma will be determined by the high school principal on the basis of the official high school record. Students who meet the requirements will be issued a diploma.

Diploma and Graduation Requirements: All Students

Regents

Credits: 22 total (4 ELA, 4 S.S., 3 Science, 3 Math, 1/2 Health, 1 Art, 1 World Language, 2 P.E., 3 1/2

Exams: 5 Required Regents, score ≥ 65

Required Regents:

- 1 Math
- 1 Science
- ELA

Global History & Geography U.S. History & Government

Regents (through appeal)

Credits: Same as Regents

Exams:

- 4 Required exams with a score ≥ 65
- 1 Regents exam with a score of 62-64 and an appeal is granted by the local district

RegentsWith HONORS

Credits: Same as Regents

Exams:

 5 Required exams with a computed average score of 90 or better

Regents With Advanced Designation

Credits: Same as Regents

 Additional 2 units of credit in World Language or 5 unit sequence in Arts or CTE (included in 22 required credits)

Exams:

- 8 required Regents exams with a score ≥ 65
- 3 Math, 2 Science, ELA, Global, U.S. History, locally developed World Language or 5 unit sequence in Arts/CTE

Diploma and Graduation Requirements: All Students

Regents

Credits: 22 total (4 ELA, 4 S.S., 3 Science, 3 Math, 1/2 Health, 1 Art, 1 World Language, 2 P.E., 3 1/2

Exams: 5 Required Regents, score ≥ 65

Required Regents:

1 Math

1 Science

ELA

Global History & Geography U.S. History & Government

Regents With Advanced Designation: Mastery in Math

Credits: Same as Regents

 Additional 2 units of credit in World Language or 5 unit sequence in Arts or CTE (included in 22 required credits)

Exams:

- Meets all exam requirements for Regents with Advanced Designation
- Scores ≥ 85 on each of 3 Regents in Math

Regents With Advanced Designation: Mastery in Science

Credits: Same as Regents

 Additional 2 units of credit in World Language or 5 unit sequence in Arts or CTE (included in 22 required credits)

Exams:

- Meets all exam requirements for Regents with Advanced Designation
- Scores ≥ 85 on each of 3 Regents in Science

Regents With Advanced Designation with Honors

Credits: Same as Regents

 Additional 2 units of credit in World Language or 5 unit sequence in Arts or CTE (included in 22 required credits)

Exams:

- 8 required Regents exams with a computed average score ≥ 90
- 3 Math, 2 Sci., ELA, Global, U.S. History, locally developed World Language or 5 unit sequence in Arts/CTE

Diploma Options/Requirements: All Students

Local Diploma (through appeal)

Credits: Same as Regents

• 22 total (4 ELA, 4 S.S., 3 Science, 3 Math, 1/2 Health, 1 Art, 1 World Language, 2 P.E., 3 1/2 Electives

Exams:

- 3 Required exams with a score ≥ 65
- 2 Regents exams with a score of 62-64 and an appeal is granted by the local district per Commissioner's Regulations

Local, Regents, Regents with Advanced Designation with a CTE Endorsement

Credits:

- Completes credit requirements for diploma
- Completes CTE program

Exams

- Achieves passing scores on exams as listed above for specific diploma
- Completes technical assessment for completed CTE program

Diploma Options/Requirements: Students with Disabilities & 504 Plans

Local Diploma

Credits: Same as Regents

 22 total (4 ELA, 4 S.S., 3 Science, 3 Math, 1/2 Health, 1 Art, 1 World Language 2 P.E., 3 1/2 Electives

Exams:

Low Pass Safety Net Option

- 5 Required Regents exams with a score ≥ 55 or better
- 1 Math, 1
 Science, 1 ELA,
 1 Global History,
 1 U.S. History &
 Government

Exams:

September 11

RCT Safety Net Options ONLY for Students entering grade 9 prior to

 Passing score on corresponding RCT if student notes achieve a score ≥ 55 on Regents

Exams:

Compensatory Safety Net Option

- Scores between
 45-54 on one or
 more of 5 required
 Regents, other than
 ELA or Math
- Compensates low score with a score ≥ 65 on another required Regents

**Score of \geq 55 on both ELA and Math

**Score of ≥ 65 on single exam may not be used to compensate for more than 1 exam with a score of 45-54

Non-Diploma High School Exiting Credentials Students with Disabilities

Skills and Achievement Commencement Credential

Exams: For students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)

Requirements:

- Attend school for not less than 12 years, excluding K
- Accompanied by summary of the student's level of achievement in academic and CDOS

Career Development and Occupational Studies Commencement Credential

For:

- Exiting Credential: Students with disabilities other than those assessed using NYSAA
- Can be earned as a supplement to a regular diploma

Requirements:

- Completes a career plan
- Demonstrates attainment of commencement level CDOS learning standards in areas of career exploration and development, integrated learning, and universal foundation skills
- Completes 2 units of study (216 hours) in CTE coursework and work-based learning (at least 54 hours of work-based learning)
- 1 completed employability profile

OF

Meets criteria for national work readiness credential