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BINGHAMTON CITY SCHOOL DISTRICT

MISSION

Our mission is to provide a supportive, safe and engaging school environment that embraces each and every one to believe in themselves, to belong, and to become successful.

VISION

Our vision is to be the district of choice for children and families seeking an equitable educational experience where students are the focus, individual needs are supported, and a wide variety of opportunities are provided by an engaged and passionate school community committed to the success of each child.

VALUES

We believe that we can achieve our vision and accomplish our mission if, in all our work, we focus on clearly defined and consistently demonstrated core values. To that end, in all our action and interactions, we will:

- Focus on students in every decision we make.
- Ensure that all children and families are included and engaged.
- Act with integrity and work collaboratively with all members of the school community.
- Commit to providing multiple pathways to success.
- See in children what they have yet to see in themselves.
- Provide students with opportunities for their voices to be heard.
- Take collective responsibility for the success of each child.

COMMITMENTS

Academic and Instructional Excellence – We will provide a continuum of academic pathways that meet students where they are and support their diverse interests and needs in order to meet or exceed grade-level expectations.

Supportive Environment – We will create a learning and working environment where each and every one feel valued and can accomplish their best work.

The Student Experience – We will provide each and every student with opportunities to engage in a wide variety of school experiences including academic, co-curricular, and community-based activities.

Safety – We will create an environment where students, staff, and families feel physically and emotionally safe.

Board of Education
Mr. Steven Seepersaud, President
Ms. Carrie Button, Vice President
Ms. Mary Ann Callahan
Ms. Shaunté Middleton
Dr. Albert Penna
Ms. Liza Turner

District Leadership
Dr. Tonia Thompson, Superintendent
Dr. Jennifer Dove, Assistant Superintendent for Instruction and Budget
Mr. Eric Wilson, J.D., Executive Director of Human Resources and Operations
Mr. Kyle Skinner, Assistant to the Superintendent

Binghamton High School Administration		
Name	Position	Phone Number
Mr. Kevin J. Richman	Principal	762-8200
Ms. Paula Grassi	Associate Principal	762-8212
Mrs. Miriam Purdy	Associate Principal	762-8208
Mr. Eudes Clarke	Assistant Principal	762-8252
Mr. Gerald Lynch	Assistant Principal	762-8255

Binghamton High School Counseling Department	
Mary Gere-Penna (Dept. Chair)	762-6009
Caitlin Farrell	762-6060
Derek Gouldin	762-8256
Andrea Kramarczyk	762-8264
Tara Neugebauer	762-8361
John Matyas	762-8227
Ashlee Power	762-8177
Matthew Roberts	762-8265
Glenn Whittington	762-8228
West Middle School Counseling Department	
Bobbi Jo Ocker	763-8412
Allison Karderinis	763-8412
East Middle School Counseling Department	
Karin Newton	762-8320
Gina Smith	762-8320

New York State Diploma Requirements

Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation	
Course	Minimum Number of Credits
English	4
Social Studies Distributed as follows: U.S. History (1) Global History and Geography (2) Participation in Government (.5) Economics (.5)	4
Science Distributed as follows: Life Science Regents (1) Physical Science Regents (1) Life Science or Physical Science (1)	3
Mathematics	3
Languages Other than English (LOTE) **	1
Visual Art, Music, Dance and/or Theatre	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
Total	22

** Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if indicated on the IEP but must still earn 22 units of credit to graduate.

Please consult your student's counselor with any questions or for clarification.

NYS REGENTS EXAM REQUIREMENTS – STILL IN EFFECT FOR 2025-26

Regents Diploma - a score of 65 or better is required on these Regents exams:

- English Language Arts
- Mathematics (one of the following: Algebra I, Geometry or Algebra 2)
- Global History
- US History
- Science (one of the following: Life Science-Biology (formerly Living Environment), Earth Science, Chemistry, Physics)

Regents Diploma with Advanced Designation - a score of 65 or better is required on these Regents exams:

- English Language Arts
- Mathematics (Algebra I, Geometry, Algebra 2)
- Global History
- US History
- Science (Life Science-Biology (formerly Living Environment) and either Chemistry, Earth Science or Physics)
- Level 3 World Language Checkpoint B Exam

ADDITIONAL DIPLOMA DESIGNATIONS

With Honors

A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. (The locally developed Checkpoint B examination in World Languages is not included in the calculation).

Mastery in Math and/or Science

A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on three math Regents examinations and/or three science Regents examinations.

NYS CAREER & TECHNICAL EDUCATION (CTE) ENDORSEMENT

Students enrolled in an approved school district or BOCES career and technical education (CTE) program who successfully complete all requirements earn a technical endorsement to be affixed to their high school diplomas. Binghamton High School offers CTE Endorsement programs in:

- Business Management
- Accounting
- Culinary Science

See page 18 for additional information.

New York State Graduation Requirements Checklist

TOTAL CREDITS TO GRADUATE = 22

TOTAL REGENTS EXAMS TO GRADUATE = 5

ENGLISH (4)

English 9 _____

English 10 _____

English 11 _____

English 12 _____

SOCIAL STUDIES (4)

Global 9 _____

Global 10 _____

US History 11 _____

Gov't/Economics _____

MATH (3)

Algebra _____

2nd Math Credit _____

3rd Math Credit _____

SCIENCES (3)

Living Environment _____

2nd Science _____

Course: _____

3rd Science _____

Course: _____

FOREIGN LANGUAGE (1)

Foreign Language _____

FINE ARTS

Arts/Music/DDP _____

HEALTH

Health _____

PHYSICAL EDUCATION (2 credits, .5 each)

PE _____

PE _____

PE _____

PE _____

ELECTIVES (3.5)

Elective _____

Elective _____

Elective _____

Elective _____

HS REGENTS EXAMS

Algebra _____

Living Environment _____

Global 10 _____

Or 4+1 _____

US History _____

English Lang Arts _____

Dear Parent or Guardian:

Above please find a checklist of the New York state Graduation Requirements. Recently, I met with your student to select classes and to review their progress towards graduation. It is important to note that failure to earn credits may result in being retained in your current grade level, and/or placing their on-time graduation in jeopardy. If you have any questions or concerns, please contact me at 607-762-9211

Student Name _____ Counselor _____

NEW YORK STATE GRADUATION REQUIREMENT ALTERNATIVES AND EXEMPTIONS

There are several alternative pathways to earning a New York State Diploma.

1.) Graduation Pathways

Instead of passing the five required Regents examinations, a student must either:

- Pass an additional Regents examination in a different course (mathematics, science, or social studies); or
- Pass an additional Department approved alternative in a different course (English, mathematics, science, or social studies); or
- Pass a department approved pathway assessment (Arts, CDOS, World Languages); or
- Successfully complete a department approved CTE program, including the associated 3-part technical assessment; or
- Successfully complete all the requirements for earning the CDOS Commencement Credential (see page 85)

2.) Regents Examination Appeals

Appeals are subject to local district approval. For information on appeals, and safety nets, please contact your student's counselor.

3.) Superintendent Determination of a Local Diploma

Superintendent Determination is subject to local district approval. For information on whether your student may be eligible, please contact your student's counselor.

4.) World Languages Exemption

Students with a disability may be excused from the required units of credit in World Languages. This must be indicated on their IEP. Please note, they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages to meet the assessment requirements for the Advanced Regents Diploma.

BHS COURSE OFFERINGS

The courses listed in this curriculum guide represent courses the District is prepared to provide our students. Final course offerings depend on course enrollments. Students will be notified in advance of the cancellation of any courses that they have signed up for.

DEPARTMENTS OF STUDY

000 Series – English
100 Series - Social Studies
200 Series - Mathematics
300 Series - World Language
400 Series - Science
500 Series - Business Finance & Information Technology
600 Series - Technology and Family and Consumer Science (FACS)
700 Series - Visual Arts
800 Series - Theatre, Music, Dance
900 Series - Physical Education and Health
925 Series - Special Education
1000 Series - BOCES

MARKING SYSTEM

Each student at Binghamton High School will receive a report card at the end of each 10-week period during the school year. The student will receive a number grade for each subject area. To be placed on the Honor Roll, a student must achieve a weighted average of 87 or above. High Honor roll status can be attained by achieving an overall weighted average of 92 or above.

To earn honor graduate status, a student must achieve a weighted average of 87 or above. Final average and rank are calculated in February of senior year.

REPORT CARD GRADES

Letter Grade	% Grade	4.0 Scale
A+	97-100	4.00
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
D+	67-69	1.30
D	65-66	1.00
E/F	Below 65	0.00
I	Incomplete	

Binghamton High School teachers submit an Interim Report Form at the five-week mark of each marking period. The purpose of this report is to inform the student and the parent/guardian of the student's progress prior to the actual report card. The Interim Report is submitted four times annually.

Student Grade for Final Transcripts and Class Rank

It is important for all student and families at Binghamton High School to know that all classroom grades, no matter how or when earned over the course of the school year and/or summer school, become part of the official student record for transcripts, class rank, and Honor Graduate status. All grades and course scores are calculated in compiling a student's class rank and status for Honor Graduate. As an example, if a student fails a course/subject during the school year and re-takes that subject in summer school, both final marks for the school year and summer school are part of the official transcript record and are averaged in for final class ranking and Honor Graduate status. An earned grade "never disappears" on the final transcript. All grades/scores count on the official transcript record. Senior class rank is calculated at the end of the first semester, senior year, using weighted grades.

Course Level Designations

IB - International Baccalaureate

International Baccalaureate courses are open to all students who seek a challenging and rigorous academic program. Students must take an IB examination in May. The IB is recognized by major universities in North America as well as across the world. Students may earn college credit.

Advanced Placement (AP)

The AP Program is open to any student who seeks a challenging academic program. The students will be prepared to take the AP Examination in the spring for possible college credit. The following AP courses are offered at BHS.

- Calculus
- Computer Science Principles
- English Composition
- European History

E - Enriched

These courses cover all the work required at the Regents level and satisfy the requirements for the state diploma or endorsement. The work covered is more intensified and personalized. The degree of the modification depends on the student population.

R - Regents

These courses are based on the state prescribed or state approved curricula. Their successful completion is required for a state Regents diploma or endorsement of the school district diploma. Credit weighting has been established for Binghamton High School. Credit weighting is used for establishing the senior class rank and Honor Roll.

The following brief outline will explain the weighting system as applied to various course levels.

Credit Weighting

Type of Course	Weighting	Example of Unweighted Grade	Weighted Grade
AP, IB, PLTW, College Credit Bearing Courses and New Visions	1.15x	90	103.5
Enriched/Honors	1.1x	90	99
IB English 11 and 12 (SL Only)	1.1x	90	99
Regents	1.0x	90	90

Dual-Enrollment - College Articulated Courses

Binghamton High School participates in concurrent enrollment programs through SUNY Broome, Binghamton University and Rochester Institute of Technology that promote and offer challenging college-level experiences to students in their last one-two years of high school. Students benefit through their ability to enroll in rigorous college level courses while simultaneously meeting high school graduation requirements.

Courses offered through the SUNY Broome Fast Forward program are:

BHS Course	SUNY Broome Aligned Course	College Credits
Anatomy/Physiology FF	BIO 101 Intro to Anatomy & Physiology	3
Media Arts II	ART 125 Intro to Computer Graphics	3
Financial Accounting FF	BUS 100 Financial Accounting I	4
Health Sciences Seminar FF	HST 100 Seminar in Health Sciences	3
IB French IV HL FF	FRE 201 Intermediate French I and FRE 202 Intermediate French II	6
IB Spanish IV HL FF	SPA 201 Intermediate Spanish I and SPA 202 Intermediate Spanish II	6
Intro to Early Childhood Education FF	ECE 110 Intro to Early Education	3
Foundations of American Education FF	EDU 111 Foundations of American Education	3
Medical Terminology FF	HIT 106 Medical Terminology	3
Music Theory I FF	MUS 104 Fundamentals of Music	3
Music Production II - FF	MUS 160 Recording & Production I	3
PE Solutions to Fitness & Wellness FF	PED 118 Solutions to Fitness & Wellness	1
Personal & Community Health FF	HST 162 Personal & Community Health	3
Personal Success Strategies (for P-Tech students)	HST 162 Personal Success Strategies	1
College Physics FF	PHY 161 Physics I: Mechanics & Heat & PHY 162 Physics II: Wave Motion, Electromagnetism & Atomic Physics	8
IB Math Applications SL FF	MAT 124 Statistics I	3
IB History of the Americas I HL FF	HIS 130 US History I and HIS 131 US History II	6

Courses offered through Rochester Institute of Technology (RIT) Project Lead the Way are:

BHS Course	RIT Course	College Credits
Computer Integrated Manufacturing (CIM)	PLTW 105 Computer Integrated Manufacturing	3
Design, Drawing & Production (DDP)	PLTW 101 Intro to Engineering Design	3
Principles of Engineering (POE)	PLTW 102 Principles of Engineering	3

Courses offered through Binghamton University are:

BHS Course	Binghamton University Course	College Credits
So You Want To Be An Educator	EDUC 101 So You Want To Be An Educator?	3

COLLEGE COURSES THROUGH TOMPKINS CORTLAND COMMUNITY COLLEGE (TC3)

Through the District's partnership with BOCES, students can access courses from TC3 through the Advanced Course Access Program. Courses are completely online and work is done outside the school day. Students do not earn high school credits for these courses, but they do earn college credits through TC3. Many can be applied to the "gen ed" requirements at all SUNY schools and some private schools. For more information, please see your school counselor.

The following are the courses offered during the 2024-25 school year. We anticipate the same courses will be offered in 2025-26.

Anticipated Fall 2025 Courses

- Academic Writing – ENGL 100 – 3 credits
- Computer Science I – CSCI 160 – 3 credits
- Calculus II – MATH 202 - 4 credits
- Environmental Science – ENVS 101 – 3 credits
- Financial Accounting – ACCT 101 – 4 credits
- Introduction to Astronomy – ASTR 101 – 3 credits
- Introduction to Early Childhood – ECHD – 3 credits
- Introduction to Engineering Graphics – DRAF 107 – 2 credits
- Introduction to Psychology – PSYC 103 - 3 credits
- Introduction to Sociology – SOCI 101 - 3 credits
- Introduction to Statistics – MATH 200 - 3 credits
- Personal Health – HLTH 206 – 3 credits
- Precalculus Mathematics – MATH 138 - 4 credits
- Principles of Human Anatomy & Physiology – BIOL 131 – 4 credits

Anticipated Spring 2026 Courses

- American National Government – POSC 103 – 3 credits
- Architectural Drafting – DRAF 117 – 3 credits
- Computer Science II – CSCI 165 - 3 credits
- First Aid & Safety – HLTH 205 – 3 credits
- Introduction to Astronomy – ASTR 101 – 3 credits
- Introductory Meteorology – METR 101 – 3 credits
- Introduction to Sociology – SOCI 101 - 3 credits
- Principles of Marketing – BUAD 204 - 3 credits
- Technology and the Environment – ENVS 102 – 3 credits
- Web Page Design – CAPS 152 – 1 credit

DETERMINATION OF VALEDICTORIAN AND SALUTATORIAN

Criteria listed below will be used to determine the valedictorian and salutatorian of the Binghamton City School District.

1. An eligible student must attend the Binghamton City School District for a minimum of three full academic years, prior to graduation, from grades 9 through 12.
2. Student must be enrolled as a full-time student at the time of graduation.
3. Only the average of grades earned in the Binghamton City School District through January of senior year will be used to select the final candidate. If such final candidates are enrolled in Advanced Placement, IB or college articulated courses during their senior year, the additional points granted through weighting, will be included in the calculation of the class rank provided the students remain enrolled in such class or classes for the entire school year. Course credits earned in other high schools, in summer schools other than those conducted by Binghamton City School District, and post high school college credits, will not be used in determining the final selection of a valedictorian or salutatorian.
4. Eligibility will not be restricted in any way by virtue of the type of courses undertaken by the students.
5. The valedictorian and salutatorian will be afforded the opportunity to speak at commencement. This does not eliminate other students, as determined by the school administration, from speaking at commencement (i.e., senior class president).
6. Students eligible for graduation at the end of their junior year can qualify under the above criteria. In addition to being eligible as valedictorian and salutatorian, the student graduating at the end of his/her junior year will be permitted to participate in all other senior activities, i.e., prom, inclusion in the yearbook, social functions, etc. It is important to note that the student who opts for graduation at the end of the junior year must fulfill all other requirements of the Board of Education policy dealing with early graduation including the determination of the student's status in the years preceding junior year.

SCHEDULE CHANGES/DROPPING A COURSE

Planning a program of study each academic year is one of the most important tasks a student will complete. They will be guided by their families, faculty, counselors, and administrators. The Binghamton CSD wants students and families to be satisfied that they have made the best possible choices. Firm choices must be made when selecting courses during program planning. The master schedule is built on initial student requests. Once it is completed, it is extremely difficult to accommodate scheduling changes.

Changes for courses will only be made for the following reasons:

- Completion of summer school course work
- Failing scores in summer school course work
- Failure to complete a prerequisite
- Authentic, documented health reasons

Withdrawing from a Course

During the first week of school (or first week of second semester for half year courses), requests to drop a course will be handled on the following schedule:

- Day 1: Course level changes, verified omissions or incorrect placements
- Days 2 & 3: Requests for adding/dropping courses

Once the first week has passed, requests to drop a course will not be considered until the end of the first five-week interim report period for a half-year course and the end of the ten-week marking period for a full-year course. **At that point, any requests to drop a course will require extenuating circumstances, and the requests will be reviewed and considered by the Building Principal.** After a conversation with the student, family, and counselor, if the Building Principal deems that the course drop is warranted, the course will be dropped, **and the student will receive a grade of WF or WP depending on the student's grade at the time of the drop. The WP or WF will show on the final transcript but will not be calculated into the overall GPA.**

Level Change

In certain instances, students may need to change the level of the class in which they are enrolled. For example, change from AP European History to Global 10. To do so, students must:

- Initiate a level change discussion with their teacher
- Demonstrate that they have completed all assignments and sought additional help from the teacher or other staff member
- Request teacher to complete the drop form

After the teacher contacts the family and the counselor, the request will be forwarded to the Building Principal for approval.

Students must remain in class until the level change is made by the counselor.

Teacher/Counselor Change

Teacher and counselors change requests will not be approved unless **significant** extenuating circumstances prevail. Requests must be approved by the student's administrator.

Change of Class Period

Change of class period will only be made is to consolidate a senior schedule, accommodate a work schedule or another extenuating personal issue.

ACADEMIC INTERVENTION SERVICES (AIS)

According to State Education Department regulations, each school district must develop and implement Academic Intervention Services (AIS) for students who do not currently, or who are at risk of, not meeting state standards. Academic Interventions are those services that are identified and implemented to help a student meet the various state standards.

Each district is charged with creating a continuum of services to meet the needs of all students. As a result, the level of services needed will be dependent on how far the student is from the state standards. The state has left it to each district to determine what those interventions should be. It is the district's responsibility to develop a procedure to identify students, track their progress and end services appropriately.

At Binghamton High School, any student who scored below the district-approved passing grade on any Regents examination required for graduation in English, mathematics, science, or social studies, is eligible to receive academic intervention services. In addition, a regular classroom teacher may recommend students for AIS services; however, the recommendation must go through guidance. As mandated by the state, the school counselor will notify families by letter, inform students of services and schedule them into appropriate courses.

GRADE LEVEL CLASSIFICATION

TO BE PROMOTED		MINIMUM NUMBER OF CREDITS EARNED	ADDITIONAL CRITERIA	MINIMUM NUMBER OF REGENTS PASSED
From Grade	To Grade			
9	10	4.5	1 credit must be in English or Social Studies	1
10	11	10	A minimum of 1 credit in each of the core subject areas (English, Social Studies, Science, Mathematics and LOTE)	2
11	12	14.5	Eligible to be fully scheduled to meet NYSED graduation requirements June of the current school year	3

THE SCHOOL OF FRESHMAN STUDIES

Ninth grade is a pivotal year where students may find themselves struggling to navigate large, impersonal, and competitive environments. Several strategies to improve student performance and decrease retention rates have emerged over the last few decades. One strategy we used to increase the success rate at Binghamton High School was to create the School of Freshman Studies (SFS). During the 2005-2006 school year, the SFS Academy emerged to the forefront after moving to the 3rd floor A building of Binghamton High School. This move was a crucial first step to creating a truly smaller learning community for our ninth-grade students. Before the 2016-2017 school year began, the SFS Academy moved to the 4th floor to rejuvenate our academic program and bolster student success. Since this time, the SFS Academy has continued to flourish as our ninth-grade teachers are able to individualize instruction and create personalized relationships with students.

The School of Freshman Studies curriculum is rigorous in nature and aligned to meet the values of the state standards.

School of Freshman Studies advantages:

- Smaller classes.
- The transition into Binghamton High School is eased by the creation of a smaller learning community.
- The teacher's classrooms are arranged by core content area.
- The teachers can plan similar themes to follow each curricular unit.
- The teachers can strategize plans for students on an individual basis as they get to know each student.
- Built-in time for community service opportunities.
- Administrative presence located within the academy in office B401.

School of Freshman Studies Administrative Contact—Mr. Gerald Lynch

ENGLISH LANGUAGE LEARNERS PROGRAM

The primary instructional goal of the English as a New Language Program is to develop the ability of English Language Learners (ELLs) to read, write, speak, and understand English so that they may successfully participate in both social and academic settings. The New York State Common Core State standards for English Language Arts (ELA) and Literacy and the New Language Arts Progressions as developed by the Office of Bilingual Education and World Languages, provide the foundation for the English as a New Language curriculum.

PATRIOTS WHO ASPIRE TO SUCCEED (PATS) PROGRAM

PATS, new in 2022-23, is a program for a limited number of 9th and 10th graders, designed to help students be successful in the beginning of their high school career, so they are eligible and on-track to pursue their desired pathways as upperclassmen. The PATS team is comprised of a Dean of Students, School Counselor, and five core-subject teachers who work exclusively with the PATS students. PATS students are chosen based on their grades and attendance; with a focus on students who have shown potential but need extra support to fully succeed. Those supports include smaller class sizes, taking core academic classes in a separate, dedicated wing of the D Building and a daily intervention period. A typical day for a PATS student starts and ends in the PATS program. During mid-day class periods, students take their electives, PE and lunch with other students at BHS. This allows our students to get the best of both worlds as BHS students. Joining the PATS program is a two-year commitment for incoming Freshmen.

THE ROD SERLING SCHOOL OF FINE ARTS

In 1995, The Rod Serling School of Fine Arts at Binghamton High School officially opened with a ceremony dedicating it to famed author Rod Serling, a '43 graduate of Binghamton Central High School. Since 1995, the school has averaged over 300 fine arts students per year. It exists in a comprehensive high school (Binghamton High School) of 1,500 students. Since its inception, it has become a model for fine arts education within New York State and in many districts throughout the nation.

A student at the Rod Serling School of Fine Arts can major in any of the following areas: visual arts, music, theatre, and dance. Within these areas, students can concentrate on individual interests and gear their study to those interests. The following pathways are available:

Visual Art – Drawing and Painting, Photography and Media, Ceramic and Sculpture

Music – Vocal Music, Instrumental Music

Theatre – Drama, Musical Theatre

Dance – Major in Dance

Course Offerings and Performance Groups

There are over 20 Fine Arts courses in the school of fine arts. These include the Serling Players, the Rod Serling Dance Company, Concert Band, Wind Ensemble, Mixed Chorus, Concert Choir, Twilight Tones, Davidge Choir, Dance Team, Orchestra, Chamber Orchestra, and many more.

Can't take a whole Fine Arts graduate sequence? Just take as many as you can and earn a minor!

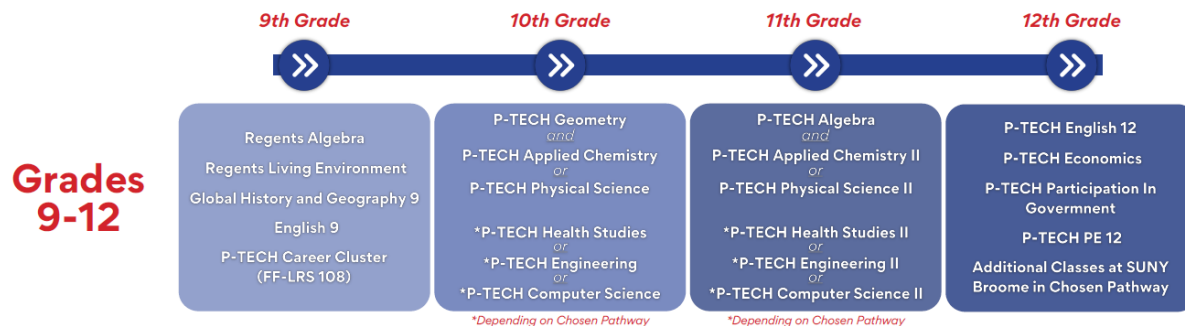
P-TECH- PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL PROGRAM

Binghamton High School partners with SUNY Broome, BT BOCES, other area schools and several industry partners to provide students with an opportunity to enter the Pathways in Technology Early College High School Program (P-TECH).

The P-TECH program is designed to provide a career pathway for economically and academically disadvantaged students in computer technology, engineering technology, or health studies. All students must meet eligibility requirements and be selected through a competitive application process in their 8th grade year. P-Tech students make a six-year commitment, which will culminate in an associate's degree from SUNY Broome.

Students work in a project-based, high-tech learning environment created to simulate real-world problem solving and creativity. After-school and summer support are integral components of the program.

P-TECH **Health Studies, Engineering Technology, Computer Technology**



Career Possibilities

Salary Ranges For Binghamton Area

Computer Programmer

\$63,950
\$109,630

Robotics Technician

\$51,360
\$107,960

Manufacturing Engineer

\$68,010
\$131,110

Licensed Registered Nurse

\$46,760
\$63,760

WORK-BASED LEARNING: INTERNSHIP (CTE)

Internship / Career and Technical (CTE) (.5 Credit = 54 Hours) (1 Credit = 108 Hours)

Prerequisite: Evidence of participation in any CTE pathway program and career planning for the occupational focus or completion of high school coursework related to your occupational goal. Students must be 16 years of age or older. The CTE Internship is designed for students with career interests within the finance, business, culinary industry. Our interns will work with professionals in a field of interest to explore the discipline as a potential career. Students can earn graduation credit (based on hours worked) and valuable hands-on experience from completing an internship. Students also participate in the corresponding career prep seminar class that is held once a week and maintain a journal of their experience. Having work experience is a great resume enhancer and provides opportunities for students to demonstrate examples of their professional skills during job interviews.

THE COLLEGE AND CAREER CENTER

High school students faced with the task of deciding what to do after high school are often confused and over-whelmed. The College and Career Center is a program that works closely with the guidance department to help students and their families investigate the college and career bound options. The College and Career Center helps students with the admission process to maximize their chance of being accepted into the college of their choice and to set realistic goals regarding backup colleges. If the student wants to pursue other educational alternatives such as trade schools, apprenticeships, and vocational schools we can help them navigate the best path for them. The College and Career Center also helps students and their families with understanding how financial aid works and how to apply for it.

The purpose of the College and Career Center is simple; to help complete the connection between the student, the family, Binghamton High School, and the student's future education.

The College and Career Center is open every day and administered by Valerie Faughnan. Other times are available by appointment. Please call us at 762-8327. Working papers are also available.

CAREER AND TECHNICAL EDUCATION (CTE)

College and Career Readiness – Academic and Technical Skills – Work-Based Learning

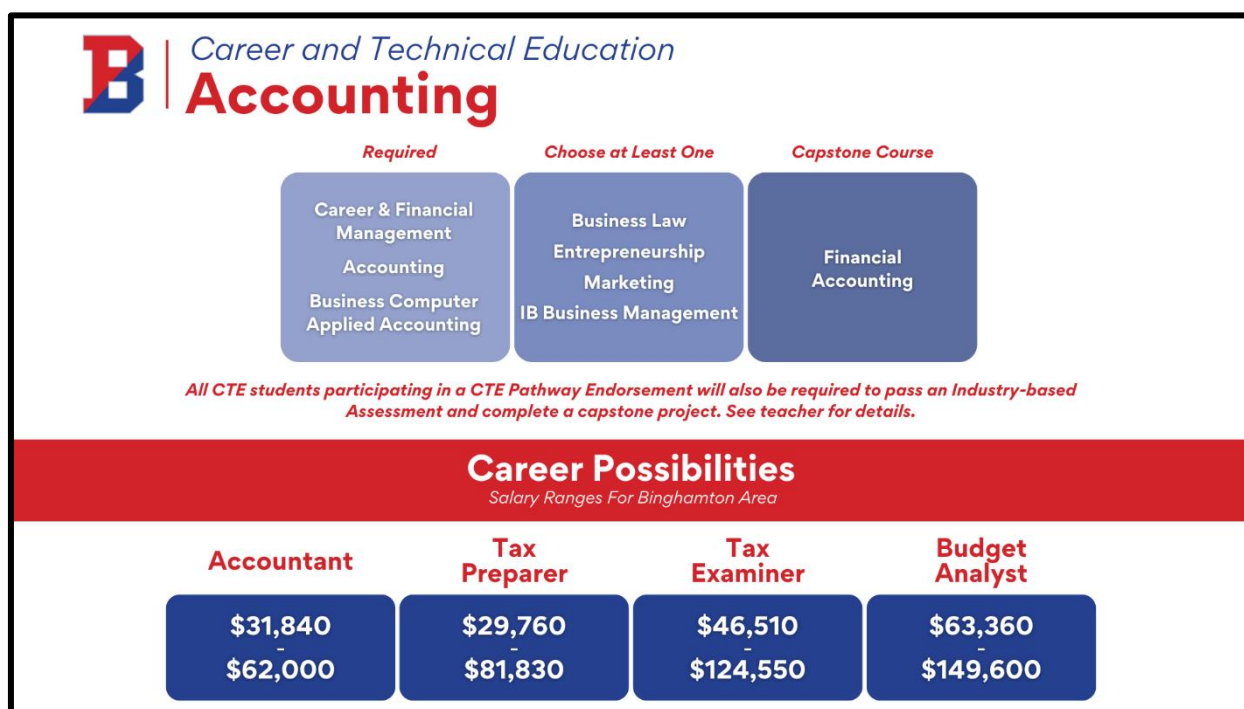
Career and Technical Education (CTE) programs provide students with a foundation for a wide range of careers that reflect the contemporary workplace. In addition to taking college credit classes at no cost, the goal of CTE is to provide these students with an integrated educational sequence addressing life-long learning and the application of academic, vocational/technical, and career skills. New skills needed in the workplace – high level skills in communication, problem solving and critical thinking – are addressed by integrating college preparatory course work with a rigorous concentration of technical education.

Programs of study in business, accounting, and culinary arts can be followed by a post-secondary experience which leads to an associate degree. Students also have the option of obtaining a four-year baccalaureate degree.

All Career and Technical Education Programs meet the NYS Regents requirements and offer rigorous and relevant choices in a student's selected career cluster/pathway.

Students who wish to receive a CTE Pathway Endorsement upon graduation, in addition to their Regents diploma, will need to take the following courses for the CTE area that they are interested in.

The following charts outline the academic requirements, as well as potential career opportunities and current salary information for the Career & Technical Education Programs at Binghamton High School.





Career and Technical Education

Business Management

Required

Career & Financial
Management

Business Computer
Applications

Choose at Least One

Accounting
Business Law
Financial Accounting
IB Business Management
Marketing

Capstone Course

Entrepreneurship

All CTE students participating in a CTE Pathway Endorsement will also be required to pass an Industry-based Assessment and complete a capstone project. See teacher for details.

Career Possibilities

Salary Ranges For Binghamton Area

**Budget
Analyst**

\$63,360
-\$149,600

**Investment
Analyst**

\$57,400
-\$153,480

**Post-Secondary
Business Teacher**

\$31,840
-\$62,000

**Financial
Examiner**

\$62,750
-\$214,010



Career and Technical Education

Culinary Science

Required

Career & Financial
Management

Culinary I -- Food
and Nutrition
Culinary II -- Global &
Gourmet Foods

Capstone Course

Culinary III --
Food Science

All CTE students participating in a CTE Pathway Endorsement will also be required to pass an Industry-based Assessment and complete a capstone project. See teacher for details.

Career Possibilities

Salary Ranges For Binghamton Area

Chef

\$37,820
-\$88,780

**Food Service
Manager**

\$42,700
-\$107,270

**Restaurant
Cook**

\$29,540
-\$45,420

**Kitchen
Manager**

\$31,790
-\$59,100

INTERNATIONAL BACCALAUREATE – DIPLOMA PROGRAM (IBDP)



Open to students in Grades 11 and 12

The International Baccalaureate (IB) program is a comprehensive and rigorous two-year curriculum leading to examinations for students. The general objectives of the IB are to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience. In the more than 50 years since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

Students may select to do the full diploma, a certificate program or individual courses. All IB Full Diploma candidates are required to take one subject from each of the groups. At least three and not more than four of the six subjects are taken at the Higher Level (HL), the others at the Standard Level (SL). Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the diploma requires a minimum total of 24 points and the satisfactory completion of three additional requirements: the **Extended Essay**, a research paper of some 4,000 words, which provides the first experience of the independent research paper; a course titled **Theory of Knowledge (TOK) (0024 Spring Junior Year/0025 Fall Senior Year)**, which explores the relationships among the various disciplines and ensures that students engage in critical reflection and analysis of the knowledge acquired within and beyond the classroom, and the compulsory participation in course **0035 IB CAS (Creativity, Activity, Service)**, extracurricular and community service activities. Bonus points may be awarded for the exceptional essay or performance in TOK (International Baccalaureate Publications). The student who does not satisfy the requirements for the full diploma is awarded a certificate for the examinations completed.



In 1997, BHS was the third public high school in NYS accredited to offer the International Baccalaureate program to juniors and seniors. Each year, our IB program sends students to college or university, many with their freshman year already completed.

The IB curriculum consists of six subject groups. BHS offers courses in the following:

Language and Literature (Group 1):	English SL/HL
Language Acquisition (Group 2):	French SL/HL, Spanish SL/HL, Mandarin Chinese SL/HL
Individuals and Societies (Group 3):	History of the Americas HL, Philosophy SL, Business Management SL
Sciences (Group 4):	Biology SL/HL, Environmental Systems and Societies SL, Chemistry SL
Mathematics (Group 5):	Mathematical Application SL, Mathematics Analysis SL
The Arts (Group 6):	Visual Arts SL/HL, Theatre SL/HL
Required for Full Diploma:	Theory of Knowledge, CAS, Extended Essay

*** The sixth subject may be selected from group 6 or from groups 1 to 4*

SPECIAL INFORMATION REGARDING THE IB PROGRAM AND EXAMS

1. To the best of our ability, International Baccalaureate Courses are placed in the existing schedule to accommodate the full-diploma student. As a result, students who want to take an IB course on a certificate basis may face scheduling conflicts with other courses. When a conflict occurs, the student must make the decision, with the counselor's guidance, as to what course best meets the academic needs of the student.
2. We encourage all students to challenge themselves academically and take at least one IB course. Students:
 - a. Receive 1.15 credit weighting for an IB course of study.
 - b. All students enrolled in an IB course of study are required to take the final exam in May as part of their final assessment.
 - c. Students must sign up for their IB examination in October.
3. The Binghamton CSD pays for all the registration fees and exams.
4. Students who do not sign up for their IB examination will remain in the class. However, the IB course they are enrolled in will be recorded on their transcript and report card as an "enriched/honors" level Course. Students will receive only 1.1 credit weighting.
5. In addition, students who do not complete all parts of the assessment or take the final exam will be placed in an "enriched/honors" level course with a 1.1 credit weighting.
6. Students are advised to check with the colleges to which they are applying. **Not all colleges will grant credit to Standard Level (SL) courses.**
7. Further information may be found at the website: <http://www.ibo.org>
 - a. Questions regarding the IB Diploma Program should be directed to James Gill, IBDP Coordinator at (607)762-6043 or (607)762-8242.

INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAM (IBCP)

International Baccalaureate Career-related Program (IBCP) is an exciting two-year program open to all juniors and seniors who are interesting in preparing for an engineering or business-related career while still in high school.

Students can choose from the following five approved IBCP programs:

- 1) **Project Lead theWay Pre-Engineering**
- 2) **Business and Finance**
- 3) **General Business**
- 4) **Health Sciences**
- 5) **Culinary**

Program requirements for the IBCP course of studies are as follows:

- Pass any 2 IB courses from the IB Diploma Programme at either the Standard Level or Higher Level and pass their corresponding IB exams with a grade of 3 or higher.
- Complete the IBCP Core which consists of four components:
- The Personal and Professional Skills (PPS), course which



emphasizes development of skills needed to successfully navigate higher education, the workplace and society.

- The Language Development Requirement, which includes a Language Development Portfolio to show an improvement in language proficiency for a target language other than a student's native language.
- The Service-Learning requirement, where students take a leadership role and work to create real change. This is completed within the Personal & Professional Skills class.
- The Reflective Project, which is an exploration of an ethical dilemma associated with a career-related issue. This is completed within their senior elective-field course.

The International Baccalaureate Career-Related Certificate (IBCP) is a new IB initiative that aims to work with, and support, schools and colleges that wish to add an international dimension to their career-related courses. The IBCP is being introduced to enable more students to access, experience and benefit from an IB education.

Any BHS student is eligible to enroll in the IBCP Program in 11th and 12th grade. Students who are currently enrolled in or planning to enroll in our Personal and Professional Skills (PPS), Project Lead the Way Engineering (PLTW), and Business Department Curriculum make excellent IBCP candidates.

Upon successful completion of the IBCP, students will receive a Certificate of Programme Completion by the IBO. Please see your school counselor for more information. Overall, the IBCP is a blend of academic and career-related studies that:

- Encourages international mindedness
- Instills the IB learner profile attributes
- Promotes lifelong learning
- Promotes mobility and flexibility
- Gives alternative perspectives on education
- Encourages experiential learning
- Develops a broad range of transferable skills
- Emphasizes participation in global community
- Provides pathways to higher education and employment

Binghamton High School offers the following five pathway options for the International Baccalaureate Career-Related Programme (IBCP):

In addition to choosing one of the above career-related studies, students must complete the IBCC Core:

IB Course Requirement: Pass at least 2 IB courses and score a 3 or higher on the corresponding IB Exams.

Community Service Project: Complete a community service project while in the Personal and Professional Skills (PPS) beginning junior year.

Language Development: Complete a Language Development Portfolio showing improvement in a language other than their native language. It must consist of 3 sections: "Profile", "Experiences" and "Evidence".

Reflective Project: Complete a Reflective Project that explores an ethical dilemma associated with their career-related issue and score a D or higher

Pre-Engineering students complete this during the Engineering Design and Development (EDD) course

Business students complete this during the IB Business Management course

Certification: Students who successfully complete the IBCP will receive the Career-Related Certificate of the International Baccalaureate and statement of results by July of their graduating year.

Questions regarding the IB CP Program should be directed to Steve McGovern, CP Coordinator at (607) 762-8158. : Khadiza Rahman





International Baccalaureate Career-Related Program

Business and Finance

Before 11th Grade

By End of 11th Grade

12th Grade



Career Possibilities

Salary Ranges For Binghamton Area

Budget Analyst

\$63,360
\$149,600

Investment Analyst

\$57,400
\$153,480

Accountant

\$31,840
\$62,000

Financial Examiner

\$62,750
\$214,010



International Baccalaureate Career-Related Program

Health Science

Before 11th Grade

By End of 11th Grade

12th Grade



Career Possibilities

Salary Ranges For Binghamton Area

Pharmacy Technician

\$31,180
\$46,550

Medical Records Specialist

\$34,580
\$80,280

Surgical Technologist

\$50,350
\$98,230

Health Information Technologist

\$42,960
\$136,190

B | International Baccalaureate Career-Related Program **Pre-Engineering Pathway**

Before 11th Grade

By End of 11th Grade

12th Grade



Career Possibilities

Salary Ranges For Binghamton Area

Computer Programmer	Robotics Technician	Manufacturing Engineer	Industrial Engineer
\$63,950 \$109,630	\$51,360 \$107,960	\$68,010 \$131,110	\$41,780 \$75,810

B | International Baccalaureate Career-Related Program **Culinary**

Before 11th Grade

By End of 11th Grade

12th Grade



Career Possibilities

Salary Ranges For Binghamton Area

Restaurant Cook	Chef	Kitchen Manager	Food Service Manager
\$29,540 \$45,420	\$37,820 \$88,780	\$31,790 \$59,100	\$42,700 \$107,270

BHS Course Offerings

ENGLISH

The courses in English place emphasis on reading, writing, speaking, listening and critical thinking, with consideration given to the varying abilities and interests of students. By pursuing the required four-year program, students will be encouraged to grow in the skills, processes, critical thinking, and knowledge that will allow them to become successfully involved in an ever-changing world.

3000 English 9

1 Year

1 Credit

Grade Level: 9

Prerequisite: English 8

The English 9 course prepares students for the demands of high school reading and writing. Students read and interpret a wide range of text types and media, including short stories, nonfiction, poetry, and drama. Through discussion, collaboration, and frequent writing, students are supported to build on the skills learned in grades 6-8. Students will take the Regents exam during their junior year.

3001 Pre-AP English 9

1 Year

1 Credit

Grade Level: 9

Prerequisite: English 8

Department Recommendation: Grade above 75 in English 8, Proficient/Advanced reading benchmark score, and/or teacher recommendation.

This course is designed for ninth graders with a strong interest in English. Students will learn several frames for the critical analysis of authors' use of rhetorical strategies and techniques. Text selections and written tasks will introduce students to the goals of the AP Language and Composition course and assist them in deciding whether to take the full course in tenth grade. Students will take the Regents exam during their junior year. **Credit weighting of 1.1 is awarded after successful completion of course requirements.**

0005 English 10

1 Year

1 Credit

Grade Level: 10

Prerequisite: Successful completion or concurrent enrollment in English 9/Pre-AP English 9

This course builds on the reading, writing, and thinking skills from English 9. Students work with literature and nonfiction texts to further explore how central ideas are developed using literary elements and techniques. Emphasis is given to the review of research-based sources to analyze and respond to multiple positions and perspectives. Students will take the Regents exam during their junior year.

0004 AP English Language and Composition

1 Year

1 Credit

Grade Level: 10

Prerequisite: Successful completion of English 9/Pre-AP English 9

Department recommendation: Grade above 80 in English 9/Pre-AP English 9 and/or teacher recommendation

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts-including images as forms of text-from a range of disciplines and historical periods. Students in this course are preparing to take the AP English Language and Composition Exam and must sign up by mid-March. Teachers will provide relevant registration and fee information during the year. Students will take the Regents exam during their junior year. **Credit Weighting 1.15 awarded upon successful completion of required assessments.**

0036 IB (SL) English Language A Language and Literature

1 Year

1 Credit

Grade Level: 11

Prerequisite: Successful completion or concurrent enrollment in English 10 or AP Language and Composition



The IB SL English 11 program continues to develop students' skills in analyzing literature and mass media. The fundamentals of the Regents program will be addressed—skills in close-reading, supporting claims with evidence, and analyzing text structures—to prepare students for the Regents Examination in English Language Arts (ELA) as well as promote college and career readiness. Students will express knowledge and appreciation of various texts including works in translation. Students will complete a variety of papers and informal and formal oral presentations aligned with both Regents and IB English tasks. Students will have the option to finalize and submit assessments during the senior year for the chance to earn an IB SL certificate in English Language and Literature. **Students will continue preparation for the Regents Examination in English Language Arts required for graduation. Credit Weighting 1.1 awarded upon successful completion of required assessments.**

0037 IB (HL) English Language and Literature 11

1 Year

1 Credit

Grade Level: 11

Prerequisite: Successful completion of English 10 or AP Language and Composition

Department Recommendation: Grade above 75 in English 10 or AP Language and Composition, and/or teacher recommendation



This course is appropriate for students who have previously completed enriched or Advanced Placement coursework in English and is an important pathway for full-diploma candidate students. Like the IB (SL) English 11 course, IB (HL) English 11 emphasizes the critical analysis of literature and mass media. In HL, students will engage with a broader variety of texts of all kinds than they would in SL. Students will express knowledge and appreciation of various texts including works in translation. Students will complete additional written tasks and informal and formal oral presentations. At the conclusion of IB (HL) English 11, students must have completed several required IB assessments: *Individual Oral Presentation Commentary*, *IB Written Tasks I & II*, and *Further Oral Activities*. Students should plan to finalize and submit assessments during the senior year for the chance to earn an IB(HL) certificate in English Language and Literature. **Students will continue preparation for the Regents Exam in English Language Arts required for graduation. Credit weighting of 1.1 is awarded only after successful completion of IB course components.**

0012 English 12

1 Year

1 Credit

Grade Level: 12

Prerequisite: Successful completion or concurrent enrollment in IB (SL/HL) English Language and Literature 11

This course offers students the opportunity to develop their reading and writing skills ahead of college or entering the workforce. Students will study a wide range of quality texts, engaging in critical analysis and further developing their personal preferences in reading. Students will complete a variety of writing tasks that will develop their ability to express ideas, evaluate sources of information, and write for an audience.

0038 IB (SL) English Language and Literature 12

1 Year

1 Credit

Grade Level: 12

Prerequisite: Successful completion of IB English Literature 11 (SL or HL) and associated IB assessments.

Department Recommendation: Teacher recommendation

Seniors are offered the second year of a two-year course focused on students' skills in the analysis of literature, mass media, and language. Year two of the course places emphasis on the critical study of literature. Students will work to analyze the various levels of meaning in a text. Students will engage in a variety of writing experiences including responses aligned with college-level research and analysis. Support is provided for students to revise and submit the required written task for the SL course as well as complete the taped *Individual Oral Commentary*. **In May, students should plan to take the IB SL exam in Language and Literature. Teachers will provide relevant registration and fee information during the year. Credit weighting of 1.1 is awarded only after successful completion of IB course components.**



0008 IB (HL) English Language and Literature 12

1 Year

1 Credit

Grade Level: 12

Prerequisite: Successful completion of IB (HL) English Language and Literature 11 and associated IB assessments. Department Recommendation: Teacher recommendation

Seniors are offered the second year of an intensive pre-University course emphasizing response to the study of literature, mass media, and language. Students will explore literary works in detail, seeking to understand the explicit and implicit meanings of text as well as the comparative analysis of sets of texts or extracts. A wide variety of writing experiences are required. Support is provided for students to revise and submit the required written tasks for the HL course as well as complete the taped *Individual Oral Commentary*. **In May, students should plan to take the IB HL exams in Language and Literature. Teachers will provide relevant registration and fee information during the year. Students may also elect to take the AP exam in Literature. Credit weighting of 1.15 is awarded only after successful completion of IB course components.**



0040 Intro to Media & Communications – Will be offered during the 2025-26 Academic Year

1 Year

1 Credit

Grade Level: 11/12

Prerequisite: Minimum Grade of 80 in English 10 or AP English Language and Composition

This course is designed to teach students to think like a journalist, introducing them to basic writing, reporting, interviewing and editing skills and habits. Students will explore modern media, communications and journalistic writing. Students will learn about media ethics and principles, and practice introductory reporting skills, including interviewing and researching. Students will create content and learn how to effectively tell stories via multiple platforms.

0055 Academic Literacy 9

1 Year

1 Credit

Grade Level: 9

Prerequisite: None

This class is designed to support students with reading comprehension and fluency skills. Students receive direct instruction and practice in using reading strategies and building their reading stamina. Support is provided for students to revise original pieces of writing and reinforce the skills needed for success at the high school level. **Students will receive a grade for this course.**

0053 Academic Literacy 10

1 Year

1 Credit

Grade Level 10

Prerequisite: None

This class is designed to help **all** students become strategic readers. Students receive direct instruction and practice in using reading strategies such as questioning, clarifying, summarizing, and predicting. Support is provided for students to draft and revise original pieces of writing for different purposes, including tasks aligned with the ELA Regents Examination. Independent reading of high-quality texts selected with students' interests in mind builds literacy skills and supports success in the core areas. **Students will receive a grade for this course.**

SOCIAL STUDIES

GOALS

In keeping with Binghamton City School District's Mission to educate, empower and challenge all students to become productive, global citizens through innovative approaches to learning the goal of the Social Studies Program is to teach the student how to function effectively in our democratic society to become productive global citizens. Upon completion of the program, the young adult should be a person who can demonstrate the ability to make rational and informed decisions about the economic, social, and political questions confronting our society and the world in the 21st century. Such decisions will draw upon the lessons of history and the social sciences. The development of civic values consistent with life in a democratic system is an overriding goal of the entire program. The Social Studies Program is designed to help the student acquire the knowledge, skills, and attitudes needed for responsible citizenship. The program emphasizes the development of critical thinking and clear oral and written communications skills.

NYS requires that students take four required units of social studies in a sequential order. These courses are Global History and Geography 9 and 10, United States History and Government, Participation in Government, and Economics. Students must pass a New York State Regents Examination at the end of Global History and Geography and United States History and Government. A five-year sequence may be earned by completing one additional unit of credit in elective courses such as IB Philosophy.

Possible Paths to meeting Social Studies requirement:



3100 Global History and Geography 9

1 Year

1 Credit

Grade Level: 9

Prerequisite: None

Department Recommendations: None

This course follows a chronological format, emphasizing the development of man's political, economic, geographic and social institutions. European, African, Asian, and Latin American histories are studied through their cultural heritages, conflicting ideologies, and ever-changing characters, from the formation of early civilization through the Age of Enlightenment.

3102 Global History and Geography 9 Pre AP

1 Year

1 Credit

Grade Level: 9

Prerequisite: None

Department Recommendations: Class average of 75% or greater and/or teacher recommendation.

This course is designed for honor students in social studies and involves outside reading and development of critical thinking and writing skills. It follows a chronological format, emphasizing the development of man's political, economic, geographic, and social institutions. European, African, and Asian histories are studied through their cultural heritages, conflicting ideologies, and ever-changing characters, from the formation of early civilizations through the Age of Enlightenment.

0102 Global History and Geography 10

1 Year

1 Credit

Grade Level: 10

Prerequisite: Successful completion of Global History and Geography 9 or concurrent enrollment

Department Recommendation: None

This course focuses on the modern world after 1789. Events are studied through conflicting ideologies and ever- changing geopolitical patterns. Understanding of concepts associated with the modern world is reinforced through the application of various skills developed in previous social studies courses. Passing the Global History and Geography Regents exam is required for graduation.

0136 AP European History

1 Year

1 Credit

Grade Level: 10

Prerequisite: Successful completion of Global History and Geography 9 Pre AP or teacher recommendation

Department Recommendation: None

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

This course is designed for students who wish to be introduced to college-level work in the tenth grade. **Students taking AP EURO are expected to take the AP Euro exam in May and the Global History and Geography Regents exam in June.**

0106 United States History and Government 11

1 Year

1 Credit

Grade Level: 11

Prerequisite: None

Department Recommendation: None

This course is about understanding the political debates, conflicts and socio-economic forces that have shaped the United States. Our nation's motto is "*E Pluribus Unum*:" "Out of many, one." Americans are a people whose descendants have come from all corners of the globe. Throughout its history, the United States has struggled to create a unified national identity out of the racial, ethnic, religious, and regional diversity of the nation.

This course is a survey of the general trajectory of American history and of the basic structure of the U.S. government. Major units of study include the Colonial period, the American Revolution, the U.S. Constitution, the Civil War, Reconstruction, Westward Expansion, the Gilded Age, the Progressive Era, imperialism, World War I, the Twenties, the Great Depression, World War II, the Cold War, Civil Rights, Vietnam and Contemporary Politics. The class will explore several deep historical questions that span multiple units.

0107 Economics

.5 Year

.5 Credit

Grade Level: 12

Prerequisite: None

Department Recommendation: Successful completion of Global History and Geography, and U.S. History and Government.

This course provides students with the economic knowledge and skills that will enable them to function as well-informed and economically literate citizens in our society and world. Students will learn about the American economic system, their role within that system, and how the United States fits into the broader world economy. The class seeks to strike a balance between personal finance and basic micro- and macroeconomics. Topics of study include economic thinking skills, supply and demand, business structures, monetary and fiscal policies, the stock market, and consumer economics. Passing Economics or an equivalent course is a New York State graduation requirement.

0108 Participation in Government

.5 Year

.5 Credit

Grade Level: 12

Prerequisite: None

Department Recommendation: Successful completion of Global History and Geography, and U.S. History and Government.

This course prepares students to be well-informed and responsible American citizens. They will learn about both the rights and responsibilities of citizenship. Students will have the opportunity to become actively involved in the political process as they explore contemporary federal, state and local policy issues. Through these issues, they will learn about the vital roles that citizens play in our democratic system. ***To receive course credit, students are required to complete at least ten hours of community service during the semester in which they take the course.*** Passing Participation in Government or an equivalent course is a New York State graduation requirement.

0110 Psychology**.5 Year****.5 Credit****Grade Level 11-12****Prerequisite: none****Department Recommendation: none**

This is a half-year class introducing the field of psychology. Major principles, theories, and methods, and their application to the study of human behavior. Topics include the history and fields of psychology, the evolution of science, methods of psychology, neuroscience and behavior, consciousness, memory, learning, emotion, and motivation, language, thought, and intelligence, development, personality, stress and health, and psychological disorders.

The IB Program

0104 IB History of the Americas I (HL) – Fast Forward HIS 130 US History I and HIS 131 US History 131

1 Credit / SUNY Broome 6 Credits

Grade Level: 11

Prerequisite: All 10th Grade students should have either: (1) Successfully completed AP Euro or (2) Completed Global History and scored an 80 or higher on the Global Regents Exam or be recommended by their 10th Grade Global History teacher.



Built upon the foundations begun in Global or European History, students will explore their own historical heritage in relation to the American community at large. At the same time, the course attempts to view American history from international perspectives as well. The course will demonstrate the value of cultural diversity as exemplified by the American civic mandate, *E pluribus, Unum*- out of many, one. The course is organized into roughly chronological units that simultaneously provide a broad survey of American history while also using more detailed case studies to focus on persistent topical themes. Assuming the role of young historians, students will practice making analytical, reasoned judgments about the past and effectively communicating them through writing and public speaking. Using numerous collegiate structures and assessments, the course guides students through the study of political, diplomatic, cultural, social, and economic history. In this course, students not only wrestle with the facts of history, but also explore the historiographical issues behind various interpretations of the past. A heavy emphasis is placed on the development of analytical reading and writing skills as students learn to deconstruct a wide variety of primary and secondary sources. They are taught to explain and apply their ideas and theories about the past clearly and coherently.

Students will satisfy state requirements by passing the NYS Regents examination in U.S. History and Government. Students have the option to take the AP U.S. History examination as well. Finally, students will complete a graded rough draft of the IB Internal Assessment. This will be further revised in the fall of senior year.

Students receive 1.15 credit weighting for an IB course of study if they submit a draft of their internal assessment in March and/or sit for the AP U.S. History exam in May. Students who fail to do this will receive only 1.1 credit weighting.

0105 IB History of the Americas II (HL) Fast Forward HIS 130 - War & the Western World

1 Year

1 Credit

Grade Level: 12

Prerequisite: History of the Americas I

Department Recommendation: None



This course involves a detailed study of a limited selection of twentieth century world history. Major topics of study include causes, practices, and effects of World War I and World War II, the Interwar Period, and the rise and rule of single-party states. Examination of topics involves a holistic approach, with political, diplomatic, and economic issues integrated into the course materials wherever appropriate. Students will also learn to critically evaluate, interpret, and use historical sources.

By the end of their senior year, students will have become aware of the international context in which they live, encountered the major issues of the contemporary world, acquired a greater understanding of the work of the historian and of the historical process, and be more knowledgeable of their national heritage. Students who elect to take this course will be required to sit for the higher level IB History examination in May. The exams consist of material from topics covered in both years of IB History.

To receive course credit, students are required to complete at least ten hours of community service during the semester in which they take the course.

0112 IB (SL) Philosophy

1 Year

1 Credit

Grade Level: 11-12

Prerequisite: None

Department Recommendation: None



This is a pre-college course that challenges students to think at a higher level. The core themes of this course are, “What Is a Human Being?”, “Contemporary Social Issues,” and “the Philosophy of Religion.” Various readings, class discussions and audio/visual works will be used to address these themes. There is a final exam and one essay that must be submitted to the I.B.O. The essay will be a critical analysis that relates to one of the core themes studies in class. The essay needs to be 1,600 words.

“Philosophy deals with the issues that are profound, usually difficult and important for humanity. I.B.O. Philosophy aims to be inclusive and deal with a wide range of issues that can be approached in philosophical way. The emphasis of I.B.O. Philosophy is very much on doing Philosophy. Doing Philosophy requires intellectual rigor an open and critical mind, and willingness to attempt to understand alternate views. One of the challenges of philosophy is for candidates to become aware of their own bias and of others. At the core of philosophy lies a concern with truth and clarity of understanding achieved through critical and systematic thinking, careful analysis of arguments and close reading. Every human being everywhere in the world can engage in a dialogue with living philosophers and the great philosophers of the past. This dialogue creates a tradition, a context in which philosophy as an activity is undertaken without constraints of time or place. Thus, philosophy is not just an international activity. It is beyond internationalism and fosters tolerance by transcending ethnic and religious boundaries.” (Philosophy Curriculum Guide, International Baccalaureate Organization, February 2000.)

0024, 0025 Theory of Knowledge (TOK)

1 Year course for IB students running from January of junior year to January of senior year

1 Credit

All IB Diploma candidates must take Theory of Knowledge

Prerequisite: None

Department Recommendation: None



“TOK is an International Baccalaureate course designed to stimulate critical reflection upon the knowledge and experiences acquired both inside and outside the classroom, to evaluate the basis of knowledge and experiences, and to develop a personal mode of thought based on critical examination of evidence and argument.” (International Baccalaureate Booklet)

The focus of TOK will be on the student’s inquiry into what he/she knows and how he/she comes to know it. It will explore the various Ways of Knowing - language, reason, sense perception, emotion, imagination, faith, intuition, memory - as well as the separate areas of Knowledge-mathematics, natural and human sciences, history, ethics, religious and indigenous knowledge systems, and the arts. Students will engage in examination of their perspectives, beliefs, and thoughts through class discussion and written argument. The content of the course is the various subject areas of the student’s education. The process of the course is student reflection on what the student claims to know and what is professed as knowledge by others. The goals of the course are to challenge the student’s existing knowledge and assumptions and to encourage the student to relate his/her developing understanding to issues and problems of importance in the world.

Course requirements: an open mind; a series of 250–500-word essays; one 1,200-1,600 word externally assessed essay; a class presentation and written self-evaluation.

0034 IB Extended Essay

No Credit Pass/Fail

Grade Level: 11-12

All IB Diploma candidates must complete the IB Extended Essay

Prerequisite: IB Diploma Candidate

Department Recommendation: None



The Extended Essay is an independent study project, completed by IB Diploma candidates, involving an essay of 3500-4000 words to be completed by January of a student's senior year. This work is done under the supervision of a teacher-mentor and may be done in any of the IB subject area courses. The IB Coordinator must approve all topics before the essay is begun.

NEW YORK STATE SEAL OF CIVIC READINESS

What is the NY Seal of Civic Readiness (NYSSCR)?

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- Shows the student's understanding of a commitment to participatory government; civic responsibility and civic values;
- Demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- Recognizes the value of civic engagement and scholarship.

Who is eligible to pursue the NYSSCR?

Any student attending a district that offers the NYSSCR is eligible to pursue this award.

What do students need to do to earn the NYSSB?

In order to obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation. Students may also earn points by completing a middle school Capstone project or a high school Capstone project.

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

Where can I find more information on the NYSSB?

For more information on Binghamton's NYSSCR program, contact any social studies teacher or visit the NYSSCR website: <https://www.nysed.gov/curriculum-instruction/seal-civic-readiness>

WORLD LANGUAGES

GOALS

The study of a second language is an essential component in the total school curriculum. It strengthens the development of basic skills, and it provides a powerful experience in developing the reasoning ability for students. When students study another culture, they not only broaden their horizon in cross-cultural understanding of both the oneness and the uniqueness of various societies but also gain a deeper concept of self and an appreciation for their own culture.

Binghamton High School proudly offers courses of study in the following languages: Spanish, French, American Sign Language, and Mandarin.

0307 Spanish I

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: None

Spanish I is an introductory-level course in which students begin their journey of the study of Spanish language and Spanish-speaking cultures. Students will engage in listening, speaking, reading, and writing in Spanish. They will leave the course with a basic understanding of Spanish vocabulary, culture, and basic communication skills.

0308 Spanish II

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: Spanish I

In Spanish II, students continue their work with the Spanish language. Using listening, speaking, reading, and writing skills, students will grow their understanding and use of the Spanish language and Spanish-speaking cultures. By the end of the course, students will have an intermediate-level ability to communicate in Spanish.

0309 Spanish III

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: Spanish II

This is the third year of a sequential language program that will reward students with a Regents credit for successful completion of the course and final exam.

Spanish III is designed for motivated students who want to be challenged with the curriculum, as there is an increasing emphasis on advanced grammar, speaking, writing, and reading. The course is taught primarily in the target language and assumes the students have successfully completed Spanish II. **This course culminates in the Checkpoint B exam.**

0312 IB Spanish B (SL)**1 Year****1 Credit****Grade Level: 11-12****Prerequisite: This course is for students who have successfully completed Spanish III**

This is a college level course in which the students will work toward improving language skills in the following areas: listening comprehension, reading comprehension, oral expression, and written communication. A wide variety of literary and cultural topics from various Spanish-speaking countries will be used. Cultural similarities and differences will be explored through reading activities and class discussions. The class will be held entirely in the target language and students are expected to speak in Spanish to the best of their ability.

**0313 IB Spanish B (HL) – Fast Forward SPA 201 and SPA 202****1 Year****1 Credit / 6 SUNY Broome Credits****Grade Level: 11-12****Prerequisite: IB Spanish B (SL)**

This is a college level course which continues and refines skill development. A variety of texts from various Spanish-speaking countries will be used. Students will work toward increasing the ability to discuss and analyze literary, cultural, and contemporary topics in both written and oral forms. The class will be held entirely in the target language and students are expected to always speak in Spanish. These students will take the IB examination in May for an International Baccalaureate diploma or certificate.



*Students may also elect to challenge the AP Spanish examination after taking this course.

0300 French I**1 Year****1 Credit****Grade Level: 9-12****Prerequisite: None**

French I is an introductory-level course in which students begin their journey of the study of the French language and French-speaking cultures. Students will engage in listening, speaking, reading, and writing in French. They will leave the course with a basic understanding of French vocabulary, culture, and basic communication skills.

0301 French II**1 Year****1 Credit****Grade Level: 9-12****Prerequisite: French I**

In French II, students continue their work with the French language. Through the use of listening, speaking, reading, and writing skills, students will grow their understanding and use of the French language and French-speaking cultures. By the end of the course, students will have an intermediate level to communication in French.

0302 French III

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: French II

This is the third year of a sequential language program that will reward students with a Regents credit for successful completion of the course and final exam.

French III is designed for motivated students who want to be challenged with the curriculum, as there is an increasing emphasis on advanced grammar, speaking, writing, and reading. The course is taught primarily in the target language and assumes the students have successfully completed French II. **This course culminates in the Checkpoint B exam.**

0305 IB French B (SL)

1 Year

1 Credit

Grade Level: 11-12

Prerequisite: This course is for students who have successfully completed French 3



This is a weighted college level course. This is the first year of a two-year program. The student will work toward improving language skills in the following areas: listening comprehension, reading comprehension, oral expression, and written communication. The student will be using a variety of texts from Francophone countries. Cultural similarities and differences will be explored through reading activities and class discussions. Students who complete this course may continue to IB French B(HL) in their senior year.

0306 IB French B (HL) – Fast Forward FRE 201 and FRE 202

1 Year

1 Credit / 6 SUNY Broome Credits

Grade Level: 12

Prerequisite: IB French B (SL)



This is a weighted college level course. This is a continuation and refinement of skill development. Students will work toward increasing the ability to discuss and analyze literary, cultural and contemporary topics in both written and oral forms. Students who successfully complete the two-year IB program will be prepared to communicate in French in a variety of contexts. They will gain a strong foundation for the continued study of French at the university level and/or use of the language in professional, personal, or recreational circumstances. These students will take the IB examination in May for an International Baccalaureate diploma or certificate.

* Students may elect to challenge the AP Examination after taking this course.

0325 American Sign Language I

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: None

American Sign Language is a language used by deaf people and the deaf community in America, Canada, as well as other countries. It uses its own rules for grammar structure and syntax. It is a language composed of five parameters: hand shapes, movements, facial expression, eye contact, and overall body language. In our ASL course we will be discussing Deaf culture and Deaf History, as well as learning to communicate using sign language.

0337 American Sign Language II

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: American Sign Language I

This is the second year of language study in a sequential program and thus is similar to Level I. The course includes a more in-depth study of ASL grammar, translations, and language analysis. In ASL II students will learn about the deaf culture, social and behavioral norms. The course will also study moments that have been instrumental in Deaf History. Lastly, the students will increase their ability to converse in ASL with more fluency and spontaneity.

0342 American Sign Language III

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: American Sign Language II

This is the third year of language study in a sequential program and thus is similar to Level II. The course includes a more in-depth study of ASL grammar, translations, and language analysis. In ASL II students will learn about the deaf culture, social and behavioral norms. The course will also study moments that have been instrumental in Deaf History. Lastly, the students will increase their ability to converse in ASL with more fluency and spontaneity. **This course culminates in the Checkpoint B exam.**

0326 Mandarin I

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: None

Mandarin I is an introductory-level course in which students begin their journey of the study of Mandarin Chinese and Chinese culture. Students will engage in listening, speaking, reading, and writing in Mandarin. They will leave the course with a basic understanding of Mandarin vocabulary, culture, and basic communication skills.

0339 Mandarin II

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: Mandarin I

In Mandarin II, students continue their work with Mandarin Chinese. Through the use of listening, speaking, reading, and writing skills, students will grow their understanding of Mandarin and Chinese culture. By the end of the course, students will have an intermediate-level ability to communicate in Mandarin.

0341 Mandarin III

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: Mandarin I and II

This is the third year of a sequential language program that will reward students with a Regents credit for successful completion of the course and final exam.

Mandarin III is designed for motivated students who want to be challenged with the curriculum, as there is an increasing emphasis on advanced grammar, speaking, writing, and reading. The course is taught primarily in the target language and assumes the students have successfully completed Mandarin II. **This course culminates in the Checkpoint B exam.**

0345 IB (SL) Chinese B: Mandarin

1 Year

1 Credit

Grade Level: 11-12

Prerequisite: This course is for students who have successfully completed Mandarin III



This is a college level course in which the students will work toward improving language skills in the following areas: listening comprehension, reading comprehension, oral expression, and written communication. A wide variety of literary and cultural topics from various Mandarin-speaking countries will be used. Cultural similarities and differences will be explored through reading activities and class discussions. The class will be held primarily in the target language and students are expected to speak in Mandarin to the greatest of their abilities.

*The running of this course is contingent on minimum enrollment to be determined annually. If enrollment is low, the district will make all efforts to run the course the following year.

0347 IB Chinese B: Mandarin (HL)

1 Year

1 Credit

Grade Level: 12

Prerequisite: IB Chinese B: Mandarin (SL)



This is a weighted college level course. This is a continuation and refinement of skill development. Students will work toward increasing the ability to discuss and analyze literary, cultural and contemporary topics in both written and oral forms.

Students who successfully complete the two-year IB program will be prepared to communicate in Mandarin in a variety of contexts. They will gain a strong foundation for the continued study of Mandarin at the university level and/or use of the language in professional, personal, or recreational circumstances.

*Students may elect to challenge the AP Mandarin examination after taking this course. The running of IB Advanced Mandarin is contingent on minimum enrollment to be determined annually. If enrollment is low, the district will make all efforts to run the course the following year.

NEW YORK STATE SEAL OF BILITERACY

What is the NYSSB?

The New York State Seal of Biliteracy (NYSSB) is an award given to high school graduates who have demonstrated a high level of proficiency in English and one or more world languages. The NYSSB encourages the study of languages, affirms the value of diversity in a multilingual society, and provides universities and future employers with additional information about applicants.

How does the NYSSB benefit students?

The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, encourages them to maintain their home language, and pursue additional language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission. According to Leadwithlanguages.org, developing proficiency in two or more languages can lead to many opportunities including a competitive advantage in the workforce, travelling, understanding other cultures, and improved brain function. All NYSSB earners will receive an official seal affixed to their diploma, a medallion to wear at graduation, and may also receive a certificate from the New York State Education Department.

Who is eligible to pursue the NYSSB?

Any student attending a district that offers the NYSSB who is proficient in and/or studying English and at least one world language is eligible to pursue this award. This includes students who speak a language other than English at home as well as those who are completing a course of study in a world language through high school.

What do students need to do to earn the NYSSB?

There are multiple pathways to earn the NYSSB. Whichever pathway is chosen, students must demonstrate the required level of proficiency by earning three (3) points in English and three (3) points in one or more world languages from a points matrix. Students can earn points toward the NYSSB in several ways, including earning an 85% or better in English or world language coursework, achieving a set score on national tests (such as Advanced Placement, International Baccalaureate, or other exams), and completing and presenting a Culminating Project in English and/or a world language.

Where can I find more information on the NYSSB?

For more information on our district's NYSSB program, talk to your school counselor, world language teacher, or English/English to Speakers of Other Languages teacher. Please visit the NYSSB website: <http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>.

ENGLISH LANGUAGE LEARNER PROGRAM

GOALS

The primary instructional goal of the English as a New Language Program is to develop the ability of English Language Learners (ELLs) to read, write, speak, and understand English so that they may successfully participate in both social and academic settings. The New York State Common Core state standards for English Language Arts (ELA) and Literacy and the New Language Arts Progressions as developed by the Office of Bilingual Education and World Languages, provide the foundation for the English as a New Language curriculum.

Assessment/Testing

Following identification using the HLQ and the interview, the student may then be administered the initial assessment; the New York State Identification Test for English Language Learners (NYSITELL) by qualified district personnel to determine his/her level of English Language Development.

Placement

There are five levels of English Language Development. A student identified as “Commanding/Proficient” on the NYSITELL may enter the general education program. A student identified as an English Language Learner will be described as follows: Entering, Emerging, Transitioning, Expanding. ELLs will be assigned to English as a New Language (ENL) classes taught by a certified teacher of English to Speakers of Other Languages (ESOL). These courses are organized according to students’ English Language Development levels and the following grade bands: 9-10 or 11-12. Students will also be placed in an Integrated ENL/Core Content class. The Integrated ENL/ Core Content class is co-taught by the ESOL teacher and the core content (English/Humanities/Math/Science) teacher or by a teacher that holds dual certification in teaching ESOL and the core subject.

Annual Assessment/Testing

Ongoing placement is determined by the student’s performance on standardized assessments including the New York State English as a Second Language Achievement Test (NYSESLAT). A student within two years of exiting ELL status is referred to as a Former English Language Learner and is required to receive instruction that supports language development and academic progress during that two-year period. Former ELLs are also entitled to all testing accommodations afforded English Language Learners under New York State regulations.

ENGLISH AS A NEW LANGUAGE GRADES 9-12

0332 ENL SUPPORT 9-10

0333 ENL SUPPORT 11-2

Level of English Language Development	Units of Instruction	English As a New Language (Stand Alone) Elective Credit	Integrated English as a New Language and ELA; 1 ELA credit	Integrated English as a New Language and content area other than ELA (1 content area credit)
Entering	3	Minimum 1 unit (option for 1 additional unit)	Minimum 1 unit (option for 1 additional unit)	Option for 1 additional unit
Emerging	2	Minimum .5 unit (option for .5 additional unit)	Minimum 1 unit (option for .5 additional unit)	Option for .5 unit
Transitioning	1	Option for .5 unit	Option for .5 unit	Option for .5 unit
Expanding	1		Minimum 1 unit	Minimum 1 unit
Commanding (students may place at this level upon entry or former ELL students may achieve this level and require ENL services for two years following exit from ELL status.	.5		Option for .5 unit	Option for .5 unit

**1/2 unit of services that monitor and support language development and academic progress as approved by the Commissioner may substitute for Integrated English as a New Language for Former ELLs.*

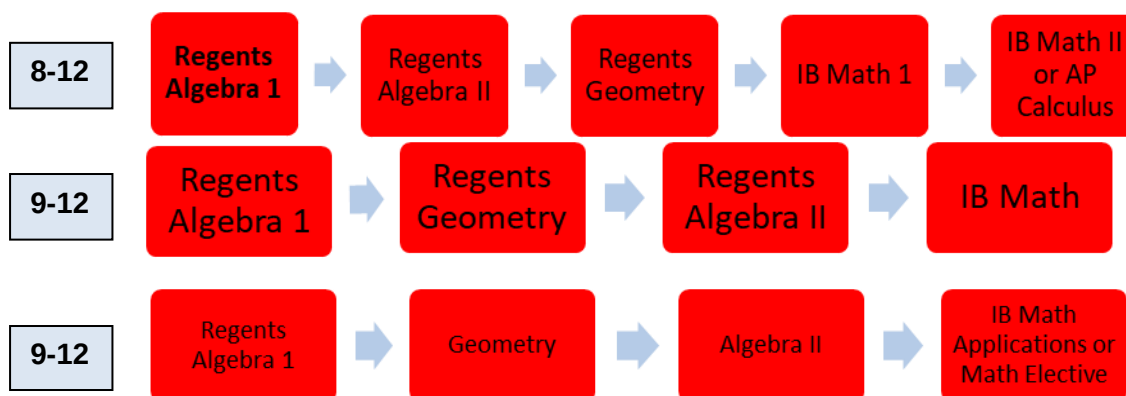
MATHEMATICS

In order to graduate from high school in New York State, all students (with few exceptions) are required to pass the Algebra I Regents Exam. In addition, those students who wish to receive a higher-level Diploma with Distinction, must also pass the Geometry Regents Exam and the Algebra 2 Regents Exam.

GOALS

The courses in the mathematics department are designed to develop mathematical skills and competencies to encourage students to further explore the field of mathematics.

Flowchart for New York State Regents Level Mathematics:



Courses below not labelled as Regents courses provide critical course content, **but do not culminate in a Regents exam.**

It is recommended that you purchase a calculator, in the TI84 family of calculators to use at Binghamton High School for all courses.

3200 Regents Algebra

1 Year

1 Credit

Prerequisite: Math 8

Department recommendation: Students who scored a Level 3 or Level 4 on the Math 8 assessment

This course emphasizes algebraic skills and prepares students for the Algebra I Regents exam. Units of study include real numbers, operations with monomials and polynomials, solving linear equations and inequalities algebraically and graphically, factoring, rational expressions, systems of equations, non-linear functions, radicals, probability, statistics and regression, linear and exponential functions, and graphs. **This course culminates in the Algebra 1 Next Generation Regents Exam. Passing this exam with a score of 65 or higher is a graduation requirement for all students.**

3208 Algebra Lab

1 Year

0 credits

Grade Level: 9th

Prerequisite: Math 8

Department Recommendation: Students who scored a Level 1 or Level 2 on the Math 8 state assessment or teacher recommendation.

This course is for students who scored a Level 1 or Level 2 on the Math 8 state assessment or a teacher recommendation. This is a full year course that consists of a 40-minute class period every day. During this class, the students will work on enhancing foundational Algebra skills and help them to prepare for the Algebra 1 Regents exam.

0217 Geometry

1 Year

1 Credit

Grade Level: 9, 10 or 11

Prerequisite: Regents Algebra or Double Regents Algebra

Department Recommendation: score 65 or higher on Algebra Regents.

This course is recommended for those students who are interested in exploring the concepts of Geometry but who have demonstrated the need for extra assistance to be successful in Algebra. Units of study include geometric relationships, coordinate geometry, triangle properties and congruency, quadrilaterals, polygons, equations of circles, trigonometric functions, factoring, construction, and 3-dimensional analysis. **This course culminates with a local Geometry final exam.**

0201 Regents Geometry

1 Year

1 Credit

Grade Level: 9,10 or 11

Prerequisite: Passed the Regents Algebra I exam

Department Recommendation: score 70 or higher on Algebra I Regents Exam or teacher recommendation.

This course emphasizes and in-depth study of all elements of the Geometry Regents exam. Units of study include Geometric relationships via plane triangles, properties of solids, coordinate Geometry, constructions, circles, and transformational Geometry constructions. **This course culminates in the Geometry Regents. Enriched Credit weighting of 1.1 will be an available option.**

0224 Algebra 2

1 Year

1 Credit

Grade Level: 10,11, or 12

Prerequisite: Passed Geometry or Regents Geometry Course

This course is recommended for students who wish to continue their exploration into upper-level mathematics and may require additional time/preparation on various upper-level topics. Units of study include polynomials and factoring, rational expressions and equations, radicals, and complex numbers, solving quadratics algebraically and graphically, quadratic/linear systems, relations and functions, trig graphs, and statistics. **This course will culminate in a local Algebra 2 exam.**

0206 Regents Algebra 2

1 Year

1 Credit

Grade Level: 9,10,11 or 12

Prerequisite: Passed the Geometry or Algebra 1 Regents Exam

Department Recommendation: score 70 or higher on Algebra 1 CC Regents or Geometry Regents

This course is recommended for students who wish to continue their exploration into upper-level mathematics. The course is an in-depth study of all elements of the New York State Algebra 2 Regents Exam. Units of study include higher order polynomials and factoring, rational expressions and equations, complex numbers, quadratic functions, systems of equations, relations and functions, exponents, logarithms, trigonometric functions and graphs, statistics, probability, and series and sequences. **This course culminates in the Algebra 2 Regents. Enriched Credit weighting of 1.1 will be an available option.**

0233 Personal Math

1 year

Grade Level 11 or 12

Prerequisite: None

Priorities to juniors and seniors

Department Recommendations: At least 2 credits of Math

This course is designed to develop the skills and knowledge necessary to enable students to manage their personal financial affairs more effectively and to make informed consumer decisions. Possible topics include learning how to budget their finances, saving, spending, and investing their money, how to compare banking services, real estate transactions and income taxes.

0216 Foundations for College Math – Revise the text with SUNY Broome

1 Year

1 Credit

Grade Level: 12

Prerequisite: Passed Geometry and Algebra 2

Department recommendation: None

This course is designed for high school **seniors** to ensure that students have the skills necessary to be successful in a college level math course. Topics covered include math modeling using linear, quadratic, and exponential and trigonometric functions, number sense with a calculator, data analysis, working with polynomial and rational expressions and equations, application of right triangle trigonometry, exploring compound interest. This course also includes the following student success skills: note taking strategies, time management, and career exploration. **This course was developed in collaboration with SUNY Broome and will culminate with a local SUNY Broome final exam.**

0214 Advanced Placement Calculus AB / AP Pre-Calculus

1 Year

1 Credit

Grade Level: 12

Prerequisite: Passed IB Mathematics I Course

Department Recommendation: None

Topics covered in this course include limits and continuity, the derivative and techniques of differentiation, the mean value theorem, extreme problems, related rates, the fundamental theorem of calculus, the definite integral and techniques of integration, area and volume problems. Derivatives and integrals of various types of functions are studied, including polynomial, logarithmic, exponential, trigonometric and inverse trigonometric functions. **This course culminates in the AP Calculus exam. Students will receive 1.15 credit weighting upon successful completion of the course work and the AP exam. Students who do not complete these requirements will receive 1.1 credit weighting.**

0246 IB Mathematical Application SL – Fast Forward MAT 124 Statistics I

1 Year

1 Credit / SUNY Broome 3 Credits

Grade Level: 11 or 12, students may not enter as sophomore.

Department Recommendation: Passed Algebra II or Regents Algebra II



This course is designed to provide additional mathematics background and experience for those planning to pursue study in such fields as education, finance, social science, health sciences, arts and the humanities. Topics include probability, statistics, modeling and analysis, and financial mathematics. Introductory calculus is also explored. A focus of the course is an in-depth statistics project designed around the student's area(s) of interest. In May, the student is required to take the IB Math Application final. Students will receive 1.15 credit weighting upon successful completion of their Internal Assessment (IA) and the IB Math Application final. Students who do not complete these requirements will receive 1.1 credit weighting.

0247 IB Mathematics Analysis SL1/AP Pre-Calculus

1 Years

1 Credits

Grade Level: 11th or 12th, students may not enter as a sophomore.

Prerequisite: Passed Regents Algebra 2 Course

Department Recommendation: 70% or higher on Algebra II Regents exam

IB Mathematics Analysis and Approaches year one begins in the junior or senior year and concludes with an AP Pre-Calculus Exam in May. Numbers and Algebra, Functions, Geometry and Trigonometry, statistics and probability and Calculus are divided between the junior and senior year in this program. This course focuses on analytic methods with an emphasis on Calculus – appropriate for pure mathematicians, engineers, scientist, economist, and those with an interest in analytic methods. This course is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical science, or some economics courses. **Students enrolled in this course are required to take the Pre-Calculus exam.**

Students will receive 1.15 credit weighting upon successful completion of the course work and sit for the AP Pre-Calculus exam.

0248 IB Mathematics Analysis SL II

1 Years

1 Credits

Grade Level: 12th

Prerequisite: IB Mathematics Analysis SL I/AP Pre-Calculus

Department Recommendation: None

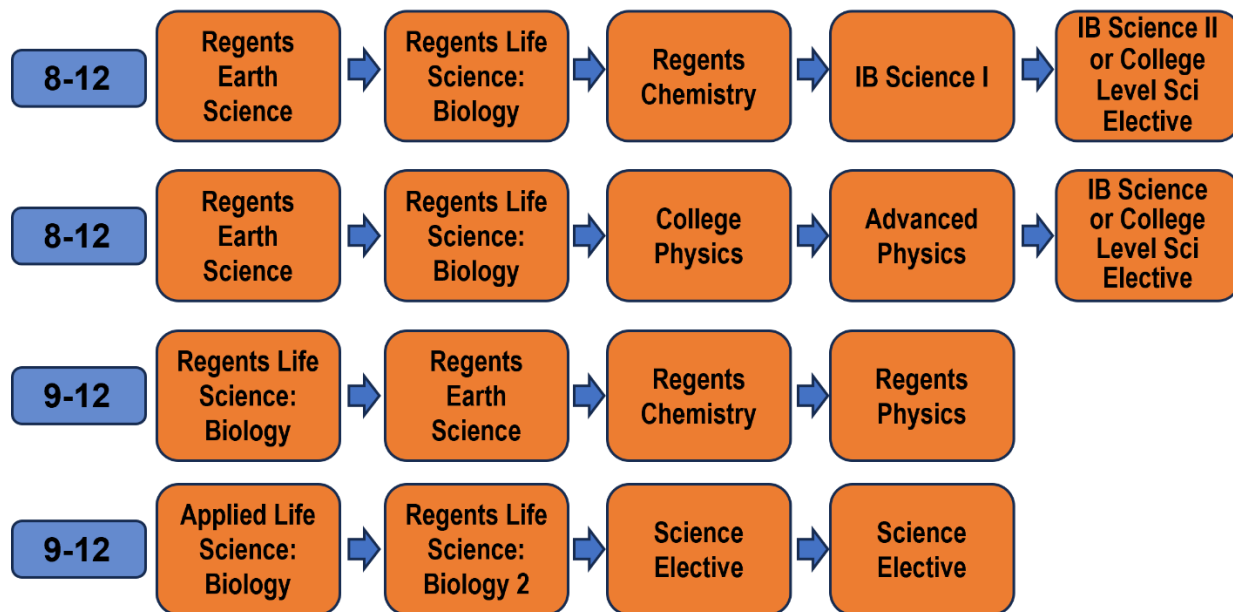
IB Mathematics Analysis and Approaches year two begins in the senior year and concludes with an IB examination in May. Students will continue to explore Numbers and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability and Calculus in this program. This course focuses on analytic methods with an emphasis on Calculus – appropriate for pure mathematicians, engineers, scientist, economist, and those with an interest in analytic methods. This course is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical science, or some economics courses. Students will be required to write an Internal Assessment (IA). **Seniors enrolled in IB Mathematics Analysis II are required to take the IB exam.**

Students will receive 1.15 credit weighting upon successful completion of the course work and the IB Math Analysis exam.

SCIENCE

In keeping with Binghamton City School District's Mission to **educate, empower and challenge** all students to become productive, global citizens through innovative approaches to learning the BHS Science department seeks to provide students the necessary skills and self-direction to enter college or start a career. We provide a diverse offering of programs that are not only focused on content but provide 21st-century science skills while allowing students to practice abstract reasoning, collaboration and problem solving. The integration of technology and flexibility for each learner in a dynamic learning environment will help each student meet his or her potential and find success for the future.

Possible Paths to meeting Science requirement:



Passing a minimum of three science courses including one course focused on the living environment and one focused on the physical setting is a requirement for graduation.

Passing a minimum of one science Regents exam is required for graduation.

3405 Regents Life Science: Biology (formerly Regents Living Environment)

1 Year; 1 Class period, lab every other day

1 Credit

Grade Level: 9

Prerequisite: Successful completion of Science 8

Department Recommendations: Greater than 50 scale score on grade 8 exam or passed Earth Science Regents

This Regents level course provides students with a fundamental knowledge of the biological processes that are an important asset to all BHS graduates and citizens of the 21st century. In this course we present basic concepts and relationships from biology in an engaging and interactive forum. Students will demonstrate understanding, reasoning and problem-solving abilities as they explore life science by inquiry, investigation and group collaboration. **Sitting for the Regents exam is a course requirement.**

New York State requires successful completion of twenty hours (1,200 minutes) of laboratory instruction before a student can take the New York State Life Science: Biology examination in June. This includes three required investigations.

3403 Applied Life Science: Biology – Year 1 (formerly Applied Living Environment 1)

1 Year; 1 Class period

1 Credit

Grade Level: 9

Prerequisite: Teacher and department recommendation

Department Recommendations: None

This is the first year of a two-year Regents course designed for students who have struggled with science in the past despite consistent efforts. Students will spend more time on required concepts including the nature of science, maintenance in plants and animals, and ecology and human impact. Skill building and lab work including laboratory techniques and experimental design will be practiced over two years preparing students for success on the Living Environment Regents in year two. Students will have the opportunity to complete at least 600 minutes of laboratory exercises to prepare them to take the Regents exam at the end of Year 2.

3404 Regents Life Science: Biology – Year 2 (formerly Regents Living Environment 2)

1 Year; 1 Class period

1 Credit

Grade Level: 10

Prerequisite: Previous Enrollment in Applied Living Environment (Year 1)

Department Recommendations: None

This Regents level course is the second year of a two-year course. This year focuses on core content including biochemistry, reproduction and development, genetics, evolution, human physiology, and modern theories of evolution as well as lab experience essential for success on the Living Environment Regents. **Sitting for the Regents Exam is a course requirement.**

New York State requires successful completion of twenty hours (1,200 minutes) of laboratory instruction before a student can take the New York State Living Environment Regents examination in June. Lab minutes from Year 1 can be combined with those from Year 2 to achieve the 1,200-minute requirement.

0400 Regents Earth Science

1 Year; 1 Class period, lab every other day

1 Credit

Grade Level: 10-12

Prerequisite: None

Department Recommendations: Successful completion of Living Environment

This Regents level course encourages students to use scientific processes to investigate their surroundings. Extensive laboratory exercises use the students' life experiences and natural surroundings to help provide a better understanding of the planet Earth and its place in the universe. The course is organized into these areas: astronomy, geology, meteorology, geologic history, and physical oceanography. The Earth science program also investigates aspects of how humans affect the environment. **Sitting for the Regents exam is a course requirement.**

Part of the Regents exam is a hand-on lab practical students take in the weeks before the exam. New York State requires successful completion of twenty hours (1,200 minutes) of laboratory instruction before a student can take the New York State Earth Science Regents examination in June.

0404 Regents Chemistry

1 Year; 1 Class period, lab every other day

1 Credit

Grade Level: 10-12

Prerequisite: Successful completion of Living Environment and passing the Algebra Regents exam

Department Recommendation: Greater than 75% on Living Environment Exam

This Regents level course provides students with a fundamental knowledge of chemistry and chemical processes that are an important asset to all BHS graduates and citizens of the 21st century. In this course we present the basic concepts and relationships of chemistry in an engaging and interactive forum. Students will demonstrate understanding, reasoning and problem-solving abilities as they explore chemistry by inquiry, investigation and group collaboration. **Sitting for the Regents exam is a course requirement.**

New York State requires successful completion of twenty hours (1,200 minutes) of laboratory instruction before a student can take the New York State Chemistry Regents examination in June.

0407 Regents Physics

1 Year; 1 Class period, lab every other day

1 Credit

Grade Level: 10-12

Prerequisite: Successful completion of Living Environment and Algebra 1. Passed or taking Geometry.

Department Recommendations: Greater than 75% on Living Environment Exam and passing Algebra 1 Regents.

In this Regents level course, students will be exposed to various technologies used in collecting authentic experimental data and will conduct a variety of experimental investigations to answer real questions...and have a lot of fun in the process! Topics include classical Newtonian mechanics, waves, electricity, magnetism, and modern physics. **Sitting for the Regents exam is a course requirement.**

New York State requires successful completion of twenty hours (1,200 minutes) of laboratory instruction before a student can take the New York State Physics Regents examination in June.

0410 Environmental Science

1 Year; 1 Class period

1 Credit

Grade Level: 10-12

Prerequisite: None

Department Recommendations: Passed Living Environment or Earth Science Regents

Environmental Science is an elective, non-Regents science course for students who have successfully concluded a minimum of one Science Regents and have an interest in pursuing careers in fields related to environmental problems or in developing skills that will enable them to alleviate personal and community environmental problems. Topics covered will include appropriate technology, water, air and terrestrial pollution, the effects of humans on the natural environment, waste treatment and disposal, organic farming and the misuse of pesticides and fertilizers, population controls in relation to natural resource management and food production, energy management, outdoor pursuits and recreation. Activities will include lecture, class discussion, individual investigations, field trips, outdoor experiences, and term papers.

0459 Anatomy and Physiology – Fast Forward – BIO 101 Intro to Anatomy and Physiology

1 Year; 1 Class period / SUNY Broome 3 Credits

1 Credit

Grade Level: 11-12

Prerequisite: Successful completion of two science Regents courses

Department Recommendations: 75 % or greater on Living Environment Regents exam and one additional Regents. Passed Algebra Regents, passed or taking Geometry

This is a (dual enrollment) college course through SUNY Broome's Fast Forward Program.

Binghamton High School students receive both high school and college credit simultaneously. The course is designed for juniors and seniors who have an interest in health-related occupations, apprenticeship programs, medical or health technology programs, or just an interest in taking an up-to-date course about the human body. This course reviews each of the major body systems.

Students will also be introduced to the structures and processes of cells, and various tissue types present in the human body. **Students selecting this course should be capable of dealing with complex vocabulary and extensive information. This course would be valuable for any student planning to attend a community college in any health-related field.**

0425 College Physics – Fast Forward PHY161 Physics I Mechanics Heat and PHY 162 Physics II Wave and Motion

1 Year; 1 Class period, lab every other day

1 Credit / SUNY Broome 6 Credits

Grade Level: 11-12 (10 with Department recommendations)

Prerequisite: Successful in Living Environment and Algebra

Department Recommendations: 75 % or greater on the Living Environment and Algebra Regents exams; Passed or taking Geometry

This is a (dual enrollment) college course through SUNY Broome's Fast Forward Program.

Binghamton High School students receive both high school and college credit simultaneously.

Students will discover the answers to many "how come" questions, as we gain an understanding of nature, the universe, and technology at the most fundamental scientific level – Physics. This Physics course is designed to be equivalent to the first year of an introductory college-level algebra-based physics course. The first half of this course is dedicated to the study of classical mechanics which includes: kinematics, projectile motion, newton's laws, circular motion, gravitation & Kepler's laws, work & energy, momentum & impulse and torque & rotational dynamics. The second semester we will study electricity & magnetism, waves, optics, as well as modern & nuclear physics. Problem solving skills learned in physics will help in other courses. Laboratory experiences provide problem solving techniques, measurement skills and applications of theory.

0453 Advanced Physics**1 Year; 1 Class period****1 Credit****Grade Level: 11-12****Prerequisite: Successful completion of College Physics**

This course picks up with college level topics both at the third semester and sophomore level, providing excellent preparation for entrance to a university. We will deeply examine the nature of the universe and how we interpret it to create the technology we use, and how that in turn influences the world in which we live. This Physics course is designed to be equivalent to a third semester of college physics and introduce sophomore college physics topics. We will study rotational statics & dynamics, fluid mechanics, simple harmonic motion, quantum & nuclear physics, energy-power and climate change, medical physics, advanced optics with optional topics of astrophysics and relativity. The advanced problem-solving skills learned in this class will be of great value in other courses both at BHS and the university level.

Please note: This course does not yield college credit. This course will be offered based on enrollment.

0455 Forensic Science**1 Year; 1 Class period****1 Credit****Grade Level: 11-12****Prerequisite: Passed one Regents Science course****Department Recommendations: 75% or greater on Science Regents exam**

This non-Regents Forensic Science course is a yearlong course designed to introduce the scientific and investigative techniques used to solve a crime. The course focuses on the evaluation of techniques, strategies, tools, and terminology of modern forensic analysis. Emphasis will be placed on the methods that link suspect, victim, and crime scene.

We will also examine career paths in expert fields such as crime scene investigator, crime lab analyst, firearms examiner and forensic odontologist, serologist, toxicologist and psychologist. Major topics include evaluating and processing a crime scene, collecting, and preserving evidence, DNA fingerprinting, blood spatter analysis, fingerprint analysis, time of death and forensic entomology, hair and fiber analysis, forensic anthropology, ballistics, and document analysis.

We will engage in collaborative activities, laboratory work, on-line activities, and professional visits as part of this course, as well as case studies and crime scenarios.

Some course materials will be graphic! You will be required to submit a signed permission form from your parent/guardian confirming permission to view material covered in class.

0429 Medical Terminology - Fast Forward - HIT 106 Medical Terminology**1 Year; 1 Class period / SUNY Broome 3 Credits****1 Credit****Grade Level: 11-12****Prerequisite: Successful completion of two Science Regents Exams****Department Recommendations: 75% or greater on Living Environment Regents exam**

This course is recommended for students interested in pursuing further studies or a career in a health-care related field. The course focuses on the language of medicine, including suffixes, prefixes, and root words. Students will learn medical terms associated with anatomic structures, illness, and disease.

0441 Health Series Seminar - Fast Forward - HST 100 Seminar in Health Sciences

1 Year

1 Credit / SUNY Broome 1 Credit

Grade level 10-11

Prerequisite: Successful completion of one science Regents course

Department Recommendations: Interest in the Health Care Field

This course is designed for motivated students who have a strong interest in the Health Science field. The focus will be an in-depth exploration of health-related careers and development of personal success strategies designed to prepare students for success academically, professionally, and personally.

From the SUNY Broome Official College Catalog:

Upon successful completion of this course the student will be able to:

1. Describe how conscious control of thought processes impacts habits, attitudes, beliefs, and expectations.
2. Explain how habits, attitudes, beliefs, and expectations impact personal performance.
3. Establish achievable personal goals based on individual roles and responsibilities.
4. Identify and list personal barriers to success.
5. Apply the affirmation process toward achieving established goals.
6. Evaluate the effectiveness of the process in achieving established goals.

Note: This is an elective course and will NOT earn science credit toward graduation requirements.

0402 IB SL Biology
1 Year; 1 Class period, lab every other day
1 Credit
Grade Level: 11-12



Prerequisite: Regents Living Environment and a second Regents level course

Department Recommendations: 75% or greater on Regents exams

This course is designed to be the equivalent of a college introductory level biology course. Students will take **the IB Biology SL exam** given in May of their first year. The goals of this course are:

- To provide students with a body of biological knowledge and the methods used to apply this knowledge to current issues relating to science and technology.
- To develop experimental and investigative scientific skills and an appreciation of science as a process.
- To raise an awareness of the moral, social, economic, and environmental implications of using science and technology on a global scale.

IB (SL) Biology topics include cell and molecular biology, biochemistry, genetics, ecology and conservation, evolution, human anatomy, and physiology.

Approximately 40 hours of the course will consist of rigorous labs (practical investigation) including 10 hours devoted to a Group 4 independent research project.

Students enrolled in the IB Biology are required to sit for the IB Biology exam given in May of their first year. Students may also elect to challenge the AP Biology examination at the completion of IB (HL) Biology.

If students challenge the SL IB Test in year 1, then they must complete the IB Biology IA (an independent science experiment with complete lab paper) in year one.

0403 IB (HL) Biology
1 Year; 1 Class period, lab every other day
1 Credit
Grade Level: 12

Prerequisite: Successful completion of IB Biology SL

Department Recommendations: 75% or greater on Regents exams

IB (HL) Biology is a rigorous pre-university course of study encompassing both junior and senior years.

The general aims of the course are:

- To provide a body of knowledge and methods (facts, principles, and processes) which characterize science and technology.
- To develop an understanding of how biological information is collected, analyzed, evaluated and synthesized.
- To develop experimental and investigative scientific skills.
- To understand that scientific study and creativity are human endeavors with social consequences within the global context.

The curriculum includes molecular and cellular biology, genetics, photosynthesis and respiration, human physiology, infectious disease and immunity, classification and diversity, evolution, plant science and ecology and conservation, Neurobiology and Animal Behavior.

This course will provide 240 hours of instruction throughout the junior and senior years of study as well as 60 hours of practical lab investigations. Additionally, 10 hours of independent project work is required for IB candidates

This project will be of student design and investigation.

****Students will complete the IB Internal Assessment (IA) for Biology at the conclusion of the project which will be submitted to IB headquarters for assessment.**

****Please note that the Group 4 project is always done in year 1 (SL) (junior or senior) for anyone testing that year, The IA is usually done in year 2 (HL) for the two-year students, unless the student is taking only the SL (one year), then they must complete the IA in year 1.**



0405 IB SL Chemistry

1 Year; 1 Class period, lab every other day

1 Credit

Grade Level: 11-12

Prerequisite: Successful completion of Regents Chemistry

Department Recommendations: 75% or higher on Regents exams

IB (SL) Chemistry will challenge you to not just learn facts but how to investigate chemical principles and design your own experiments in the laboratory. The goal of the course is to provide a body of knowledge and methods (facts, principles, and processes) which the student will use to collect, analyze, and evaluate a variety of labs. Student input will be strongly encouraged in laboratory investigations.

Topics covered include matter and energy, atomic structure, chemical bonding, the periodic table, kinetics and equilibrium, acids and bases, electrochemistry, organic chemistry, and nuclear chemistry. In addition to the basic material, one additional topic will be covered from several options.

This course will provide 150 hours of instruction as well as 30 hours of laboratory investigations. An additional 10 hours work on a personal investigation is required for IB candidates. Students will design and carry out the investigation. At the conclusion of the investigation, it will be submitted to IB Headquarters for assessment.

0406 IB (HL) Chemistry

1 Year; 1 Class Period, lab every other day

1 Credit

Grade Level: 12

Prerequisite: Successful completion of IB SL Chemistry

Department Recommendations: 75% or higher on Regents Exams

IB (HL) Chemistry is for students who intend to major in engineering or medicine. The International Baccalaureate HL Chemistry course is an advanced course in Chemistry which covers the same material as any college chemistry course. The goal of the course is to provide a strong knowledge of the basic facts, principles and processes associated with Chemistry as well as provide you with an experience-based education involving the investigative process used in laboratories today by allowing you to design your own experiments and carry them out (safety permitting.) You will learn how chemical information is collected, analyzed, evaluated, and synthesized and develop experimental and investigative skills that will be useful in college as well as in a career in science. Student input will be strongly encouraged in laboratory investigations.

Topics covered include matter and energy, atomic structure, chemical bonding, the periodic table, kinetics and equilibrium, electrochemistry, organic chemistry, nuclear chemistry, the mole, colligative properties, kinetic theory of gases, redox, acid-base theories and thermodynamics will be covered. In addition to the basic material, one additional topics will be covered from several options.

This course will provide 240 hours of instruction over two years as well as 50 hours of laboratory investigations. An additional 10 hours of individual project work is required for IB candidates. Students will design and carry out the investigation. At the conclusion of the investigation, it will be submitted to IB Headquarters for assessment.

0411 IB (SL) Environmental Systems and Societies

1 Year; 1 Class period, lab every other day

1 Credit

Grade Level: 11-12

Prerequisite: Successful completion of two Regents science courses

Department Recommendations: 75% or greater on the Living Environment Regents



The course is a transdisciplinary subject which combines the techniques and knowledge of the experimental sciences with the theories and concepts relating to nature and societies. Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both, in the IB program. The curriculum is designed to stimulate and challenge students who want to think constructively and creatively about their world and have demonstrated a high degree of motivation and preparation.

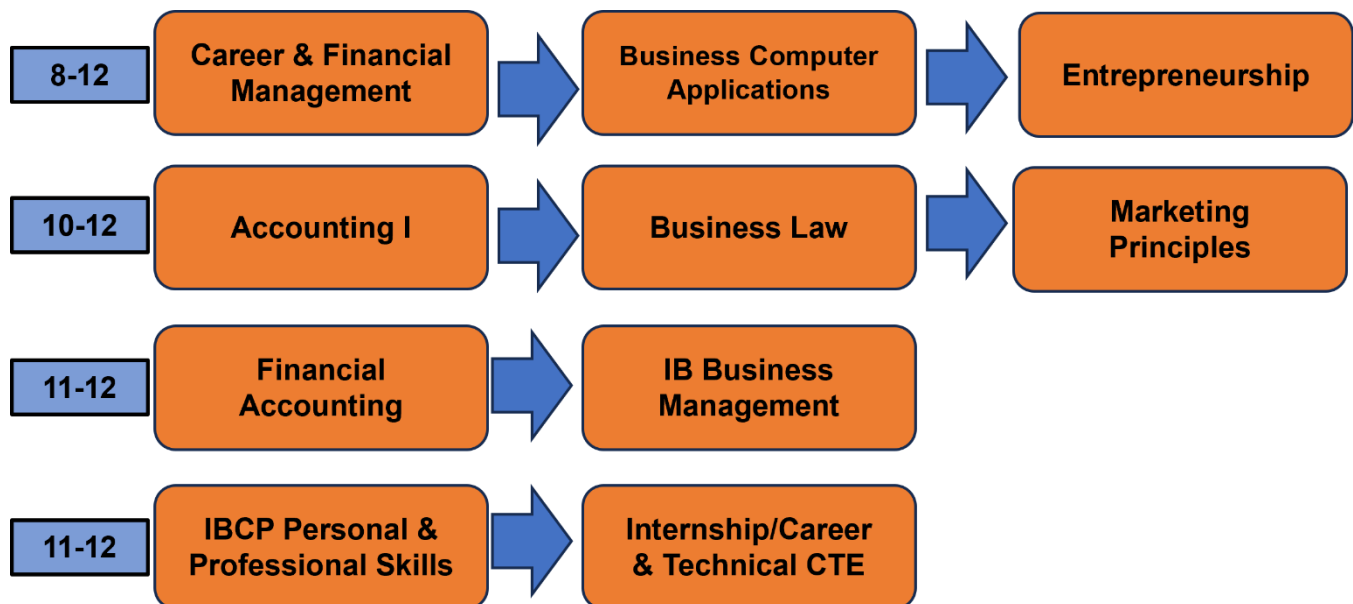
This course is taught over one year and covers 8 major topics: Foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and societies, soil systems and terrestrial food production systems and societies, atmospheric systems and societies, Climate change and energy production, Human systems, and resource use.

Each topic involves some laboratory activities as well as a substantial amount of reading and writing. In addition, each student is required to design, develop, and carry out an independent investigation into an environmental issue of their choice and report their findings in a 1,500-to-2,250-word document.

BUSINESS, FINANCE & INFORMATION TECHNOLOGY

GOALS

In keeping with Binghamton City School District's Mission is for all students to believe, belong and become productive global citizens through innovative approaches to learning, the Business, Finance, and Information Technology program prepares students for entry-level employment and/or post-secondary education in business, marketing and computer occupations. The sequences in Business and Information Technology provide a variety of ways for students to meet graduation requirements while developing transferable 21st century skills and specialized competencies which lead to entry into the work force, continued education or management of personal business affairs. This program emphasizes changing trends in business that demand increased decision making, management skills, team-based learning, customer service and computer skills, as well as **Work-Based Learning or Co-Op/Internship opportunities**.



Program Outcomes

Knowledge of current technology in the business world, use of personal and business financial skills, effective communication skills, and knowledge of economic, legal, and ethical principles as they relate to business.

0500 Accounting I

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: None

Department Recommendations: None

This course is designed to develop occupational competencies in accounting. This course is also recommended for students going on to post-secondary accounting training. Course content encompasses the complete accounting cycle, but major emphasis is placed on the accounting process through the trial balance. At the end of the course, students will be able to analyze the effects of business transactions, perform payroll operations and prepare financial statements and other accounting procedures.

0502 Financial Accounting – Fast Forward Bus 100 – Financial Accounting I

1 Year

1 Credit / SUNY Broome 4 Credits

Grade Level: 11-12

Prerequisite: Accounting I

Department Recommendation: None

A continuation of basic accounting procedures. Topics include journals and ledgers, fundamental financial statements, cash and credit transactions, internal control over cash, bank reconciliations and adjustments to cash. Merchandise transactions, special journals, estimating and recording credit losses, payroll procedures, and journal entries. This course includes a major capstone project using both manual and the computerized accounting program QuickBooks Pro.

0505 Business Law – Offered every other year. Will be offered in 2025-26.

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: None

Department Recommendation: None

An overall view and understanding of a student's rights and responsibilities regarding society is investigated. The material discussed ranges from constitutional and criminal law to more common everyday business situations, such as contracts, bailments, agency, and insurance. Students will also develop the ability to reason and solve problems through interpretation of common legal situations. Credit for this course may be used to meet sequence requirements in Business Marketing Education.

0507 Entrepreneurship

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: None

Department Recommendation: None

Designed for students who are considering a new business venture. Emphasis is placed on exploring and identifying what entrepreneurship is, understanding the challenges of entrepreneurship, recognizing and analyzing business opportunities, start-up issues, marketing, management, capital acquisition, forms of business organization, and other issues of relevance to the new entrepreneur. Students will have the opportunity to take their business ideas to the Greater Binghamton Scholastic Challenge and compete against other local high schools as well as participate in the Junior Achievement Program.

This course includes a major capstone project consisting of a Business Plan and Presentation project.

0508 Career and Financial Management (Required for all CTE students)**.5 Year****.5 Credit****Grade Level: 9 - 12****Prerequisite: None****Department Recommendation: None**

This course is divided into two sections. The first section deals with helping the students to define their interests and how they relate to the world of work, and to expose them to a variety of careers via speakers, visitors, and job shadows. The second section deals with personal resource management including the student's goals and the management of their personal and financial resources. All students will be creating their Career Portfolio's online using Google Docs.

0520 Business Computer Applications**.5 Year****.5 Credit****Grade Level: 9-12****Prerequisite: None****Department Recommendation: None**

Students will focus on discussing and learning most used Microsoft Office software utilized in Businesses today. Many hands-on activities will be completed using Word, Power Point, Excel, and Publisher.

Much of the class will be taught in a "learn-by-doing" atmosphere. This course will also focus on digital citizenship and will explore digital literacy, how to influence your digital tattoo and the impact of social media. Students will work with a variety of computer technologies that include Google Docs, Schoology, Survey Monkey, and many other technology applications.

0519 Marketing Principles - Offered every other year. Will be offered in 2026-27.**1 Year****1 Credit****Grade level 9-12****Prerequisite: none****Department recommendation: none**

For students who are interested in exploring how products are developed, produced, promoted, and distributed. This course introduces students to the world of marketing and its role in business and society. Students will learn about the ever-changing field including topics such as marketing mix, marketing concept, product lifecycle, customer behavior, competition, buying, pricing, advertising, and sales. Student will have the opportunity to use their creativity on various marketing projects throughout the year.

0521 Foundations in Personal Finance and Career Planning

.5 Year

.5 Credit

Grade Level: 9 – 10

Prerequisite: None

Department Recommendations: None

This is a required course for all BHS students who enter as freshmen. This is an orientation course for students to reflect upon their personal and academic goals as well as develop strategies to enhance their academic success. This course stresses the effective management of personal, time, and financial resources in our student's futures. Students will learn how to develop financial responsibility in preparation for their future. Personal budgets, checking and savings accounts, understanding credit and insurance are just a few topics that will be covered. Students will be exploring career opportunities and be introduced to the concepts and skills required to for success in today's workplace. Topics will include interview techniques for college and career, time management, writing a resume and college/employment application preparation.

0529 IB (SL) Business Management

1 Year

1 Credit

Grade Level: 11-12

Prerequisite: None

Department Recommendation: None

The International Baccalaureate Business Management Course is a critical study of the ways in which individuals and society groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal, external, and global environments.

The IB Business Management course is designed to give students an understanding of 5 main areas: **Business Organizations, Human Resources, Accounting, Marketing, and Operations Management.**

See the Special Information regarding the IB Program and Exams section on page 19.

0051, 0504 IBCP Personal and Professional Skills

1 Year course for IB CP students running from January of junior year to January of senior year

1 Credit

Grade Level: 11

Prerequisite: None

Department Recommendation: All IBCP candidates must take Personal and Professional Skills

This class is for students who are pursuing a sequence in business or engineering. During the year students will explore various issues that have an impact on the world of today, including the effects of globalization, an awareness of other cultures, ethics, and the rapid growth of technology. In the process of examining these issues, students will also become aware of their own learning styles and those of their classmates.

Assessments include short writing assignments, contributing to Socratic seminar discussions, research projects, public speaking, developing PowerPoint and sending emails following proper email etiquette. Students are required to complete a Service-Learning Project as well as a Reflective Project. Please refer to page 21.

WORK-BASED LEARNING OPPORTUNITIES

0503 Internship / Career and Technical (CTE)

.5 Year (.5 Credit = 54 Hours)

1 Year (1 Credit = 108 Hours)

Grade Level: 11-12

Prerequisite: Evidence of participation in any CTE pathway program

Department Recommendation: None

The **CTE Internship** is designed for students with career interests within the finance, business, or culinary industry. Our interns will work with professionals in a field of interest to explore the discipline as a potential career. Students can earn graduation credit (based on hours worked) and valuable hands-on experience from completing an internship. Students also participate in the corresponding career prep seminar class that is held once a week and maintain a journal of their experience. A great resume enhancer and conversation piece during job interviews.

***** Students must apply by April. *****

Prerequisite: Evidence of participation in any CTE pathway program and career planning for the occupational focus or completion of high school coursework related to an occupational goal.

Students must be 16 years of age or older. They must also have permission from the Work-Based Learning Coordinator.

0530 Visions Credit Union Branch Internship

1 Credit

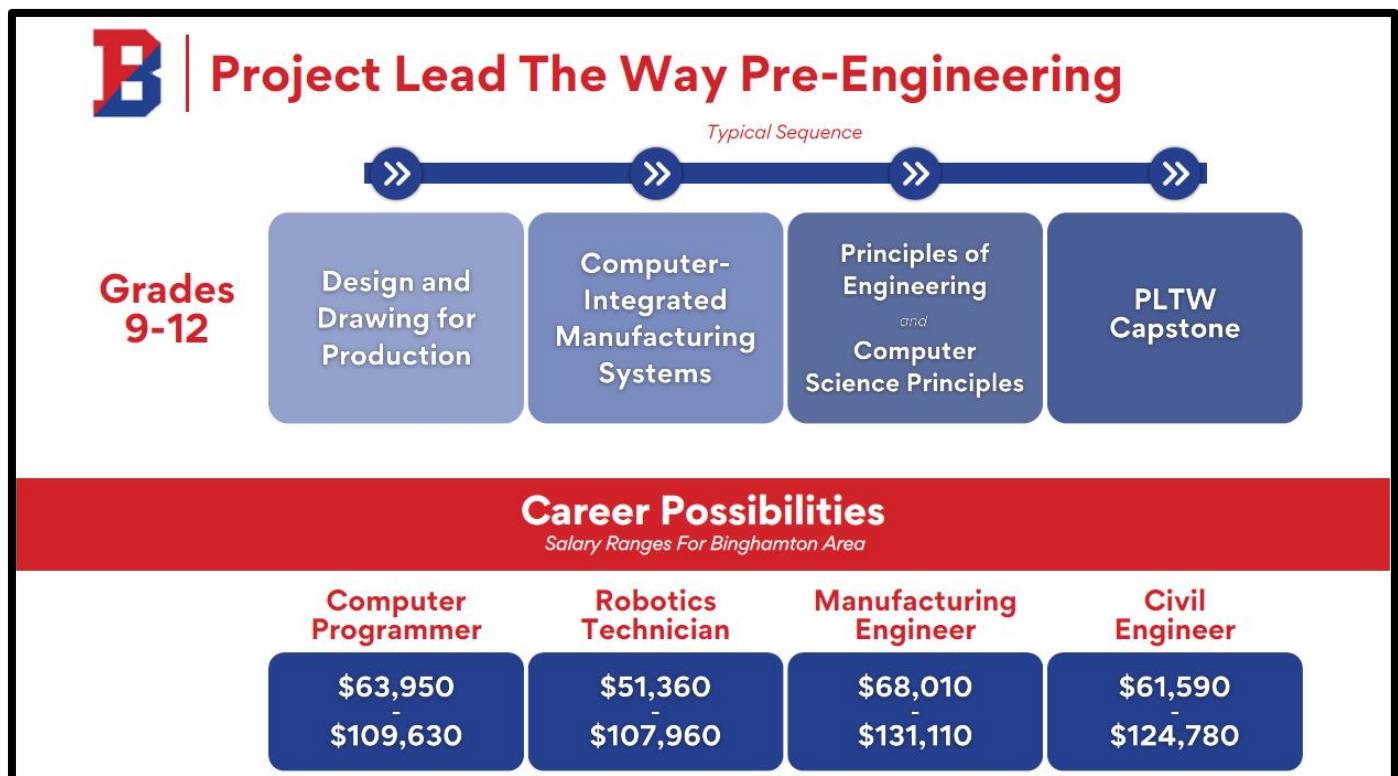
Grade Level: 11-12

Prerequisite: Students enrolled in a Business Pathway

Through this unique program, students intern at the Binghamton High School Branch and learn the day-to-day operations of a financial institution. Students receive specialized training in banking operations to include making deposits and withdrawals, security and confidentiality procedures, money management, and more. Applicants who are selected and hired by Visions FCU earn competitive wages, scholarship awards, and opportunities for continued employment. To be eligible for consideration, students must be entering grade 11 or 12, complete an employment application, participate in an interview, and be in good academic standing. Preference given to students in enrolled in a Business-related Career Pathway.

PROJECT LEAD THE WAY PRE-ENGINEERING & TECHNOLOGY

The BHS Pre-Engineering and Technology department offers students a variety of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering prior to entering college. The **Project Lead the Way (PLTW)** program is a four-year sequence curriculum that is taught at BHS. This program is a hands-on, project-based approach to learning that better prepares students for the rigors of college. Students not intending to pursue an engineering degree will also benefit from the knowledge, logical thought processes, problem solving skills and teamwork skills that result from taking some or all the courses provided in the curriculum. This program allows students to apply their math and science skills to real world problems. Students will have an opportunity to explore the broad field of engineering to help them make career decisions. It is better to find out in high school if this is an area of interest, rather than in college. The program is presented in a project-oriented manner that encourages problem solving skills in a team centered approach like what students will be doing when they go to work in industry.



College Credit

BHS has been reviewed and certified by Rochester Institute of Technology (RIT) to offer credit for Design and Drawing for Production (DDP), Computer Integrated Manufacturing Systems (CIMS) and Principles of Engineering (POE). PLTW creates the online college credit final exams given in all these courses. If a student earns an 85% or higher for the course and earns a passing grade on the PLTW college credit exam, then that student may apply for RIT college credit. There is a tuition charge for each course, however, the cost is funded by the District. For documentation of credits, students can request an official transcript from RIT to be sent to the college of their choice. Credits can be used as program or elective credit in a wide variety of majors. BHS also offers Computer Science Principles (CSP) through PLTW although this course is not eligible for RIT credit since it is cross listed as AP Computer Science Principles.

0600 Design and Drawing for Production (DDP)/ RIT Course #PLTW 101

1 Year

1 Credit / RIT 3 Credits

Grade Level: 9-12

Prerequisite: None

Recommendations:

Design and Drawing for Production (DDP) is a course that teaches problem-solving skills using a design and development process for products. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. DDP follows a project-based curriculum outlined by the nationwide Project Lead the Way program. Students will create hand drawn sketches, as well as computer generated models of parts, assemblies, and drawings. Some of the top designs will be manufactured using our 3D printer. Students will also use Google Slides to present their designs to the class. *This course meets the graduation requirement for one unit of art/music.*

0602 Computer Integrated Manufacturing Systems (CIMS) / RIT Course # PLTW 105

1 Year

1 Credit / RIT 3 Credits

Grade Level: 10-12

Prerequisite: Design and Drawing for Production (DDP)

Recommendation: Successful completion of Algebra 1

CIMS is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in DDP. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

0603 Principles of Engineering (POE) / RIT Course # PLTW 102

1 Year

1 Credit / RIT 3 Credits

Grade Level: 11-12

Prerequisite: Design and Drawing for Production (DDP)

Recommendation: Passed Algebra 1 Regents

POE is designed to help students understand the wide variety of engineering and engineering technology career possibilities. Students will work on the problem-solving skills that are applied at the college level and in any engineering profession. POE follows the project-based curriculum outlined by the nationwide Project Lead the Way program. Students will explore and simulate different engineering systems and learn how to apply math, physics, technology, and computers through a hands-on learning approach.

*As outlined in Commissioner's Regulations 100.5(a)(7)(iv), for students who have successfully passed the required Algebra 1 Regents examination and **upon local educational agency approval**, this specialized course may be used to fulfill one of the three units of mathematics required for the Regents diploma.*

0604 PLTW Capstone

1 Year

1 Credit

Grade Level: 11-12

Prerequisite: Design and Drawing for Production (DDP), and/or concurrent enrollment in Principles of Engineering (POE) in 12th grade.

Recommendations: Three PLTW courses

PLTW Capstone is an engineering capstone course where students research, design and construct a solution to an open-ended engineering problem, while following the procedure to legally patent a product. Students apply principles developed in the four preceding courses to invent a new product. Students will keep a journal documenting the day-by-day progress of their invention. They must present progress reports, submit a final written report, and defend their solutions to a panel of reviewers. Also included in this course is a unit dedicated to architectural styles and design, where students use Autodesk Revit Architecture software to design their own structure and present a walkthrough video of that creation.

0609 Advanced Manufacturing and Production

1 Year

1 Credit

Grade Level: 11-12

Prerequisite: Design and Drawing for Production (DDP) and Computer Integrated Manufacturing Systems (CIMS)

Recommendations: Completed an Algebra course

Advanced manufacturing is the use of innovative technologies and methodologies for improved competitiveness in the manufacturing sectors. The aim of advanced manufacturing is to enhance output; create quality value added products that respond to market need; reduce time to market with improved materials while controlling inventory. Skill development in these areas has a direct link to further education or application to local manufacturing jobs. This course includes technologies such as 3D printing, CNC routing, Laser Engraving and Cutting, Digital Integration and Numerical Coding.

0607 Course Title: Computer Science Essentials: Exploring Computer Science: Coding, Innovation, and Impact – NEW in 2025-26

1 year

1 credit

Grade level 9-10

Prerequisite: none

Are you ready to dive into the exciting world of computer science? This course takes you on a journey from the basics of block-based programming to the power of coding with text-based languages like Python. You'll learn how technology shapes our world, tackle real-world problems, and create your own apps. You will also explore careers in tech, experiment with cutting-edge tools, and work on projects that could impact the future. Whether you're navigating a robot, simulating AI, or building an app, this course will challenge you to think creatively, collaborate, and make a difference.

By the end of this course, you'll have the skills, knowledge, and confidence to take the next step in computer science or just feel more confident working in a world where computers are part of everyday life. This course is part of the nationwide PLTW program and can serve as a supporting course for PLTW/AP Computer Science Principles.

**0607 Course Title: AP Computer Science Principles: Creativity, Data, and Innovation
in Computer Science**

1 Year

1 Credit

Grade level 11-12

Prerequisite: Passed regents exam in Algebra

Ready to create, innovate, and discover how technology shapes our world? This course invites you to explore the exciting field of computer science through creativity, problem-solving, and hands-on projects. Whether you dream of designing games, protecting data, or diving into artificial intelligence, this class will give you the tools to turn ideas into reality. Using Python as a primary tool projects students will work on include app development, visualization of data, cybersecurity, and simulation.

This course is for students who want to think big, create boldly, and understand how computer science can impact every aspect of life. No prior experience? No problem! You'll gain the skills and confidence you need to succeed during class. This course is aligned to the College Board AP Computer Science Principles and students may choose to challenge the AP Computer Science Principles examination.

FAMILY & CONSUMER SCIENCES (FACS)

GOALS

The goal of this program is to help prepare you to enter into our ever-changing world ready for life and work. It is also made up of exciting courses that can be taken as part of the sequence or individually.

0650 Culinary Arts I–Food Preparation and Nutrition

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: None

This course gives students a comprehensive understanding of basic food cookery, industry terminology, product identification, and the use and care of food service equipment. Lecture, demonstration, and laboratory formats are utilized. Discussions include food safety and sanitation, history of food preparation, nutrition, current food issues and careers.

0651 Culinary Arts II–Global and Gourmet Foods

1 Year

1 Credit

Grade Level: 11-12

Prerequisite: Culinary Arts I

This course is designed to provide students with an in-depth look into the culinary industry. The course includes comprehensive descriptions of terminology and cooking principals coupled with culinary arts history and product identification. Discussion covers proper storage/sanitation, nutrition, profitability, and food science as well as choosing methods for various food products. Students learn advanced preparation and cooking skills as well as sanitation/safety measures. Emphasis will be placed on regional cuisine of the United States, international cuisine, the future of the food supply and careers, as well as professionalism and proper kitchen procedures. Students will complete the ServSafe Manager course and be eligible to take the national exam.

0653 Culinary Arts III–Food Science

1 Year

1 Credit

Grade Level: 11-12

Prerequisite: Culinary Arts I and II

The fundamental biological, chemical and physical scientific principals associated with the study of foods; topics include food composition and nutrition, food additives and regulations, food safety and toxicology, food processing, food engineering, food biotechnology, product development and sensory evaluation.

0656 Child Development

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: None

Child Development serves as an excellent first glance into the development and care of a child. Students will learn how parents, families and childcare providers can meet a child's needs to promote healthy growth and development. This class focuses on how a child develops from conception to 4 years of age. Students will come out of this course with a better knowledge of the effort and time it takes to raise a child and best practices for raising healthy, thriving children. To provide practical application of theory and academic learning, students observe and participate in our own Pre-Kindergarten laboratory.

0664 Fashion & Interior Design**1 Year****1 Credit****Grade Level: 10-12****Prerequisite: Recommendation Creative Crafts**

This is a full year class that introduces students to fashion and interior design. The class will explore a variety of fashion concepts such as fashion history, principles of design, fashion illustration, machine and hand sewing, clothing construction basics, and career pathways. In addition, students will gain an understanding of interior design fundamentals, covering aspects like space planning, layout, color schemes, furniture selection, and decor choices for diverse living spaces.

0658 Introduction to Early Childhood Education – Fast Forward ECE 110 – Intro to Early Education**1 Year****1 Credit / SUNY Broome 3 Credits****Grade Level: 11-12****Prerequisite: Successfully completed Child Development**

This is a (dual enrollment) college course thorough SUNY Broome's Fast Forward Program. Students will receive both high school and college credits after successfully completing the course requirements. This course introduces students to early childhood and primary school education (*infants through eight years of age*). An overview of the following topics will be provided: career pathways in early education; professionalism; child development; developmentally appropriate practices; learning theories; early learning standards; focused observation and assessment; curriculum; family partnerships and; contemporary issues in early education.

0660 Foundations of American Education (Fall) – Fast Forward EDU 111 Foundations of American Education**½ Credit – Fall Semester / SUNY Broome 3 Credits****0662 So You Want to be an Educator? (Spring) - Binghamton Univ EDUC 101 So You Want to be an Educator?****½ Credit – Spring Semester / Binghamton University 3 Credits****Grade Level: 12****Prerequisite: Child Development Recommended but not required, good attendance history**

Are you interested in a career in teaching or administration? Could you see yourself working in a school setting? This course is a two-part class in collaboration with SUNY Broome and Binghamton University. The focus of this course is to provide our students the experiences and opportunities to explore careers within the education field. Along with the course content, this course requires students to complete 30 hours of classroom observation time within our school day in all three levels of K-12 (elementary, middle and high). Students will also attend local college visits and network with other local professionals from the education field. Students will also complete a mandatory Community Engaged Learning Project (10 hours). **Students will also have the opportunity for a paid position in the District as a Classroom Helper. Students can start their school day at a Binghamton elementary school and spend 1-3 periods working with a designated classroom. Students will earn internship credits based on the number of periods per day they spend at their internships.**

THE ROD SERLING SCHOOL OF FINE ARTS

In 1995, The Rod Serling School of Fine Arts at Binghamton High School officially opened with a ceremony dedicating it to famed author Rod Serling, a '43 graduate of Binghamton Central High School. Since 1995, the school has averaged over 300 fine arts students per year. It exists in a comprehensive high school (Binghamton High School) of over 1,200 students. Since its inception, it has become a model for fine arts education within New York State and in many districts throughout the nation.

A student at the Rod Serling School of Fine Arts can major in any of the following areas: visual arts, music, theatre, and dance. Within these areas, students can concentrate on individual interests and gear their study to those interests. The following pathways are available:

Visual Art – Drawing and Painting, Photography and Media, Ceramic and Sculpture

Music – Vocal Music, Instrumental Music

Theatre – Drama, Musical Theatre

Dance – Major in Dance

Currently, the visual arts and theatre departments offer classes within the International Baccalaureate Program. In addition, dual-enrollment Fast Forward courses are offered that allow students to earn college credit through Broome Community College.

Course Offerings and Performance Groups

There are no audition requirements or prerequisites for the foundation courses in any concentration. There are, however, prerequisites and auditions for some of the more advanced classes and performing groups. With over 30 performing groups in the School of Fine Arts, there is something for everyone! The Serling Players, the Rod Serling Dance Company, Concert Band, Wind Ensemble, Chorus, Concert Choir, Swing Choir, Davidge Choir, Women's Choir, Orchestra, and Chamber Strings are just some of the opportunities to choose from.

THE ROD SERLING SCHOOL OF FINE ARTS—VISUAL ARTS

GOALS

The primary goal of the visual arts department is to provide our students with a program of instruction that allows each the opportunity to acquire the knowledge and skills necessary to express ideas by way of the visual arts. By stressing the fundamentals of each discipline offered and by supplementing these 7with advanced courses whenever possible we hope to assure our students every chance to realize their own potential as unique individuals with significant ideas to express.

If a student is considering taking an IB Art Course in the 11th and/or 12th Grades, one of the Arts Foundation Courses should be taken in Grades 9 or 10.

Arts Foundation Courses:

0700 Studio in Art

0705 Studio in Media Arts

0709 Studio in Creative Crafts

****Pending sufficient enrollment of students***

0700 Studio In Art

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: None

Studio in Art is a foundation course in drawing, painting, and design. The fundamentals of drawing, composition, and design are taught using a variety of media such as pencil, charcoal, pen and ink, wash, and color. Work with mixed media and 3-dimensional design is also included.

0701 Drawing and Painting I

1 Year

1 Credit

Grade Levels: 10-12

Prerequisite: Studio in Art

Drawing and Painting I is an advanced art course designed for those students who have successfully completed a 1 Year of Studio in Art. The course content deals with advanced concepts in drawing, painting, and design. Students will use a variety of media to draw from life and imagination. More emphasis will be placed on color, color theory, and color application.

0723 Drawing and Painting II

1 Year

1 Credit

Grade Levels: 10-12

Prerequisite: Studio in Art, Drawing and Painting I

Drawing and Painting II is an advanced art course designed for those students who have successfully completed 1 Year of Studio in Art and Drawing and Painting. The course content deals with advanced concepts in drawing, painting, and design. Students will use a variety of media to draw from life and imagination. More emphasis will be placed on color, color theory, and color application.

0705 Studio in Media Arts**1 Year****1 Credit****Grade Level: 9-12 Prerequisite: None**

Media Arts in an introductory level art technology course. Students will learn Photoshop and how to use a variety of art materials. They will explore photography, website design, 3D printing, and filmmaking. This course is a required prerequisite for Photography and Media Arts II.

0725 Graphic Arts (Media II)**1 Year****1 Credit****Grade Levels: 10-12****Prerequisite: Studio In Media Arts**

This is a second-year course that will further the exploration of Media Arts. This computer-based course will cover the key concepts of creating digital images using computer programs such as Photoshop, Illustrator, Google Sites, and Premiere. Projects include, but are not limited to, typography studies, logo design, product design, advertising design, poster design and web design. Media Arts, or a comprehensive understanding for computer programs, is a prerequisite for this course.

0706 Photography**1 Year****1 Credit****Grade Level: 10-12****Prerequisite: Studio in Media Arts**

This is a second-year class that is designed to be an in-depth exploration into the world of Photography. Students will investigate the history of photography through research and hands-on experience.

Techniques learned will include, but not be limited to the darkroom, alternative processes and digital editing. A variety of cameras and formats will be used.

Students are required to successfully complete and receive a passing cumulative grade in Media Arts prior to registration in Photography.

0709 Studio in Creative Crafts**1 Year****1 Credit****Grade Level: 9-12 Prerequisite: None**

Creative Crafts is a foundation course in crafts, mixed media, and 3D art. Instruction will be provided in a variety of materials and projects including printmaking, collage, plaster, metal embossing, batik, clay and more.

Creative Crafts II: Mixed Media and Textiles**1 Year****1 Credit****Grade Level: 10-12 Prerequisite: Studio in Creative Crafts**

Creative Crafts II is a second-year course in crafts, mixed media, and 3D art. Instruction will be provided in advanced mixed media and textile techniques including printmaking, collage, plaster, metal embossing, batik, clay, and more.

0707 Advanced Photography - Fast Forward – COM 112 Beginning Photography and COM 211 Digital Photographic Imaging

1 Year

1 Credit / SUNY Broome 6 Credits

Grade Level: 11-12

Prerequisite: Photography or Media Arts II FF

This course is designed for the student with a serious interest in pursuing photography and/or communications. Students will experiment with various forms and techniques in creating images as both Fine Art, and as a form of communication. The goal of this class is to further develop student's independent artistic voice. A level of professionalism is expected, and students will create 'working' portfolios for future placement. Learning will be enhanced through research, and the use of critique. Students may register for a second year of Advanced Photography after completing the first and with the permission of the instructor in place of an independent study.

0715 Studio in 3-D Art I

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: Studio, Media, Crafts or permission of the instructor

This course is designed to introduce students to production of three-dimensional works of art, specifically ceramic and sculpture processes. Ceramics instruction will focus on the basics of hand-building techniques (slab, coil, and pinch methods) and throwing on the pottery wheel. Sculpture instruction will include any of the following: modeling with clay, carving, constructing and assembling various media such as wood, clay, paper, stone, metal, wire and found objects.

721 Studio in 3-D Art II

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: 3-D Art I or permission from Instructor

This course is an advanced version of 3-D Art I, directed to further developing higher-level skills in ceramics and sculpture. There will also be more emphasis on the conceptual and aesthetic thinking processes that go into the production of three-dimensional works of art.

0714 IB Visual Arts SL

1 or 2 Years

1 or 2 Credits

Grade Level: 11-12

Prerequisite: Recommended high school arts foundation course. (Studio Art, Media Arts, Creative Crafts.)



This is a one- or two-year college preparatory course for the student who is interested in the visual arts or research, writing and creating art. Within one or two years, the student will explore various media including drawing, painting, mixed-media, printmaking, photography, ceramics, and more.

Senior year, students will work with a focus/theme and present a portfolio of work for exhibition.

All students enrolled in an IB course of study are required to take the final exam in May as part of their final assessment.

Students must sign up for their IB examination by November. Students who do not sign up for an IB examination will remain in the class. However, the IB course they are enrolled in will be recorded on their transcript and report card as an "honors" level course. Students will receive only 1.1 credit weighting. In addition, students who sign up for the exam and do not "show up" to take it will also receive only 1.1 credit weighting.

0713 IB (HL) Visual Arts

2 Years

2 Credits

Grade Level: 11-12

Prerequisite: Recommended high school arts foundation course. (Studio Art, Media Arts, or Creative Crafts.)



This is a two-year college preparatory course for the student who is interested in the visual arts or research, writing and creating art. In the first year, the student will explore various media including drawing, painting, mixed-media, printmaking, photography, ceramics, and more.

Information Relating to Higher Level (HL) and Standard Level (SL):

Learning Outcomes

Throughout the course, teachers will help students to:

- Develop the skills and techniques of investigation - both visual and written relate art to its cultural and historical contexts
- Explore art concepts
- Explore art elements
- Develop and use the processes of art criticism and analysis
- Develop confidence and expertise in the use of various media
- Extend their knowledge of design
- Share their work with an audience through displays and exhibitions or presentations
- Make connections between ideas and practice - both their own and others'
- Extend individual investigation to inform practical work

Students must sign up for their IB examination by November. Students who do not sign up for an IB examination will remain in the class. However, the IB course they are enrolled in will be recorded on their transcript and report card as an "Honors" level course. Students will receive only 1.1 weighting. In addition, students who sign up for the exam and do not "show up" to take it will also receive only 1.1 weighting.

The difference between the standard level and higher-level courses will be in the time that is spent in the course. Standard level requires 150 hours of instruction and higher level requires 240 hours.

All art takes time to create. Summer assignments and some evenings and weekends may be required to complete studio work as well as work in the Visual Arts Journal for a quality portfolio for external assessment by April.

Students enrolled in the IB Course of Study must take the exam in May.

The Rod Serling School of Fine Arts—Theatre

0807 Introduction to Theatre

1 Year

1 Credit

Grade Level: 9 - 12

Prerequisite: None

This course introduces drama, including its origins and history, its structure, and its varieties, such as comedies, tragedies, TV and radio plays, etc., with a special emphasis on the one-act play. These plays will be read and acted out on a small stage in class. Besides learning the important elements of a play (plot, characterization, and dramatic action) and play production, the student's creativity will be tapped, and they will learn some acting fundamentals. This will be achieved through theatre games and exercises and improvisation. Special attention will be given to using the body and voice more effectively. Students will also work in groups and write their own short plays and act them out in class. Whenever possible, students will see plays and performing artists either on film or live on stage.

0808 Advanced Theatre

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: Introduction to Theatre or Permission of the Instructor

This course is designed for students that already have a background in theatre and enjoy participating in theatre activities. Students will continue to expand their creativity through improvisation and other theatre exercises while also improving their on-stage and backstage presence. Students will continue to learn how to build a character, memorize lines, design a set, stage a production, design costumes, make-up and hair – whatever is needed for a real performance. Students will do all this while going through the history of Western theatre from Greek theatre to Modern American Drama and the American Musical. This course is recommended for anyone that wishes to continue their theatre education towards a Rod Serling diploma. It is strongly recommended for those who wish to try out for roles in plays and musicals, not only at Binghamton High School but also in the community. Whenever possible, students will see and participate in line performances. This course is good preparation for those who wish to study theatre in college.

0824 Theatre and Musical Production

1 Year

1 Credit

Grade Level: 10-12

Prerequisite: Introduction to Theatre, Choral Music, or Permission of the Instructor

This course is designed for those students who enjoy working in and on musical theatrical productions. It is strongly recommended for those who wish to try out or work backstage for plays and musicals, not only at Binghamton High School but also in the community. Students will continue to expand their creativity through improvisation and other acting exercises focusing on voice and stage presence, as well as learning vocal techniques and foundational singing skills for the stage. Students will also continue to work on technical theatre aspects of the production. Students will learn how to build a character, memorize lines, design a set, stage and block a production, costumes, make-up and hair, lighting, sounds, props – whatever is needed for a real performance. Students will be performing in or working backstage on three major productions (the fall play, spring musical, and dessert cabaret) as well as productions in the classroom. Whenever possible, students will see and participate in live performances. This course is good preparation for those who wish to study theatre and/or musical theatre in college.

0031/0032/0033 IB SL/HL Theatre Arts

1 Year

1 Credit

Grade Level: 11-12



Theatre is about transformation. It is the application, through play, of energy and imagination to frame, reflect, expose, critique and speculate. The Diploma Programme theatre course is designed to encourage students to examine theatre in its diversity of forms from around the world. This may be achieved through a critical study of the theory, history and culture of theatre, and will find expression through workshopping, devised work or scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the world around us.

The theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. A further challenge for students following this course is for them to become aware of their own perspectives and biases and to learn to understand and value those of others. This requires a willingness to understand alternative views, to respect and appreciate cultural diversity, and to see the varied role that theatre plays in reflecting these. As a result, the theatre course can become a way for students to celebrate the international and intercultural dynamic that inspires and sustains some forms of contemporary theatre, while appreciating the specifically local origins that have always given rise to performance, and which, in many parts of the world, still do.

At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement, and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

THE ROD SERLING SCHOOL OF FINE ARTS—MUSIC

GOALS

To help pupils sense aesthetic values in music and develop a lasting appreciation and enjoyment of good music. To have each pupil achieve success as an individual to learn the necessary skills for solo and group performance.

CREDIT CRITERIA

The following performing groups are co-curricular and credit bearing with a minimum of two to three 40-minute rehearsals per week. According to the New York State Education Department Handbook they will receive either .5 credit per term or 1 credit per year, depending on frequency of rehearsals.

Performing group students are required to have a sufficient commitment to the group to attend rehearsals, lessons, and performances. The Music Department is quite flexible in rescheduling lessons, giving make-up time, and providing alternate rehearsal time for students who because of academic, economic, or other reasons cannot meet teachers during normal scheduled hours. We ask that this commitment be retained by the students throughout the year. Failure to do so generally results in the student being asked to discontinue participation in the group.

0800 Concert Band

1 Year

.5 Credit

Grade Level: 9-12

Prerequisite: Instrumental lessons and recent previous experience.

Concert Band is open to all students who play instruments and meets only on even days. Each student is required to take lessons from the director on a pull-out schedule from classes. Concert Band has several adjunct groups and small ensembles for those interested (e.g., flute choir, woodwind trio, brass ensemble, etc.). Students participate in three to four performances each school year. Students enrolling in Concert Band can also apply for honors credit for their work in this ensemble. Instruments are provided if needed.

0801 Jazz Ensemble

1 Year

.5 Credit

Grade Level: 9-12

Prerequisite: By audition. Students must play in Concert Band or Wind Ensemble.

The study of Jazz music: Swing, Big Band, Latin and Rock/Funk music study and performance in a Big Band setting. Improvisation skills are taught and applied. Meets during the first half of lunch on odd days in A201. Students can schedule an ensemble during their lunch period and still have time to eat and play! Acceptance is by audition. Educational performance travel trips usually occur every other year. Students participate in three to four performances each school year. Students enrolling in Jazz Ensemble also can apply for Honors Credit for their work in this ensemble.

0802 Stage Band

1 Year

.5 Credit

Grade Level: 9-12

Prerequisite: Students must play in Concert Band.

The study of jazz and rock music in an ensemble setting. Class includes performance, transcribing, composition, and soloing. Meets every other day in Room A201. Students can schedule an ensemble during their lunch period and still have time to eat and play! Students participate in three performances each school year.

0803 String Orchestra

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: Instrumental Lessons and previous experience playing a string instrument is required.

Orchestra provides the opportunity for string players to advance their playing abilities through ensemble experience, individual or small- group lessons, and allows the opportunity for students to pursue additional performing experiences (Solo and Ensemble Festivals) outside the classroom setting. Students can study a variety of musical styles ranging from classical to modern depending on the ensemble and solo/small-group literature programmed. Besides daily rehearsals, students are required to attend one lesson per week (out of class on a rotating schedule), complete written assignments/playing exams and perform in 3 (graded) evening concerts per year. Students enrolling in Orchestra also can apply for Honors Credit for their work in this ensemble.

0804 Mixed Chorus

1 Year

.5 Credit

Grade Level: 9-12

Prerequisite: None

Mixed Chorus is open to any students who want to sing. This ensemble performs literature from a wide range of musical genres, including sacred, pop, and spiritual. Participation in three evening performances is a requirement. Enrichment opportunities such as small ensembles educational travel, and a variety of other experiences are incorporated into the course. A biweekly small group lesson is required. Students enrolling in Mixed Chorus also can apply for Honors Credit for their work in this ensemble.

0805 The Crescendos

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: None

The Crescendos is open to any student wishing to sing! This ensemble performs literature drawn from a wide variety of musical genres including, but not limited to, pop, Broadway and jazz. Participation in three evening performances is a requirement. Enrichment opportunities such as small ensembles, educational travel and a variety of other experiences are incorporated into the course. A biweekly small group lesson is required. Students enrolling in The Crescendos also can apply for Honors Credit for their work in this ensemble.

0817 Rod Serling School Concert Choir

1 Year

.5 Credit

Grade Level: 9-12

Prerequisite: By audition. Members must also sing in either Mixed Chorus or The Crescendos

Students are selected for this ensemble based upon demonstration of skills and sight reading. The music performed is generally NYSSMA Level V and VI and of a more classical or sacred nature. Concert Choir's performance schedule is more rigorous than that of the other vocal ensembles, requiring three concerts per semester.

The grade for this class is weighted 10% due to the difficulty of the material studied by this ensemble.

0820 Wind Ensemble (Select Band)

1 Year

.5 Credit Weighted Grade

Grade Level: 9-12

Prerequisite: By audition. Members must play in Symphonic Winds.

The BHS Wind Ensemble is a small, elite version of Concert Band. It contains brass, woodwinds, and percussion but is by audition and therefore will perform more advanced works. All members in Wind Ensemble will be required to play in Concert Band, unless a conflict occurs, in which case a decision will be made by the Director. The Wind Ensemble often travels on educational performance trips throughout the United States. Wind Ensemble grades are weighted. Each student is required to take lessons from the director on a pull-out schedule from classes. Students participate in three to four performances each school year. Instruments are provided if needed.

0827 Steel Drum Band

1 Year

.5 Credit

Grade Level: 9-12

Prerequisite: By audition.

The study of Caribbean steel drum music and performance; includes steel drums, percussion and drums. Numerous performances throughout the year and travel performance trips as well. Students are required to have a strong work and practice ethic with minimal schedule conflicts during rehearsal times. Rehearsals are Monday from 3:00 to 3:30 and Thursday from 3:00 to 4:00 in A201. Each student is required to take lessons from the music teacher on a pull-out schedule from class.

0828 Modern Band (formerly Guitar)

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: None

Modern Band explores the world of popular music styles. Students are led through a variety of activities including playing guitar, ukulele, bass guitar, keyboard, drum set, vocals, music composition, and lyric writing. This course will also explore in depth the history of popular music and its influence. Required work will include written tests and quizzes, written assignments, scales, and chord drills, in class performances, and a final guitar project.

0829 Piano

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: None

This is an introductory course into the world of keyboard/piano playing. Beginning levels welcome. Topics covered are scales, chords, note reading, harmonic structure, piano/keyboard history, practice techniques and keyboard performance. All styles will be covered: from Baroque and Classical, to modern and classic popular music; Students will play both solos (independent work) and ensembles (as a class).

Student performance is assessed based on effort, practice skills, improvement, and achievement as shown by weekly or bi-weekly playing tests, and quarterly performances. Required work: written theory and note-reading assignments, quizzes, practice journal, weekly or bi-weekly performance assessments, quarterly in-class performance projects, and a final keyboard/piano performance project.

0831 Piano II**1 Year****1 Credit****Grade Level: 10-12****Prerequisite: Piano I**

This course is for students who have successfully completed Piano 1 and would like to continue their studies in piano. Advanced techniques will be introduced as students become more sensitive to tone, pedaling, phrasing, articulation, and dynamics. Various types of piano music from throughout history will be explored, from Bach to present day. Technical studies will include Hanon exercises, two octave scales, arpeggios, and cadences with inversions. Piano 2 students will review and strengthen skills in music reading, music theory, effective practice techniques, and ultimately gain confidence in piano performance.

0838 Music Production I**1 Year****1 Credit****Grade Level: 10-12****Prerequisite: None**

Music writing and production class focuses on the creation of original music. Students are led through a variety of activities including creating their own music on a digital audio workstation. Students will explore the recording process, microphone types and techniques, acoustics, and hands on recording projects. This class takes place in a computer lab in which students interact with digital audio workstation software in conjunction with MIDI (piano) keyboards, microphones, and other gear in creating their own unique sound.

0839 Music Production II - Fast Forward MUS 160 Sound Engineering**1 year****1 Credit /SUNY Broome 3 credits****Grade Level: 11-12****Prerequisite: Music Production I**

This is a 3-credit college class through SUNY Broome's Fast Forward Program. Binghamton high school students receive both high school music credit and college credit simultaneously. An introduction to digital audio recording and editing and associated technologies. This course will cover basic microphone types and techniques, fundamental principles of sound and psychoacoustics, digital audio formats, signal flow, and gain structure.

0815 Music Theory/Fundamentals of Music – Fast Forward MUS 104 Fundamentals of Music**.5 Year****.5 Credit / SUNY Broome 3 credits****Grade Level: 11-12**

Binghamton high school students receive both high school music credit and college credit simultaneously. This course is for those students having little or no prior knowledge of music theory but desiring to learn and explore the basic tools of music: clefs, note names, scales, rhythm, modes, intervals, triads, key signatures, form, and familiarity with the piano keyboard. Students will learn the fundamental elements needed to write and perform music and develop an understanding of how composers create meaningful works of art.

THE ROD SERLING SCHOOL OF FINE ARTS—DANCE

GOALS

The goals of the Dance department are to introduce and educate the students about the physical techniques, choreographic approaches, historical and cultural contexts, and aesthetics of dance. The students will have the opportunity to explore their own creativity and dance abilities as well as techniques and styles that are new to them. The courses are designed to develop physical, intellectual, and emotional awareness related to dance as an expressive art. It is our hope that the students will appreciate that dance is much more than a mere physical activity, and that through dance, as through other disciplines, individuals can enrich the quality of their lives.

Note: Depending on enrollment and scheduling, double-period and/or mixed level classes may be offered.

0809 Dance I

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: None

This is an introductory level dance course in which you will be exploring and expanding your knowledge of dance and its history, techniques, aesthetics, and nature. This course is designed to develop physical, intellectual, and emotional awareness related to dance as an expressive art. When you complete this course, not only will your knowledge, understanding, appreciation and embodiment of dance improve, but also your ability to think creatively, divergently, and critically. A variety of differing dance forms such as Jazz, Ballet, Lyrical, Contemporary, African, Step and Hip Hop will be taught. Students will participate in one cumulative performance at the end of the year.

0810 Dance II

1 Year

1 Credit

Grade Level: 9-12

Prerequisite: Dance Studio I or instructor's permission

This is a beginner level dance course in which you will be exploring and expanding your knowledge of dance and its history, techniques, aesthetics, and nature. This course is designed to develop physical, intellectual, and emotional awareness related to dance as an expressive art. When you complete this course, not only will your knowledge, understanding, appreciation and embodiment of dance improve, but also your ability to think creatively, divergently, and critically. A variety of differing dance forms such as Jazz, Ballet, Lyrical, Contemporary, African, Step and Hip Hop will be taught. Students will participate in one cumulative performance at the end of the year.

0811 Dance III**1 Year****1 Credit****Grade Level: 9-12****Prerequisite: Dance Studio II or instructor's permission**

This is an intermediate level dance course in which you will be exploring and expanding your knowledge of dance and its history, techniques, aesthetics, and nature. This course is designed to develop physical, intellectual, and emotional awareness related to dance as an expressive art. When you complete this course, not only will your knowledge, understanding, appreciation and embodiment of dance improve, but also your ability to think creatively, divergently, and critically.

A variety of differing dance forms such as Jazz, Ballet, Lyrical, Contemporary, African, Step and Hip Hop will be taught. Students will participate in one, cumulative performance at the end of the year. This course also includes semi-private lessons in which the student receives individualized instruction to further help them advance and meet their individual dance needs and goals.

0727 Dance IV**1 Year****1 Credit****Grade Level: 9-12****Prerequisite: Dance Studio III or instructor's permission**

This is an advanced level dance course in which you will be exploring and expanding your knowledge of dance and its history, techniques, aesthetics, and nature. This course is designed to develop physical, intellectual, and emotional awareness related to dance as an expressive art. When you complete this course, not only will your knowledge, understanding, appreciation and embodiment of dance improve, but also your ability to think creatively, divergently, and critically. A variety of differing dance forms such as Jazz, Ballet, Lyrical, Contemporary, African, Step and Hip Hop will be taught. Students will participate in one cumulative performance at the end of the year. This course also includes semi-private lessons in which the student receives individualized instruction to further help them advance and meet their individual dance needs and goals.

*Student may be placed in an advanced level dance course depending on experience and teacher discretion.

0814 Competitive Dance**1 Year****1 Credit****Grade Level: 10-12****Prerequisite: Dance IV or instructor's permission***

This is a pre-professional level dance course in which you will be exploring and expanding your knowledge of dance and its history, techniques, aesthetics, and nature. This course is designed to develop physical, intellectual, and emotional awareness related to dance as an expressive art. When you complete this course, not only will your knowledge, understanding, appreciation and embodiment of dance improve, but also your ability to think creatively, divergently, and critically. A variety of differing dance forms such as Jazz, Ballet, Lyrical, Contemporary, African, Step and Hip Hop will be taught. Students will participate in one cumulative performance at the end of the year and compete at a local dance competition as well. This course also includes semi-private lessons in which the student receives individualized instruction to further help them advance and meet their individual dance needs and goals. This course is designed to meet the advanced needs of students who aim to pursue a performing arts career path.

*Student may be placed in an advanced level dance course depending on experience and teacher discretion.

0912 PE Dance I**1 Year****.5 Credit****Grade Level: 9-12****Prerequisite: None**

This is an introductory level dance course in which students will explore knowledge of dance and its history, techniques, aesthetics, and nature. The course is designed to develop physical, intellectual, and emotional awareness related to dance as an expressive art form. Students will explore and perform a range of dance styles from among the following: ballet, modern dance, jazz tap and hip hop. Basic dance elements and the choreographic process will be explored and analyzed. A range of dance practices that promote fitness, stress management, emotional wellness, and prevention and treatment of dance injuries will be introduced. Students will participate in a daily dance warm up, which will progress into movement studies and choreography, and learn about skeletal, muscular, and cardiovascular systems and their response to dance movements. This course will provide baseline dance content and knowledge and skills that allow the student to follow with advanced work in Dance II, Dance III and Dance IV.

PHYSICAL EDUCATION AND HEALTH

GOALS

The Physical Education and Health Education Departments will prepare the students at the Binghamton City School District to effectively meet and adjust to the demands of a changing society. We will work within the following learning Standards established by the New York State Education Department.

Physical Education

The broad purpose of education is to expand and guide the development of the behavior patterns, so that the student may mature to the limits of their mental and physical potential. Physical Education is that portion of the education process which utilizes physical activity as a primary means of influencing the psychological, intellectual, and social, as well as physical development of the individual to effectively meet and adjust to the demands of a changing society. In essence, Physical Education is the study, practice, and appreciation of the art and science of human movement.

Course Requirements

Credit: All students enrolled in Binghamton High School must successfully complete four years of Physical Education for a total of 2 units of credit, .5 credits per year.

Attendance: All students are required to participate in all their Physical Education classes. All classes must be made-up or credit for that class is lost.

Effort and Attitude: While engaged in an activity, all students should participate to the best of their ability using those skills introduced by the instructor. The teacher should also take into consideration the students' relationship toward the activity and their peers. Performance standards for Physical Education will be used to evaluate effort and attitude during class.

Course Selection

During the school year all students are required to complete one unit in each of the following areas:

1. Rhythms
2. Team Sport
3. Conditioning

0900 Physical Education

1 Year

.5 Credit

Grade Level: 9-12 Prerequisite: None

This is a coeducational, activity-oriented course in which build up skills. Team games and lifetime sports are the primary emphasis. It is required that each student will successfully complete four years of this course.

0904 Training in Physical and Mental Development.

1 Year

1 Credit

Grade: Level: 9-12

Prerequisite: None

This class is designed to provide guidance and training in physical and mental strength. Students will work with certified coaches to learn how to engage in a regular routine of weight training. Coaches will use sports specific knowledge in all aspects of this course. Weight training is combined with the use of Yoga to support an understanding of the power breathing and mindfulness.

Students are also expected to participate in regular classroom instruction that:

- Explores racial and gender stereotypes
- Teaches the science that connects physical health with mental well-being as a strategy for managing stress.
- Provides academic support to holistically develop the student.

This class takes place in the weight room as well as in a classroom setting.

This course counts toward PE graduation requirements.

0905 Fast Forward PED 118 Solutions in Fitness and Wellness

1 Year

.5 Credit / SUNY Broome 1 Credit

Grade Level: 12

Prerequisite: Teacher recommendation

Students participate in an individualized fitness program. Each student will be tested for fitness levels in cardio-respiratory, muscle strength and endurance, flexibility and body composition. Results of the profile will help determine a workout routine for classroom activity. Discussions on chapter topics (including Wellness topics) and tests will assist students in making healthy lifestyle choices.

Learning Outcomes of the Course:

1. Know and understand the five components of fitness
2. Develop the skills and knowledge to pass a selected fitness test
3. Demonstrate improvement and at least one weakness as defined in the pre-assessment profile
4. Recognize and apply the fitness principles as it relates to the improvement or maintenance of one's overall health and well-being

0908 Health Education**.5 Year****.5 Credit****Grade Level: 11-12****Prerequisite: None**

Health Education will stress the skills of health education and the promotion of a healthy lifestyle. The major purpose of the course is to increase health literacy and improve student outcomes. Standard skills in an authentic, real-world situations for personal growth and as well as our community.

0911 Fast Forward HST 162 Personal and Community Health**.5 Year****.5 Credit / SUNY Broome 3 credits****Grade Level: 11-12****Prerequisite: None**

This is a three-credit college class through SUNY Broome's Fast Forward Program. Binghamton High School students receive both high school health credit and college credit simultaneously. The course is an examination of health issue and problems related to individuals and communities. Included is an exploration of wellness/health promotion factors which impact health such as culture, and socioeconomic level, nutrition and fitness, chronic and communicable disease, violence prevention, sexuality, alcohol, and drug prevention with an emphasis on health skills.

0915 Mental Wellness and Emotional Resilience**.5 Year****Grade Level: 10-12****Prerequisite: None**

This course is designed to equip students with essential skills for understanding and managing mental health and emotional well-being. Students will explore topics such as emotional intelligence, coping mechanisms, and stress management, while learning to navigate the challenges of relationships, digital wellness, and mental health resources. Through a combination of interactive workshops, guest speakers, and self-reflection activities, students will build resilience and develop a personalized mental health plan. Assessments include journals, projects, and group presentations to encourage self-awareness and proactive wellness strategies.

This course does not count toward the health course requirement for graduation.

SPECIAL EDUCATION DEPARTMENT

PHILOSOPHY OF THE DEPARTMENT

BHS accepts the responsibility to challenge all students to reach their fullest potential and assure that they acquire knowledge, skills and attitudes necessary to become responsible and productive citizens. We support the concept of students learning alongside their peers - even when their goals may be different. Every effort is made to meet these individual needs and goals in the context of the regular classroom through a rich and accommodating curriculum to the maximum extent possible.

EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

Programs for students with disabilities are available at Binghamton High School. Students with disabilities have their programs reviewed at least annually by the Subcommittee on Special Education. The Committee on Special Education (CSE) then determines what services or programs are necessary so that Individualized Educational Plans (IEP) can be prepared for each student.

Students are placed in programs and receive Special Education Services by the CSE. Self-contained special education programs are taught by Special Education Certified Teachers. All courses are 1 Year unless otherwise noted.

RELATED SERVICES

• Counseling • Occupational Therapy • Physical Therapy • Speech Therapy

SERVICES

Resource Room

Prerequisite: CSE Determination

Resource Room is a pull-out academic support period during the day based on CSE determination. Students work on individual needs based on the student's IEP.

Consultant Teacher Services

Prerequisite: CSE Determination

Special education services provided directly to a student in the general education classroom. This service is typically 2 or 3 times a week within a specific content.

12:1 Integrated Co Teaching Prerequisite: CSE Determination

Special education services are provided to a group of 12 or less students with disabilities in the general education classroom in a co teaching model where there are 2 teachers (1 general education and 1 special education) daily. The model of planning, delivery, and assessment is shared. This is an inclusive service based on behavior, academic abilities, and CSE recommendations.

12:1+2 PALS (Preparation for Adult Living Skills) and 15:1AA Prerequisite: CSE Determination

This is a self-contained non-Regents, non-diploma-based level program. Students are working on functional living skills, provided community work opportunities, along with working on individual goals and objectives as determined by the CSE and their individual IEP. Mainstream opportunities are available for all students based on behavior, academic abilities and CSE recommendations. Outcome for this program is a Skills and Achievement Commencement Credential. All students are alternatively accessed via data folio.

15:1 Regents Prep Prerequisite: CSE Determination

This is a diploma-based, self-contained program. Regents level curriculum provided at a slower pace with built in repetition within a smaller classroom environment. Inclusive opportunities are available based on behavior, academic abilities and CSE recommendations.

15:1 Social Skills ASD**1 Year****1 Credit****Prerequisite: CSE Determination**

This class serves to build communication, coping and life skills for students to prepare for college and career readiness. This class will provide students with a safe, supportive and secure environment where their social and emotional needs are met.

15:1 Career Exploration/Investigation and Career Clustering**1 Year****1 Credit****Prerequisite: CSE Determination**

This course will review CDOS requirements, including but not limited to career planning and preparation, student service learning/work-based learning, college, and career readiness, CTE planning, building an employability profile and development/tracking of a career plan.

NYS Career Development and Occupational Studies (CDOS) Commencement Credential Requirements

The student must have developed a Career Plan that follows them through all four years of high school and includes documentation of the student's self-identified career interests, career-related strengths and needs, career goals, career & technical coursework and work-based learning.

The student must have demonstrated achievement of the commencement level CDOS learning standards.

The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (at least 54 hours must be in a work-based learning experience).

The student must have at least one completed employability profile that documents the student's standards and attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

BOCES

The following is a list of course descriptions identifying the career-technical courses available to all secondary students at Binghamton High School. The courses are offered at the Broome-Tioga BOCES, located on Upper Glenwood Road, Binghamton, New York. Any student electing to pursue a BOCES course selection will attend Binghamton High School for one-half of the school day, and travel by bus, to and from BOCES for the remaining one-half of the school day.

All students attending BOCES are evaluated with the performance-based criterion established for each individual class. The student performance reporting system used by BOCES will be explained to all students upon entering the BOCES program. All students attending BOCES remain within the attendance procedures and guidelines of Binghamton High School.

For each Introductory, Intermediate, and Advanced Placement course, students receive three (3) credits per year.

For each New Visions Academy program, students receive four (4) credits per year.

For the Youth Apprenticeship Program, students receive three (3) credits for the one-year program and five (5) credits for the two-year program.

WHAT ABOUT EQUIPMENT AND SUPPLIES?

There are some areas that require mandatory equipment not provided by BOCES. Work shoes must be purchased and worn by all students in the following clusters: Building Trades, Agriculture, Automotive, and Manufacturing and Repair.

Uniforms must be purchased and worn in the following courses: Culinary Arts, Cosmetology and Nurse Assistant. Any other equipment and/or supply needs will be explained to you when you enter a BOCES course.

Additional student fees may be required for state exams and/or supplies:

\$ = up to \$50 \$\$ = \$50 to \$100 \$\$\$ = \$100 to \$200

QUESTIONS TO ASK YOURSELF:

1. Why do I want to take an Occupation Course?
2. What course seems especially interesting to me?
3. Do I have the abilities necessary to be successful in the course I have chosen?
4. Would I enjoy a full-time job using the skills I will learn at BOCES?
5. Are jobs available that are related to the course I have chosen?
6. If I am planning to attend college, will the course I have chosen to help me?

STEPS TO TAKE IF YOU WANT TO ATTEND BOCES:

1. Talk to your high school counselor early in the year.
2. Discuss your plans with your families.
3. Visit the BOCES courses that interest you.
4. Talk to the BOCES counselors.
5. Attend a tour or open house with your family.
6. Sign up for the course of your choice with your guidance office when he/she meets with you to schedule your courses for the following school year.

For further information regarding BOCES Occupational courses, see your home school counselor or call BOCES. You may call BOCES at 763-3343, Monday through Friday, between 8:30 a.m. and 4:00 p.m.

BOCES INTRODUCTORY COURSES

These two-year courses are designed to expose students to the following career fields and prepare them for entry-level jobs.

1281/1280 Building Trades/Plumbing Careers

Building Trades Careers serves as an introduction to the building trades industry, teaching students a wide range of skills that can be used in the carpentry, masonry, electricity, and plumbing trades. Students receive daily practical experience learning the proper use of hand and power tools and job safety. \$

1071/1072 Business Management and Computer Careers

Business Management and Computer Careers teaches students to run their own business while using Microsoft Office Suite and Adobe software (Photoshop/Dreamweaver). Students participate in a class-run desktop publishing and graphics business. They learn marketing, advertising and how to design their own websites. Several on-campus and off-campus internships and co-ops are available. Additionally, students are prepared for IC3, Microsoft Office Suite and OSHA certifications.

1370/1371 Clean Energy/Battery Storage

Clean Energy/Battery Storage is a new program to help support the employment needs of this Southern Tier growing industry. The program prepares students for jobs after high school and/or STEM college programs.

1340/1341 General Automotive Services (GAS)

GAS serves as an introduction to the automotive trades' field. The course is a project-based course that gives students the opportunity to use a variety of skills to complete automotive projects. Projects will include automotive repair, welding, fabrication, design, and metal working. \$

1016/1017 Hospitality Industry Careers

Hospitality Industry Careers provides hands-on, real-world training in the operation of hotels, resorts, spas, clubs and air and cruise line agencies. Through co-op study, job shadowing and internships at area businesses, students learn about accommodations, lodging, travel reservations, sales, marketing and guest services.

BOCES INTERMEDIATE COURSES

These two-year courses are designed to engage students and provide them with a foundation to develop a lifelong career. *These courses are geared toward students on track to receive a Regents diploma.*

1141 Agricultural Science

Through this program, students will learn crop production and management techniques, identify pests and diseases. Through exploration of varied career opportunities, students gain skills and experience such as increasing crop yields, influences of soil, water and temperature on plant growth and the impact of plant production on the local and global economy. All first-year students will take Agricultural Science. Students will then select one of the following second-year pathways: Environmental Science, Veterinary Science.

1081/1082 Auto Body Repair

Auto Body Repair provides daily practical experience in the latest techniques of auto body repair. Students learn about hand/power tools, panel and metal working, spray painting, car refinishing, detailing, and pin-stripping. The skills taught include repairing dents and rust, priming, sand blasting, spray painting and reconditioning of vehicles. Also taught are collision work, vehicle restoration, welding, fiberglass, glass and plastic repairs and PPG paint mixing. \$

1021/1022 Carpentry

Carpentry provides students with the entry level skills necessary for employment in the construction field. Students receive daily practical experience using state-of-the-art tools, supplies, equipment and machines. Instruction is provided in blueprint reading, roofing, siding, basic framing and finishing of residential homes. Students learn the proper use of hand and power tools, applying this knowledge to laboratory exercise and actual job-site projects. Emphasis is placed on related math, estimating, computer and employment skills. This is a nationally accredited course through NCCER. \$\$

1221/1222 Computer Aided Design (CAD) and 3D Animation

CAD and 3D Animation provide complete training for a career in the field. Students use the most advanced, industry-standard hardware and software to create accurate and precise architectural and engineering drawings. They also learn to create world-class images and 3D animations used in numerous high-tech design careers, including robotics, bridge building, forensics, electrical power distribution, entertainment, and medicine.

1171/1172 Cosmetology

Cosmetology teaches theory and provides practical experience in all areas of the industry. Students, in state- of-the-art classrooms, learn styling, permanent waving, cutting, manicuring, make-overs, skin care and hair coloring techniques. Upon successful completion of the 1,000-hour state requirement and completion of the program, students are eligible to take the New York state licensing examination. \$\$\$

1152 Culinary Arts I/1151 Culinary Arts II

Culinary Arts teaches students the phases of food service operations. Students develop skills through actual work experiences in a state-of-the-art kitchen. They will learn to prepare sauces, soups, entrees, side dishes, salads, desserts and much more. Upon completion of the course, students receive the SERV Safe national credential.

1211 Electricity I / 1212 Electricity II

Electricity instructs students in the installation, testing, repair, and servicing of electrical equipment as well as the basic theory and fundamentals of electrical systems in residential, commercial, and industrial settings. Students learn about electrical safety and construction codes, circuits and wiring, motor controls, security and lighting systems, current measurement, data cabling, transformers, diagrams, schematics, planning and estimating. This is a nationally accredited course through NCCER. \$

1111/1112 Heavy Equipment Repair and Operation

Heavy Equipment Repair and Operation provides students the opportunity to learn the maintenance, operation, testing, and repair of heavy equipment used in construction and agriculture. Students learn to operate, maintain, and overhaul tractors, backhoes, bulldozers, and trucks. \$

1051/1052 Masonry

Masonry teaches students the proper installation of a variety of masonry materials used in the construction business. Students learn to use a builder's level, prepare mortar, cut and shape masonry materials, set steel sectional scaffolding, construct fireplaces and arches, and build structures using brick, block, stone, tile, and concrete. They also learn power equipment, job estimates, job site preparation and safety. This program is a nationally accredited course through NCCER. \$

1031/1032 Video Production

Video Production teaches students all aspects of television and film production using state-of-the-art equipment. Students learn camera care and usage, storyboarding, editing, special effects and scriptwriting. The program emphasizes hands-on experience in producing documentaries, commercials, and promotional videos as well as news, radio and sports programming. Students also work on Sports Week, a weekly cable television broadcast covering sports highlights from area schools.

1251/1252 Welding

Welding teaches students the processes of welding, cutting, grinding, and custom fabrication. Students work with steel, stainless steel, aluminum, and other metals commonly found in modern industry. Daily hands-on training reinforces skills that enable students to reach entry-level proficiency in stick welding, MIG and TIG welding, flame-cutting and plasma cutting. Shop math and blueprint reading are taught. Safety practices and craftsmanship are priorities, and creative projects are encouraged. Upon completion of this program, students can take the AWS national welding certification exam. \$

BOCES ADVANCED COURSES

These two-year courses are designed to challenge academically motivated students who are ***mature and able to work independently. Courses are geared toward students*** who are on ***track to receive a*** Regents or Advanced Regents diploma.

1091/1092 Automotive Technology

Auto Technology teaches the skills necessary to troubleshoot and repair the complex systems of today's high-tech automobiles. Students learn to diagnose, adjust, and repair engines, power trains, steering/suspension systems, brakes and electrical components. Students are trained to take the ASE automotive certification. \$

1161/1162 Criminal Justice

Criminal Justice prepares students in the basics of law enforcement, security services and corrections. Students learn all aspects of the criminal justice system, with hands-on experience in criminal investigation, forensics, penal law, report writing, corrections and security. Students can also obtain certification in CPR, AED and first aid. Students are encouraged to continue their education at the post-secondary level. Upon successful completion of the course, students are eligible to take the New York state security guard eight-hour pre-assignment course. \$\$

1101/1102 Graphic Design & Digital Communication

Through completion of this program, students will become proficient in Adobe Creative Suite, work with state-of-the-art technology, learn how to create websites and motion graphics. Graphics and Gaming Design is a great environment for high school students to learn new skills and new techniques for college and careers.

1191 / 1192 Health Science

Health Science teaches students the skills necessary to provide care for individuals who are ill, aging or disabled. Students learn to observe, position, bathe, dress, exercise, transport, feed, document and take the vital signs of patients in assisted living facilities. They also learn about careers in the health care field, CPR, and basic first aid. Practical work experience is provided in local residential and school settings. Upon successful completion of the program, students are also eligible to take the New York state Nurse Assistant Certification exam and be certified as a home health aide. \$\$

1121 / 1122 Manufacturing

In this program, students will learn 3-D printer operations, use coding to build products and draw and design for production. Students work side-by-side with manufacturing professionals, observing and participating in authentic experiences and participate in all phases of the production process, from inception to shipping. Students also gain skills in quality and inventory control, materials handling and storage, sales forecasting, and purchasing.

1271 / 1272 IT Specialist

This program serves students who want to learn how to build and support network services. Through hands-on projects, students apply concepts of package and software management and identification and resolution of network security risks. IT Specialist program highlights include working side-by-side with information technology professionals and observing and participating in authentic experiences. Students develop fundamental skills in technical support, including network construction and maintenance, operating systems, system administration and infrastructure, and security.

VIRTUAL LEARNING PROGRAMS – IN-DISTRICT AND BOCES

Binghamton CSD offers virtual and hybrid options to meet the needs of our students and families. Enrollment involves an application process and administrative approval. For more information, please contact the Guidance Department.

Binghamton Patriot Academy

Eligible Grade Levels: 7-12

The Patriot Academy is a district-operated program. The program can be hybrid where students attend in-person at Columbus School in a smaller learning environment, or completely virtual. All courses required for a NYS Regents Diploma are offered as well as a limited number of electives.

BOCES Virtual Learning Academy (VLA)

Eligible Grades: 3-12

The VLA is a 3-12 virtual school serving the Broome-Tioga region and beyond. The secondary academy is grades 7-12, and includes a daily check-in, asynchronous work assigned through Edgenuity and Google Classroom, along with a daily schedule homeroom and synchronized instruction. All courses required for NYS graduation are offered. For students to be successful at VLA they should be independent learners with proven time management skills, be proactive in asking for help, and regular attendance.

BOCES NEW VISIONS ACADEMIES

These one-year courses are designed for college-bound seniors interested in exploring career opportunities before college. Each New Vision Academy has a competitive enrollment process.

New Visions is an academically rigorous program for college-bound high school seniors who are interested in a future career in business, healthcare, education and human development, engineering, or law and government. Students in the New Visions program spend mornings taking classes (English, Social Studies and Academy specific classes) and working side-by-side with professionals, observing and participating in real life experiences and internships.

All applicants must have a minimum GPA of 90%. The application process includes an essay and interview.

Credits: 4 Credits (2 for the Academy and 1 English and 1 Social Studies)

Weighting: 1.15

1273 Engineering Academy

The New Visions Engineering Academy is an exciting and rigorous program for high school seniors who like problem solving and teamwork. Students get a broad overview of the engineering disciplines, including bioengineering, chemical, electrical, mechanical, industrial, aerospace, computer engineering and computer science.

New Visions Engineering Academy classrooms are located at the Watson School of Engineering and Applied Science at Binghamton University, where students get a campus experience and learn directly from professors and other engineering students about degree programs and campus life. The visits also include the Innovative Technologies Complex, which provides a glimpse of cutting-edge research. Through job shadowing placements at Lockheed Martin and BAE, students get an in-depth view of engineering that enables them to see the various engineering areas and to network with a diverse group of engineers.

Students work on a technical project with early career engineers to see the "engineering life cycle" from start to finish. Participation in the BCC Robotics Challenge is also part of the spring semester.

As part of the Engineering Academy, students are dually enrolled in these college courses:

- SUNY Broome Fast Forward ENG 110 College Writing I - 3 credits
- SUNY Broome Fast Forward POS 111 Introduction to Public Policy – 3 credits
- SUNY Broome Fast Forward EGR 150 Engineering Design I with Graphics - 2 credits (Fall)
- SUNY Broome Fast Forward EGR 151 Engineering Design II with Graphics - 2 credits (Spring)

1301 Education Academy

New Visions Education & Human Development Academy is a fun and challenging program for high school seniors interested in careers in education. Students work alongside classroom teachers, staff, and administrators to learn about all grade levels and content areas in our local schools. Students observe education professionals and participate in real classroom experiences. Placement opportunities in rural, urban and suburban districts with customizable opportunities are available. Students earn necessary certifications needed to become an educator in NYS.

As part of the Education Academy, students are dually enrolled in these college courses:

- SUNY Broome Fast Forward ENG 110 College Writing I - 3 credits
- SUNY Broome Fast Forward POS 111 Introduction to Public Policy – 3 credits
- SUNY Broome Fast Forward EDU 110 Introduction to Childhood Education – 3 credits
- SUNY Broome Fast Forward EDU 111 Foundations of American Education - 3 credits
- SUNY Broome Fast Forward BUS 122 Self-Management - 3 credits
- Binghamton University EDUC 101 So you want to be an educator? – 3 credits

1342 Health Academy

The New Visions Health Careers Academy is a rigorous program for inquisitive, hardworking, highly motivated seniors who plan to major in a healthcare career. Students job shadow in hospitals and community healthcare facilities alongside healthcare professionals and participate in real-life observation experiences. Students explore numerous healthcare careers and medical specialties. They apply classroom knowledge and gain experience working alongside doctors, nurses, surgeons, physician assistants, therapists, pharmacists, and other healthcare professionals. Students accumulate approximately 125 hours of clinical shadowing.

As part of the Health Academy, students are dually enrolled in these college courses:

- SUNY Broome Fast Forward ENG 110 College Writing I - 3 credits
- SUNY Broome Fast Forward POS 111 Introduction to Public Policy – 3 credits
- SUNY Broome Fast Forward HIT 106 Medical Terminology -3 credits

1291 Law and Government Academy

The New Visions Law & Government Academy is an engaging and challenging program for high school seniors interested in careers in the legal profession or in public service. We integrate real-world experiences into an academic course introducing students to the main issues in American legal and government systems.

While on placements, students shadow and are mentored by judges, attorneys, paralegals, elected officials, and other professionals. They observe in court rooms, law firms, law enforcement agencies, and offices of the district attorney and public defender. Placement experiences vary and can include observing legal professionals and clients, working on special projects, annotating jailhouse phone calls and body cam video, reviewing court documents, organizing evidence, and writing legislative resolutions. In the Law and Government Academy students explore the structure and processes of government and try to make connections between that knowledge and the experiences they have in the offices of the mayor, county executive, NYS Senator, NYS Assemblymember, and US Representative Riley and US Senator Schumer. Major topics of interest and study include our Constitutional Rights, the election process, and criminal law and procedure. Students apply this knowledge and prepare for the rigors of college while participating in the Case Method Institute hosted by Harvard Business School. Students are challenged to analyze historical time periods and the court decisions that built our current US justice system. Throughout the school year we teach and emphasize professional skills and preparation for college and career.

As part of the Law and Government Academy, students are dually enrolled in these college courses:

- SUNY Broome Fast Forward ENG 110 College Writing I - 3 credits
- SUNY Broome Fast Forward POS 111 Introduction to Public Policy – 3 credits
- SUNY Broome Fast Forward BUS 122 Self-Management - 3 credits
- SUNY Broome Fast Forward LAW 110 Paralegalism – 3 credits

1303 Business Academy

The New Visions Business Academy is geared toward students seeking a dynamic and immersive business education in related occupations, such as management, entrepreneurship, human resources, marketing and finance. Students create and operate their own business under the guidelines of the Junior Achievement Company program, which provides firsthand, working knowledge in how to create and run an actual business, working side-by-side with local business professionals. Students earn an actual paycheck and possible bonus money. By participating in this program, students are eligible to apply for an academic scholarship to Syracuse University.

Students research, develop and write a detailed business plan, learn about the core areas of managing personal finances and become experts in Microsoft Office Excel earning certification as specialists. The program provides career-focused, real-life experiences through job shadowing opportunities in various business settings that are tailored to the student's interests. A variety of community partners can be utilized in the field of entrepreneurship, finance/investments, marketing, communications, accounting, human resources, management, nonprofit, sports management, healthcare administration, public relations, and social media marketing.

As part of the Business Academy, students are dually enrolled in these college courses:

- SUNY Broome Fast Forward ENG 110 College Writing I - 3 credits (Full Year)
- SUNY Broome Fast Forward POS 111 Introduction to Public Policy – 3 credits (Spring)
- SUNY Broome Fast Forward BUS 113 Introduction to Entrepreneurship - 4 Credits (Fall)
- SUNY Broome Fast Forward BUS 131 Personal Finance - 3 credits (Spring)
- SUNY Broome Fast Forward BUS 214 Business Plan Development - 3 credits (Spring)
- SUNY Broome Fast Forward BIT 201 Introduction to Spreadsheets – 1 credit (Fall)

YOUTH APPRENTICESHIP PROGRAM

This program has a competitive hiring/enrollment process that requires an application, recommendations, and a job interview.

Youth Apprenticeship is designed to offer high school juniors and seniors the opportunity to see direct connections between academics and employment while working in their occupational field of interest. Students leave their home school for part of the day and work between 10 and 20 hours per week. Paid positions are offered in four career areas: Engineering Technologies, Business/Information Systems, Health Care, and Human and Public Service. Interested students must complete an application package and meet selection criteria. Participating employers interview and hire students. Students receive two credits each year for the work experience, which includes taking two required online courses, and one credit for successful completion and formal presentation of a senior project.

- Paid work experience in the field of interest
- Work with experienced professionals
- Learn marketable jobskills
- Earn college credit

2025-2026 BHS SCHEDULINGS SHEET

ENGLISH

3000 ENGLISH 9
0004 AP ENG LANG & COMP
0005 ENGLISH 10
0012 ENGLISH 12
0036 IB ENGLISH LANG & LIT 11 (SL)
0037 IB ENGLISH LANG & LIT 11 (HL)
0038 IB ENGLISH LANG & LIT 12 (SL)
0008 IB ENGLISH LANG & LIT 12 (HL)
0040 INTRO TO MEDIA & COMMS
0053 ACADEMIC LITERACY 10
0054 ACADEMIC LITERACY 11
0024 TOK FALL (FULL IB)
0025 TOK SPRING (FULL IB)
0034 IB EXTENDED ESSAY
0035 IB CAS

SOCIAL STUDIES

3100 GLOBAL 9
0102 GLOBAL HISTORY & GEOGRAPHY 10
0136 AP EUROPEAN HISTORY
0106 US HIST & GOVT 11
0104 IB HISTORY OF THE AMERICAS (HL) FF
0107 ECONOMICS
0108 PARTICIPATION IN GOVERNMENT
0105 IB AMER HIST II HL: WAR & WESTERN WORLD FF
0110 PSYCHOLOGY
0112 IB PHILOSOPHY

MATHEMATICS

3202 REGENTS ALGEBRA I
3208 REGENTS ALGEBRA LAB
0201 REGENTS GEOMETRY
0206 REGENTS ALGEBRA 2
0224 ALGEBRA 2
0217 GEOMETRY
0232 INTERMEDIATE ALGEBRA
0233 PERSONAL MATH
0246 IB MATH APPLICATION SL FF
0247 IB MAT ANALYSIS I/AP PRE CALC
0248 IB MATH ANALYSIS II
0214 AP CALCULUS AB
0216 FOUNDATIONS FOR COLLEGE MATH

WORLD LANGUAGES

0300 FRENCH I
0301 FRENCH II
0302 FRENCH III
0305 IB FRENCH B (SL)
0306 IB FRENCH B (HL) FF
0307 SPANISH I
0308 SPANISH II
0309 SPANISH III
0312 IB SPANISH B (SL)
0313 IB SPANISH B (HL) FF
0325 AMERICAN SIGN LANGUAGE I
0337 AMERICAN SIGN LANGUAGE II
0342 AMERICAN SIGN LANGUAGE III
0326 MANDARIN I
0339 MANDARIN II
0341 MANDARIN III
0345 IB SL CHINESE B: MANDARIN
0347 IB HL CHINESE B: MANDARIN
0332 ELL SUPPORT 9-10
0333 ELL SUPPORT 11-12

SCIENCE

0400 REGENTS EARTH SCIENCE
3408 APPLIED LIFE SCIENCE: BIOLOGY 1
3420 REGENTS LIFE SCIENCE: BIOLOGY 2
3405 REGENTS LIFE SCIENCE: BIOLOGY
0402 IB BIOLOGY SL
0404 REGENTS CHEMISTRY
0403 IB BIOLOGY HL
0405 IB CHEMISTRY SL
0406 IB CHEMISTRY HL
0407 REGENTS PHYSICS
0424 LIFE SCIENCE: BIOLOGY REGENTS SEMINAR
0425 COLLEGE PHYSICS 1 & 2 FF
0410 ENVIRONMENTAL SCIENCE
0411 IB ENVIRO SYSTEMS & SOCIETIES
0445 ANATOMY & PHYSIOLOGY FF
0429 MEDICAL TERMINOLOGY FF
0441 HEALTH SCIENCE SERIES I FF
0453 ADVANCED PHYSICS
0455 FORENSICS

2025-2026 BHS SCHEDULINGS SHEET

BUSINESS & INFORMATION TECHNOLOGY

0500 ACCOUNTING 1
0502 FINANCIAL ACCOUNTING FF
0519 MARKETING PRINCIPLES
0507 ENTREPRENEURSHIP
0508 CAREER & FINANCIAL MNGMT. (.5)
0520 BUSINESS COMPUTER APP. (.5)
0521 FOUNDATIONS IN PERS FIN & CAREER PLANNING (.5)
0529 IB (SL) BUSINESS MANAGEMENT
0530 VISIONS FCU INTERNSHIP
0504 IB PERSONAL & PROF. SKILLS (11th)
0051 IB PERSONAL & PROF. SKILLS (12th)

TECHNOLOGY/PLTW

0600 DESIGN/DRAW PROD. (DDP)
0602 COMPUTER INTEGRAT MGR (CIM)
0603 PRINCIPLES OF ENGINEER (POE)
0604 CAPSTONE
0605 AP COMPUTER SCIENCE PRINCIPLES
0607 COMPUTER SCIENCE ESSENTIALS
0609 ADV MANUFACTURING & PRODUCTION

FAMILY & CONSUMER SCIENCE (FACS)

0650 CUL ARTS 1 – FOOD PREP & NUTRITION
0651 CUL ARTS 2 – GLOBAL & GOURMET FOODS
0653 CUL ARTS 3 – FOOD SCIENCE
0656 CHILD DEVELOPMENT
0658 EARLY CHILDHOOD ED FF
0660 FOUNDATIONS OF AMERICAN EDUC FF
0662 SO YOU WANT TO BE AN EDUCATOR BU
0664 FASHION & INTERIOR DESIGN

ART

0700 STUDIO IN ART
0701 DRAW & PAINT I
0723 DRAWING AND PAINTING II
0705 MEDIA ARTS
0725 MEDIA ARTS II
0706 PHOTOGRAPHY
0707 ADV PHOTOGRAPHY FF
0709 CREATIVE CRAFTS
0715 3-DIMENSIONAL ART I
0717 STUDIO IN JEWELRY MAKING
0721 3-DIMENSIONAL ART II
0714 IB VISUAL ARTS SL
0713 IB VISUAL ARTS HL

MUSIC

0800 SYMPHONIC WINDS
0801 JAZZ ENSEMBLE
0802 STAGE BAND
0803 STRING ORCHESTRA
0804 MIXED CHORUS
0805 CRESCENDOS
0815 MUSIC THEORY/FUND. OF MUSIC FF
0817 ROD SERING CONCERT CHOIR
0820 WIND ENSEMBLE
0827 STEEL DRUM BAND
0828 MODERN BAND
0829 PIANO I
0831 PIANO II
0838 MUSIC PRODUCTION I
0839 MUSIC PRODUCTION II FF

THEATRE

0807 INTRODUCTION TO THEATRE
0808 ADVANCED THEATRE
0824 THEATRE AND MUSICAL PRODUCTION
0031 IB THEATRE ARTS I
0032 IB (SL) THEATRE ARTS II
0033 IB (HL) THEATRE ARTS II

DANCE

0809 DANCE STUDIO I
0810 DANCE STUDIO II
0811 DANCE STUDIO III
0727 DANCE STUDIO IV
0813 PERFORMANCE ENSEMBLE
0814 COMPETITIVE DANCE
0912 PE DANCE I

PE & HEALTH

0900 PE
0902 PE DOUBLE
0904 TRAINING IN PHYSICAL & MENTAL DEV..
0908 HEALTH
0911 PERSONAL AND COMMUNITY HEALTH FFSILENCE
0915 MENTAL WELLNESS & EMOTIONAL RE
0905 SOLUTIONS in FITNESS/WEELLNESS FF

2025-2026 BHS SCHEDULINGS SHEET

BOCES

INTRODUCTORY COURSES:

BUILDING TRADES/PLUMBING CAREERS

Yr 1-1281-AM Yr 2-1280-PM

BUSINESS MGMT & COMPUTER CAREERS

Yrs 1&2-1071-AM Yrs 1&2-1072-PM

GENERAL AUTO SERVICES (GAS)

Yrs 1&2-1340-AM Yrs 1&2-1341-PM

HOSPITALITY INDUSTRY CAREERS

Yr 1-11016-AM Yr 2-1017-PM

INTERMEDIATE COURSES:

AGRICULTURAL SCIENCE

Yr 1-1141-AM Yr 2-1142-PM

AUTO BODY REPAIR

Yr 1-1081-AM Yr 2-1082-PM

CARPENTRY

Yr 1-1022-AM Yr 2-1021-PM

COMP. AIDED DESIGN (CAD) AND 3D ANIMATION

Yrs 1&2-1221-AM Yrs 1&2-1222-PM

COSMETOLOGY

Yrs 1&2-1171-AM Yrs 1&2-1172-PM

CULINARY ARTS

Yr 1-1151-AM (I) Yr 2-1152-PM (II)

ELECTRICITY

Yr 1-1211-AM (I) Yr 2-1212-PM (II)

EMERGING BATTERY TECHNOLOGIES

Yr 1-1370-AM Yr 2-1371-PM

HEAVY EQUIPMENT REPAIR/OPERATION

Yr 1-1111-AM Yr 2-1112-PM

MASONRY

Yr 1-1051-AM Yr 2-1052-PM

VIDEO PRODUCTION

Yr 1-1031-AM Yr 2-1032-PM

WELDING

Yr 1-1251-AM Yr 2-1252-PM

ADVANCED COURSES:

AUTO TECHNOLOGY

Yr 1-1091-AM Yr 2-1092-PM

CRIMINAL JUSTICE

Yrs 1&2-1161-AM Yrs 1&2-1162-PM

GRAPHICS & GAMING DESIGN

Yrs 1&2-1101-AM Yrs 1&2-1102-PM

HEALTH SCIENCE

Yr 1-1191-AM Yr 2-1192-PM

IT SPECIALIST

Yrs 1&2-1271-AM Yrs 1&2-1272-PM

MANUFACTURING

Yr 1-1121-AM Yr 2-1122-PM

NEW VISIONS PROGRAMS:

NV 1291 NV LAW AND GOVERNMENT

NV1301 NV EDUCATION

NV1303 NV BUSINESS

NV1304 NV ENGINEERING

NV1342 NV HEALTH

NV 1282 NV ENGLISH 12

NV 1283 NV ECONOMICS

NV 1302 NV PART IN GOVT

YOUTH APPRENTICESHIP:

1015 BUSINESS

1038 EDUCATION

1036 HEALTHCARE

1037 IT SPECIALIST

1035 LAW