

GROTON JR-SR HIGH SCHOOL



2026-2027 CURRICULUM GUIDE

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GROTON CENTRAL SCHOOL
JR-SR HIGH SCHOOL
CURRICULUM GUIDE 2026-2027

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INTRODUCTION

“Most people don’t plan to fail, they fail to plan.”

This curriculum guide describes the courses offered to sixth through twelfth grade students at Groton Jr-Sr High School. It is a guide to help students plan for their present and future education. Please read it carefully before making selections regarding the sequence or program you may study.

The guidance staff has prepared this booklet with the help and input from administration and teaching staff in an effort to provide you, the student, with greater understanding of our school programs so that you can make informed decisions that also meet the requirements for graduation.

We are aware that no course description can answer all your questions. Therefore we encourage you and your parents to contact your guidance counselor for more information.

School practice is for students to enroll in at least six courses each semester plus physical education. This allows students to have one period for lunch and one period for study hall. No student shall have more than 2 study halls per day.

Please note that certain courses are offered as electives for enrichment of students. Therefore, these courses are offered based on student requests and may or may not run every year. Students should select several electives to ensure they receive at least one of their top three choices. Students will be notified of any courses that are not running by their guidance counselor.

GRADUATION REQUIREMENTS

<u>REGENTS DIPLOMA</u>		<u>ADVANCED REGENTS DIPLOMA</u>	
Required Courses	Credits	Required Courses	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Mathematics (a)	3	Mathematics (a)	3
Science (a)	3	Science (a)	3
<i>LOTE (b)</i>	1	<i>LOTE (c)</i>	3
Art/Music (e)	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
<i>Electives</i>	3.5	<i>Electives</i>	1.5
TOTAL CREDITS	22	TOTAL CREDITS	22

<u>Required Regents Exams</u>	<u>Required Regents Exams</u>
<i>(All exams require a score of 65 or above)</i>	
English Language Arts	English Language Arts
Math - Algebra 1	3 Math - Algebra 1, Geometry, Algebra 2
1 History - Global or US	2 History - Global and US
1 Science - Liv. Env. or Earth Sci.	2 Science - Liv. Env., Earth Sci., Chemistry
1 additional Regents exam or pathway	LOTE (c)

Special Notes

- One credit is equivalent to a full year course and ½ is equivalent to either 1) a ½ year course every day or 2) a full year course, every other day.
- (a) An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third credit in mathematics or science.
- (b) Students entering eighth grade during the 2021-22 school year and beyond will be required to take LOTE courses in both 8th and 9th grade to receive commencement level credit for the Regents diploma. Students with disabilities may be exempt from the LOTE required if so indicated on their IEP.
- (c) LOTE local exams for Spanish III or French III students must be passed for the Advanced Diploma.
- (d) Students acquiring 5 credits in one of the following may be exempt from the LOTE (c) requirement: Art or Career & Technical Education (CTE), but must still earn one credit as described in (b).
- (e) Art and music credit may be earned through participation in a performing group (ex. band, chorus)

COLLEGE & CAREER READINESS

Groton is committed to preparing students to be successful in both college and career. College and Career Readiness (CCR) is being measured by the following criteria:

1. 75% or better on ELA Regents
2. 80% or better on any one of the three Math Regents (Algebra, Geometry, or Algebra 2)
3. Graduate in 4 years with cohort
4. Minimum 90% attendance rate

CAREER DEVELOPMENT & OCCUPATIONAL STUDIES (CDOS) COMMENCEMENT CREDENTIAL

Students with disabilities (SWD) will be able to earn a NYS Career Development and Occupational Studies (CDOS) Commencement Credential, which will indicate that the student is prepared with the skills necessary for entry-level employment post graduation. **This is not a high school diploma.** SWD may also earn the CDOS Credential in addition to a local or regents diploma. The CDOS credential has many requirements including, but not limited to the development of a career plan, achievement of the CDOS learning standards, completion of 216 hours (2 credits) of CTE coursework and/or work-based learning experiences (at least 54 hours must be work-based learning), and an employability profile.

NATIONAL HONOR SOCIETY SELECTION

Potentially qualified students are identified after the conclusion of the 3rd marking period of their 9th, 10th or 11th grade year based on their cumulative HS GPA, which must equal or exceed 90. Prospective applicants are then given a couple of weeks to complete an application form detailing their leadership, service, and character qualifications both in school and in the wider community. Applications are reviewed by a faculty committee that weighs the application, recommendations, faculty surveys, and any behavioral incidents to determine whether or not a student will be inducted into the NHS. Failure to qualify or gain entry in 10th grade does not preclude future consideration.

TEACHER RECOMMENDATIONS

Teacher recommendations regarding placement are an important part of the course selection process. Teachers make course recommendations based on student performance in class, course prerequisites, and their knowledge of expectations and rigor of the subsequent courses in their curricular area. Teacher recommendations have been shown to be good predictors of success and are encouraged to be followed. The goal is to build a schedule that is challenging, yet realistic, and allows the student optimal opportunities for success in school. Every effort will be made by teachers, counselors, and administrators to discuss and offer all options and advise students and their parents on the importance of following course prerequisites and the value of teacher recommendations.

COLLEGE CREDIT (CONCURRENT ENROLLMENT)

In order to be eligible for college credit, students must earn at least an 80% for the first two marking periods. We want to ensure students are building a solid college transcript that will help them in the future. All students will have the opportunity to audit the class regardless of their average to earn a high school credit. Attendance is also a crucial piece in concurrent enrollment classes (please see the specific course syllabi for more details).

6th-8th GRADES
COURSE DESCRIPTIONS

MATHEMATICS

MATH 6

Students will learn the concept of rates and ratios and use these tools to solve word problems. Students will work on accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers--any number that can be made by dividing one integer by another, such as $\frac{1}{2}$, 0.75, or 2. Additionally, students will learn how to write and solve equations--mathematical statements using symbols, such as $20 + x = 35$, and apply these skills in solving multi-step word problems. Students will also begin to develop their ability to think statistically, recognizing data distributions.

MATH 7

This course will expand on topics learned in 6th grade and develop a basic understanding of concepts that will be further explored in 8th grade. In 7th grade, students will further develop their understanding of rates and ratios using tables, graphs and equations to solve real-world problems involving proportional relationships. Students will also work on quickly and accurately solving multi-step problems and equations involving positive and negative rational numbers. They will expand their knowledge of geometry and apply properties of operations to solve real-world problems involving the measurement of two- and three-dimensional objects. Additionally, students will build on their previous work in statistics and use data to compare multiple samples and populations.

MATH 8

This course is a continuation of the common core math program designed by New York State to be a preparation for high school. This course will expand on the topics learned in the regular Math 7 course. It dives deeper into the concepts of rates, ratios, proportions, graphs and equations blending the 7th and 8th grade curricula. Furthermore, this course explores the topic of transformations, which consists of translations, reflections, rotations and dilations. Students who successfully complete Math 8, with teacher recommendation, will advance into either the Pre-Algebra or Algebra I course.

MATH 7/8

This course is designed for those students who excel in Math 6 and demonstrate a solid understanding of math concepts. This course will combine the Math 7 and Math 8 curriculum into one year. Students who are placed in Math 7/8 in their 7th grade year must maintain an 85% average and will take the Next Gen Algebra Regents their 8th grade year. Placement in this course is based on student performance in class, on STAR exams, past NYS Math Assessments, and Math $\frac{7}{8}$ Entrance exam; as well as teacher recommendation.

ENGLISH

ENGLISH 6

This course supports the Next Generation Learning Standards (NGLS). This course focuses on developing reading, writing, speaking, and listening skills through student collaboration to practice grammar, punctuation, spelling, and vocabulary. It also encourages students to read books of their interest independently. This course includes assessments and activities that help students develop the skills needed to be successful in seventh grade.

LITERACY 6

This course supports the Next Generation Learning Standards (NGLS). This course focuses on developing reading, writing, speaking, and listening skills. There is a balance of fiction and non-fiction literary texts including The Lightning Thief, Bud, Not Buddy, and Number the Stars. Students will read a variety of texts that require close reading to develop reading skills. Students will work to develop writing skills through paragraphing, sentence structure, spelling, and vocabulary. They will be using specific text-based evidence to learn how to craft a variety of responses.

ENGLISH 7

This course supports the Next Generation Learning Standards (NGLS). The curriculum emphasizes the development of reading, writing, speaking, and listening skills. In this course, there is a balance of fiction and nonfiction pieces that will require close reading, critical thinking, and analysis. Students will write in a range of styles and for a variety of purposes. Students will continue to develop their writing skills by crafting a variety of written responses with specific text-based evidence. Students will continue to cultivate their writing through mechanics, vocabulary, and style. Some texts include: A Long Walk to Water, and a variety of short stories, poems, and articles.

LANGUAGE ARTS 7

This course is a reading and writing block to support student transition from elementary grade level content to 7-12 grade level content. The intention is to afford students with an additional period of ELA instruction specifically geared to address gaps, or to provide enrichment, in reading and writing.

ENGLISH 8

This course supports the Next Generation Learning Standards (NGLS). The curriculum emphasizes the development of reading, writing, speaking and listening skills. In this course, there is a balance of fiction and non-fiction pieces as well as gaining knowledge through a range of disciplines. Students will read challenging pieces that require analysis and multiple, close readings of texts. Students will hone their writing skills through a variety of writing assignments, such as argument and expository essays. Students will learn to use text-based claims and evidence to support their writing. Students will continue to refine their skills through grammar, mechanics, vocabulary and writing style.

SCIENCE

SCIENCE 6 – EARTH SCIENCE

A full-year course that has a primary focus on Earth Science topics including weather, the hydrosphere, astronomy, weathering and erosion, density, rocks and minerals, and plate

tectonics. These units of study follow the NYS Intermediate Level Science Core Curriculum for grades 5 – 8 along with the Next Generation Science Standards (NGSS). A variety of skills are interspersed throughout the school year including making observations, collecting data, organizing information, comparing findings, problem solving, communicating thinking, and analyzing. The goals of this course are for students to learn and apply the scientific method and study the Earth and its processes.

SCIENCE 7 – PHYSICAL SCIENCE

This full-year Physical Science course offers an introductory survey of content related to two of the major disciplines of science, physics and chemistry. The course includes a skill-station based component that is designed to support development of science skills central to the directives of the NYSSL standards.

SCIENCE 8 – LIFE SCIENCE

Explore life in Life Science! In this class we will study living organisms, their important life processes, and how they interact with one another. Throughout the year, we will be looking at the tiniest of organisms like cells and bacteria all the way to more complex life like the human body, plants, animals, and ecosystems. The course also provides a summative review of content for the 5-8 Intermediate Level Science Core Curriculum.

SOCIAL STUDIES

SOCIAL STUDIES 6

The NYS grade 6 program focuses on a social science perspective emphasizing the interaction of geography and economics throughout the world. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social, cultural, political and historical aspects of life. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. Using a variety of resources and activities, instruction will focus on the geography, systems of government, economic systems, technological advancements, cultural achievements, social and family patterns, religious beliefs, and the educational system.

SOCIAL STUDIES 7 AND 8 - HISTORY OF THE UNITED STATES AND NEW YORK I AND II

These courses focus on a chronologically organized study of the United States and New York State History. We follow the human experience from pre-Columbian times to the present while looking at political, economic, and social trends. An additional focus is in developing and encouraging students to think, read and write critically. The curricula followed in these sequential classes are a vital link in the overall goals of the K-12 Social Studies instructional program. These courses provide a solid base for the US History Regents course in eleventh grade which allows for a more in-depth view and critique of the American experience.

Seventh grade topics of study include a comprehensive look at Geography and Map Skills, Movement of People to the Continent, Native Americans, European Explorers and the Age of

Exploration, Early Settlements in America, Colonial Life and Times, Causes of the American Revolution and Major Battles, Articles of Confederation, the Constitution, Branches of Government, First Presidents, Westward Expansion, Manifest Destiny, Slavery and the Underground Railroad, Reform Movements and the Civil War.

Eighth grade topics of study include a comprehensive look at Reconstruction after the Civil War, American Industrialization, the Gilded Age, Immigration, the Progressive Movement, Expansion and Imperialism, World War I, Roaring 20's, the Great Depression, World War II, the Cold War, Protest and Change, the Civil Rights Movement, Last Presidents, Current Issues and a Final Research Project.

ART

ART 6 - Grade 6 This course runs every day for 10 weeks. There are a variety of Art mediums explored during this course. Students will work mainly with drawing, painting, printmaking and clay mediums. Students are encouraged to create original designs that challenge their current level of expertise and broaden their artistic skills and knowledge. Students may choose to work on independent projects once classroom projects are complete. **Prerequisite: 5th Grade Art.**

ART 7 & ART 8 - Grade 7 & 8

These courses will run ½ year and meet every other day for both 7th and 8th grade so that students have exposure and can maintain an art program. There are a variety of Art mediums explored during this course. Students will work with a variety of drawing, painting, printmaking and clay mediums. Students are encouraged to create original designs that challenge their current level of expertise and to broaden their artistic skills and knowledge. Students may choose to work on independent projects once classroom projects are complete.

LANGUAGES OTHER THAN ENGLISH

FRENCH 8 - Grade 8

This course is designed to introduce students to the French language and to francophone culture. It is the first year of a two-year series to achieve proficiency at Checkpoint A according to NYS foreign language standards. The primary focus will be to learn vocabulary expressions and foundational grammatical structures as well as many cultural aspects related to French speaking countries.

SPANISH 8 - Grade 8

This course is designed to introduce students to the Spanish language and to Spanish/Hispanic culture. It is the first year of a two-year series to achieve proficiency at Checkpoint A according to NYS foreign language standards. The primary focus will be to learn vocabulary expressions and foundational grammatical structures as well as many cultural aspects related to Spanish speaking countries.

LIBRARY

MEDIA LITERACY – Grade 6 (10-week class)

Grade 6 students learn how to access information using the library's print resources, online research databases, and web sources. Critical thinking is developed to help students evaluate information to understand what makes a source reliable. Research and

presentation skills are taught to culminate in a research project and oral presentation implementing the use of presentation technology.

TECHNOLOGY

TECH 7 - Grade 7

In this semester-long course, students learn about the history and advances being made today in different areas of technology. 7th Grade Technology begins with an introduction to technological systems and processes and continues to focus specifically on Power and Energy, Manufacturing, Communication Systems, Construction Systems, Transportation Systems, and Biotechnologies. Lab projects include design and estimating project cost, scale model construction, bridge design and testing, and CO2 dragsters. Class time is divided between lessons and demonstrations, lab time for 'hands-on learning' to complete projects, and work time to complete weekly assignments. Each unit concludes with summative written assessments and project evaluations.

Agriculture TECH 8 - Grade 8

This course is an exploratory, hands-on course that integrates agriculture, natural resources, sustainability, food science, and technology and more while meeting New York State technology education requirements. Through projects and problem solving, students learn about plant and animal science, mechanics, sustainability, and leadership with an introduction to FFA. The course emphasizes real-world applications, critical thinking, and career connections in agriculture while fulfilling the state's standards for technological literacy and innovation.

MUSIC

CADET BAND 6 – Grade 6 (½ credit)

This course is a beginning-level band which meets every other day for the entire school year. The curriculum helps students learn how to perform on their instruments in an instrumental ensemble. This group will prepare and perform levels .5 - I music. It also prepares students with quality solo instrumental literature for the NYS School Music Association Solo Festival at levels one and two. Students learn solo literature and sight-reading through required small-group lessons occurring weekly. They are also required to attend evening concerts as scheduled and listed on the GCS District Calendar.

CHORUS 6 - Grade 6 (½ credit)

This course is a beginning-level chorus which meets every other day for the entire school year. The curriculum helps students learn how to sing in a choral ensemble. It also prepares students with quality solo vocal literature for the optional New York State School Music Association Solo Festival. Students learn solo literature and sight-singing through required small-group vocal lessons occurring monthly. They are also required to attend evening concerts as scheduled and listed on the GCS District Calendar.

GENERAL MUSIC 6 - Grade 6 (¼ credit)

This course reinforces the elementary rudiments of music via instrument playing, singing, and the study of music theory. This is a required course that meets every day for one quarter (10 weeks). Units include drums, piano, music history, opera, ukulele, and more.

GENERAL MUSIC 7 & GENERAL MUSIC 8 - Grade 7 & Grade 8 (¼ credit/year = ½ credit)

General Music is offered in both 7th & 8th grade to fulfill the music requirement. Students in General Music may also elect to join Chorus or Band - they may choose 1-2 of the 3

options. Students will create, perform, respond, and connect as per the National Standards for Music Education. Students will play instruments, sing, improvise, compose, and research musicians during our time together. They will also learn how to play modern instruments in the context of music from 1800 to present (piano, guitar, bass guitar, drums, ukulele, voice).

SYMPHONIC BAND 7/8 - Grades 7-8

This is an intermediate-level chorus which meets every other day for the entire school year. The curriculum helps students learn how to play in a large instrumental ensemble with increasing levels of musicianship. The group performs works from grades I-III. It also prepares students with quality solo literature for the New York State School Music Association Solo Festival at levels three and four. Students learn solo literature and sight-reading through required small-group lessons occurring weekly. They are also required to attend evening concerts as scheduled and listed on the GCS District Calendar.

CHORUS 7/8 - Grades 7-8

This is an intermediate-level chorus which meets every other day for the entire school year. Students learn how to sing in a large choral ensemble with increasing levels of musicianship. It also prepares students with quality solo vocal literature for the optional New York State School Music Association Solo Festival. Students learn solo literature and sight-singing through required small-group vocal lessons occurring once during each 6-day cycle. They are also required to attend evening concerts as scheduled and listed on the GCS District Calendar. Students will be assessed on written assignments, participation, concert attendance, and individual singing exams. Opportunities to participate in All County, Junior High Area All-State, and/or NYSSMA Solo Festivals are open to students showing the desire and work habits that surpass the standard requirements.

9th-12th GRADES COURSE DESCRIPTIONS

ART

FOUNDATIONS IN ART – Grades 9-12 (1 credit)

Build a comprehensive foundation in the Visual Arts. This course will help students discover their own ability and provide students an opportunity to demonstrate originality/creativity, their knowledge in understanding history of the art form, the diversity of cultural heritage, art criticism, the process for making aesthetic judgments, incorporating the elements and principles, and skills in a variety of resources and art media. Upon completion of this course, students should be able to demonstrate their ability to utilize communication and computation skills, think logically and creatively, learn methods of inquiry, develop self-esteem, respect and practice basic civic values. **No prerequisite.** *Foundations in Art is a prerequisite for upper level art courses.*

DRAWING AND PAINTING – Grades 10-12 (1 credit)

(ART 115 - Painting - 3 TC3 Credits)

This year-long **advanced** course explores and develops concepts and theories in a hands-on approach through different 2D art materials and techniques. Students will analyze historical and modern techniques and processes as they continue to grow as an artist. Strict focus on a variety of 2D artist mediums including drawing materials and paint media. **Prerequisite: Foundations in Art**

3D SCULPTURE – Grades 10-12 (1 credit)

(ART 130 - Ceramics - 3 TC3 Credits)

This year-long **advanced** course explores and develops concepts and theories in a hands-on approach through different 3D art materials and techniques. Half of the year will be delegated to working with clay. Students will analyze historical and modern techniques and processes as they continue to grow as an artist. Strict focus on a variety of 3D artist mediums for an informative experience with sculpture. **Prerequisite: Foundations in Art**

INDEPENDENT ADVANCED ART - Grade 12 (1 credit)

This year-long **advanced** course will be a class where advanced art students will work in a series of themes, topics or media. Students will work in 2D, 3D, or both. Their continuation of developing ideas will be visually done in a sketchbook. This includes visual inspirations, photographs, and sketches. Each project will be followed by a critique and written reflection. **Prerequisite: Drawing & Painting**

COMIC BOOK & GRAPHIC NOVEL ART - Grades 9-12 (1/2 credit)

This course is an introduction to the world of comics, cartooning and the processes related such as character development, storyboards, and character design. Students will understand a historical context of cartoons and comics through to today. Creation of original works including characters and narrations for related stories will be a large part of coursework. Students should expect to further develop their illustrative skills and creative writing skills within this course. **No Prerequisite.**

MUSIC

SENIOR HIGH CHORUS - Grades 9-12 (1/2 credit)

This ensemble is open to anyone with the desire to sing high quality vocal literature from various styles and time periods. Chorus meets every other day for the entire school year. This is a performing group; therefore, attendance is required at all concerts which occur during the school day and during the evening as listed on the GCS District Calendar. All chorus students are required to attend a voice lesson once every 6-day cycle, preparing students with quality solo vocal literature for the New York State School Music Association Solo Festival. Opportunities to participate in All County, Senior High Area All-State, Conference All-State, and/or NYSSMA Solo Festivals are open to students showing the desire and work habits that surpass the standard requirements. Topics covered during the instructional time include posture, breathing, tone production, diction, expression, ensemble skills, and sight-singing. Chorus is part of the fine arts curriculum and students receive 1/2 credit for each year of participation. Students will be assessed on written assignments, participation, concert attendance, and individual singing exams.

WIND ENSEMBLE - Grades 9-12 (1/2 credit)

This ensemble is open to anyone with the desire to play high quality instrumental literature from various styles and time periods. Wind Ensemble meets every other day for the entire school year. This is a performing group; therefore, attendance is required at all concerts which occur during the school day and during the evening as listed on the GCS District Calendar. All band students are required to attend an instrumental lesson once every 6-day cycle, preparing students with quality solo literature for the New York State School Music Association Solo Festival at levels three to six. Opportunities to participate in All County, Area All State, Conference All State, and/or NYSSMA solo festivals are open to students showing the desire and work habits that surpass the standard requirements. Topics covered during the instructional time include posture, breathing, tone production, articulation, expression, ensemble skills, and sight-reading. Wind Ensemble is part of the fine arts curriculum and students receive 1/2 credit for each year of participation. Students will be assessed on written assignments, participation, concert attendance, and individual playing exams.

BUSINESS

CAREER & FINANCIAL MANAGEMENT (CFM) – Grades 9-12 (1 credit)

Students will learn about career exploration, workplace skills, college research, economics, decision-making, problem-solving, personal banking, finance, income taxes, and technology in the business world. Students will create an ongoing career portfolio including a resume, cover letter, and letters of recommendation; talk with individuals in a variety of careers; and have an opportunity to job-shadow someone in a field of interest for a full work day. *Career and Financial Management is a required course for all Business Education majors.*

BUSINESS MATH – Grades 10-12 (1 credit)

This class is designed to teach students the fundamentals of financial literacy and basics of managing a business. Students will learn about credit, credit scores, budgeting, insurance, checking and savings accounts, retirement, marketing, business ownership, business finance and management.

COLLEGE & CAREER PREP (CCP) – Grade 12 (1 credit)

This is a one-year program designed to help students who are planning to attend college. Course content involves developing job applications, professional etiquette, record keeping, time management, public speaking, and workplace skills. Students will research careers, search for colleges and other career paths. They will have field trip opportunities and guest speakers from professionals in many industries. Students will create an e-Portfolio as their culminating project in the program. Students will also participate in the InVEST Program, where they will have the opportunity to hear from guest speakers in the insurance industry, take field trips to learn about potential careers, use their professional skills and network.

STEAM COLLEGE & CAREER PREP (CCP) – Grades 11-12 (1 credit)

(ACAD 100 - College Success Seminar - 1 TC3 College Credit)

This is a one-year program designed to help students for careers in today's society. Course content involves developing job applications, resumes, professional etiquette, time management, public speaking, and workplace skills. Students will research careers, search for colleges and other career paths. They will have field trip opportunities and guest speakers from professionals in many industries. Students will create an e-Portfolio as their culminating project in the program and participate in a mock interview with industry professionals.. All students taking this course will receive one credit from Tompkins Cortland Community College if they meet the course requirements.

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION – Grades 6-12 (1/2 credit)

A variety of sports and recreational activities are provided for junior and senior high students throughout the year. In the fall, we complete team oriented units such as football, soccer, volleyball and basketball along with a cardiovascular (mile run/walk) portion of the fitness tests. Winter moves inside with the weight room, fitness testing, handball, badminton, and Bowling off campus. In the spring, ultimate games (football handball, frisbee), softball, backyard games, and fitness testing again. Grading is based on 100+ points per five weeks, ten points per day. Students are graded on written work, fitness skill, preparation, participation, sportsmanship, and attitude.

HEALTH EDUCATION 9/12 – Grades 9-12 (1/2 credit)

The knowledge and skills gained in this course will aid individuals in making decisions and choices which will result in optimum health - socially, mentally, spiritually, and physically. Areas covered include nutrition, weight control, mental health, drugs, alcohol and tobacco, family life cycle, consumer health, ecology, disease prevention and control, safety, first aid, human sexuality, aging, death and dying, and physical fitness. This course is also offered for potential college credit upon meeting the 80% average requirement.

LANGUAGES OTHER THAN ENGLISH

FRENCH I - Grade 9 (1 Credit)

A continuation of French 8, this course covers the second half of the material required for proficiency at Checkpoint A according to NYS foreign language standards. This meets the LOTE (Languages Other Than English) requirement for graduation. **(For SY 2022-2023)**

FRENCH II – Grade 10 (1 credit)

In-depth grammatical concepts are explored in this continuation of French 8. Reading and listening comprehension are emphasized. Cultural study is interjected regularly.

FRENCH III – Grade 11 (1 credit)

(French 102 - Beginning French II - 3 TC3 Credits)

Conversational skills and pronunciation are refined at this level, as well as composition writing and reading comprehension techniques through the use of individual and group projects. Students need to maintain an 80% average for the fall semester to be eligible for 3 college credits (French 102) for the spring semester. The Regional Regents Exam is taken in June. Passing this exam fulfills part of the requirements for the Advanced Regents Diploma.

SPANISH I - Grade 9 (1 Credit)

A continuation of Spanish 8, this course covers the second half of the material required for proficiency at Checkpoint A according to NYS foreign language standards. This meets the LOTE (Languages Other Than English) requirement for graduation. **(For SY 2022-2023)**

SPANISH II – Grade 10 (1 credit)

In-depth grammatical concepts are explored in this continuation of Spanish 8. Reading and listening comprehension are emphasized. Cultural study is interjected regularly.

SPANISH III – Grade 11 (1 credit)***(Spanish 102 - Beginning Spanish II - 3 TC3 Credits)***

Conversational skills and pronunciation are refined at this level, as well as composition writing and reading comprehension techniques through the use of individual and group projects. Students need to maintain an 80% average for the fall semester to be eligible for 3 college credits (Spanish 102) for the spring semester. The Regional Regents Exam is taken in June. Passing this exam fulfills part of the requirements for the Advanced Regents Diploma.

ENGLISH**ENGLISH 9 – Grade 9 (1 credit)**

In this course, the curriculum continues to build upon the foundation of skills taught in seventh and eighth grade in order to prepare for the Regents exam in eleventh grade. In this course, students study a variety of rigorous texts, including short stories, classic novels, non-fiction articles, and a Shakespearean play.. During the course of the year, students will develop their writing skills in both literary analysis and research reporting, composing both process and on-demand pieces. By the end of the year, students should demonstrate mastery of the Next Generation Learning Standards for English Language Arts, with a special focus on developing strong claims and supporting them with text evidence.

ENGLISH 10 – Grade 10 (1 credit)

In this course, students will explore different forms of writing and genres of literature. Students in this course will engage in a variety of listening, speaking, and writing activities. Readings will include fiction and non-fiction pieces that align with the Next Generation Learning Standards. A research project is also a key component of the course in which students will learn the foundations of writing a well-researched paper following the Modern Language Association (MLA) guidelines. All activities and assignments are aligned with the Next Generation Learning Standards for English Language Arts and Literacy, and curriculum is focused on the Next Generation Learning Standards skills. This course provides the foundation for success on the Regents exam that students will take in their junior year.

ENGLISH 11 – Grade 11 (1 credit)

Through the use of varied texts, students will demonstrate proficiency and skill in reading, writing, speaking, and listening. Students are expected to reflect growth in the specific skills of comprehension, analysis, and synthesis. The curriculum focuses on each skill through the analysis of complex literary and informational texts in which students will support assertions with textual evidence. Students will apply these skills through various units that examine literary techniques for students to critically evaluate. The Next Generation Learning Standards are directly addressed through the implementation of the modules. Students will take the Regents exam in June.

ENGLISH 12 – Grade 12 (1 credit)

This is a writing intensive course designed to strengthen college-level composition skills, with particular attention to audience, purpose, and context for writing. Students receive background in strategies of planning, drafting, and revising through the writing process as they engage and respond to academic texts. Research is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, basic critical reading and thinking strategies are developed. Extra assistance with English writing skills (grammar, sentence structure, usage, and punctuation) will be provided.

COLLEGE ENGLISH 101 – Grade 12 (1/2 credit)***(ENGL 101 - Academic Writing II - 3 TC3 Credits)***

Students practice basic strategies of academic discourse: planning, drafting, revising, and editing expository essays in response to readings on significant issues. Students learn to summarize, paraphrase, quote, and document sources as they analyze, evaluate, and synthesize ideas. The course enables students to choose the appropriate rhetorical and stylistic approaches to respond effectively to writing assignments with clarity, coherence, and sound reasoning. ***Prerequisite: recommended 85% GPA in core subject areas (90% in English 11), 85% or higher on the English Regents, a recommendation from the 11th grade English teacher and English department chair, written permission from parents, and the timely and accurate completion of the request forms.***

COLLEGE ENGLISH 102 – Grade 12 (1/2 credit)***(ENGL 102 - Approaches to Literature - 3 TC3 Credits)***

Students explore the literary genres of drama, poetry, and short stories. Students become familiar with literary devices and basic terminology. Students analyze a piece of literature and write about it. Students deepen their understanding of themselves and their world. ***Prerequisite: English 101***

PUBLIC SPEAKING – Grades 10-12 (1/2 credit)***(ENGL 201 - Public Speaking- 3 TC3 Credits (Seniors Only)***

The most desired trait in any new employee in a Forbes 500 company is effective communication skills. This introduction to public speaking will give students the opportunity to improve essential communication skills dramatically. For the purpose of this class, “public speaking” will be defined as any kind of speaking in front of more than just one person, not just giving speeches. Students will learn to give informative and persuasive speeches, prepare a speech outline and participate appropriately in class discussions. The students will also learn the format for formal debate and have the opportunity to participate in both class and public debates. The class is filled with enjoyable activities that will ease the individual into a comfortable speaking environment. No one is “forced” to speak until they feel comfortable enough to participate. This allows the individual to succeed in a comfortable, yet productive speaking environment.

MATHEMATICS

PRE-ALGEBRA – Grade 9 (1 credit)

This is an introductory to the Next Gen Algebra I Regents course. It is designed for students to learn the fundamental concepts of Algebra. This course is centered around a problem-solving format. Coursework will include linear equations, inequalities, functions, systems of equations and inequalities and statistics. Students will take Algebra I at the completion of this course.

ALGEBRA I – (1 credit)

This course serves as the first course in the Regents or Advanced Regents program in mathematics. Algebra I will cover the content topics such as solving equations and inequalities, functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, and statistics (data analysis). See the NYS Next Gen Learning Standards for specific details.

GEOMETRY – (1 credit)

This is the second math course in the sequence to obtain an advanced regents diploma. Within this course, students will have the opportunity to make conjectures about geometric situations and prove it in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. See the NYS Next Gen Learning Standards for specific details.

ALGEBRA II – (1 credit)

This course is the capstone course of the three units required for advanced regents diploma. The regents sequence is Algebra I, Geometry, and Algebra II. This course will go in depth in the study of types of functions. Other topics covered include complex numbers, probability and statistics. See the NYS Next Gen Learning Standards for specific details.
Prerequisite - Students registering must have scored a 65 or above on the NYS Geometry regents.

COLLEGE ALGEBRA – Grades 11-12 (1/2 credit)

(MATH 120 - College Algebra - 4 TC3 College Credits)

This course covers fundamental algebra and trigonometry between elementary algebra and pre-calculus. Topics include polynomial and rational expressions; graphing; functions' first and second-degree equations; absolute value; transformations; complex numbers; right triangles; and functional trigonometry. Successful completion of the course will result in 3 college credits from TC3. **Prerequisite - Students registering must have scored a 70 or above on the NYS Algebra II regents.**

PRE-CALCULUS – Grades 11-12 (1/2 credit)

(MATH 138 - Precalculus Mathematics - 3 TC3 College Credits)

This course provides the algebraic foundation, from a function standpoint, for a standard calculus course. Topics include linear and quadratic functions; polynomial, exponential and

logarithmic functions, analytic geometry, trigonometry and vectors. Successful completion of the course will result in 3 college credits from TC3. **Prerequisite - Students registering must have scored a 65 or above in the College Algebra & Trig. course.**

CALCULUS – Grade 12 (1 credit)

(MATH 201 - Calculus I - 4 TC3 Credits)

This course develops an intuitive understanding of calculus, as well as an appreciation of its usefulness in solving certain problems. Formulas, principles, and operational techniques are presented, explained and then applied. Basic differentiation and integrations will be covered in this course, along with additional topics if time permits. Successful completion of the course will result in 4 college credits from TC3. **Prerequisite - Students registering must have scored a 65 or above in the Pre-calculus course.**

SCIENCE

BIOLOGY – Grade 9 (1 credit)

This course is a problem-solving, laboratory-oriented study of life on earth. The basic curriculum content and skills are based on the *NYS P-12 Science Learning Standards for Life Science: Biology*. Topics include scientific inquiry, characteristics of life, biochemistry, cells, evolution, genetics, ecology, and human anatomy. Students must complete a minimum of 1200 minutes of laboratory experience to be eligible to take the NYS Living Environment Regents exam at the completion of the course.

EARTH and SPACE SCIENCE (PHYSICAL SETTING) – Grade 10 (1 credit)

This course is a problem-solving, laboratory-oriented study of the earth and its physical characteristics and forces. The curriculum content and skills for this class are based on the *NYS P-12 Science Learning Standards for Physical Setting: Earth & Space Science*. Topics include geology, oceanography, meteorology, environmental science, and astronomy. Students must complete a minimum of 1200 minutes of laboratory experience and take a NYS Regents exam at the completion of the course. This class fulfills the requirement for physical science.

CHEMISTRY – Grades 11-12 (1 credit)

(CHEM 101 & 102 - Principles of Chemistry - 4-8 TC3 Credits)

This course is a problem-solving, laboratory-oriented study of interactions of elements in the physical world. The basic curriculum content and skills for this class are based on the *NYS P-12 Science Learning Standards for Physical Science: Chemistry*. Additions to the curriculum allow the course to also be consistent with an introductory college-level chemistry class. Students taking this class will complete a minimum of 1200 minutes of laboratory experience and take the NYS Physical Setting Chemistry Regents exam at the completion of the course. There is also the option to earn up to 8 college credits through the concurrent enrollment program with TC3 (4 credits each semester). **Prerequisite: Success in Geometry and 75 or above on the Living Environment and Earth Science Regents.**

INTRO TO AGRICULTURE, FOOD AND NATURAL RESOURCES – Grades 9-12 (1 credit)
(ANSC 150- Introduction to Ag Business and Dairy Cattle Management- 3 SUNY Cobleskill Credits)

Introduction to Agriculture, Food, and Natural Resources introduces students to the range of agricultural opportunities and the pathways of study. Science, mathematics, reading, and writing components are woven in the context of agriculture. Students will develop practical skills related to the science of agriculture, food and natural resources, and explore local and global applications of their developing knowledge.

SOCIAL STUDIES

GLOBAL HISTORY AND GEOGRAPHY I – Grade 9 (1 credit)

This course examines world history in a chronological format from early humans and the development of the first civilizations and cultures up to the scientific and philosophical changes preceding the American, French, and Latin American Revolutions of the late 1700s and early 1800s. Students will identify and analyze the impacts of geography, religion, philosophy, economics, politics, war, and culture on the world's civilizations. Assessments will vary from multiple choice exams, debates, projects, essays, and document analysis. Current events will be brought into class either to connect to historic circumstances or because of their relevance to the lives of students today.

GLOBAL HISTORY AND GEOGRAPHY II – Grade 10 (1 credit)

This course also examines world history in a chronological format from the decline of absolutism, starting with the French Revolution, to contemporary times and issues. There is an emphasis on the political, economic, and social developments of cultures and nation states. Intercultural comparisons and contemporary issues are discussed. Learning units involve extensive use and interpretation of primary source documents, enduring issue essays, and projects. Assessments include projects, quizzes, enduring issue essays, cooperative learning exercises, discussions, rubrics, and unit exams. Students will take the NYS Regents exam at the conclusion of this course.

UNITED STATES HISTORY AND GOVERNMENT – Grade 11 (1 credit)

The course in American History deals with the early settlement of the thirteen colonies to the present time. Current events and a comparative study of historical events are an important part of this course. Other topics include government operations, the constitution, presidential administrations, foreign and public policy, and cultural diversity. A considerable amount of time is spent on government, which includes the U.S. Constitution and related material. Study includes all of the administrations of George Washington, Thomas Jefferson, Andrew Jackson, Abraham Lincoln, Grover Cleveland, Teddy Roosevelt, Lyndon Johnson, Richard Nixon, Jimmy Carter, and Ronald Reagan. Students will take the NYS Regents exam at the conclusion of this course

ECONOMICS – Grade 12 (1/2 credit)

This course builds on economic concepts that have been introduced in earlier social studies courses, and it integrates these ideas to provide an in-depth study of our market economy and a practical application of economics for programs on corporate simulations and stock

investment activities. Students will explore and offer answers to economic questions that challenge societies around the world. The goal of the course is to “provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society.”

PARTICIPATION IN GOVERNMENT – Grade 12 (1/2 credit)

This course will help students become effective participants in government. Students will study/review the U.S. Constitution, state and local government including branches of government and duties, public policy, and citizenship. Throughout the course, pertinent political and social issues are discussed, which encourages students to be critical thinkers, able to analyze the issues upon which they may someday need to make decisions. Students complete written assignments on various issues, take field trips and host guest speakers.

WORLD HISTORY – Grade 10 (1/2 credit)

(HSTY111 - World History Since 1500 - 3 TC3 Credits)

This course covers the major developments in world civilizations since 1500 using a chronological and regional approach. Students will study social, political, religious, and economic changes that have created the complex modern world we live in. Unlike the somewhat Eurocentric approach of 10th grade Global History & Geography starting in 1750, more specific focus will be given to the Caribbean Basin, South America, Africa, the Middle East, Asia, and Australasia starting in 1500. Participation in this course will entail extensive reading of both primary and secondary sources, engagement and participation in discussion and debate both in-class and online, as well as frequent writing of essays and papers incorporating appropriate source materials. **Prerequisite: 90 or above in Global 9 as well as an 85 or above in English 9.**

AMERICAN HISTORY to 1877 - Grade 11

(HSTY201 - American History to 1877 - 3 TC3 Credits)

This course is the first of two and will be surveying the roots of Native American people in the Americas through the Reconstruction period. There will be a strong emphasis on social history throughout the course. Selected issues emphasized include the impact of European intervention on Native American civilizations, the development of the American republic, westward expansion, immigration, economic and religious ideals, the institution of slavery, sectionalism, early social reform movements including women's rights and abolition, and the war between the states.

AMERICAN HISTORY Since 1877 - Grade 11

(HSTY202 - American History Since 1877 - 3 TC3 Credits)

This course is the second of two and will focus on the issues that have faced the American people since the Reconstruction period to the modern day. There will be a strong emphasis on social history throughout the course. Selected issues include the effects of industrialization, social, economic and political reform, imperialism, immigration, urbanization, populism, progressivism, the transformation from isolationism to a position of world power, the New Deal, World War I, World War II, the Cold War, revival of feminism and racism

Groton High School

GENERAL PROGRAMMING Concurrent Enrollment Offerings

D E P T	GHS COURSE NAME	COLLEGE COURSE NAME	TC3 COLLEGE CREDITS	TEACHER
E N C O R E	ECHS Program/Business	College Success Seminar (ACAD 150)	(3 Credits)	Carr
	Drawing & Painting	Painting I (ART 115)	(3 Credits)	Novack
	3D Sculpture	Ceramics (ART 130)	(3 Credits)	Novack
	Business Math or CFM	Personal Money Management (BUAD 109)	(3 Credits)	Holl
	CCP	College Success Seminar (ACAD 150)	(3 Credits)	Holl
E L A	College English	Academic Writing II (ENGL 101) Approaches to Literature (ENGL 102)	(3 Credits) (3 Credits)	Mrs. LeVick
	Public Speaking	Public Speaking (ENGL 201)	(3 Credits)	Mr. LeVick
L O T T E	French III	Beginning French II (FREN 102)	(3 Credits)	Twitchell
	College French	Intermediate French I (FREN 201) Intermediate French II (FREN 202)	(3 Credits) (3 Credits)	Twitchell
	Spanish III	Beginning Spanish (SPAN 102)	(3 Credits)	Brady
M A T H	Pre-Calculus	College Algebra & Trig. (MATH 120) Pre-Calculus Mathematics (MATH 138)	(4 Credits) (4 Credits)	Amos
	Calculus	Calculus (MATH 201)	(4 Credits)	Amos
S O C · S T.	Government	American State & Local Gov. (POSC 103)	(3 Credits)	Montreuil
	Economics	Introduction to Economics (ECON 101)	(3 Credits)	Montreuil
	World History	World History Since 1500 (HYST 117)	(3 Credits)	Montreuil
	US History & Government	American History To 1877 (HYST 201) American History Since 1877 (HYST 202)	(3 Credits) (3 Credits)	Crans
S C I.	Chemistry	Principles of Chemistry I (CHEM 101) Principles of Chemistry II (CHEM 102)	(4 Credits) (4 Credits)	Likel
TOTAL COLLEGE CREDITS OFFERED - GENERAL ED			74	

STEAM PROGRAMMING
Concurrent Enrollment Offerings

D E P T	GHS COURSE NAME	COLLEGE COURSE NAME	TC3 COLLEGE CREDITS	TEACHER
A L L	College & Career Prep (CCP)	Introduction to the College Experience (ACAD 100)	(1 Credit)	Holl
C O M M	Comm & Media Art - New Media Journalism	Mass Media (COMM101)	(3 Credits)	Mr. LeVick
	Comm & Media Art - Digital Media	Intro to Digital Video (COMM115)	(3 Credits)	Mr. LeVick
	Comm & Media Art - Intro to Graphic Design	Design 1 for Electronic Media (ART117)	(3 Credits)	Novack
A G	Ag - Natural Resources & Ecology	Intro. to Environmental Science (ENVS101)	(3 Credits)	Mahany
	Ag - Food Sys	Introduction to Food Systems (ENVS110)	(3 Credits)	Mahany
	Ag - Animal Sci	Animal Science (ANSC100) Morrisville	(3 Credits)	Mahany
	STEAM-AG Plant Science	Botany (BIOL 119)	(3 Credits)	Mahany
H E A L T H	Biology	General Biology I (BIOL104)	(4 Credits)	Likel
	Biology	General Biology II (BIOL105)	(4 Credits)	Likel
	Medical Terminology	Medical Terminology (HLTH104)	(3 Credits)	Likel
	Anatomy & Physiology	Principles of Anatomy & Physiology (BIOL131)	(4 Credits)	Likel
	Anatomy & Physiology	Principles of Anatomy & Physiology (BIOL132)	(4 Credits)	Likel
	First Aid & Safety Education	First Aid & Safety (HLTH205)	(3 Credits)	Likel
TOTAL COLLEGE CREDITS OFFERED - STEAM PROGRAMMING			58	
TOTAL COLLEGE CREDITS OFFERED - OVERALL			132	

Via TC3 or SUNY Morrisville

Yellow = classes ECHS students have to take and can earn their 24 credits needed for the grant

	Courses Approved but not currently offered by listed Instructor			
	Business Math or CFM	Personal Money Management (BUAD109)	(3 Credits)	Holl
	Entrepreneurship	Entrepreneurship (BUAD103)	(3 Credits)	Holl
	Intro to Astronomy	Introduction to Astronomy (ASTR101)	(3 Credits)	Likel
	Meteorology	Introduction to Meteorology (METR101)	(3 Credits)	Likel
	Course/Teachers for Future Approval			
	Sociology	Introduction to Sociology (SOCI101)	(3 Credits)	Mr. Crans
	Photojournalism	Intro to Photojournalism (ART106)	(3 Credits)	Novack

STEAM PROGRAMS

BUILDING TRADES

RESIDENTIAL & COMMERCIAL CONSTRUCTION

This course provides learning opportunities in construction and building design, performance, and sustainability. The course standards focus on the manner in which residential and commercial structures are designed and built, as well as instruction in the way in which these structures are built. Students will be able to demonstrate the ability to apply the appropriate mathematical calculations used in construction trades, and interpret and apply information from technical drawings, schedules, and specifications used. Students will demonstrate an understanding of foundation layout techniques, techniques for the construction of a single-family residence, and understand, integrate, and employ sustainable construction practices in the building trades. Specific careers in this field may include plumber, electrician, building inspector, estimator, and carpenter.

FINISH CARPENTRY

This course will provide learning opportunities for students interested in preparing for careers in cabinet construction, millwork, finish carpentry, and furniture making for both production and custom products. Students will demonstrate competence in planning, design, layout, and technical drawing interpretation for practical use in cabinetmaking and mill workshops. In addition, they will understand and have competence in various construction processes in the cabinet making, furniture-making, and millworking industries, from estimating cost of project, to layout, to installation, and final billing. Standards included in the course are designed to prepare students for technical training, postsecondary education, and entry to a career. Specific careers in this field may include cabinet maker, cabinet installer, woodworking machine operation, custom millwork, project

estimator, and drafter.

MECHANICAL SYSTEMS INSTALLATIONS & REPAIR

This course will provide students with competencies fundamental for preparing for employment or advanced training in heating, plumbing ventilation, & air conditioning (HVAC). Students will be able to demonstrate understanding of the methods and devices used to improve air quality and comfort. They will have an understanding of the basic components and concepts of heating, air-conditioning, and refrigeration, as well as skills needed to troubleshoot such systems. Finally, students will demonstrate a practical knowledge of basic electricity necessary to service HVAC systems, including having a practical knowledge of solid state electronics. Specific careers in this field may include HVAC Installation and Maintenance Specialist, skills necessary for technical factory work, Mechanical Engineer/Technician, and Mechanical Construction Field Manager.

COMMUNICATIONS & MEDIA ARTS

3 High School Credits per year (including 1 ELA credit with New Media Journalism)

DIGITAL VIDEO

(COMM 115 - Introduction to Digital Video - 3 TC3 Credits)

In this course, students will be introduced to the field of public relations through the medium of digital media. Students will participate in a variety of activities that introduces them to the basic elements of digital media and the social atmosphere of both high school and community events. The students will be able to produce and showcase their digital media. Along with organizing, planning, and coordinating with various school and community organizations, students will learn the importance of camera placement and operations, including a basic understanding of light levels, the use and characteristics of the various video and audio recording media, elements of effective visual composition, and editing techniques. Students will write and become the directors and will produce and direct. The students will then use the STEAM space to discover digital filming and editing with an introduction to programs such as Davinci Resolve and Audacity. Students will film, direct, and edit their own productions and present in online digital platforms where they might gain interest from authentic audiences.

GRAPHIC DESIGN

***(ART 117 - Design I for Electronic Media - 3 TC3 Credits)**

In this course students will gain an understanding of and practical application of Adobe focusing heavily on Illustrator and Photoshop. Students will be introduced to elements of design, spatial relationships, typography and imagery as they apply to practical visual solutions for self-promotion, logo design, and sequential systems. This course instructs the student in graphic design skills employing traditional and digital tools, materials and procedures employed in the communication arts industry. Graphicacy will be embedded (the ability to understand and present information in the form of sketches, photographs, diagrams, maps, plans, charts, graphs and other non-textual, two-dimensional formats). The focus will be on finding creative visual solutions to communication problems using technical skills.

NEW MEDIA JOURNALISM - 1 ELA Credit

(COMM 101 - Mass Media - 3 TC3 Credits)

Students examine the historical importance of basic principles of print, online, and broadcasting journalism while comparing the differences between hard, soft, and opinion news. Similarly, the students practice investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles in a variety of mediums. Students conduct interviews, research, and write and design their own publications. Units of study include learning about the history of an independent press and its development within a free society, including how new technologies have affected how news is disseminated; Ethics and the Law; Interviewing and Research Skills; Story structure; Differences between Hard, Soft, and Opinion News;

Multimedia and Web Essentials; and, Introduction to Broadcasting. The students use programs such as WeVideo, DAW, and Soundtrap to design projects and share media.

PHOTOJOURNALISM -

(ART 106 - Introduction to Photojournalism-- 3 TC3 Credits)

Students examine the crucial roles that image and objects play in shaping our society, including art, photography and electronic media. The course Examine the Digital Workflow as students explore digital camera and photography as they master the workflow of Adobe, as well as photojournalism concerns, such as people, pictures, action photography.

Participants will also examine writing effective captions with copywriting, editing, and layout while looking at contemporary approaches to Photojournalism while becoming technically proficient with the operation of digital cameras.

AGRICULTURE

3 High School Credits per year (including 1 science credit)

ANIMAL SCIENCE

(ANSC 100 - Animal Science & Industry - 3 SUNY Morrisville Credits)

This course will introduce students to the breadth and scope of animal agriculture in North America with emphasis on food producing animals. Students will learn the science behind the selection, nutrition, reproduction and management of livestock and poultry. Other topics taught include animal anatomy and physiology, animal diseases and animal research. During the course students will gain hands-on experience with animal husbandry.

FOOD SYSTEMS

(ENVS 110 - Food Systems Seminar I: Intro to the U.S. Food System - 3 TC3 Credits)

This course will introduce students to the food system concept, and explore the sustainability of the U.S. food system. Topics covered will include: the history of U.S. food and agriculture; production agriculture; sustainable agriculture; food processing, distribution, and waste; environmental impacts of food systems; food and health; and food security. Students will learn how to make yogurt, cheese, and other food products and fermentations.

NATURAL RESOURCES & ECOLOGY

(ENVS 101- Introduction to Environmental Science - 3 TC3 Credits)

This course explores the biological, evolutionary and ecological principles and processes behind natural resource management. Students will learn about forestry, aquatic ecology, wildlife biology, climate change, the maintenance of biodiversity and the human and environmental dynamics of these topics. The class will have global scope but local focus.

PLANT SCIENCE

(BIOL 119 - Botany - 3 TC3 Credits)

This course provides an introduction to plant biology including the structure, function, physiology and development, genetics and evolution, and ecology of plants. Students will also learn about the science of plant care, be exposed to various plant propagation and

production systems and will learn about the relationship between plants and human welfare.

HEALTH SCIENCES 1

PRINCIPLES OF HUMAN ANATOMY & PHYSIOLOGY I

(BIOL 131 - Principles of Anatomy and Physiology I - 4 TC3 Credits)

This course will introduce students to the basic organization of the human body, basic biochemistry involved in physiological interactions, basics of tissue organization, and histology. In addition, the course surveys the integumentary, skeletal, muscular and nervous systems of the human body.

HEALTH SCIENCES 2

PRINCIPLES OF HUMAN ANATOMY & PHYSIOLOGY II

(BIOL 132 - Principles of Anatomy and Physiology II - 4 TC3 Credits)

This course will cover topics including the endocrine, cardiovascular, lymphatic, respiratory, digestive, and urogenital systems.

FIRST AID AND SAFETY EDUCATION

(HLTH 205 - First Aid and Safety Education - 3 TC3 Credits)

This is a study of the typical injuries, illnesses, and emergency situations received in the workplace, recreation, home and community, as well as the corresponding first aid skills needed to manage those emergencies until Emergency Medical Services (EMS) personnel arrive. This course emphasizes ways to prevent such scenarios and helps students confront their fears of stepping forward to provide assistance. The corresponding American Red Cross certificate(s) in CPR and First Aid are awarded for additional fee upon satisfactory completion of the requirements.

HEALTH SCIENCES 3

GENERAL BIOLOGY I

(BIOL 104 - General Biology I - 4 TC3 Credits)

This is one of two semesters of an introductory level biology sequence designed for students who plan to transfer to an upper level program in science, environmental science, medicine, or a science-related field. Students who are interested in a rigorous study of biology may also enroll. Topics include basic chemistry and biochemistry, cell morphology, physiology and energetics; and classical and molecular genetics. Laboratories are strongly quantitative. Substantial outside preparation for lectures and laboratories is required.

HEALTH SCIENCES 4

GENERAL BIOLOGY II

(BIOL 105 - General Biology II - 4 TC3 Credits)

This course is intended for students who plan to transfer to an upper-level program in science, environmental science, medicine, or a science-related field. Students who have a strong interest in a rigorous study of biology may also enroll. Topics include evolution, biodiversity, botany, and ecology. Substantial outside preparation for lectures and laboratories is required.

MEDICAL TERMINOLOGY

(NURS/HLTH 104 - Medical Terminology - 3 TC3 Credits)

Using a body systems approach, students enrich their understanding of basic medical terminology by learning to break words into functional parts based on their Greek and Latin meanings. Topics include anatomical terms, all major body systems, and pathology terminology.

NEW VISIONS PROGRAMS

TST BOCES Career and Tech Center (607) 257-1551

New Visions is a full year program that offers seniors a non-traditional challenging senior year. Accepted students attend this full-day program (10:00am – 2:00pm daily) off-site at Cornell University or Cayuga Medical Center. Students are expected to be professional, courteous and to strictly adhere to the guidelines set by their teachers and mentors. Seniors receive high school credit for English 12 Honors, Government and Economics, as well as two electives, for a total of four credits towards graduation.

Acceptance into a New Visions Program is very competitive. The selection process is based on grades, recommendations, an interview and an essay, among other criteria. These programs are taught at the honors level, provide Concurrent Enrollment credit through Tompkins Cortland CC for the core academic program, and are personally and academically challenging. Students who enroll in the New Visions Programs intend to pursue a competitive college or university upon graduation.

For more information on the New Visions Programs, visit <http://tstboces.org/newvisions>

NEW VISIONS: HEALTH AND MEDICAL SCIENCES

This program meets daily at the Cayuga Medical Center in Ithaca and allows high school seniors to explore a wide range of health professions through direct involvement with medical staff and patients. Tompkins Cortland CC *College Now* Anatomy and Physiology, are key health science modules integrated throughout the New Visions curriculum. Additionally, students learn the relevance of Government, Economics and English to this profession and return to class with real-life questions, dilemmas and a greater understanding of the role each student wants to fulfill as a future medical professional. The class work is demanding, but extremely rewarding. **This course offers Concurrent Enrollment credit through Tompkins Cortland CC.**

NEW VISIONS: LIFE SCIENCES

This program meets daily at the Guterman Lab at Cornell University, and it allows high school seniors to explore veterinary medicine and/or applied scientific research in agriculture, food, and natural resources. Students will explore numerous career opportunities in the science of agriculture, food and natural resources. Experiences include: horticulture, veterinary medicine, forestry, land and water conservation, outdoor education, agricultural business and fishery-wildlife management, biological engineering, and policy. The course is designed to attract students who are interested in sustainability, food security, animals, plants, lakes, rivers and streams, who like science and inquiry, and who are not afraid of working hard, both independently and with others, including professionals. Students will be exposed to a wide variety of experiences varying from field trips, guest speakers, job shadowing and career internships at Cornell University and within the community. **This course offers Concurrent Enrollment credit through Tompkins Cortland CC.**

NEW VISIONS: ENGINEERING

This innovative and exciting course is located in Thurston Hall, allowing students a commanding view of the Cornell University Engineering Quad and the campus beyond. The curriculum is designed for high-achieving high school seniors who are interested in pursuing further education and a career in Engineering. To that end, students are actively engaged in engineering design challenges throughout the year that touch on every major branch of engineering, from mechanical and electrical, to genetic and chemical. Students will also be able to tour a wide variety of labs on campus, participate in field trips to engineering-related sites, work in an NSF funded lab called PARADIM that focuses on making new materials, and interact with professors and graduate students. The course includes a Concurrent Enrollment engineering track physics course, Honors English 12, Honors Participation in Government and Economics, and Engineer Your World, a program developed by University of Texas at Austin that includes college credit through that institution. Students should be prepared for rigorous and rewarding work. **This course offers Concurrent Enrollment credit through Tompkins Cortland CC.**

CAREER AND TECH PROGRAMS
Career and Tech Center (607) 257-1551
Director: Ms. Cindy Walter
Principal: **TBD**

In order to be considered for a Career and Tech Program at TST BOCES students must meet the following criteria:

- 1. Students must be on track creditwise to graduate on time with their cohort.**
- 2. Students must have a good behavior record.**
- 3. Students must have a good attendance record.**
- 4. Students should be planning on entering the workforce upon graduation.**
- 5. The program must align with the students' career goals.**

The building principal will review all applications and make a final decision based on the criteria outlined above.

Career and Tech Programs instruct students in a variety of technical areas, preparing them for entering the workforce with a marketable skill and for continuing on to higher education. Classes are conducted at the Career and Tech Center on Warren Road in Ithaca. These programs are taught for a minimum of 2 hours during the AM or PM session each day, and all courses provide an internship experience over the course of their completed curriculum. Bus transportation is provided daily to and from the Career and Tech Center. Students continue their major academic subjects in the remaining three or four periods at the home school district. Courses may yield three or four credits, depending on individual students' situations. Most Career and Tech courses offer integrated math and science credit, and some classes offer Concurrent Enrollment college credit through Tompkins Cortland CC (which is listed in the course descriptions.) All Career and Tech Programs have at least one articulation agreement with colleges that have a related program.

For more information on Career and Tech Programs, visit <http://tstboces.org/cte>

AUTO BODY

1st Year – PM Session / 2nd Year – AM Session

Course Description: This program focuses on collision repair skills for national certification. Practical experience is acquired by working on customers' cars. Students learn the use of hand, power and special auto body tools and equipment. Topic areas include: collision and auto body repair, auto refinishing and replacement of parts and sections of panels. Welding skills are emphasized. In addition, opportunities are available to create customized paint graphics, airbrushing, and restoration work on high performance and show quality vehicles.

Integrated Academic Credits Available: 1 credit of Math and 1 credit of Science over the course of the two year curriculum.

Required Materials: Students will need to purchase work boots, work clothes, and safety glasses for this course – estimated cost is \$50.00.

Can Lead To: Students may pursue entry-level work as a body shop assistant, painter, sander, polisher or pursue self-employment as a shop owner. Two-year college or technical degree in Auto Body Technology can lead to: collision service worker, welder, insurance adjuster, parts manager or automobile painter.

AUTO TECHNOLOGY

1st Year – PM Session / 2nd Year – AM Session

Course Description: This is a nationally certified automotive program (NATEF). Students learn to repair foreign and domestic cars and light trucks using the latest techniques and computerized diagnostic equipment. Successful graduates are eligible to take the certification examinations offered by Automotive Service Excellence (ASE) and the New York State Department of Motor Vehicles Inspector License Examination. Throughout the two-year program, students gain daily practical experience working on vehicles donated by major auto manufacturers and/or customers' cars. Students who qualify may be eligible for an internship experience at local repair facilities.

Integrated Academic Credits Available: 1 credit of Math and 1 credit of Science over the course of the two year curriculum.

Required Materials: Students will need to purchase work boots, work clothes, and safety glasses for this course – estimated cost is \$100.00.

Can Lead To: Students may be eligible for entry-level employment in a new or used car dealership, independent auto business, or auto parts sales industry. Post-secondary opportunities include a two- or four-year degree in Auto Technology or specialized training at technical schools.

COSMETOLOGY

1st Year – PM Session / 2nd Year – AM Session

Course Description: The Cosmetology program provides training in hair, skin and nail analysis. Product knowledge and technical application and procedures are taught in the areas of styling, shaping, coloring, hair restructuring, and massage. This program offers students the unique opportunity to develop and practice their skills during a regular weekly clinic where the public is invited to make appointments for beauty services. This program prepares students for careers in Cosmetology. Satisfactory completion of the program and its 1,000 hours of instruction are required for a student to be eligible to take the NYS licensing exams, which will make students eligible to receive a temporary license.

Integrated Academic Credits Available: 1 credit of Math and 1 credit of Science over the course of the two year curriculum.

Required Materials: First year students will need to purchase a kit that includes: mannequin, smock, and hair supplies – total cost of the kit is \$190.00. Second year students must buy a senior kit – total cost is \$90.00. Close toe shoes are required footwear for this course. Fundraising opportunities are available for students to offset required materials for this course.

Can Lead To: Students who have completed the course requirements and who have passed the NYS Licensing test may become a hairstylist, color and nail technician, salon owner or manager. Many students pursue post-secondary education in the areas of business or entrepreneurial studies.

CULINARY ART

1st Year – PM Session / 2nd Year – AM Session

Course Description: In the first year, students will learn the fundamentals of safety and sanitation, equipment operation, as well as how to prepare both short order and quantity cooking. Breads, pastries, entrees, and soups are included in menus selected and prepared by students. There is a great deal of emphasis on building social skills, working as team members, following directions, and exhibiting positive work attitudes. Second-year students are responsible for the complete operation of the *Horizon Café*, the on-campus restaurant. In addition, students will manage on-campus catering services, create baked goods for the Snack Shack, and design cakes for sales to students and staff. Capable students may also do internships in culinary arts-related businesses. Students in both years of the program will participate in college visitations and learn techniques from guest chefs. All students exit the program with an updated resume, which includes practical work experience through the Horizon Café. **This course offers Concurrent Enrollment credit through Tompkins Cortland CC, along with the potential to earn an industry certification in Serve Safe.**

Integrated Academic Credits Available: 1 credit of Math and 1 credit of Science over the course of the two year curriculum.

Required Materials: Students will need to purchase a Culinary Arts uniform for this course – estimated cost is \$50.00.

Can Lead To: This course prepares students for entry-level positions in the hospitality industry. Students may pursue a two- or four-year college degree program in hospitality/restaurant management, culinary arts, pastry chef or related field.

EARLY CHILDHOOD

1st Year – PM Session / 2nd Year – AM Session

Course Description: Early Childhood education assists students who are interested in understanding the physical, social/emotional and intellectual development of children. Students learn about the characteristics and behavioral needs of three- and four-year-olds and learn how to care for them in a preschool setting three days a week. First-year students will design and implement lesson plans with the preschool students. Second-year students will gain hands-on experience through internships at local preschools, childcare centers and elementary schools. Good communication skills, both written and oral, are critical to success in this program, along with a genuine interest in working with children. **This course offers Concurrent Enrollment credit through Tompkins Cortland CC, along with Red Cross First Aid and CPR Certification.**

Integrated Academic Credits Available: Not applicable for this course. Students can enroll in Personal Money Management or Science if these credits are needed towards graduation.

Required Materials: Students must purchase a 3 ring binder and a 3x5 Recipe Box for this course – estimated cost is \$10.00.

Can Lead To: Students may pursue a two- or four-year college for Early Childhood and/or Elementary Education. This course also provides entry-level skills to work as a nanny, preschool teacher aide, or day care provider. There is strong employment opportunity in the area.

HEAVY EQUIPMENT

1st Year – PM Session / 2nd Year – AM Session

Course Description: This program is designed to meet the growing demand for technicians and operators in the transportation, construction and agricultural fields. The course provides training in the diagnosis and repair of heavy equipment, farm machinery and heavy duty trucks. Students learn the principles of the diesel engine, drive train, brakes, suspension and steering, electrical systems, hydraulics, welding, and preventive maintenance. Students receive classroom instruction that they will apply to hands-on lab work in the shop or outdoors. Specialty areas include maintenance and heavy equipment operation of tractors and diesel engines. Students who are interested in operating and maintaining equipment, landscaping and conservation should join this course. Select students have the opportunity to job-shadow and intern with professionals in the area.

Integrated Academic Credits Available: Not applicable for this course. Students can enroll in Personal Money Management or Science if these credits are needed towards graduation.

Required Materials: Students will need to purchase work boots, work clothes, and safety glasses for this course – estimated cost is \$100.00.

Can Lead To: This course prepares students for entry-level employment positions, such as: heavy equipment technician, truck technician, or equipment operator. Many students pursue a two- or four-year college to further their education in the heavy equipment and/or diesel technician field.

NURSE ASSISTING & HEALTH OCCUPATIONS

1st Year – PM Session / 2nd Year – AM Session

Course Description: For students interested in the healthcare field as a supportive caregiver, these classes offer training for patient care in nursing homes, hospitals, and private homes. Students will participate in a supervised clinical experience to provide textbook learning and practical application. Students perform personal care procedures such as: bathing, dressing and feeding patients, and assisting them with mobility using crutches, canes, walkers and wheelchairs. In addition, they learn how to take vital signs and perform First Aid and CPR. All students must complete a physical exam and be updated on their immunizations to enroll in this program, and they must purchase uniforms, white shoes, and a watch. *At the end of the two-year curriculum, students can take the NYS certification exam to be a licensed certified nursing assistant, plus attain a home health aide and phlebotomy certification.* **This course offers Concurrent Enrollment credit through Tompkins Cortland CC, along with Red Cross First Aid and CPR Certification.**

Integrated Academic Credits Available: 1 credit of Math, 1 credit of Science and ½ credit of Health over the course of the two year curriculum.

Required Materials: Students will need to purchase scrubs, shoes, and a watch for this course – estimated cost is \$50.00. Students must have required immunizations, including a flu vaccine and two PPD inoculations, in order to participate in the mandatory clinical rotations.

Can Lead To: This program prepares students for entry into the workforce. Many students pursue nursing or other health care-related majors at many two and/or four year colleges.

WELDING

1st Year – PM Session / 2nd Year – AM Session

Course Description: Students will learn to manipulate metal using a variety of welding techniques including: welding and cutting, MIG, TIG, arc welding, and plasma cutting. Students will practice these methods on a variety of materials, and utilize the CNC Plasma Machine in order to design patterns for signs, etc. Once the techniques have been mastered, students will apply the skills to complete jobs ordered from community members, create projects of their own, or perform metal sculpture.

Integrated Academic Credits Available: 1 credit of Math and 1 credit of Science over the course of the two year curriculum.

Required Materials: Students will need to purchase work boots, work clothes, and safety glasses for this course – estimated cost is \$100.00.

Can Lead To: Students may either pursue a one-year certification program, a two or four year degree in welding technology, or seek immediate employment in the welding field. With experience and further training, a student may become a new age blacksmith, metal sculptor, underwater welder or pipe welder. Possible employers include: bridge builders, machine tool shops, shipyards, military, aerospace industry, or fabricating/repair shops.

In addition, the Career and Tech Center offers classes in Physical Education, Math and Science for those students who need to complete additional graduation requirements. A course description is listed below for each of these courses.

Integrated math and science:

PERSONAL MONEY MANAGEMENT

Offered during 1st year or 2nd year of CTE Program

Course Description: Personal Money Management is designed to develop a thorough understanding and mastery of the arithmetic processes involved in financial literacy in order to help students plan and manage personal finances by making educated decisions about money. Students will examine current world economic conditions focusing on how these can impact their personal economic situations and learn how to apply mathematical principles to financial matters. Topics include: percents, budgeting, earning income and paying taxes, simple and compound interest, credit cards and installment buying, home ownership, banking transactions, and other financial topics. **This course offers Concurrent Enrollment credit through Tompkins Cortland CC.**

Note: This course satisfies one (1) credit of Math towards graduation.

SCIENCE

Offered during 1st year or 2nd year of CTE Program

Course Description: This course provides students with authentic science that correlates with their Career and Tech Program. The class is designed to reinforce and extend understanding of physical science and the scientific process by associating science and math principles and concepts with relevant applications of scientific investigation. The investigations explored are specifically related to the different technical fields offered through Career and Technical Education, with an additional focus on Physics, Chemistry, Biology and Physical Science.

Note: This course satisfies one (1) credit of Physical Science towards graduation.

WORLD OF WORK PROGRAMS
Career and Tech Center (607) 257-1551

The World of Work classes assist high school students with a variety of instructional needs. Classes promote self-esteem and positive socialization, as well as cognitive and motor skills development through a progressive curriculum. The classes integrate students into the most appropriate and least restrictive Career and Tech setting, offering instruction in both generic and job specific skills, which are important for competitive employment and independent living.

For more information on World of Work Programs, visit <http://tstboces.org/cte>

CAREER EXPLORATION PROGRAM (Grades 11 & 12)

The Career Exploration Program provides students with the opportunity to explore realistic career options available in our community. Generally, students who enroll in this program are nearing completion of their high school career, and this is typically the capstone course leading to entry-level work. Students will have the opportunity to participate in three non-paid internship experiences during the school year. These work experiences are based on the student's interests and abilities. Transportation is provided to and from the work site, and students are closely supervised by the teaching staff. Students work directly with a job-site mentor (an employee), learning general and technical job skills in the field. They receive a written work evaluation at the end of the rotating internship. During the theory part of the class, individual progress is closely monitored and instruction is given in job-related areas.

FOOD SERVICES (Grades 11 – 12)

The Food Services Program is designed to introduce students to the multifaceted world of work. The curriculum develops a foundation of skills necessary to become an entry-level food service employee. A balance of theory and kitchen skills gives students real world experience. Students work in groups to learn to properly use culinary tools and equipment, and they are encouraged to develop and use their creativity in the selection and presentation of their recipe execution. Additional learning in retail sales reinforces student's interpersonal and job skills, and they explore related food service occupations. This class involves all participants to use their literacy, math and science skills as it relates to the culinary field.

OUTDOOR RECREATION SERVICES (Grades 11 – 12)

Students in the Outdoor Recreation Services Program are exposed to a wide range of job skills and employability learning. The curriculum has a heavy emphasis on the repair and maintenance of small engine power equipment, including: ATV's, lawn mowers and chainsaws. Students will also be working with aspects of traditional Agriculture Mechanics, such as: MIG Welding, basic framing, plumbing, wiring, and tractor operation and maintenance. Students will work on employability training skills, including: attendance, punctuality, hygiene, organization and efficiency, building confidence, taking responsibility and showing respect. The goal is to create a personal skill set for each student to help them maintain employment upon graduation.

OTHER COURSES

ACADEMIC INTERVENTION SERVICES (AIS)

The district is required to provide academic intervention services to students who score below the State designated performance level on state assessments and/or who are at risk of not achieving the State learning standards.

Academic Intervention Services (AIS) are designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. The service components include: additional instruction that supplements the general education curriculum (regular classroom instruction) and /or student support services needed to address barriers to improved academic performance.

Our school district provides various forms of services for students which could include counseling, school guidance, study skills, improved attendance and other such intervention support services. However, the most critical component of our district plan will provide additional support in the form of subject-matter extension labs, additional support in the core subjects of reading, math, social studies, and science during the school day. We also have the option of providing AIS services before and after school hours.

A strong parental involvement component is essential to the effectiveness of these services. We encourage all our parents to join with us in assisting our students and your children to succeed in their academic programs. We will notify all parents, in writing, if a student qualifies for AIS support and will provide you with quarterly reports.

OTHER INFORMATION

Guidance and Counseling Office

Guidance and counseling services are available to all students. These services include assistance with scheduling, interpretation of test scores, college and career information and planning, study tips, conflict resolution, coping strategies for school and/or social/home concerns, and any other questions of concerns students would like to share.

- Students wishing to visit a counselor should contact the secretary to setup an appointment. Students should plan to use study hall, lunch or before/after school to meet with counselors so that it does not interfere with their academic classes.

Parent Conferences

Parents may make appointments to meet with teachers, counselors, or administration by contacting the main office.

Schedule Changes

Schedule changes will occur in the first two weeks of school. Students wishing to make a schedule change after the deadline must meet with their counselor to request a change.

There is a procedure for dropping a class that the student must follow and any course change must also be approved by the teacher, parents, counselor and principal.

Marking Period Report Cards/Progress Reports

Report card grades are given on a ten-week basis (4 marking periods). Report cards are mailed home. Passing marks for the high school subjects is 65%. Progress reports go home with students every five weeks to share student performance between marking periods.

Honor Roll

An Honor Roll will be published at the end of each of the four marking periods. Students with an average of 89.5 or higher are listed on the High Honor Roll. Those with an average between 84.5 and 89.5 are listed as Honor Roll. A failing mark or incomplete in any subject eliminates a student from consideration for Honor Roll.

Extra Help

Students are highly encouraged to seek academic support when they do not understand, need additional assistance, or missed classes. Students should make arrangements 24 hours in advance to meet with teachers during the designated before and after school office hours, during studyhalls or lunches, or during academic study hall.

Study Hall

Students are expected to bring class work, reading, homework or something academic to work on during study hall. Students desiring to see another teacher during study hall must have a pre-signed pass to ensure that teacher is available.

GROTON HIGH SCHOOL – 4 YEAR PLAN

Counselor:

NAME:			DIPLOMA:			COHORT YR.:			☐ IEP ☐ FLE Exempt ☐ 504 Plan			
COURSE	9TH	HS CR.	CE CR.	10TH	HS CR.	CE CR.	11TH	HS CR.	CE CR.	12TH	HS CR.	CE CR.
English (4 credits)												
Social Studies (4 credits)												
Math (3 credits)												
Science (3 credits)												
Health (.5 credits)												
Phys. Ed. (2 credits)												
Foreign Lang. (1-3 credits)												
Art /Music (1 credit req)												
Electives												
TOTAL CREDITS	9th			10th			11th			12th		
TOTAL HIGH SCHOOL & COLLEGE CREDITS											HS CR.=	COL CR.=

Diploma Type	Math	Science	Global	English	US History	2 nd Science	Geometry	Algebra 2	FLE
Regents									
Adv. Regents									

Parent Approval Signature: _____ Date: _____

OTHER IMPORTANT ASPECTS OF HIGH SCHOOL, COLLEGE, CAREER, LIFE				
EXPERIENCES	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
Include levels (ex. JV, V), leadership roles, specific responsibilities and details of activities involved in				
Athletics				
Extra-curricular				
Comm. Service/ Volunteering				
Summer Activities				
Work Experiences (Paid or Unpaid)				
Career Interests				
Other Interests				