ALLEGANY-LIMESTONE CENTRAL SCHOOL DISTRICT

2018-2019

3131 Five Mile Road

Allegany, NY 14706

716-375-6600

www.alcsny.org

Middle-High School Curriculum Guide

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Dear Students and Parents:

Welcome to Allegany-Limestone Central School District where our mission is to provide all students with the skills they need to be life-long learners and productive citizens.

This curriculum guide is designed to help students plan programs of study. In addition to being especially useful as students begin their grades 6-12 education, this guide will help students select courses throughout their middle-high school years and plan for career choices after graduation.

This curriculum guide contains a listing of courses offered for selection. The courses are described along with the specific prerequisites required for registration. Since students may not be able to take all of the courses they desire, they must select courses carefully, keeping their goals, career choices, and personal objectives in mind.

Counselors and faculty members will recommend specific courses for students based upon potential and past achievement records. The complexity of class or course scheduling for a school district this size requires an early and accurate collection of student course requests.

Our Board of Education (BOE) has developed specific goals to ensure that our district is ensuring college and career readiness for all students. Please visit our website at www.alcsny.org for more information on the work of our BOE and for specific district information.

Best wishes for a successful middle-high school experience!

Allegany-Limestone Central School District
Board of Education and Administration

WHO DO I CONTACT WITH A QUESTION OR CONCERN?

Transportation Bussing

Bus Garage/Transportation – Mr. Roy Rogers

School and Classroom

First contact should be the student's teacher

Building Administrator – Mr. Cory Pecorella

Cafeteria

School Cafeteria – Ms. Rhonda Herbert

Health

Health Office – Ms. Cheryl Wintermantel

Attendance

Main Office – Mrs. Donna Canalungo

ALCS BUILDING AND DISTRICT ADMINISTRATION

Mr. Anthony Giannicchi, Superintendent

Mr. Cory Pecorella, AL*MHS Principal*

Mrs. Kim Moore, *ALES Principal*

Mr. Kevin Straub, *Director of Technology/Building Administrator*

Ms. Paige Kinnaird, *Director of Instruction/Building Administrator*

Mrs. Alicia Bockmier, *ALCSD CSE Chair*

Mr. Jon Luce, *Athletics Director*

ALMHS CONTACTS

Mrs. Christine Grimes, *Middle-High School Secretary*

Mrs. Robin Kozlowski, *Middle-High School Secretary*

Mrs. Jill Bogart, *Counselor*

Mrs. Christine Conner, *Counselor*

Mr. Ted Costa, *Counselor*

Mrs. Rose Stayer-Ruffner, *Counselor*

Ms. Mary Gergel, *Counseling Department Secretary*

Mrs. Cheryl Wintermantel, *Middle/High School Nurse*

Mrs. Donna Canalungo, *Attendance*

REQUIREMENTS FOR GRADUATION

The Board of Education of the Allegany-Limestone Central School District has specified certain criteria which must be met for graduation from ALCS. All requirements must be fulfilled prior to participation in the graduation ceremonies.

Content Area	Regents Diploma (Units of Study)	Advanced Designation Regents Diploma (Units of Study)
English Language Arts	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Language other than English (LOTE)	1	3
Music/Art	1	1
Public Speaking	½	½
Health	½	½
Computer	½	½
Electives	3 ½	1 ½
Physical Education	2	2
Career Studies	-	-
Total Units of Study	**23**	**23**

REQUIRED EXAMS: *Students must earn a score of 65 and above.*

Regents Diploma	Regents Diploma w/ Advanced Designation
English Language Arts	English Language Arts
Integrated Algebra Exam	(3) Regents Math Exams
Regents Global History Exam	Regents Global History Exam
Regents U.S. History Exam	Regents U.S. History Exam
Regents Science Exam	(2) Regents Science Exams

Beginning with the Class of 2013, all students must be scheduled for a minimum of 6.5 credits each academic year. Students expecting to attend a college or university after high school should plan to take college preparatory courses.

Credit by Exam: In accordance with Commissioner's Regulation 100.5 (d) (1), the Superintendent or High School Principal, may permit a student to take a Regents Exam prior to completing the associated course. Permission will be granted in writing, and will be based on a student's past academic performance, and the determination that the student will benefit academically by exercising this alternative. To earn the course credit, the student must achieve a score of at least 85% and pass an oral exam, or complete a special project to demonstrate proficiency in such knowledge, skills and abilities normally developed in the course but not measured by the relevant Regents Exam.

POST HIGH SCHOOL PLANS

Although ALCS offers only one diploma, a student may follow different courses of study in order to meet the requirements for graduation. Courses of study include both college preparatory and technical training.

Upon entering and throughout the four years of high school, students should be giving careful consideration to post high school plans. Goals may change, so it is best to provide some flexibility in selecting courses.

COLLEGE INFORMATION

Students who are planning to attend a college or university after graduation from high school will find the following suggestions and information valuable:

1. Two important considerations for most colleges and universities in judging applicants for admission are subjects studied and grades earned. The grades earned will determine grade point average (GPA) and class rank.

2. Each student who has a particular college or university in mind is urged to learn about the entrance requirements of that college and university early in his or her high school career. Admission requirements vary for each college, university, technical school, art school, or other post high school institutions. Information on many schools is available in the guidance office.

3. The following courses are required for admission to the majority of colleges and universities throughout the U.S.:

    a. **English:** 4 years (8 semesters) of English courses emphasizing written and oral communication and literature.

    b. **Mathematics**: 3 years (6 semesters) of mathematics. Some universities require an additional year for students entering engineering, architecture or any highly technical/scientific program.

    c. **Science:** 3 years (6 semesters) of science including biology, chemistry, physics. Anyone considering a career in mathematics or science related field should complete an additional two semesters of science.

    d. **Social Studies:** 4 years (8 semesters) of social studies emphasizing history and government.

    e. **Language other than English, Fine Arts and Vocational Education:** Some colleges specifically require additional semesters of a Language other than English. Some schools will permit students who complete four years of study in a Language other than English in high school, who show proficiency in that language, to test out of the college requirement.

4. Most colleges and universities require entrance examinations. The following is a brief description of the college entrance examinations:

    a. **PSAT/NMSQT** (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test) - a practice test for the SAT; it is also used to determine National Merit semifinalists and is taken in the fall of the junior year.

    b. **PreACT** (Preliminary American College Test) – a practice test designed to predict student performance on the full ACT test for English, mathematics, reading and science, and is administered to students 9th through 12th grades, but highly recommended for 10th grade students (www.actstudents.org).

    c. **ACT** (American College Test) - a college entrance examination that students generally take during spring of junior year and fall of senior year (www.actstudents.org).

    d. **SAT** (Scholastic Assessment Test) - a college entrance examination that students generally take during spring of their junior year and the fall of their senior year. It has three sections: Math, Evidence-Based Reading and Writing, and Optional Essay (www.collegeboard.com).

Note: Student bulletins, registration information, and test dates are available in the guidance office.

PLANNING FOR COLLEGE

Making the most of each year in high school is vital to student success both inside and outside of the classroom. Setting goals works best when we monitor those goals and check off items that we have accomplished. Below you will find checklists for freshman through senior year to assist you and your child with staying on track for graduation from high school and beyond. At any time during the process, if you should have questions or concerns, please contact our guidance office.

Freshman Year

____ Work hard to get good grades. Your grades will now directly affect your Grade Point Average. Monitor grades each marking period (or more regularly).

____ Become involved in a wide variety of activities. Colleges and future employers look at what activities you participate in, including community service, clubs and/or sports.

____ Meet with your counselor regularly to discuss academic and social issues as well as ensuring that you select the appropriate 10th grade courses by the spring of your freshman year.

____ Plan meaningful activities for the summer. It is important to experience a variety of different activities and possible career interests as soon as you can.

____ Save money for college. It pays to plan ahead. If you have a job, dedicate a certain percentage of your paycheck to college savings. A little can go a long way.

Sophomore Year

____ Continue to work hard to get good grades. When you experience difficulties, address them with your teacher(s) or counselor immediately.

____ Be involved in activities and develop your leadership skills. There are a number of clubs/activities both within ALCS as well as in the community. Seek out opportunities to learn beyond the classroom. Keep track of your activities and any awards you receive. You will need these to fill out college and scholarship applications.

____ Start to explore and discuss college options. Sophomore year is the perfect time to begin considering your post-graduation options.

____ Take the Accuplacer test in the event that you may be considering enrolling in college credit courses in your final two years of high school and select courses for 11th grade.

____ Plan summer activities as well as possible job shadowing and college visits

Junior Year

____ Continue to work hard to get good grades and speak with your teacher(s) and counselor when you require additional information about your grades.

____ Continue to be involved in activities and develop your leadership skills.

____ Sign up to take the PSAT/NMSQT.

____ Think about and explore your college options. Make college visits in the fall and spring.

____ Sign up to take the ACT and/or SAT in the spring.

____ Carefully, with input from your guardians and counselor, select courses for your senior year. Keep in mind the college(s) you are interested in and their entrance requirements.

____ Draft your resume and college/scholarship application essays. Additionally, keep track of your activities and awards. It is better to keep track of them regularly than to try to remember them later.

____ Choose meaningful activities for the summer months. Check into summer programs, both academic and visiting programs.

____ Narrow your list of college choices.

____ Continue to put money aside for college.

Senior Year

____ Continue to work hard academically.

____ Set up a calendar for the year.

____ Sign up for the first ACT or SAT if necessary.

____ Obtain and complete college applications in the fall. Visit colleges.

____ Complete scholarship applications.

____ Complete financial aid forms in October.

COLLEGE ATHLETICS

NAIA: National Association of Intercollegiate Athletics

NAIA colleges can award full or partial scholarships. These are typically smaller schools than NCAA schools. To play sports or receive an athletic scholarship, an athlete must meet specific requirements. For more information visit: www.naia.org

NJCAA: National Junior College Athletic Association

Division I and II colleges can offer scholarships; Division III colleges cannot. There are no academic eligibility requirements for athletes entering junior colleges. For more information visit: www.njcaa.org

NCAA: National College Athletic Association

Division I and II initial eligibility requirements are on the following pages in a Quick Reference Guide published by the NCAA. For more information, visit the NCAA Eligibility Center at www.eligibilitycenter.org

The following information will be required when applying to 2-year and 4-year colleges, universities, and vocational schools. However, each college will differ in how they categorize and evaluate your information.

- Grade point average (GPA)
- Class rank
- ACT/SAT scores
- Recommendations
- Activities/awards
- Personal essays
- Interview

High School Transcript:

A student's transcript is a document detailing their academic achievements throughout their high school career. All high school transcripts may differ in appearance however; they all contain the following:

1. Courses, grades, and credits for each grade completed beginning with credits earned in grade eight.
2. Cumulative GPA and class rank.
3. Anticipated graduation date.
4. SAT, and/or ACT scores

Most colleges require an official transcript to be submitted along with the application. To be official, the transcript must be signed by the school counselor and sent directly from the school.

Grade Point Average (GPA):

Many colleges view a student's GPA as one of the most important criteria for admission. GPA is the average of the student's grades, starting with their freshman year. When filling out college applications, many will ask for the student's GPA. Students generally complete college applications during the fall of their senior year; therefore, their GPA at the end of their junior year is very important.

Class Rank:

High schools use class rank to show where each student stands academically compared to the other students in their graduating class. The student with the highest GPA is ranked number one and so on. Class Rank is usually written as two numbers (ex.22/120). The first number stands for the student's place in their class. The second number represents the total number of students in the graduating class. Class rank can be very important to students who are applying for scholarships.

Letters of Recommendation:

Many colleges require letters of recommendation from 1-2 teachers and your high school counselor. In order to make sure the person writing your recommendation has the time and information to highlight your accomplishments and potential for success, please provide the teacher/counselor with your resume and give them at least 2 weeks to complete your request.

College Information:

What to consider when choosing a college:

Location	Available	Majors/Programs
Size	Reputation	Policies
Cost	Admission	
Facilities	Community	

***** Know the application deadlines, especially if you are considering early decision. *****

College Websites:

www.collegeboard.com

www.usnews.com/usnews/edu/college/cohome.htm

www.petersons.com

www.collegenet.com

www.Collegeview.com

What is Financial Aid?

Financial aid is a combination of resources that supplement the amount that parents and students are able to contribute to meet the costs of college education.

Financial need is determined by subtracting an estimated family contribution from the total cost of an education.

What various types of financial aid are available?

Financial aid comes in various forms that can be categorized as follows:

1. **State and Federal Grants:** For families that qualify financially or for students who achieve high academic standards, these monies are granted and are not 'paid back' (PEL Grants, New York State Scholarships, MAP Awards).

2. **Federal Loans:** Stafford Loans can be either subsidized or unsubsidized by the Federal Government. When subsidized, students are only responsible for a fraction of the interest rates on such loans. Federal Perkins Loans are a low-interest federal student loans for undergraduate and graduate students with exceptional financial need, not all post-secondary institutions participate in the Federal Perkins Loan Program. Students should contact the financial aid offices of the institutions they are interested in, to see if the school participates in the Federal Perkins Loan Program.

3. **University Scholarships and Grants:** Monies awarded for academic achievement, leadership, community service, et.al, are awarded by specific universities to qualifying students. Private colleges and universities make significant offers to students as part of the total financial aid package. It is their way of competing with state-supported universities.

4. **Other Scholarships:** Many national, state, and local organizations have scholarship monies available. These are not part of a student's financial aid package from a college. Most applications can be secured from the high school guidance office.

5. **Work Study:** The Federal Government subsidizes work study programs on campuses. This money is paid directly to the student but is counted as part of the financial aid package.

How do we begin the financial aid process?

Early in their senior year, students should have their college choices narrowed down to a short list of schools. Students should begin the process by contacting these colleges for a list of their scholarships and grants.

Check with the guidance office for a list of available local scholarships. Applications for these may be available in the guidance office.

***Make sure to look on our website – www.alcsny.org for updated scholarship and grant information.**

SUNY Smart Track: a website to promote financial aid literacy among high school students and their families was developed by the SUNY in the fall of 2016. It is the nation's most comprehensive effort by a university system to ensure the costs of college are transparent.

The website is www.suny.edu/smarttrack/literacy.

FAFSA: (www.fafsa.gov)

- Free Application for Federal Student Aid.
- Based on financial need.
- Need to fill this out in order to be considered for student loans.
- Students and parents must each have a FSA ID number prior to filing the FAFSA. You can apply for this early, so you have it ready when it is time to fill out the FAFSA application. You can go to www.fafsa.gov which will direct you to the FSA ID information.
- File in the beginning of October.
- Once you fill out the FAFSA, you have automatically applied for a Pell Grant (federally funded grant).

Scholarship Information:

*** Make sure to look on our website – www.alcsny.org**

1) **Start early!** Look into scholarship possibilities during your junior year and be ready to complete applications early in your senior year.
2) Finding and applying for scholarships takes time and effort.
3) Groups and organizations offer numerous scholarships; the colleges themselves award most of the larger scholarships.
4) Apply for local scholarships.
5) Be aware of deadlines.
6) Use the Internet to find scholarships.
7) Be organized and give teachers plenty of time to write recommendations.

Financial Aid and Scholarship Websites:

www.fastweb.com

www.ed.gov/finaid.html

www.finaid.org

www.studentaid.ed.gov

www.fafsa.ed.gov

www.collegeboard.org

www.guidancedirect.com

www.cappex.com

Sixth Grade Courses

ART 6: This course explores art history and the elements of design. The students will work with a variety of materials and learn techniques for working each medium.

BAND 6: The Sixth Grade Band is made up primarily of second year players. Each student receives one small group lesson weekly in addition to a full band rehearsal each day. Focus is placed on tone development, range expression, improving rhythm and counting skills, and learning how to play in an ensemble. The Sixth Grade Band gives two to three concerts each year.

CHORUS 6: Chorus 6 meets every day. The goals of this group include becoming better singers, to develop an appreciation for the art of singing, to develop music reading skills, and to perform successful concerts.

COMPUTER 6: The 6th grade students have computer class every day for one semester. During that time, students will have assignments in Microsoft Word, Microsoft Excel, and other components of Office 365. Students will practice "coding" with Scratch and other computer programs. Students will work on improving their keyboarding skills. We will discuss Internet safety, Cyberbullying, and digital citizenship. The goal for this class is for students to become more proficient users of the computer.

ENGLISH 6: In English 6, students will focus on grammar, usage, and mechanics with "Daily Dazzle" weekly activities. They will learn punctuation rules, study the parts of speech, and learn basic conventions. Students will also explore Greek and Latin roots throughout the year to develop vocabulary. Instruction will follow the Common Core Learning Standards through the use of three New York State modules: Flush, The Lightning Thief, and Bud, Not Buddy. The writing component of this course will focus on word choice, ideas and content, organization, as well as conventions. Short written assignments, such as 2-point and 4-point responding, will be included in the curriculum. The major written assignments will involve writing a water pollution research project and an argumentative essay.

MATH 6: Throughout the year, previously taught concepts will be reviewed. However, more time will be devoted to measurement – both metric and customary measures, estimation, number patterns, divisibility and factorization, adding, subtracting, multiplying and dividing fractions. Students will also spend some time working on adding, subtracting, multiplying and dividing decimals. The students will learn how to work with ratios, proportions, and percentages. Other areas that students will focus on in sixth grade math include finding areas, perimeters, and volumes, graphs and statistics, as well as integers and graphing coordinates.

PHYSICAL EDUCATION 6: Physical Education offers a wide variety of activities under the direction of the Physical Education teachers. Throughout the year the offerings may consist of the following: flag football, tennis, aquatics, line dancing, pyramid building, Tae-Bo, basketball, volleyball, table tennis, large and small games, track and field, wrestling, kickboxing, badminton, softball/whiffle ball, cooperative activities, Presidential physical fitness testing, etc. Physical Education grades are based on participation, skill tests, and written tests. Grades are given out quarterly with the other subject areas. There is an established dress/non-dress policy.

READING 6: Throughout the course of the year, the sixth grade students are exposed to various pieces of literature. Some of the skills that we cover include vocabulary development, identifying literary devices, text analysis (CLOSE Reading strategies), decoding Greek and Latin roots, and analyzing literature. We will complete three of the New York State Common Core Modules, which enhances reading comprehension along with exposing students to the skills that will be tested on the New York State English Language Arts Assessment that is administered in the spring. Sixth graders will begin the year with a Bullying Unit to teach kindness and tolerance, along with the NYS Protocols they are expected to know, as suggested in the New York State English Language Arts curriculum.

SCIENCE 6: This is a hands-on approach to the introduction of the three major sciences: Life Science, Chemical Science, and Physical Science. Students are introduced to the various types of equipment used in a science laboratory. Preparations for the 8th Grade Science test begins in 6th Grade and continues through the 8th grade.

SOCIAL STUDIES 6: Sixth Grade Social Studies covers the history of the Eastern Hemisphere. Students will study about the Ancient Cultures of Mesopotamia, Egypt, Greece, Rome, India, and China, as well as the geography and history of Western Europe. Students will explore the history and geography of Eastern Europe and the former Soviet Union.

Seventh Grade Courses

CAREER DEVELOPMENT OCCUPATIONAL STUDIES (CDOS): Career Development and Occupational Studies is a course designed for 7th grade students to explore future careers, colleges, and the world of work.

CHORUS 7 & 8: Chorus 7 & 8 is a large group (80+) of 7th and 8th grade students that meet every day. The goals of this group include becoming better singers, to develop an appreciation for the art of singing, to develop music reading skills, and to perform successful concerts – usually 3 per school year.

ENGLISH 7: In this course, students will read and listen to various literary works and respond in writing and verbally. Students will begin preparing for the English Language Arts assessments that are taken in eighth grade. They will continue to utilize skills learned in sixth grade and apply them to new skills acquired in seventh grade. Students are expected to develop ideas using comparison and contrast and to enrich their writing using imaginative and figurative language. Students will also complete other writing tasks, including short stories, newspaper articles, essays, journal entries, and original poetry.

FRENCH 7: This course will focus on the practice of speaking, listening, reading and writing. Topics included in the seventh grade course are introduction/small talk, food and meals, clothing, colors, leisure time activities, classroom objects, and members of the family. Students will also learn about structures of the language including verbs, adjectives, and articles and understand the value of the cultures.

GENERAL MUSIC: General Music is an all-inclusive general study of music in the western world. Students will look at music from the present and past, covering a variety of genres and cultures. There will be an emphasis on composers and composing with a tentative final project being a music video containing original music written by the students.

HEALTH: The Seventh Grade Health course is mandated by the State Department of Education. The course is a study in health related topics including tobacco, alcohol, and other drugs. Students will focus on decision making skills, relationship skills, and diet, as well as communicable diseases. Other topics we will study include body systems, refusal skills, stress management, communication skills, mental/emotional health, sports and conditioning, violence and abuse prevention, as well as safety and recreation.

Jr. BAND: This group is composed of students in seventh and eighth grade. The primary goals of this band are to improve ensemble playing, improve tone quality and intonation, and to explore more difficult wind band literature. This band performs two or three concerts a year.

MATH 7: The five major areas that will be covered in Math 7 are; The Number System, Geometry, Statistics and Probability, Expressions and Equations, and Ratio and Proportions. In Math 7, the topics students will learn are Rational Number Operations, Real Number System, Algebraic Expressions and Inequalities, Algebraic Equations, Angle Properties and Straight Lines, Volume and Surface Area, Statistics and Probability. This course is designed to prepare students for the New York State Math 7 Assessments.

MATH 7A: The five major areas that will be covered in Math 7A are; The Number System, Geometry, Statistics and Probability, Expressions and Equations, and Ratio and Proportions. In Math 7A the topics students will learn are Rational Number Operations, Real Number System, Algebraic Expressions and Inequalities, Algebraic Equations, Angle Properties and Straight Lines, Volume and Surface Area, Statistics and Probability, Pythagorean Theorem, and Scientific Notation. This course is designed to prepare students for the New York State Math 7 Assessments.

PHYSICAL EDUCATION 7: Physical Education offers a wide variety of activities under the direction of two Physical Education teachers. Throughout the year, the offerings may consist of the following: flag football, tennis, aquatics, line dancing, Tae-Bo, basketball, volleyball, table tennis, large games such as crab soccer or burn ball, track and field, wrestling, softball/whiffle ball, cooperative activities, Presidential physical fitness testing, tumbling, etc. Physical Education grades are based on participation, skill tests, and written tests. Grades are given out quarterly with the other subject areas. There is an established dress/non-dress policy.

READING 7: Seventh Grade reading is designed to enhance skills and strategies while increasing reading comprehension. Critical analysis, literary themes, comprehension activities, and note-taking skills on the laptop will be taught in relation to novels being read throughout the course. Rigorous vocabulary will be taught while reading and analyzing literature. Students will learn and apply multiple Common Core standards and skills that will be assessed on the New York State English Language Arts Assessment that is given in the spring.

SCIENCE 7: In Seventh Grade Science, students will expand on the skills and knowledge learned in sixth grade. Content knowledge is applied using the scientific method to solve problems and design and construct models. Studying cells and heredity leads to understanding interactions in ecosystems. Students will also explore how Earth's structure and surface relate to organisms. All units are done with a hands on approach. Periodic current event reports keep students aware of the role of science in their daily lives.

SOCIAL STUDIES 7: Seventh Grade Social Studies is the first part of a two year course in United States and New York State history. Students will explore the geography, economics, culture, and politics of early America as they relate to historical development. Students have opportunities to practice a variety of skills, including writing both thematic and document-based essays. There is also a focus on current events, especially as they relate to history, geography, and citizenship education. The course begins with Pre-Columbian cultures and ends with the events that led to the Civil War.

SPANISH 7: This course helps students learn to communicate in Spanish through topic-based lessons that introduce a wide range of functional vocabulary and grammar. Students learn the language through engaging activities that allow them to develop proficiency in listening, speaking, reading and writing in the Spanish language. Students are also exposed to cultural components of Spanish, including native speakers via multi-media sources and/or classroom speakers when possible.

TECHNOLOGY 7: Students will explore a unit on resources and learn how they are used within technological systems. A hands-on approach will be used for covering the production and manufacturing units. Problem solving techniques will be presented and the students will be required to complete various activities utilizing these techniques. A final unit dealing with the outcomes of technology will complete the course.

Eighth Grade Courses

ART 8: This course focuses on developing skills in a variety of media. The students will work on both long and short term projects as well as work on some individual and group projects. The curriculum is based on New York State Standards for the arts and includes art history, criticism, aesthetics as well as art production.

CHORUS 7 & 8: Chorus 7 & 8 is a large group (80+) of seventh and eighth grade students that meet every day. The goals of this group include becoming better singers, to develop an appreciation for the art of singing, to develop music reading skills, and to perform successful concerts – usually 3 per school year.

EARTH SCIENCE: One section of Earth Science is taught to accelerated 8th graders based on their classroom performance in 6th and 7th grade. This course is an introduction to the study of the Earth as a planet. Topics from the disciplines of astronomy, meteorology, oceanography and geology are explored to develop an appreciation of our planet as an integrated system. It includes analyses of the dynamic processes of the Earth's interior, surface, oceans, atmosphere and astronomical surroundings. Course emphasis and materials are directed toward giving students a greater appreciation of the environment around them and developing lifelong science skills. There is a Regents Exam at the end of the course.

ENGLISH 8: The basic objective of this course is to provide the skills students will need for success in high school writing, reading, listening, and speaking. The writing curriculum is based on four major areas: descriptive, narrative, persuasive, and expository. Special literary pieces covered include The Giver, Tom Sawyer, The Diary of Anne Frank, and Hamlet. Other novels and a variety of short stories and poems will be built into the curriculum as examples of the type of writing that will be covered in this course. The class also consists of a review of grammar and continued development of vocabulary and spelling.

EXPLORING ART: This class is a more in-depth study for eighth grade students. In this class, students will become more independent in their choices of subjects and media. Focus will be on building skills in various media and exploring various themes in art. This class meets every day for the entire year. This is a separate class from Art 8 and will receive a separate grade as well.

FRENCH I: This is a full year course, which, if completed successfully, will earn the student a high school credit for language. Students are working on developing their skills in four areas; speaking, listening, reading, and writing. Students will study the topics that began in the lower levels in much greater detail, including adjectives, articles, adverbs, geography of France, and culture. Speaking and writing activities include personal identification, house and home, family life, education, public services, and travel. A checkpoint A exam is given at the end of this course.

INTRO TO DESIGN AND MODELING: In this course students will learn about orthographic projections and 3D modeling. Students will learn how to draw a part in 3 views (front, top, and side) using the parallel rule board. Students will learn the basics of technical drawing. After learning the basics of technical drawing using the boards, students will move into using the Inventor Program – the same program that is used in the engineering industry. Students will design parts on the computer and then make them using the new 3D printer or make it out of wood. Then students will design your own CO^2 powered car. Students will build it in the wood shop and then race the cars down a track. During the second part of the course students will be using the VEX Robotics equipment to learn about robotics and programming.

Jr. BAND: This group is composed of students in seventh and eighth grade. The primary goals of this band are to improve ensemble playing, improve tone quality and intonation, and to explore more difficult wind band literature. This band performs two or three concerts a year.

MATH 8: This course encompasses Algebra, Integers, Solving Equations and Inequalities, Factors and Fractions, Operations with Rational Numbers, Proportions and Percents, Statistics and Graphs, Probability, Geometry, Area and Volume, Transformational Geometry, Problem Solving Applications, and Right Triangle Trigonometry. Students are allowed the use of a scientific calculator and it is recommended that each student has his/her own. Students are evaluated by the Math 8 Assessment in May.

ALGEBRA: This is a High School course taught to 8^{th} grade students selected based on their past classroom and state assessment performance levels. It encompasses Algebra, Geometry, Logic, and Probability and Statistics. Students are allowed the use of a scientific calculator in all content areas. Topics include Logic, Operations and Numbers, Introduction to Algebra, using formulas and inequalities, Aspects of Geometry, Geometric Application, the Real Numbers, Measurement and Geometry, Polynomials, Factoring, Introduction to Probability, Statistics, Coordinate Geometry, Transformational Geometry and Problem Solving Applications. Students are evaluated in part by the Math 8 New York State Assessment and will take the New York State Regents Exam in June.

MICROSOFT APPLICATIONS: Beginning in the 2018-2019 school year and thereafter, students will have computers class every day for 20 weeks. In this course, students will be using: Microsoft Word, Microsoft Excel, and other components of Office 365. Students will practice "coding" with at least two programming languages. Students will also learn about Internet safety, Cyberbullying, and digital citizenship. Eighth graders will earn ½ of a high school credit for passing Microsoft Applications.

PHYSICAL EDUCATION 8: Physical Education offers a wide variety of activities under the direction of two Physical Education teachers. Throughout the year the offerings may consist of the following: flag football, tennis, an introduction to strength and conditioning, line dancing, pyramid building, Tae-Bo, aquatics, basketball, volleyball, table tennis, large games such as crab soccer or burn ball, small games such as Kwik cricket or croquet, soccer, cross-country skiing, track and field, wrestling, kickboxing, badminton, softball/whiffle ball, cooperative activities, Presidential physical fitness testing, etc. Physical Education grades are based on participation, skill tests, and written tests. Grades are given out quarterly with the other subject areas. There is an established dress/non-dress policy.

PHYSICAL SCIENCE 8: In Physical Science 8, students will expand on the skills and knowledge learned in 6th and 7th grades. Physical Science 8 focuses primarily on Physics, Chemistry, Earth's Water, Astronomy and a Grade 5-8 review for the NYSED Grade 8 Intermediate Level-Science Test, usually occurring in June. Content knowledge is applied using the scientific method to solve problems, design, and construct models. Units are done with a hands on approach when possible.

SOCIAL STUDIES 8: Students will be able to use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. This course covers the time period of 1860 through the present.

SPANISH I: This course is taught at the eighth grade level. Upon the successful completion of this course and the Checkpoint A Exam, the students will receive one high school credit. The skills focused on in this class are reading, writing, listening, and speaking. The content covered will include grammar, vocabulary, culture, customs, geography, and history. Students are strongly encouraged to use the language in their own verbal communication at any time possible. Students will be exposed to native speakers via various multimedia activities, tasks, and assessments.

TEEN LEADERSHIP: This program is designed to produce quality leaders with a strong sense of who they are and where they are going. This class will help students find and develop the skills and resources they need to be a successful, kind, and compassionate person as they enter high school and the "real world". Students will develop personal, relational, and leadership skills. Teen Leadership requires a positive attitude, willingness to work with others, a sense of responsibility, and many other qualities students will learn about in this course. It is important that students become productive members of society, and also that they are kind, courteous, and ready to tackle any challenge they may face along the way.

ELA

English 9

Prerequisites: Successful completion of English 8.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

English 9 covers the basics for success in high school English and beyond. The focus on English 9 is to increase student vocabulary, enhance reading comprehension, and improve writing skills. Research is a main focus of English 9, including learning and mastering MLA style citation. Preparations begin for the Common Core exam given in 11th grade, emphasis being placed on reading comprehension, writing from sources, and text analysis.

English 9 Honors

Prerequisites: Successful completion of English 8. Additionally, students must meet requirements as per honors course selection rubric. Students must maintain a 90% or above in class to continue in the Honors program.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.07

English 9 Honors enriches the English 9 content with a larger focus on independent learning. Students in the honors programs face a more rigorous curriculum, with greater demand for excellence in writing and success in personal development of English skills.

English 10

Prerequisites: Successful completion of English 9.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

English 10 builds upon the basics of English 9 to provide success in high school English, with the English Language Arts Common Core Exam, and with the world beyond high school. English 10 focuses on enhancing student's vocabulary and writing skills, developing creative critical thinkers, improving research skills, analyzing literature, and preparing for the English Language Arts Common Core Exam.

English 10 Honors

Prerequisites: Successful completion of English 9. Additionally, students must meet requirements as per honors course selection rubric. Students must maintain a 90% or above in class to continue the Honors program.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.07

English 10 Honors augments the English 10 curriculum by delving deeper into the areas of analysis, critical thinking, and the expansion of writing skills. Independent learning and personal growth are the focus of this demanding course. Honors students are held at a higher standard.

English 11

Prerequisites: Completion of English 9 and English 10.
Final Assessment: NYS Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

English 11 seeks to build upon critical reading and analysis of various pieces of literature, creation of a more sophisticated style of writing, development of research skills, and reinforcement of usage and mechanics. Emphasis is placed on preparation for successful performance on the English Language Arts Regents Exam as well as research skills and research based writing.

English 11 Honors

Prerequisites: Successful completion of English 10. Additionally, student meets requirements as per honors course selection rubric. Students must maintain a 90% or above in class to continue the Honors program.
Final Assessment: NYS Regents Exam
Additional Information: ½ year; ½ credit, course weight = 1.07

English 11 Honors augments the English 11 curriculum by delving deeper into the areas of analysis, critical thinking, and the expansion of writing skills. Independent learning and personal growth are the focus of this demanding course. Emphasis is placed on preparation for successful performance on the English Language Arts Regents Exam as well as research skills and research based writing. Students will take the English Regents in January and move on to take JCC English 1510 (Accuplacer prerequisite of Reading 80+ and Essay 4+) for the second semester.

English 12

Prerequisites: Successful completion of English 10 and, ideally, English 11.
Final Assessment: Final Written Exam/Final Written Exam: Part portfolio from assignments throughout course/part in-class testing.
Additional Information: 1 year; 1 credit, course weight = 1.00

English 12 is designed for the student about to enter the military, the work force, or an academic setting. A more involved discussion and analysis of the conventions of the English language than in the underclassmen years will be studied throughout the semester. Major units will include the reading and presenting of individually selected novels; the accumulating of information and the writing of a MLA-style, persuasive research paper; the writing and revising of a resume, list of references, and cover letter; the viewing and analysis of documentaries, and the writing (of varying lengths) of essays on various topics with varying purposes and audiences (choosing from Personal Narrative, Compare/Contrast, Cause and Effect, Synthesis, and Rhetorical Analysis). Short stories and a novel will be analyzed and discussed as a class, and electronic discussion boards will be activated. A Shakespeare comedy will be studied, and various forms of academic essays will continue to be covered. The course will culminate in a major project that is developed throughout the semester that highlights individual interest, creativity, thought, and speaking skills. Threaded throughout the course will be the honing of public speaking skills as students give presentations. Finally, units will be dictated by individual class/student needs.

Public Speaking

Prerequisites: Student must be at least a Sophomore status.
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

Public Speaking is not only a public speaking course but also a communication course that is required of students in grades 10 through 12. Each individual student should give careful thought to the best time for taking this course. The course is comprised of a variety of speeches, group activities, communication exercises, and the speaking is intermixed with material from the textbook. The majority of grading is based on the evaluation of the delivery of the student's speeches and some grading is based on written quizzes/tests. The number of speeches delivered is dependent upon the number of students enrolled in the course and in the past have included the following types of speeches: Interview; Collage; Personal Experience; Pet Peeve; Information /Persuasive /How to; Impromptu; Tell a Story; Oral Interpretation; and Radio Script Broadcast.

JCC Public Speaking, Communications 1610

Prerequisites: JCC Accuplacer score of 4+ on writing and 80%+ on reading.
Final Assessment: No Final Exam
Additional Information: ½ year; ½ credit, 3 college credits, course weight = 1.12
Required Textbook: TBA

JCC Public Speaking is a course in which students will research and prepare presentations leading to improved skills such as message delivery, critical thinking and confidence with their speeches. In addition, public speaking gives students the skills needed to become successful in the professional jobs that they will receive.

JCC English – ENG 1510

Prerequisites: Accuplacer writing score of 4+ and a reading score of 80+.
Final Assessment: JCC Final Exam
Additional Information: ½ year; ½ credit, 3 college credits, course weight =1.12

Students will learn to write precise, clear, substantive essays. Students will work with multi-page papers, organization, and mechanics. Emphasis will be placed on critical thinking, reading, and writing.

JCC English – ENG 1530

Prerequisites: Accuplacer writing score of 7+ and a reading score of 80%+, **or** successful completion of JCC English 1510. If the prior prerequisites have been met, Seniors may take this course in their first or second semester.
Final Assessment: JCC Final Exam
Additional Information: ½ year; ½ credit, 3 college credits, course weight = 1.12

This course is designed to improve the students overall writing skills. Throughout the semester, students will be reading and discussing various essays consisting of different writing styles and techniques in an effort to develop an individual style and voice in their own writing. Students will learn to conduct research and write one 8-12 page MLA argument research paper. Students will also write five rhetorical/critical analyses.

JCC English - ENG 1540

Prerequisites: Successful completion of JCC English 1530.
Final Assessment: JCC Final Exam
Additional Information: ½ year; ½ credit, 3 college credits, course weight = 1.12

In this class, students will study literature and build their writing ability. The major goals of this course are to:

- Improve writing talents: clarity, correctness, fluency, voice, style, diction
- Expand understanding of and appreciation for literature: short stories, poetry, novels, and drama from a variety of times and cultures.
- Develop critical thinking skills: comprehension, interpretation, comparison, evaluation
- Exercise the ability to put complex ideas into words, both written and spoken.

Intro to Composition

Prerequisites: Successful completion of English 9.
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

This course offers a review of basic grammar, usage, spelling, punctuation, and other mechanics of English with an emphasis on paragraph writing. During the semester, students will reflect on experiences, develop their voices, discover new ideas, and strengthen their ability to communicate through the written word. Upon completion of this course, students should be able to use the writing process to compose developed, detailed essays that are well organized, focused, clear, and reflective. The student's writing will demonstrate competence in sentence completeness, sentence variety, accurate punctuation, and the conventions of standard written English.

SOCIAL STUDIES

Global History & Geography I

Prerequisites: None
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Ninth grade Global History & Geography is the first half of a two year course which is designed to focus on the five NYS social studies standards, common themes that recur across time and place, and four historical units. Specifically, the Global 9 curriculum centers around ancient world civilizations/religions (4000BCE-500ACE), expanding zones of exchange and encounter (500-1200), global interactions (1200-1650), and the first global age (1450-1770). This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

Global History & Geography I Honors

Prerequisites: None
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.07

Ninth grade Global History & Geography is the first half of a two year course which is designed to focus on the five NYS social studies standards, common themes that recur across time and place, and four historical units. Specifically, the Global 9 curriculum centers around ancient world civilizations/religions (4000BCE-500ACE), expanding zones of exchange and encounter (500-1200), global interactions (1200-1650), and the first global age (1450-1770). This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

The Honors curriculum has more depth and requires more independence on assignments and projects. Questions on assignments, writing on assessments and overall learning is more rigorous.

Global History & Geography II

Prerequisites: A passing grade in Global History & Geography I.
Final Assessment: NYS Global History & Geography Regents
Additional Information: 1 year; 1 credit, course weight = 1.00

The Global History & Geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. The second year course goes from 1800 until the present time.

Students are required to pass the course and the NYS Global History & Geography Regents Exam given at the end of the 2nd year to graduate.

Global History & Geography II Honors

Prerequisites: A passing grade in Global History & Geography I.
Final Assessment: NYS Global History & Geography Regents
Additional Information: 1 year; 1 credit, course weight = 1.07

The Global History & Geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. The second year course goes from 1800 until the present time.

The Honors curriculum has more depth and requires more independence on assignments and projects. Questions on assignments, writing on assessments and overall learning is more rigorous.

Students are required to pass the course and the NYS Global History & Geography Regents Exam given at the end of the 2nd year to graduate.

U.S. History & Government

Prerequisites: Global 9 & 10
Final Assessment: NYS U.S. History & Government Regents Exam rescored as a Local Final Exam
Additional Information**:** 1 year; 1 credit, course weight = 1.00; required course

U.S. History is the history of a great experiment in representative democracy. The basic principles and core values expressed in the Declaration of Independence became the guiding ideas for our nation's civic culture. United States history since the Declaration of Independence has witnessed continued efforts to apply these principles and values to all people. Adoption of the United States Constitution codified these principles, but, as the history of our nation shows, that document and its amendments represented only the first step in achieving "liberty and justice for all." Students must learn about the structure and function of governments and learn how to take on their roles as citizens. Students should understand those basic principles and the cultural heritage that support our democracy so they can become informed, committed participants in our democracy. Students study examples that describe how individuals and groups throughout history have challenged and influenced public policy and constitutional change. These examples and this course of study should help students understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference. Our core curriculum is organized into seven historical units.
The NYS Regents Examination for U.S. History and Government will be based on the concepts and themes in the United States history:

Change	Environment	Interdependence
Citizenship	Factors of Production	Physical Systems
Civic Values	Foreign Policy	Places & Regions
Constitutional Principles	Government	Reform Movements
Culture & Intellectual Life	Human Systems	Presidential Decisions
Diversity	Immigration & Migration	Science & Technology
Economic Systems	Individuals, Groups Institutions	

JCC U.S. History & Government - HIS 1530 & 1540

JCC History 1530 Prerequisites: JCC Accuplacer score of 4+ on writing, 80+ on reading, **and** a teacher recommendation.
JCC History 1540 Prerequisites: Pass JCC 1530
Final Assessment for 1530 & 1540: JCC Final Exam and NYS U.S. History & Government Regents Exam.
Additional information HIS 1530: ½ year; ½ credit, 3 college credits, course weight = 1.12
Additional Information HIS 1540: ½ year; ½ credit, 3 college credits, course weight = 1.12

This course will examine the history and government of the United States. Using methodology of the social sciences, students will learn and evaluate the major social, political, technological, cultural and economic developments that have shaped the American experience. Special attention will be given to the unique contributions made by the diverse elements to American history and society, and the responsibilities of educated citizens today. This course aims to help each student to gain a deeper understanding of the origins, diversity and development of American history and government, and to acquire an appreciation for the story of the American experience.

Economics

Prerequisites: Social Studies courses for grades 9, 10, and 11.
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

Economics provides a basic overview of economic systems, theories and practice. The course is approached on two different levels. First, it will make students aware of basic economic terminology and theory for future academic studies and familiarity in everyday life. Secondly, the course will develop practical knowledge to help in future financial/life endeavors. The course will provide the tools and knowledge for students to make informed decisions regarding their present and future economic practices.
Student MUST pass this course to GRADUATE from High School.

Participation in Government

Prerequisites: Social Studies courses for grades 9, 10, and 11.
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

Students studying this course in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen.

Course content:

- Be interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum; will include life experience beyond classroom and school
- Be related to problems or issues addressed by students, i.e., content in the form of data, facts or knowledge may vary from school to school, but real and substantive
- Issues at the local, State, national and global levels will be integrated into the program
- Be in the form of intellectual processes or operations necessary to deal with data generated by problems or issues addressed, i.e., the substance of the course.

In addition, the term "participation" must be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of the public, chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring and discussing issues and policies is the fundamental participatory activity in a classroom.
Student MUST pass this course to GRADUATE from High School.

JCC Economics - HIS 1530

Prerequisites: Qualifying score on the JCC Accuplacer.
Final Assessment: JCC Final Exam
Additional information: ½ year; ½ credit, 3 college credits, weight = 1.12

Students integrate basic economic concepts and terminology, while critically evaluating solutions to economic problems, including such issues as: the environment, distribution of resources, health care, market power, poverty, discrimination, government price controls and international trade.
If using/taking this course as a substitute for Economics, it is a graduation requirement.

Modern America I & II

Prerequisites: Social Studies courses for grades 9, 10, and 11.
Final Assessment: Local Final Exam
Additional Information*:* Modern America I & II are each a ½ year; ½ credit, course weight = 1.00 each.

Modern America is a course that was designed to supplement the teachings of 11th Grade U.S. History and Government. The course studies the same history of the 11th grade curriculum, Reconstruction to Present, only in a different format. In class, students will watch movies that depict various events in U.S. history. The students will be asked to identify important historical points demonstrated in each movie as well as to research the validity of the movies from a historical perspective. They will also research key events and figures of American history associated with the movies and time frame.

Contemporary Social Issues:

Prerequisites: Students should be either Junior or Senior status.
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00.

This course explores contemporary issues from a social problems perspective. Focusing on various contemporary issues such as poverty, unemployment, education, health care, crime, substance abuse, racism, sexism, discrimination, environmental and political issues the course utilizes sociological analysis to examine how contemporary issues are defined – and dealt with in American society. Students will utilize a variety of resources and media to explore these issues to become better informed about the world around us through discussion, debate, as well as a variety of writing assignments.

Psychology

Prerequisites: Social Studies courses for grades 9, 10, and 11.
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00.

The goal of the course is to increase students understanding of the basic terms and theories associated with introductory psychology as a base for future studies in this content. The study of psychology should also provide us with a better perception of the world around us, insights into our own and other's behavior and an appreciation of the complexity of human behavior.

JCC Psychology- PSY 1510 General Psychology (Distance Learning)

Prerequisites: JCC Accuplacer score of 4+ on writing and 80+ on reading.
Assessments: Quizzes, tests, essays as per the instructor's course syllabus.
Additional Information: ½ year; ½ credit, 3 college credits, course weight = 1.12
Required Textbook: TBA

"Students will demonstrate an understanding of theories and research as they apply to fundamental concepts in psychology. As they complete readings and activities on the history of psychology, models of learning, biology and behavior, personality theory, psychological disorders, social psychology and other selected topics, students will apply their knowledge to better understand the causes of thought, feeling, and behavior. They will be able to comprehend and apply the methods of scientific inquiry to the science of psychology" (JCC Course Catalogue).

MATH

Algebra 1A

Prerequisites: Eighth grade math.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Algebra 1A is the first part of the NYS Common Core Algebra course. It includes relationships between quantities and reasoning with equations, descriptive statistics, linear relationships, expressions and equations. This year will be spent reinforcing and developing concepts in Algebra. Students will be working towards taking the NYS Common Core Algebra Assessment at the end of their 10th grade year.

Algebra 1B

Prerequisites: Successful completion of Algebra 1A.
Final Assessment: NYS Algebra 1 CC Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Algebra 1B is the second part of the NYS Common Core Algebra course split into two years. During the first quarter, the material covered in Algebra 1A will be reviewed. The rest of the year will be spent covering new material, which focuses on exponential relationship and quadratic functions. Other skills taught will include using the graphing calculator, learning different problem solving strategies, and the ability to apply their knowledge of algebra to break a problem down and find the solution.

Algebra

Prerequisites: Successful completion of 8th grade math or Algebra 1A.
Final Assessment: NYS Common Core Algebra Assessment
Additional Information: 1 year; 1 credit, course weight = 1.00

Algebra is based on the New York Common Core Algebra curriculum. It will include relationships between quantities and reasoning with equations, descriptive statistics, linear and exponential relationships, expressions and equations, and quadratic functions.

Geometry

Prerequisites: Successful completion of Algebra or Algebra 1B.
Final Assessment: NYS Geometry Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Geometry is the study of the properties and relationships of geometric objects including (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles geometric solids and shapes. Deductive and inductive reasoning as well as

investigative strategies in drawing conclusions are gained through study of congruence, similarity, areas, volumes, circles, and coordinate geometry. Various forms of proof are utilized to justify arguments.

Algebra 2

Prerequisites: Successful completion of Algebra and Geometry.
Final Assessment: NYS Algebra 2 Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.07

Algebra 2 is a full year course where students will explore quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions and apply their knowledge to contextual problems. Students will see structure in expressions, transform functions, and use regressions as a method to analyze and model data. Students will expand their understanding of probability by building on concepts introduced in earlier years.

Algebra 2A

Prerequisites: Successful completion of Algebra or Algebra 1B.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Algebra 2A is a mathematics elective designed for those students who find mathematics a challenge but have intentions of going on to college after high school. Algebra 2A will include content from both Geometry and Algebra 2. Major topics covered will include: equation solving, irrational numbers, factoring, polynomials, functions and circle geometry. Algebra 2A will help prepare the student prepare for an entry level college algebra course.

Pre-Calculus

Prerequisites: Successful completion of both Algebra **and** the Algebra 2 NYS State Assessment, **or** permission from the instructor.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.07

This course continues the mathematics preparation for successful completion of Calculus. This course is typically taken by students who intend to earn a college degree in a math or science related major. This course will include but is not limited to topics in the operation and use of linear, polynomial, rational, exponential, inverse, logarithmic and trigonometric functions, systems of equations and inequalities, partial fractions, matrices and conic sections.

Statistics

Prerequisites: Successful completion of Algebra **and** the Algebra 1 NYS State Assessment.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Students will investigate various topics in both descriptive and inferential statistics including but not limited to measures of central tendency and spread, graphical analysis of data, probability, random sampling, correlation and regression, hypothesis testing and confidence intervals. Practical applications are emphasized throughout the course.

Course Rationale:
Upon successful completion of the course, students should be able to make decisions using statistics and model real-life situations. Students will develop logical and problem solving skills as well as the ability to better understand data.

JCC Statistics- MAT 1540

Prerequisites: Successful completion of Algebra and Geometry **and** passing scores on both Regents Exams, **or** successful completion of ALCS Statistics with instructor recommendation. JCC Accuplacer Algebra score of 77+.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12
Required Text: TBA
Please Note: Students who qualify for the waiver because they are in the 10 percent still must take the Algebra Accuplacer to qualify for this class.

Students will investigate various topics in both descriptive and inferential statistics, including but not limited to: measures of central tendency and spread, graphical analysis of data, probability, random sampling, correlation and regression, hypothesis testing and confidence intervals. Practical applications are emphasized throughout the course. Emphasis will be placed on communicating, in words and graphically, what the data is saying. A significant part of the course is taught in a laboratory setting using a software package such as Minitab and or TI83+ Graphic Calculator.

Course Rationale:
MAT 1540 presents basic topics in statistics. Upon successful completion of the course, students should be able to make decisions using statistics and model real-life situations. Students will develop logical and problem solving skills as well as the ability to better understand data.

JCC Calculus- MAT 1710

Prerequisites**:** Pre-Calculus.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 4 college credits, course weight = 1.12

Students will study the fundamental concepts of Calculus. Topics include an introduction to analytic geometry, functions, limits and continuity, and derivatives and integrals and their applications. An approved graphic calculator is required. A computer algebra system such as DERIVE is incorporated into the course.

SCIENCE

Earth Science

Prerequisites: None
Final Assessment: NYS Earth Science Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00. Full Year with lab component. In order to take the Earth Science, Biology, Chemistry and Physics Regents Exams, the 1200 minutes of laboratory work must be documented.

Earth Science is an introduction to the study of the Earth as a planet. Topics from the disciplines of astronomy, meteorology, oceanography and geology are explored to develop an appreciation of our planet as an integrated system. It includes analyses of the dynamic processes of the Earth's interior, surface, oceans, atmosphere and astronomical surroundings. Course emphasis and materials are directed toward giving students a greater appreciation of the environment around them and developing lifelong science skills.

Living Environment/Biology

Prerequisites: None
Final Assessment: NYS Living Environment (Biology) Regents Exam
Additional Information**:** 1 year; 1 credit, course weight = 1.00. While there are no prerequisites, students should have a sound understanding of Earth Science and basic Algebra before beginning the course. In order to take the Earth Science, Biology, Chemistry and Physics Regents Exams, the 1200 minutes of laboratory work must be documented.

The course is designed to prepare students to explain, both accurately and with appropriate depth, according to New York State Education Department, the most important ideas about our living environment.

Topics to be covered include but are limited to:

- Scientific inquiry, experimental design, data collection and explanation.
- Living vs. nonliving
- Relationships between and among organisms
- Life processes-- homeostasis
- Human systems
- Genetics and biotechnology
- Mechanisms and patterns of evolution
- Disease as a failure of homeostasis
- Ecosystem structure and function, the need for biodiversity and human impact on the world around us.

Laboratory experiences, including required reports, will enhance the learning of the above topics.

Environmental Science

Prerequisites: Third or fourth year HS science course for students who may elect not to take Chemistry.
Final Assessment: Final Presentation
Additional Information: 1 year; 1 credit, course weight = 1.00

Environmental science is a research-based, presentation and discussion course. Environmental science offers an opportunity to explore areas of personal interest and concern about our world and the impact of man's behavior. A goal of this class is to develop opinions using critical-thinking, problem-solving and decision-making skills. The opinions formed must be supported by current research. Class discussion and debate will allow students to present their opinions while listening to alternative opinions and reaching a group consensus when possible. Students will then present their research in a variety of formats including research papers and presentations.

Chemistry – The Physical Setting

Prerequisites: Successful completion of the Algebra Regents Exam. It is also recommended that the student has completed Geometry and is co-enrolled in Algebra II.
Final Assessment: NYS Chemistry Regents Exam
Additional Information: 1 year; 1 credit with lab component, course weight = 1.07. In order to take the Earth Science, Biology, Chemistry and Physics Regents Exams, the 1200 minutes of laboratory work must be documented.

Regents Chemistry is structured for the college-bound student and is highly recommended for all students planning post high school education. The course presents a theoretical view of the principles of inorganic chemistry such as: matter and energy, the atom and its structure, the mathematics of formulas and equations, the physical behavior of matter, the periodic table, bonding, properties of solutions, kinetics and equilibrium, oxidation-reduction, acids, bases, and salts, organic chemistry, and nuclear chemistry. The course itself is about 50% math and 50% theory. Lab is scheduled every other day in addition to class time for the needed laboratory work, as there is a minimal required lab activity time of 1200 minutes—or about 30 written labs per year. This lab time is a required NYS mandate.

Anatomy and Physiology

Prerequisites: For optimum success, these will include completion of both Living Environment/Biology **and** Regents Chemistry to the mastery level.
Final Assessment: Comprehensive Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.07

Anatomy and Physiology is an advanced course in human structure and function. Students will learn the various human systems and how they function, both independently and interdependently. Students will need a love of science and hard work to be fully successful in the course.

Physics

Prerequisites: Successful completion of the Algebra Regents Exam.

Final Assessment: NYS Physics Regents Exam

Additional Information: 1 year; 1 credit with lab component, course weight = 1.07. In order to take the Earth Science, Biology, Chemistry and Physics Regents Exams, the 1200 minutes of laboratory work must be documented.

Physics is an essential course to understanding the actions of the natural world by using only a handful of common principals. The mathematical problem solving that is learned in the course opens the door to many careers for the students in the class. Topics that are covered in the course include mechanics, energy, electricity, magnetism, waves – both sound and light, and modern physics, which includes quantum theory. There is lab scheduled every other day in addition to the class time.

It is recommended that students interested in an engineering career take Principles of Engineering concurrently with physics.

Syracuse University (SUPA) Earth Systems Science - EARTH 203

Prerequisites:

- Successful completion of Regents Chemistry, 85% final grade or higher, completion of or co-enrolled in Physics.
- Successful completion of Algebra II, 85% final grade or higher.
- Others with instructor approval.

Additional information: 1 year; 1 credit, 4 college credits, course weight = 1.12

The Earth System: The Earth consists of an interconnected and synergistic series of feedbacks, processes, and geological mechanisms that operate across a wide array of scales in vastly different environments. The interplay between these components determines the shape of the continents, the location of key resources, the behavior of the climate and weather, the availability of fresh water and arable land, and just about everything else that our culture and society require to operate. Biological, Chemical, Physical, and Geological/Cosmological systems are all controlling factors in the behavior of our planet over short and long time scales, and over atomic to planetary spatial scales. Understanding this integrated “system of systems” is key to understanding both basic academic, curiosity-driven questions, and to understanding our sources of energy, where our waste goes, and where our resources come from. This class is designed to give students a solid grounding in understanding the Earth from a systems perspective – rather than focusing on specific sub-disciplines and detail, the class will focus on providing a basis for understanding mechanisms, feedbacks, and larger scale cycling of energy and material throughout the Earth’s various spheres: Atmosphere, Biosphere, and Geosphere.

This course is a great option for college bound students fulfilling a required science credit for most college majors.

Syracuse University (SUPA) Forensic Science – CHE 113

Prerequisites**:**

- Successful completion of Regents Chemistry, 85% final grade or higher, completion of or co-enrolled in Physics.
- Successful completion of Algebra II, 85% final grade or higher.
- Others with instructor approval.

Additional Information: 1 year; 1 credit, 4 college credits, course weight = 1.12

Due to advances in forensic science and its credibility, more and more criminal cases are dependent on physical evidence. CHE 113 teaches techniques used by forensic scientists all over the country and provides students with the background of this fascinating field. These techniques are implemented in laboratory experiments, giving students the perspective of a real forensic scientist.

Laboratory

Experiments involve techniques frequently encountered in forensic investigations. These experiments will include: safety practices in the chemistry laboratory, Crime Scene Investigation, Analyzing and Collecting Evidence, Separating and Identifying Food Dyes by Paper Chromatography, Identifying a Solid by its Density, Classifying Carbohydrates, Enantiomeric purity of commercial Ibuprofen, Qualitative Tests for Amino Acids and Proteins, DNA Extraction, and nine bottles: an adventure in chemical identification. The cost of the course is currently **$112.00** per credit hour. The course is 4 credit hours. Students and their families are responsible for this cost. Financial aid is available through Syracuse University.

This course is a great option for college bound students fulfilling a required science credit for most college majors.

LOTE

French I

Prerequisites: Completion of French 7.
Final assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

French I is typically an 8th grade course. In high school, if students successfully pass the course and a local final exam they receive high school credit. This course is a continuation and expansion of the French 7 course. The four levels - listening, speaking, reading, and writing are the focus to obtain comprehension and proficiency. The emphasis is on the acquisition of vocabulary and structures (through common, everyday topics) needed to communicate effectively at level one.

French II

Prerequisites: Successful completion of French I.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

This course is a continuation of French I, emphasizing the four language skills: listening, speaking, reading, and writing. This course involves the use of more complex grammatical constructions.

French III

Prerequisites: Successful completion of French II.
Final Assessment: French III Final Exam comparable to the former NYS Regents Exam.
Additional Information: 1 year; 1 credit, course weight = 1.07

French III is a continuation of emphasizing the four language skills with a focus on more advanced grammatical structures. Advanced writing and independent reading is incorporated in this course. A final examination in place of the NYS Regents Exam is given at the end of this course. A passing grade on the exam as well as the course is required for the advanced Regents diploma.

JCC French - FR 2510

Prerequisites: 3 years of HS French and a JCC Accuplacer score of 4+ on writing and 80+ on reading, **or** 3 years of HS French and student must be in the top 10% of his/her class.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

This course is designed for high school students to study college level French. The focus is on increasing the students' language ability by reinforcing the four major skills of listening, speaking, reading, and writing. There is an emphasis on vocabulary and grammar acquisition. Students will interact with authentic materials such as short films, CDs, articles, poetry, literature excerpts,

music, cultural and computer activities. A vital goal is to develop students' ability to communicate orally.

Spanish I

Prerequisites**:** Spanish 7, and unsuccessful completion of Spanish 8, **or** Spanish for High School Students new to the district.
Final Assessment: Local Final Exam that mirrors the NYS Second Language Proficiency Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Spanish I will ensure students' ability to communicate in Spanish on a Novice Mid to Novice High level on various topics including free time activities, personal descriptions, school, food and meals, family, shopping, house and home, sports, health and wellness, basic technology, and tourist travel. The course will focus on Reading, Writing, Listening, and Speaking skills that incorporate the level appropriate vocabulary and grammar topics. The use of native speakers via multimedia presentations will be used throughout the course to help the students become familiar and comfortable with various accents and dialects.

Spanish II

Prerequisites**:** Successful completion of Spanish I.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Spanish II is a continuation of Spanish I. This course involves the use of a more complex type of grammatical construction and more advanced vocabulary. All four language skills: listening, speaking, reading and writing will continue to be emphasized. Students will be exposed to further aspects of Spanish culture. The topics for the year will include tourism and travel, world sporting events, personal health and wellness, shopping, legends and history of Mexico, food and dining in Spain, journalism, arts and entertainment, and social responsibilities to the world environment. The use of native speakers via multimedia presentations will be used throughout the course to help the students become familiar and comfortable with various accents and dialects.
One year of a foreign language is required to graduate.

Spanish III

Prerequisites**:** Successful completion of Spanish II.
Final Assessment: Local Final Exam comparable to the former NYS Regents Exam, Checkpoint B.
Additional Information: 1 year; 1 credit, course weight = 1.07

Spanish III is designed to expand on the language skills mastered in Spanish II, emphasizing the four language skills: listening, speaking, reading and writing with a focus on more advanced grammatical structures. Since learning a language requires practice and use, there is a focus on pulling the information learned throughout the program together for students. A final examination is given at the end of the year, which is comparable to the former Regents Examination. A passing grade on this examination as well as this course is required for the advanced Regents diploma.

JCC Spanish - SPA 2510

Prerequisites**:** 3 years of HS Spanish and a JCC Accuplacer score of 4+ on writing and 80+ on reading, **or** 3 years of HS Spanish and student must be in the top 10% of his/her class.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

Spanish 2510 is a college level course designed to expand on the language skills mastered in Spanish III. There will be a review of basic and complex grammatical and pronunciation patterns, intensive vocabulary expansion through literary and non-literary readings, and extensive conversation practice.

JCC Spanish - SPA 2520

Prerequisites**:** Completion of Spanish 2510.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

Spanish 2520 is a college level course designed to review and expand on the language skills and cultural proficiencies mastered in SPA 2510. There will be a review of basic and complex grammatical and pronunciation patterns, acquisition of possibly new morphology, intensive vocabulary expansion through literary and non-literary readings, and extensive conversation practice.

FINE ARTS

Studio Art

Prerequisites: None
Final Assessment: Final Project
Additional Information: 1 year; 1 credit, course weight = 1.00

It is a survey studio course where students experience making a variety of two and three dimensional art. There are no prerequisites and acts as the high school requirement for one credit of fine arts for graduation.

Draw & Paint I

Prerequisites: Studio in Art
Final Assessment: Final Project
Additional Information: 1 year; 1 credit; course weight = 1.00. Grades 10, 11, & 12; Portfolio review.

In this course, students begin to explore a variety of subject matters and themes including still life, nature, landscape, and the human form. Students work from observation and from photographic sources. They will begin to explore a variety of medium including the use of graphite, colored pencil, pen & ink, watercolor, and acrylic paint. Direct observation drawing will be stressed in the first quarter and throughout various painting experiences. Students will study the work of accomplished artists, good design practices, composition, and art history as it relates to the lesson. Aesthetic qualities and the elements and principles of art will be part of each assignment. Students are required to keep a portfolio of their work including a sketchbook and finished artwork.

Draw & Paint II

Prerequisites: Studio in Art and Draw and Paint I.
Final Assessment: Final Project
Additional Information: 1 year; 1 credit, course weight = 1.00. Grades 10, 11, & 12; Portfolio review.

This course further develops the student's concepts acquired in Drawing I by applying creative assignments using black & white and color media, such as: graphite, charcoal, pastel, colored pencil, watercolor and acrylic paint with more intense focus on personal context. Some subjects will be still life, figurative drawing, perspective drawing and drawing from life. Students will continue to study accomplished artists, good design practices, and art history as it relates to the lessons. Students are required to keep a portfolio of their work including a sketchbook and finished artwork. Aesthetic qualities and the elements and principles of art will be part of each assignment.

Studio in Crafts

Prerequisites: None
Final Assessment: Final Project or Visual Research Presentation.
Additional Information**:** 1 year; 1 credit, course weight = 1.00

Studio in Crafts is designed to introduce students to various crafts media. Students are instructed in the safe proper use of tools and taught to respect and use resources wisely. Projects are chosen to develop skill and to develop an appreciation for good craftsmanship. Projects are completed using wood, glass, metal, paper, and textiles. Acts as a credit for the fine arts requirement.

Art III

Prerequisites: Draw and Paint I & II.
Final Assessment: Final Project
Additional Information: 1 year; 1 credit, course weight = 1.00

This performance based studio course has been developed to enable high school students at Allegany-Limestone to produce a body of artwork that meets College Board requirements. Students will be encouraged to pursue and develop their own needs and interests and ideas while exploring a variety of materials and techniques. Specific assignments will introduce students to a wide range of experiences in drawing, design, compositional and aesthetic concepts while nurturing a high-level of problem solving skills.

Portfolio Seminar

Prerequisites: Drawing and Painting
Final Assessment: Portfolio Review, Final Project.
Additional Information: 1 year; 1 credit, course weight = 1.00. Grade 12.

This performance based studio course has been developed to enable high school students at Allegany-Limestone to produce a body of artwork that meets College Board requirements. Students will be encouraged to pursue and develop their own needs and interests and ideas while exploring a variety of materials and techniques. Specific assignments will introduce students to a wide range of experiences in drawing, design, compositional and aesthetic concepts while nurturing a high-level of problem solving skills. Students will construct a portfolio that will consist of a minimum of twelve pieces of artwork that will be divided into two sections: Master's Selection and Concentration.

Fashion Design

Prerequisites: It is preferred 9th grade visual art credit is fulfilled.
Final Assessment: Portfolio
Additional Information: ½ year; ½ credit, course weight = 1.00

This course will focus on developing the knowledge and understanding of artistic principles and skills in fashion design and illustration. Students will explore basic principles of good design, better

understand the garment industry, practice creativity in the preparation and execution of fashion design, apply original ideas and have an increased awareness of the influence of social trends upon the history and future of fashion design.

Students are responsible for purchasing material. Cost of material is determined by individual projects selected by the student.

Photography I

Prerequisites: None
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00. Grades: 10, 11 & 12; 1 semester subject.

This course is for any student interested in learning about photography from its earliest history to the present. Students learn technical skills, camera operation, composition, creative thinking skills and visual literacy. Photoshop editing will be stressed as an integral component of this class.

Photography II - Advanced

Prerequisites: Photography I
Final Assessment: Final Project
Additional Information: ½ year; ½ credit, course weight = 1.00. Grades: 11 & 12; 1 semester subject.

This course is for the serious student in photography who has successfully completed Photography I. Students creatively use photography with other media to produce works of art for their portfolios. More advanced Photoshop skills will be stressed.

Yearbook I

Prerequisites: Completion of English 10 **or** Junior or Senior status.
Final Assessment: Final Project
Additional Information: 1 year; 1 credit each, course weight =1.00

Students enrolled in Yearbook I & II create and produce the award-winning high school yearbook for ALCS. Yearbook staff members are responsible for all aspects of the book's creation including planning, writing, copy-editing, photography, layout and design. Students also have the opportunity to develop sales and marketing skills through advertising and book sales campaigns. In this class, students will hold editorial positions as well as work as a team to complete tasks successfully and on time. Students will be expected to attend school sporting events, dances, and other school related activities and document these with photos for inclusion in the yearbook.

Yearbook II

Prerequisites: Completion of Yearbook I.
Final Assessment: Final Project
Additional Information: 1 year; 1 credit each, course weight = 1.00

Students enrolled in Yearbook I & II create and produce the award-winning high school yearbook for ALCS. Yearbook staff members are responsible for all aspects of the book's creation including planning, writing, copy-editing, photography, layout and design. Students also have the opportunity to develop sales and marketing skills through advertising and book sales campaigns. In this class, students will hold editorial positions as well as work as a team to complete tasks successfully and on time. Students will be expected to attend school sporting events, dances, and other school related activities and document these with photos for inclusion in the yearbook.

Woodcarving I

Prerequisites: None
Final Assessment: Written Self-Reflection and Evaluation
Additional Information**:** ½ year; ½ credit, course weight = 1.00

Woodcarving I will introduce students to the various types of carving tools and the proper safe use of the tools. Instructor selected projects are chosen to sequentially develop skill in the basic techniques and concepts relating to woodcarving. In this course, the projects are chosen to teach the basics of carving and to introduce the students to the various types of relief carving.

Woodcarving II

Prerequisites: Having received a 76% or higher in Woodcarving I.
Final Assessment: Written Self-Reflection and Evaluation
Additional Information**:** ½ year; ½ credit, course weight = 1.00

In this second level course, students will further develop their skills. Initial projects are instructor selected to teach the fundamental techniques and concepts in carving in-the-round. The final project is student chosen to demonstrate their level of skill and their personal preference regarding the various types of carving.

Pottery

Prerequisites: One of the following: Studio Art, Studio in Crafts, Design and Drafting for Production, **or** recommendation of guidance counselor and instructor.
Final Assessment: Electronic Portfolio
Additional Information: ½ year; ½ credit, course weight = 1.00

Students will make a variety of pottery objects and learn about traditional pottery aesthetics. They will also explore clay as a medium for personal expression. The emphasis is on improvement, problem solving and creativity.

Advanced Pottery

Prerequisites: Completion of Pottery
Final Assessment: Students assemble a portfolio using digital camera and computer for the final grade. The grade is based on completion of portfolio.
Additional Information: ½ year; ½ credit, course weight = 1.00

Students use skills and concepts learned in pottery. Assignments are designed to refine the student's sense of proportion and attention to detail. Assignments are used to refine communicative properties of three-dimensional media. Assignments are to develop a sense of different art styles and art from other cultures. Assignments are coil with surprise, multi-level slab, cartoon mug, decorative experiment, stamp design, 3 choice projects, two other culture, compare and contrast, light clay, repetition of unit, and one good choice.

JCC Ceramics - ART 1590

Prerequisites: Pottery and Advanced Pottery, **Seniors only**.
Final Assessment: Portfolio
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

"Students will gain a working knowledge of fundamental and advanced studio work in clay preparation, hand building, throwing, mold making, slip casting, glaze preparation, decorating techniques, and firing techniques" (JCC Course Catalog).

3D Computer Animation and Storytelling

Prerequisites: One of the following: Studio in Art, Studio in Crafts, Design and Drafting for Production, **or** recommendation of guidance and instructor.
Final Assessment: Electronic Portfolio
Additional Information: ½ year; ½ credit, course weight = 1.00

Students will explore animation as a form of communication. Students will become familiar with concepts such as story boarding, character rigs, key frame animation, pacing and sound effects. Students will use these concepts to create a believable environment and actions to tell their story.

Band

Prerequisites: Previous instrumental or musical experience.
Final Assessment: Perform an appropriate level NYSSMA solo.
Additional Information**:** 1 year; 1 credit, course weight = 1.00

The Senior High Concert Band is open to any student in grades 9 through 12 who has played a wind or percussion instrument in the past, or who wants to learn how to play. Students perform four official concerts throughout the year, with additional "kid concerts" (elementary/community) added throughout the year. All students have the opportunity to participate in the Cattaraugus County Solo Festival in the winter or at the Spring NYSSMA Music Festival, performing solo literature historic to their instrument. Literature for Wind Band varies in style from traditional, to

contemporary, to pop. Advanced students have an opportunity to participate in Honor Bands at the county and state levels. In addition to meeting for rehearsal each day, members are given one small group instruction period on a rotating basis each week.
*NYSSMA – New York State School Music Association

Chorus

Prerequisites: None
Final Assessment: Written Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

The Senior High Concert Choir is an SATB (soprano, alto, tenor, base) chorus of 9th-12th graders that rehearses every school day. The choir sings music of various genres: classical, Broadway, folk, spirituals, pop, sacred, secular, etc. and performs four concerts per school year. Students receive one unit of fine arts or elective credit for participation in the group. Many students participate in both band and chorus or chorus and an art class. Choir students may audition to sing at the Cattaraugus County Music Teachers Association's solo festival and the New York State School Music Association's solo festivals. Participation in solo festivals may lead to being selected to sing in an All-County, Area All-State and/or All-State Chorus. Members of the choir take a field trip every spring - which may be to Buffalo's Shea's Theatre to see a musical or to Cleveland to the Rock 'n' Roll Hall of Fame. Every three or four years, chorus members are offered the opportunity to take a three-day field trip to New York City to see a Broadway musical.

LIFE SKILLS

Physical Education

Prerequisites: Based on 9/10, 11/12
Final Assessment: Written test of rules, strategies, fitness, etc., based on yearly units.
Additional Information: 1 year; ½ credit

All students will experience competitive and non-competitive sports/activities. Students will work toward developing good social behaviors with other students and staff. Students will have the opportunity to develop plans for improving fitness based on personal goals.

Grades 9 through 12

- Students will practice, develop and fine tune skills related to a wide variety of sports and fitness activities.
- Skills will be broken down and analyzed to improve individual performances. Team play will also be stressed.
- Students will develop interest and appreciation for the need of life-long learning, fitness for health, and recreation.

Adaptive Physical Education

Prerequisites: Based on IEP
Final Assessment: None
Additional Information: 1 year; ½ credit

The main goal for this class will be to improve students' muscular strength and teach a variety of different ways students with disabilities can maintain a healthy mind and body with exercise. We will be following the student's IEP using activities to meet the individual student goals. Activities may include cardiovascular training, weight training, aquatics and games incorporated in the student's individual program.

Health

Prerequisites: Must be in 10th grade or higher
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

Health is a comprehensive health education program that provides knowledge and skills about real world situations, including topics such as character, communication, consumer literacy, fitness, nutrition, mental/emotional health, relationships, personal care/body systems, growth/development, tobacco, alcohol, other drugs, and communicable/non-communicable diseases. Parenting requirements are now embedded into the health curriculum.

Food & Nutrition

Prerequisites: Must be in 12th grade
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

Food & Nutrition emphasizes the safety of the kitchen, the use of large and small appliances, handling, storing and preparing foods. Students will learn the importance of different nutrients the body needs, how to read labels and follow recipes, as well as how to make recipe substitutions.

TECH/BUSINESS/CTE

Design and Drafting for Production

Prerequisites: None
Final Assessment: Local Final Exam
Additional Information**:** 1 year; 1 credit, course weight = 1.00

This is an introductory course to the design process. This course emphasizes that design is both a creative process which requires the use of creative thinking, decision-making, and problem-solving skills and a drawing activity which requires the use of universal drawing skills. The course will focus on the design process and the seven constants of design while teaching the necessary skills through various activities. Students will then be given more exciting design problems to reinforce and use their skills. Students will also be instructed in the use of professional solid modeling software. Students will communicate their solutions using the computer and a 3-D printer. This is a full year course which assumes no prior knowledge and is open to all high school students. Successful completion of this course satisfies the high school Art/Music requirement.

PLTW Introduction to Engineering Design

Prerequisites: 80% or higher in 8th grade mathematics. Must be concurrently enrolled in college preparatory mathematics and science.
Final Assessment: National online End-of-course assessment.
Additional Information**:** 1 year; 1 credit, course weight = 1.12. Course follows Project Lead the Way curriculum and may be taken for 3 college credits through Rochester Institute of Technology. This course will also fulfill the one credit visual art requirement.

PLTW Introduction to Engineering Design is designed for students interested in design and engineering. The major focus of the course is to expose students to design process, engineering standards, research and analysis, technical documentation, global and human impacts, communication methods, and teamwork. Students employ engineering and scientific concepts in the solution of engineering design problems. Students use 3D solid modeling design software to help them design solutions.

PLTW Digital Electronics

Prerequisites: 10th, 11th or 12th grade student and has completed the regular 9th grade math requirement and currently enrolled in a college preparatory math course.
Final Assessment: National online End-of-course assessment
Additional Information**:** 1 year; 1 credit, course weight = 1.12. Course follows the Project Lead The Way curriculum and may be taken for a 3 college credits through Rochester Institute of Technology.

Digital Electronics is designed to teach students about applied logic, which introduces them to the basics of electronics and digital systems – the building blocks to many products used in the field. The course will expose students to engineering design and troubleshooting techniques that are used in the electronics field. Computer simulation software is used to design and test digital circuitry prior to constructing them. The projects are traditional, such as those found in watches, digital cameras, and calculators to combinational logic to small subsystem implementation in programmable devices, in which students learn how machines think.

PLTW Principles of Engineering

Prerequisites: 10th, 11th or 12th grade student and has completed the regular 9th grade math requirement and currently enrolled in a college preparatory math course.
Final Assessment: National online End-of-course assessment
Additional Information: 1 year; 1 credit, course weight = 1.12. This course follows the Project Lead The Way curriculum and may be taken for 3 college credits through Rochester Institute of Technology.

This course is designed to help students understand the field of engineering and engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.
It is recommended that students take physics concurrently with Principles of Engineering to allow for a great depth of understanding for both courses.

JCC Accounting– BUS 1410, Accounting Fundamentals

Prerequisites: Students are **not** required to pass the JCC Accuplacer for college credit (credit will typically transfer as elective hours).
Course Evaluation: This course ideally precedes BUS 1510, Principles of Accounting.
Final Assessment: Comprehensive 2-Day Final Exam- Open Book/Open Notes
Additional Information: ½ year; ½ credit year; 3 college credit hours, course weight = 1.12
Required Text: TBA

Students will gain an understanding of the accounting principles and procedures used to record, classify, and summarize financial data. Students will become familiar with accounting terminology and many of the financial records, forms, and statements used in an electronic environment.

JCC Accounting– BUS 1510, Principles of Financial Accounting

Prerequisites: Accuplacer testing required – Reading score ONLY: 80+, Essay not required. BUS 1410, Fundamentals of Accounting is not a prerequisite but is preferred.
Final Assessment: Comprehensive Final exam – Open Book/Open Notes
Additional Information: ½ year; ½ credit 1 year; 4 college credit hours, course weight = 1.12
Required Text: TBA

Students will gain a broad view of accounting's role in satisfying society's need for financial information. In an overview of the accounting profession, students will understand generally accepted accounting principles underlying the design, integrity, and effectiveness of accounting information systems. Providing relevant financial statements for the decision maker and the use of computers to generate financial information are outlined.

JCC Accounting 1410/1510 Course Evaluation:

Scale:	
Exams (2 - midterm and final)	30%
Quizzes	20%
Homework (1 per chapter)	20%
Projects	15%
Participation	15%
Total	100%

Business Law I

Prerequisites: Global History & Geography I & II
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

Business Law is an introduction to our Anglo-American system of law, tracing its sources and history. Introduction to the legal system as it affects business activity. Principles of the law of contracts, agency relationships, commercial paper and sales are discussed and analyzed through the use of the Uniform Commercial Code, cases and problems. Emphasis is upon the law and business relationships.

Business Law II

Prerequisites: Business Law I
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

Principles of the law of agency, partnerships, corporations, wills, trusts, accounting law and liability bankruptcy, and real property are discussed and analyzed through the use of the Model Corporation Act, the Illinois Business Corporation Act, cases and problems. Emphasis is placed on the Uniform Commercial Code, including negotiable instruments, holder in due course, credit, and secured transactions.

Career Studies

Prerequisites: All students take this course in the second semester of their Junior year.
Final Assessment: Must satisfactorily complete the components mentioned below.
Additional Information: ½ year; second semester course required for graduation.

This course is a graduation requirement at ALCS that encompasses key experiences and outcomes that assist students with their post high school plans. Within this one semester course, students will be expected to know how to write an effective resume and cover letter. They will be taught how to conduct themselves professionally in an interview and actually participate in a mock interview with volunteers from outside businesses and agencies. Some other components include: acquiring 2 letters of recommendation, community service, writing a career plan, filling out a job application, visiting a college, and completing a computerized career interest survey which compiles likes/dislikes, skills, etc., to help students learn about the careers that may fit their interests.

This course emphasizes exploration and planning. We want our students to leave ALCS with a plan for success. This class provides some of the basic tools and experiences for students to achieve future success in schools and careers.

JCC Computer Programming Concepts/Applications - CSC 1570

Prerequisites: Algebra II as a co-requisite, no Accuplacer score required.
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit; 3 college credits, course weight = 1.12
Required Text: TBA

"Students taking this course will learn the components of the programming cycle including problem analysis, algorithm development, design implementation, debugging, and acceptable documentation standards. Students will implement their algorithms using an object-oriented programming language" (JCC Course Catalog).

Topics Covered:
Problem Solving and program design, designing algorithms, data types, sequence statements, variable declaration, Input and Output, selection statements, looping structures, raising awareness of Computer Science as a discipline, Scratch Module, Problem solving and algorithmic development.

SPECIAL EDUCATION

12:1:1 Transitions Class

The Transitions class is a high school classroom which focuses on building independence skills for transitioning into adult life. Students in the Transitions classroom come to school each day and "clock-in" when they are here, school is their "job." During the week they follow a set of "good worker rules," earning their "vacation time" on Fridays. Students rotate through a series of courses that build basic skills in fundamental areas. The titles of these courses are: Morning Duties, Skills to Success, Life-Skills, ELA, Consumer Math, Social Studies, Science, Cooking and Career Skills. All courses follow New York State Alternate Assessment guidelines for Alternate Grade Level Indicators.

Course Synopsis:

Morning Duties: Each week students rotate through a list of jobs that need to be done for the week. These jobs include: Manager, Custodian, Shopper/Storekeeper, Meteorologist/Local Events, Current Events, and Day Off. Students are required to do their job independently every day. The Manager of the week is responsible for running quality control and reviewing performance with each individual during the "Morning Meeting." Students also rotate through a series of basic skills practice stations during this time.

ELA: Students learn how to read coupons, nutritional labels, medicine labels, and read/follow recipes. Students watch the announcement, listen and respond to visual media. They have to make inferences and also have conversation with peers and adults in the room.

Skills for Success: During this course, students build their transitions portfolio for post-high school related ventures. Using the "10 Good Worker Rules" and the text "Transition from School to Work," students build skills and create artifacts to demonstrate these skills. Students also have the opportunity to assess interests and research different career paths during this time.

Consumer Math: The focus of Math includes basic skills practice for real-life math that students can use post-graduation. Students use a mock banking system to pay bills, write checks, budget money, and balance their checkbooks. Students also do a rotation of exercises that are individually-ability based. These exercises practice basic skills in addition, subtraction, multiplication, and division. Students practice consumer-skills through shopping exercises. Students also rotate through stations based on measurement, time concepts, fractions, estimation, number concepts, and problem solving.

Social Studies: Students learn about their rights and responsibilities of a global, national, state, and local world. Students become familiar with current events at each of these levels as well. Students

learn about the United States and our place in the global world. Students also learn about their local community and how to access the things they need and/or want.

Cooking: Cooking is a course that helps students to use basic knowledge to practice skills they will need in adult life. Students use basic reading skills to decipher the recipe and basic writing skills to write their own simplified version of the recipe. Students must use critical thinking skills to problem solve in the recipe as they distinguish "assumed" knowledge when they create their recipe. Students get hands-on applications of math through measurement and estimation during cooking exercises. Students learn to recognize tools and use them properly to prepare simple meals independently. Students learn and practice safety measures.

Life-Skills: Life-Skills is a course unto itself, but also encompasses all other subjects that are taught within the class. Students learn everyday life skills in the areas of safety, housing/household, emotional health and self-advocacy, social awareness, self-expression, travel and leisure time activities, time management, personal hygiene, and community awareness. Students learn about life-skills and routinely practice these skills to foster independence in the adult world.

Placement Test: ALCS offers several college level courses that have been described in detail within the curriculum guide. There is a placement test called the Accuplacer that is given in the spring which sophomores and juniors can take. Students sign up for this test in their English classes and then it is coordinated and scheduled in the various computer labs here at ALCS. Students will be required to have their social security numbers the day of the test. Students will know what their score is immediately upon finishing this on-line test. If they do not meet the minimum requirements, they are allowed one re-take. Please refer to the course descriptions to see which courses require the Accuplacer and also the minimum score requirement.

Registration: In early September, JCC Registration Forms will get filled out by the student highlighting which course/courses they have signed up for. Students must fill this out accurately to properly enroll in the course. Parents will also need to sign this registration and fill out a Certificate of Residency which is on the back page of the registration form. This process is repeated for spring courses. The Certificate of Residency is not required a second time during the school year.

*If a student is in the top 10% of their class, they are exempt from taking the Reading and Essay Accuplacer, they must still take the Algebra portion to qualify for the Math 1540.

Current Offerings:

Art 1590: Ceramics

BUS 1410: Accounting Fundamentals

BUS 1510: Principles of Financial Accounting

CMM 1610: Public Speaking

CSC 1570: Computer Programming Concepts

PSY 1510: General Psychology

ENG 1510: English Composition I

ENG 1530: English Composition II

ENG 1540: Writing About Literature

HIS 1530: US History

HIS 1540: US History II

ECO 1530: Contemporary Social Problems

MAT 1540: Elementary Statistics

MAT 1710: Calculus

SPA 2510: Intermediate Spanish I

SPA 2520: Intermediate Spanish II

FRENCH 1510: Intermediate French I

*Students who qualify for the U.S. History courses take them in place of the US History Regents Course in the junior year. They still must pass the course and the Regents Exam in June. The US History Regents course and exam is a graduation requirement.

COLLEGE COURSES, SU and RIT

Please see specific course description prerequisites, tests and fees for the following:

SU Earth Science (Syracuse University)

SU Forensics (Syracuse University)

PLTW Design and Drawing for Production (Rochester Institute of Technology, RIT)

PLTW Principles of Engineering (RIT)

PLTW Digital Electronics (RIT)

Diploma/Credential Requirements

Revised Feb 2017

The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All Student Populations	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • **Assessment:** ○ 5 required Regents exams[(1)] with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, ELA and 1 **Pathway Assessment**[(2)]**;** or ○ 4 required Regents exams[(1)] with a score of **65 or better** as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#regents diploma
Regents (through appeal)	All Student Populations	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • **Assessment**: ○ **4 required Regents exams**[(1)] with a score of **65 or better** and **1 Regents exam** with a score of **60-64** for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 **Pathway Assessment**[(2)]; or ○ **3 required Regents exams**[(1)] with a score of **65 or better** and **1 Regents exam** with a score of **60-64** for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential **Note:** Non Regents Pathway exams are not subject to the Appeal Process http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore

Regents with **Honors**	All Student Populations	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • **Assessment:** 5 required Regents exams[(1)] with a computed average score of **90 or better** as follows: 1 math, 1 science, 1 social studies, ELA and either 1 **Pathway Assessment**[(2)] or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average**)** http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors
Regents with **Advanced Designation**	All Student Populations	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. **Assessment:** Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing any one of the following combinations of Regents examinations and/or Department approved alternatives if applicable: **a. Traditional Combination:** ELA, Global History and Geography, US History and Government, 3 mathematics, 2 sciences, 1 must be life science and 1 must be physical science) = 8 Assessments **b. Pathway[(2)] Combination** (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments **c. STEM (Mathematics) Pathway[(2)] Combination**: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments **d. STEM (Science) Pathway[(2)] Combination**: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments In addition, a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE. http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD

Regents with **Advanced Designation** with an annotation that denotes **Mastery in Math**	All Student Populations	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • **Assessment:** Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with **Advanced** **Designation** with an annotation that denotes **Mastery in Science**	All Student Populations	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • **Assessment:** Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in science See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
Regents with **Advanced** **Designation with Honors**	All Student Populations	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** **or** a 5-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • **Assessment:** Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of **90 or better** (no more than 2 Department approved alternatives may be substituted and will not count in the computed average**)** **Note:** The locally developed Checkpoint B LOTE* examination is not included in the computed average. http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors

Local Diploma (through Appeal)	All Student Populations	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives**.** • **Assessment:** ○ 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and **1 Pathway Assessment[(2)] ; or** ○ 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, **and** meet all the requirements for the CDOS Commencement Credential **Note:** Non Regents Pathway exams are not subject to the Appeal process. http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentAppealForm.pdf
Local[(3)]	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. • **Assessment:** **a. Low Pass Safety Net Option:** 5 required Regents exams with a score of **55 or better** as follows: 1 math, 1 science, 1 social studies, ELA and either 1 **Pathway Assessment[(2)] ,** or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assessment; or **b. Low Pass Safety Net and Appeal:** **I.** 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and **1 Pathway Assessment[(2)] ;or**

		II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential **Note:** Non Regents Pathway exams are not subject to the Appeal process. **c. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:** passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm; or **d. Compensatory Safety Net Option**: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. • http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html • Compensatory Safety Net Q&A: *http://www.p12.nysed.gov/specialed/publications/safetynet-qa.htm*

Local Diploma (through Superintendent's Determination)	Students with disabilities with an IEP Does **NOT INCLUDE** students with a Section 504 Accommodation Plan	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 art, 1 language other than English (LOTE)* 2 physical education, 3 ½ electives**.** • **Assessment:** • A score of **55 or better** on both the ELA and 1 math Regents exams, or a successful appeal of a score between 52 and 54; and • Participation in at least 1 social studies Regents exam, 1 science Regents exam, and either 1 Pathway exam (or meet the requirements for the CDOS commencement credential), for which no passing score was obtained utilizing the low pass, safety net, the compensatory safety net or the 52-54 appeal; and • A superintendent's determination made upon a parent's written request, based on review of documentation as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation. More information can be found at: http://www.p12.nysed.gov/specialed/publications/2017-memos/superintendent-determination-of-graduation-with-a-local-diploma-updated.htm
Local Diploma	English Language Learners Only	• **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives**.** • **Assessment:** ○ 4 required Regents exams(1) with a score of 65 or better and the ELA Regents exam with a score of 55- 59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); or ○ 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 60-64, and the ELA Regents exam with a score of 55-59. For both the 60-64 and the 55-59 scores, an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and either **1 Pathway Assessment**(2) or meet the requirements of the CDOS Commencement Credential **Note:** Students who choose the CDOS pathway may still appeal an ELA score of 55-59 and on other Regents exam score of 60-64 http://www.regents.nysed.gov/common/regents/files/215p12a1.pdf **Note:** Non Regents Pathway exams are not subject to the Appeal process

Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a **Career and Technical Education Endorsement**	All Student Populations	• **Credit:** Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program. • **Assessment:** Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3-part technical assessment designated for the particular approved career and technical education program which the student has completed. http://www.p12.nysed.gov/part100/pages/1005.html#carteched

Non-diploma High School Exiting Credentials		
Credential Type	**Available to**	**Requirements**
Career Development and Occupational Studies (CDOS) Commencement Credential	All students **other than** **those** who are assessed using the NYS Alternate Assessment (NYSSA)	• Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; **OR** • Student meets criteria for a national work readiness credential **Note: In March 2016 the Board of Regents amended the regulations to allow access to this credential to all students** Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten. http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working. http://www.p12.nysed.gov/specialed/publications/SACCmemo.htm http://www.p12.nysed.gov/part100/pages/1006.html

Footnotes:

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

** Students with a disability who are excused from the LOTE requirement per their IEP need not complete a 5-unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.

1 In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf

2 **Pathway Assessment Options:** All students must pass the following 4 required Regents exams or the corresponding. Department approved alternative examination found at http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf: 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In **addition** all students must choose 1 of the following options:

- Complete all the requirements for the CDOS Commencement Credential found here http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html ; or
- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative ; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass an approved CTE Assessment after successfully completing an approved CTE program
- Pass a Department approved pathway assessment in the Arts[(4)]
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at http://www.p12.nysed.gov/ciai/multiple-pathways/

The Department is working to identify Pathway assessments in LOTE. When those examinations are identified they will be posted at http://www.p12.nysed.gov/ciai/multiple-pathways/

3 The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.