

Watkins Glen Central School District



2024-2025 COURSE CATALOG

WGHS STUDENT SUPPORT SERVICES

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2024-25
Catalog of Courses
CEEB Code: 335840

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Dear Students, Parents, and/or Guardians:

This course guide will serve as a resource for students as well as parents in the crucial planning of course selection. One will find important information such as graduation requirements, all course offerings and Regents mandates. Parental involvement is imperative for the student to reach maximum success during the high school experience.

Counselors are available to assist each student and parent in educational and career planning. Planning well will translate into the optimum educational experience for your child.

All electives are subject to staff and funding availability. All courses must have a minimum number of students requesting it, in order for any course to be offered. To adequately address this “unknown factor”, students will choose a first course and an alternate course during their scheduling meeting with their counselor.

Thank you for your continued support and involvement in your child's education.

Mr. Kyle Colunio
High School Principal

Mr. Erich Kramer
High School Assistant Principal

Counselors
Ms. Antonella Purpura
Ms. Traci Hartke

Counseling Assistant
Alicia Kelley

Glossary

The following terms are used frequently throughout this catalog. Please use this as a reference if you come across a term that you do not understand. If you need further explanation, please contact the Student Support Services Office.

Semester - is one-half of a school year, duration of 20 weeks.

Credit - One unit of credit is earned for a passing grade in each subject taken for a full year, one period per day. A half unit of credit is earned for a passing grade for courses taken for a half year or every other day.

Prerequisites – the requirements that must be met before a student may be scheduled for a given course.

Graduation Requirement - subjects are those that students must take as mandated by the New York State Department of Education

Sequence – is a concentration of 5 units that is required for the Regents with Advanced Designation only if a student opts out of the language requirement.

Electives – subjects that are not required but are chosen by the students.

Regents Course – a course that follows a state curriculum developed by the NYS Education Department and prepares students for a Regents exam that is given throughout the state on specified dates. A Regents diploma is awarded to students who pass Regents exams and all required courses and sequences.

Local Course – a course follows a curriculum developed by the district. Usually, the state curriculum is modified to teach the parts most essential for district students.

Regents & Common Core Examinations – Regents examinations are assessments developed by the NYSED and are the foundation of the student assessment process. Assessments are rigorous and include such expectations as writing, science experiments, and demanding mathematical problems applied to real life or work situations.

Career and Technical Education (CTE) – business, technology, and Career and Technical Education programs at the BOCES campus.

GPA Weight – is how many points are added on to the student’s final course grade once the course is completed.

CDOS Commencement Credential – this is for students who have entry-level work readiness skills. It can be earned with a diploma or as their only high school exiting credential. This is not considered a diploma.

Skills and Achievement Commencement Credentials – for a student with significant disabilities. Students must complete at least 12 years of school and document skills, strengths, and levels of independence in academics, career development, and foundational skills needed for post-school living, learning and working. This is not considered a diploma.

New York State Diploma Requirements

Diploma Types: Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation

Subject Area	Minimum Number of Credits
English	4
Social Studies Global History & Geography (2) U.S. History (1) Participation in Government (1/2) Economics (1/2)	4
Science Life Science (1) Physical Science (1) Life or Physical Science (1)	3
Mathematics	3
World Language	1*
Visual Arts/Music	1
Physical Education (each semester)	2
Health	.5
Electives	3.5
Total	22

*Students with a disability may be excused from this requirement if stated on their IEP

Examination Requirements

Local Diploma Minimum of 55	Regents Diploma Minimum of 65	Regents with Advanced Designation Minimum of 65
English Language Arts (ELA)	English Language Arts (ELA)	English Language Arts (ELA)
Social Studies (1)	Social Studies (1)	Global History & Geography II and US History & Government
Math (1)	Math (1)	Algebra I, Geometry and Algebra II
Science (1)	Science (1)	Living Environment and a Physical Science (Earth, Chemistry or Physics)
Pathway (1)**	Pathway (1)**	Checkpoint B LOTE Exam`

****Pathway Options-** all students must pass 4 required Regents exams. In addition, all students must choose ONE of the following options: CDOS credential or one additional math, science, or social studies Regents or an approved CTE assessment.

NYS Education Pathways:

A student must either complete all the requirements for the CDOS Commencement Credential by [clicking here](#); or

- Pass an additional math Regents examination in a different course or Department Approved Alternative; or
- Pass an additional science Regents examination in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents examination 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 a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

New York State Diploma Requirements (continued)

Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found by clicking [here](#).

Special Endorsements:

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.

Regents with Advanced Designation Diploma

A student is required to earn 2 additional credits in World Language, or a 5-unit sequence in the Arts or CTE (BOCES campus or our Business, Finance & Computer Program). The Regents chart above is the Traditional Pathway Testing combination for the Advanced Designation, but there are additional assessment options available as well.

Mastery in Math and/or Science:

A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment

World Languages exempt students:

Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation, does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the Advanced Diploma.

Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference Appeals, Safety Nets, and Superintendent Determination.

Seal of Biliteracy

The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students and encourages students to pursue language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission. The NYSSB is intended for all students who master standard academic English and any other language, including American Sign Language. Students must successfully complete various assessments and a project to be considered for the seal.

Exemptions due to the COVID-19 Public Health Emergency

Students granted an exemption from any examination due to COVID-19 are not required to pass such specific examination to meet the assessment requirements for any diploma type. Reference the following FAQs: June/August 2020, January 2021, June/August 2021, and January 2022 (USHG only).

Services and Information

Student Support Services

Academic Intervention Services

The Watkins Glen Central School District has a commitment to provide a comprehensive education and the support required to enable all students to meet the New York State learning standards. In keeping with this commitment, the District provides a variety of integrated services for all students, including those who are being supported by Special Education services.

Academic intervention services are provided to assist all students in the successful completion of course and graduation requirements. This service is available to assist students in meeting the learning standards in the areas of social studies, English Language Arts, mathematics, and science.

Counseling Services

Watkins Glen Central School District school counselors serve a significant role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, school counselors work to promote equity and access to opportunities and rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the basic human rights of all members of our school community. Collaborating with other stakeholders to promote student achievement, school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program based on state and national standards.

Psychological Services

School psychologists ensure that every student learns in a safe, healthy, and supportive environment. School psychologists utilize child development theories and effective teaching practices to help alleviate difficulties that may otherwise impede successful learning. These services include consultation, intervention, prevention, and education.

Social Work Services

School social workers bring unique knowledge and skills to the school system and the student services team. School Social Workers are instrumental in furthering the purpose of the schools: To provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers enhance Watkins Glen Central School District's ability to meet its academic mission; Student Learning is the Goal, especially where home, school and community collaboration is the key to achieving that mission.

Transition Program

This service is for students with disabilities, ages 18–21, who have completed four or more years in a high school program and satisfied credit requirements. Students spend a half-day in a vocational setting through work-based experiences in the Watkins Glen community or through one of the adult agencies. The other half of the day will be focused on further development of the student's daily living skills through classroom instruction.

Course Selections

Annual Course Registration

Each year students are provided information and a process to select courses for the coming year. School counselors work closely with students individually and in small groups, reviewing academic plans and available courses, and providing assistance to ensure that the proper course selection forms are completed. Due to budgetary considerations, the availability of courses is based on minimum student enrollment and available staff. Students are encouraged to discuss course selections with their parents.

Transfer Students

New students transferring into a Watkins Glen high school must register with the district's Central Registration office. At the time of registration, the student is given an appointment with a school counselor who assists with course information.

Services and Information

Decisions concerning course selections are based on records from previous schools and what is most appropriate to the student's needs and abilities.

Make-up Requirements for Failed Courses

Considering the rigorous nature of the New York State Educational Standards, it is possible for a student to fall behind about earning credits towards graduation within the four-year time frame. Students have three options to recover credit to get back on track:

1. Summer School
 - Summer School eligibility may be contingent upon the following factors:
 - Completing of all course requirements (to include projects, homework, classwork, term papers, final exams, labs, etc.)
 - Completing the school year with a minimum 50% average in any course creating the need for summer school.
 - Teacher recommendation and permission by the Principal.
2. In-year Credit Recovery Coursework
 - If needed and if staff resources are available, credit recovery courses will be offered during the school year. Students will be scheduled in credit recovery courses in addition to their regularly scheduled courses. The goal for these courses will be for students to get back on track with their graduation cohort.
3. Online Coursework
 - Online options are available if other options do not suffice. Online coursework will be evaluated on a case-by-case basis.

Dropping/Adding Courses

Selection of courses requires careful planning and serious thought. Since classes are established based on course requests, students are expected to remain in the courses they select. It is only in unique circumstances that students are permitted to change courses after school begins. **See full process in the Parent/ Student Handbook

For any schedule change, a Course Change Request Sheet must be obtained from the school counselor. Students should use the form to collect information; opinions about the proposed change; and signatures from teachers, the assistant principal, and parents. A meeting must be scheduled with the school counselor to discuss any change. A meeting will be required by teacher(s) or school administrator.

A student must continue to attend classes in the course until the schedule change has been approved by the principal and made official by the school counselor.

WGHS Examination Program

1. Regents Exams
 - Any student enrolled in a course that culminates in a Regents Exam must sit for and take the Regents Exam. The exam is a requirement of the course.
2. Advanced Placement Exams (AP)
 - By registering for an AP course, you are committing to taking the culminating AP Exam. The exam is a requirement of the course and the cost is paid by WGCSD.

Class Ranking

Eligibility:

To be eligible for class rank as a graduating senior at Watkins Glen High School the following criteria must be met:

- A. The student must be enrolled as a student in the Watkins Glen Central School District for a minimum of three consecutive semesters prior to graduation.
- B. Out-of-state students, students who have been attending a charter school or a private institution must meet the enrollment requirements in provision A.
- C. Out-of-state students, students who have been attending a charter school or a private institution will have their academic transcripts evaluated by the district on an individual basis. This analysis will determine if the student has received credit for coursework of an equal caliber to New York State Regents coursework.
- D. Students who are graduating early will be ranked with the class that they are graduating with.

Services and Information

Procedure:

All high school courses shall be designated according to the level of difficulty/rigor, which can be viewed in the chart below.

Weight Designations	
Level of Rigor/Difficulty	Weight Applied to Courses for (Alpha Scale):
Alternate Assessment Pathway	Unweighted
General Education	.04
Honors	.12
Accelerated College Education (ACE) – CCC College Now – TC3	.20
Advanced Placement (AP)	.20

At the end of junior year (11th grade), class ranking shall be determined by computing grade point average using the following criteria:

- Final grade in a subject
- Weighted factor of the course completed

Final class ranking will be determined at the end of the 4th marking period of the senior year.

Courses Leading to College Credit

The high school courses described on this page offer the **possibility** of earning college credit while earning high school credit. **However, each college has different rules for accepting credit earned in this way.** Students should consult their college of choice to determine if it accepts such credit. Classes will vary among schools based on course enrollments. Students can attend these courses in other schools. ***Earning college credit is based on the successful completion of the course and/ or examinations.*

Throughout this book courses that may be eligible for college credit will be indicated with the following:

May be eligible for College Credit

Advanced Placement (AP) Program

This option will allow any interested students to prepare for advanced status upon entering college by registering for high school courses that prepare students for taking the AP examination while earning high school credit. These courses will require students to perform at the level of a college freshman.

To be eligible for college credit, the student must:

- be enrolled in the appropriate advanced level course;
- take and pass the appropriate examination with a 3 or higher; and,

At the completion of AP courses, **students are expected to take the appropriate AP examination.** All AP examinations will be administered during May each year and are graded by outside readers. ***Students are responsible for inquiring if their college of choice awards advanced placement examination credit and request that credit be given.*** With good exam scores, taking AP courses may help you be more competitive when applying to college.

Students should refer to individual department course descriptions in this course offerings guide for available advanced placement courses. Students should see their school counselor or assistant principal for further information.

College Dual Enrollment Program

Dual Enrollment agreements are available with universities and colleges for many of the content areas. Students who choose the Dual Enrollment option receive college credit that will appear on a college transcript. The college credit earned can be transferred to other universities and colleges that accept the transfer credits. Watkins Glen Central School District currently has Dual Enrollment partnerships with Corning Community College and Tompkins-Cortland Community College. Course accreditation is based on an instructor vetting process led by the partnering college.

Academic Recognition

Honor Roll

Honor Roll will be determined at the end of the school year and is based on the final grade for a course.

National Honor Society

The purpose of the National Honor Society is to give students recognition for and encouragement in scholarship and the qualities of leadership, service, and character. Not only are student members expected to live up to the standards of membership in the Society, but they also are expected to foster these qualities in the whole student body.

To apply for National Honor Society induction, students must be in 11th or 12th grade, have attained an A average, and have completed a personal data sheet used to evaluate the applicant in areas of character, leadership, and complete 20 hours of community service.

For complete details about the National Honor Society, see a school counselor or National Honor Society advisor.

National Merit Scholarships

Students taking the PSAT in the 11th grade are automatically entered in the National Merit Competition. Students, whose Selection Index places them in the top one-half of the top one percent nationally, are identified as semifinalists. These students, with the additional recommendation of their school, will continue in the competition.

Semifinalists are announced early in September of the 12th grade. These students continue the application process by completing a packet of materials that is sent to the National Merit Scholarship Program in Princeton, New Jersey. Students who are selected to be finalists often receive recognition and awards from colleges, universities, and companies. Another category of the National Merit Scholarship Competition is that of Commended Status (those who score in the top five percent nationally on the Selection Index). These students do not continue in the competition but do receive a certificate.

NCAA Eligibility Requirements

If you want to play NCAA sports at a Division I or II school, you need to register with the NCAA Eligibility Center by clicking here. You should plan to register during your Freshman or Sophomore year of high school. Approved courses are indicated on the course selection listing in the back of this catalogue.

What you need to know:

Grade 9: Start planning now: take the right courses and earn the best grades possible. Ask your counselor for a list of your high school's NCAA-approved core courses to make sure you take the right classes. Find your high school's list of NCAA-approved courses at NCAA.org/course list.

Grade 10: Register with the NCAA Eligibility Center at eligibilitycenter.org. If you fall behind, ask your counselor for help with finding approved courses you can take.

Grade 11: Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses. Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999. At the end of the year, ask your counselor to send or upload your official transcript to the NCAA Eligibility Center. If you took classes at more than one high school or program, submit an official transcript for each school. Make sure you are on track to graduate on time with your class.

Grade 12: Complete your final NCAA core courses as you prepare for graduation. Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999. Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org. After you graduate, ask your counselor to send or upload your final official transcript with proof of graduation to the NCAA Eligibility Center. Only students on an NCAA Division I or II school's certification request list will receive a certification

Division I

If you enroll in a Division I college and want to participate in athletics or receive an athletics scholarship, you must meet all NCAA requirements, including required core courses, minimum grade-point average and SAT or ACT criteria. Division I has a sliding scale for GPA and SAT or ACT scores.

16 Required Core Courses

- 4 years of English;
- 3 years of math (Algebra I or higher);
- 2 years of natural or physical sciences (including 1 year of lab science);
- 1 additional year of English, math, or natural/physical science;
- 2 years social science;
- 4 years of additional core courses (from any category above, foreign language or comparative religion/philosophy).

* NCAA Division I requires ten core courses to be completed prior to the seventh semester (seven of the ten must be a combination of English, math or natural or physical science that meet the distribution requirements above).

Division II

If you enroll in a Division II college and want to participate in athletics or receive an athletics scholarship, you must meet the following academic standards:

- Graduate from high school;
- Complete the 16 core courses listed below;
- Earn a core-course GPA of at least 2.20;
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale

(Division II continued on the next page)

NCAA Eligibility Requirements

16 Required Core Courses

- 3 years of English;
- 2 years of math (Algebra I or higher);
- 2 years of natural or physical sciences (including 1 year of lab science);
- 3 additional years of English, math, or natural/physical science;
- 2 years social science;
- 4 years of additional core courses (from any category above, foreign language or comparative religion/philosophy).

**Students who qualify for the SAT fee waiver also qualify for the NCAA fee waiver.

Be sure to ask your coach or school counselor about these requirements or download the guide for the college-bound student-athlete at: [NCAA Guide \(click here\)](#)

DIVISION III REQUIREMENTS

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in season and conference play to maximize academic, co-curricular and extracurricular opportunities. While Division III schools do not offer athletics scholarships, 80% of Division III student athletes receive some form of merit or need-based financial aid. While Division III schools set their own admissions and academic requirements, international student-athletes (first-year students and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an Amateurism-Only Certification account. See the Amateurism section below for more information on the Amateurism-Only Certification account, which does not include an academic certification. Contact the Division III school you plan to attend for more information about its academic requirements

AMATEURISM

When you register for an Academic and Amateurism or Amateurism-Only Certification account with the NCAA Eligibility Center, you will be asked a series of questions about your sports participation to determine your amateur status. In some instances, the Eligibility Center staff may need to gather additional information to evaluate your amateur status.

ISSUES REVIEWED AS PART OF THE AMATEURISM CERTIFICATION PROCESS

- Delaying your full-time collegiate enrollment to participate in organized competition.
- Playing with professionals.
- Signing a contract with a professional team.
- Participating in tryouts or practices with a professional team.
- Receiving payment or preferential treatment/benefits for playing sports.
- Receiving prize money.
- Receiving benefits from an agent or prospective agent.
- Involvement with a recruiting service

Fine Arts

Visual Arts

The Visual Arts program presents opportunities for students to broaden their interests in the arts as they acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization, and develop skills to express personal artistic talents. Students who show a strong interest or ability in the visual arts should begin preparing a portfolio at the Studio Art level under the advisement of any art teacher.

All students are required to complete one unit in art and/or music. The visual arts course designed to fulfill this requirement is Studio Art. The interdisciplinary course Music in Our Lives will also satisfy this one-unit requirement. Studio Art may be taken at any high school grade level and is a prerequisite for all other art courses. Students may take upper-level art courses without meeting the prerequisite with the permission of the art teacher.

5-Unit Sequence

Studio in Art: 9-12

Advanced Art I: 10-12

Advanced Art II: 11-12

Independent Study: 12

Art Thesis: 12

3-Unit Sequence

Studio in Art: 9-12

Advanced Art I: 10-12

Advanced Art II: 11-12

** Studio Art is required for all other art courses and may be used to satisfy the one-unit art or music requirement.*

***A student may follow a 5-unit sequence in fine arts may qualify a student for a Regents Diploma with Advanced Designation.*

Course Descriptions

Studio Art

Course Number:	G555LB
Grade(s):	9–12
Weight	0.04
Weeks:	40
Credit(s)	1

Studio in Art is a prerequisite to all other upper art courses in the Fine Arts Department. This entry-level course satisfies the state requirement for fine art. It may be taken as part of a 3- or 5-unit sequence. It is an exploration of art materials/methods/techniques, art history, art aesthetics, and art criticism.

Prerequisite: None

Requirements: Projects, Plan Sheets/Sketches, Rubrics, Critiques. All art is kept in a virtual and hands on portfolio for a required end of year art show.

Materials: All art materials provided.

Advanced Art I

Course Number:	G650LB
Grade(s):	10–12
Weight	0.04
Weeks:	40
Credit(s)	1

Advanced Art I is a more advanced and fined tuned version of studio in art. It may be taken as part of a 3- or 5- unit sequence in art. Students will further knowledge and skills attained in Studio in Art. Expansion of techniques and studio focus is emphasized to create a diverse breadth of artwork.

Prerequisite: Studio in Art

Requirements: Projects, Plan Sheets/Sketches, Rubrics, Critiques. All art is kept in a virtual and hands on portfolio for a required end of year art show.

Materials: All art materials provided.

Advanced Art II

Course Number:	G751LB
Grade(s):	11–12
Weight	0.04
Weeks:	40
Credit(s)	1

Advanced Art II may be taken as part of a 3- or 5- unit sequence in art. Students will further knowledge and skills attained in Advanced Art I. Students are encouraged to more deeply explore concepts and materials to develop a personal style. There is an emphasis on depth of artwork.

Prerequisite: Studio in Art and Advanced Art I

Requirements: Projects, Plan Sheets/Sketches, Rubrics, Critiques. All art is kept in a virtual and hands on portfolio for a required end of year art show.

Materials: All art materials provided.

Independent Study

Course Number:	G852
Grade(s):	11–12
Weight	0.04
Weeks:	40
Credit(s)	1

Fine Arts

Independent Study in Art is for a student with a special interest in art. The goal is to extend what was started in Advanced Art II. Students are encouraged to more deeply explore concepts and materials to develop a personal style. There is an emphasis on depth of artwork.

Prerequisite: Studio in Art, Advanced Art I, and Advanced Art II

Requirements: Projects, Plan Sheets/Sketches, Rubrics, Critiques. All art is kept in a virtual and hands on portfolio for a required end of year art show.

Materials: All art materials provided.

Art Thesis

Course Number:	G870
Grade(s):	12
Weight	0.04
Weeks:	40
Credit(s)	1

Art Thesis is designed for highly motivated art students. The student produces a body of work with a specific chosen theme as well as support the concept/theme within art history. .

Prerequisite: Advanced Art II

Requirements: Projects, Plan Sheets/Sketches, Rubrics, Critiques. All art is kept in a virtual and hands on portfolio for a required end of year art show.

Materials: All art materials provided.

Studio in Ceramics

Course Number:	G871
Grade(s):	10–12
Weight	0.04
Weeks:	40
Credit(s)	1

Studio in Ceramics course explores history of ceramics, techniques and processes used in clay construction. Students will build projects using several construction methods: pinch, coil, slab, Wheel-thrown and combinations of each. Students will reach an understanding of firing and glazing processes with their projects.

Prerequisite: Studio in Art

Requirements: Projects, Plan Sheets/Sketches, Rubrics, Critiques. All art is kept in a virtual and hands on portfolio for a required end of year art show.

Materials: All art materials provided.

Portfolio

Course Number:	G800
Grade(s):	12
Weight	0.04
Weeks:	40
Credit(s)	1

Art Thesis is designed for highly motivated art students. The student produces a body of work with a specific chosen theme as well as support the concept/theme within art history.

Prerequisite: Studio in Art, Advanced Art I, and Advanced Art II

Requirements: Projects, Plan Sheets/Sketches, Rubrics, Critiques. All art is kept in a virtual and hands on portfolio for a required end of year art show.

Materials: All art materials provided.

Fine Arts

Music

All students are required to complete one unit in art and/or music. The visual arts course designed to fulfill this requirement is Studio Art. The interdisciplinary course Music in Our Lives will also satisfy this one-unit requirement. Studio Art may be taken at any high school grade level and is a prerequisite for all other art courses. Students may take upper-level art courses without meeting the prerequisite with the permission of the art teacher.

**Certain courses in Art, English, and Technology may also satisfy this fine arts requirement.*

***A 5-unit sequence must include ART OF LISTENING, FOUNDATIONS OF MUSIC and 3 units in Band and/or Choir. This can also replace the 5-unit sequence in a foreign language.*

Course Descriptions

ACE Music Theory

Course Number:	H800LB
Grade(s):	9-12
Weight	0.2
Weeks:	40
Credit(s).	1
College Credit(s).	6

May be eligible for College Credit

This course may be taken for the one unit of music or art requirement, as part of a 5-unit sequence in music sequence or as an elective. This may also be taken for ACE college credit (MUSC 1010 and MUSC 1110) and/or local high school credit. Students study the structure of music and develop more challenging musicianship skills such as aural recognition, dictation, music analysis and composition. Students listen to musical works and analyze their formal, stylistic, and aesthetic qualities. In addition to developing technical knowledge and skills, they become familiar with a large variety of musical literature to which they apply knowledge and skills. This course is recommended to students interested in music.

Prerequisite: None

High School Chorus

Course Number:	H051LB
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s).	1/2

This course may be taken to satisfy the requirement for 1 unit for art or music, as part of a 5-unit music sequence or as an elective. Chorus is designed to develop the musicianship of each individual to the best of his/her ability through learning and performing choral music. An appreciation for the “classical” choral repertoire as well as the current popular style is encouraged. Each individual is assisted to develop self-confidence in his/her voice and to develop the best intonation, breath control, diction and tone possible.

Prerequisite: None

Requirements: Group participation, attendance at all concerts and a local midterm and final.

Materials: Choral music is supplied. A folder is required.

Concert Band

Course Number:	H050LB
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s).	1/2

This course may be taken to satisfy the requirement for 1 unit of music or art, as part of a 5-unit sequence in music, or as an elective. Concert band provides the opportunity for continuing band students to practice and perform challenging and exciting music. Both traditional and contemporary concert band repertoire is explored. Students strive for professional, quality performances through concerts, assemblies and solo festivals.

Prerequisite: None

Fine Arts

Jazz Band

Course Number:	H055LB
Grade(s):	8–12
Weight	0.04
Weeks:	40
Credit(s)	1/2

This course may be taken to satisfy the requirement of 1 unit of music or art, as part of a 5-unit sequence in music, or as an elective. Jazz Band provides the opportunity for continuing band students to practice and perform challenging and exciting music. Students will explore through performance the history of jazz and its variety of styles and repertoire. Students strive for professional, quality performances through concerts, assemblies and solo festivals. Knowledge of understanding of musical terms, symbols and scales are discussed and tested on written and playing exams at the end of each semester.

Prerequisite: None

Requirements: Participation in Concert Band and Jazz Band

Treble Choir

Course Number:	H056LB
Grade(s):	9–12
Weight	0.04
Weeks:	40
Credit(s)	1/2

The treble chorale will perform repertoire from a variety of time periods and genres from Classical to 20th Century Popular music. This ensemble will be engaging in the standard performance requirements of our other ensembles, Winter & Spring Concerts, Darien Lake Music Festival, Retired Teacher Luncheon performances...but these upper level ensembles will lend themselves to other opportunities like NYSSMA adjudications and community performances more appropriate for a smaller group of students. Students will be evaluated based on their attendance and scheduled performance events.

Prerequisite: None

**May not be offered each year*

Music in Our Lives

Course Number:	H054
Grade(s):	9–12
Weight	0.04
Weeks:	40
Credit(s)	1

This course may be taken for the one unit of music requirement, as part of a 5-unit sequence in music, or as an elective. This course explores and introduces the student to the different ways that technology has influenced music from rock music to computers. Students will study first-hand the various modern technologies including music videos, computers in music, sound compositions and electronic music. These technologies will enable the student to listen more objectively to the sounds around them and to have a better appreciation of all music. Several other units include class guitar as well as a music theater unit.

Prerequisite: None

Requirements: Reading and writing assignments, group discussions, checks of a notebook, and a midterm and final exam.

Materials: Books and magazines are supplied. A notebook and folder are required.

**May not be offered each year*

Fine Arts

Class Piano

<i>Course Number:</i>	H059
<i>Grade(s):</i>	9–12
<i>Weight</i>	0.04
<i>Weeks:</i>	40
<i>Credit(s)</i>1/2

This course may be taken as a music elective course for .5 credits. Class Piano is intended to build basic proficiency in playing the piano, both as a soloist and as part of a small group with performance opportunities throughout the school year. Classical and popular styles of music will be explored in the course with instruction focusing on proper playing technique. Students will be expected to learn by ear and learn to read musical notation for basic chords and melodies.

Prerequisite: None

Agriculture

Course Descriptions

Agriculture, Food and Natural Resources

Course Number:	M212
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s)	1

This course is designed to engage students in aspects of agronomy, food science, sustainable agriculture, forest management, forest ecosystems, natural resource conservation, and general plant health.

Prerequisite: None

Horticulture Science

Course Number:	M215
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s)	1

This course is designed to engage student in aspects of Horticulture such as landscaping, hardscaping, turf management, floriculture, pruning, pest control and general plant health.

Prerequisite: None

Plant Science and Production

Course Number:	M218
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s)	1

This course is designed to engage students in plant production methods such as plant structure and functionality, vegetative reproduction, seed sowing and transplanting, plant nutrition, pest control and general plant health

Prerequisite: None

Career and Technical Education

Business

The business education courses are designed to enable students to meet a variety of personal and career interests. The material and equipment used reflect recent changes and the latest uses of technology.

The courses in the business department align with the State Standards of Career Development, Integrated Learning and Universal Foundation Skills which include the following skills:

- Learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
- Complete a career plan.
- Apply decision-making in the selection of a career option
- Analyze skills and abilities required in a career option and relate them to their own skills and abilities.
- Demonstrate the integration and application of academic and occupational skills in their school learning, work and personal lives.
- Use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (pictures, videos, reports, and technology)
- Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.
- Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
- Communicate effectively and help others to learn a new skill.
- Demonstrate the ability to organize and process information and apply skills in new ways.
- Use technology to acquire, organize and communicate information by entering, modifying, retrieving and storing data.
- Demonstrate an understanding of how systems performance relates to the goals, resources and functions of an organization.
- Demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information.
- Select, apply, and troubleshoot hardware and software used in the processing of business transactions.
- Prepare, maintain, interpret/analyze, and transmit/distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential in working in today's international service/information/technological based economy.
- Demonstrate an understanding of the inter-relatedness of business, social, and economic systems/subsystems.
- Identify, organize, plan, and allocate resources in demonstrating the ability to manage their lives as learner, contributing family members, globally competitive workers, and self-sufficient individuals.
- Exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.

Career and Technical Education

Course Descriptions

WBL Junior Course

Course Number:	J130
Grade(s):	11
Weight	0.04
Weeks:	40
Credit(s).	1/2

This course is designed to enhance your career readiness, prepare you for life after high school, and prepare you for the transition from school to work.

Prerequisite: None

Requirements: This course of part of required program at WGHS. All juniors must enroll in this course or ACE FYEX.

ACE First Year Experience (FYEX)

Course Number:	J790LB
Grade(s):	11
Weight	0.2
Weeks:	40
Credit(s).	1/2
College Credit(s).	3

May be eligible for College Credit

This course is designed to enhance your college and career readiness, prepare you for life after high school, and prepare you for the transition from school to work.

Prerequisite: None

Requirements: This course of part of required program at WGHS. All juniors must enroll in this course or WBL.

Advertising and Marketing

Course Number:	J652
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s).	1

A variety of media including print, broadcast and presentation will be used in this course designed to teach persuasive techniques to reach a variety of audiences. Technology used includes scanner, digital camera, video camera, editing equipment.

Prerequisite: None

**May not be offered each year*

Studio in Graphic Arts I

Course Number:	J551LB
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s).	1

Career and Technical Education

Students will learn to do basic graphic design fundamentals in this course. They will use an array of tools and functions to create computer drawings. They will also use image editing software to generate projects. In addition to these a year-long memory video project is required. **** Students can also earn 1 Art credit by successfully completing this course.**

Prerequisite: None

**May not be offered each year*

iLead: The Base for Workplace Success

Course Number:..... **J400**
Grade(s):..... 11-12
Weight0.04
Weeks:..... 40
Credit(s)......1

This course is taught in collaboration with the Watkins Glen Area Chamber of Commerce (Chamber). Broken into eight distinct units, this course will delve into the foundations of business, management, and personal leadership development. The units include: Who are you?; Time-Management; Communication; Survival; My Team; Money Management; Marketing Me; and My Community. In addition to these units being taught by WGCS faculty, the Chamber will arrange for local business owners/leaders to teach and speak about specific components of the course as well as to provide information about business and leadership opportunities in the community. This course is meant to prepare students for life after high school and college, focusing on the soft skills necessary for succeeding in the workplace.

Prerequisite: None

**May not be offered each year*

ACE Accounting

Course Number:..... **J780LB**
Grade(s):..... 10-12
Weight0.2
Weeks:..... 40
Credit(s)......1
College Credit(s)......4

May be eligible for College Credit

Students study the complete accounting cycle, payroll and banking procedures, and systems for controlling cash receipts and payments, purchases, sales, and automated accounting. Students will prepare accounting simulations to reflect a real-life setting. This is recommended as an elective for any college-bound student interested in fields related to business.

Prerequisite: None

Requirements: Reading and writing assignments, independent projects, unit tests, and a local midterm and final.

Materials: A notebook and calculator are required

ACE Service Learning

Course Number:..... **J700**
Grade(s):..... 9-12
Weight0.2
Weeks:..... 40
Credit(s)......1/2 or 1
College Credit(s)......1, 2 or 3

May be eligible for College Credit

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Student placements

Career and Technical Education

include Elementary School, local businesses, school offices, assisting High School teachers. Credits earned are dependent on how many service-learning hours are completed. One college credit is earned per 20 hours completed.

Prerequisite: None

Work-Based Learning (WBL)

Course Number:	xxxx
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s)	1/2 or 1

WBL coursework can be earned in a multiple ways. They include:

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP) The Career Exploration Internship Program (CEIP) is a school-business partnership initiative that provides high school students, age 14 and older, the opportunity to learn through hands-on experiences about the skills and education requirements necessary for the career areas in which they have an interest. These experiences assist students in determining their post-secondary education and training needed to reach their college and career goals. The CEIP offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in understanding the linkages among school, work, and post-secondary education. Students may earn up to one unit of elective or CTE sequence credit.

GENERAL EDUCATION WORK EXPERIENCE PROGRAM (GEWEP) The General Education Work Experience Program (GEWEP) is open to any student 14-21 years of age who is enrolled in school. These work experiences can be paid or unpaid. The GEWEP is a collaborative school and business partnerships designed to provide a work experience that enables students of various academic abilities to:

- Learn about the world of work and explore career opportunities
- Develop broad-based transferable skills to be applied in school and the workplace
- Earn up to two units of elective credit towards graduation
- Potentially earn money

COOPERATIVE CAREER AND TECHNICAL EDUCATION WORK EXPERIENCE PROGRAM (CO-OP) (PAID AND UNPAID) A Cooperative Career and Technical Education Work Experience Program (CO-OP) provides a link between the classroom and the workplace for students aged 16 and older. It adds relevance to classroom learning. Many high school students benefit from the opportunity to practice what they are learning in an actual work setting. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom. The work experience (paid or unpaid) component of CO-OP is related to the student's CTE program of study with the primary goal to develop career relevance and competence. These work experiences can also motivate at-risk students to remain in school and improve their academic achievement. CO-OP helps a student develop employability skills including initiative, interpersonal relations, and the attitudes and behaviors necessary for success in the workplace and community.

Prerequisite: None

**May not be offered each year*

Career and Technical Education

Technology

Students interested in a manufacturing cluster should consider the following sequence of courses. It is recommended that students start out with Material Processing so that they may become familiar with the basic resources used in industries. They also learn about processing each material. Students should then consider taking History of Technology (or take within the same year as Material Processing) so that they may learn about the technological inventions and discoveries that make manufacturing possible. Following History of Technology is Manufacturing. At this point, students learn about various manufacturing methods with an emphasis on mass production and automation. Production is taken some time after the previous 3 courses. Production allows students to use their knowledge about materials, production methods and equipment to produce and construct various products and structures throughout the community. Finally, students may take Design and Engineering for Manufacturing. Students break up into teams to research and design products. The products will be made-up into prototypes then put into mass production. Students will learn engineering and managerial skills. Students interested in receiving valuable information for a well-rounded education, but not for a technology sequence should consider Material Processing, Transportation, Electronics or Energy/Power.

Career and Technical Education

Course Descriptions

Design and Drawing for Production (DDP)

<i>Course Number:</i>	L061LB
<i>Grade(s):</i>	9-12
<i>Weight</i>	0.04
<i>Weeks:</i>	40
<i>Credit(s)</i>	1

Communicate designs and ideas through industry standards. Design and Drawing for Production is a full year course designed for all students in grades 9-12. This course is a technology sequence course that also fulfills the art/music high school requirement. This course intends to provide opportunities in the area of design and drawing through creative thinking, decision making, and problem-solving experiences. Strategies of design and drawing appropriate now and in the future are emphasized. ***This course may be taken to satisfy the fine arts graduation requirement.**

Course content includes:

- Orthographic Drawing
- Isometric Drawing
- Geometric Drawings
- Sectional views
- Axillary views
- One Point Perspective
- Two Point Perspective
- Three Point Perspective
- CADD- SolidWorks, Google SketchUp, West Point Bridge Builder, Chief Architect, 001 Game Creator

Requirements: Each student is expected to complete all the assignments, including worksheets, portfolio drawings, contests and projects.

Transportation 1

<i>Course Number:</i>	L062
<i>Grade(s):</i>	9-12
<i>Weight</i>	0.04
<i>Weeks:</i>	20
<i>Credit(s)</i>	1/2

Imagine being able to repair small engines that power ATV's, lawn mowers & other motorized items around your home. What about learning how your car or truck runs? Learn about the theory & operation of an internal combustion engine through dismantle, spec, & rebuild of carbureted v8 engine. This course is tailored to those curious of engines to the gearhead.

Prerequisite: None

Transportation 2

<i>Course Number:</i>	L063
<i>Grade(s):</i>	9-12
<i>Weight</i>	0.04
<i>Weeks:</i>	40
<i>Credit(s)</i>	1

Take the next step from Transportation 1 (Transpo 1) and assemble a kit car. Use skills from Transpo 1 and apply them with the end goal of creating a running and driving street legal car. Learn multiple systems of vehicle operation from fuel, mechanical & safety.

Prerequisite: Transportation

Requirements: There are various field trips required of the student.

Career and Technical Education

Basic Metal Working

Course Number:..... **L055**
Grade(s):..... 9-12
Weight0.04
Weeks:..... 20
Credit(s).....1/2

Explore entry level metal fabrication from tin knocking to MIG welding. Use hand tools to cut & form sheet metal into items use around your home. Cut plate steel with an abrasion chop saw or an acetylene & oxygen torch. Then fuse your pieces together with one of two in house MIG welders.

Prerequisite: Though there is no prerequisite for the course, DDP is recommended.

Metal Fabrication

Course Number:..... **L653**
Grade(s):..... 10-12
Weight0.04
Weeks:..... 40
Credit(s).....1

Take your skills in metal working to the next level! Design & build projects you need from large to complex using sheet metal formers, welding & heat assisted bending. Past projects include nerf bars, lawnmower lifts, log splitters & BBQ pits.

Prerequisite: Basic Metal Working

**May not be offered each year*

Career and Technical Education

Additional CTE Courses

In an effort to provide students with life-long skills that apply to life beyond Watkins Glen High School, we have created additional course offerings for students.

Course Descriptions

Master Chef

Course Number:	K104
Grade(s):	9-12
Weight	0.04
Weeks:	20 (or 40 weeks every other day)
Credit(s)	1/2

This course will focus on kitchen safety, meal planning grocery shopping, halving and doubling recipes, nutrition and eating healthy, dinner manners/etiquette, baking techniques, cooking meals including main dishes and sides, and international foods. This course will include weekly cooking/baking, touring restaurants/bakeries, visiting either culinary arts programs, and hosting guest speakers.

Prerequisite: None

Early Childhood Education

Course Number:	K110
Grade(s):	10-12
Weight	0.04
Weeks:	40
Credit(s)	1

Students in this course will examine Early Childhood careers, theories of child development, classroom management and curriculum development. Students will increase professional written and verbal communication, participate in hands-on real-world experiences while visiting a variety of early childhood settings (center-based programs, school based programs, home based programs).

Prerequisite: None

Yearbook

Course Number:	K611
Grade(s):	9-12
Weight	0.04
Weeks:	20 or 40
Credit(s)	1/2 or 1

Yearbook is a course that combines graphic design, photography, and creative writing. Throughout the year, students work on pieces that are ultimately compiled into a yearbook for the school. As part of the course, students learn about the history of printing, graphic design, and photojournalism. Topics include the history of writing, the development of the printing press, an analysis of Pulitzer Prize winners in photojournalism, and more. Students also study theory of graphic design and photography focusing on composition and editing. Throughout the course, students present their work to their classmates and offer and receive criticism. At the end of the year, students display their work for the whole student body in a 'Yearbook Reveal' show.

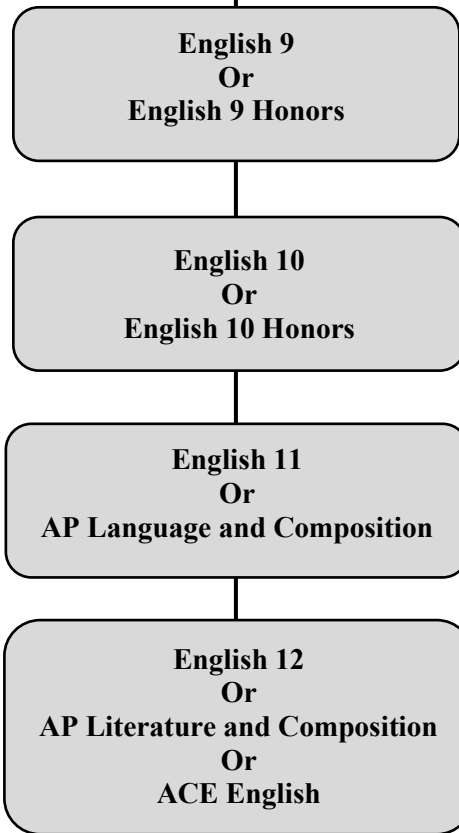
Prerequisite: None

English Language Arts

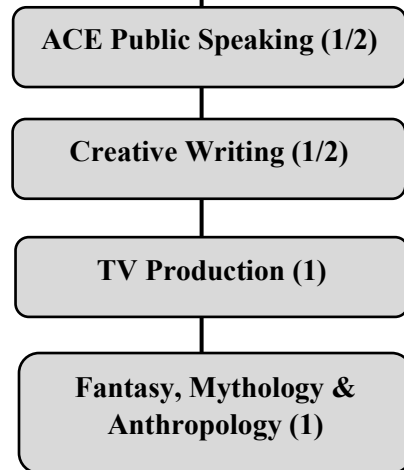
Four units of English are required for graduation. In addition to the required courses, elective courses may be taken to earn a five-credit sequence.

English Language Arts Courses

Required



Electives



English Language Arts

Course Descriptions

English 9

Course Number:	A552
Grade(s):	9
Weight	0.04
Weeks:	40
Credit(s)	1

This course will serve as an introduction to various genres of literature including short stories, poetry, nonfiction, drama, epics, and novels. Through the study of these types of literature, students will gain a greater understanding of literary devices, form, and meaning. There will also be time devoted to the study of grammar, spelling, vocabulary, and writing.
Requirement: Summer reading assignment – 2 books

English 9 Honors

Course Number:	A555
Grade(s):	9
Weight	0.12
Weeks:	40
Credit(s)	1

This course will serve as an introduction to various genres of literature including short stories, poetry, nonfiction, drama, epics, and novels. Through the study of these types of literature, students will gain a greater understanding of literary devices, form, and meaning. There will also be time devoted to the study of grammar, spelling, vocabulary, and writing.
Requirement: Summer reading assignment – 3 books

English 10

Course Number:	A652
Grade(s):	10
Weight	0.04
Weeks:	40
Credit(s)	1

Using poetry, prose, and non-fiction, this course focuses on literature from a wide variety of sources and time periods. Study guide questions, research projects, essays, and oral presentations are utilized. Vocabulary, essay composition, close reading skills, in-depth analysis of literary techniques and elements are an integral part of the total class experience. The majority of the literature is read in-class with a focus on short stories, non-fiction essays, plays, and some poetry.
Prerequisite: Completion of English 9
Requirement: Summer reading assignment – 2 books

English 10 Honors

Course Number:	A662
Grade(s):	10
Weight	0.12
Weeks:	40
Credit(s)	1

Using poetry, prose, and non-fiction, this course focuses on literature from a wide variety of sources and time periods.

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Study guide questions, research projects, essays, and oral presentations are utilized. Vocabulary, essay composition, close reading skills, in-depth analysis of literary techniques and elements are an integral part of the total class experience. Outside reading of novels, short stories, poetry, non-fiction and other related readings is required. The ability to independently read longer works of literature and to answer related text based questions is required. Students who are looking to challenge themselves intellectually and personally are strongly encouraged to take part in this advanced course of study in preparation for college level academics.

Prerequisite: Completion of English 9

Requirement: Summer reading assignment – 3 books

English 11

Course Number:	A751
Grade(s):	11
Weight	0.04
Weeks:	40
Credit(s)	1

English 11 is the third course of the required, four unit sequence in English needed for a Regents diploma. The course content is American literature based, with instruction, practice, and focus on composition, essay writing, note-taking, vocabulary, language development, usage, and mechanics. Communication- listening, speaking, writing- is an integral part of the course. Several genres of literature are studied.

Prerequisite: Completion of English 10

Requirement: Enhanced reading and writing assignments, quizzes, tests, oral presentations, group activities, journals, note taking, etc., the Comprehensive English Regents exam in January and a departmental final exam in June.

AP English Language and Composition (Juniors)

Course Number:	A870
Grade(s):	11
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	Up to 6 (dependent on the AP exam score)

May be eligible for College Credit

This course is a writing intensive class that focuses on the study of nonliterary forms of writing such as speeches, biographies and essays. Students will be able to analyze and interpret works in regard to rhetorical strategies and devices. They will also be able to create and sustain arguments based on readings, research, and experiences. Additionally, students will be able to do some creative writing within the major rhetorical modes.

Prerequisite: Minimum 88 average in English 10 or an 85 in English 10 Honors plus teacher recommendation

English 12

Course Number:	A850LB
Grade(s):	12
Weight	0.04
Weeks:	40
Credit(s)	1

English 12 is a 40-week course that includes a sampling of early British Literature through modern British and American Literature (poetry, fiction, non-fiction, and drama) including epic poetry and Shakespeare. English 12 dedicates one full marking period for a required - 10 page “thesis paper” that is a research based, persuasive essay. Students learn the guidelines of the Modern Language Association as they research and write a paper defending a thesis on an approved topic. English 12 also includes a public speaking unit, which includes: basic models of communication and various planning, researching, and presenting techniques for both informative and persuasive speeches. **Prerequisite:** English 11

English Language Arts

AP English Literature and Composition (Seniors)

Course Number:	A880
Grade(s):	12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	Up to 6 (dependent on the AP exam score)

May be eligible for College Credit

This course is designed to help students develop and improve their reading, writing and verbal communication skills. A strong emphasis is given to the critical analysis of poetry, fiction, and drama. Students will be assigned readings and regular essays in which they will examine the deeper and more profound meaning of passages and consider the linguistic and rhetorical choices made by the author. Every effort is made to have as much time in class to complete assignments.

Prerequisite: AP Language and Composition, completion of the summer reading assignment and teacher recommendation.

Culminating Exam: The AP exam is given at the beginning of May. Students who take this course are required to take the AP exam. A score of 3 or higher on a scale of 0-5 is needed for college credit at most major colleges and universities.

ACE English

Course Number:	A890/A891
Grade(s):	12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	6 credits

May be eligible for College Credit

ACE English is freshman English at Corning Community College. Students who pay college tuition for each course and score a B in these courses may transfer 6 college credits to the institution of their choice.

Semester One is ENGL 1010, a course of essay writing designed to sharpen the student's perceptions of the world and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. The student will write 5 major college essays plus a final paper, a full-length research paper in which the student will demonstrate mastery of research techniques, persuasive writing and MLA style.

Prerequisite: HS GPA 3.3 or higher

Semester Two is ENGL 1020, a writing course designed to advance critical and analytical abilities begun in ENGL 1010. This course will focus on literary analysis essays based on works of fiction, poetry, and drama. This course will include a final exam.

Prerequisite: ENGL1010

ACE Public Speaking

Course Number:	A656
Grade(s):	9-12
Weight	0.04
Weeks:	20 or 40
Credit(s)	1/2
College Credit(s)	3 credits

May be eligible for College Credit

Public Speaking features the basics of communication and speaking in front of others, for a variety of purposes. Major projects will cover the most common types of speaking experiences: such as opinion, wedding toasts, award acceptance,

English Language Arts

sales pitches, persuasive speeches, and others. Students will gain confidence in addressing a crowd, gather strategies for effective delivery, learn organizational skills, and will be trained in structuring an effective argument. Evaluation is based primarily on presentations and written critiques. **Prerequisite:** None

Creative Writing

Course Number:..... *A655LB*
Grade(s):..... 9-12
Weight0.04
Weeks:..... 20
Credit(s)......1/2

This course will be an opportunity for students to experiment with a variety of writing genres such as short story, poetry, children's books, and drama, among others. Students will be able to write about topics of interest as they explore ways to enhance their writing and find their own unique voice. The class will also examine examples of creative writing as a basis for their own work and improvements.

Prerequisite: None

TV Production

Course Number:..... *A715LB*
Grade(s):..... 9-12
Weight0.04
Weeks:..... 40
Credit(s)......1

This course will guide the student through the many phases of creating fictional and documentary videos of their own. Students will learn how to use a video camera, editing techniques on the computer, sound mixing and elements of effective visual composition. Students will learn how to write treatments and scripts, and how to create storyboards. Students will be graded on their written and video assignments.

Students will be given a journal and have weekly assignments that will be graded for content and creativity. Students will be exposed to various genres of film. We will have discussions and written assignments on the films, intended to inspire the students to “borrow” those cinematic techniques in their own productions.

TV Production students will do the morning announcements from the TV Studio during homeroom. Every member of the class will rotate between each station in the TV Studio. These stations include anchor, sportscaster, weather person, camera person, director, and sound technician. TV Production students are asked to arrive to homeroom in the TV Studio ten minutes before homeroom bell and report to their station to prepare for the broadcast.

Prerequisite: None

Fantasy, Mythology & Anthropology

Course Number:..... *A900*
Grade(s):..... 9-12
Weight0.04
Weeks:..... 40
Credit(s)......1

Course Description: This literature course will immerse students in the rich and imaginative literary world created by J.R.R. Tolkien. Through a deep exploration of Tolkien's major works and genre defining publications such as "Mythopoeia" and "On Fairy Stories," students will gain an understanding of the profound influence of Tolkien's writings. This course will also delve into Tolkien's invented languages and the broader applications, contexts, and real value of fantasy literature. Students will engage in a variety of written and creative projects to deepen their appreciation and understanding of Tolkien's works and their own journeys in sub-creation. Throughout the course, students will draw from

English Language Arts

primary texts and essays to gain a deeper understanding of the mythological underpinnings that fuel Tolkien's literary imagination. Students will explore the cultural influences that shaped his creations, drawing connections between medieval literature and the socio-political landscape of Tolkien's own time.

ENL Standalone

Course Number:..... *A911*
Grade(s):..... *9-12*
Weight *0.04*
Weeks:..... *40*
Credit(s)..... *Up to 1cr each year*

This course is for students who qualify for English as a New Language services.

Prerequisite: ENL Qualification

World Languages

Students will begin their language study during their 7th grade year. This beginning level of Spanish will continue through the 8th grade year and culminate with a locally developed Proficiency Exam. Passing both the class and the exam will earn a student 1 high school credit for graduation. Their language studies can continue through senior year with intermediate and advanced classes in Spanish.

To earn a Regents Diploma with Advanced Designation, the student must complete one of the following: two additional sequential units in a language other than English including taking and passing a locally developed Checkpoint B exam that is aligned to the Checkpoint B learning standards for LOTE in the language studied (3 LOTE credits total); career and technical education (5 credit CTE sequence); or the Arts (5 credit sequence). Students with disabilities who are exempt from LOTE requirements as indicated on the IEP may earn the advanced designation as long as the required number of credits to graduate is met.

Helpful links for understanding World Language requirements:

- For parents: <http://www.nysaft.org/parents/>

For explanation of requirements: <http://www.nysaft.org/admin/>

World Languages

Course Descriptions

Spanish I

Course Number:	E420
Grade(s):	8-12
Weight	0.04
Weeks:	40
Credit(s).	1

This course continues the study of the Spanish language and the culture of Spanish speaking countries. Spanish for functional communication is stressed through listening, speaking, reading and writing skills. Topics include Personal Identification, Family, Leisure, Education, House and Home, Food, Health, Shopping, Physical Environment, Travel.

Requirements: Tests, essays, homework, classroom participation, conversations with the teacher and a local midterm and final.

Materials: A variety of materials are provided. Students are expected to maintain their own notebook

Spanish II

Course Number:	E550LB
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s).	1

This intermediate level course continues the study of the Spanish language and the culture of Spanish speaking countries. Spanish for functional communication is stressed through listening, speaking, reading and writing skills. Topics, including family culture and education, concentrate on everyday communications. Grammatical structures studied complement topical units and enable the students to express themselves appropriately. Cultural study includes the geography, holidays and customs of the Spanish speaking countries.

Prerequisite: Passing grade on the consortium developed Proficiency Exam

Requirements: Tests, essays, homework, classroom participation, conversations with the teacher and a local midterm and final.

Materials: A variety of materials are provided. Students are expected to maintain their own notebook.

Spanish III

Course Number:	E650LB
Grade(s):	10-12
Weight	0.04
Weeks:	40
Credit(s).	1

This course may be taken as the 3rd course of a required 3-unit sequence in a second language for an Advanced Regents Diploma. A continuation of vocabulary for everyday usage is emphasized as are conversational skills. Vocabulary and grammar are acquired through listening, reading, writing and conversation. Cultural studies are included in each unit.

Prerequisite: Successful completion of Spanish II.

Requirements: Quizzes, unit exams, essays, homework, participation, conversations and projects, a local midterm and final and NYS Comprehensive Regents.

Materials: A variety of materials are provided. Students are expected to maintain their own notebook.

ACE Spanish

Course Number:	E765LB/ E766LB
Grade(s):	11-12
Weight	0.2

World Languages

<i>Weeks:</i>	40
<i>Credit(s)</i>	1
<i>College Credit(s)</i>	8

May be eligible for College Credit

Semester One is Spanish 2010: Development of facility in reading, writing, speaking and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations.

Prerequisite: Passing grade on the consortium developed Proficiency Exam

Requirements: Tests, essays, homework, classroom participation, labs, class discussions, and final.

Materials: A variety of materials are provided. Students are expected to maintain their own notebook.

Semester Two is Spanish 2020: A thorough analysis of the language: intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports, and more informed class discussions and conversations.

Prerequisite: Passing grade in ACE Spanish 2010

Requirements: Tests, essays, homework, classroom participation, labs, class discussions, and final.

American Sign Language I

Course Number:	E653LB
<i>Grade(s)</i>	9-12
<i>Weight</i>	0.2
<i>Weeks:</i>	40
<i>Credit(s)</i>	1
<i>College Credit(s)</i>	4

May be eligible for College Credit

Development of conversational fluency in ASL. Students will accurately recognize and produce ASL with appropriate non-manual behaviors and grammatical features. Development of linguistic/cultural behaviors.

Prerequisite: None

American Sign Language II

Course Number:	E656LB
<i>Grade(s)</i>	10-12
<i>Weight</i>	0.2
<i>Weeks:</i>	40
<i>Credit(s)</i>	1
<i>College Credit(s)</i>	4

May be eligible for College Credit

Continued development of conversational fluency in ASL. Emphasis on the production and comprehension of increasingly complex linguistic expressions through dialogue and conversation. More complex receptive and expressive skills are fostered through interactive ASL lessons and participatory activities.

Prerequisite: Success in ASL I

American Sign Language III

Course Number:	E657LB
<i>Grade(s)</i>	11-12
<i>Weight</i>	0.2
<i>Weeks:</i>	40
<i>Credit(s)</i>	1
<i>College Credit(s)</i>	4

May be eligible for College Credit

World Languages

Continued focus on specific grammatical and cultural topics using nonmanual signals and markers. Emphasis is on greater fluency in idiomatic language usage and mastery of vocabulary and syntax. Skill is enhanced through in-class interactions with native language users.

Prerequisite: Success in ASL II

American Sign Language IV

Course Number:	E658
Grade(s):	12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	4

May be eligible for College Credit

Continued focus on specific grammatical and cultural topics using nonmanual signals and markers. Emphasis is on greater fluency in idiomatic language usage and mastery of vocabulary and syntax. Skill is enhanced through in-class interactions with native language users.

Prerequisite: Success in ASL III

Mandarin 1A (7th Grade)

Course Number:	E355
Grade(s):	7
Weight	N/A
Weeks:	20
Credit(s)	1

Mandarin 1A is an introduction course to the Chinese culture and the Mandarin language, the official language of China. It is designed for students with no or minimal previous background in spoken or written Mandarin. Even though this course is NOT part of a language sequence class, it is the prerequisite for taking Mandarin 1B.

This introductory course ultimately emphasizes cultivating students' interest in learning the language and introducing them to the fun customs and the beauty of Chinese culture.

A significant component of this course will be the fundamental knowledge of Mandarin, including the pronunciation system (Pinyin), basic Chinese writing system, and classroom survival expressions.

Mandarin 1B

Course Number:	E555
Grade(s):	8-12
Weight	0.04
Weeks:	40
Credit(s)	1

Mandarin 1B is a part of a language sequence course. It is proficiency-based and designed for students who are beginning their study of Chinese with little background in Chinese to achieve up to ACTFL beginning-Novice Low/Mid.

The purpose of this introductory course is

- To acquire fundamental knowledge of Mandarin, including the pronunciation (Pinyin) system, writing the Chinese characters, and basic classroom expressions and simple daily conversation.
- To develop four skills in Mandarin including listening, speaking, reading, and writing, with an emphasis on oral communication on a variety of topics about "my world" such as greeting, personal identity, family information, etc.
- To gain knowledge of and develop insight into Chinese culture and some important philosophical ideas and values in Chinese societies as well.

World Languages

Mandarin 1C

Course Number:	E456
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s)	1

Mandarin 1C is a part of a language sequence course. It is intended for students who successfully complete Mandarin 1B to achieve up to ACTFL Novice Mid/High.

The purpose of this introductory course is

To further strengthen student's ability in applying Pinyin (Chinese pronunciation system), writing Chinese characters, and typing Chinese characters and Pinyin.

To provide students with a solid foundation of Chinese vocabulary, grammar, conceptual structures which underlie Chinese discourse, and the cultural and social conventions that characterize daily use.

To develop the basic skills of conversing, reading, and writing in Mandarin Chinese so that they can communicate effectively in simple conversations on the topics about their world.

To acquire the knowledge of Chinese civilization and culture through activities in art, music, history, and popular culture.

Prerequisite: Success in Mandarin IB

ACE Mandarin 2A

Course Number:	E457
Grade(s):	10-11
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	4

May be eligible for College Credit

Mandarin 2A is a part of a language sequence course. It is intended for students who have successfully completed Mandarin 1C to achieve up to ACTFL Novice-High. Students who earn 85 or above for this course are illegible to earn 4 credits for the SUNY Corning Community College course CHIN 1010.

In this course, students will continue to develop their proficiency in the language and will be able to communicate about themselves as well as activities, events, and people in their extended world. They will also be able to express their needs and wants, makes simple plans, and give and follow directions. At the same time, students will expand their ability to read and write simplified Chinese characters and broaden their knowledge and understanding of Chinese cultural practices related to the curriculum's themes of study.

Prerequisite: Success in Mandarin IC

ACE Mandarin 2B

Course Number:	E458
Grade(s):	11-12
Weight	0.2
Weeks:	20
Credit(s)	1/2
College Credit(s)	4

May be eligible for College Credit

World Languages

Mandarin 2B is a part of a language sequence course. It is intended for students who successfully complete Mandarin 2A to achieve up to ACFL Intermediate Low. Students who earn 85 or above for this course are illegible to earn 4 credits for the SUNY Corning Community College course CHIN 1010.

In this course, students will continue to develop their Chinese language proficiency and an overview of culture through listening, speaking, reading, and writing. When completing this course, students are supposed to be able to provide extended information about themselves, families and friends, daily life, and the immediate environment with a richer vocabulary and sentence structures. Students will also explore various aspects of Chinese culture, lifestyles, and social-cultural conventions.

Prerequisite: Success in Mandarin 2A

ACE Mandarin 3A

Course Number:	E460
Grade(s):	11-12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	4

May be eligible for College Credit

Mandarin 3A is a part of a language sequence course. It is intended for students who successfully complete Mandarin 2B to achieve up to ACFL Intermediate Low. Students who earn 85 or above for this course are illegible to earn 4 credits for the SUNY Corning Community College course CHIN 2010.

In this course, students will continue to advance their proficiency in Mandarin, including listening, speaking, reading, and writing skills. Students will continue to expand vocabulary and sentence patterns so that they can apply Mandarin Chinese to many everyday topics in real life. To deepen students' understanding of the culture, they will continue to explore and discuss various aspects of Chinese history, culture, current events, general social concerns, leisure, travel, entertainment, etc., in depth.

Prerequisite: Success in Mandarin 2B

**May not be offered each year*

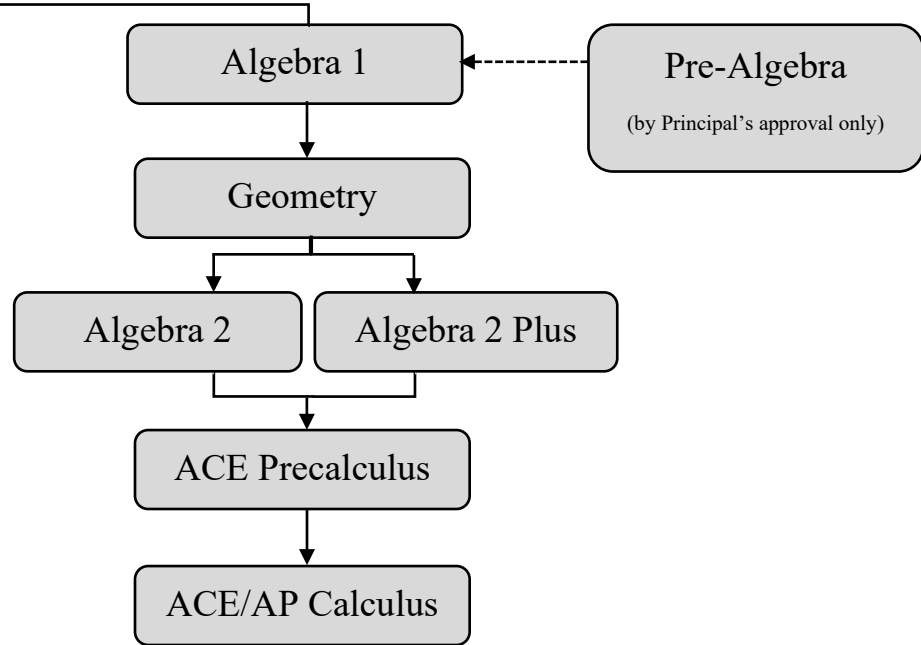
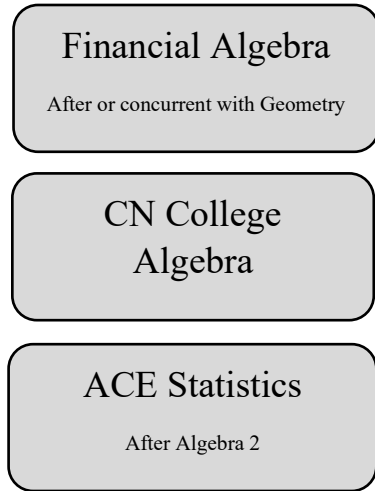
Mathematics

The following are the math sequences most frequently chosen by students. You may follow other course sequences. Sequences are selected based on individual needs by consulting with your school counselor and current math teacher.

Math Courses

Solid arrows denote typical route

Additional Math Courses



Course Descriptions

Pre-Algebra/ Algebra I

Course Number:	D523LB/ D558-1LB
Grade(s):	9
Weight	0.04
Weeks:	40
Credit(s)2

This course is a double period of math throughout the academic school year. This course deals with the properties of real numbers, linear, exponential, and quadratic equations (solving and applications), monomial and polynomial factoring, and statistics. The students will solve problems in a wide variety of disciplines. Time will be devoted throughout this course to enhance algebraic skills and concepts. The New York State Algebra 1 Regents Exam will be given at the conclusion of this course.

Prerequisite: Principal's permission

Culminating Exam: New York State Common Core Algebra I Regents Exam

Algebra I

Course Number:	D558LB
Grade(s):	8-12
Weight	0.04
Weeks:	40
Credit(s)1

This course deals with the properties of real numbers, linear, exponential, and quadratic equations (solving and applications), monomial and polynomial factoring, and statistics. The students will solve problems in a wide variety of disciplines. The New York State Algebra 1 Regents Exam will be given at the conclusion of this course. This course can be taken by advanced 8th grade math students.

Prerequisite: None

Culminating Exam: New York State Common Core Algebra I Regents Exam

Geometry

Course Number:	D657LB
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s)1

This course is centered on deductive reasoning, proofs, and supporting theorems. Triangles, quadrilaterals, and circles will be investigated. Aspects of two-dimensional and three-dimensional figures will be explored. The New York State Geometry Regents Exam will be given at the conclusion of this course.

Prerequisite: Algebra I

Culminating Exam: New York State Common Core Geometry Regents Exam

Algebra II

Course Number:	D757LB
Grade(s):	9-12
Weight	0.04
Weeks:	40
Credit(s)1

Mathematics

This is the third NYS Common Core Regents level mathematics course and is an extension of the Common Core Algebra I and Common Core Geometry courses. This course is designed for the able math student, who plans to continue his/her post-high school education. The high school Common Core Standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. They set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. Furthermore, they emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. Students in Common Core Algebra II will also use advanced algebraic techniques and rigorous in-depth study of advanced topics. These advanced topics include linear equations, inequalities, systems, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, equations and expressions. Advanced topics also include sequences and series, transformations, complex numbers, statistics and probability.

Prerequisite: Algebra I and Geometry

Culminating Exam: New York State Common Core Algebra II Regents Exam

Algebra II Plus

Course Number:	D759
Grade(s):	10-12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	4

May be eligible for College Credit

This course embeds 4 college credits of College Algebra (Math 120) through TC3. This is the third NYS Common Core Regents level mathematics course and is an extension of the Common Core Algebra I and Common Core Geometry courses. This course is designed for the able math student, who plans to continue his/her post-high school education. This course is designed to push students to think deeply, and problem solve. It is designed to make students independent learners who can study and learn on their own. The high school Common Core Standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. They set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. Furthermore, they emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. Students in Common Core Algebra II will also use advanced algebraic techniques and rigorous in-depth study of advanced topics. These advanced topics include linear equations, inequalities, systems, quadratic, polynomial, exponential, logarithmic, and trigonometric functions, equations and expressions. Advanced topics also include sequences and series, transformations, complex numbers, statistics and probability.

Culminating Exam: New York State Common Core Algebra II Regents Exam

Prerequisite: Algebra I and Geometry

CollegeNow Algebra

Course Number:	D765LB
Grade(s):	10-12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	4

May be eligible for College Credit

TC3 Description: This course covers college algebra between beginning algebra and pre-calculus. Topics include linear, quadratic, absolute value, polynomial, rational, exponential, and logarithmic expressions/equations/functions, function notation, graphing functions, transformations of functions, inverses, complex numbers, and linear, absolute value, and quadratic inequalities. **Culminating Exam:** Local Final Exam **Prerequisite:** Algebra I and Geometry

Mathematics

Financial Algebra

Course Number:	D760
Grade(s):	10-12
Weight	0.04
Weeks:	40
Credit(s)	1

The Financial Algebra Course engages students with real-world financial applications while maintaining deep mathematical rigor. Each of the course's 12 units blends one core personal finance topic with one relevant math concept (e.g., Investing and Exponential Functions).

Prerequisite: Algebra I

Culminating Exam: Local Final Exam

ACE Pre-Calculus

Course Number:	D772LB
Grade(s):	10-12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	4

May be eligible for College Credit

This is a course designed for college-bound students. The math topics in this course are applied to real-world settings. This course continues with the topics presented in Algebra 2 and Trigonometry, with additional emphasis placed on function applications, simplification of higher-level algebraic expressions, and the solutions of advanced equations, logarithms, trigonometry, and interpretations of graphs.

Provides the algebraic foundation, from a function standpoint, for a standard calculus course. Topics include; theory of functions and radicals, right triangle trigonometry, analytic trigonometry, law of sines, law of cosines, trigonometry with applications, vectors, polar coordinates, binomial theorem and conic sections.

Prerequisite: Algebra I, Geometry, and Algebra II (or Algebra II Plus)

Culminating Exam: Local Final Exam

ACE/ AP Calculus

Course Number:	D870LB
Grade(s):	12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	4

May be eligible for College Credit

This course is designed for college-bound students with a strong aptitude in mathematics. This course includes an in depth look at functions and graphs, limits and continuity, derivatives and integrals, with many real-life applications. A Texas Instrument TI-84+ graphing calculator is required.

Prerequisite: Pre-Calculus

Culminating Exam: Local Final Exam and students may challenge the Advanced Placement Exam in Calculus (AB)

Mathematics

ACE Statistics

Course Number:	D872LB
Grade(s):	11-12
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	4

May be eligible for College Credit

This course is designed for college-bound students with a strong aptitude in mathematics. This course includes an in depth look at functions and graphs, limits and continuity, derivatives and integrals, with many real-life applications. A Texas Instrument TI-84+ graphing calculator is required.

Prerequisite: Algebra I, Geometry and Algebra II (it is recommended a student have a B or higher in Alg II)

Culminating Exam: Local Final Exam

Science

New York State graduation requirements

1. All students must earn a minimum of 3 units (credits) of science. One unit must be a life science, one unit must be a physical science. The third unit can be in either life or physical science.
2. All students must pass one of the Regents Exams in the Sciences. The state offers Regents Exams in Living Environment (life), Earth Science (physical), Chemistry (physical), and Physics (physical).

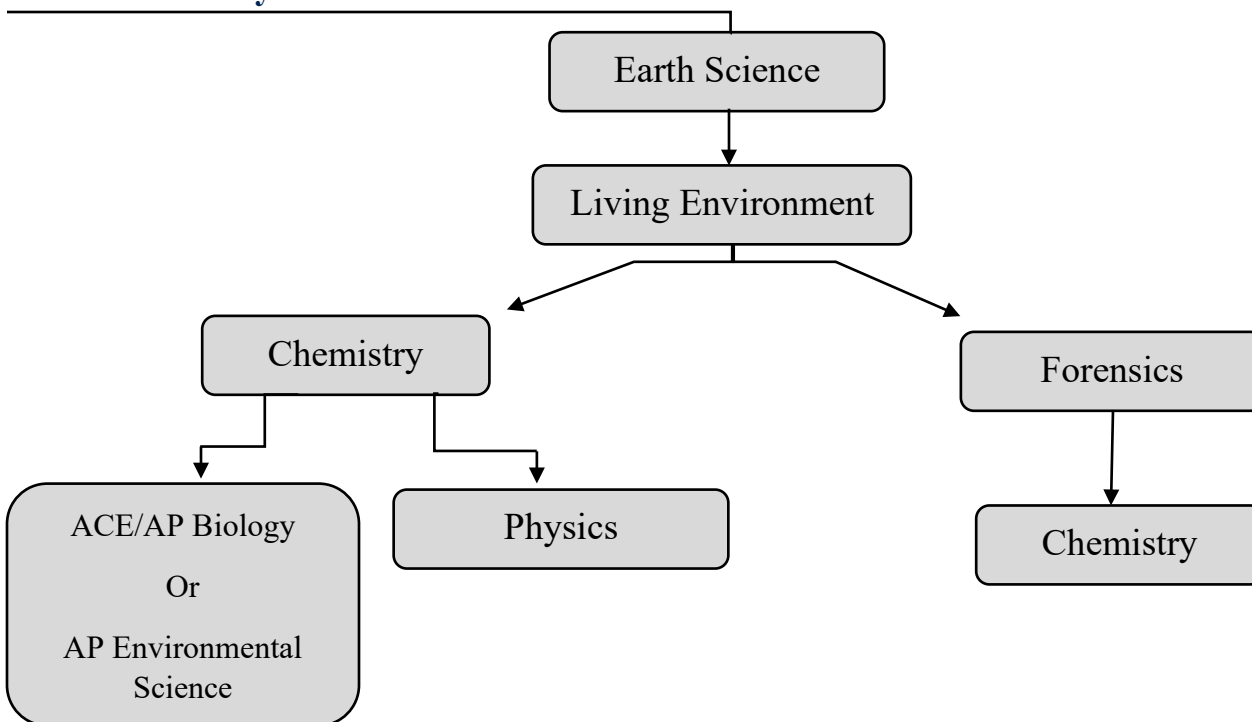
Advanced Regents Diploma

3. To earn an advanced Regents Diploma a student must pass two (2) Regents exams; Living Environment and one from the Physical Setting (Earth Science, Chemistry, or Physics).

Required Laboratory Minutes

The New York State Education Department entry requirement for each Regents science examination is a minimum of 1200 minutes of hands-on laboratory experience with satisfactory laboratory reports. It should also be noted that the 1200 minutes of laboratory experience must be in addition to the required classroom instruction associated with earning a unit of credit. Two weeks before the Regents examination, all required lab reports must be filed in the classroom in the student's folder that is New York State property. If the required lab reports have not been handed in by this specified date (unless special permission has been granted), the student will be refused entrance into the Regents examination and will not be eligible to take the course during summer school. By regulation, student laboratory reports must be kept on file for a minimum of six months after the examination.

Science Pathway



Course Descriptions

Earth Science

<i>Course Number:</i>	<i>C560LB</i>
<i>Grade(s):</i>	<i>8-10</i>
<i>Weight</i>	<i>0.04</i>
<i>Weeks:</i>	<i>40</i>
<i>Credit(s)</i>	<i>1</i>

This course may be taken for one unit toward the New York State Physical Setting science requirement or toward a third unit in science. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to Earth Science in general and to the geological specifics of New York State. The goal is to use mathematical analysis, scientific inquiry, and research to gain a better understanding of the connections between science, technology, and the search for solutions to real-life problems. Students must meet the New York State Lab requirement to sit for the Regents exam and receive course credit.

Prerequisite: None, **Note students accelerating in 8th grade must have teacher recommendation/ principal approval
Culminating Exam: New York State Earth Science Regents Exam

Living Environment

<i>Course Number:</i>	<i>C660LB</i>
<i>Grade(s):</i>	<i>9-10</i>
<i>Weight</i>	<i>0.04</i>
<i>Weeks:</i>	<i>40</i>
<i>Credit(s)</i>	<i>1</i>

This course may be taken for one unit toward the New York State Living Environment science requirement. It prepares students for the New York State Living Environment Regents exam. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to biology and its historical development. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of biology. Students must meet the New York State Lab requirement in order to sit for the Regents exam and receive course credit.

Prerequisite: Earth Science
Culminating Exam: New York State Living Environment Regents Exam

Chemistry

<i>Course Number:</i>	<i>C760LB</i>
<i>Grade(s):</i>	<i>10-12</i>
<i>Weight</i>	<i>0.04</i>
<i>Weeks:</i>	<i>40</i>
<i>Credit(s)</i>	<i>1</i>

In this course, students have the opportunity to learn transferable skills, such as how to effectively communicate scientific ideas or how to use evidence to support claims. They engage in activities that involve problem solving and reasoning with chemical concepts to facilitate the development of their scientific literacy skills. Students evaluate experimental data – collected by themselves in the lab or obtained from reliable sources – to investigate and verify scientific concepts and principles. By the end of the school year, students are expected to understand the interactions of matter at the bulk scale and at the particle level, as well as symbolically. The chemistry curriculum aims to help students make informed decisions about relevant scientific issues in their daily lives and, at the same time, to instill a desire to further investigate the world

Science

around them. This course also fulfills the New York State Regents requirements for chemistry. Students must meet the NYS Lab requirement in order to sit for the Regents exam and receive course credit.

Prerequisite: Living Environment and Algebra I (Geometry or higher is preferred)

Culminating Exam: New York State Chemistry Regents Exam

Forensic Science

Course Number:..... **C753LB**

Grade(s):..... 11-12

Weight.....0.04

Weeks:..... 40

Credit(s).....1

Forensic Science is a third year Science elective, which engages students in an exciting world of investigation and inquiry. This unique curriculum program allows flexibility to explore aspects of various forensic science disciplines. It includes five units containing both skill based and case applications that allow students to experience the wonders of science through direct, hands-on environment. A sixth unit provides a case scenario that allows students to function as actual crime scene investigators.

Prerequisite: Earth Science

Culminating Exam: Local Final Exam

Physics

Course Number:..... **C860LB**

Grade(s):..... 11-12

Weight.....0.04

Weeks:..... 40

Credit(s).....1

This course may be taken for one unit toward the New York State Physical Setting science requirement or toward a third unit in science. It prepares students for the New York State Physics Regents exam. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to physics and its historical development. In addition, students will use mathematical analysis, scientific inquiry, problem solving, and research in order to understand and apply the themes that connect mathematics, science, and technology and to solve real-life problems. Students will be expected to explain (both accurately and with appropriate depth), analyze, and interpret the processes and natural phenomena of physics. Students must meet the New York State Lab requirement in order to sit for the Regents exam and receive course credit.

Prerequisite: Chemistry and Algebra II (or teacher recommendation/ principal approval)

Culminating Exam: New York State Physics Regents Exam

ACE/ AP Biology

Course Number:..... **C870/C871**

Grade(s):..... 12

Weight.....0.2

Weeks:..... 40

Credit(s).....1

College Credit(s)..... up to 8 credits

May be eligible for College Credit

The AP/ACE Biology course is designed to be the equivalent of two semesters of college introductory biology usually taken by biology majors during their first year. The course prepares the students for the AP Biology exam in May and the ACE Biology exams in January and June. The AP/ACE course differs significantly from Regents Living Environment (Biology) with respect to the textbook used, the range and depth of topics covered, the type and level of laboratory work done by students, and the time and effort required of the students.

Prerequisite: Chemistry, and Algebra II

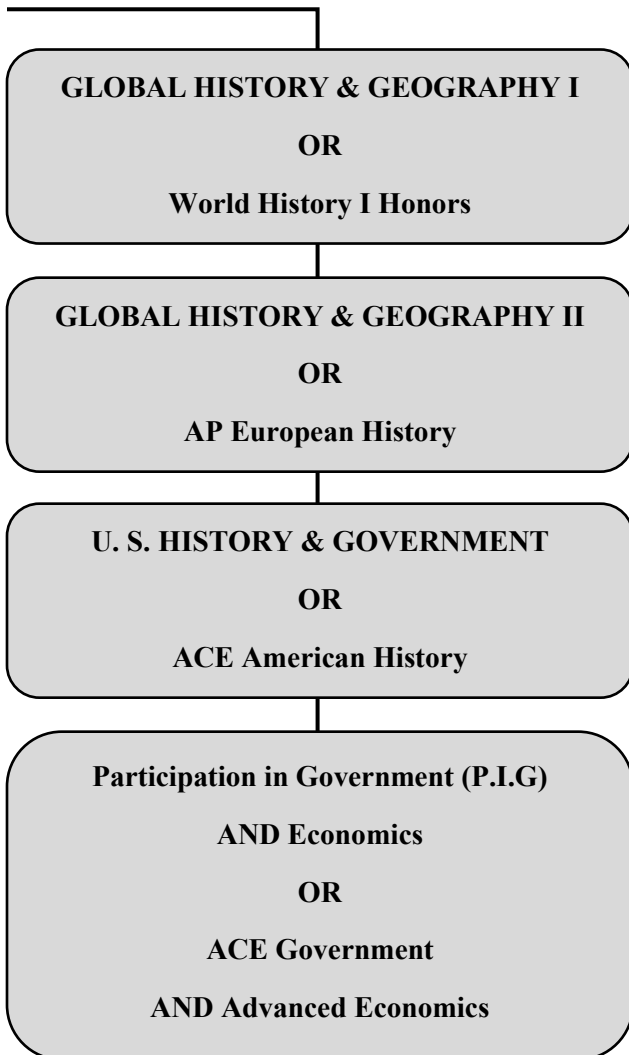
Culminating Exam: AP Biology Exam and Local Final Exam or Local Final Project

Social Studies

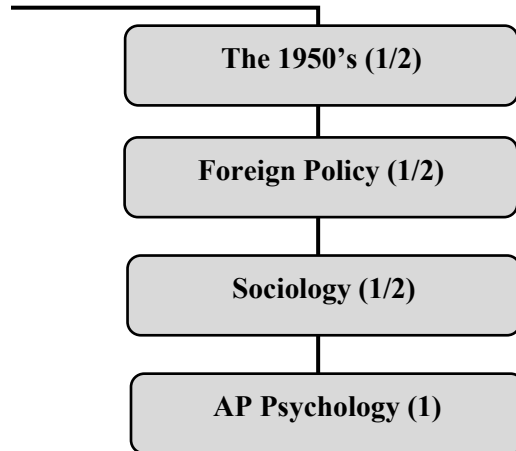
A four-unit sequence in Social Studies is required for graduation. Students must pass the Regents Exam, in both Global Studies (grade 10) and U. S. History & Government (grade 11), (See graduation requirements). Students also have an opportunity to participate in Dual Enrollment courses in US History, Government and Economics allowing them to earn college credit. All students take Regents examinations at the end of 10th and 11th grade. Courses are anchored into the Key Ideas and Social Studies Practices described in the New York State Framework for Social Studies. The Practices are used to help students to critically analyze featured historical events, ideas and developments. Students' content knowledge is assessed through the analysis of primary and secondary documents in the form of multiple choice questions, short answer responses and an essay response which are based on the New York State Regents Exams, AP exams or participating partner for Dual Enrollment courses.

Social Studies Courses

Required



Electives



Course Descriptions

Global History and Geography I

Course Number:	B551LB
Grade(s):	9
Weight	0.04
Weeks:	40
Credit(s)	1

Global History and Geography is a one-year course taken in 9th grade. The course is taught chronologically and begins with the Paleolithic Era and proceeds to the development of “complex civilizations” to “classical civilizations”, to the expansion of trade networks and their global impact. Students examine this history through all the Social Studies Practices, especially comparing interactions over time, shifts in political power and the role of belief systems in shaping culture and social structures.

Prerequisite: None

Requirements: Reading and writing assignments, quizzes on text and class material, map work, projects, collaborative group learning, unit examinations and a local midterm and final.

Materials: Text and other materials are provided. A notebook and folder are required.

Culminating Exam: Local Exam

World History I

Course Number:	B554
Grade(s):	9
Weight	0.12
Weeks:	40
Credit(s)	1

This course focuses on the interconnectedness of global history and world cultures and the progression of human society. As a broad, survey course, World History I will cover human history from our earliest beginnings to roughly 1450 CE, paying special attention to the development of political, social, religious, and economic systems. This course is meant to cater to students who have demonstrated high academic achievement in the field of Social Studies and ELA. As a result, course expectations will be significantly higher than in a typical social studies environment. Portions of the course related to the AP Examination will be notably college-level. Students should expect more rigorous class work, homework, and assessments. **Prerequisite:** None

Culminating Exam: Local Exam

Global History and Geography II

Course Number:	B651
Grade(s):	10
Weight	0.04
Weeks:	40
Credit(s)	1

Global History and Geography II is a one-year course taken in 10th grade and culminates in the Global History and Geography II Regents examination. The course begins with an overview of the world in 1750 then continues chronologically up to the present. Students learn how industrialization, nationalism, imperialism, conflict, technology, and interconnectedness have contributed to the development of historical events and ideas. Students examine this history through all the Social Studies Practices, especially Comparison and Sourcing to better understand the multiple perspectives of specific historical events, ideas and developments.

Prerequisite: None

Culminating Exam: Global History and Geography Regents Exam

Social Studies

AP European History

Course Number:	B662LB
Grade(s):	10
Weight	0.2
Weeks:	40
Credit(s)	1
College Credit(s)	up to 6 credits

May be eligible for College Credit

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. At Watkins Glen High School, AP European History is intended as a course for sophomore students and will satisfy all requirements for NYS Global History and Geography II.

Prerequisite: World History I or Teacher recommendation/ Principal permission

Culminating Exam: AP Exam and Global History and Geography II exam

United States History and Government

Course Number:	B750LB
Grade(s):	10
Weight	0.04
Weeks:	40
Credit(s)	1

U. S. History and Government is the third course of the required 4-unit sequence in social studies. The course surveys growth and development of the United States, emphasizing the post-revolutionary era to present, as well as comprehensive studies of the United States Constitution and government. Major themes include constitutional and legal issues, the industrial and technological development of the United States, the American people and the increasing involvement of the United States in international affairs. Current events are also studied. The course will concentrate on developing the skills of reading and evaluating evidence, establishing context and causation of historical events, as well as comparing and contrasting events and themes across American History.

Prerequisite: Global II

Requirements: Reading and writing assignments, quizzes on text and class material, current events, unit tests, a local midterm, final exam and the NYS Regents Exam in US History.

Materials: Text and other materials are provided. A notebook and folder are required.

ACE American History

Course Number:	B770/771
Grade(s):	10
Weight	0.04
Weeks:	40
Credit(s)	1
College Credit(s)	6 credits

May be eligible for College Credit

Semester One is HIST 1010: College-level study of American History from a broad western perspective from early American civilizations and accomplishments, Spanish conquest through to the Civil War. Emphasis is put on the beliefs, principles, and concepts brought to the New World and their development into America's political institutions and cultural

Social Studies

development. The conflicts and consensus among groups, dilemmas facing revolutionaries and reformers, and ways economic, political and social changes have occurred are also evaluated.

Prerequisite: HS GPA 3.3 or higher

Requirements: Reading and writing assignments from college-level textbook, term paper, and current events, test and quizzes.

Semester Two is HIST 1020: College-level study of American History from the Civil War to the present. Topics cover the growth of industry and urbanization, conflicts involving race, ethnicity, and gender, and the transformation of the country into an international power. Emphasis is put on economic, social, and political challenges and implications in upholding the principles of the American Constitution.

Prerequisite: HIST 1010

Requirements: Reading and writing assignments from college-level textbook, term paper, and current events, test and quizzes.

History 12: Economics

Course Number:	B853LB
Grade(s):	12
Weight	0.04
Weeks:	20
Credit(s)	1/2

Students should learn understandings of the American economics system and its components, the relationship of individual to economy, interdependence of World Economics and basic economic principles. The course introduces basic economic principles (microeconomics— elements of the economic system; macroeconomics-functioning system) as well as personal and consumer economics.

Prerequisite: None

Requirements: Reading and writing assignments, quizzes, examinations, oral reports, understanding and interpreting maps, graphs and charts.

History 12: Participation in Government (P.I.G)

Course Number:	B854LB
Grade(s):	10
Weight	0.04
Weeks:	40
Credit(s)	1

The primary purpose of the government course is to facilitate and encourage development of civic minded individuals capable of fulfilling their responsibilities and duties as a citizen. The course will develop civic awareness, investigating the role that an individual plays in a democratic state. Students will develop a working knowledge of how public policy is formed and how citizens deal with that process. The course also deals with the structure and interaction of state and local governments. It includes student participation in government via projects, interviews, research, etc. A field trip to county government facilities is included as part of local government and citizen participation.

Prerequisite: None

Requirements: Reading and writing assignments, quizzes, examinations, oral reports, understanding and interpreting maps, graphs and charts.

ACE Federal Government 1010

Course Number:	B880
Grade(s):	12
Weight	0.2
Weeks:	20

Social Studies

<i>Credit(s)</i>	<i>1</i>
<i>College Credit(s)</i>	<i>3</i>

May be eligible for College Credit

College-level study of the structure and workings of the American political system. Topics include philosophy of democracy, the constitution, framework and foundation of U.S. Government, federal bureaucracy, media and the political parties. This course studies the workings of our governmental and political systems, evaluating the relationships between each branch and institution, as well as the impact each one has on our country.

Prerequisite: World History I or Teacher recommendation/ Principal permission

Requirements: Reading and writing assignments from college-level textbook, and, test and quizzes, position papers, a local final exam.

Advanced Macroeconomics

Course Number:	B881
<i>Grade(s)</i>	<i>12</i>
<i>Weight</i>	<i>0.12</i>
<i>Weeks</i>	<i>20</i>
<i>Credit(s)</i>	<i>1</i>

The course examines microeconomics and macroeconomics, which studies the elements of the economics system, the activities and decisions of individual people and businesses, interaction of these decisions on the marketplace and effects of government regulations and taxes on individual prices and quantities. Macroeconomics is a study of the national and global economics and how the economy functions as a whole, including effects of government actions on the economy. Students will also develop an awareness of personal finance and the impact that micro and macroeconomics will have in their own life.

Prerequisite: U.S. History – with a final grade of 90% or above and teacher recommendation

Requirements: Reading and writing assignments from college-level textbooks, tests, quizzes, interpreting and creating graphs, diagrams, etc

Sociology

Course Number:	B752LB
<i>Grade(s)</i>	<i>10-12</i>
<i>Weight</i>	<i>0.04</i>
<i>Weeks</i>	<i>20 (or 40 weeks every other day)</i>
<i>Credit(s)</i>	<i>1/2</i>

The course examines microeconomics and macroeconomics, which studies the elements of the economics system, the activities and decisions of individual people and businesses, interaction of these decisions on the marketplace and effects of government regulations and taxes on individual prices and quantities. Macroeconomics is a study of the national and global economics and how the economy functions as a whole, including effects of government actions on the economy. Students will also develop an awareness of personal finance and the impact that micro and macroeconomics will have in their own life.

Prerequisite: U.S. History – with a final grade of 90% or above and teacher recommendation

Requirements: Reading and writing assignments from college-level textbooks, tests, quizzes, interpreting and creating graphs, diagrams, etc

AP Psychology

Course Number:	B755
<i>Grade(s)</i>	<i>10-12</i>
<i>Weight</i>	<i>0.2</i>
<i>Weeks</i>	<i>40</i>
<i>Credit(s)</i>	<i>1</i>
<i>College Credit(s)</i>	<i>up to 6 credits</i>

Social Studies

May be eligible for College Credit

A clinical approach to psychology, emphasizing theories and experimentation of the human mind. Students will be exposed to many of the great psychologists as well as their theories and findings. Much of the course will deal with the student's abilities to take the clinical information and apply it to their selves and their environment. Observations, testing and experimentation will be used in many branches of psychiatry. An introductory course patterned to a college introduction to psychology course. A major focus of the AP Psychology program is the AP Examination itself, which will be taken in May. With successful completion of the AP Exam, students will have the ability to earn college credit from various colleges and universities.

Prerequisite: None

Requirements: Reading and writing assignments, discussions, presentations, quizzes, unit tests, computer assignments,

Culminating Exam: AP Exam and local final

The 1950's

Course Number:	B700
Grade(s):	9-12
Weight	0.04
Weeks:	20
Credit(s)	1/2

This course will cover the decade of American history in the 1950s. Students will have the opportunity to have a more in depth look at the social, cultural, political and economic shifts in Post-WWII American life. They will investigate changes that occurred in government and foreign policy through the military industrial complex, Cold War, Korea, and the origins of the Vietnam conflict, the launch of Sputnik and the emerging "space race." They will also explore major social/cultural changes such as the beginning of TV, rock and roll music, the changing role of women and life in the new "suburbs." Student will also evaluate the changing American economy with the growth of production/manufacturing and resulting "consumerism" of the 50s, including the impact of the GI Bill. Students will be assessed according to Watkins Glen letter grading standards. Rubrics will be created in a collaborative effort by the Social Studies department.

Prerequisite: A course in US History. Grade 9 and 10 students will be considered with teacher recommendation.

Foreign Policy

Course Number:	B705
Grade(s):	9-12
Weight	0.04
Weeks:	20
Credit(s)	1/2

This course will evaluate the strategies and policies that our national leaders use to try to influence other nations to secure our national security and promote economic wellness within our country. Special attention will be given to the areas of diplomacy, economic sanctions and aid, expeditionary (military) action, and covert action in the decades following the Second World War. Students will investigate events from the start of the Cold War and containment through to the post 9/11 world and the War on Terror. Special attention will be paid to comparing historical events with those unfolding in real time today such as the War in Ukraine and relations Russia, China, Iran, and Saudi Arabia. Students will also have an opportunity to practice speaking and listening skills in the form of interviewing people who experienced pivotal moments in the history of foreign policy. Students will be assessed according to Watkins Glen letter grading standards. Rubrics will be created in a collaborative effort by the Social Studies department.

Prerequisite: A course in US History. Grade 9 and 10 students will be considered with teacher recommendation.

Health and Physical Education

Each student must earn 1/2 credit of health in high school but also earn 1/2 credit of P. E. each year (a total of 2 credits of PE for graduation). Students with certified medical excuses are offered an adapted P. E. program to meet their needs, in accordance with the State Education Department.

The physical education program is designed to promote physical fitness as well as social awareness, through posture work, conditioning programs and rhythms. The program stresses physical and recreational skills which, are used daily and in adult life.

Requirements: A student must attend and participate in each respective unit in order to receive a satisfactory grade (swimming included). Showers will be made available when appropriate and offered to meet student's individual needs. Instructors have the option of requiring a uniform. Eye protection will be made available by the instructors.

Testing: The NYS Physical Fitness Screening Test is given to help students detect proficiencies and deficiencies. Also, written tests are given during various parts of the program.

Physical Education Grading:

Grading is divided into two categories for High School Physical Education:

Behavioral and Performance & Knowledge

Behavioral grades will be reported on the report card (++ , + , -) using the established criteria:

- Perseverance
- Critical Thinking
- Initiative
- Responsibility

Performance & Knowledge will be the grade (A, B, C, U) reported on the report cards using the following criteria:

- Attendance
- Preparation (gym clothes)
- Performance
- Knowledge

New York State Physical Education requirements state, "To earn credit in physical education, one must be present and participating." If you are not properly prepared for class, you may not be allowed to participate.

Physical Education

Course Descriptions

Physical Education

Course Number for PE 9/10	N503LB
Course Number for Lifetime Sports (11/12)	N700LB
Grade(s)	9-12
Weight	0.04
Weeks	20
Credit(s)	1/2

Students will be provided with a structured program designed to enhance fitness through participation in individual and team sports and to utilize skills learned and developed in grades K–8. Students will engage actively in a full range of activities and learning experiences. Activities include: soccer, speedball, flag football, field hockey, tennis, golf, swimming, floor hockey, team handball, volleyball, basketball, tumbling, weight training, aerobics, dance, fitness, jogging, paddleball, archery, badminton, softball, track and field, lawn games, and adventure challenge activities.

Prerequisite: None

Waterfront Lifeguarding

Course Number	N725LB
Grade(s)	9-12
Weight	0.04
Weeks	20
Credit(s)	1/2

The Red Cross Lifeguarding program provides entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and training to provide care for inquires and sudden illness until emergency medical services personnel arrives to take over. This course is designed for those students who wish to be employed as a lifeguard and require formal certification.

Prerequisite: None

Requirements: Pocket mask

ACE Waterfront Lifeguarding

Course Number	N800LB
Grade(s)	9-12
Weight	0.04
Weeks	20
Credit(s)	1/2

Similar to above, but this course is designed for students who wish to be employed as a lifeguard, and/or to recertify, improve and further develop their lifeguarding skills, with the goal of being appointed to a head lifeguard position.

Prerequisite: None

Requirements: Pocket mask

Health

Health

Course Number:	P650LB
Grade(s):	9-12
Weight	0.04
Weeks:	20(or 40 weeks every other day)
Credit(s)	1/2

The goal of Health Education is to empower our students with the knowledge and skills needed to be happy, healthy, and successful in life. We will accomplish this through focusing on the decisions students must make as they navigate through the adolescent years. Emotional, physical, social, and intellectual aspects of health are examined. Through small and whole group discussions, role plays, guest speakers, video clips, readings, panel discussions and cooperative learning activities, the students are exposed to possible consequences concerning decisions they must make in our present society. Active participation in class activities and discussions is important to student success in this course. The ultimate goal is that students are able to apply the knowledge and skills learned in this course in real-life situations.

Prerequisite: None

Requirements: Class participation is critical, classwork, readings, unit tests/projects, Final Exam.

Materials: Pen/pencil, 3 ring binder, lined paper, dividers

ACE Perspectives of Alcohol

Course Number:	P660
Grade(s):	10-12
Weight	0.04
Weeks:	20
Credit(s)	1/2
College Credit(s)	up to 3 credits

May be eligible for College Credit

A comprehensive course addressing the use and abuse of alcohol in contemporary society, with emphasis on motivation for alcohol use and abuse; causes and symptoms of abuse; legal aspects of alcohol abuse; and treatment of the person with alcohol dependence.

Prerequisite: Eligibility for ACE English

ACE Perspectives of Drugs

Course Number:	P662
Grade(s):	10-12
Weight	0.04
Weeks:	20
Credit(s)	1/2
College Credit(s)	up to 3 credits

May be eligible for College Credit

A comprehensive course addressing the use and abuse of drugs in contemporary society, with emphasis on motivation for drug use and abuse; specific types of drugs and their identification; physiological and psychological implications of drug abuse; legal aspects of drug abuse; and treatment of the person with drug dependence.

Prerequisite: Eligibility for ACE English

COURSE OFFERINGS IN CTE

The Course Offerings in CTE are designed to prepare students to find employment after high school graduation. However, students may continue their education beyond high school if they desire. The student's counselor, once aware of the student's plans, can modify the CTE program to include the academic subjects needed to meet requirements for admission to institutions of higher education.

Most CTE Programs are offered on a half-day basis for a two-year period. The student attends his/her home high school for one-half of each school day where the academics are taught. The remaining one-half of each day is spent attending the selected program on the BOCES campus.

All CTE students report to the home district high school. Transportation is provided to and from the BOCES Bush Campus. All courses are subject to minimum enrollment restrictions. This means that the course will only be offered if enough students enroll.

If interested, students should ask their school counselor for additional information. Counselors provide students with information about these programs in 10th grade. Since students from all the school districts of BOCES attend these programs, enrollment is limited.

NEW VISIONS HONORS PROGRAM

The New Visions Honors program is a half day program during a student's senior year. Students can earn credits for ACE English, ACE Public Speaking, ACE First Year Experience, Economics and Government in these programs. Admission is selective and requires letters of recommendation and an interview. Students must have at least an 85 GPA and 90% attendance to be admitted into the program. The New Visions credits are weighted by 0.20 points since it is a college level program.

CAREER AND TECHNICAL EDUCATION

Animal Science
Audio Media Design
Auto Body Repair
Building Construction
Conservation
Cosmetology
Collision Repair
Criminal Justice
Culinary Arts
Dental Assisting
Diesel Equipment Tech.
Digital Media Arts
Early Childhood
Fashion Design, Merchandising, and Marketing
Nurse Assisting
Precision Machining
Professional Business Technologies
Unique Careers
Welding and Metal Fabrication
TEC Exploration
Career Exploration

NEW VISIONS HONORS PROGRAM

Education/Human Services
Innovation, Leadership & Business
Health Careers

**It is important to note that both CTE and New Visions programs are competitive and will review a student's academic record prior to acceptance.*

2023-2024 Board of Education

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