

Susquehanna Valley High School Curriculum Guide

2024-2025

Susquehanna Valley Senior High School

Principal

Sydelle Steward

Assistant Principal

Zachary Tarnowski

High School Counselors

Mark Browning

Lauren Dowd

High School Social Worker

Heather Fitzgerald

Richard T. Stank Middle School

Principal

Laura Karlson

Assistant Principal

Ed Swartwout

Middle School Counselors

Krista Shoemaker

Marissa Paulo

Middle School Social Worker

Daniel Kosick

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Susquehanna Valley High School Mission Statement:

“To foster education through a cohesive environment of mutual respect, positive self-esteem and responsible citizenship.”

The Susquehanna Valley Central School District offers educational opportunities without regard to sex, race, color, national origin or handicapping conditions.

Inquiries should be made to:

Mrs. Sydelle Steward, SV High School

P.O. Box 275, 1040 Conklin Road, Conklin, NY 13748

(607) 775-0304

Introduction

Susquehanna Valley Senior High School provides a comprehensive program in curricular, co-curricular, and extracurricular activities. These are designed to enable students to identify their talents, aptitudes and interests and to decide on a program that will help develop each individual to his or her maximum potential. This school is fully accredited by the State of New York and offers courses of study leading to State Regents and local school district diplomas.

Parents and students are urged to study the contents of this publication thoroughly and to make selections carefully. Counselors should be enlisted early in planning the student's program selection. Since education is a lifelong process, the importance of thoughtful, ongoing planning cannot be overemphasized. Selecting a sound and challenging program will prepare each student to move smoothly from high school to a career or to higher education. It is our hope that you graduate from Susquehanna Valley High School feeling that you experienced the best the high school had to offer you as an individual.

The information supplied in this guide is subject to change in order to reflect future decisions made by the NYS Board of Regents. Please consult with your guidance counselor for more specific information.

• Your counselor and you •

You have been assigned a very special person to help you grow and develop during high school - your counselor. Your counselor's major task is to see that you graduate after having experienced a rich and rewarding high school career. Yes, your counselor is the key figure who coordinates your efforts with those of your parents and teachers to enable you to realize your goals.

Help is available to you whenever you need it. All you need to do is to stop in the Counseling Office and request to see your counselor. From time to time he or she will be contacting you. Your meetings together may concern test results, grades, personal problems, post-high school plans or any number of other issues that can arise from life in high school. The proper selection of subject-matter courses is one of the most important tasks that you and your counselor accomplish together. Consider with care the many courses listed in this guide. Your counselor will do everything possible to help you select the most appropriate program of study for the next academic year.

This guide has been prepared after much thought and investigation. It has been designed to meet the needs of all students. Read it carefully! Notice that your school offers a wide variety of subject matter choices, all of which are intended to thoroughly educate you.

Richard T. Stank Middle School Guidance Office - (607) 775-9132

Fax number: (607) 775-9142

Secretary: Mrs. Suzie Huntley

Mrs. Krista Shoemaker - Grade 6-8, last names of A-K

Mrs. Marissa Paulo - Grades 6-8, last names L-Z

Social Worker: Mr. Dan Kosick

Susquehanna Valley High School Guidance Office - (607) 775-9115

Fax number: (607) 775-9126

Secretary: Mrs. Patti Kucinsky

Mrs. Lauren Dowd - Grades 9-12, last names of A-K

Mr. Mark Browning - Grades 9-12, last names of L-Z

Social Worker: Mrs. Heather Fitzgerald

Graduation Requirements

Regents Diploma	
English	4
Social Studies	4
Math	3
Science	3
World Language	1*
Art/Music	1
Health	.5
Physical Education	2
Electives	3.5
Total Required Credits	22

Advanced Designation Regents Diploma	
English	4
Social Studies	4
Math	3
Science	3
World Language	3**
Art/Music	1
Health	.5
Physical Education	2
Electives	1.5
Total Required Credits	22

- Required Regents/Exams
(passing score of 65 and above)

 - English Language Arts Regents
 - Algebra Regents
 - Global Studies Regents
 - U.S. History Regents
 - Science Regents

- Required Regents/Exams
(passing score of 65 and above)

 - English Language Arts Regents
 - Algebra Regents
 - Geometry Regents
 - Algebra 2 Regents
 - Global Studies Regents
 - U.S. History Regents
 - 2 Science Regents- one Physical Setting and one Living Environment
 - Comprehensive World Language Exam

*Students can earn one credit in World Language in 8th grade, by passing the course and the Proficiency Exam.

**Students earning a 5-credit sequence in Art, Music, or Career and Technical Education may be exempt from the 3-credit World Language requirement for Advanced Designation.

Planning Your Program

The departments in the high school have listed their course offerings. Following each course title, the recommended grade level and units of credit are given. The academic levels offered are Local, Regents, Advanced Placement, and SUNY-Broome. If a course has a prerequisite, this means that a student must complete a required course prior to entering the intended course.

The following questions can help you in planning your high school program:

1. Have I selected the right subjects and levels to meet graduation requirements for a Local, Regents or Advanced Designation Regents Diploma?
2. Will I have the required number of sequences to meet graduation requirements?
3. Are my course selections consistent with my educational and career plans?
4. Am I taking a reasonable course load?

The counselors recommend that elective courses be taken to explore new areas of interest, to develop special skills, or to develop appreciation of new areas. Although each student will develop a program with the assistance of his/her counselor, the final responsibility for proper course selection is with the student and the parents/guardians. Each schedule represents a contract between the student and the school. The school will endeavor to set up classes which will meet the needs of the student. When this is done, there is a commitment on the part of the student to follow through with his/her schedule unless an emergency occurs. Once a student chooses a course of study, he/she must be prepared to commit to it.

Students may request enrollment in an AP class. Admission will depend upon academic grades, standardized tests and teacher recommendation. Students should have maintained a minimum of an 85 average in the subject area to be eligible for AP courses.

Important Terms

Credit: One unit of credit is given for all courses that meet one period per day for the entire year. One-half (.5) unit of credit is given for all courses that meet one period per day for a half year. Physical Education credit is granted in .5 units and meets every other day for the school year.

Sequence: Five units of credit in the same subject area. A five-unit sequence in art, music or career and technical education may be substituted for the three-unit sequence in foreign language for an Advanced Designation Regents Diploma.

Electives: An elective is a subject that a student may choose according to his interests, talents and ambitions. Future plans should be carefully considered in choosing elective courses.

Minimum credit requirement: All students must register for at least 5.5 credits of classes per semester.

Cancellation: If there are too few students requesting a course, or if it becomes necessary to cancel a course, all concerned students will be notified and helped to choose an alternative course.

Grading: This school uses numeric grades to evaluate student performance. Teachers have the option to assess effort and other pertinent behaviors with up to three comments on the quarterly report cards. In addition to quarterly evaluations, teachers may complete interim progress reports in the middle of each quarter. These reports are not part of the student's permanent record, but are used to keep parents and students advised of any changes in a student's performance or to indicate that a student is not passing a course.

Student success: The strategies below are suggested as an outline of steps parents may use to help their students achieve success in high school. Faculty and counselors are willing and able to assist parents in a variety of ways. Early intervention has proven to be helpful to motivated students.

Student

- Is on time to class
- Is in school everyday
- Stays for remediation:
 - ◊ When he/she does not understand material
 - ◊ When absent to get make-up work and material
 - ◊ Prior to tests for extra help and preparation
- Brings all books, notebooks, pens, pencils, etc. needed for class
- Asks questions in class when does not understand material

- Is alert, well rested and attentive in class
- Follows teacher's directions
- Keeps an accurate record of assignments and due dates
- Uses study halls to prepare for class and do homework

Parent

- Provides proper study area
- Sets up a daily study time at home (no phone calls, TV, music, or interruptions) • Checks homework
- Provides necessary supplies, including Phys. Ed clothes
- Attends parent orientation, college night and financial aid night
- Calls teacher/counselor when has questions
- Requests progress reports from all teachers
- Requests peer tutoring
- Provides encouragement and positive feedback

School

- Provides a safe environment for learning
- Provides clear course expectations
- Provides clear assignments
- Responds to parent phone calls in a timely manner
- Provides progress reports when appropriate
- Provides opportunities for learning through clubs, volunteerism, and sports • Provides remedial time for students seeking extra help and make-up assignments • Provides appropriate programs to inform students and families of educational issues and social issues

Child Study Team (CST)

The Child Study Team (CST) is a group of teachers, administrators and support staff working together to ensure that each student receives the services and support necessary to meet individual needs and to increase academic success. When a parent, teacher or staff member identifies a student who is not benefiting fully from classroom instruction, he/she may make a referral to the CST. The CST meets on a regular basis to review referrals. All possible sources of information are reviewed to gain a deeper understanding and appreciation of the student's strengths and specific needs. CST is not a disciplinary team. The focus is to identify a student's needs and develop an intervention plan. The intervention plan is instituted for a period of no less than three weeks. The effectiveness of the plan is then reviewed and changes are made if necessary.

Drop/Add Policy

- Students will review their course selections individually with their counselor before final course requests are made.
- Unless a drop/add change is made by June 30, the student's course request will remain as they appear on the computer printout. Any request for changes must be in writing and must be signed by both parent/guardian and student.
- Beginning the last week in August, students and/or parents may request schedule changes for the fall by coming into the Counseling Office in person and completing the appropriate drop/add forms after a conference with their School Counselor. Please call for an appointment. No student may drop below the 5.5 credit minimum.
- Any changes must fit into existing schedule openings. In general, other classes cannot be changed to allow drops or adds. Changes are also dependent on availability of openings in classes.
- After the initial drop/add period, level changes or drops may be made only with teacher-initiated recommendation in writing, parent permission and/or the recommendation of the School Counselor (pending principal approval). These changes should be made prior to 10 weeks of .5 courses and prior to 19 weeks for full year courses.

Late Arrival/Early Leave - Seniors Only

Students are eligible for late arrival or early leave if the following criteria are met:

- Students must be passing ALL classes and carry a minimum of 5.5 credits.
- Students must have earned an 85 overall average.
- Complete revision of schedule, including crowding of classes or changing a schedule over the objection of teachers involved will not be permitted.
- Students are expected to maintain good attendance, good grades and satisfactory achievement. Failure to do so will result in the late arrival/early leave privileges being revoked.
- A form must be documented with parent, counselor and administrative approval. Forms can be found in the counseling office.

Class Rank

Class rank is based on each student's "Weighted Average". The weighted grade a student receives for a course depends on the level (level I, II, III, IV) of the course and the student's grade for the course. The weighted grade is the student's grade for the course plus the number of points determined by the level of the course:

- Level I add zero points
- Level II add four points
- Level III add eight points
- Level IV add twelve points

The "weighted grade" is calculated so that a student taking a more challenging course will receive a higher weighted grade, according to the level of difficulty of the course. Students who take graduation required courses, but do not take upper level English, math, science, foreign language, art, music or pre-engineering courses will receive no weighted grade points, and will, therefore, have the same grade point average and weighted average.

A student's "Weighted Average" is the average of the weighted grades for all of the student's courses (excluding Physical Education and Lab Assistant credit). Because grades are weighted, student A can have a higher GPA than student B, but a lower weighted GPA and therefore a lower rank in class. (The valedictorian has the highest rank in the class).

Class rank is determined by the weighted average divided by the total credits earned. Ranking is done two times per graduating class, once in the summer following the junior year. The final class rank is calculated at the end of the seventh semester. The valedictorian and salutatorian are named after the seventh semester. Students who skip a grade will be ranked with their new class, but not be eligible to be valedictorian or salutatorian.

Grade Point Average

The grade point average (GPA) is calculated by totaling points for each course (final average x credit), and then dividing by the total number of credits attempted.

Levels are used to determine the weighted grade.

Level I (add zero points): Level one includes standard courses which students must pass in order to graduate, many electives, and/or entry level courses which may be prerequisites for upper level courses.

Level II (add 4 points): Level two includes upper level science and math classes, non mandated foreign language courses, accelerated 8th grade courses, upper level art & music.

Level III (add 8 points): Level III includes all honors courses, dual-enrollment college courses taught by SVHS teachers, TC3 Advanced Course Access

Level IV (add 12 points): Level IV includes all Advanced Placement (AP) courses.

Level I courses are generally the "regular" courses that everyone takes. The higher levels are courses that are more challenging. The idea of the weighting is to recognize that an 80 in a level I course doesn't represent the same level of achievement as an 80 in a level II, III or IV course.

*** Not included in GPA: P.E., Lab. Asst.**

SAMPLE:

Course	Final Course Grade	Level	Added Points	Weighted Average
English 10	88	1	0	88
Living Environment	92	1	0	92
Geometry	91	2	4	95
Spanish 3	95	2	4	99
AP World	90	4	12	102
Unweighted GPA 456/5 = 91.2			Weighted GPA 476/5 = 95.2	

Library Media Center**Patricia Westgate** - Library Media Specialist

The Library Media Center at Susquehanna Valley High School provides students with opportunities to develop lifelong skills in information retrieval and literature appreciation. All incoming ninth graders are given an orientation course in using the automated library, searching various databases and navigating the internet. Basic on-line search techniques are introduced and reinforced throughout the year. State-of-the-art equipment for college/career investigation is available to all students through the Library Media Center. During the school year, scheduled projects are conducted in conjunction with class assignments. Speeches, reports, research papers and multimedia presentations are coordinated through the center in cooperation with the classroom teacher. In addition to using resources efficiently and creatively, all students are encouraged to extend their areas of interest and understanding of others through leisure reading activities.

VISUAL ARTS**Department faculty: Joyce Russell (Department Chairperson), Bassem Eldakar**

Art is as old as mankind because humans have always had the need to create, decorate, to record history visually, to communicate and express ourselves. Best of all, it's very satisfying and exciting to create and to succeed. Each art course will challenge you to exercise your hand, mind and heart. Courses combine skill development, exposure to new materials, use of the language of art, analysis of art work and a study of art history.

Course offerings • 3 or 5 unit sequences**Studio in Art and Media Arts (1 credit) fulfills the NYS Art/Music requirement and serves as the prerequisite for all art electives.****Course Offerings 2024-2025**

Studio in Art

Media Arts

Studio in Painting I

Studio in Sculpture

Studio in Photography

SUNY Broome ART 115 Beginning Drawing

BIT- Photoshop for Mobile, Web and Print

FINE ARTS

Studio in Art

1 credit • Grades 9-12

This course satisfies the graduation requirement for 1 credit of art and/or music. It is also the foundation course for all 3 or 5 credit art sequences. In this course, students increase their artistic skill and learn new techniques, and explore creative expression and problem solving through a variety of art media (drawing and 2D design, painting, clay and other sculptural materials). In addition, students will discuss and analyze art, and understand the role art plays in other cultures. Students are expected to maintain a portfolio of class work and take a written final exam in June.

Studio in Drawing I

(Not offered every year)

1 credit • Grades 10-12

Prerequisite: Studio in Art

Studio in Drawing I is a basic art course designed for the art student that has successfully completed a full year of Studio in Art. Students will practice and improve their observational skills. Basic rules of composition will be covered, as well as improving skills with shading, perspective, proportion. Students will create a variety of drawings using graphite, charcoal, ink, pastel and more. Students will be required to complete some sketchbook drawings outside of class every quarter. Final exam will consist of a final display of student work, an exam of visual vocabulary, and a digital portfolio of work completed during the course.

Studio in Painting I

(Not offered every year)

1 credit • Grades 10-12

Prerequisite: Studio in Art

Studio in Painting I is a course focusing on the fundamentals of painting. It is open to any art student that has successfully completed a full year of Studio in Art. Emphasis will be placed on color theory, creative exploration, and techniques for handling and controlling tools used in painting. Students will work with a variety of different painting media, including watercolor, acrylic, and oil, and will learn and experiment with various techniques for each. A range of subject matter will be explored including: still life, landscape, portraiture, and imaginative images. Final exam will consist of a final display of student work, an exam of visual vocabulary and a digital portfolio of work completed during the course.

Advanced Studio in Art

(Not offered every year)

1 credit • Grades 11-12

Prerequisites: Studio in Art and at least one other Art elective

This course is designed for students who are more seriously interested in the experience of art making and wish to develop their artistic and compositional skills, and execution of their ideas. It will focus on more advanced projects, while allowing students to have greater freedom in choosing their subject matter and media. Advanced art students should demonstrate competency in artistic skills, good problem solving ability, and creative personal expression. Final exam will consist of a final display of student work and a digital portfolio of work completed during the course.

Studio in Sculpture

(Not offered every year)

1 credit • Grades 10-12

Prerequisite: Studio in Art

This course is an introduction to the basic tools, processes and safety practices used in the creation of 3D artwork. Expect to get your hands dirty! Projects will expose students to several types of three dimensional media, such as clay, wire, plaster, wood, and glass. This course will focus on working with both additive and subtractive techniques of sculpture, with an emphasis on the elements and principles of art. The final exam will

consist of a digital portfolio, an exam of visual vocabulary, and presentation of the student's artwork.

Studio in Ceramics

(Not offered every year)

1 credit • Grades 10-12

Prerequisite: Studio in Art

In this course, students will use creative problem solving as they design and build their own clay pieces, both functional and decorative. The focus will be on various handbuilding techniques including pinch, coil, slab, and combinations of these. There will also be a brief introduction to throwing on the potter's wheel. Students will also learn about glazes, surface decoration and firing techniques. An overview of ceramics in various cultures will be included. Final exam will consist of a final display of student work, an exam of visual vocabulary, and a digital portfolio of work completed during the course.

SUNY Broome ART 115 Beginning Drawing

(Not offered every year)

1 HS credit, 3 college credits/6 studio hours • Grades 11-12

Prerequisite: Junior or Senior who has maintained an average grade of 85 or better in art, and has completed Painting I, Drawing I, or has recommendation from instructor.

Emphasis on a series of open-ended interrelated problems dealing with visual language and its vocabulary, and organization. Drawing problems will intensify the student's perception and comprehension of the elements and principles of design including point, line, shape, tone, texture, and color; and balance, proportion, scale, rhythm, and unity in composition. Student's perception and comprehension of light, space, and form will be given special emphasis. Format involves intensive instruction and demonstrations in charcoal, pencil, pen and ink, and mixed media as a means to personal investigation, understanding, and expression. Subjects include landscape, figure, and still-life. Various historical models will be studied through text and visual examples. Students are encouraged to develop their own style and viewpoint through discussion of art criticism.

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

Understanding of at least one principal form of artistic expression and the creative process inherent therein.

SUNY Broome Art 116 - Painting I

(Not offered every year)

1 HS credit, 3 college credits - 6 studio hours

Prerequisite: Junior or Senior who has completed Drawing and Painting or Drawing I and has recommendation from instructor.

This course is designed to investigate painting as an expressive medium rooted in both traditional and contemporary views of fine art painting. It also serves to expand student's knowledge regarding the role of fine art painting within today's art world. The emphasis is on the tradition of observational painting (painting from life) achieved through regular painting assignments, text and critiques. Personal approaches to specific problems are encouraged and explored through classroom projects. Areas of study include still life, figure and portrait.

Learning Outcomes of the Course:

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

Understanding of at least one principal form of artistic expression and the creative process inherent therein.

MEDIA ARTS

Studio in Media Arts

1 credit • Grades 9-12

If you are interested in using computers to create art than traditional methods this is the course for you. Media Arts is the art of effectively communicating ideas through words, sound and images using digital technology. This class utilizes 21st century technologies such as Photoshop, Illustrator, Digital Photography and

Videography to create works of art. This course satisfies the graduation requirement for 1 credit of art and/or music. It is also the foundation course for all 3 or 5 credit art sequences. Students will learn the fundamentals of computer graphics and other digital forms of art creation. They will use the design principles to complete a variety of projects that are designed to slowly increase their knowledge of the programs, while still offering the opportunity to experiment and express themselves visually and artistically. Logos, posters, product design, vinyl stickers, t-shirt design, video and photography basics will all be covered in this course.

Studio in Photography I

1 Credit • Grades 10-12

Prerequisites: Studio in Art or Studio in Media Arts

This course focuses on the beginning fundamentals of taking a good photograph. In this course you will learn how to operate a camera and properly expose and compose a photo using design principles. Students will also learn indoor and outdoor photography, lighting techniques and gain a basic understanding of Photoshop. Projects include: basic portraiture, still life photography, product photography, landscape and macro photography. Adobe Photoshop is used as the primary photo editing/manipulating tool and prints will be made with a high resolution printer.

Advanced Studio in Photography

(Not offered every year)

.5 Credit • Grades 10-12

Prerequisites: Studio in Photography or Photography I

This course will take a deeper look into the art of photography, including the artistic nature of theme, lighting, composition and editing. Projects include: advanced lighting and portraiture, product and food photography, magazine cover design, creating posters, photo collages, surreal photos and more. Adobe Photoshop is used as the primary photo editing/manipulating tool and prints will be made with a high resolution printer.

BIT - Photoshop for Mobile, Web, and Print

(Not offered every year)

.5 HS credit, 3 college credits • Grades 11 and 12

An introduction to Photoshop, the industry standard software program for creating and modifying raster/ bitmap graphics. Students will learn to create, scan and edit images and text for print, multimedia, and web design. An emphasis will be placed on image manipulation, photo restoration, digital illustration, the use of slices and rollovers, and even how to create simple animations. Students will also become introduced to tools for creating vector graphics and type.

Learning Outcomes of the Course:

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

1. Use Adobe Photoshop to edit images and create graphics using basic tools such as multiple layers, color modes and intensities, blending modes and opacities.
2. Demonstrate the ability to select and modify images through compositing and filters.
3. Demonstrate the ability to design graphics with text and text effects.
4. Demonstrate the ability to apply correcting, adjusting and retouching techniques to images.
5. Adjust images and file types to prepare for any situation and output.
6. Plan, create and deliver a complete project in Adobe Photoshop.

ENGLISH

Department Faculty: Mackenzie Barker, Peg Collins, Kara Davies, Alyson Herman, Matt Mindemann (Department Chairperson)

Students in New York are required to take English during each year of their high school career. The curriculum has been organized to meet the guidelines set forth by the New York State Education Department.

English 9 Regents

This course is designed to provide a transition from the middle school preparation for the eighth grade Language Arts test to the high school preparation for the Common Core English Language Arts Regents Examination, which the students take while enrolled in English 11. The course contains challenging literature, including all forms of literary expression – novels, drama, nonfiction, short stories, and poetry. There is also a concentration on the skill of reading for informational purposes. The writing component of the course is designed to align with the Common Core Learning Standards, with writing instruction and practice designed to prepare students for the rigor of the Regents Exam. Writing tasks focus on exercises in Writing from Sources and Text-Based Response writing. A career exploration unit helps the students to assess their talents and interests and requires them to research careers of interest.

English 10 Regents

The tenth grade course seeks to stimulate the students' interest in reading and to develop critical and independent readers. The course includes the analysis of a wide range of literature, including novels, drama, nonfiction, short stories and poetry. Reading for informational purposes is a key component of this course as well. Close reading exercises and writing tasks support the Common Core Learning Standards and serve to provide practice and reinforcement of the skills learned in English 9 and to develop these skills further in preparation for the Common Core English Language Arts Regents Examination. Writing tasks focus on Writing from Sources and Text-Based Response writing. A career exploration unit helps the students to narrow their career interests and to research career paths and higher education options.

English 11 Regents

The eleventh grade Regents English program emphasizes and refines the reading and writing skills needed in preparation for the Common Core English Language Arts Regents Examination. Literary analysis and critical reading skills are practiced with the study of novels, drama, nonfiction, short stories, and poetry, while practice in reading for informational purposes continues. In support of the Common Core Learning Standards, students focus on the areas of listening comprehension, information synthesis, critical analysis, and literary response. Writing tasks focus on Text-Based Response and Writing from Sources. A career exploration unit helps the students continue to refine their career interests.

Honors English 9, 10, 11 - 1 credit per academic year

Prerequisite: 90% high school average and an application to the honors program. The English Honors Program is designed to encourage students to achieve at higher levels by raising standards and creating an atmosphere in which high academic achievement is recognized and respected. The curriculum is enriched with extra reading and writing assignments designed to challenge students, foster critical thinking and high-level analysis, and also to better prepare students for more rigorous courses.

*Students must maintain an 85 average to continue in the honors program

Advanced Placement (AP) English Literature and Composition

1 credit

AP English is a college-level course which engages students in the careful reading and critical analysis of literature. Through close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Writing is an integral part of the course, as the Advanced Placement Exam which the students take in May is weighted toward writing about literature. Writing assignments will focus on critical analysis and include expository, analytical and argumentative essays.

English 12: Written Expression

This course focuses on the writing process and the skills necessary for effective written communication. Students will enhance their writing skills as they work through the process of writing a research paper as well as composing and editing personal essays and expository writings. Students will read and analyze both fiction

and nonfiction pieces as they continue the practice of reading for informational purposes. A career exploration unit will afford students the opportunity to create resumes and cover letters in preparation for the transition from high school to the world of college and careers.

English 12: Literary Analysis and Oral Expression

This course focuses on refining skills in written expression and critical analysis along with practice in oral expression. Both American and multicultural literature will broaden students' world views as they read, analyze, discuss, and research the perspectives of a variety of notable works of fiction and nonfiction. Reading for informational purposes will be a skill that is refined in this course. Additionally, the course will provide practice in developing basic skills in communication through a unit on public speaking, which will prepare students for the transition from high school to the world of college and careers.

English 12: SUNY Broome English 110: College Writing I

.5 HS credits

3 SUNY-Broome credits

There is no tuition fee for this course; however, there will be a cost for the required textbook. This college level course is designed to concentrate on composition. It involves reading a text of essays written by various authors with the analysis focusing on the type, structure, and content of each essay. Among the various writing structures discussed and written is the required research paper. Thus, **the required research component** for graduation is met through this course. Students taking and passing this course will receive three college level credits toward their general college course credits. These credits will be accepted at most colleges and universities. However, it would be in the students' best interest to contact their choice of school and inquire about this course before taking it. **The prerequisite to this course is a score of 85 or above on the English Language Arts Regents Exam. In addition, a strong work ethic and good attendance should be characteristic of a student desiring to take this course.**

WORLD LANGUAGES

Department Faculty - Brooke Biancucci, Diana Drew and Sharon Rowe (Department Chairperson)

The Foreign Language program begins with an introductory language course in 7th and 8th grades and continues in the ninth grade. The goal of the Foreign Language program is to make it possible for students to develop these skills: listening, speaking, reading, and writing in the target language.

The first year of the foreign language requirement is met by passing the course and a Proficiency Exam in middle school. The second year of foreign language is usually completed in ninth grade at the high school.

Students pursuing an Advanced Designation Regents diploma must pass a Checkpoint B examination at the end of the third year of the language.

Students identified as having a relevant disability may be exempted from a second language requirement if the student's IEP states that the requirement is not appropriate. They will need to substitute another sequence to meet Regents diploma requirements.

French I

1 credit • Grades 9-12

An introductory course to the French language. The basics of the language are taught in this course. Students learn how to ask questions and say the days of the week, numbers, months of the year, etc. A student enrolled in French I, should be able to conduct an ordinary conversation with a French speaker. Students learn history and culture through the research of francophone people.

French II

1 credit • Grades 9-12

Students cultivate more sophisticated and meaningful communication in French and expand upon the vocabulary through readings, listening passages and conversational practice. Simple verb tenses are learned

as well as common compound tenses. Basic grammar rules are incorporated into oral and written work and students write short compositions. Similarities and differences of francophone cultures are examined in context.

French III/SUNY Broome Fren 102

1 HS credit, 4 college credits • Grades 10-12

Students continue to acquire more sophisticated vocabulary which is expressed through lengthier conversations and compositions. Grammatical structures are examined in greater detail to enhance proper syntax. Listening passages, readings and songs are incorporated into lessons which allow students an increased cultural awareness of francophone countries. A Checkpoint B Examination is taken at the conclusion of this course. Eligible students (85+ average in French I, II) may elect to take this course for 4 college credits through SUNY Broome.

French IV/SUNY Broome Fren 201/202

1 HS credit, (2) 3-credit college courses • Grades 11 and 12

Students explore the French language through song, literary sources and film. Skits and other oral presentations allow students to improve communication skills. Cultural projects are also incorporated into the course. Eligible students (85+ average in French I, II, III) may elect to take this course for up to 6 credits through SUNY Broome.

Spanish I

1 credit • Grades 9-12

An introductory course that continues Spanish vocabulary acquisition. The primary objectives are the development of listening and speaking skills to enhance conversation as well as developing reading and writing skills. Students learn about Spanish culture and geography.

Spanish II

1 credit • Grades 9-12

Prerequisite: Spanish I or proficiency

Students cultivate more sophisticated and meaningful communication in Spanish. They will be able to express their thoughts on a variety of everyday situations in Spanish conversation and composition. Students will be able to use the present and past tenses. A solid foundation in listening, speaking, reading and writing skills will be developed.

Spanish III/SUNY Broome Span 102

1 HS credit, 4 college credits • Grades 10-12

Prerequisite: Spanish II

Students will attain a greater proficiency in the language and gain an increased awareness about the cultures of the Spanish-speaking world. Students will polish their skills in listening, speaking and writing. Increased vocabulary acquisition will enable students to read for point of view and shades of meaning. Students will communicate by listening, speaking and writing in a variety of real-life situations. A Checkpoint B Examination is taken at the conclusion of this course. Eligible students (85+ average in Spanish I, II) may elect to take this course for 4 college credits through SUNY Broome.

Spanish IV/SUNY Broome Span 201/202

1 HS credit, (2) 3-credit college courses • Grades 11 and 12

Prerequisite: Spanish III

Students examine a variety of literary works: Spanish media publications, short stories, essays, and excerpts from Spanish literary classics. Several cultural projects are completed through research. Recording of skits, which are written and performed by the students, encourages creativity. Eligible students (85+ average in Spanish I, II, III) may elect to take this course for up to 6 credits through SUNY Broome.

Spanish V/TC3 Span 280/281

1 HS credit, (2) 3-credit college courses • Grade 12

Prerequisite: Spanish IV

This is an advanced-intermediate course, intended to be a bridge to upper level literature courses. Major emphasis is placed on helping students to improve their oral communication skills and reading comprehension. Students continue to explore different aspects of the cultures, history, and current events of the Spanish speaking world. Students are expected to be able to communicate in the present, past, and future tenses as well in the indicative, subjunctive and imperative moods in Spanish. Students may earn up to 6 college credits through Tompkins Cortland Community College.

New York State Biliteracy Seal • Grades 11-12

This is a Seal to demonstrate proficiency in English and an additional language.

Please speak to a World Language teacher to determine eligibility and when to begin working on the requirements. The Seal will be added to the student's High School Diploma.

MATHEMATICS

Department Faculty: Richard Brice, Shauna Cody, Lauren Gagnon, Debbie Merrell, Matt Strick, Dana Zietz (Department Chairperson)

Algebra I with labs (not offered during the 24-25 school year)

1 credit

A one year course covering New York State Next Generation Algebra 1 standards. Covers polynomials, exponents, linear and quadratic equations, systems of equations, algebraic fractions, factoring, lines and slope, graphing inequalities, parabolas, exponential growth. Also includes some statistics and probability. Students will learn to apply their mathematical knowledge to a variety of situations. The Algebra 1 Regents exam is taken at the end of this course.

Algebra I

1 credit

A one year course covering New York State Next Generation Algebra 1 standards. Covers polynomials, exponents, linear and quadratic equations, systems of equations, algebraic fractions, factoring, lines and slope, graphing inequalities, parabolas, exponential growth. Also includes some statistics and probability. Students will learn to apply their mathematical knowledge to a variety of situations. The Algebra 1 Regents exam is taken at the end of this course.

Applications of Algebra

1 credit

This course covers New York State Next Generation Algebra 1 standards. This course is designed for students that need further reinforcement of algebra skills before moving on to Geometry and Algebra II either regents or non regents courses. The course covers polynomials, exponents, linear and quadratic equations, systems of equations, algebraic fractions, factoring, lines and slope, graphing inequalities, parabolas, exponential growth. Also includes some statistics and probability. Students will learn to apply their mathematical knowledge to a variety of situations. In some instances, the Algebra 1 Regents exam is taken at the end of this course.

Geometry

1 credit

A one year course covering New York State Next Generation Geometry standards. Covers both Euclidean and coordinate geometry, while continuing to reinforce and develop algebra skills through application of algebra to geometry problems. Topics include: logic, logic proofs, radicals, coordinate geometry and proofs, Euclidean geometry and proofs, similarity, transformational geometry, geometry of circles, constructions, triangles, quadrilaterals, and solid geometry. The Geometry Regents exam is taken at the end of this course.

Foundations of Geometry (not offered during the 24-25 school year)

1 credit

The first half of this course will introduce students to the study of shapes through the use of coordinate geometry. Students will continue to reinforce their geometry skills while studying topics such as coordinate geometry proofs, transformational geometry, constructions, locus, logic and logic proofs. Geometric properties will be reinforced through the application of algebra to geometry problems. The second half of this course will focus on patterns and functions. Students will study topics such as linear and nonlinear equations and graphs. Algebra skills will be reinforced through the application of algebra to pattern and function problems.

Algebra II

1 credit

A one year course covering the Algebra II Common Core Learning Standards. The emphasis in this course will be on the justification, abstraction and application of algebra. Topics include: data analysis, standard deviation and linear regression, probability including the binomial theorem and Bernoulli experiments, trigonometry including circular functions, exponential and logarithmic functions, inverse functions, rectangular and vector coordinates, complex numbers. Graphing calculators will be required. The Algebra II Common Core Regents exam is taken at the end of this course.

Foundations of Algebra II

1 credit

This course prepares students for an introductory level college algebra course taken primarily by students not going into fields involving strong math content. This course will continue to develop the ideas of patterns and functions developed in Geometric Structures. Students will look at nonlinear equations algebraically, connecting this knowledge to geometrical understandings. Topics will include quadratic, absolute value, trigonometric, and exponential functions. Algebra skills will be developed throughout the course.

Foundations Of College Mathematics

1 credit

This course is designed for high school seniors to ensure that students have the skills necessary to be successful in a college level math course at SUNY Broome. Topics include: math modeling using linear, quadratic, exponential and trigonometric functions; number sense without a calculator; data analysis; working with polynomial and rational expressions and equations; applications of right triangle trigonometry; exploring compound interest. The course also includes the following student success skills: note taking strategies, time management, successful student behaviors, and career exploration. This course was developed in collaboration with SUNY Broome Community College.

Pre-calculus/SUNY-Broome MAT 156

1 credit • Prerequisite: Algebra II

This course is designed to prepare students for college-level mathematics courses. It provides a thorough review of many of the topics previously studied in mathematics, covering them more rigorously and in-depth. Topics include algebra, functions, graphing, solving equations, logarithms, trigonometry, sequences and series and an introduction to calculus concepts. This is an honors course.

Calculus/SUNY-Broome MAT 181

1 credit • Prerequisite: Precalculus with a grade of 85, or departmental permission.

This one year **Calculus/SUNY-Broome MAT 181** program is a rigorous course and will cover at least as much material as a standard first semester college calculus course. Topics to be covered include limits, continuity, derivatives, applications of derivatives, antiderivatives, integrals, and applications of integrals. Concepts are applied to functions represented by formulas, graphs and tables.

Advanced Placement Calculus AB - 1 credit • Grade 12

Prerequisite: Precalculus with a grade of 85, or departmental permission.

This one year Advanced Placement Calculus program is a rigorous course and will cover at least as much material as a standard first semester college calculus course. Topics to be covered include limits, continuity,

derivatives, applications of derivatives, antiderivatives, integrals, and applications of integrals. Concepts are applied to functions represented by formulas, graphs and tables. Students take the Advanced Placement “Calculus AB” Exam in May. Most colleges will award college credit to qualifying students.

Real World Math - 1 credit (not offered during the 24-25 school year)

Prerequisite: teacher recommendation.

Algebra I topics in more depth, as applied to real-world topics including finance, budgeting, percents, probability and construction. Covers other applications depending on student interest.

Math AIS

No credit • Grades 9-12

Students in grades 9-10 who scored 1 or 2 on the Math 8 exam are mandated Academic Intervention Services (AIS) in math. AIS is designed to help students with the skills and knowledge required for success in their math courses and to help them succeed on the Integrated Algebra Exam. Students in grades 11-12 who have not successfully received credit on the Integrated Algebra Exam are mandated AIS.

Statistics In the World Around Us -1 credit • Grades 11-12

Prerequisite: Geometry or Foundations of Algebra II

An introduction to the concepts and methods of statistics. Covers organizing and displaying data, measures of central tendency and variation, probability, distributions, and hypothesis testing. Concepts will be applied to real-life examples, including a concluding project.

Math and Coding Courses

- 1. Math and Coding with Python**
- 2. Math and Coding with C#**
- 3. Advanced Math and Coding with Python**
- 4. Advanced Math and Coding with C#**
- 5. Learning C# through UNITY platform programming**

No previous computer programming experience is needed to take the first two Math and Coding classes. For the first few days, students will learn structured thinking by writing commands in “Turtle” web based programming. For the next two quarters, students will learn an introductory language (Python, Java, C#). The course continues with teacher guidance, and students will create programs that they are interested in. They will learn how to troubleshoot, eliminate errors, avoid long drawn-out processes, and research to find subroutines for their programs. The course ends in a student-designed project based on their interests. The way the course has evolved, students of all levels can enroll. Students can go as far as their passion for computer coding takes them.

MUSIC AND PERFORMING ARTS

Department Faculty - Eileen Miller, Meggan Olds, Jenn Perkins (Department Chairperson)

The overall objective of music education is the transmission of skills, attitudes, knowledge and ideals to create a musically independent person with a lifelong desire to interact musically with the world. The courses are open to all students grades 9-12 who meet the class requirements.

Concert Chorus - .5 credit • Grades 9-12

Prerequisite: Previous choral experience is helpful, but not necessary.

Students will be exposed to all types of vocal music in rehearsals, striving for the highest levels of tone quality, diction, interpretation and musicianship. These rehearsals will result in school, community and festival performances. This is a Regents level class. All chorus members are required to take vocal music lessons. Concert Chorus meets 3 periods per cycle.

Concert Chorus meets 3 periods per cycle.

Performances: NYSSMA, local & school concerts, major trip.

Concert Band - 1 credit • Grades 9-12

Prerequisite: Capable and interested student. Previous music experience is helpful, but not necessary.

Students will be exposed to a variety of challenging wind ensemble, concert band, and transcription literature with a broad historical perspective. Emphasis will be on developing advanced individual performing skills and ensemble techniques.

All Concert Band students must take one instrumental lesson per cycle. The full concert Band meets 6 periods per cycle. Band members are encouraged to be in Jazz Ensemble, Percussion Ensemble, and community and honors ensembles, though they are not required to do so.

Performances: NYSSMA, school concerts, major trip, mall concert, conventions, recruiting performances.

Orchestra - 1 credit • Grades 9-12

Prerequisite: Capable and interested students

Students will explore challenging orchestral repertoire, develop skills crucial to orchestral performance and learn aspects of music such as history and composition. All orchestra members must take instrumental music lessons - one lesson per cycle. Orchestra meets 6 periods per cycle. This is a Regents level class.

Performances: school concerts, NYSSMA, elementary school recruiting concerts, mall performance and a major trip.

Music Theory I / SUNY-Broome MUS 104 - 1 credit • Grades 11-12

This course is designed to give the student a working knowledge of the elements of composition. Students will learn to write their own music in a variety of styles while learning the foundations of music reading and writing. The course culminates in a composition project where students create their own song(s), and participate in a workshop with a local professional song-writer. During this project, students may receive basic instruction in playing ukulele, guitar, bass guitar, piano, and drum set.

Additional Musical Opportunities

Non-credit bearing • Grades 9-12

The SV High School Music Department encourages all students to seek out a variety of musical performing groups to further their overall musical education. The music department offers (but does not require) participation in the following ensembles:

Percussion Ensemble, Mrs. Meggan Olds, Director

Chamber Strings, Mrs. Eileen Miller, Director

Keyboard (Piano lab)

1 credit

Prerequisite: none

Students will learn how to read music and play the piano. Students will learn how to participate within an ensemble through group and solo performance. Students will give several mini-classroom recitals during the year, to show their progress. Students will use on-line based programs to compose music, through the keyboard. This is a piano-skills class.

Career and Technical Education (CTE): Business, Family & Consumer Sciences, Technology Education

Department Faculty - Jessica Esperon-Meneilly: FACS (Department Chairperson), Colin Krueger: Technology

BUSINESS

Entrepreneurship

Two (2) half year courses taught in sequence

The course covers a broad range of topics related to entrepreneurship, including:

- Entrepreneurship Basics
- Turning Ideas into a Business
- Economics and the Market
- Market Research and Product Development
- The Marketing/Advertising Plan
- Business Designs/Branding
- Business Finances
- Operating/Management
- Creating A Business Plan

The year course content consists of 6 for the first course(first semester) and 5 topical units in the second course(second semester), along with a class introduction and a final exam.

The units are:

1. Business Terms Activities
2. Entrepreneurship Basics
3. Turning Ideas into a Business
4. Ethics and Social Responsibility
5. Economics and Marketing
6. The Business Plan Basics
7. Market Research and Product Development
8. The Marketing Plan and Strategies
9. Advertising
10. Final Business Decisions
11. The Business Plan Project

Real World Math

1 credit

Prerequisite: teacher recommendation.

Algebra I topics in more depth, as applied to real-world topics including finance, budgeting, percents, probability and construction. Covers other applications depending on student interest.

FAMILY AND CONSUMER SCIENCES

Family and Consumer Science courses are active, relevant and diverse. They provide education and training for careers in human services, which include child development, foods, nutrition, housing and clothing/textiles.

The purpose of Family and Consumer Science education is to prepare individuals to be competent, confident and caring in managing their personal, family and career lives.

Basic Food Prep

.5 credit (Fall) • grades 10-12

The purpose of this course is to teach students the foundations of basic food preparation. Students will learn how to follow basic recipes to ensure successful products. They will learn the identification and use of equipment and utensils, terminology and measurements used in cooking, menu development and types of meal service. The class will include laboratory experiences in a variety of food groups such as: breads and grains, milk and dairy products, fruits, vegetables and meats.

Culture and Foods

.5 credit (Spring) • Grades 10-12

Prerequisite: Basic Food Prep suggested

From Scandinavia to South Africa; from Hawaii to the U.S.S.R., explore the culture and cooking techniques of the United States and many countries around the world in food labs at S.V. Not only will you learn to appreciate the diversity of American “melting pot” cuisine, but perhaps a solution to world hunger problems will be found with a look at foods of the future.

Food and Fitness

.5 credit (Fall) • Grades 10-12

In this one-semester course, students will relate the concepts of nutrition, diet and exercise to good health. The content of this course will examine the role of nutrients in the body, diet-related conditions, special diets, nutrition for athletes, lifetime fitness, the effect of food preparation techniques on diet and careers in the field of nutrition. Students will be designing and implementing a personal plan for nutritional health and fitness.

Child Development and Psychology I*

.5 credit (Fall) • Grades 10-12

Physical, emotional, social and cognitive growth and development of the infant, toddler, preschooler and school-age are studied in-depth. Students will create appropriate learning activities for each age group and will have the opportunity to observe and interact with children on a visit to daycare, pre school and/or a kindergarten site.

***Meets NYS parenting standards.**

Child Development and Psychology II*

.5 credit (Spring) • Grades 10-12

Prerequisite: Child Development and Psychology I

Students learn to work with and understand children in the preschool and kindergarten setting. A study of theories in early childhood education, research in community resources for children and families, discussions on current issues regarding children (abuse, influence of media, etc.) will prepare students for several visits to daycare and kindergarten classrooms where they will work with and observe children.

***Meets NYS parenting standards.**

Self-Management / SUNY Broome BUS 122

.5 credit • Grades 11, 12

The main purpose of this course is to improve student success through self reflection, analysis, and introduction to college and career norms of behavior. Self-Management seeks to increase student learning by assisting students in developing and mastering the self-management and workforce readiness skills necessary to achieve their academic and career goals. This course focuses on 5 “soft-skills” or behavioral areas: communications, choice, commitment, coping, and caring, and aims to improve technology skills.

SUNY Broome ECE 110- Introduction to Early Education

.5 credit • Grade 12

This course is an introduction to early childhood and elementary school education. ECE 110 will provide an overview of professionalism, child development, learning theories with a historical perspective, family involvement, contemporary issues in education, and career options within the field of education. Students will also explore the definition and concept of developmentally appropriate practice for young children (infants through eight years old). Eight hours of field observation and four hours of community service experiences are required. ECE 110 is required for SUNY Broome A.A.S. Early Childhood Education majors. ECE 110 is an advised career pathway course for Teacher Education Early Childhood and Childhood bachelor programs.

SUNY Broome EDU 111/Binghamton University EDUC 101- Foundations of American Education

1 credit • Grade 12

This course is an introduction to the profession of teaching. The social, economic, and political history of American education will be explored. Contemporary goals, practices, and issues will also be investigated.

Specific topics include: diversity; special education; child/adolescent development; legal issues; ethics; professionalism; curriculum; philosophy; learning theories and pedagogy. Thirty hours of field and additional hours of service learning experiences are required. This course is appropriate for SUNY Broome L.A.G.S. Teacher Education (A.S. Degree) transfer majors who wish to pursue Childhood (Grades 1-6), Middle Childhood (Grades 5-8), Adolescence (Grades 7-12), Physical Education (K-12), Art Education (K-12) or Music Education (K-12) teacher certification in college. Students will earn college credit through SUNY Broome in the fall semester and Binghamton University in the spring semester.

TECHNOLOGY EDUCATION

Design and Drawing for Production

1 credit • Grades 9-12

A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. Also, students will study historic, cultural and aesthetic impacts of the design process throughout the course. ***Meets state art/music requirements for graduation.**

Foundations of Technology

1 credit • Grades 10, 11

After learning about the history of technology and its connections across other fields, students will explore and experiment with a variety of different technological areas in a project based environment. These technological areas include Engineering Design, Manufacturing, Construction, Energy and Power, Information and Communication, and Systems.

Technological Design

1 credit • Grades 10, 11

Technological Design will focus on current technological issues and the impacts that these issues have on our society. Students will analyze issues and technologies to formulate opinions, make educated decisions, create solutions and gain experience with a variety of technological principles and concepts. Topics to be explored and discussed in this class include sustainability, ergonomics, transportation, energy, and many more.

Engineering Design

1 credit • Grades 11, 12

Engineering Design will cover topics such as Principles of Design, Resources, the Design Process and Project Management. While exploring each topic, students will participate in a long-term project that will utilize their skills, knowledge and creativity to develop, model and produce a product that will satisfy consumer needs.

Robotics

1 credit • Grades 11, 12

Students will learn about the engineering design process using mechanisms, machines, robotic systems and programming. We will explore the use of modern robotics and automation and how it impacts industry and the world around us. This class would be a great experience for anyone interested in pursuing a field in electrical engineering or computer science/programming. Throughout the class, students will design, build and program robots to complete specific tasks and compete against others in the class.

PHYSICAL EDUCATION

Department faculty - Alex Alford, Courtney Kerrick and Mike Ford, (Dept Chairperson - Ed Swartwout)

Why Physical Education?

Physical education helps students gain knowledge, intellectual ability, problem solving skills, physical stamina,

activity skills and the strength to carry out roles and responsibilities they will assume in school and in life.

Diploma Requirements

Two credits of Physical Education are mandated by the commissioner's regulation for graduation and are in addition to the 18.5 credits necessary for a Regents or local diploma.

Grading

Physical Education is a full year course with four quarterly grades comprising the final average. Therefore, there will be no doubling of classes, in an effort to fulfill the required yearly expectations in a shorter period of time. The following grading systems will be used to obtain a quarterly mark: Four points may be earned on a daily basis for a total of 80 points per quarter.

1. Preparedness for class (appropriate attire for physical activity)
2. Acceptable participation in the class lesson
3. Completion of daily fitness component
4. Demonstration of personal and social responsibility.

A total of 20 points may be earned for participation in physical and academic assessments. Each quarter grade will be based on 100 possible points.

Make Up Policy

Students are required to make up any classes that are missed due to absences or legal excuses. Students are allowed to make up one class per day during remediation.

Medical Excuses

All medical excuses should go to the Senior High nurse's office. Upon verification, the student will be excused from class. The student is required to report to the library to complete a written assignment.

PE 9-12 Class

.5 credit • Grades 9-12

The focus of this course is designed to keep the student active. The student will also have the opportunity to select the units/activities they would like to participate in. Students will participate in team sports and/or individual sports, including swimming.

Solutions in Fitness and Wellness- Fast Forward Class

1 credit Grades 11-12

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

Exploring Healthy Lifestyles- Fast Forward Class

1 credit Grades 11-12

This course is a theoretical classroom approach to assessing and evaluating healthy pathways in life. Students will explore and analyze the components of diet and exercise that can be chosen which may lead to a happier and healthier life. Emphasis is placed on making educated decisions and using the self-motivation and discipline necessary to make changes leading to a more active healthy lifestyle.

Principles of Training and Conditioning- Fast Forward Class

1 credit Grades 11-12

Students will learn the principles of physical fitness and training, as well as the effects of training on various systems of the body. With this knowledge, they will organize, assemble, and present their own personal life-long fitness programs.

Health

.5 credit • Grades 10-12

The Health course is designed to impart knowledge, attitudes, decision-making skills and behaviors necessary for optimal health now and in the future. Its aim is to help students attain a high level of wellness. The text, Health-Skills for Wellness, is a major tool used in accomplishing this goal. The two main themes of this required course are that health is largely a matter of personal responsibility and that choices made throughout life will have an important impact on current and future levels of wellness.

SCIENCE

Department Faculty - Lorraine Buckley (Department Chairperson), William Egan, Carolyn Mann, Mike Pixley, Sharon Repp, Jennie Sherman, Colin Staiger

Students are strongly encouraged to select the most rigorous course of study or “pathway” of which they are capable.

Introduction

The Science department offers a number of courses which introduce students to a variety of science disciplines. Each course relies heavily on the use of the scientific method and is laboratory centered. To meet graduation requirements, all students must earn three credits in science and pass at least one regents exam in science.

At least one Regents Level course from the Physical Setting and one from the Living Environment group is required.

The third science credit may be regents or local credit and be from either the Living Environment or Physical Setting category.

College bound students are strongly encouraged to enroll in four years of science courses in order to provide a well-developed base for their future studies. Those students who anticipate a career in science, technology, computers, engineering, medicine, research, etc., are strongly encouraged to enroll in four Regents level courses and consider AP course offerings.

Physical Setting courses:

Regents Earth Science • Regents Chemistry • Regents/SUNY Broome Physics • AP Chemistry • AP Physics

Living Environment Course:

Living Environment

Earth Science - Regents

1 credit • Grades 9-12

The Earth Science curriculum reinforces and builds on general physical science concepts, principles and theories. Through participation in the course, students will demonstrate an understanding of the Earth, its composition, surface processes, weather and the Earth’s place in the universe. Earth Science students synthesize these topics within geology, meteorology and astronomy through an inquiry based approach. Students who have completed the lab requirement (1200 minutes of successful laboratory activity with appropriate lab write-ups) will be eligible to take the Regents exam at the end of the course.

Living Environment - Regents

1 credit • Grades 9-12

Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. This involves the student’s use of mathematical analysis, scientific inquiry, technological design and information systems to develop these understandings. The Regents examination has been developed to assess student achievement in these areas. Students who successfully complete the 1200 minutes lab requirement will be eligible to take the Regents examination at the end of the year. Students will answer content based questions, analyze and evaluate data and demonstrate an understanding of concepts by giving written responses to questions.

Foundations of Biology I and II – (2-year sequence – Regents Living Environment)

1 credit each course • Grades 9-12

Students will understand and apply scientific concepts and principles, as well as use accepted laboratory practices of Life Science. Students will use mathematical analysis, scientific inquiry, experimental design and information systems to develop understanding. Students earn two credits in completing the two courses. This multi-year offering follows the same general topics each year. In the first year, emphasis is placed on Laboratory Skills (including use of microscopes), Cellular Biology, Genetics and Comparative Physiology. In the second year, emphasis is placed on Ecology, Evolution, and Human Anatomy / Body Systems. These classes culminate in the Living Environment Regents Examination. For each science Regents course, there is a prerequisite 1200 minutes of laboratory activity, with appropriate lab reports.

Chemistry - Regents

1 credit • Grades 10, 11, 12

Prerequisite: Living Environment and Earth Science, Algebra I (or permission of department chair and chemistry teacher)

This is a study of matter and the changes matter undergoes. Topics covered are as follows:

Chemical Bonding • Nuclear Chemistry

The Periodic Table • Kinetic and Equilibrium

Oxidation-Reduction • Acid, Bases & Salts Organic Chemistry

Moles/Stoichiometry Physical Behavior of Matter • Atomic Concepts

All activities are inquiry driven and are both qualitative and quantitative in nature. Therefore, regents level mathematics (up to and including 10th year math) are strongly recommended. A Regents exam is given at the completion of the course. In order to be eligible to take the Chemistry Regents exam, the student must fulfill the laboratory requirement. Students must provide their own scientific calculator. Graphing calculators are not allowed.

Advanced Placement Chemistry

1 credit • Grades 12

Prerequisites: Regents Chemistry

This course prepares students to successfully take the Advanced Placement Chemistry Exam in May. This AP course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The curriculum for this course is determined by the College Board and is covered at an accelerated pace. The curriculum is structured around 4 Big Ideas, and 6 Science Practices outlined by College Board which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. Students should attain a depth of understanding of the fundamentals of chemistry and reasonable competence in dealing with chemical problems. A fee is charged for the exam. AP Chemistry can be taken concurrently with Physics with departmental permission.

Physics - Regents: Physical Setting/SUNY Broome PHY 161/162

1 credit • Grades 11, 12

Prerequisites: Earth Science and Living Environment, Algebra I (or permission of department chair and physics teacher)

This course presents a modern view of Physics with major emphasis placed on the fundamental concepts underlying topics in mechanics, wave phenomena, electricity and atomic physics. This course is recommended for all students going to college or those who plan to enter a technological field. A Regents Examination is given after completion of the course. In order to be eligible to take the Physics Regents exam, students must complete the laboratory requirement.

Advanced Placement Physics C: Mechanics

1 credit • Grade 12

Prerequisites: Living Environment, Regents Chemistry and Regents Physics (or departmental permission).

Corequisite: Pre-Calculus or AP Calculus.

The focus of this course is to prepare students to successfully take the Advanced Placement Physics C Mechanics Exam in May. The curriculum for this course is determined by the College Board and is covered at

an accelerated pace with main emphasis on Newtonian Mechanics (Ch. 1-15 of Halliday, Resnick, Walker). Students will use trigonometry, algebra, and calculus to manipulate physical concepts and formalize these concepts in the language of mathematics. AP Physics can be taken concurrently with Chemistry with departmental permission.

General Chemistry - Local

1 credit • Grades 11-12

Prerequisites: Earth Science and Living Environment

Students who have successfully completed the Living Environment and Physical Setting Science requirements may enroll in General Chemistry to fulfill their third year science requirement. General Chemistry is designed to address two potential situations that juniors and seniors may encounter: juniors who want to prepare to take Regents Chemistry as a senior, or seniors who are interested in a science related college major or career following graduation. Topics are aligned with Regents Chemistry but are more focused on mathematical skills and understanding the basic concepts and principles of chemistry. Topics include all those in Regents Chemistry.

Forensics - Local

1 credit • Grades 11-12

Prerequisites: Earth Science and Living Environment

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes but is not limited to: the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.

Science III - Local

1 credit • Grades 11-12

Prerequisites: Earth Science and Living Environment

Students who have successfully completed the Living Environment and Physical Setting Science requirement may enroll in Science III in order to fulfill their third year science requirement. All courses offer laboratory experiences within the regularly scheduled class period. Specific course titles to be offered will depend on staff availability. Topics may include Ecology, Forensics, Anatomy, Oceanography, Applied Physics and Applied Earth Studies.

Science AIS

No credit • Grades 9-12

Enrollment in this course is required for students who either failed or were ineligible to take the Earth Science or Living Environment Regents Exams. Students who are in jeopardy of being lab deficient in their current science course may also be assigned to Science AIS during the school year.

SOCIAL STUDIES

Department Faculty - Jody Butts, Eric Holmberg, Matt Schneider, Dan Simonds, Laura Retzlaff and Dan Fitzgerald (Department Chairperson)

“We err in believing that history can teach us what to do about our present problems. What it does teach us is something far more basic: how to think.” This is from G. R. Elton’s Return to Essentials: Reflections on the Present State of Historical Study (Cambridge University).

The Social Studies department accepts Elton’s conclusion. Our curriculum is designed to prepare young people for a changing, culturally diverse world by encouraging them to think critically and develop

problem-solving skills. As students successfully complete the following courses they will gain the experiences and perspectives of past and present cultures from around the world. We hope that our students will then become effective members of the global community.

The senior high Social Studies curriculum is composed of four years of required course offerings: Grade 9-Global History, Grade 10 Global History and Geography 2, Grade 11-American History and Government, Grade 12-Economics (.5 Cr) and Participation in Government (.5 Cr). For students wishing a five-year sequence in Social Studies, other electives in Social Studies include Psychology (.5 Cr) and Sociology (.5 Cr), (SUNY Broome) Advanced Placement American History (1 Cr). Juniors may take this course to complete their Grade 11 requirements and complete the Grade 11 Regents but they may not then count the course as a fifth year elective.

Global History and Geography I

1 credit • Grade 9

In grade 9, students will learn the principles of Global History and begin a study of the world that will begin at 4000 BC and continue until 1770 AD. Students will work with the following themes during the year:

- Introduction to Global History
- Ancient World - Civilizations and Religion (4000 BC - 500 AD)
- Expanding Zones of Exchange and Encounter (500 AD - 1200 AD)
- Global Interactions (1200 - 1650)
- The First Global Age (1450 - 1770)

Each theme will be studied in a global context to help students make better connections between different world regions. Students will take a final exam at the end of the year.

Honors Global Studies I

1 credit • Grade 9

Prerequisite: Student application and 95% middle school social studies average. This course is designed to follow the New York State Social Studies Curriculum for Grade 9. Students who take this course will have greater opportunities for in-depth study and enrichment. Those who take this course will be prepared to continue with Advanced Placement European History in Grade 10. In order to apply to the Honors program, a student must have an average of at least 95% in Social Studies or must have received a score of 4 on the state assessment. A 90% overall average and two teacher recommendations are also required.

Global History and Geography II

1 credit • Grade 10

Grade 10 is the second year of the two year Global History course. This is a continuation of the cross cultural chronological study of history other than American History. Grade 10 will focus on the following:

- The First Global Age (1450-1770)
- An Age of Revolutions (1750-1914)
- A Half Century of Crisis and Achievement (1900-1945)
- The 20th Century Since 1945

To receive Regents credit, students must have a passing average for the course and must pass the Regents Test. The Regents Test will have multiple choice questions, a thematic essay and a document based question.

Advanced Placement World History

1 credit • Grade 10

Prerequisite: 90% or higher in Global I Honors and completion of summer assignment. This is a full year, rigorous college-level course for sophomores. The course will include a chronological study of world history from 1300 to 2003. Course materials will include: AP World History textbook and primary source readings. Students will develop a greater understanding of the development of global contacts and interaction with different types of human societies. The AP exam given in May will contain objective questions along with essay and problem-solving questions.

All students will take the exam. Each candidate will be judged with respect to course descriptions, not other

candidates. Examination results are scored on a scale of 1-5. Students receiving 3 and above may receive college credit, depending on the policies of the schools they attend. There is no fee for the AP exam.

Sophomores note: sophomores enrolled in this course will be required to take the June Regents exam in Global History in order to satisfy NYS graduation requirements and to be eligible for a Regents diploma.

United States History and Government

1 credit • Grade 11

This one year course concentrates on the significance and meaning of our Constitutional heritage and examines the Constitution as the foundation of our democracy. The study of American History focuses on the challenges to the Constitution and adaptations made to deal with these challenges. This course emphasizes the Civil War, Industrialization, the World Wars, the Depression, the Cold War, civil rights and modern America. This one-year course concludes with a Regents exam that all students must take. To receive Regents credit, students must have a passing average for the course and score a 65 or above. The Regents examination consists of multiple choice questions, a thematic essay and a document-based question.

Advanced Placement American History / SUNY-Broome HIS 130 and 131

1 credit • Grades 11 or 12

Prerequisite: Two completed units of history

This is a full year, rigorous college level course for juniors and seniors. The course will include a chronological study of American History and makes use of college level textbooks and specialized readings. Students will acquire a knowledge of primary sources, writings of historians and interpretations of American History. Students who receive less than an average of 90% in Global History will have to receive permission from the Department Chairman to take the course.

The Advanced Placement exam given in May will contain objective questions along with essay and document based questions. Each candidate will be judged with respect to course descriptions, not other candidates. Examination results are scored on a scale of 5-1. Students receiving 3 and above may receive 3 to 12 credits from their respective colleges. There is no fee for the AP Exam.

Juniors' note: Juniors enrolled in this course will be required to take the June New York State Regents in U.S. History and Government in order to satisfy State graduation requirements and be eligible for a Regents Diploma.

Seniors' note: If you did not take this course in 11th grade you may take it as an elective.

Economics

.5 credit • Grade 12

This one semester, half credit course is required for graduation. The course is intended to introduce and familiarize students with the fundamentals of macro and micro economics. Students will be responsible for understanding the government's role and impact in the American economy. Special attention will be given to such concepts as tax policy, monetary policy, fiscal policy, federal budget, supply-demand, inflation, stock market.

Participation in Government

.5 credit • Grade 12

This one semester, half credit course is required for graduation. The course is designed to introduce students to how government works at the local, state and national levels. The objective is to prepare students to participate in the decision making process, to learn how to effect change in government.

Sociology

.5 credit (Semester course)

Course Description:

Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. "Sociology teaches us to look at life in a scientific, systematic way." The way that we view the world comes from what we learn in our everyday activities. "The

values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality.” This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study society and the way that it influences our behavior.

Psychology

.5 credit (Semester course)

Course Description:

Psychology is an elective course that provides a basic introduction to the field of psychology. Psychology is the scientific study of behavior and mental processes. This course will examine the methods scientists use to study both of these and their relationship to one another as well as the many theories that attempt to explain what is philosophically referred to as “the mind” (as distinct from the brain). The course compares and contrasts six prevalent contemporary perspectives in the field: biological, cognitive, humanistic, learning, psychoanalytic, and socio-cultural, and how each approaches the study of personality development, analysis, and treatment of disorders. Common general practices and popular trends currently employed by professionals in the field will also be explained. Students can expect to study in detail the symptoms and causes of the most prominent psychological disorders and dysfunctions. Students will also explore theories behind learning and conditioning, as well as personality. In addition, the course offers information and strategies for improving one’s personal psychological health and well-being.

Broome-Tioga BOCES

Career and Technical Education (CTE)

3 credits per year • Grades 11 and 12

Broome-Tioga BOCES offers 11th- and 12th-grade students the opportunity to learn job skills through instruction and hands-on experience. Successful students are prepared to enter the workforce, earn a technical degree, and/or advance to college with credits earned through articulation agreements. Students enrolled in a Career and Technical Education program spend half of their day (four periods) at their home district taking courses in English, social studies, PE, math, science and/or an elective and attend BOCES for the other half of the school day.

<u>Introductory Courses</u>	<u>Intermediate Courses</u>	<u>Advanced Courses</u>
Building Trades & Plumbing Business Management & Careers General Automotive Services Hospitality Industry Careers Retail/Warehousing Skills	Animal Science/Agricultural Science Auto Body Repair Carpentry CAD & 3D Animation Cosmetology Culinary Arts Electricity Heavy Equipment Repair/Operation Masonry Video Production Welding	Auto Technology Advanced Manufacturing Clean Energy/Battery Storage Criminal Justice Graphics and Gaming Design Health Science IT Specialist

Youth Apprenticeship

3-5 credits • Grades 11 and 12 OR 12

Designed to offer high school juniors and seniors the opportunity to explore the direct connection between

school learning and employment while working in their occupational field of interest. Students apply and interview for paid positions in local companies. Youth apprentices leave school for part of the day (if their schedule allows) and usually work 10-20 hours per week, rotating through a series of placements at the worksite. In each rotation, apprentices work under the direction of a coach or mentor. Summer employment is at the discretion of the employer. Students must provide their own transportation.

The New York State Education Department has approved youth apprenticeship as a Career and Technical Education (CTE) program where students earn Regents credit for their successful participation in the program. Students in the two-year program receive a total of 5 credits (2 each year for the work experience/1 for the Senior Project). Students in the one-year option for seniors receive a total of 3 credits (2 for the work experience/1 for the Senior Project).

Students learn marketable job skills such as: communication skills, time management, responsibility, teamwork, professional ethics and computer competencies. They also learn a host of technical competencies that are aligned with the NYS Learning Standards for Career Development and Occupational Studies (CDOS), English Language Arts (ELA), Mathematics, Science and Technology (MST), and the National Skill Standards (where applicable).

The following companies have tentatively agreed to offer positions. They are categorized by occupational areas, aligned with the NYS Career Majors (CDOS3b):

Business and Information Systems	Manufacturing and Engineering Technology	Health Care	Human and Public Service
Broome County Information Technology Lockheed Martin Systems Integration Maines Paper & Food Service, Inc. The Raymond Corporation* Willow Run Foods, Inc.	Endicott Interconnect Technologies Lockheed Martin Systems Integration The Raymond Corporation Vail-Ballou Press, Inc.	Lourdes Hospital* Willow Point Nursing Home*	Coughlin & Gerhart, LLP Levene, Gouldin & Thompson, LLP**

* One-year option only

** Two-year program only

All others may offer both types of positions.

These programs are designed for students who demonstrate high academic achievement and will benefit from the challenge of college coursework. Students can choose from a variety of introductory level college courses at either campus. Examples include: micro and macroeconomics, foreign languages, calculus, history, anthropology, art, sciences, computer science, English, Geography, political science, philosophy, psychology and astronomy. Classes are available during the day, evening and in the summer. Students are responsible for completing the appropriate forms with their counselor. Tuition, fees and transportation are the responsibility of the students and their families. Financial aid is not available to high school students. Broome Community College and Binghamton University credits will transfer to most universities and programs.

New Visions

4 credits • Grades 12

This is an academically rigorous program for college-bound high school seniors interested in a career in business, health, engineering or law & government. Students spend each morning taking classes and working side-by-side with professionals, observing and participating in real-life experiences. There are five academies to choose from:

- Health Academy
- Engineering Academy
- Education Academy
- Business Academy

- Law and Government Academy

Students have the option of taking their Social Studies 12 credit via Syracuse University Project Advance. In addition, all students participate in Honors English 12, which is taught seminar style and focuses on college preparedness. All applicants must have a minimum GPA of 90%. The application process includes an essay and interview. Upon completion, students earn 4 high school credits.

SPECIAL PROGRAMS

ACADEMIC INTERVENTION SERVICES (AIS)

As mandated by state regulation, non credit-bearing classes added to students' schedules to provide extra assistance to prepare students to pass the state graduation assessments.

Resource Center

The Resource Center is provided for students who have been identified by our District Committee for Special Education (CSE) or the 504 Committee as a student with a disability. This program provides instructional support in the general education setting and students enrolled are working towards a Regents, Local or IEP diploma. The students attend general education classes where the instruction is provided by a special education teacher and a regular education teacher. Additionally, students are enrolled in an Academic Support class one period a day to provide supplemental instruction and reteaching.

Consultant Teacher Program

The Consultant Teacher program is provided for students who have been identified by our District Committee for Special Education (CSE). This program provides instruction in a special class and students are working toward a Local or IEP diploma. The students attend modified classes in English, Science, Social Studies and Math which are taught by special education teachers who are highly qualified in the content area. Additionally, students participate in specialized instruction to develop job skills and independence. Students are included in general education classes whenever appropriate.

Career Connections

The Career Connections program is provided for students who are classified by the District Committee for Special Education (CSE). This program provides instruction in a special class and students are working towards a Local or IEP diploma. The students attend modified classes in English, Science, Social Studies and Math, which are taught by special education teachers who are highly qualified in the content area. Additionally, students participate in specialized instruction to develop job skills and independence. Students are included in general education classes whenever appropriate.

Child Study Team

The Child Study Team (CST) is a group of teachers, administrators and support staff working together to ensure that each student receives the services and support necessary to meet individual needs and to increase academic success. When a parent, teacher or staff member identifies a student who is not benefiting fully from classroom instruction, he/she may make a referral to the CST. The CST meets on a regular basis to review referrals. All possible sources of information are reviewed to gain a deeper understanding and appreciation of the student's strengths and specific needs. CST is not a disciplinary team. The focus is to identify a student's needs and develop an intervention plan. The intervention plan is instituted for a period of no less than three weeks. The effectiveness of the plan is then reviewed and changes are made if necessary.

Educational Talent Search

Like Upward Bound, Educational Talent Search is a federally funded TRIO program through Binghamton University. The program has been sponsored continuously by the U.S. Department of Education since 1988. Our program serves ninth through twelfth graders in Broome, Tioga and Chenango County school districts. Program services include academic and personal counseling, career exploration, assistance with re-entry to

high school or college, information on postsecondary education, information on student financial aid and assistance in completing college admissions and financial aid applications.

Educational Talent Search is an outreach program and provides service to all students. However two thirds of our participants must be low-income and first-generation college students. The student's family must meet low-income criteria as determined by the U.S. Department of Education.

A potential first-generation college student is one whose parents have not earned a bachelor's degree.

Educational Talent Search counselors are in the schools throughout the school year. During the summer vacation and other school holidays, students and parents can meet with counselors and use software programs for college exploration and scholarship searches in our program office.

Liberty Partnership

The Liberty Partnership Project assists potentially college bound students, who may be dealing with a number of limiting factors that could affect their academic performance. The project works to build a number of motivational, interpersonal and academic skills in order to compensate for these factors. Liberty values all of the environments of a student's life and therefore works to build a partnership between each of these environments. Liberty students choose academic tutoring, life skills, conflict resolution, educational and recreational field trips, and college visits to name a few of our yearly activities.

Liberty concentrates on critical transition periods such as Junior High to High School, and High School to secondary schooling or employment. In order for a student to achieve a meaningful and directed life, the student must learn how to make the best choice. Liberty assists in this process through bonding between home, school, student and friends. All liberty students learn how to build a good support system which we believe leads to positive "risk taking."

School Social Worker

Susquehanna Valley offers the services of a Certified Social Worker to students and their families. The social worker offers a confidential setting where students are encouraged to address troubles with academics, physical, emotional, social, sexual or domestic problems. The goal of these services is to assist students in developing appropriate coping skills, find reasonable solutions to personal dilemmas and reduce anxiety that may be interfering with academic success. Individual counseling and/ or group counseling are offered to any student who may be struggling with personal issues. Personal difficulties may include social skill deficiencies, depression, drug and alcohol usage, self-esteem, anxiety, eating disorders, relationships and self-destructive behaviors. The social worker also works with families to access resources throughout Broome County. The high school social worker may be contacted directly at 775-9116.