ALLEGANY-LIMESTONE CENTRAL SCHOOL DISTRICT

2024-2025

3131 Five Mile Road, Allegany, NY 14706

716-375-6600, www.alcsny.org

Middle-High School Curriculum Guide

Dear Students and Parents:

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

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

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

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

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

Best wishes for a successful middle-high school experience!

Allegany-Limestone Central School District
Board of Education and Administration

WHO DO I CONTACT WITH A QUESTION OR CONCERN?

Transportation Bussing

Bus Garage/Transportation – Mr. Bradley (Curtis) Peters

Transportation Secretary - Ms. Mary Gergel

School and Classroom

First contact should be the student's teacher.

Building Administrator – Mr. Joseph Steger

Cafeteria

School Cafeteria – Ms. Rhonda Herbert

Health

Health Office – Ms. Cheryl Wintermantel

Attendance

Main Office – Mrs. Katie Kenyon

ALCS BUILDING AND DISTRICT ADMINISTRATION

Mr. Anthony Giannicchi, Superintendent

Mr. Joseph Steger, AL*MHS Principal*

Mrs. Maren Bush, *ALES Principal*

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

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

Mrs. Alicia Bockmier, *Director of Special Education*

ALMHS CONTACTS

Mrs. Marcia Falvey, *Middle-High School Secretary*

Mrs. Jill Bogart, *Counselor*

Mrs. Kelsie Simon, *Counselor*

Mrs. Ashley Malpiedi, *Counselor*

Mrs. Rose Stayer-Ruffner, *Counselor*

Mrs. Melisa Rakoska-Heary, *Student Services Secretary*

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

Content Area	Regents Diploma (Units of Study)	Advanced Designation Regents Diploma (Units of Study)
English Language Arts	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
World Languages	1	3
Music/Art	1	1
Health	½	½
Electives	3 ½	1 ½
Physical Education	2	2
Total Units of Study	**22**	**22**

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

Regents Diploma	Regents Diploma w/ Advanced Designation
English Language Arts	English Language Arts
Algebra I	(3) Mathematics Regents
Global History & Geography	Global History & Geography
US Government & History	US Government & History
Regents Science Exam	(2) Science Regents

For the most recent New York State Department of Education Graduation Requirements Information, please visit,
http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements

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

POST HIGH SCHOOL PLANS

A student may follow different courses of study to meet the requirements for graduation. Courses of study include both college preparatory and technical training.
Upon entering and throughout the four years of high school, students should be giving careful consideration to post high school plans. Goals may change, so it is best to provide some flexibility in selecting courses.

COLLEGE INFORMATION

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

1. Two important considerations for most colleges and universities in judging applicants for admission are subjects studied and grades earned. The grades earned will determine grade point average (GPA) and class rank.
2. Each student who has a college or university in mind is urged to learn about the entrance requirements of that college and university early in his or her high school career. Admission requirements vary for each college, university, technical school, art school, or other post high school institutions. Information on many schools is available in the guidance office.
3. The following courses are required for admission to the majority of colleges and universities throughout the U.S.:
    a. **English:** 4 years (8 semesters) of English courses emphasizing written and oral communication and literature.
    b. **Mathematics**: 3 years (6 semesters) of mathematics. Some universities require an additional year for students entering engineering, architecture, or any highly technical/scientific program.
    c. **Science:** 3 years (6 semesters) of science including biology, chemistry, physics. Anyone considering a career in mathematics or science related field should complete an additional two semesters of science.
    d. **Social Studies:** 4 years (8 semesters) of social studies emphasizing history and government.
    e. **Language other than English, Fine Arts and Vocational Education:** Some colleges specifically require additional semesters of a Language other than English. Some schools will permit students who complete four years of study in a Language other than English in high school, who show proficiency in that language, to test out of the college requirement.
4. Most colleges and universities require entrance examinations. The following is a brief description of the college entrance examinations:
    a. **PSAT/NMSQT** (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test) - a practice test for the SAT; it is also used to determine National Merit semifinalists and is taken in the fall of the junior year.
    b. **Pre-ACT** (Preliminary American College Test) – a practice test designed to predict student performance on the full ACT test for English, mathematics, reading and science, and is administered to students 9th through 12th grades, but highly recommended for 10th grade students (www.actstudents.org).
    c. **ACT** (American College Test) - a college entrance examination that students generally take during spring of junior year and fall of senior year (www.actstudents.org).
    d. **SAT** (Scholastic Assessment Test) - a college entrance examination that students generally take during spring of their junior year and the fall of their senior year. It has three sections: Math, Evidence-Based Reading and Writing, and Optional Essay (www.collegeboard.com).

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

Freshman Year of High School

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

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

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

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

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

Sophomore Year of High School

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

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

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

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

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

Junior Year of High School

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

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

____ Sign up to take the PSAT/NMSQT.

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

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

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

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

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

____ Narrow your list of college choices.

____ Continue to put money aside for college.

Senior Year of High School

____ Continue to work hard academically.

____ Set up a calendar for the year.

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

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

____ Complete scholarship applications.

____ Complete financial aid forms in October.

NAIA: National Association of Intercollegiate Athletics

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

NJCAA: National Junior College Athletic Association

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

NCAA: National College Athletic Association

Division I and II initial eligibility requirements are on the following pages in a Quick Reference Guide published by the NCAA. For more information, visit the NCAA Eligibility Center at www.eligibilitycenter.org
The following information will be required when applying to 2-year and 4-year colleges, universities, and vocational schools. However, each college will differ in how they categorize and evaluate your information.

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

High School Transcript:

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

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

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

Grade Point Average (GPA):

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

Class Rank:

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

Letters of Recommendation:

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

College Information:

What to consider when choosing a college:

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

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

College Websites:

www.collegeboard.com
www.usnews.com/usnews/edu/college/cohome.htm
www.petersons.com
www.collegenet.com
www.Collegeview.com

What is Financial Aid?

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

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

What various types of financial aid are available?

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

1. **State and Federal Grants:** For families that qualify financially or for students who achieve high academic standards, these monies are granted and are not 'paid back' (PEL Grants, New York State Scholarships, MAP Awards).
2. **Federal Loans:** Stafford Loans can be either subsidized or unsubsidized by the Federal Government. When subsidized, students are only responsible for a fraction of the interest rates on such loans. Federal Perkins Loans are a low-interest federal student loans for undergraduate and graduate students with exceptional financial need, not all post-secondary institutions participate in the Federal Perkins Loan Program. Students should contact the financial aid offices of the institutions they are interested in, to see if the school participates in the Federal Perkins Loan Program.
3. **University Scholarships and Grants:** Monies awarded for academic achievement, leadership, community service, et.al, are awarded by specific universities to qualifying students. Private colleges and universities make significant offers to students as part of the total financial aid package. It is their way of competing with state-supported universities.
4. **Other Scholarships:** Many national, state, and local organizations have scholarship monies available. These are not part of a student's financial aid package from a college. Most applications can be secured from the high school guidance office.
5. **Work Study:** The Federal Government subsidizes work study programs on campuses. This money is paid directly to the student but is counted as part of the financial aid package.

How do we begin the financial aid process?

Early in their senior year, students should have their college choices narrowed down to a short list of schools. Students should begin the process by contacting these colleges for a list of their scholarships and grants. Check with the guidance office for a list of available local scholarships. Applications for these may be available in the guidance office.

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

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

FAFSA: (www.fafsa.gov)

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

Scholarship Information:

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

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

Financial Aid and Scholarship Websites:

www.fastweb.com
www.studentaid.ed.gov
www.guidancedirect.com
www.ed.gov/finaid.html
www.fafsa.ed.gov
www.cappex.com
www.finaid.org
www.collegeboard.org

Sixth Grade Courses

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

Band 6: The Sixth Grade Band is made up primarily of second year players. In addition to a full band rehearsal every other day each student receives one small group lesson weekly. Focus is placed on tone development, range, expression and continued improving in reading musical notation. The Sixth Grade Band performs two to three concerts each year.

Chorus 6: In Sixth Grade Chorus, students will experience music first-hand through multiple performances in the school year. Students will develop their singing, music reading, appreciation, and performance skills as well as appreciation for music in each rehearsal. The Sixth Grade Chorus will perform a variety of music styles such as pop, Broadway, classical, and contemporary.

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

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

Exploring Literature: This course is provided for 6th grade students who are not enrolled in Reading 6. Exploring Literature is a course geared to expanding student's exposure to a variety of literature while reinforcing key English Language Arts standards with creative projects and project-based learning activities.

Math 6: Math 6 will review previously taught concepts. However, more time will be devoted to measurement – both metric and customary measures, estimation, number patterns, divisibility, and factorization, adding, subtracting, multiplying, and dividing fractions. Students will also spend some time working on adding, subtracting, multiplying, and dividing decimals. The students will learn how to work with ratios, proportions, and percentages. Other areas that students will focus on in sixth grade math include finding areas, perimeters, and volumes, graphs, and statistics, as well as integers and graphing coordinates. This course is designed to follow the NYS Next Generation Learning Standards to prepare students for the New York State Math 6 Assessment.

Physical Education 6: Physical Education offers a wide variety of activities under the direction the Physical Education teachers. Activities could include: aquatics, badminton, basketball, cooperative activities, flag football, eclipse ball, kin ball, pickle ball, tennis, table tennis, large and small group games such as tag, dodgeball, capture the flag, kickball, wiffleball and volleyball. Physical Education grades are based on student participation, students being prepared for class, some skill tests and some written tests. Grades for Physical education are given out quarterly with other subject areas.

Reading 6: Throughout the course of the year, the sixth-grade students are exposed to various pieces of literature. Some of the skills that we cover include vocabulary development, identifying literary devices, text analysis (CLOSE Reading strategies), decoding Greek and Latin roots, and analyzing literature. The course is support through the implementation of ***Peer Assisted Learning Strategies*** (PALS) which is a supplemental reading strategy where students get differentiated instruction and are motivated to become better readers. PALS builds fluency and comprehension skills through the daily reading of narrative or expository texts. In PALS, students work in pairs to help each other improve their reading skills. The teacher monitors the pairs and provides assistance to help students reach targeted goals throughout the school year. Student progress will be monitored every 2-4 weeks, with benchmark testing occurring in three times per school year.

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

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

Seventh Grade Courses

Art 7: This course focuses on developing skills in a variety of media. The students will work on both long- and short-term projects as well as work on some individual and group projects. The curriculum is based on New York State Standards for the arts and includes art history, criticism, aesthetics as well as art production.

Band 7/8: Composed of students in seventh and eighth grade, the group's primary goals are to improve ensemble playing, improve tone quality and intonation, and to explore intermediate-level wind band literature. Students meet every other day for rehearsal and receive group lessons on a weekly basis. This group performs two or three concerts a year.

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

Chorus 7 & 8: Chorus grades 7/8 will allow students to experience music first-hand through rehearsals and multiple performances throughout the school year. Students will develop their appreciation for music, music reading, vocal, and performance skills through singing a variety of musical styles: pop, jazz, contemporary, classical, musical theater, and more.

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

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

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

Health 7: The Seventh Grade Health course is mandated by the State Department of Education. The course is a study in health-related topics including tobacco, alcohol, and other drugs. Students will focus on decision making skills, relationship skills, and diet, as well as communicable diseases. Other topics we will study include body systems, refusal skills, stress management, communication skills, mental/emotional health, sports and conditioning, violence, and abuse prevention, as well as safety and recreation.

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

Math 7: The five major areas that will be covered in Math 7 are The Number System, Expressions and Equations, Ratio and Proportions, Geometry, and Statistics and Probability. In Math 7, the topics students will learn are Rational Number Operations, Real Number System, Algebraic Expressions, Algebraic Equations and Inequalities, Area and Circumference, Surface Area, Volume, Characteristics of Shapes, Angle Properties, Identifying Proportional Relationships and their Characteristics, Calculating Probability, and Interpreting Statistical Data. This course is designed to follow the NYS Next Generation Learning Standards to prepare students for the New York State Math 7 Assessment.

Math 7A: The topics students will learn will be the same as Math 7 but will also cover topics from 8th grade math. The concepts will be taught at a higher level in the following topics: Algebraic Equations, Statistics and Probability, Pythagorean Theorem, Laws of Exponents, and Scientific Notation. This course is designed to follow the NYS Next Generation Learning Standards to prepare students for the New York State Math 7 Assessment and Advanced Algebra in grade 8.

Physical Education 7: Physical Education offers a wide variety of activities under the direction the Physical Education teachers. Activities could include: aquatics, badminton, basketball, cooperative activities, flag football, eclipse ball, kin ball, pickle ball, tennis, table tennis, large and small group games such as tag, dodgeball, capture the flag, kickball, wiffleball and volleyball. Physical Education grades are based on student participation, students being prepared for class, some skill tests and some written tests. Grades for Physical education are given out quarterly with other subject areas.

Reading 7: Seventh Grade reading is designed to enhance skills and strategies while increasing reading comprehension. Critical analysis, literary themes, comprehension activities, and note-taking skills on the laptop will be taught in relation to novels being read throughout the course. The instructional strategy used in this course is ***Collaborative Strategic Reading*** (CSR) which combines essential reading comprehension strategies to improve students' understanding of text with paired learning groups. This is a supplemental reading strategy for 7th graders where students get differentiated instruction and are motivated to become better readers. CSR builds vocabulary and comprehension skills through a set of activities that will be completed daily. In CSR, students work in groups to help each other improve their reading skills. The teacher monitors the groups and provides assistance to help students reach targeted goals throughout the school year. Student progress will be monitored every 5 weeks, with benchmark testing occurring in three times during the school year.

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

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

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

Eighth Grade Courses

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

Band 7/8: Composed of students in seventh and eighth grade, the group's primary goals are to improve ensemble playing, improve tone quality and intonation, and to explore intermediate-level wind band literature. Students meet every other day for rehearsal and receive group lessons on a weekly basis. This group performs two or three concerts a year.

Chorus 7 & 8: Chorus grades 7/8 will allow students to experience music first-hand through rehearsals and multiple performances throughout the school year. Students will develop their appreciation for music, music reading, vocal, and performance skills through singing a variety of musical styles: pop, jazz, contemporary, classical, musical theater, and more.

Accelerated Biology (Living Environment): Living Environment is taught to accelerated 8th graders based on their classroom performance in 6th and 7th grade. This course is designed to prepare students to explain, both accurately and with appropriate depth, according to the Next Generation Science Standards, the most important ideas about our living environment. Topics to be covered include but are not limited to: scientific inquiry, experimental design, data collection, data explanation, living vs. nonliving, relationships between and among organisms, life processes, human systems, genetics and biotechnology, mechanisms and patterns of evolution, disease as a failure of homeostasis, ecosystem structure and functions. There is a Regents Exam at the end of the course. To take the Regents Exam, 1200 minutes of laboratory work must be documented.

English 8: With an emphasis on critical thought, students will develop literacy and writing skills centered around identifying and articulating textual evidence that best supports student inference. Literacy skills are honed through rigorous close-reading and exploration of a multitude of texts with a multicultural gaze. The writing curriculum will include narrative, argumentative, and informative/expository pieces with special attention to the development of authentic student voice.

Exploring Art: This class is an elective and is a more in-depth study for eighth grade students. In this class, students will become more independent in their choices of subjects and media. Focus will be on building skills in various media and exploring various themes in art.

French 1: This is a full year course, which, if completed successfully, will earn the student a high school credit for language. Students are working on developing their skills in four areas: speaking, listening, reading, and writing. Students will study the topics that began in the lower levels in much greater detail, including adjectives, articles, adverbs, geography of France, and culture. Speaking and writing activities include personal identification, house and home, family life, education, public services, and travel. A checkpoint exam is given at the end of this course.

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

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

Math 8: The five major areas that will be covered in Math 8 are: The Number System, Geometry, Statistics and Probability, Expressions, Equations and Inequalities, and Ratios and Proportions. The topics students will learn are Law of Exponents, Scientific Notation, multi-step Algebraic Equations, Transformational Geometry, Volume and Surface Area, Pythagorean Theorem, and Statistics and Probability. This course is designed to follow the NYS Next Generation Learning Standards to prepare students for the New York State Math 8 Assessment.

Accelerated Algebra 1: This is a high school course taught to 8th grade students selected based on their past classroom and state assessment performance levels. Algebra is based on the NYS Algebra 1 curriculum. It will include relationships between quantities and reasoning with equations, descriptive statistics, linear and exponential relationships, expressions and equations, and quadratic functions. Time will be spent working on problem solving skills and strategies. The NYS Algebra I Regents is given at the end of the year.

Microsoft Applications: In this course, students will be using: Microsoft Word, Microsoft Excel, and other components of Office 365. Students will practice "coding" with at least two programming languages. Students will also learn about Internet safety, Cyberbullying, and digital citizenship. Eighth graders will earn ½ of a high school credit for passing Microsoft Applications. This course is a semester long class (20 weeks).

Physical Education 8: Physical Education offers a wide variety of activities under the direction the Physical Education teachers. Activities could include: aquatics, badminton, basketball, cooperative activities, flag football, eclipse ball, kin ball, pickle ball, tennis, table tennis, large and small group games such as tag, dodgeball, capture the flag, kickball, wiffleball and volleyball. Physical Education grades are based on student participation, students being prepared for class, some skill tests and some written tests. Grades for Physical education are given out quarterly with other subject areas.

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

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

Spanish 1: This course is taught at the eighth-grade level. Upon the successful completion of this course and the Checkpoint A Exam, the students will receive one high school credit. The skills focused on in this class are reading, writing, listening, and speaking. The content covered will include grammar, vocabulary, culture, customs, geography, and history. Students are strongly encouraged to use the language in their own verbal communication at any time possible. Students will be exposed to native speakers via various multimedia activities, tasks, and assessments.

Technology 8: Students will explore a unit on resources and learn how they are used within technological systems. A hands-on approach will be used for covering the production and manufacturing units. Problem solving techniques will be presented and the students will be required to complete various activities utilizing these techniques. A final unit dealing with the outcomes of technology will complete the course.

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

English Language Arts

Requirement for graduation is the successful completion of 4 units of study in English Language Arts. Including English 9, English 10, English 11 or English 11H & JCC 1510, English 12 or JCC 1530 and JCC 1540.

English 9

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

English 9 covers the basics for success in high school English and beyond. The focus on English 9 is to increase student vocabulary, enhance reading comprehension, and improve writing skills. Research is a strong focus of English 9, including learning MLA style citation. Preparations begin for the English Language Arts Regents exam given at the end of English 11 with, emphasis being placed on reading comprehension, writing from sources, and text analysis. A local final exam is given at the end of the year.

English 10

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

English 10 builds upon the basics of English 9 to provide success in high school English, with the English Language Arts Common Core Exam, and with the world beyond high school. English 10 focuses on enhancing student's vocabulary and writing skills, developing creative critical thinkers, improving research skills, analyzing literature, and preparing for the English Language Arts Regents exam given at the end of English 11 with. A local final exam is given at the end of the year.

English 11

Prerequisites: English 10
Final Assessment: NYS English Language Arts Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

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

JCC English 1510

Prerequisites: Students must meet JCC established Accuplacer requirements to be enrolled in course.
Final Assessment: JCC Final Requirements (Exam and/or Portfolio)
Additional Information: ½ year; ½ credit, 3 college credits, course weight =1.12

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

English 12

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

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

JCC English 1530

Prerequisites: Students must meet JCC established Accuplacer requirements to be enrolled in course. Successful completion of JCC English 1510.
Final Assessment: JCC Final Requirements (Exam and/or Portfolio)
Additional Information: ½ year; ½ credit, 3 college credits, course weight = 1.12

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

JCC English 1540

Prerequisites: Students must meet JCC established Accuplacer requirements to be enrolled in course.
Final Assessment: JCC Final Requirements (Exam and/or Portfolio)
Additional Information: ½ year; ½ credit, 3 college credits, course weight = 1.12

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

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

English Language Arts Electives

JCC Public Speaking 1610

Prerequisites: Students must meet JCC established Accuplacer requirements to be enrolled in course.
Final Assessment: No Final Exam
Additional Information: ½ year; ½ credit, 3 college credits, course weight = 1.12
Required Textbook: TBA

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

Each individual student should give careful thought to the best time for taking this course. The course is comprised of a variety of speeches, group activities, communication exercises, and the speaking is intermixed with material from the textbook. The majority of grading is based on the evaluation of the delivery of the student's speeches and some grading is based on written quizzes/tests.
The number of speeches delivered is dependent upon the number of students enrolled in the course and in the past have included the following types of speeches: Interview; Collage; Personal Experience; Pet Peeve; Information /Persuasive /How to; Impromptu; Tell a Story; Oral Interpretation; and Radio Script Broadcast.

Film Studies

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

This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe, and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will be introduced to the basic "building blocks" and formal elements (narrative, mise-en-scene, cinematography, sound and editing) that make up the film as well as some fundamental principles of analysis, genre, style, performance, and storytelling.

Creative Writing

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

Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama, and fiction. Vocabulary development, creative writing techniques, and skills are explored. Students submit their work to local and national magazines. Computers and word processing are used for composition. Writings are presented orally and in written form.

Social Problems: True Crime

Prerequisites: English 10
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

This course will tap into the natural curiosity about the American criminal justice system and how this system impacts social problems within our society. Because the topics is of high-interest, students will be excited to explore the topic and complete the assignments and critical skills development.
Essential questions for this class will include:
* How do social problems impact the criminal justice system and the general population at large?
* Does how crimes are portrayed in the media impact how the general public views the ethics of crime?
* If criminal law changes how, as a society, are criminal sentencing justified?

Social Studies

Requirement for graduation is the successful completion of 4 units of study in Social Studies. Including Global History & Geography I, Global History & Geography II, US History or JCC 1530 & JCC 1540, Participation in Government and Economics or SUPA Economics.

Global History & Geo 9 (Global History & Geography I)

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

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

Global History & Geo 10 (Global History & Geography II)

Prerequisites: Successful completion of Global History & Geo 9 (Global History & Geography I)
Final Assessment: NYS Global History & Geography Regents
Additional Information: 1 year; 1 credit, course weight = 1.00

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

U.S. History & Government

Prerequisites: Successful completion of Global History & Geo 9 and Global History & Geo 10
Final Assessment: NYS U.S. History & Government Regents Exam
Additional Information**:** 1 year; 1 credit, course weight = 1.00; required course

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

SUPA U.S. History - HIS 1530 & 1540

SUPA History 1540 Prerequisites: Pass SUPA 1530
Final Assessment for 1530 & 1540: SUPA Final Exam and NYS U.S. History & Government Regents Exam.
Additional information HIS 1530: ½ year; ½ credit, 3 college credits, course weight = 1.12
Additional Information HIS 1540: ½ year; ½ credit, 3 college credits, course weight = 1.12

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

Economics

Prerequisites: Global History & Geo 9, Global History & Geo 10 and US History
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

Economics provides a basic overview of economic systems, theories and practice. The course is approached on two different levels. First, makes students aware of basic economic terminology and theory for future academic studies and familiarity in everyday life. Secondly, develops practical knowledge to help in future financial/life endeavors, while providing the tools and knowledge to make informed decisions regarding their present and future economic practices.

Government (Participation in Government)

Prerequisites: Global History & Geo 9, Global History & Geo 10 and US History
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00

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

Course content:

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

In addition, the term "participation" must be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of the public, chosen because of some unique relevance to the

student involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a classroom.

SUPA Economics (Syracuse University Project Advance)

Prerequisites: US History
Final Assessment: Final Exam
Additional information: ½ year; ½ credit, 3 college credits, weight = 1.12

Students integrate basic economic concepts and terminology, while critically evaluating solutions to economic problems, including such issues as: the environment, distribution of resources, health care, market power, poverty, discrimination, government price controls and international trade.

Social Studies Electives

Modern America 1 & 2

Prerequisites: Global History & Geo 9 and Global History & Geo 10
Final Assessment: Local Final Exam
Additional Information: Modern America 1 & 2 are each a ½ year; ½ credit, course weight = 1.00. Elective, course not required for graduation.

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

Psychology

Prerequisites: Global History & Geo 9 and Global History & Geo 10
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit, course weight = 1.00.
Elective, course not required for graduation.

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

Big History

Prerequisites: Completion of Global History & Geo 9
Co-Requisite: Enrolled in Global History & Geo 10
Assessments: Quizzes, tests, writing
Additional Information: ½ year; ½ credit, course weight = 1.0

Big History examines our past, explains our present, and images our future. It is a journey through nearly 44 billion years of history. It was developed with the support of Bill Gates from a desire to go beyond specialized and self-contained fields of study to grasp history as a whole. It is designed to answer the big questions of our history and history of our universe.

County Government Intern

Prerequisites: US History
Participation in the County Government Program is taken take in place of **Government first semester only.**
Additional Information: ½ year; ½ credit, course weight = 1.0

Transportation is provided to and from Little Valley on Wednesdays. Educational absence from the other courses they are enrolled in, however student is responsible for all course content they may miss on Wednesdays.

The County Government student intern program is a hands-on learning experience for high school seniors that exposes them to the processes of county government and takes place at the county office buildings. Student meet one day/week with our County Government teacher, who facilitates their learning through department presentations, discussions and debates on current events.

Reel History of the World

Prerequisites: Completion of Global History & Geo 9 and 10
Co-Requisite: Enrolled in US History or PIG
Assessments: Quizzes, tests, writing
Additional Information: ½ year; ½ credit, course weight = 1.0

Teaching world history with film can be an effective strategy for several reasons. Movies can arouse emotions, which helps students connect with and remember specific events and figures. Movies can also help develop students' historical thinking skills, awareness of historical perspective, and general understanding of the past. Film can offer an accurate interpretation of history and can bring students closer to the people and events that they are studying.

Mathematics

Requirement for graduation is the successful completion of 3 units of study in Mathematics. Including Algebra 1 or Algebra 1A & Algebra 1B, Geometry or BOCES Tech Math 1, Algebra 2 or Statistics or BOCES Tech Math 2.

Algebra 1A

Prerequisites: 8th grade math and teacher recommendation
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00 (NCAA .5 credit)

Algebra 1A is the first part of the NYS Algebra 1 course split into two years. It includes relationships between quantities, word problems, linear relationships, radicals, expressions and equations. This year will be spent reinforcing and developing concepts in Algebra. Students will be working towards taking the NYS Algebra 1 Regents at the conclusion of the two-year course. A cumulative local final exam will be given at the end of the year.

Algebra 1B

Prerequisites: Algebra 1A
Final Assessment: NYS Algebra 1 Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00 (NCAA .5 credit)
Note: Full credit approved by NCAA when a student successfully completes both Algebra 1A & 1B

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

Algebra 1

Prerequisites: 8th grade math or Algebra 1A
Final Assessment: NYS Algebra 1 Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Algebra is based on the NYS Algebra 1 curriculum. It will include relationships between quantities and reasoning with equations, descriptive statistics, linear and exponential relationships, expressions and equations, and quadratic functions. Time will be spent working on problem solving skills and strategies. The NYS Algebra I Regents is given at the end of the year.

BOCES Tech Math 1
BOCES Tech Math 2

Courses are provided by CA BOCES as part of a student's CTE enrollment.

Geometry R

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

Geometry is the study of the properties and relationships of geometric objects including (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles geometric solids and shapes. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are gained through study of congruence, similarity, areas, volumes, circles, and coordinate geometry. Various forms of proof are utilized to justify arguments. The NYS Geometry Regents is given at the end of the year.

Geometry

Prerequisites: Algebra or Algebra 1B
Final Assessment: Local Exam and NYS Geometry Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

This course maintains the rigor of Geometry R (Regents) and is intended for students that take Algebra via the Algebra IA/1B sequence, or students who desire a math course that prepares them for college, but do not intend to major in mathematics or science. Included topics consist of congruent triangles, right triangle trigonometry, quadrilaterals, solid geometry, coordinate geometry and circle geometry. Formal proof will be included in the content with a strong focus on laws of logic, and students will be expected to justify their answers by applying the same theorems taught in the Geometry R (Regents) course. A Local Final and the NYS Geometry Regents are given at the end of the year.

Algebra 2 R

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

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

Advanced Algebra with Financial Applications

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

Advanced Algebra with Financial Applications is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent designed for Juniors and Seniors. The course addresses college preparatory mathematics topics from Algebra 2 and beyond under eight financial umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future.

Mathematics Electives

Pre-Calc (Pre-Calculus)

Prerequisites: Algebra 2 NYS Regents Exams **or** permission from the instructor.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.07

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

Statistics

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

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

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

JCC Statistics 1540 - MAT 1540

Prerequisites: Successful completion of Algebra and Geometry **and** passing scores on both Regents Exams, **or** successful completion of ALCS Statistics with instructor recommendation. Students must meet JCC established Accuplacer requirements to be enrolled in course.
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

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

JCC Calc 1710 – (JCC Calculus MAT 1710)

Prerequisites: Pre-Calculus. Students must meet JCC established Accuplacer requirements to be enrolled in course.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 4 college credits, course weight = 1.12

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

Science

Requirement for graduation is the successful completion of 3 units of study in science, Including Living Environment, Earth Science, Chemistry or Environmental Science.

Earth Science

Prerequisites: None
Final Assessment: NYS Physical Setting/Earth Science Regents Exam
Additional Information: 1 year; 1 credit, course weight = 1.00.
Full Year with lab component. To take the Earth Science Regents Exam, the 1200 minutes of laboratory work must be documented.

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

Biology (Living Environment)

Prerequisites: None
Final Assessment: NYS Living Environment Regents Exam
Additional Information**:** 1 year; 1 credit, course weight = 1.00.
While there are no prerequisites, students should have a sound understanding of basic Algebra before beginning the course. To take the Living Environment Regents Exam, the 1200 minutes of laboratory work must be documented.

The course is designed to prepare students to explain, both accurately and with appropriate depth, according to Next Generation Science Standards, the most important ideas about our living environment.

Topics to be covered include but are limited to:

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

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

BOCES Tech Science 1
BOCES Tech Science 2

Courses are provided by CA BOCES as part of a student's CTE enrollment.

Environmental Science

Prerequisites: Third- or fourth-year HS science course for students who may elect not to take Chemistry.
Final Assessment: Final Presentation
Additional Information: 1 year; 1 credit, course weight = 1.00
Environmental science is a mixture of outdoor observation and exploration, field and academic based research, and real-world discussion and presentation regarding current day environmental issues and solutions. The issues range from local to global in scale and include topics affecting the world both natural and man-made.
The goal of this class is to develop and apply scientific knowledge and skills to solve problems or propose solutions to global environmental challenges humanity faces as we share the planet as a resource. Class discussions, natural environment simulation participation, local observations, and individual research will allow students to support their claims regarding the necessary sustainable approaches nations can apply to converse the joint use of the planet.

Chemistry (Chemistry – The Physical Setting)

Prerequisites: Successful completion of the Algebra Regents Exam. It is also recommended that the student has completed Geometry
Corequisite: Algebra 2
Final Assessment: NYS Physical Setting/Chemistry Regents Exam
Additional Information: 1 year; 1 credit with lab component, course weight = 1.07.
To take the Chemistry Regents Exam, the 1200 minutes of laboratory work must be documented.

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

Science Electives

Anatomy and Physiology

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

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

Physics

Prerequisites: Successful completion of the Algebra Regents Exam
Final Assessment: NYS Physical Setting/Physics Regents Exam
Additional Information: 1 year; 1 credit with lab component, course weight = 1.07.
To take the Physics Regents Exam, the 1200 minutes of laboratory work must be documented.

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

SUPA Physics 1 and SUPA Physics 2 (Syracuse University Physics I & Physics II)

Prerequisites:

- Successful completion of Regents Chemistry, 85% final grade or higher, completion of or co-enrolled in Physics. (SUPA Physics I & II is 100% overlap with the Regents Course)
- Successful completion of Algebra II, 85% final grade or higher.
- Student should be Junior or Senior status.
- Students are encouraged to also be enrolled in or have completed Principals of Engineering and/or Digital Electronics.
- Students will need to complete SUPA Physics I to be enrolled in SUPA Physics II

Additional information: 1 year (.5 year/course); 1 credit, 8 college credits, course weight 1.12
To take the Physics Regents Exam, the 1200 minutes of laboratory work must be documented.

Physics 1 will focus on classical mechanics including motion in one and two directions, forces, work, energy and momentum. At the end of Physics 1, students will be able to describe the motion of a macroscopic object, including its energy, velocity, and acceleration. Students will be able to improve their problem solving and conceptual understanding skills.

Physics 2 focus on electricity, magnetism, and optics. This course will be offered during the 2nd half of the year. Students will need to have completed SUPA Physics 1 prior to enrolling. During Physics 2 students will be able to create circuits, describe an electric field around a point, hypothesis where an image would be on an optics bench and discuss the wave-particle duality of light.

SUPA Earth Systems Science (Syracuse University Earth Science 203)

Prerequisites:

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

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

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

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

SUPA Forensics (Syracuse University Forensic Science – CHE 113)

Prerequisites:

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

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

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

Laboratory

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

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

World Languages

French 1

Prerequisites: Completion of French A, unsuccessful completion of French A, **or** French for High School students new to the district.
Final assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

French I will ensure students' ability to communicate in French on a Novice Mid to Novice High level on various topics including free time activities, personal descriptions, school, food and meals, family, shopping, house and home, sports, health and wellness, basic technology, and tourist travel. Students who successfully pass the course and a local final exam will receive high school credit. This course is a continuation and expansion of the French A course. The four levels - listening, speaking, reading, and writing are the focus to obtain comprehension and proficiency. The emphasis is on the acquisition of vocabulary and structures (through common, everyday topics) needed to communicate effectively at level one.

Spanish 1

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

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

World Languages Electives

French 2

Prerequisites: Successful completion of French 1
Final Assessment: No Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

This course is a continuation of French 1, emphasizing the four language skills: listening, speaking, reading, and writing. This course involves the use of more complex grammatical constructions.

French 3

Prerequisites: Successful completion of French 2
Final Assessment: French III Final Exam comparable to the former NYS Regents Exam.
Additional Information: 1 year; 1 credit, course weight = 1.07

French 3 is a continuation of emphasizing the four language skills with a focus on more advanced grammatical structures. Advanced writing and independent reading are incorporated in this course. A final examination in place of the NYS Regents Exam is given at the end of this course. A passing grade on the exam as well as the course is required for the advanced Regents diploma.

JCC French 2510 – FR 2510

Prerequisites: 3 years of HS French. Students must meet JCC established Accuplacer requirements to be enrolled in course.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

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

JCC French 2520 – FR 2520

Prerequisites: JCC FR 2510. Students must meet JCC established Accuplacer requirements to be enrolled in course.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

Students will learn to interact effectively and appropriately in French at the intermediate mid/high level with people from other language and cultural backgrounds. Students will communication and reflect upon beliefs and values as related to one's identity, media, and technology/ environment in the U.S. and the French-speaking community. Students will understand that personal, social and cultural dynamics play a role in the development of people's beliefs and values. Students will understand that the media plays a role in how we perceive the world. Students will understand that technology impacts our lives and connects us to the world and how human actions impact the physical environment.

Spanish 2

Prerequisites**:** Successful completion of Spanish 1
Final Assessment: No Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00

Spanish 2 is a continuation of Spanish 1. This course involves the use of a more complex type of grammatical construction and more advanced vocabulary. All four language skills: listening, speaking, reading and writing will continue to be emphasized. Students will be exposed to further aspects of Spanish culture. The topics for the year will include tourism and travel, world sporting events, personal health and wellness, shopping, legends and history of Mexico, food and dining in Spain, journalism, arts and entertainment, and social responsibilities to the world environment. The use of native speakers via multimedia presentations will be used throughout the course to help the students become familiar and comfortable with various accents and dialects.

Spanish 3

Prerequisites**:** Successful completion of Spanish 2.
Final Assessment: Local Final Exam comparable to the former NYS Regents Exam, Checkpoint B.
Additional Information: 1 year; 1 credit, course weight = 1.07

Spanish 3 is designed to expand on the language skills mastered in Spanish II, emphasizing the four language skills: listening, speaking, reading and writing with a focus on more advanced grammatical structures. Since learning a language requires practice and use, there is a focus on pulling the information learned throughout the program together for students. A final examination is given at the end of the year, which is comparable to the former Regents Examination. A passing grade on this examination as well as this course is required for the advanced Regents diploma.

JCC Spanish 2510 - SPA 2510

Prerequisites**:** 3 years of HS Spanish. Students must meet JCC established Accuplacer requirements to be enrolled in this course.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

Spanish 2510 is a college level course designed to expand on the language skills mastered in Spanish 3. There will be a review of basic and complex grammatical and pronunciation patterns, intensive vocabulary expansion through literary and non-literary readings, and extensive conversation practice.

JCC Spanish 2520 - SPA 2520

Prerequisites**:** Completion of JCC Spanish 2510. Students must meet JCC established Accuplacer requirements to be enrolled in this course.
Final Assessment: JCC Final Exam
Additional Information: 1 year; 1 credit; 3 college credits, course weight = 1.12

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

FINE ARTS

Studio Art

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

Studio in Art is designed to introduce students to visual communication and creative expression using a variety of art media. Students are instructed in the fundamentals of drawing, painting, and two-and three-dimensional design. Projects are completed using drawing and painting media, photography, printmaking, fibers, clay, and a variety of sculpting materials. This course is for the student who loves all forms of art making.

Drawing & Painting 1

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

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

Drawing & Painting 2

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

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

Studio in Crafts

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

In Studio in Crafts, students will use patterns and templates to create artifacts that are more functional; some possibilities include fibers, clay, metal and glass. In this class, students will make things that not only look good, but also can be used. This course if for the student who likes to follow patterns and making things with their hands that can be useful.

Art 3

Prerequisites: Draw and Paint 1 & 2
Final Assessment: Final Project
Additional Information: 1 year; 1 credit, course weight = 1.00

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

Fashion Design

Prerequisites: Studio in Crafts **OR** Studio Art **OR** Design and Drawing for Production
Final Assessment: Portfolio
Additional Information: ½ year; ½ credit, course weight = 1.00
Grades 10, 11, & 12

This course will focus on developing the knowledge and understanding of artistic principles and skills in fashion design and illustration. Students will explore basic principles of good design, better understand the garment industry, practice creativity in the preparation and execution of fashion design, apply original ideas and have an increased awareness of the influence of social trends upon the history and future of fashion design.
Students are responsible for purchasing material. Cost of material is determined by individual projects selected by the student.

Jewelry

Prerequisites: It is preferred 9th grade visual art credit is fulfilled
Final Assessment: Portfolio
Additional Information: ½ year; ½ credit, course weight = 1.00
Grades 10, 11, & 12

Students in an introductory jewelry course learn about the history of jewelry, fabrication techniques, design fundamentals and equipment use. Jewelry courses include classroom and studio instruction, and students frequently create their own jewelry pieces. Joining methods, metal working, and finishing are also covered.

Studio in Art History

Prerequisites: None
Final Assessment: Local Final Exam
Additional Information: 1 year; 1 credit, course weight = 1.00.
Grades: 9, 10, 11 & 12

Students are introduced to significant works of art, artists, and artistic movements that have shaped the art world and influenced or reflected various periods of history. Course content emphasizes the evolution of art forms, techniques, symbols, and themes. The course covers the relationship of art to social, political, and historical events throughout the world, while covering multiple artists, traditional and contemporary aesthetic issues, and the development of art. Critical analysis of visual images, as they communicate and express the history, needs, and ideals of society and individuals is included. The focus of this comprehensive course is on expression of ideas through application of a variety of media, study of historical and contemporary art and artists from a worldwide perspective, and critical analysis and exploration of techniques as they communicate and express the history, needs, and ideals of society and individuals.

Photography

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

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

Advanced Photography

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

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

Yearbook 1

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

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

Yearbook 2

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

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

Woodworking 1

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

Woodworking class is learning to use the hand tools and the machines in the woodshop safely and correctly. The projects that the students complete are picture frames, wood burning, carving, and multiple project students want to build with guidance from the teacher. Students will need to provide their own material if the project is big or requires special parts.

Woodworking 2

Prerequisites: Having received a 76% or higher in Woodworking 1.
Final Assessment: Written Self-Reflection and Evaluation
Additional Information**:** ½ year; ½ credit, course weight = 1.00

Woodworking 2 is a continuation of Woodworking 1 the projects that students make in this class requires more planning and design. Like Woodworking 1 students will sometimes need to provide their own materials if the project requires special parts.

Pottery

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

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

Adv. Pottery (Advanced Pottery)

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

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

Independent Pottery

Students seeking to be enrolled in Independent Pottery must have instructor approval.

Creativity and Innovation in Art (Previously titled 3D Computer Animation)

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

In this course students will get a thorough introduction to Adobe Illustrator and Photoshop. Visual design for communication is a focus for the course. Class projects will involve using design software to solve graphic design problems and create artwork. Students will learn about and use different resources on the Internet that can be used outside of the classroom. File management and organization will prepare the digital student for their future.

Band

Prerequisites: Previous instrumental or musical experience.
Final Assessment: Perform an appropriate level NYSSMA solo.
Additional Information**:** 1 year; ½ credit, course weight = 1.00

The Band is open to any student in grades 9 through 12 who has played a wind or percussion instrument in the past. Students perform four official concerts with additional performance opportunities included throughout the year. All students have the opportunity to participate in the Cattaraugus County Solo Festival (taking place in January) and/or the Spring NYSSMA Music Festival. Each are educated events featuring musicians from around the county and Western New York region with the chance of participating in Honor Bands at the county and state levels if selected. Literature for Wind Band varies in style from traditional to contemporary and pop. Music rehearsals are every other day and members receive small group lessons weekly to help improve their individual musical skills.

*NYSSMA – New York State School Music Association

Chorus

Prerequisites: None
Final Assessment: Written Final Exam
Additional Information: 1 year; ½ credit, course weight = 1.00

The Choir is an SATB (soprano, alto, tenor, bass) chorus for grades 9 through 12. The choir sings music of various genres: classical, Broadway, folk, spirituals, pop, sacred, secular, etc. and perform multiple concerts thought the year school year. Students receive one unit of fine arts or elective credit for participation in the group. Students may also elect to participate in a combination of Band & Chorus for their fine arts credit/elective. Choir students are encouraged to audition to sing at the many musical festivals sponsored by the Cattaraugus County Music Teachers Association's and the New York State School Music Teachers Association for solo experiences and honor Choirs.

Music Theory

Co-Requisite: Enrollment in band or chorus.
Recommended for Junior or Senior Status
Additional information: ½ year course, ½ credit

The Music Theory course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course of the year students will study basic notations, scales, key signatures, intervals, triads, cadences, nonchordal tones, form, part-writing and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the course's entirety. Individual creativity is nurtured through both rhythmic and melodic composition. This course is highly recommended for students in a musical ensemble who are planning on pursuing music course study after high school.

Physical Education & Health

Physical Education

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

All students in the high school will experience competitive and non-competitive small and large group activities/sports. Students will have the opportunity to develop an interest and foster healthy exercise habits that will promote lifelong physical activity.

Students in the high school will be graded on participation, being prepared for class, cooperating with others within a physical activity, Skill tests and written tests.

The Physical Education Department encourages students to develop an interest and appreciation for the need of lifelong learning in fitness, health and recreation.

Health

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

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

TECH/BUSINESS/CTE

Design and Drawing for Production (Design and Drafting for Production)

Prerequisites: None
Course is open to students in grades 9-12 and meets the Fine Arts Requirement for graduation.
Final Assessment: Local Final Exam
Additional Information**:** 1 year; 1 credit, course weight = 1.00

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

Engineering Design (Introductory Course - Project Lead the Way – RIT)

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

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

Digital Electronics (Project Lead the Way – RIT)

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

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

Principles of Engineering (Project Lead the Way – RIT)

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

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

STEAM of Glass

Prerequisites: Algebra I
Course Evaluation: Assessments/Labs, History of Glass research project, Lens/Reflection/Refraction lab, Stained Glass Window Charm project, 3D Stained Glass project
Additional Information: ½ year; ½ credit year

"Gone are the days when glass was fragile. Gone is the age when glass was used only to contain. Today — in the Glass Age— glass is versatile, flexible, and strong. Glass moves information at the speed of light. Glass enables devices that are as sophisticated as they are beautiful. Glass transforms everyday surfaces and provides extraordinary benefits. Discover how the technical properties of glass are changing the world." (Science of Glass | Corning)

Glass has many amazing, useful, and practical properties; and it is explored by artists, scientists and engineers. Glass can be examined through art, history, technology, engineering, crafting, and culture. Glass is a material we use every day and it is being used in new ways changing our world.

Topics in the course to include: Properties of Glass/Chemical Composition, History of Glass, Reflection/Refraction/Optics/light waves of Glass, Engineering of Glass, Fiber Optics, Guerilla Glass, Stained Glass, Blowing Glass, Field trip to Corning Glass, Discussions with engineers from Corning, Inc., Recycled glass, Blown Away TV show.

JCC Leadership 1300 – LDR 1300

Prerequisites: JCC English 1510
Course Evaluation: As per JCC Guidelines
Additional Information: ½ year; ½ credit year; 3 college credit hours, course weight = 1.12
Required Text: *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*

Students will focus on the understanding of leadership theory and elements of self-awareness, understanding personal leadership style, and followership as it applies to the leader/follower relationship. The goal of this course is to focus on students' leadership style and to prepare them for further leadership study and application. Students will be guided through self-exploration exercises to liberate the leader within themselves.

JCC Leadership Development 1660 – LDR 1660

Prerequisites: JCC English 1510
Course Evaluation: As per JCC Guidelines
Additional Information: ½ year; ½ credit year; 3 college credit hours, course weight = 1.12
Required Text: *As prescribed by JCC and Phi Theta Kappa*

This course fulfills a programmatic need to provide additional electives for students in meeting the 21st Century Goals for graduating students who are college and career ready. This course will provide students the opportunity to develop a deeper understanding of what it means to be a contributing leader in the community and how they can be that leader both within the ALCS community and beyond.

Career Studies

Prerequisites: All students take this course in the second semester of their Junior year.
Final Assessment: Must satisfactorily complete the components mentioned below.
Additional Information: ¼ year; third-quarter course

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

JCC Prog. Concepts & App CSC 1570 (Computer Programming Concepts/Applications - CSC 1570)

Corequisites: Algebra 2, no Accuplacer score required.
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit; 3 college credits, course weight = 1.12
Required Text: TBA

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

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

Manufacturing the Future

Corequisites: Algebra 1
Final Assessment: Local Final Exam
Additional Information: ½ year; ½ credit

In this course, students will be introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

Media I

Pre-requisites: 9-12 grade student
Final Assessment: Local Project Based Final Exam
Additional Information: ½ year; ½ credit

Are you interested in television and film production or performance? Are you good with technology? If so, then this class is for you! Media I will supplement the Media II course, but is not a prerequisite. Student performers, directors, videographers, photographers, editors, sound engineers, graphic artists, and animators will create video projects and content that will air on our morning news show. State of the art equipment will be used to give students the opportunity to gain audio and visual skills that can be used in the real world.

Media II

Pre-requisites: 9-12 grade student
Final Assessment: Local Project Based Final Exam
Additional Information: ½ year; ½ credit

Are you interested in television and film production or performance? Are you good with technology? If so, then this class is for you! The class will be producing a Gator News show that will broadcast to the school. Think news, weather, sports - the class will need on-air performers, directors, videographers, photographers, editors, sound engineers, graphic artists, and animators. State of the art equipment will be used to give students the opportunity to gain audio and visual skills that can be used in the real world.

SPECIAL EDUCATION

12:1:1 Transitions Class

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

Course Synopsis:

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

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

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

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

Social Studies: Students learn about their rights and responsibilities of a global, national, state, and local world. Students become familiar with current events at each of these levels as well. Students learn about the United States and our place in the global world. Students also learn about their local community and how to access the things they need and/or want.

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

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

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

Registration: In early September, JCC Registration Forms will get filled out by the student highlighting which course/courses they have signed up for. Students must fill this out accurately to properly enroll in the course. Parents will also need to sign this registration and fill out a Certificate of Residency which is on the back page of the registration form. This process is repeated for spring courses. The Certificate of Residency is not required a second time during the school year.
*If a student is in the top 10% of their class, they are exempt from taking the Reading and Essay Accuplacer, they must still take the Algebra portion to qualify for the Math 1540.

Current Offerings:

BUS 1510: Principles of Financial Accounting
CMM 1610: Public Speaking
CSC 1570: Computer Programming Concepts
MAT 1710: Calculus
MAT 1540: Elementary Statistics
LDR 1660: Leadership
ENG 1510: English Composition I
ENG 1530: English Composition II
ENG 1540: Writing About Literature
SPA 2510: Intermediate Spanish I
SPA 2520: Intermediate Spanish II
FR 2510: Intermediate French I
FR 2520: Intermediate French II

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

COLLEGE COURSES, Syracuse University and RIT

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

SUPA Earth Science (Syracuse University)
SUPA Forensics (Syracuse University)
SUPA Economics (Syracuse University)
SUPA Physics I and II (Syracuse University)
SUPA US History I and II (Syracuse University)
PLTW Design and Drawing for Production (Rochester Institute of Technology, RIT)
PLTW Principles of Engineering (RIT)
PLTW Digital Electronics (RIT)

COLLEGE COURSES

Dual Enrollment Course taken at ALCS or through CA BOCES as part of a BOCES program, including New Visions, will be entered on a student's transcript and weighted, as per the ALCS Curriculum Guide, and used for class rank determination.

College courses taken by a student on their own will be listed on the student's transcript without being weighted or used for class rank determination.