

# VCCHS Course Descriptions 2022-2023

*Updated November 2022*

## **Art Department Including Technology**

### STUDIO ART

1 Unit of Credit

This is a basic course for all other art courses in the program. It is the fine arts foundation course for the department. Studio Art concentrates on the creation of art in relation to the elements of art and the principles of design. Projects emphasize technique and skills, while incorporating creative thought processes. Studio Art explores drawing, painting, graphics, and the history of art. Each student keeps a sketchbook to track their progress and allow them to think visually.

### DESIGN & DRAWING FOR PRODUCTION

1 Unit of Credit

This is a design foundation course in which students build confidence in their drawing ability from both observation and imagination. Students will learn the language of technical and perspective drawing to describe forms from a variety of problems, which encourages imaginative and practical solutions. Students learn how design affects their daily lives and how it relates to the past, present, and future. Each student keeps a sketchbook to track their progress and allow them to think visually.

### ELECTIVES

#### CERAMICS

1 Unit of Credit

This course is both technical and artistic. Students will learn to work with clay, using a variety of hand-building methods. Students will be working with the pinch method, coil, slab building, additive and subtractive methods, and throwing on the pottery wheel. Students will learn about glazing and various decorative methods used in finishing clay with color silica glazes. Students will make a variety of decorative and utilitarian pieces using

techniques used by entry-level ceramic artists as well as college-level and professional techniques. Students will also learn how to fire their work in the kiln. Students interested in three-dimensional work in the art area will be interested in this class.

Prerequisites: Studio Art or Design and Drawing for Production

## DIGITAL MEDIA

1 Unit of Credit

This course explores the digital creation of artwork through computer graphics and design. Technical methods and aesthetics will be explored, as well as the use of industry-standard computer programs to manipulate and produce finished printed images. Students explore design concepts, computer illustration, typography, page layout, and digital manipulation. Adobe Illustrator, InDesign and Photoshop will be utilized.

Level Prerequisites: Studio Art or Design and Drawing for Production

## DRAWING & PAINTING

1 Unit of Credit

This course is designed for the serious art student interested in exploring areas in greater depth previously covered in Studio Art. Students in this course will be given experiences in acrylic, pastel, Conte, pencil, watercolor, pen and ink, oil paint, etc. Painting experience in acrylic and oil will be new to the drawing and painting students. Art history will be covered as it relates to various art projects and movements. Students taking Drawing and Painting will improve their skills and be prepared to find areas that they wish to concentrate on in Advanced Drawing & Painting.

Prerequisite: Studio Art or Design and Drawing for Production

## ILLUSTRATION

1 Unit of Credit

Illustration is a full-year course for the student who wants to develop their skills in illustration in various color media. The creative process and stylization is stressed as students solve problems in which the only means of communicating an idea is visually. The

focus of the course is a hands-on illustration; some computer work will be introduced. Students must be confident in their ability to draw.

Pre-requisites: Studio Art or Design and Drawing for Production

## DIGITAL PHOTOGRAPHY

1 Unit of Credit

Digital Photography is a full-year course focused on the diverse creative concepts that digital photography has to offer. Technical methods and photographic aesthetics will be explored, as well as the use of the computer to manipulate and produce printed images. Students must have a digital camera to complete the coursework. Homework is an essential component of the course for image acquisition.

Prerequisite: At least two years of art or Junior Status

## FASHION ILLUSTRATION

.5 Unit of Credit

The purpose of this class is to build your portfolio and skills as an artist! This class will improve your communication and illustration techniques through the creation of fashion techniques, figure work, accessory invention, and overall design methodology. You will apply your knowledge and understanding of fashion illustration and design in order to solve a variety of artistic and design problems. Some areas you will be working with are the design of clothing, drawing of the figure, use of color theory, understanding of drapery and patterns, and the creation of unique accessories. You will use the basic art skills taught in the base art courses and explore critical thinking and problem-solving skills in fashion illustration. You will think and create as a designer!

Prerequisite: Studio Art or Design and Drawing for Production

## INTERIOR DESIGN

.5 Unit of Credit

The purpose of this class is to build your portfolio and skills as an artist! This class will improve your communication and illustration techniques through the creation of different types of interior illustrations including furniture design, perspective drawing, the study of

textures and patterns and overall design methodology. You will apply your knowledge and understanding of interior design in order to solve a variety of artistic and design problems. Some areas you will be working with are the design of rooms, furniture design, perspective, use of color theory, understanding of textures and patterns, and the creation of unique interior spaces. You will use the basic art skills taught in the base art courses and explore critical thinking and problem-solving skills in fashion illustration. You will think and create as a designer!

Prerequisite: Studio Art or Design and Drawing for Production

## ADVANCED

### ADVANCED DRAWING & PAINTING

1 Unit of Credit

Advanced Drawing and Painting is for the serious art student who is looking to create a well-rounded portfolio for college entrance or artistic growth. A variety of techniques and materials will be introduced in order to advance the student's skills in both drawing, painting, and mixed media. Observational drawing, material studies, figure drawing, portraiture and printmaking are just a few of the subjects which will be covered in this course. The student will be able to tailor many of these projects in order to develop their own unique style and subject matter.

Prerequisite: Drawing and Painting or Illustration

### ADVANCED DESIGN AND DRAWING

1 Unit of Credit

This is a second-year concentration of design, which builds on the basic principles and elements of design previously taught. Model Making techniques and technical drawing will be introduced and applied to a series of long-term design problems throughout the year. Connections between design, materials, and technology will be learned as well as an

understanding of the process and how design works in both historical context and future vision.

Prerequisites: Studio Art or Design and Drawing for Production

## ADVANCED CERAMICS

1 Unit of Credit

Advanced Ceramics is designed to give students an opportunity to use basic skills mastered in Ceramics in a more in-depth and creative way. The first half of the year the students will create complex and challenging projects using hand-building methods. The second half of the year students will spend time learning to use the potters' wheels to produce ceramic works of art and utilitarian pieces. Students will produce wheel made bowls, mugs, teapots and other useful wares.

Prerequisites: Ceramics

## ADVANCED PLACEMENT ART (Seniors only)

1 Unit of Credit

This course is taken by seniors wishing to prepare a portfolio for college credit within the curriculum of this class. Students will be preparing new work and reworking previous projects to create the required portfolio in the areas of quality, breadth, and concentration. Students will submit the portfolio to the AP board for review. The portfolio is submitted in May of the senior year. Prerequisite: At least two advanced courses.

## Technology

### CAD

1 Unit of Credit

Computer-Aided Design (CAD) is a full-year course that will expose the student to CAD terminology, history, components, applications, design functions, and careers. The majority of the time spent in this course will consist of using a CAD system to solve graphic problems. Emphasis will be placed on the use of a CAD system for design applications.

Students will acquire technical drawing skills and an understanding of industry standards and codes, and recognize the current methods of generating hardcopy. Students will understand how CAD and computer technology are changing the role of drafting and what effects this will have on the design and manufacturing process. This course is available to all students and may be taken as an elective.

## DIGITAL ELECTRONICS AND ROBOTICS

1 Unit of Credit

Students will be introduced to basic computer programming. They will write and manipulate simple programs written in C++ language for use with an Arduino open-source microcontroller. The basics of digital electronics will also be covered. Specific topics and concepts that will be covered include Analog, digital input and output, circuit design, voltage, resistance, pulse width modulation, and logic flow. Students will progress from writing simple code to interacting with various sensors that detect a wide range of environmental stimuli. Devices include LEDs, light-dependent resistors, pressure sensors, gas sensors, DC, and servo motors. Interacting with an online community to solve problems encountered in the design and implementation process will be expected. The final project for the course will be to design and construct a simple autonomous robotic device designed to interact and respond to the environment. This course will benefit anyone interested in electrical engineering, computer programming, or generating creative electronic projects. *No Prerequisite is required.*

## INTRODUCTION TO ENGINEERING

½ Unit of Credit

There is a world-wide and local demand for students to achieve and demonstrate strong math and science skills. Engineering has its roots in science and math and has become one of the highest in-demand professions in today's job market. Engineering supports a variety of areas that include but are not limited to forensics, acoustical engineering, energy conversion, fluid dynamics, and so much more. The Science of Design is intended to give a broad introduction to the engineering discipline to those with little or no exposure to the subject. It will provide a foundation for further study in engineering. The four key areas of focus will include environment and ecology, digital manufacturing, robotics, and aerospace engineering. In order to illustrate engineering principles, this course will explore the

foundations of engineering through a multi-sensory environment that will encompass hands-on problem-solving, case studies, and construction. They will work both individually and in teams to explore a broad range of topics. Projects will include building your own robot, constructing flying vehicles, understanding and utilizing 3-D design and engineer your own greenhouse. Students are expected to have 2 years of high school math and 2 years of high school science as prerequisites to entering the course.

## Introduction to Carpentry

½ Unit of Credit

The Career Connections program is *designed to help high school teachers introduce students to a career in carpentry*. Students learn basic and intermediate carpentry, advanced skills in commercial and residential construction, and the essentials of construction site safety. *No prerequisite is required.*

## Wood Production 1

½ Unit of Credit

Wood Production is an introductory course that provides students with the opportunity to learn the skills and processes associated with various types of woodworking. Through hands-on projects that use woodworking tools and techniques, students develop competence with woodworking safety, project planning and layout, basic project construction, joinery, manufacturing production, and construction systems. Students plan and construct projects aligned with their interests and abilities. *No prerequisite is required.*

## Woods 2: Advanced Wood Production

½ Unit of Credit

This course is designed to further the student's knowledge and skills of furniture design and construction in the field of woodworking. In addition to developing skills in design and advanced woodworking techniques, students select and construct a major/technically advanced piece and/or group of well-designed, functional furniture pieces. Projects range but are not limited to chairs, tables, desks, dressers, cabinets, and other fine woodworking projects. The class focuses on an occupational information concept, providing students with not only skills and abilities to succeed at entry-level jobs, but the attitudes of safety and managerial habits necessary to be successful in both a classroom and working

environment. This course is open to students who have demonstrated the prerequisite of successfully completing Woods 1 and or receive a waiver on an individual basis determined by the instructor. Habits of mind and the critical thinking and woodworking skills necessary to successfully complete advanced woodworking projects. *Prerequisite: Completion of Woods 1 and or approval by the instructor.*

## Aviation

½ Unit of Credit

This ninth-grade course provides the foundation for advanced exploration in flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible.

Students will look at the problem-solving practices and innovative leaps that transformed space exploration from the unimaginable to the common in a single generation. Students will also gain a historical perspective, from the earliest flying machines to various modern aircraft. *No prerequisite is required.*

## Computer Integrated Manufacturing (3D Printing, CNC, Laser Technology)

½ Unit of Credit

Computer Integrated Manufacturing (CIM) is the study of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a manufacturing system. *No prerequisite is required.*



## Computer Integrated Manufacturing (3D Printing, CNC, Laser Technology) 2

½ Unit of Credit

Manufacturing provides products we use daily. How can a student become part of it? Manufactured items are part of everyday life, yet few people understand the excitement and innovation that is used to transform ideas into products. This course provides an opportunity for students to recognize many of the exciting career opportunities in the manufacturing industry. This course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as robotic arms into manufacturing systems. Throughout the course students learn about manufacturing processes and systems. This course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product. *Prerequisite: Computer Integrated Manufacturing 1 and or approval by the instructor*

## Business Education Department Courses

The mission of the Business Education Department is to help all students develop the knowledge, skills, and professional practices necessary to be college and career ready. Business education assists students with enhancing their 21 Century skills and developing the soft skills required to be successful in the workforce.

Business Education provides students with the foundation to pursue programs such as business administration, management, ownership, accounting, marketing, and finance. Course clusters group the various electives that would apply to specific areas of interest. Students may elect to take courses from a variety of course clusters if they wish to explore various fields or remain within a cluster if they prefer a strong preparation for specific post high school study.

## **New York State Education Department Suggested Clusters for Business & Marketing Education:**

### **Cluster 1: Accounting/Finance**

Career & Financial Management

Corporate Communications & Technology

Introduction to Business

Business Ownership

Accounting

Accounting 153

Macroeconomics (Econ 101)

### **Cluster 2: Business Administration**

Career & Financial Management

Corporate Communications & Technology

Introduction to Business

Business Ownership

Marketing 101

Accounting 153

Macroeconomics (Econ 101)

### **Cluster 3: Marketing**

Sports & Entertainment Marketing

Corporate Communications & Technology

Introduction to Business

Business Ownership

Marketing 101

Macroeconomics (Econ 101)

### **Business Education Courses:**

Accounting – ½ credit

Accounting 153 (SUNY OCC) – ½ credit

Business Ownership – ½ credit

Career & Financial Management – 1 credit

Corporate Communications & Technology – 1 credit

Introduction to Business – ½ credit

Marketing 101 (SUNY OCC) – ½ credit

Macroeconomics (Econ 101) – ½ credit

Sports & Entertainment Marketing – 1 credit

Work Based Learning – 1 credit per year

### **Accounting ½ Unit of Credit**

Accounting is a 1-unit course that introduces students to the field of accounting and general business practices. It is a great introductory course into the world of business focusing on the three forms of businesses, accounting careers, the basic accounting equation, analyzing business transactions, journalizing and posting business transactions, and payroll accounting.

### **Accounting 153 ½ Unit of Credit (4 College Credits – (SUNY Orange)**

This course provides a solid foundation in basic accounting concepts and methodology of financial accounting. This includes the rules and procedures used by the financial accountant in preparing external financial reports. Emphasis is placed on the chart of accounts, the accounting environment, the accounting cycle, cash flow, the income statement and the balance sheet. This course provides students with an understanding of financial accounting in a corporate environment, methods used to perform analysis of financial statements, and insights into the financial accounting decision-making process. Prerequisite: Open to juniors with an 85 overall average or higher. Seniors with an 80 average overall or higher.

### **Business Ownership ½ Unit of Credit**

Formerly called Entrepreneurship, the Business Ownership course will provide students with an understanding of the critical role played by small businesses and their owners, in the national and global economy. It will also explore the various forms of business ownership including how to legally start and run a business of one's own. Students will learn the skills, characteristics, and aptitudes that are found in successful business owners. Students will work together and/or individually to prepare simulations outlining the steps needed to plan, develop, and start their own business. Building on these concepts, the Business Ownership curriculum approaches student learning experimentally by encouraging students to evaluate, develop, and work with the business ideas they already have or those they conceive during the course. The course will culminate with a simulated "Shark Tank" presentation given to a panel of individuals from the school and community.

### **Career & Financial Management 1 Unit of Credit**

This course will allow students to explore the post-secondary options related to their career interests, aptitudes, and personality types. Students will partake in personality assessments and conduct research to discover careers they are most suited for. Each student will demonstrate employability through conducting job searches, reviewing job

descriptions and applications, creating professional resumes, and applying learned interview skills in mock interviews. A brief section will focus on college research and financial aid planning. During the second part of the course, students will explore personal financial management decision making skills including how to manage income through banking and investing, risk management (insurance), taxes, and credit. Students will walk away from this class able to demonstrate their ability to understand their interests, explore post-secondary options, become viable employees, and manage their financial lives.

### **Corporate Communications & Technology 1 Unit of Credit**

This course introduces students to the concept of service and communication as a critical component of running a successful business. It combines learning current theory and practices with observations of customer service in actions through case studies, role-play, and critical analysis of models to provide a comprehensive perspective on this subject. Students will be confronted with everyday business situations and be able to analyze and resolve these situations. In addition, this course engages students through hands-on experience using computer applications. Instruction is provided on the Microsoft Office Suite and Google Applications as business and personal tools. Using these applications, students will perform activities that will prepare them for the efficient world of business. Students will collaborate with their peers to develop business documents, spreadsheets, presentations, forms, and other real world applications. A brief portion of the class is spent using a software designed to increase students' typing speed and accuracy.

### **Introduction to Business ½ Unit of Credit**

In Introduction to Business, you will compare and contrast sole proprietorships, partnerships, and corporations – and the advantages and disadvantages of each. You will explore the functions of modern business management, marketing, and ethics and social responsibility. You'll also look at the human resource management side of running a business, and learn how employers can motivate their employees. Finally, you'll address the numbers side of running a business and examine bookkeeping, accounting, financial management, and financial statements.

### **Marketing 101 ½ Unit of Credit (3 College Credits – (SUNY Orange)**

This class presents an overview of marketing – the business operations that connect a product or service to its consumer. Students will learn skills and concepts such as the 4 P's of marketing, channels of distribution, ethics, market research, social responsibility, sales, advertising, promotion, and customer relationship management. Students will learn innovative and creative marketing strategies that are used in stores and on the internet to attract and retain consumers. Students will understand how social media has become a major marketplace for buying, promoting, and advertising goods and services. Prerequisite: Open to juniors with an 85 overall average or higher. Seniors with an 80 average overall or higher.

### **Macroeconomics ½ Unit of Credit (3 College Credits – (STAC) – *NCAA Approved Elective***

Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The focus of the course will be the components of national income, economic growth, aggregated supply and demand, inflation, business cycles, unemployment, monetary and fiscal policy, and price determination. Students will collaborate with classmates to create various projects and research assignments with the use of Google Classroom. This course satisfies the economics requirement for all seniors. Prerequisite: Open to juniors with an 85 overall average or higher. Seniors with an 80 average overall or higher.

### **Sports & Entertainment Marketing 1 Unit of Credit**

The sports and entertainment industries are two of the most popular industries in the United States. These vast and exciting industries include spectator sports, recreational sports, film, music, television, gaming and more. The American Marketing Association

defines marketing as the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have values for customers, clients, partners, and society at large. This course focuses on gaining a basic knowledge of these industries and the opportunities that are available to potential employees. Further exploration includes bringing the excitement of marketing into the dynamic world of sports and entertainment, allowing students to envision their future career in one or both of these areas. In this course, students will explore the basics of marketing, advertising, branding, customer engagement, market research, product development and more. All of these will be look at from a sports and entertainment lens through innovative project based exploration. Students will work together and individually through a comprehensive curriculum that will integrate real time, real world situations into the classroom, preparing them for their futures in college and the workforce.

### **WORK BASED LEARNING 1 Unit of Credit**

Prerequisite: The students must have completed or be enrolled in Career and Financial Management or equivalent. The Cooperative Work Experience Program strives to accomplish the following goals: Equip the students with employability skills, career awareness, and the framework to make mature decisions about future education and career opportunities, encourage the students to develop positive self-esteem, respect for others, and strive for excellence, provide the students with experiences that will open doors for future employment opportunities. The course includes at least 300\* hours of part-time work experience related to the student's course of study. Students must be employed under current state and federal labor laws and regulations. There are regular meetings with teacher-coordinator, both in the school and at the job site. Supervision of work experience by the teacher-coordinator who assists in appropriate job placements in local businesses.

**NOTE:** Working papers and a Social Security card are required. This course is for juniors/seniors only. A maximum of 2 credits of work experience may be earned toward graduation. No more than 1 credit may be earned each school year. Students must provide their own transportation to and from work. Assessment: Employer evaluation and teacher evaluation. Students may receive ½ credit for 150 hours of work.

## English

To graduate and earn a Regents Diploma: Students MUST earn four English units of credit and a grade of 65 percent or better on the Common Core English Exam. To earn a Regents Diploma With Advanced Designation: Students must earn a Regents Exam grade of at least 65 percent on the Common Core English Exam.

### ENGLISH 9R

1 Unit of Credit ~ *NCAA Approved*

This course focuses on preparing students to meet Common Core standards for listening, reading, writing for information, literary response, and for critical analysis and evaluation. This course is designed for students on grade level; the course puts less emphasis on basic skills and more emphasis on interpretive skills. The literature units include novel, mythology, poetry, short story, research, non-fiction and drama. Writing projects include units in narrative/descriptive, persuasive, and expository writing. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Time management and note-taking skills also receive attention and vocabulary and spelling units are utilized throughout the year. There are also opportunities in listening skills and oral expression. The Elements of Writing series may be the writing text used for this course.

### ENGLISH 9AD

1 Unit of Credit ~ *NCAA Approved*

This course is designed for students who can learn at a more accelerated pace. The literature units include mythology, essay, novel, drama, short story, research, non-fiction and poetry. The thrust is towards a deeper analysis and discussion of the literature and the elements of literature. Additional literary works are covered (especially in the area of novels). Expository, persuasive and narrative writing are covered. The projects in writing are expanded on this level. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Time management and note-taking skills also receive attention. Spelling and vocabulary



units are covered throughout the year. There are more opportunities on this level for oral expression. The level of difficulty in the AD course is designed to offer a challenge to capable students. The quantity of material studied as well as the level of expectation of assignments is one to two grade levels above the standard R course. Students in the AD course are expected to participate more and willingly meet this challenge for which a weighted percentage is added to the earned grade. The Elements of Writing series may be the writing text used for this course.

Students requesting English 9AD must have maintained a 90 or better average in Advanced English and must receive a teacher recommendation from the current English teacher of the middle school in order to qualify for this course.

## **ACADEMIC INTERVENTION SERVICES (GRADE 9, 10, 11)**

No Credit

The non-credit course is designed for students who have been identified as needing additional help in reading and writing skills in preparation for the high school English curriculum and the New York State Common Core examination in 11th grade. Student will be selected based upon multiple measures including, class averages, academic performance and/or scores of the 8th grade New York State Assessment examination and other factors. The focus will be on skill work in reading and writing as well as practice on examination test-taking skills. This class meets daily or every other day depending on the level and/or need.

## **ENGLISH 10R**

1 Unit of Credit ~ *NCAA Approved*

This course focuses on preparing students to meet Common Core standards for listening, reading, writing for information, literary response, and for critical analysis and evaluation. Units of study include short story, novel, drama, research, non-fiction and

poetry genres. The critical analysis of printed and filmed texts is emphasized. Writing includes units in narrative, persuasive, argumentative and expository writing emphasized at this level is enhanced by creative writing opportunities. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Time management and note-taking skills also receive attention. Vocabulary and spelling units are utilized throughout the year.

The Elements of Writing series may be the writing text used for this course.

## **ENGLISH 10AD**

1 Unit of Credit ~ *NCAA Approved*

The difference of the 10AD level is the depth of work, not simply the quantity of work. The course provides an enriched opportunity to develop self awareness and self-expression beyond the literal and informational level. Opportunities include extended tasks such as research projects and performed responses in dramatic, poetic and public speaking forms. Vocabulary and spelling units are utilized throughout the year. Students are evaluated on their ability to work cooperatively on group activities designed into most units of study, as well as on their initiative and individual performance. The level of difficulty in the AD course is designed to offer a challenge to capable students. The quantity of material studied as well as the level of expectation of assignments is one to two grade levels above the standard R course. Students in the AD course are expected to participate more and willingly meet this challenge for which a weighted percentage is added to the earned grade. The Elements of Writing series may be the writing text used for this course. Students will take the Common Core Regents for graduation credit.

Students requesting this course must have maintained an English 9AD class average of 88 percent or better and must receive a teacher recommendation from the current English teacher in order to qualify for this course.

## **ENGLISH 11R**

1 Unit of Credit ~ *NCAA Approved*

This course focuses on preparing students to meet Common Core standards for listening, reading, writing for information, understanding, literary response, and for critical analysis and evaluation. The course focuses on the refinement of communication skills of reading, writing, listening and speaking. Analytic skills are stressed in the study of literature and non-fiction. The literary focus is on a variety of literature: essays, short stories, novels, drama and poetry. Teachers design activities to foster word recognition, awareness and knowledge in preparation for the PSAT, ACT, SAT and Regents exams. Vocabulary and spelling units are utilized throughout the year. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Time management and note-taking skills also receive attention. Writing deals with literature essays, argumentative essays, and formal compositions, each are important components of the Regents exam. Opportunities include extended tasks such as research projects and performed responses in dramatic, poetic and public speaking forms.

The Elements of Writing series may be the writing text used for this course.

## **ENGLISH 12R**

1 Unit of Credit ~ *NCAA Approved*

This course deals with Shakespearean drama, modern short stories, non-fiction, novels and poetry. There is an emphasis on narrative, descriptive, persuasive and expository writing. Texts may include: *Adventures in Modern Literature*, *Hamlet*, *The Bell Jar*, *Death of a Salesman*, *The Great Gatsby*, *A Streetcar Named Desire*, etc. Listening and speaking skills are incorporated in the course and an extended research paper is a course requirement. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Vocabulary and spelling units are utilized throughout the year. The Elements of Writing series may be the writing text used for this course.

## **ACADEMIC INTERVENTION SERVICES (GRADE 12)**

No Credit

Students in this non-credit course will be refining English skills necessary to pass the New York State Common Core examination for their graduation requirement. The course is designed for students who have not yet passed the New York State Common Core examination in 11th grade. Students will learn skills to improve reading, writing and listening and will work with preparation test materials to practice all task requirements of the state examination. This class meets every other day. Students may exit this program after demonstrating proficiency by passing the Common Core examination.

## **ELECTIVES**

### **ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION**

1 Unit of Credit – *NCAA Approved Elective*

This course is a college-level course based on deep reading and analysis of selected works and expository writing assignments based on those works. Discussion is a major importance, where speaking and listening skills are stressed. Student discussion is fostered so that the critical thinking skills so necessary for the Advanced Placement Examination will be reinforced. Vocabulary and spelling units are utilized throughout the year. Practice in both the short answer and essay format of the Advanced Placement Examination will be stressed. All students in AP will be expected to sit for the AP Examination in May. Valley Central grade and credit will be awarded in June; however, students may be eligible for college credit depending on their AP Examination score in July subject to the policy of their selected college or university. Students requesting this course must have achieved an 85 or better on the English Regents Exam and also maintained an English 11AP class average of 88 or better and must receive a teacher recommendation from the current English teacher in order to qualify for this course.

## **ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION**

1 Unit of Credit – *NCAA Approved Elective*

This course is a college level course based on helping students to become skilled writers of prose written in a variety of contexts while examining rhetoric. Writings and readings will make students aware of a writer's purpose, audience and genre. This course will help students to prepare to write effectively and confidently across disciplines. Students will write both formally and informally to gain authority and to learn to take risks in writing. Practice in both the short answer and essay format of the Advanced Placement Examination will be stressed. All students in AP will be expected to sit in the AP Examination in May. Valley Central grade and credit will be awarded in June; however, students may be eligible for college credit depending on their AP Examination score in July subject to the policy of their selected college or university.

Students requesting this course must have achieved an 85 or better on an English Regents Exam and also maintained an English 10AD class average of 88 or better and must receive a teacher recommendation from the current English teacher in order to qualify for this course.

## **COLLEGE ENGLISH 101/102**

1 Unit Credit/6 College Credits – *NCAA Approved Elective*

This course emphasizes student practice in expository writing and library skills. Reading and class discussion center on the formal and informal essay. The second half of the course emphasizes continued student practice in expository writing based on fiction, drama and poetry. Research papers required. Students requesting this course must have achieved an 85 or better on the English Regents Exam and also maintained an English 11AP class average of 88 or better and must receive a teacher recommendation from the current English teacher in order to qualify for this course. Those students will receive 3 college credits for each course upon successful completion (possible 6 credits). Fee and textbook purchase required.

## **JOURNALISM AND MASS MEDIA**

.5 Unit of Credit

This course introduces students to the many styles and principles of responsible journalism and communication. Students learn several types of news writing and are required to contribute to the production, editing and publishing of the school newspaper. The course also provides hands-on experience with the world of communications and mass media and allows students to work under deadline conditions while learning about the First Amendment and student journalists' rights and responsibilities.

## **LITERATURE THROUGH FILM**

.5 Unit of Credit

This course uses film to help students interpret and evaluate literature and literary concepts. Students will be taught to analyze film in the same way that they study a literary text, by viewing and discussing classic and contemporary movies in a variety of genres. Films are chosen to carefully extend students' personal experiences and to provide experiences that may be new to the students.

## **PUBLIC SPEAKING**

.5 Unit of Credit – *NCAA Approved Elective*

This course is offered to those students wishing to better participate in public speaking. It will provide the necessary training to enable the student to speak in public with positive self-adequacy. Emphasis will be on sound research, speech preparation, organization, as well as delivery, voice and diction. The course requires active participation and provides excellent preparation for successful adult-world communication.

## **CREATIVE WRITING**

*.5 Unit of Credit – NCAA Approved Elective*

This course is designed to motivate students who would like to write fearlessly and with confidence. Students will try their hands at poetry, short stories, playwriting and other genres to give each student a taste of the world of writing. Students who take this class will set and meet a variety of writer's deadlines. Students will understand the process of seeing their work expand and take shape through the study of free writing, clustering, outlining and revising. This class will enhance the students' ability to express and understand their writer's voice in a clear and descriptive manner.

They will revise and expand on the materials developed for the purpose of publication and performance. Students will explore chosen genres from their portfolios. Students will learn to edit, proof, and critically evaluate their work in order to meet requirements for manual and electronic submission for publication.

## **ELEMENTS OF FILMMAKING**

*.5 Unit of Credit*

In this survey course students learn the basics of screenwriting, production planning, photographic composition, camera techniques, lighting design, and digital editing. Most learning is hands-on: after each concept is introduced, student gain proficiency with it through a lab exercise (completed with a group during class) and then apply it to a creative project that is filmed outside of school and then edited on the school's computers. Creative projects may include short films, movie trailers, commercials, public service announcements, music videos, and news stories.

## **SHAKESPEARE**

*.5 Unit of Credit – NCAA Approved Elective*

The Shakespeare elective is designed to provide extensive reading and analysis of Shakespeare's plays and sonnets. The course is created to stimulate the student's enjoyment and understanding of Shakespeare. Explore the plays of William Shakespeare that you don't get to read in other classes by acting out scenes and watching films. Like to act? Develop your skills! Don't like to act? No worries! Create a

visual project or translate a scene into modern English! There is something for everyone in this class. As long as you are interested in the plays of William Shakespeare, this is the class for you!

## **CONTEMPORARY ISSUES IN LITERATURE**

*.5 Unit of Credit – NCAA Approved Elective*

This is a course for students who want to read compelling literature and discuss how it relates to real life. Students will examine contemporary novels, short stories and poetry that express voices from various cultures and social backgrounds.

## **RACE, IDENTITY, AND JUSTICE: SEEKING COMMON GROUND**

*.5 Unit of Credit – NCAA Approved Elective*

Over the past several years topics related to race and identity—including Ferguson, the NFL, Charlottesville, and immigration—have been in the news. This interdisciplinary course will examine the history and literary expression of race and identity in America as a means towards understanding why so many of us are confused, frustrated, and divided by this issue. If you have questions about race and identity but no place to ask them without fear of feeling ignorant, this is the course for you. If racism or prejudice affect you and you want to better understand how they work, this is the course for you.

Topics to be discussed include the psychology of prejudice, the origins and history of racial classification, race in popular culture and sports, and the present-day impact of racial ideology on law enforcement and other institutions—as well as connections to discrimination with regard to religion, ethnicity, gender, gender expression, sexual orientation, and ability. Students will learn strategies for thoughtfully discussing controversial topics and for safely responding when witnessing or experiencing bias outside of the classroom.

## **FAMILY AND CONSUMER SCIENCE**

Family and Consumer Science (FACS) classes empower students to achieve success in their future. Our job as FACS teachers is to help create productive members of society who are healthy, financially stable, able to problem solve, communicate effectively,



know how to find creative outlets, manage their stress, and have stable, loving families and relationships.

These classes allow our students to develop teamwork, leadership, and 21st Century skills that enable them to become critical thinkers in order to meet personal, family, career, and community challenges they will face in their adult life. FACS courses reinforce academic studies, while integrating math, science, and cognitive skills, and find creative solutions to problems along with hands-on experiences.

## **FOOD AND NUTRITION CORE**

.5 Unit of Credit

Food and Nutrition Core is a laboratory class in which students practice basic culinary skills, management and safety. This course must be taken before taking any other food classes.

## **FOOD PREPARATION AND NUTRITION**

.5 Unit of Credit

This course provides the student with a more in-depth study of the concepts presented in Food and Nutrition Core. It will challenge the student with a wide variety of food preparation experiences and meal management techniques.

Prerequisite: Food and Nutrition Core

## **GLOBAL AND GOURMET FOODS**

### **THE AMERICAS**

.5 Unit of Credit

Prepare, taste, serve, and evaluate traditional regional dishes of the Americas including The United States, Canada, Mexico, Central and South America, and the Caribbean.

Emphasis will be placed on ingredients, flavor profiles, preparations, and gourmet techniques.

Prerequisite: Food and Nutrition Core

## **INTERNATIONAL CUISINE**

.5 Unit of Credit

Discover the unique flavors and tastes from Europe, Asia, and Africa. You will explore the traditional foods and flavors while identifying the differing gourmet cooking techniques, equipment, ingredients, and influences from cultures across the globe.

Prerequisite: Food and Nutrition Core

## **FASHION AND CLOTHING**

1 Unit of Credit

This full year course is a laboratory class that will introduce students to fashion and sewing. It offers the students the opportunity to explore the role of fashion in everyday life and develop a personal style while learning basic sewing skills. Student will be exposed to careers in the fashion industry including clothing production, marketing, and merchandising. Students will be required to provide all materials.

## **FASHION AND CLOTHING II**

1 Unit of Credit

This is a full year laboratory class for students who have successfully completed Fashion and Clothing I. This course offers the students the opportunity to further their skills in clothing construction by making pattern adaptations, lining a garment, altering, repairing, or creating their own design. Students will be required to provide all materials.

Prerequisite: Fashion and Clothing

## **FASHION AND CLOTHING III**

1 Unit of Credit

Fashion and Clothing III is designed to give students an opportunity to apply the skills they have mastered in Fashion and Clothing I and II in a more in depth and creative way. Students will work on redesigning existing patterns and designing their own garments. This full year class is for students who are looking to pursue a career in the fashion industry. Students will be required to provide all materials.

Prerequisite: Fashion and Clothing II

## **FASHION AND CLOTHING IV**

1 Unit of Credit

This full year course is a continuation on the fashion courses that students have previously completed. Students will work on individual fashion lines and mood boards in order to create a series of projects that are based on a chosen theme. Students will be strongly encouraged to put their fashion line in the fashion show in May.

Prerequisite: Fashion and Clothing III

## **COLLEGE FASHION (Cazenovia College)**

1 Unit of Credit/3 College Credits

This full year course is a continuation on the fashion courses that students have previously completed. Students will receive 3 college level credits through Cazenovia College. Students will complete garment construction as well as fashion industry projects. Students will be strongly encouraged to put their fashion line in the fashion show in May. Students may take this course after completing Fashion 2 or 3.

Prerequisite: Fashion and Clothing II

## **INTRODUCTION TO EDUCATION I**

.5 Unit of Credit.

Introduction to Education I is a half credit course developed to introduce students to the rewards and challenges of teaching in today's society. It is designed to assist students in developing a passion for teaching and to explore techniques on how to best educate their students. Students will work on building their passion and philosophies of education and learning.

## **INTRODUCTION TO EDUCATION II**

.5 Unit of Credit.

Introduction to Education II is a half credit course which is a continuation of Introduction to Education I. Students will explore roles of educators in today's changing society, the changing educational landscape, and factors influencing education. Students will examine curriculum, effective instruction methods, classroom management, and assessment. Students will work with individual students during a fieldwork practicum and gain real word experience and insight into the teaching profession.

## **CHILD DEVELOPMENT**

.5 Unit of Credit.

This course provides a study of the physical, emotional, intellectual and social development of the prenatal through the school age child. Projects, guest speakers and a field trip in combination with a daily homework assignment are used to provide a thorough understanding of the material. Recommended for anyone who is going to work with or have children in the future.

## **PARENTING**

.5 Unit of Credit

This course will focus on the art of parenting and what it takes to provide care, support and love to a child in a stimulating and nurturing environment. This course also includes information that will help the students make healthy choices in relationships and parenting styles. Projects, guest speakers and a daily homework sheet are used to help them develop an understanding of the curriculum. Recommended to anyone who is, will be, or knows someone who is a parent.

## **WORLD LANGUAGES**

New York State requires all students to earn 1 Unit of Credit in a world language to graduate. This can be completed in middle school or one world language class after entering the ninth grade.

Regents Diploma with Advanced Designation World Language Requirement: Students must earn three units of credit in a language other than English and pass the local Checkpoint B examination in that language. This can be done after completing checkpoint A in middle school or highschool then by completing B1 and B2 French or Spanish and taking the locally developed Checkpoint B exam.

Students completing a five-unit sequence in career and technical education or the arts (visual arts, music, dance, and theater) are not required to complete the additional two units of the world language requirement for the Regents diploma with advanced designation but must still meet the Regents requirements for the total number of units of credit.

College-bound students should have at least 2-3 foreignworld language credits on their high school transcripts, depending on the college and the program of study.

World language department offerings are named in terms of the state-required checkpoints. Vocabulary for all courses are described based on the 15 topics outlined by the NYS Standards.

- Level A1 will complete the Checkpoint A in one year and take a local final.
  - Level A2 will complete the second half of Checkpoint A in one year and take a local final.
  - Level A accelerated course that will complete all of Checkpoint A one year.
  - Level B1 will complete the first half of Checkpoint B in one year and take a local final.
  - Level B2 will complete the second half of Checkpoint B in one year and take the local Regentscomplete the Checkpoint B exam.
  - Level C1 will complete the first half of Checkpoint C in one year and take a local final. College credit is available.
  - Level C2 will complete the second half of Checkpoint C in one year and take a local final. College credit is available.
- 

## **NYS Seal of Biliteracy**

The NYSSB recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society. Successful candidates will earn three points in English and three points in each world language from a points matrix, which includes course grades, national and state exams, transcripts, and culminating projects. The NYSSB takes the form of a Seal on the student's diploma and a medallion worn at graduation.

Students may also earn the seal in languages that are not offered at Valley Central but must be able to show intermediate- high proficiency in a language with a Roman

alphabet such as Spanish, French or Italian or an intermediate-mid level of proficiency in languages that do not use a Roman alphabet such as Mandarin Chinese or Ukrainian.

[intermediate-high level of proficiency](#). Please also review the [point system used to calculate if a student qualifies for the seal of biliteracy](#). Please note that there are multiple pathways to earn the seal but most students will be required to present a project to a panel of reviewers to a panel of reviewers.

Contact department chairperson, Daryl Nelson for more information:  
[daryl.nelson@vcsdny.org](mailto:daryl.nelson@vcsdny.org)

## **FRENCH**

### **FRENCH LEVEL A**

I Unit of Credit – *NCAA Approved Elective*

This is an accelerated course. Students will complete the vocabulary and grammar in all 15 NYS Checkpoint A topics for LOTE. Successful completion of this course will meet the NYS graduation requirement. Students with a 75 average or better and a strong homework ethic can expect a teacher recommendation to French B1 level.

### **FRENCH LEVEL B1**

I Unit of Credit – *NCAA Approved Elective*

This course is the first half of a two-year track leading to the local Comprehensive Regents examination. Language instruction will provide further and more in-depth study in the areas of personal identification, house & home, family life, community and neighborhood, meal-taking, health & welfare, education, earning a living, sports and leisure, public and private services, shopping, travel & transportation, physical environment, culture and current events. Proper usage of the language is stressed, with a growing emphasis on grammar, writing and speaking. Students with a 75 average or better and a strong homework ethic can expect a teacher recommendation to French B2.

## **FRENCH LEVEL B2**

I Unit of Credit – *NCAA Approved Elective*

This course is the second half of a two-year track and culminates in the local Comprehensive Regents examination. Language instruction will polish the student's proficiency in the areas of personal identification, education, earning a living, sports & leisure, health and welfare, meal-taking, family life, community and neighborhood, physical environment, public and private services, shopping, culture and current events. There will be a greater emphasis on the written and spoken language, with more focus on correct grammar and pronunciation. Students must pass both the course and the local Comprehensive Regents examination to receive Regents credit.

## **FRENCH LEVEL C1**

I Unit of Credit – NCAA Approved Elective

Language instruction at this level will emphasize student proficiency in all NYS Theme and topic areas. In addition to review and enhancement of vocabulary, students will be expected to approach mastery of all forms of communication, and culture. Students with paid tuition and a final, unweighted average of C or better may receive college credit for this course. Highly motivated students with an 80 unweighted average or better and a strong work ethic can expect a teacher recommendation to French C2.

## **SPANISH**

### **SPANISH LEVEL A1**

I Unit of Credit

Language instruction will focus on personal identification, education, community and neighborhood, types of jobs, family and home, shopping for food & clothing, sports and leisure, health and welfare, physical environment, culture and current events. Students will practice expressing likes and dislikes, socializing, asking for and offering information. Vocabulary is stressed at this level. Successful completion of this course will fulfill the student's graduation requirement.



## **SPANISH LEVEL A2**

I Unit of Credit – *NCAA Approved Elective*

Language instruction will focus on personal identification, community and neighborhood, family events, health and welfare, meal-taking, shopping for clothing & party needs, holidays, public and private services, sports & leisure, physical environment, travel, culture and current events. Students will continue to practice expressing likes and dislikes, socializing, asking for and offering information, and giving opinions. There is an increasing emphasis on grammar at this level. Successful completion of this course will fulfill the student's graduation requirement. It will not fulfill the NYS LOTE requirement for an Advanced Diploma and most colleges' requirement of 2-3 years of foreign language study. Students with a 75 average or better and a strong homework ethic can expect a teacher recommendation to continue on to Spanish B1.

## **SPANISH LEVEL B1**

I Unit of Credit – *NCAA Approved Elective*

This course is the first half of a two-year track leading to the local Comprehensive Regents examination. Language instruction will focus on personal identification, community and neighborhood, sports and leisure, education, health and welfare, meal-taking, family life, travel and transportation, shopping, physical environment, culture and current events. Proper usage of the language is stressed, with a growing emphasis on grammar, writing and speaking. Students with a 75 average or better and a strong homework ethic can expect a teacher recommendation to Spanish B2.

## **SPANISH LEVEL B2**

I Unit of Credit – *NCAA Approved Elective*

This course is the second half of a two-year track and culminates in the local Comprehensive Regents examination. Language instruction will polish the student's proficiency in the areas of personal identification, family life, physical environment, meal-taking, health & welfare, education, earning a living, sports & leisure, public & private services, travel, culture and current events. There will be a greater emphasis on the written and spoken language, with more focus on correct grammar and

pronunciation. Students must pass both the course and the local Comprehensive Regents examination to receive Regents credit. Highly motivated students who have passed the local Regents and have an 80 average or better and a strong homework ethic can expect a teacher recommendation to Spanish C1.

## **SPANISH LEVEL C1**

I Unit of Credit – *NCAA Approved Elective*

Language instruction at this level will fine tune students proficiency in all NYS topic areas. In addition to review and enhancement of vocabulary, students will be expected to master all forms of the present, past, future, conditional simple and compound verb tenses in the indicative mood, and will be introduced to the present and past subjunctive. Students with paid tuition and a final, unweighted average of C or better may receive college credit for this course through SUNY Albany. Highly motivated students with an 80 unweighted average or better and a strong homework ethic can expect a teacher recommendation to Spanish C2.

## **SPANISH LEVEL C2**

I Unit of Credit – *NCAA Approved Elective*

Language instruction at this level will allow for further, detailed study in all NYS topic areas along with an in-depth review and refinement of grammar and intense practice in the skills of listening, speaking, reading and writing in the target language. Though not specifically geared towards the Advanced Placement examination, students may opt to pay for and take this examination in May. Students with paid tuition and a final, unweighted average of C or better may receive college credit for this course through SUNY Albany.

## **ITALIAN**

### **ITALIAN I**

I Unit of Credit – *NCAA Approved Elective*

High school elective course is geared toward 3rd and 4th language learners. Purpose of the course is to develop communicative skills in Italian. These skills will enable the

student to order at a restaurant, talk about food, communicate with friends and relatives about personal interests and daily life, shop, express opinion, give and understand directions to get around town, travel, and talk about the house and home. This course will also focus on the Italian culture, current events, and have a strong emphasis on communication.

This course is an elective and cannot, currently, be used as a NYS LOTE requirement for achieving an Advanced Regents Diploma.

## **CHINESE**

### **MANDARIN 101 (Evening Online Program)**

Offered as an after school program available to 11th and 12th graders interested in learning a 3rd or 4th language. Students will meet twice a week from 6:00-7:30 online. Students that successfully complete this course will earn 3 college credits through Marist.

## **JROTC**

JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline.

Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.

The Junior Reserve Officer Training Corps (JROTC) is organized under the authority of the National Defense Act of 1916, reinforced by the Act of 1964. The program is sponsored by the United States Army in conjunction with the Board of Education. JROTC is the Principal's program.

The JROTC unit was established upon application by the Board of Education, Valley Central School District, to the United States Army in April 2003.

Title 10, United States Code, Section 203-1, Provides for leadership instruction and training for physically fit male and female students at educational institutions meeting prescribed conditions.

In each of the schools which offer JROTC, there are military personnel assigned as instructors. These are retired Army personnel, and the position titles authorized at Valley Central High School are as follows: Senior Army Instructor (SAI) and the Army Instructor (AI).

Students successfully completing the yearly course of instruction will earn 1 full credit toward graduation in an elective category.

## **LEADERSHIP EDUCATION AND TRAINING I**

I Unit of Credit

This course consists of instruction in The Spirit of American Citizenship which helps develop new skills you can use in school and throughout life. This introductory course gives you a greater appreciation of your American heritage as well as the history and purpose of Army JROTC. Other subjects covered are first aid, map reading, communications techniques, drug abuse prevention and Army physical fitness and wellness.

## **LEADERSHIP EDUCATION AND TRAINING I**

I Unit of Credit

This course discusses American Military History, roles of the US Army and its organization, military career opportunities and reviews in map reading, first aid and other subjects chosen by the Senior Army Instructor. Students will be required to participate in weekly physical training.

Prerequisite: Successful completion of LET I or permission of SAI

## **LEADERSHIP EDUCATION & TRAINING III (LET-III)**

I Unit of Credit

This course discusses self awareness and communication techniques, implements leadership principles into a military setting, service learning and its impact on the local community, further involvement in military history and citizenship development. You will also begin to actually develop and implement training plans which align with a master training program. Students will be required to participate in weekly physical training.

Prerequisite: Successful completion of LET II or permission of SAI

## **LEADERSHIP EDUCATION & TRAINING IV (LET-IV)**

I Unit of Credit

This course practically applies all aspects of leadership, communication and leadership through classroom preparation and presentations in leadership, citizenship, character development, communication skills, first aid, map reading and military history. Students will receive hands-on experience preparing and conducting both formal and informal instruction, truly leading by example. Students will be required to participate in weekly physical training. Prerequisite: Successful completion of LET III or permission of SAI

## **ART OF FLYING/SCIENCE OF FLIGHT (JROTC enrollment not required)**

.5 Credit Each Class

Become familiar with the vastness of the aviation world: commercial airlines, executive and business flying, government and military flying, flight and ground school instructing, college and high school teaching, fire fighting, law enforcement, medical evacuation, aircraft/electronic and digital maintenance, research and development, safety corporations, Federal Aviation Agency, National Transportation Safety Board, airport operations, etc. This FAA oriented classroom academic ground school introduces and orients both the novice/curious and serious aviation students to the Art

and Science of Aviation. It thoroughly prepares the aviation minded future aviator for the formal FAA ground school which is required to earn a private pilot's license. Topics include: the airplane and powerplant, principles of flight, forces, control and stability, basic and advanced ground, ground track and aerial maneuvers, instrumentation, meteorology, navigation, physiology, safety, etc. It also includes aviation history, both civilian and military, with an emphasis on the legendary contributions of the Wright brothers and Glen Curtiss. Topics will also include current events and careers within the aviation field. Sophomores interested in the BOCES 2-year Aviation program would benefit from participation.

This class is recommended for juniors and seniors.

## MATHEMATICS

### MATHEMATICS DEPARTMENT COURSE DESCRIPTIONS

The New York State Education Department (NYSED) has approved the Common Core Learning Standards in Math. Our high school mathematics curriculum was impacted beginning September 2013 for incoming freshmen. The courses described below reflect those changes.

#### **To graduate and earn a Local Diploma:**

Students with disabilities entering grade 9 in 2011 or later **MUST** earn three (3) math units of credit and score between 55 and 64 on the Common Core Algebra 1 Regents exam. Requirements change based upon the year the student entered the ninth grade. Students should contact guidance for more information.

#### **To graduate and earn a Regents Diploma:**

Students entering grade 9 in 2011 or later **MUST** earn three (3) math units of credit and a grade of 65% or better on the Common Core Algebra 1 Regents exam.

#### **To graduate and earn a Regents Diploma with Advanced Designation:**

Students graduating in 2011 or later **MUST** have a grade of 65% or better on the Common Core Algebra 1 Regents exam AND the Common Core Geometry Regents exam AND the Common Core Algebra 2 Regents exam.

### **College Bound Students:**

Colleges prefer students to have taken 4 years of math in high school. New York State asserts that for students to be college and career ready they should take 4 years of math in high school.

### **College Bound Athletes:**

Students planning to attend an NCAA school must choose from an approved list of courses. Please see your guidance counselor for more information.

## **CC ALGEBRA ACADEMIC INTERVENTION SERVICES (AIS)**

### **NO CREDIT**

Algebra AIS is offered for the student who has not achieved a score of proficiency on the Common Core Algebra 1 Regents exam. This math class is non-credit pass/fail where students meet on either A or B days. The purpose of the class is to give concentrated and individualized targeted instruction directed towards the Common Core Algebra 1 Regents exam. Students **MUST** pass the Common Core Algebra Regents exam in order to earn a NYS Regents diploma.

## **COMMON CORE ALGEBRA R**

### **1 UNIT OF CREDIT ~ NCAA Approved**

This is a one year course preparing students for the Common Core Algebra Regents exam. The topics include quantities and reasoning with equations and their graphs, descriptive statistics, linear and exponential functions, polynomial and quadratic expressions, equations and functions, and a synthesis of modeling with equations and functions. The Common Core Algebra Regents Exam will be given at the end of the year. Students **MUST** pass this course to move on to Common Core Geometry or

Common Core Geometry R. Students must take the Common Core Algebra Regents exam in June. Students must pass the Common Core Algebra Regents exam to earn a NYS Regents diploma.

## **COMMON CORE ALGEBRA L**

### **1 UNIT OF CREDIT~ NCAA Approved**

This is the first year of a two year program preparing students for the Common Core Algebra Regents exam. This course will meet for two periods per day and is designed to give students extra time to strengthen their overall mathematical background as required by academic intervention services. The topics include relationships between quantities and reasoning with equations and their graphs, descriptive statistics, and linear and exponential functions. Students **MUST** pass this course to move on to Common Core Algebra LR.

## **COMMON CORE ALGEBRA LR**

### **1 UNIT OF CREDIT~ NCAA Approved**

This is the second year of a two year program preparing students for the Common Core Algebra Regents exam. The topics include linear and exponential functions, polynomial and quadratic expressions, equations and functions, and a synthesis of modeling with equations and functions. The Common Core Algebra Regents exam will be given at the end of the year. Students **MUST** pass this course to move on to Financial Algebra or Common Core Geometry or Common Core Geometry R.

**Prerequisite: Credit in Common Core Algebra L.** Extenuating circumstances must be approved by the department chair.

## **FINANCIAL ALGEBRA**

### **1 UNIT OF CREDIT~ NCAA Approved**



This is a one year course designed for students as an option for a third unit of mathematics credit. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

**Prerequisite: Credits in Common Core Algebra L and Common Core Algebra LR.** A student who has taken any level of Geometry will **NOT** be allowed to take this course to fulfill their math credit requirement but may take it as an elective credit. Extenuating circumstances must be approved by the department chair.

## **COMMON CORE GEOMETRY**

### **1 UNIT OF CREDIT~ NCAA Approved**

This is a one year course for the student who has passed the Algebra Regents. The topics include fundamentals of congruence, analytic proof and constructions, connecting Algebra and Geometry through coordinates, and circles with and without coordinates. A local final exam will be given at the end of the year. Students **MUST** pass this course to move on to Common Core Algebra 2 or Common Core Geometry R.

**Prerequisite: Credit in Common Core Algebra R OR Credits in Common Core Algebra L and Common Core Algebra LR.** Extenuating circumstances must be approved by the department chair.

## **COMMON CORE GEOMETRY R**

### **1 UNIT OF CREDIT~ NCAA Approved**

This is a one year course preparing students for the Common Core Geometry Regents exam. The topics include congruence, proof and constructions, similarity, proof and trigonometry, connecting Algebra and Geometry through coordinates and circles with and without coordinates. The Common Core Geometry Regents will be given at the

end of the year. Students **MUST** pass this course to move on to Common Core Algebra 2 or Common Core Algebra 2 R.

**Prerequisite: Credit in Common Core Algebra R, a passing score on the Common Core Algebra Regents exam, and teacher recommendation.** Extenuating circumstances must be approved by the department chair.

## COMMON CORE GEOMETRY AD

### 1 UNIT OF CREDIT~ NCAA Approved

This is a one year course preparing students for the Common Core Geometry Regents exam. The topics include congruence, proof and constructions, similarity, proof and trigonometry, connecting Algebra and Geometry through coordinates and circles with and without coordinates. The topics will be more extensively covered and the degree of difficulty of the problems increases from Common Core Geometry R. The Common Core Geometry Regents will be given at the end of the year. Students

Students **MUST** pass this course with an 88 to move on to Common Core Algebra 2 AD.

**Prerequisite: Grade of 90 in Algebra AD and a passing score on the Common Core Algebra Regents exam.** Extenuating circumstances must be approved by the department chair.

## COMMON CORE ALGEBRA 2

### 1 UNIT OF CREDIT~ NCAA Approved

This is a one year course for the student who has passed Common Core Geometry. The topics include rational expressions, rational, irrational and complex numbers, quadratic equations and functions, sequences and series, relations and functions, exponents and exponential functions, logarithms, an introduction to trigonometry, and trigonometric graphs. A cumulative local final exam will be given at the end of the year.

**Prerequisite: Credits in Common Core Algebra and Common Core Geometry and a passing score on an Algebra Regents exam.** Extenuating circumstances must be approved by the department chair.

## **COMMON CORE ALGEBRA 2 R**

### **1 UNIT OF CREDIT~ NCAA Approved**

This is a one year course preparing students who have passed Common Core Geometry R for the Common Core Algebra 2 Regents exam. The topics include polynomial, rational, and radical relationships, trigonometric functions, functions, and inferences and conclusions from data. The Common Core Algebra 2 Regents exam and will be given at the end of the year. Students **MUST** pass this course to move on to Pre-Calculus.

**Prerequisite: Credits in Common Core Algebra and Common Core Geometry and passing scores on the Common Core Algebra and Common Core Geometry Regents exams.** Extenuating circumstances must be approved by the department chair.

## **COMMON CORE ALGEBRA 2 AD**

### **1 UNIT OF CREDIT~ NCAA Approved**

This is a one year course preparing students for the Common Core Algebra 2 Regents exam. The topics include polynomial, rational, and radical relationships, trigonometric functions, functions, and inferences and conclusions from data. The topics will be more extensively covered and the degree of difficulty of the problems increases from Common Core Algebra 2 R. The Common Core Algebra 2 Regents exam will be given at the end of the year. Students **MUST** pass this course with a grade of 88 or better to move on to College Algebra & Trig and must meet the requirements of SUNY Orange, including a minimum grade on the Regents exam, to qualify to take College Algebra & Trig for SUNY Orange college credit.

**Prerequisite: Grade of 88 in Common Core Geometry AD and passing scores on the Algebra Regents exam and the Geometry Regents exam.** Extenuating circumstances must be approved by the department chair.

## **PROBABILITY & STATISTICS**

### **1 UNIT OF CREDIT – NCAA Approved Elective**

This course is designed to provide the student with an understanding of the persuasiveness of probability and statistics in today's society and the means to use the concepts and formulas to problem solve. Topics included are data collection techniques, calculating probabilities, data distributions, hypothesis testing, regression and analysis, expected values, conditional probability, binomial and normal distribution, data analysis (random sampling and sampling distribution), and measures of association. Examples may come from analysis of random events, games of chance, and economic cycles. These fundamental concepts of statistical theory with an applied approach is designed to create savvy "statistical consumers", able to understand, evaluate, and analyze quantitative evidence presented in the media on issues relevant to citizens in our society today. A local final exam will be given at the end of the year. This course is an elective and will not count towards the 3 required credits in mathematics for graduation.

**Prerequisite: Credit in Geometry R OR Algebra 2 (any level).** Extenuating circumstances may be approved by the department chair.

## **INTRODUCTION TO COMPUTER SCIENCE**

### **½ UNIT OF CREDIT**

This half year course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science through the use of the Python programming language. The course content emphasizes finding solutions to complex problems using computational thinking. Students will learn the foundational elements of computer science as well as other key concepts. The course gives a foundation in the tools used in computer science and

prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses. Students taking this course should be enrolled in or passed Algebra I.

## **AP COMPUTER SCIENCE PRINCIPLES**

### **1 UNIT OF CREDIT – NCAA Approved Elective**

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

**Prerequisite: Credit in Algebra (Algebra R OR Algebra L and Algebra LR). A sophomore taking this course must have completed Intro to Computer Technology.** Extenuating circumstances may be approved by the department chair.

## **AP COMPUTER SCIENCE A**

### **1 UNIT OF CREDIT**

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. During the course, students will be exposed to the topics of program design and algorithm development, code logic, code implementation, code testing, documentation, and ethical computing.

**Prerequisite: Credit in Algebra and Geometry (Regents level or non-Regents level). A sophomore taking this course must have completed Intro to Computer Technology.** Extenuating circumstances may be approved by the department chair.

## **COLLEGE PREP MATH**

### **1 UNIT OF CREDIT – NCAA Approved Elective**

This is a full year course designed for the student who has successfully completed CC Algebra 2 and is not enrolled in Pre-Calculus or Calculus, but who desires instruction which will help prepare the student for college entrance exams in mathematics. The topics include trigonometry and college algebra topics including radicals, solving and graphing systems of equations, quadratics, algebraic fractions, logarithms, and functions. A local final exam will be given at the end of the year.

**Prerequisite: Credit in Common Core Algebra 2.** Extenuating circumstances must be approved by the department chair.

## **PRE-CALCULUS**

### **1 UNIT OF CREDIT – NCAA Approved Elective**

This is a full-year pre-calculus course. The topics include complex numbers and transformations, vectors and matrices, rational and exponential functions, trigonometry, and probability and statistics. A local final exam will be given at the end of the year.

**Prerequisite: Credit in Common Core Algebra 2 R.** Extenuating circumstances must be approved by the department chair.

## **COLLEGE ALGEBRA & TRIGONOMETRY**

### **1 UNIT OF CREDIT – NCAA Approved Elective**

This is a full-year pre-calculus course. The topics include extensive work with functions, the transformation of graphs, rational roots of polynomials, finite sequences and series, trigonometry, analytic geometry, factoring methods, conic sections, polar coordinates, and complex numbers. The topics will be covered more extensively, to a greater degree of difficulty, and at a faster pace than in Pre-Calculus. A SUNY Orange final exam will be given at the end of each semester and a local cumulative final exam will be given at the end of the year. Students **MUST** pass this course to move on to AP Calculus (AB). To qualify to enroll in College Algebra and College Trig through SUNY Orange students must meet the requirements of SUNY Orange, including a minimum score on the CC Algebra 2 Regents exam. Those students will receive 3 college credits for EACH course upon successful completion (possible 6 credits).

**Prerequisite: Credit in Algebra 2 AD and passing scores on the Common Core Algebra, Geometry and Algebra 2 Regents exams. Students who took Pre-Calculus in their junior year may also enroll in this course in their senior year.** Extenuating circumstances must be approved by the department chair.

## **ADVANCED PLACEMENT CALCULUS (AB)**

### **1 UNIT OF CREDIT - NCAA Approved Elective**

This is a full year calculus course. It is equivalent to at least one semester of college calculus. The theoretical and practical topics include limits, continuity, applications of derivatives, such as, related rates, max-min problems and rectilinear motion, and integrals and their applications, such as area under a curve and volume of revolution. Other topics include slope fields, exponential, logarithmic, and trigonometric functions. A local final exam will be given at the end of the course and the AP exam may be taken in May. College credit, as determined by each college, may be awarded for this course to those students who pass the AP exam.

**Prerequisite: College Algebra & Trigonometry.** Extenuating circumstances must be approved by the department chair.

# THE MUSIC DEPARTMENT

To graduate, all students must complete one unit of credit in either Art or Music. A sequence in Music must include one unit of Music Theory.

## **MUSIC THEORY (Grade 10-12)**

1 Unit of Credit

Music theory is the entry level course that introduces students to notation, harmonic structure, ear training and dictation. Students will be introduced to music history elements such as form, texture and style based upon how they relate to the units of theory skills. Students of music theory will be asked to learn piano skills, composition, and music analysis techniques. Music theory emphasizes the fundamental principals of music including pitch, rhythm, harmony, form, and the historical application of these principles. Enrollment is suggested for students in grades 10-12 who are currently studying an instrument or voice privately or within one of our school ensembles.

## **ADVANCED PLACEMENT MUSIC THEORY (Grade 11-12)**

1 Unit of Credit

Advanced Placement Theory is a structured college level music theory and history course for the musician who plans to pursue a post secondary degree in music or who has strong individual performing skills. Students will work on mastering skills and concepts based upon the written principles of traditional western music including of: key signature identification, chord and interval structure, four part harmony rules, motive and phrase analysis and overall music format and style. Students will develop strong aural and audio skills through melodic dictation, rhythmic dictation, harmonic dictation, and sight singing. As a final course requirement students will be asked to analyze and compose individual music compositions with the content learned from this course.



# **BAND**

## **SYMPHONIC BAND**

1 UNIT OF CREDIT- Grades 9-12

This ensemble has no audition requirement and all students who have played in the Middle School Band are welcome (If you haven't played in the Middle School Band but have continued to practice on your own time, an evaluation of your skills will be required by the band director) As a member, the student will continue to develop musical skills that will assist him/her in their personal growth as an instrumentalist and ensemble member. Students must exhibit a strong sense of pride and commitment and be prepared to work toward the success of the ensemble at all times. Symphonic Band meets every day. All instrumental students enrolled in this course are required to attend small group lessons that meet at least five times per quarter. This ensemble will participate in two mandatory post-session rehearsals and two concerts.

## **STUDIO BAND**

½ UNIT OF CREDIT- Grades 9-12

Placement in this group is by audition only. Lab band is made up of 15-20 rhythm section instrumentalists (guitar, bass, drum-set and piano) as well as vocalists. Small rock bands will be formed within the Lab Band class. Students will learn how to work with other musicians in a rock band setting; learning cover songs, writing originals and arranging medleys. The Lab Band performs together twice a year in the spring; a benefit rock concert in March where students choose a charity of their choice and an outdoor courtyard concert in May.

## **WIND ENSEMBLE**

1 UNIT OF CREDIT- Grades 9-12

Placement in this group is by audition only. Wind Ensemble is made up of advanced instrumentalists. The ensemble meets daily and plays music from NYSSMA Levels 4-6. Public performances are scheduled twice a year in the winter and the spring. Wind Ensemble also attends a competition event each spring. Because of the emphasis on individual parts regular and consistent practice outside of school is mandatory. Students must maintain a performance grade of 95 or higher to keep their placement in the group from year to year.

## **CHORALE**

### **CHAMBER CHOIR (Grade 9-12)**

1 Unit of Credit

An ensemble consisting of four equal voice parts: (soprano, alto, tenor and bass.) An audition is required for all entrants. Singers in this choir will learn advance skills for vocal production and will strengthen music theory knowledge and sight singing ability. Members must exhibit a strong sense of pride, dedication and commitment to the art of singing and be willing to put in out of school time for practice. Repertoire studies will be selected from classical to contemporary literature that will be either arranged with or without accompaniment and will be both challenging and entertaining. Students in this ensemble may choose to participate in a yearly competition trip at their own expense. All members must attend two post session rehearsals which are held prior to each of the mandatory Winter and Spring concerts.

### **WOMEN'S CHORALE (Grade 9-12)**

.5 Unit of Credit

Is a select ensemble consisting of 3 or 4 equal women's voices: (soprano I, soprano II, alto I and possibly alto II) A placement audition is required for entrance in which vocal technique is assessed based on tone quality, rhythm awareness and sight-singing skills. It is recommended but not mandatory that students enter with basic knowledge of music notation and fundamentals of choir singing. As a member students will continue to develop musical skills that will assist them in their personal growth as a singer and

ensemble member. Students must exhibit a strong sense of pride and commitment and be prepared to work toward the success of the ensemble at all times. This ensemble will participate in two mandatory post session rehearsals and two concerts.

## **MIXED CHORUS (Grade 9-12)**

.5 Unit of Credit

Mixed Chorus is a class that lets you explore many different ways to create and perform music. Units include: How to write your own percussion rhythms and how to use body percussion for a song in your playlist, learn to play and perform the recorder, learn to play chords on the guitar and be able to sing along, vocal instruction to create good singing skills, good tone and the ability to sing in harmony, listen to various types of popular music for enjoyment and learn to distinguish the musical elements in the selection. Projects will include small group performances within each unit. Performances will be peer based during the class time and options for public performance at both the winter and spring choral concerts.

## **DRAMA**

### **DRAMA I: MUSIC, ACTING AND STAGE PRESENCE (Grade 9-12)**

.5 Unit of Credit

Drama workshop is a comprehensive theatre course that will allow students to learn the many facets of theatre production. Students will receive the tools necessary for character analysis by the use of creative drama techniques; these will include the development of voice production, body movement, sensory memory and concentration. The Drama Workshop class will stimulate the student's creative abilities through the use of pantomime, improvisation and theatre activities, and will provide the student with social and individual development. Solo and group activities will allow the student to achieve qualities that will demand team-work, cooperation and dependability. Students do not need any prior experience to enroll in this class; the only pre-requisite is a creative imagination.

## **DRAMA II (Grade 10-12)**

1 Unit of Credit

Drama II continues to build upon the acting techniques developed in Drama Workshop. This course teaches the fundamentals of directing, producing and acting in a comical or dramatic play in the spring. Drama Workshop is a prerequisite for acceptance into Drama II. However, since the nature of this course is to present a different staged play each June, students may take this course more than once.

## **DRAMA III: ADVANCED ACTING AND DRAMATIC WRITING FOR THE STAGE AND SCREEN (Grade 11-12)**

1 Unit of Credit

This advanced drama class is designed for students with a minimum of two years acting experience and promotes a “post high school” level of refinement and attention to detail in acting and writing for the stage and screen. Classwork focuses on rehearsal, performance, and the creation and production of scripts. The centerpiece of the process will be intensive scene study wherein the actor will focus primarily on process rather than product. This will require a high level of concentration and learning not only from individualized direct instruction but by watching other actors work intently. Moreover, this class provides the student with opportunities to develop skills in critical listening and thinking, ensemble work, and aesthetic awareness with an emphasis on techniques that are commonly practiced in college training programs and in the acting and writing professions. In addition to the production of scenes and plays from the seminal stages of development through the finished product on stage or screen, students will have the opportunity to develop fundamental group brainstorming abilities, an array of self-assessment skills, problem-solving skills; and development of 21st-century skills that will help students be successful after high school graduation, regardless of academic and career goals.

**Jazz, Pep Band, Voxtones, and Valkyries are Music Dept. Clubs. Tri-M is the Music Honor Society.** [Information is available on the VCHS Activities page.](#)

# PHYSICAL EDUCATION, ATHLETICS AND HEALTH

To graduate, all students must successfully complete physical education each semester of each year in high school. Students participate in activities designed to promote fitness throughout life.

Students are not graded on skill levels but are graded on participation, cooperation, effort and knowledge of various activities, such as soccer, touch football, track and field, tennis golf, volleyball, basketball, softball, weight training, fitness tests, aquatics, project adventure and recreational games. Classes meet every other day.

To comply with the new state mandate, all students will be provided with hands-only CPR and AED training during their HS career in order to graduate.

## HEALTH

.5 Unit of Credit

Health is designed to help the student become more aware of contemporary health related issues as they pertain to the individual, the family and society in general. Through individual and group activities, class discussion and lecture, students will become more aware of their own ideas and values as they are exposed to information that will help them make choices regarding a healthy lifestyle.

## PHYSICAL EDUCATION

New York State requires all students to successfully complete physical education each semester of each year in high school in order to graduate. Classes meet every other day. Students must be enrolled in physical education every semester they attend public school. Students who fall behind in credit are not permitted to double up in physical education until their senior year.

Opportunities for make ups including Saturday morning swim, evening high school and post session makeup are available throughout the school year. Students must demonstrate proficiency in the curriculum and are graded on participation, cooperation, effort and knowledge of lifetime fitness and various activities.

## **Mental Health Education**

A component of Valley Central High School PE curriculum is Mental Health Education. All freshmen and sophomores will be exposed to a mental health curriculum. This curriculum will be taught during physical education classes on a 3 week block rotating basis. Students will learn a variety of skills that will help them to navigate through life experiences.

## **PHYSICAL EDUCATION (Grade 9)**

.25 Unit of Credit per Semester

Students participate in activities designed to promote health and fitness throughout life. Freshmen are introduced to skills required for various sports throughout the year including soccer, football, tennis, golf, volleyball, basketball, softball, lacrosse, badminton, table tennis, pilates, toning, weight training, fitness tests, aquatics, project adventure and recreational games. The curriculum also requires them to demonstrate proficiency for social responsibility, problem solving and cooperative activities. All 9th graders are scheduled for a three week unit in the pool.

## **PHYSICAL EDUCATION (Grade 10-12)**

.25 Unit of Credit per Semester

Students apply the skills acquired in 9th grade to various units of study. All 10th graders are scheduled for a three week unit in the pool. Students are given the opportunity to sign up each semester for two quarters of unit combinations offered during the Fall and Spring semesters. These units include an emphasis on improving physical fitness and developing a personal fitness plan. Activities include team sports, racket sports, lifetime fitness activities, aquatics, recreational games, project adventure activities, Life Saving, CPR/First Aid, Athletic Training, Sociology of Sport and the VC

Fitness Challenge. Every unit of study concludes with an assessment. Students will demonstrate the necessary knowledge and skills to establish and maintain personal health and fitness, a safe and healthy environment, and manage personal and community resources for a healthy and productive life.

## **SCIENCE**

Diploma students **MUST** earn three units of credit in science. The three credits must include one Living Environment credit and one Physical Setting credit – Earth Science, Chemistry, or Physics. The third credit may come from taking another science course ending in a Regents exam, Elements of Chemistry and Physics, Basic Physics, a science elective, or an MST course. All students must take a Science Regents exam and earn a grade of 65 or better.

To earn an Advanced Regents Diploma students **MUST** earn three units of credit in science. The three credits must include one Living Environment credit and one Physical Setting credit – Earth Science, Chemistry, or Physics. The third credit may come from taking another science course ending in a Regents exam, Elements of Chemistry and Physics, a science elective, or an MST course. Students must take two science Regents exams, one in the Living Environment and one from the Physical Setting (Earth Science, Chemistry, or Physics) and earn grades of 65 or better on both exams.

The New York State Education Department mandates that all students taking Regents laboratory courses complete a laboratory requirement in order to sit for the Regents exam. To complete the laboratory requirement, a Valley Central student must produce satisfactorily written reports of the work accomplished during 90 laboratory periods (3,600 total minutes). The written reports must be satisfactorily completed by the deadline established by the Valley Central Science Department. Students and parents will be informed of the deadline.

## **THE LIVING ENVIRONMENT**

1 Unit of Credit ~ *NCAA Approved*

The Living Environment course of study will focus on understanding important biological relationships, processes and mechanisms, and the application of biological concepts. Major course topics include ecology, cell biology, cell biochemistry, the maintenance of homeostasis in animals and plants, human anatomy and physiology, genetics and evolution. Students are required to do extensive microscope and lab work including labs required by New York State, which will be tested on the Regents exam. Students must satisfactorily complete all required laboratory experiences in order to sit for the Regents exam.

## **THE LIVING ENVIRONMENT AD**

1 Unit of Credit ~ *NCAA Approved*

This Living Environment Advanced course of study is designed for students who can learn at an accelerated pace. The course focus is the understanding important biological relationships, processes and mechanisms, and the application of biological concepts. Major course topics include ecology, cell biology, cell biochemistry, the maintenance of homeostasis in animals and plants, human anatomy and physiology, genetics and evolution. The level of difficulty in the Advanced course is designed to offer a challenge to capable students. As such, course concepts will be examined in greater detail and at a level that far exceeds the Regents course of study. The quantity of material studied as well as the level of expectation of assignments must reflect a greater depth of understanding on the part of the student. Students in the Advanced course are also expected to participate more and willingly meet the additional challenge. Students must satisfactorily complete all required laboratory experiences in order to sit for the Regents examination.

Prerequisite: Students must successfully complete 8th grade science with a grade of 85 or higher and teacher recommendation.

## **THE LIVING ENVIRONMENT: AIS**

No Credit



This AIS science course is designed to provide students with assistance in mastering The Living Environment/Regents Biology course of study and Regents exam. The course meets on alternate days.

## **THE PHYSICAL SETTING: EARTH SCIENCE**

1 Unit of Credit ~ *NCAA Approved*

The Physical Setting/Earth Science course of study is designed to encourage students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the NYS Learning Standards. Students will be taught to formulate questions that relate to their experiences and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. Students **MUST** satisfactorily complete all required laboratory experiences in order to sit for the Regents examination.

Prerequisite: Students must have passed the Living Environment course or be taking Living Environment concurrently with Earth Science.

## **THE PHYSICAL SETTING: EARTH SCIENCE AD**

1 Unit of Credit ~ *NCAA Approved*

The Physical Setting/Earth Science Advanced course of study is designed for students who can learn at an accelerated pace. The course focus encourages students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the NYS Learning Standards.

Students will be taught to formulate questions that relate to their experiences and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. The level of difficulty in the Advanced course is designed to offer a challenge to capable students. As such, course concepts will be examined in greater detail and at a

level that far exceeds the Regents course of study. The quantity of material studied as well as the level of expectation of assignments must reflect a greater depth of understanding on the part of the student. Students in the Advanced course are also expected to participate more and willingly meet

the additional challenge. Students MUST satisfactorily complete all required laboratory experiences in order to sit for the Regents examination.

Prerequisite: Students must have mastered the Living Environment course with an unweighted average of 85 or higher, an 80 or higher on the Living Environment Regents exam and permission of their Living Environment teacher.

## **EARTH SCIENCE: AIS**

No Credit

Earth Science Academic Intervention This AIS science course is designed to provide students with assistance in mastering the Physical Setting/Regents Earth Science course of study and Regents exam. The course meets on alternate days.

## **THE PHYSICAL SETTING: CHEMISTRY**

1 Unit of Credit ~ *NCAA Approved*

The Physical Setting/Chemistry course of study is intended to provide the student with an understanding of the theoretical and practical aspects of chemistry and the ability to handle equipment and chemicals safely. This course is intended for average and above

average students with a history of successfully completing Regents level Science courses. The topics in chemistry include: matter and energy, atomic structure, bonding, the periodic table, mathematics of chemistry, kinetics and equilibrium acids and bases, redox and electrochemistry, nuclear chemistry and organic chemistry. There are five lecture periods each week plus a chemistry lab that meets alternate days each week. Students MUST satisfactorily complete all required laboratory experiences in order to sit the Regents examination.

Prerequisite: Successful completion of Regents Geometry or concurrent enrollment in Geometry AD. Students must also have successfully completed Regents Earth Science and passed the NYS Earth Science Regents exam. Earth Science AD students may concurrently take Regents Chemistry with permission of their science teacher. Any student not meeting these criteria needs permission of the Science Department Chair.

## **ELEMENTS OF SCIENCE**

1 Unit of Credit ~ *NCAA Approved*

Available as an alternative or introduction to Physical Setting/Chemistry, this course covers the basic concepts of chemistry and physics as outlined in the New York State Learning Standards in Mathematics, Science and Technology. The chemistry portion of the curriculum, comprising 50 percent of the course, covers the basic nature, composition and structure of matter, elements, compounds and mixtures, the types of chemical reactions, solutions, and the properties of acids, bases, and salts. In the physics portion of the course, which encompasses the remaining 50% of the curriculum, the main topics include magnetism and electricity, heat, light, and sound. The course will begin with a review of the scientific method and metric system. There is no state-mandated laboratory component for this course. Laboratory work, done at the discretion of the teacher, will be incorporated within the regularly scheduled class period.

Recommended: Students must have successfully completed the Living Environment and Earth Science courses or be taking Earth Science concurrently with Elements of Science

## **BASIC PHYSICS**

1 Unit of Credit – *NCAA Approved Elective*

This course is designed as an alternative to Physical Setting/ Physics. Mathematical skills are necessary, but are more limited than in Regents Physics, and are mostly algebraic in nature. Topics covered include scientific notation, metric system measurement, graphing, kinetics, dynamics, harmonic motion, circular and projectile motion magnetism electricity, laws of gravitation and energy. There will be an emphasis on applying physics principles, concepts and skills to robotics based projects. Students will be expected to work cooperatively to design and construct simple devices and to problem solve.

Prerequisite: Successful completion of Physical Setting/Regents Chemistry or successful completion of Elements of Science with a 75 average.

## **THE PHYSICAL SETTING: PHYSICS**

1 Unit of Credit – *NCAA Approved Elective*

This course of study for The Physical Setting/Physics presents a modern view of physics with emphasis on both theoretical and practical aspects. The five core areas studied are mechanics, energy, electricity and magnetism, wave phenomena and atomic and nuclear physics. There are five lectures and alternate day laboratory periods scheduled each week. Students must meet the minimum number of completed lab requirements to be admitted to The Physical Setting/Regents Physics exam. Students MUST satisfactorily complete all required laboratory experiences in order to sit for the Regents examination. Prerequisite: Successful completion of Algebra 2 and Trigonometry R or concurrent enrollment in Algebra 2 and Trigonometry AD. Successful completion of Regents Chemistry with a grade of 75 or higher. Advanced students may concurrently take Regents Chemistry and Regents Physics with permission of their science teacher.

## **ELECTIVES and ADVANCED CLASSES**

## **ADVANCED PLACEMENT BIOLOGY**

1 Unit of Credit – *NCAA Approved Elective*

The Advanced Placement Biology course is designed to be taken by students after the mastery of a first course in high school biology and high school chemistry. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Three basic areas of study are included in the course: molecules and cells, genetics and evolutions, organisms and populations. Students will take the Advanced Placement exam at the end of the course which may permit them to be eligible to receive college credit. Five lecture periods meet each week. In addition, Advanced Placement Biology lab meets every other day. Prerequisite: Successful completion of The Physical Setting/Chemistry and passing grade on the Chemistry Regents exam or approval by administration. Advanced Placement science students are expected to complete the 4 Regents Science courses (Living Environment, Earth Science, Chemistry and Physics) prior to graduation.

## **ADVANCED PLACEMENT CHEMISTRY**

1 Unit of Credit – *NCAA Approved Elective*

The Advanced Placement Chemistry course is designed to be the equivalent of the first year college general chemistry course. Students should attain a depth of understanding of fundamentals and a competence in dealing with chemical problems. The course requires students to think clearly and express their ideas logically, both in writing and speaking. There is an emphasis on chemical calculations and mathematical formulation or principles. Extensive laboratory experiences are required accompanied by formal written laboratory reports to be submitted by each student. The topics covered in depth during the course are: structure of matter, states of matter, chemical reactions, descriptive chemistry and laboratory. Students **MUST** have a mastery of Regents Chemistry and Math 11R. Students will take the Advance Placement Chemistry exam at the end of the course and may be eligible for college credit in chemistry.

Prerequisite: Successful completion of The Physical Setting/Chemistry and Algebra 2 and Trig R or AD with an unweighted grade of 80 or higher in both courses.

Additionally, students must have a passing grade of 75 or higher on the Chemistry Regents. Students who have successfully completed Geometry AD with an 85 or higher may also enroll with permission of their Chemistry teacher. Advanced Placement Science students are expected to complete the 4 Regents Science courses (Living Environment, Earth Science, Chemistry and Physics) prior to graduation.

## **ADVANCED PLACEMENT PHYSICS (Calculus-based)**

1 Unit of Credit – *NCAA Approved Elective*

AP Physics (C) is a calculus-based course, which includes the topic of Newtonian mechanics. A good working knowledge of algebra and trigonometry is required for this course. Additionally, the basic ideas of calculus will be introduced in connection with such physical concepts as motion, work and energy. Understanding of basic principles and the ability to apply these principles in the solution of problems will be the major goals of this course. The course is representative of topics covered in similar calculus-based college courses. Students will take the Advanced Placement Physics (C) exam at the end of the course and may be eligible for college credit in physics.

Prerequisite: Successful completion of The Physical Setting/Physics with a grade of 80 or higher. Students must also have successfully completed or concurrently be taking College Algebra and Trigonometry. Advanced Placement Science students are expected to complete the 4 Regents Science courses (Living Environment, Earth Science, Chemistry and Physics) prior to graduation.

## **SCIENCE RESEARCH**

12 Collect Credit / 1 HS Credit per Year – *NCAA Approved Elective (First Year Only)*

This three year program commencing during the sophomore year gives students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. Students choose and explore a topic of interest. The topic may come from the natural sciences or the social sciences. Students develop skills in using electronic mail and the Internet, as well as learn to conduct on-line bibliographic searches of a wide range of databases. Each year of the program requires the accomplishment of specific goals, leading to designing and conducting an original experiment, data collection and analysis, and the writing of a formal research paper.

During their Senior year, students will enter their work in such competitions as the Intel Science Talent Search and the Junior Science and Humanities Symposium. Seniors also attempt to have their work published.

In addition to school credit, students may elect to gain college credit through the State University at Albany (fees required) for participation in their sophomore summer (2 credits), junior year (4 credits), junior summer (2 credits) and senior year (4 credits.) Science Research is taken in addition to, and not in replacement of, existing science requirements.

## **HEALTH SCIENCES**

1 Unit of Credit

This course presents the student with an explanation of the structure of the human body and its processes, Anatomy and Physiology. The skeletal, muscular, nervous, endocrine, cardiovascular, and respiratory systems will be comprehensively addressed. The digestive, excretory and immune systems will be introduced. Sub-Units addressed in this course will be Biomechanics, Kinesiology, Health and Nutrition, Physical Fitness Assessment and Training, Sports Medicine, and Future Careers in the Health Sciences. This course is appropriate for students intending to enter the health profession, such as; Biomedical Engineering, Dentistry, EMT, Nursing, Pharmacology, Physical Therapy, Athletic Training, Veterinary Medicine and should be considered an introduction to college-level work in this area. Where possible, the subject matter is enhanced by laboratory investigation. This course is especially beneficial for a student considering a medical career.

Prerequisite: Successful completion of Biology/The Living Environment Regents

## **FORENSIC INVESTIGATIONS**

.5 Unit of Credit – *NCAA Approved Elective*

The Forensic Science class demonstrates a multidisciplinary approach with interrelated concepts across all subject areas and establishes the application of science to criminal and civil laws. The class is designed with students working in teams to solve crimes

using scientific knowledge and reasoning. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics and social studies. Being able to work as a cohesive member of a team is vital.

Prerequisite: Students must have successfully completed Living Environment, Earth Science and Chemistry or Elements of Science and be comfortable with critical thinking, research and working together as a cohesive team.

## **CRIMINAL FORENSICS**

*.5 Unit of Credit – NCAA Approved Elective*

Criminal Forensics is designed to provide students with a basic theoretical and philosophical understanding of the investigatory process as well as fundamental investigation techniques such as crime scene analysis, collection, preservation, and testing of evidence, use of technology, types of evidence, and the science of criminalistics while investigating interdisciplinary relationships with biology, chemistry, physics, art and history. Being able to work as a cohesive member of a team is vital.

Prerequisite: Students must have successfully completed Living Environment, Earth Science and Chemistry or Elements of Chemistry and Physics and be comfortable with critical thinking, research and working together as a cohesive team.

## **The Science Lab Requirement**

The New York State Education Department requires that all students taking Regents laboratory courses satisfactorily complete a lab requirement. In order to satisfactorily complete the lab requirement, a Valley Central student must produce written reports of the work accomplished during 90 laboratory periods. The written reports must be of high quality and are to be turned in within the time frame specified by the instructor.

Any student failing to complete the laboratory requirement faces severe academic penalties. Students not completing required labs are barred from taking their Science



Regents examination. Barred students fail to complete an important graduation requirement and also receive a Regents exam grade of zero, which will be averaged into their final course grade. Additionally, since quarterly report card averages include laboratory grades earned during a marking period, a student's quarterly grade average will be negatively impacted by the failure to complete labs.

It is vital that students complete all laboratory work carefully, thoroughly, and in a timely fashion. To ensure that your child is completing laboratory work, please contact your child's science teacher regularly throughout the school year.

## **SOCIAL STUDIES**

To graduate: All students must complete four units of Social Studies. All students must pass the Regents Exams in both Global History and U.S. History. To earn a Regents Diploma With Advanced Designation: Students must earn a Regents Exam grade of at least 65 in Global History and in U.S. History.

Required high school Social Studies courses are:

- Grade 9: Global History
- Grade 10: Global History II
- Grade 11: U.S. History and Government
- Grade 12: Economic/Participation in Government

## **GLOBAL HISTORY I**

1 Unit of Credit ~ *NCAA Approved*

This course includes an important introductory unit on culture and the social sciences –government, geography, history, anthropology, economics and sociology – which establishes a framework for both Global History I and Global History II. It will also include a survey of European and Non-European World History. Upon completion of this course, students will be able to demonstrate the ability to utilize the knowledge

and insights gained to participate in democratic decision making and to work effectively with others of differing views and cultures. This course begins with the Ancient Period of History and ends with the Enlightenment Period.

## **GLOBAL HISTORY I AD**

1 Unit of Credit ~ *NCAA Approved*

This course includes an important introductory unit on culture and the social sciences –government, geography, history, anthropology, economics and sociology – which establishes a framework for both Global History I and Global History II. It will also include a survey of European and Non-European World History. Upon completion of this course, students will be able to demonstrate the ability to utilize the knowledge and insights gained to participate in democratic decision making and to work effectively with others of differing views and cultures. This course begins with the Ancient Period of History and ends with the Enlightenment Period. In addition to regular course work students will be expected to complete a quarterly project or reading assignment. The level of difficulty in the advanced course is designed to offer a challenge to the more academically motivate or capable students. As such, course concepts will be examined in greater detail that greatly exceeds the Regents course of study.

## **GLOBAL HISTORY II**

1 Unit of Credit ~ *NCAA Approved*

This course consists of the continued study of Europe and Non-European World History, It consists of the study of the political, historical, social, cultural and economic events that shaped history from the 1700s to the present. All students will take the Global History & Geography Regents Examination (a comprehensive exam consisting of both Global I and II courses.)

## **GLOBAL HISTORY II AD**

1 Unit of Credit ~ *NCAA Approved*

This course consists of the continued study of Europe and Non-European World History. It consists of the study of the political, historical, social, cultural and economic events that shaped history from the 1700's to the present. All students will take the Global History & Geography Regents Examination (a comprehensive exam consisting of both Global I and II courses.) In addition to regular course work students will be expected to complete a quarterly project or reading assignment. The level of difficulty in the advanced course is designed to offer a challenge to the more academically motivate or capable students. As such, course concepts will be examined in greater detail that greatly exceeds the Regents course of study.

## **GLOBAL STUDIES / U.S. HISTORY: AIS**

No Credit

Each one is a remedial course for those who have failed to pass a Social Studies Regents Examination Test one or more times. The course will focus on the interpretation of charts, graphs, maps and political cartoons as well as learning to read and listen for understanding. Regents exams will be administered in January, June and August.

## **U.S. HISTORY and GOVERNMENT**

1 Unit of Credit ~ *NCAA Approved*

This course will deal with a thorough analysis of the Constitutional foundations of the Republic. Key Constitutional principles such as separation of powers, check and balances, judicial review and the Bill of Rights will be examined. The remainder of the year is based on American History from 1865 to the present. All students will be required to take the New York State Regents Examination in U.S. History and Government. This course is required by the NYS Education Department for all students for graduation. A grade of 65 or better is necessary for a Regents Diploma.

## **U.S. HISTORY and GOVERNMENT AD**

### 1 Unit of History ~ *NCAA Approved*

This course will deal with a thorough analysis of the Constitutional foundations of the Republic. Key Constitutional principles such as a separation of powers, check and balances, judicial review and the Bill of Rights will be examined. The remainder of the year is based on American History from 1865 to the present. All students will be required to take the New York State Regents Examination in U.S. History and Government. This course is required by the New York State Education Department for all students for graduation. A grade of 65 or better is necessary for a Regents Diploma. In addition to regular coursework students will be expected to complete a quarterly project or reading assignment. The level of difficulty in the advanced course is designed to offer a challenge to the more academically motivated or capable students. As such, course concepts will be examined in greater detail that greatly exceeds the Regents course of study.

## **ECONOMICS**

### .5 Unit of Credit ~ *NCAA Approved*

This is a survey course in macro and micro economics. This course will include a study of the United States and international economy, history, theories and practical applications. This course is required by the New York State Education Department for all students for graduation.

## **PARTICIPATION IN GOVERNMENT**

### .5 Unit of Credit ~ *NCAA Approved*

This course is a study of democracy in action through participation in government activities such as Youth in Government, School Elections and Mock Trials. It includes a look at local, state and national government operations and the roll of citizens in the democratic process. This course is required by the New York State Education Department for all students for graduation.

# **SOCIAL STUDIES ELECTIVES**

## **ADVANCED PLACEMENT AMERICAN HISTORY**

1 Unit of Credit – *NCAA Approved Elective*

This course is open to those students who have excelled in advanced social studies previously and are willing to make a definite commitment to the subject. All students taking the course will be required to write the College Board Examination each May. Students must pay for their own AP exam (approximately \$91.00). With approval of the counselor, this course may be taken in place of American History & Government. Students who do so will be required to take the New York State Regents Examination. The Advanced Placement Program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. College Credit or advanced placement in college may be earned if adequate scores are achieved on the College Board Examination.

## **PSYCHOLOGY**

.5 Unit of Credit – *NCAA Approved Elective*

Psychology is the study of behavior and mental processes. Motivation, moods, memory, reactions, attitudes, perceptions, attraction, talent, what you enjoy – or despise – all of these things have their roots in your Psychology. While Psychology is in the Social Science curriculum; it is in reality a Behavioral Science that often overlaps with the Natural Sciences. Have you ever experienced a physical reaction to an emotional situation? Sweating, shaking or stomach discomfort before a big test, a game, a presentation or performance? Have you ever known someone was talking about you when you walked into a room even without anyone saying anything? Has a certain smell or song ever brought back a strong memory? Have you found yourself attracted to someone you have nothing in common with? Have your sleep patterns changed since you reached adolescence? All of these situations have much to do with brain chemistry and illustrate the intrinsic connection between mind and body. While

we cannot always control our feelings and behaviors, we can understand and manage them with awareness using psychological and neurological tools. We all learn differently, react differently and process information differently, however there are theories that sometimes prove that we are more predictable than we realize. Why is there evil in the world? There are psychologists that have theories that can explain that too. My hope is that you will hang in there for the first several units which are designed to prepare you for an introductory college level Psychology Course, (all the while having fun doing it – that’s a promise!), and as we progress and build a strong foundation – move along to aspects of Psychology that you can use as tools to understand yourselves and others in a way that will help you now and in the future.

## **SOCIOLOGY**

.5 Unit of Credit – *NCAA Approved Elective*

Sociology is the systematic study of human society. The first half will include: an analysis of culture and society, social interaction, deviance, sexuality, gender, race and ethnicity. The second half will include: aging and the elderly, the family, religion, education, health, social movements and social change. This course is recommended for Grade 11 and Grade 12 students interested in the Social Sciences.

## **MEDIEVAL and RENAISSANCE EUROPE (SUNY ORANGE)**

3 College Credits / .5 HS Credit – *NCAA Approved Elective*

This is an introductory course which deals with the medieval and Renaissance periods in European history. The course begins with post-Roman world and ends with the Protestant Reformation. Emphasis is on the political, social, cultural and economic developments of the period. Topics to be considered are: feudalism, manorialism, the life of the peasant, monarchy, the development of the nation-state, the medieval church, the Renaissance and Protestantism. Students receive three SUNY Orange credits.

## **MODERN EUROPE (SUNY ORANGE)**

3 College Credits/ .5 HS Credit

This course begins with the Congress of Vienna and extends to the present time. Some topics considered are nationalism, imperialism, Communism, Fascism, the two World Wars, the Cold War, and united Europe. Emphasis is on the social, economic, cultural, and political developments, centering on the theme of humanity's disillusionment with the promises of earlier generations.

## **THE HOLOCAUST IN HISTORY (SUNY ALBANY)**

3 College Credits/ .5 HS Credit – *NCAA Approved Elective*

Begins with an overview of European Jewish life on the eve of the attempt at its destruction, examines the cultural, social, and intellectual roots of Nazism, and discusses the efforts to isolate and marginalize those marked as “a-socials” in German society. Explores the radicalization of the Nazi program and investigates the variety of ways targeted groups responded to the crisis. This course covers a number of survivor accounts and the memorialization and politicization of the Nazi Holocaust in the United States and Israel. Students will receive three SUNY Albany credits.

## **NATIONAL GOVERNMENT (SUNY ORANGE)**

3 College Credits/ .5 HS Credit – *NCAA Approved Elective*

A survey of the United States political system at the national level including treatment of the historical background, central concepts and revisions of the constitutional framework, examination of the presidency, congress, federal bureaucracy, judicial structure and process, political parties, interest groups, the media, and current public issues.

## **AMERICAN LAW**

.5 Unit of Credit – *NCAA Approved Elective*

This half year course is an elective course that examines the various aspects of the United States law and its practice. This provides a very significant overview of a major segment of American Government. This course includes law as it relates locally on the state and federal level. Units will include constitutional law, tort or civil law, criminal law and the historical influence in our legal system. Activities will include mock trials, “one

on one" examinations and cross-examinations,briefs, individual and group research interviews and oral presentations. Students should have good writing skills.

Prerequisite: Open to students in 11th-12th grade who have successfully completed Global I and Global II

## **WORLD WAR II: From the Origins to the Long Term Impacts**

.5 Unit of Credit

Students will examine the complex causes of World War II by dissecting the political, social, and economic conditions that led to the War. Students will also analyze key battles and strategies during the war while also focusing on impact the war was having on the home front. In conclusion, students will determine the long term impacts of the war and gain an understanding on how it shaped the modern era. This course will focus on skill development and provide students with the opportunity to engage in critical thinking through the new practices in Social Students. Students will be required to complete two projects and a four page paper in order to gain credit for this course.

## **SOCIAL HISTORY OF ROCK AND ROLL**

.5 Unit of Credit

Students will examine the social history of rock and Roll and its impact on society and politics in the United States. Students will also analyze how political, societal, and economic factors shaped the growth of rock n roll throughout the decades. This course will include the birth of rock and roll and everything in between: Classic Rock, Pop-Rock, Hip Hop, Punk, and Heavy Metal. This course is intended to help students think creatively and critically about Rock-and-Roll music. The class will study how rock music reflects society from its roots and continuing through the present day. Students will also analyze the role of rock and popular music as a symbol of identity (race, class, gender, generation) and its continual transformation through the years.

## **MILITARY HISTORY**

.5 Unit of Credit



This course will provide students with materials and concepts to understand the roles that the military has played in U.S. history. It explores the U.S military as an institution. The course will maintain a focus on the changes to the military's organizational structure, duties, technological capabilities, and engagements.

By completing the course requirements, students will learn 1) how to think historically about the U.S. military, 2) how to analyze both primary and secondary sources as core elements of historical study, 3) some of the research methods and investigative techniques used by historians, and 4) how to synthesize information and present analysis.

## **WORLD ISSUES**

.5 Unit of Credit

This course will allow students to deeply understand contemporary world issues. It is a hands-on class that examines current issues impacting the world. The course gives students the opportunity to investigate issues that matter to them, debate and propose solutions to problems, and to figure out where one's country (the United States) stands in world affairs. Some issues addressed are Environmental Issues, Terrorism, and Human Rights Violations.

# **SPECIAL EDUCATION**

Special Education Teachers teach collaboratively in classrooms with academic teachers and teach subjects in small class settings as well. At Valley Central High School there are three 12:1:1 classrooms: Basic Skills (Grades 9/10), Basic Skills (Grades 11/12), and Life Skills (Grades 9-12). The purpose of the three classrooms is to promote independence and prepare students for employment directly after high school.

## **Basic Skills: Grades 9/10**

In the Grades 9/10 Basic Skills classroom, students focus on functional academics in the morning and spend the afternoons learning skills that will foster independence and, hopefully, lead to gainful employment as adults. Students practice these vital skills at their student-run business, Sweet Treat Café, and other school-based vocational tasks such as assisting in the cafeteria kitchen and leading a school-wide recycling program.

## **Basic Skills: Grades 11/12**

Students in the Grades 11/12 Basic Skills classroom spend the morning focused on academic subjects and functional academics. They spend the afternoons in the PAES Lab and learn soft skills instruction such as work safety through the Youth at Work Talking Safety Program as well as prepare for various jobs with the “I Can Work” curriculum and “Skills to Pay the Bills” program. Next year, having met the requirements, the students will have the opportunity to participate in the PAES community vocational experience (see below).

## **Life Skills**

The Life Skills classroom is a mixture of Grade 9-12 students. Students in this classroom focus on functional academics, daily living skills, and important life skills tailored to meet each student’s needs and designed to foster independence at a variety of levels. Students in the Life Skills classroom participate in a student-run business called Café 113, in which they cook and prepare food and then sell to faculty and staff on Fridays. Throughout the year, students also participate in numerous field trips within the community and surrounding areas which help students to practice these life and social skills that they learn throughout the school year.

## **PAES: Basic/ Life Skills Grades 9-12**

The PAES Lab was introduced in September 2021 at VCHS. The district has invested in the Practical Assessment Exploration System, a product of Talent Assessment Inc. and Life Productions Inc. The goal of this system is to introduce and teach students employability skills for 200 different community-level jobs. On a daily basis, students are assessed on their ability to complete certain tasks and their performance determines their next responsibilities. As data is collected from every task, a report is generated that identifies an employee's strengths, weaknesses, and independence level in each vocational area. In overview, families and staff are informed about the student's abilities, which allows them to direct the student into the most successful post-secondary career/ job.

\*Pending district approval for the 2023-2024 school year: After students complete 100 hours, or 150 jobs and they are 16 years old, they will have the opportunity to participate in a community vocational experience, in which they will go to different elementary schools in the district and complete various vocational tasks.\*