



SALAMANCA HIGH SCHOOL

WARRIOR PRIDE:

WHERE LEARNERS

BECOME LEADERS

...AND I AM A WARRIOR

ACADEMIC CURRICULUM GUIDE 2019-2020

2019-2020 ACADEMIC CURRICULUM GUIDE

The goal of this publication is to stimulate increased student and parent involvement in the process of course selection and scheduling. The key to successful program planning is involvement. The ultimate goal is for each student to have an academic program that will provide a meaningful and successful educational experience. It is necessary for administrators, counselors, and teachers to provide information, counseling, and appropriate recommendations to enable the student and his/her parents to make wise decisions. The ultimate responsibility for the selection of courses lies with the student's parents. Planning a student's academic schedule should be done through informed decision making with consultation and careful consideration.

Included in this book is a four-year high school planning sheet. This plan should be completed by every student upon entering ninth grade and revised each year. When developing a four-year course outline, considerable thought should be given to post-high school plans. Students and parents should refer to the options listed under Course Selection Information.

The Student Support Services Center has many resources available to help students with their high school plans. These include books and pamphlets on career and college planning, financial aid, college and career videos, college handbooks, study skills material, as well as access to the web. Students and parents are welcome to use any of these materials, either in the office or borrowed from the Center.

Dear Future Salamanca High School Graduate,

This course catalog is designed to give students and parents/guardians detailed information about NYS graduation requirements, types of diplomas, and the courses we offer here at Salamanca City CSD. It is our objective to ensure you are college and career ready by the time you graduate. To become college and career ready it is our belief that it is in the students' best interest to explore many types of courses when planning for their future. Students should consider their future college and career choices when using this catalog and plan wisely to avoid the need for schedule changes or possible misplacement. We want your high school experience to be meaningful, challenging, and memorable! We offer a broad selection of courses as well as many extra-curricular activities to foster a well-rounded student. We offer collegiate level courses through Erie Community College and Jamestown Community College as well as several Advanced Placement courses and vocational courses through our local BOCES. The high school experience is full of opportunities that prepare each student for adulthood. Exploring, understanding, and choosing wisely from the opportunities that are available here at Salamanca City CSD will provide each student with purpose and focus beyond high school.

Christopher R. Siebert
High School Principal
...And I am a Warrior

HIGH SCHOOL

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Our Community

The city of Salamanca, nestled in the southwestern portion of New York State on I-86 corridor, has a great deal to offer to current and prospective residents. The Allegheny River winds its way through the middle of the city and surrounding townships, and the city's southern backyard boundary is the beautiful Allegany State Park, which is available year-round for various outdoor activities. The whole area is a naturally beautiful setting for golf, skiing (downhill and cross-country), hunting, and fishing, boating, and camping. Salamanca is the only city in the United States that lies completely on an Indian Reservation. Tourism is fast becoming a major industry in Salamanca and the surrounding area - boasting the Seneca Allegany Casino, Kinzua Dam, Elkdale Country Club, and the Holiday Valley and Holimont Ski Resorts, all within a ten-minute drive.

Our District

The Salamanca City Central School District has an enrollment of approximately 1490 students in Grades Pre-K-12. The Prospect Elementary School [Pre-K - Grade 3] has 436 students. The Seneca Intermediate School [Grades 4-7] has 410 students. The High School [Grades 8-12] has 407 students. The District employs a professional staff of 175 teaching & support personnel, 78 nonteaching employees, and 12 supervisors. The District prides itself on employing support staff specialists who provide speech, remedial reading, ENL, remedial math & literacy, library, psychological, counseling and clinical social work services.

Our School

The NYS Board of Regents accredits Salamanca High School with over 92 courses offered to approximately 400 students. Salamanca High School is proud to provide students with three opportunities to receive the NYS Career and Technical Education endorsement on their Regents Diploma. The school provides competitive Varsity, Junior Varsity, and Modified athletic programs through 36 teams. Students are also engaged in over 20 clubs and activities. Our performing arts program, including musicals and Native dancing, rounds off the District's commitment to a comprehensive education.

The student population of Salamanca High School proudly reflects the community. This diversity provides rich cultural opportunities for students and adults alike. The teaching staff maintains a high degree of professional acuity through ongoing learning opportunities and continuous professional development opportunities. Salamanca High School supports students through a progressive 1:1 student to technology device initiative.

Mr. Jerry J. Parisi

Native American Counselor 8-12
945-2404 ext. 6014

Mrs. Tonia Sibilio

A-K, Grades 8-12
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Salamanca High School

50 Iroquois Drive, Salamanca, NY 14779
 (716) 945-2402 Fax: (716) 945-5983

Superintendent Mr. Robert Breidenstein	Principal Mr. Christopher Siebert	School Counselors Mrs. Tonia Sibilio	
Asst. Superintendent Dr. Mark Beehler	Asst. Principal Mrs. Lynnette Magiera	Mrs. Michelle Winship Mr. Jerry J. Parisi	A-K L-Z Native American

2018-2019 INFORMATION

- | | |
|--|---|
| <ul style="list-style-type: none"> • Public School - grades 8- 12 • Accreditation - NY State Board of Regents • Calendar – Four, ten-week grading periods • CEEB # - 335-020 | <ul style="list-style-type: none"> • Total District Enrollment – 1450 • Total Sr. HS Enrollment - 407 • Teaching Faculty - 69 • Seniors Ranked - 87 |
|--|---|

Percent of Graduates Entering College/Military/Regents diploma (Class of 2018)

- | | | |
|----------------------------------|-----------------------|---------------------|
| • 4 yr. College/University – 21% | • 2 yr. College – 44% | • Trade School – 1% |
| • Military – 2% | • Employment – 21% | |

The Community...

Salamanca City School District is located on the Seneca Nation of Indian reservation and encompasses the City and Town of Salamanca, the Town of Coldspring and the Hamlet of Kill Buck.

Graduation Requirements

To earn a NY State Regents Endorsed HS diploma or a NY State Regents Endorsed HS diploma with an Advanced Designation, a student must meet the following units and test requirements:

Unit Requirements

1 unit is equivalent to 40 weeks, .5 unit to 20 weeks. Total units required including core courses & electives equals 22.

	Regents Endorsed with Advanced Designation	Regents Endorsed
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Science	3 credits	3 credits
Math	3 credits	3 credits
World Language	3 credits*	1 credit
Art/Music	1 credit	1 credit
Health	1/2 credit	1/2 credit
Physical Education	2 credits**	2 credits**
Electives	1.5 credits	3.5 credits
Total Credits	22 credits	22 credits
*Students can bypass World Language if they have a 5-unit sequence in Career & Tech Ed, Art or Music.		
**4 years of Physical Ed. successfully completed.		

Test Requirements for Regents Endorsed Diploma

- Common Core Examination in English Language Arts
- Common Core Examination in Math
- Regents Examination in Science
- Regents Examination in Social Studies
- Pathway (One additional Regents Exam in Math, Science, Social Studies, or CDOS credential, or Pathway assessment in the Arts, CTE, or LOTE)

Test Requirements for Regents Endorsed Diploma

- Common Core Examination in English Language Arts
- Regents Examination in Global History & Geography
- Regents Examination in US History & Government
- Common Core Examination in Algebra
- Common Core Examination in Geometry
- Common Core Examination in Algebra 2
- Regents Examination in Physical Science
- Regents Examination in Life Science
- Checkpoint B LOTE Examination or 5 unit sequence in the Arts or CTE

Test Requirements for Regents Diploma w/Advanced Designation and Mastery in Math and/or Science

Students who complete all coursework and testing requirements for the Regents Diploma with Advanced Designation in mathematics and/or science, and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and/or three commencement level Regents examinations in science, will earn a Regents Diploma with Advanced Designation, with an annotation of the diploma that denotes Mastery in Mathematics and/or Science, as applicable.

Curriculum

The program of studies is comprehensive with academic programs that include Jamestown Community College (JCC) Connection courses, Erie Community College (ECC) Advanced studies courses, college preparatory advanced and New York State Regents courses, career preparation courses offered through BOCES CTE Center at Ellicottville, general and special education courses. High School courses taken in the 8th grade are considered accelerated courses.

College Connection courses through Jamestown CC in the Salamanca School District include:

- Art: Drawing I
- Business: Accounting Fundamentals, Intro to Computer Art Design, Microcomputer Applications I (MOUS)
- English: English Composition I & II, Public Speaking, Writing about Literature
- Math: Applied Technical Math, Calculus & Analytical Geometry I, College Algebra/Trig, Elementary Statistics, Pre-Calculus
- Science: Zoology - Biology of Birds/Insects/Mammals/Reptiles/Amphibians
- Technology: Engineering & Drawing w/ CAD, Intro to Solid Modeling

Erie Community College offers advanced studies credit for BEEP College Success Skills (Business Education Employability Portfolio)

CTE Endorsements through the Business department in the Salamanca School District include:

CTE MOUS, CTE Accounting, and CTE Computer Graphics. These programs require completion of 5 credits in rigorous coursework in addition to college courses and an approved Career and Technical education technical assessment.

Grading

All members of the 2015 cohort are included in the ranking. All subjects are figured in the GPA. A minimum grade of 65 is passing. A weight of 1.1 is used for Advanced Placement and college courses, 1.05 for honors and higher-level courses and 1.0 for all others. The sum of adjusted scores is divided by the number of credits earned. Weighting is used for ranking purposes only. In ranking transfer students with letter grades, the following equivalents suggested by New York State Education Department are used.

A+ = 100 = 4.0	B+ = 89 = 3.3	C+ = 79 = 2.3	D+ = 69 = 1.3	F = 60 = 0.0
A = 96 = 4.0	B = 86 = 3.0	C = 76 = 2.0	D = 67 = 1.0	
A- = 92 = 3.7	B- = 82 = 2.7	C- = 72 = 1.7	D- = 65 = 1.0	

	SAT Mean Scores					ACT Mean Scores	
	Total #	ERW	Math	Writing		Total #	Composite Score
Class of 2016	20	460	460	420	Class of 2016	2	22
Class of 2017	07	510	510	NA	Class of 2017	NA	NA
Class of 2018	19	470	460	NA	Class of 2018	NA	NA

Athletics

Salamanca High School is a Section VI, Class D school offering 28 competitive modified, varsity, and junior varsity sports for boys and girls. Athletes compete in the CCAA Division II League.

DIPLOMA TYPES

- Regents Diploma – All students
 - with Honors
 - with Career and Technical Education Endorsement
- Regents with Advanced Designation – All students
 - with Honors
 - with Mastery in Math
 - with Mastery in Science
 - with Mastery in Science and Math
 - with Honors and Mastery in Math and Science
 - with Career and Technical Education Endorsement
- Regents Diploma (through appeal) – All students
- Local Diploma - Students with Disabilities with an IEP or if included on the student's 504 Accommodation Plan
 - with Career and Technical Education Endorsement
- Local Diploma (through appeal) – All students
- Local Diploma (through Superintendent's determination) – Students with Disabilities with an IEP

CREDENTIAL TYPES

- Career Development and Occupational Studies Commencement Credential
 - Students with disabilities other than those assessed using the NYS Alternate Assessment
- Skills and Achievement Commencement Credential
 - Students with severe disabilities that are assessed using the NYS Alternate Assessment

SCHEDULING PROCESS

January

The Course Catalog and Course Request Forms will be available to all students. Counselors will conduct scheduling orientation sessions to discuss the course catalog, review diploma requirements, and assist in making preliminary course selections for the next school year.

February/March

All students will make course selections for the next school year. Counselors will review course selections individually with each student. A list of each student's course requests will be sent home. Parents are encouraged to make appointments with their child's school counselor to discuss their child's scheduling and four-year plan.

April/May

The Master Schedule for the following year will be developed, based on course requests made by the students. It is extremely important that all students turn in course request forms that are as accurate as possible at this time. Courses that have too few student requests will be deleted from the following year's master schedule at this time.

May

Students will be asked to make alternate choices where there are unresolvable course conflicts, or situations in which a course will not be offered due to insufficient enrollment.

June

Any requests for a course change should be made during final examination week or the first week of summer vacation. Requests for schedule changes later in the summer will be considered but may not be able to be made for reasons of class size, etc.

July/August

Contact the Student Support Center to request a course change. Counselors will be available on a limited basis during the summer. Please note schedule changes at this time are subject to approval by the Principal. Students will receive their schedule via mail and/or parent portal in late summer.

COURSE SELECTION

This Course Catalog gives a brief resume of content, prerequisites, and expectations of each course. Students should become familiar with this Course Catalog and other scheduling materials.

Preliminary Steps

- Become familiar with the course catalog
- Review requirements for graduation
- Review elective courses
- Develop a sequence of required and elective courses to meet graduation requirements and to facilitate post-graduation plans
- Discuss ability levels and course selections with teachers and counselors to ensure that you are maximizing your academic potential
- Involve parents/guardians in the course selection process
- Plan optimistically and realistically

Course Selection

- Counselors will meet individually with students to review course selections
- Review the recommendations of teachers and counselors with your parent/guardian
- Complete the course selection sheet
- Have parent/guardian sign the selection sheet
- Return signed selection sheet to the Student Support Service Center

Scheduling Load

- Students are required to take a minimum of 6 academic courses plus physical education per year
- Student-athletes must be enrolled in 6 ½ credits to maintain athletic eligibility
- To maintain eligibility the student-athlete must be passing at least 5 ½ credits.

Course Levels

- General (G) - An academic course designed to comfortably challenge the student. These courses are less rigorous and demanding compared to a Regents level course.
- Regents (R) - An academic course based upon the New York State Curriculum. These courses satisfy academic requirements for college and post-secondary employment.
- Regents Accelerated - An academic course that is offered to select students a year ahead of the rest of their cohort. Typically begins with Math and Science in 8th grade.
- Honors (H) - A section of select courses that provide a more in-depth academic focus for students who have been recommended and have met pre requisites.
- Advanced Placement (AP) – Advanced college level coursework. Students are required to take the Advanced Placement exam at the end of the year.
- College (College) - An advanced course offered in connection with JCC or ECC. Student's successful completion will also earn them SUNY college credits.

CRITERIA FOR ADMISSION and CONTINUED ENROLLMENT IN HONORS/ACCELERATED COURSES

- Student displays a positive and enthusiastic work ethic.
- Student completes homework and projects independently and meets deadlines.
- Student is a consistent critical thinker who participates regularly in class discussions and offers valuable insight and thoughtful interpretation about what has been read.
- Student consistently presents valuable insight and thoughtful interpretation in his/her writing.
- Student demonstrates consistent attendance – **no more than nine unexcused absences** for the entire year
- Student must have a final average of 85% or higher in previous Course as appropriate.

Jamestown College Connection Courses at Salamanca HS

Course (Credits)	Accuplacer Writing (8 point scale)	Accuplacer Reading	Additional Requirement
ART 1510: Drawing I (3 credits)	None	None	None
ART 1730: Intro to Computer Art & Design (3 credits)	None	None	None
BIO 1515/1520/1540/1560: Zoology (1 credit each)	4+	80+	None
BUS 1410: Accounting Fundamentals (3 credits)	None	None	None
BUS 1610: Banking & Finance (3 credits)	None	None	Prerequisite: Financial Management
CMM 1610: Public Speaking (3 credits)	None	80+	None
CSC 1560: Microcomputer Applications (4 credits)	None	80+	1 yr. HS Algebra
ENG 1510: English Comp (3 credits)	4+	80=	None
ENG 1530: English Composition II (3 credits)	7+ or Satisfactory completion of ENG 1510	80+	None
ENG 1540: Writing About Literature (3 credits)	Satisfactory completion of ENG 1530		
MAT 1260: Applied Tech Math (3 credits)			Accuplacer Algebra 40+
MAT 1500: Problem Solving with Mathematics (3 credits)		80+	MAT 0500 or placement exam

MAT 1540: Elementary Statistics (3 credits)		80+	MAT 0600, MAT 1500 or placement exam
MAT 1600: Pre-calculus (4 credits)			Accuplacer College Level Math 40+
MAT 1710: Calculus & Analytic Geometry I (4 credits)	None	None	HS Pre-Calc
MCT 1240: Engineering Drawing with AutoCAD (4 credits)	None	70+	None
MCT 1380: Intro to Solid Modeling (3 credits)			Pre/Co requisite MCT 1240 or Accuplacer equivalent
PHY 1250: Technical Physics (4 credits)			Pre/Co requisite MAT 1590

SALAMANCA CSD STATEMENT OF INTENT TO GRADUATE

Regents needed: _____ 504/SWD: _____

Name: _____ Date: _____

Class Rank: _____ out of: _____ Cumulative GPA: _____

Graduation Requirements			
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Eng 9	___	Glob. St. 9	___	Math	___	Biology	___
Eng 10	___	Glob. St. 10	___	Math	___	Earth Science	___
Eng 11	___	US Hist.	___	Math	___	Science	___
Eng 12	___	Economics	___				
		Government	___				

		Electives:		Future Plans:	
PE 9	___	Art/Music	___	_____	_____
PE 10	___	Health	___	_____	_____
PE 11	___	World Lang	___	_____	_____
PE 12	___			_____	_____

Credits Earned:	
Credit Needed:	
TOTAL	22.0

EXAM REQUIREMENT		ADVANCED DIPLOMA EXAMS		OPTIONS	
Algebra CC		Geometry CC		Pathways	
Science Regents		Algebra II CC		Compensatory (SWD)	
Global Studies Regents		Science Regents			
US History Regents		World Language Reg. Equiv.			
English (ELA) CC		By-Pass:			

DIPLOMA TYPE	Regents	Regents w/ CTE	Regents w/ Advanced Designation	Regents w/ Advanced Designation w/ CTE	Local
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MASTERY	Math	Yes	No	Science	Yes	No
	3 RE/CC @ 85% or higher			3 RE/CC @ 85% or higher		

HONORS – Regents	HONOR – ADV.
AVG. of 5 RE/CC must = 90.00% ... NO Rounding	AVG. of 8 RE/CC must = 90.00% ... NO Rounding
Yes ... No	Yes ... No
Math CC	Algebra CC
Science RE	Geometry CC
Global RE	Algebra II CC
US History RE	Living Science RE
ELA CC	Physical Science RE
	ELA CC
	Global RE
	US History RE

I have reviewed my 4-year plan and understand that I must complete all requirements to graduate. I have reviewed my transcript (8-11) including course work in progress this current year, Grade Point Average and future college/career plans. I agree that my transcript is accurate to date.

Student Signature: _____ Counselor Signature: _____

**COURSE
DESCRIPTIONS
2019-2020**

ART

STUDIO IN ART

This course is the foundation level course, which is required for all high school art majors. Studio Art is a yearlong introduction to the nature, functions and techniques of the visual arts, in the past and present. Students must complete all course work and homework at a no less than proficient level.

*This course fulfills the 1 credit for the Fine Arts graduation requirement.

Grade: 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

DRAWING AND PAINTING

This is an advanced level course for grades 10, 11, and 12, which may be elected after the student has completed Studio Art and desires to participate in advanced study in the area of drawing and painting. All assignments and course work must be completed at no less than a proficient level.

Grade: 10, 11, 12

Length: 40 weeks

Prerequisite: Studio in Art

Credit: 1.0

Level: G

ADVANCED ART

This is a third level course at an advanced level, which can be taken upon teacher recommendation. This class is an introduction to multiple media and techniques and the introduction to creating a portfolio. All assignments and course work must be completed at no less than a proficient level.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Drawing and Painting

Credit: 1.0

Level: G

SENIOR PORTFOLIO

This is a fourth level course for the competent, serious art major planning on continuing on in the field of art. It can be taken upon teacher recommendation. The focus of the class will be to prepare a professional portfolio to have for school and job interviews. The work in the course will cover a wide range of possibilities so as to have a comprehensive portfolio with depth.

Grade: 12

Length: 40 weeks

Prerequisite: Advanced Art

Credit: 1.0

Level: G

PHOTOGRAPHY

This course is an advanced course where we will be incorporating the developing world of digital photography and manipulation of photos with Adobe Photoshop. It is helpful but not a requirement for a student to have access to his or her own digital camera. The student will keep a portfolio of their work for evaluation purposes. All assignments and course work must be completed at no less than proficiency level.

Grade: 12

Length: 20 weeks

Prerequisite: Studio Art, teacher recommendation

Credit: 0.5

Level: G

DRAWING I (ART 1510 - JCC 4 credits)

This course is a college course in drawing. It is a half-year course that will give students 4 college credits from JCC if passed with a D or better. Students will gain a working knowledge of foundation skills and abilities in artistic visual expression. Students are introduced to drawing media and concepts. Students learn to draw perceived objects and become able to discuss the drawings meaningfully.

Grade: 11, 12

Length: 20 weeks

Prerequisite: 2 years of Art, teacher recommendation

Credit: 0.5

Level: College

BUSINESS & COMPUTER SCIENCE

BANKING AND FINANCE (BUS 1610 - JCC 3 credits)

Banking and Finance will be designed for students to gain a hands-on working environment with respect to the banking industry of today. Students will be responsible for actually running a full service bank with respect to customer service, opening bank accounts, running teller transactions, scheduling, auditing all while learning about banking regulations as well as problem solving skills. Students will gain practical knowledge of balancing the ATM as well as dual control. Students will gain knowledge in respect to security, fraud, and computer software applications. Students will be prepared to actually work for a bank once this course is completed.

SUNY JCC college credit will also be an option for students who take and pass the JCC College Placement Test and then pass the course. (3 SUNY credits) Students not pursuing college credit for this class do not have to take the Accuplacer test.

Grades: 11, 12

Length: 20 Weeks

Prerequisite: Financial Management

Credit: .5

Level: College

CAREER PLANNING

This course delves into all aspects of gaining employment. Topics covered include the students developing their own career plans, practicing interviewing techniques, developing resumes, and other pertinent information for obtaining job-related aptitudes

***Required for CTE endorsement for MOUS, Accounting and Computer Graphics**

Grade: 9, 10, 11, 12

Length: 20 weeks

Prerequisite: none

Credit: 0.5

Level: G

FINANCIAL MANAGEMENT

This course stresses such items as use of banking facilities, credit usage, insurance usage to manage personal risk, and completing of Federal and State Tax forms. This course will examine and give students ideas and ways that they can begin to work on the building of their personal wealth. Various investment options will be examined and the students will complete an investment portfolio as part of the course requirements. Upon completion of the course the students should understand aspects of financial literacy.

***Required for CTE endorsement for MOUS, Accounting and Computer Graphics**

Grade: 9, 10, 11, 12

Length: 20 weeks

Prerequisite: none

Credit: 0.5

Level: G

KEYBOARDING

This course is designed for students to develop & enhance skills for entering alphabetic, numeric, & symbol information on a keyboard. The course includes study of basic page layout, design structure and computer graphics to produce professional-looking documents such as spreadsheets & charts, tables, letters, MLA reports, as well as the creative production of flyers, business cards, brochures, advertisements & certificates. Students will be creating their own movies. Students will also learn the basics of how to research the career they are interested in pursuing.

***Required for CTE endorsement for MOUS, Accounting and Computer Graphics**

Grade: 9, 10, 11, 12

Length: 20 weeks

Prerequisite: none

Credit: 0.5

Level: G

PROGRAMMING I

Students will learn the components of the programming cycle including problem analysis, algorithm development, design implementation, debugging, and acceptable documentation standards. Students will implement their algorithms using an object-oriented programming language.

Programming is an introduction to programming using Microsoft's Visual Basic 2008 and other beginner languages. The focus will be in Visual Basic 2008 and has become the tool of choice for developing user-friendly Windows applications in the business world. Students will also use the Alice program after basics of coding are learned and understood in Visual Basic.

Grade: 10, 11, 12

Length: 20 weeks

Prerequisite: none

Credit: 0.5

Level: G

PROGRAMMING II

This advanced course is intended to be a continuation of Intro to Computer Science (Programming I). This is a project-based course designed to utilize concepts, commands, classes, objects, encapsulation, information hiding, and code reuse. The students will also be asked to integrate the graphical user interface features of object oriented programming to create a professional looking final. Students will continue the Programming I content such as Microsoft's Visual Basic 2010, Scratch, Python, Arduino, Flash coding and other beginner languages. The course will also include work with Makey Makey's, Vex Robotics, Drones and Nau Robots at an advanced level.

Note: Computer Programming I and II together can be used as a third unit of Math. Students will also have the opportunity to take the AP exam in Computer Science Principles.

Grade: 10, 11, 12

Length: 20 weeks

Prerequisite: Programming I

Credit: 0.5

Level: G

MICROCOMPUTER APPLICATIONS I (CSC 1560 - JCC 4 credits)

This course will study major Microsoft Applications such as word processing, spreadsheets, web design, and much more. The focus will be on the completion of training and testing for Microsoft Office Certifications 2013 in Word, Access, Excel, and PowerPoint and Outlook. After the completion of each Microsoft Component through Gmetrix training and testing, students will have to choose at least one Microsoft Office Specialist Certification Test to take for industry standard certification. Students are encouraged to take and to pass as many certifications tests as they wish. The second half of the course is a project-based course designed to teach the students how to use and integrate all applications named above. (One certification test completion is required.)

***Required for CTE endorsement for MOUS**

SUNY JCC college credit will also be an option for students who take and pass the JCC College Placement Test and then pass the course. (**4 SUNY credits**) Students not pursuing college credit for MOUS class **do not have** to take the Accuplacer test.

Grade: 10, 11, 12

Length: 40 weeks

Prerequisite: Accuplacer score of 80 Reading, Students must have 1 year of HS Algebra

Credit: 1.0

Level: College

MOUS II (Microsoft Office User Specialist)

This course is an advanced project-based course utilizing all program knowledge learned in MOUS I. All projects are chosen from real-life needs from the district/community. This course will study advanced uses of major microcomputer applications; word processing, spreadsheets, web design, graphic manipulation, animations, and database management plus Windows fundamentals. The students are required to take at least 2 certifications in either Microsoft (MOS) or Adobe (ACA) Certification areas. The focus will be on the completion of projects using commercially available applications such as: Word, Access, Excel, PowerPoint, Publisher, Front Page Web Design, Adobe Photoshop, Adobe Illustrator and Macromedia Flash. This is a project-based course designed to teach the students how to use and integrate all applications named above (One certification test completion is required)

***Required for CTE endorsement for MOUS**

Grade: 11, 12

Length: 40 weeks

Prerequisite: MOUS I

Credit: 1.0

Level: G

INTRO TO COMPUTER ART and DESIGN (ART 1730 - JCC 3 credits)

This is a JCC College Connections Course where students will be introduced to techniques and processes of creating artwork and graphic design using the computer. Students will be required to take and pass at least one Adobe Certification Test (ACA) in Photoshop, Illustrator, Premiere, or InDesign. They are also encouraged to take and pass as many ACA certifications tests as they wish so that they can better position themselves in a competitive market in the real world. Students will get an overview of electronic image manipulation, illustration, and page layout and design. This course is a prerequisite to other computer art/graphic courses at JCC. Students will be using Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe Premiere, Microsoft Gif animator, as well as Adobe Flash Students will be using peripherals such as digital camera, video and Wacom Graphic Tablets. This course is designed for all students interested in increasing their presentation and graphic manipulation skills that would be useful for all pre and post-secondary graphic design fields. This course is required for the CTE in Computer Graphics. Student focus is Advance Computer Graphics with an intense focus on certifications of the ACA exams in Adobe: Illustrator, InDesign,

Dreamweaver, Flash, and Premiere (at least 1 certification is required). Students will also be required to create and help with District projects requiring graphic design and advertising.

***Required for CTE endorsement for Computer Graphics**

Grade: 10, 11, 12
Length: 40 weeks
Prerequisite: None
Credit: 1.0
Level: College

COMPUTER GRAPHICS II

This course is required for the CTE in Computer Graphics. Student focus is Advance Computer Graphics with an intense focus on certifications of the ACA exams in Adobe: Illustrator, InDesign, Dreamweaver, Flash, and Premiere (at least 1 certification is required). Students will also be required to create and help with District projects requiring graphic design and advertising.

***required for CTE endorsement for Computer Graphics**

Grade: 10, 11, 12
Length: 40 weeks
Prerequisite: Computer Graphics I
Credit: 1.0
Level: G

**B.E.E.P. (BUSINESS EDUCATION EMPLOYABILITY PORTFOLIO)
(GS 111 College Success Skills ECC 3 Credits)**

The electronic portfolio developed in the B.E.E.P. course highlights the student's exemplary work and extracurricular activities during high school. Students will develop a multimedia tool in this course, which will showcase their preparation for the workforce and post-secondary education. This portfolio allows students to highlight their interests and achievements in school. Student portfolios are kept online for two years after students are enrolled in the course so prospective employers may view the portfolios and students may update the portfolios.

Note: Students who take this course may receive 3 college credits for College Success Skills through Erie Community College. The curriculum for the College Success Skills class is the same as for BEEP class with additional chapter work from the College Success Skills textbook.

***Required for CTE endorsement for MOUS, Accounting and Computer Graphics**

Grade: 11, 12
Length: 20 weeks
Prerequisite: None
Credit: 0.5
Level: College

HOSPITALITY AND TOURISM

In Hospitality and Tourism students will learn the basic concepts of tourism, hospitality, restaurant, recreation, sports and entertainment. Students will have a chance to become ServSafe certified as well as learning how to use POS terminals (these are the machines that are in restaurants where a person takes an order using the terminal). Students will be utilizing the Virtual Restaurant simulation. In this class students will be creating their own restaurants, their own hotels, their own sporting events, researching cruise lines, and researching a country of their choice.

Grade: 9, 10, 11, 12
Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

ACCOUNTING FUNDAMENTALS (BUS 1410 JCC 3 credits)

The first half of the course will be the JCC BUS 1410 Accounting course. This is a college level introductory accounting class. Topics that are covered include: journalizing business transactions that affect a service business, posting of transactions to a general ledger, and the preparation of financial statements. Students will also journalize business transactions for a merchandising business into special journals, posting to various ledger accounts, and preparation of financial statements. Most of the work will be done using accounting software. The second half of the course will be examining various aspects of the accounting principles and their effects on management decisions. Students will examine notes receivable, notes payable, adjusting and closing entries, inventory calculations, bad debt expense calculations, tax liabilities, employment payroll requirements and necessary filing requirements. ***Required for CTE endorsement for Accounting**

Grade: 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: College

ENTREPRENEURSHIP

If you are someday hoping to open up your own business, this course is for you. The course is designed to help students be successful in creating and running a small business. The focus will be on selecting a business and preparing a business plan. Topics will include: types of business ownership, management principles, Internet organization, and human resource management, with marketing, finance and risk management. Students will also be utilizing the Virtual Business Retailing Simulation.

***Required for CTE endorsement for Accounting**

Grade: 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

SPORTS AND ENTERTAINMENT MARKETING

Get ready for two of the most exciting and most competitive businesses in the world. The sports and entertainment industries are two of the most profitable industries in the United States. Sports and entertainment marketing is a subject to which all students can relate. Sports and entertainment marketing are everywhere-not just ballparks and theatres, but at schools, on television and radio, in stores and on the Internet. Students will learn about the key functions of marketing and how those functions are applied to the sports and entertainment industry.

Grade: 9, 10, 11, 12

Length: 20 weeks

Prerequisites: None

Credit: 0.5

Level: G

INTERNSHIP

An innovative learning experience where students participate in a non-paid, part-time community based learning experience. Students are paired with local organizations to learn about work that goes on in a particular field. Students are generally scheduled for Work Study in the afternoon and are released early from the HS so they can work with their internship host at a local business or

government agency. Students involved in Work Study may earn up to one credit (awarded in half credit units) by fulfilling between 80-100 hours of on-site experience and participating in seminars. The in-school seminars focus on safety, job skills, human relations skills and career-making decisions. A supervisor will coordinate all Internships and determine an academic grade. Students accepted and enrolled in Work Study must be in good academic standing and maintain that standing during their enrollment. Students need to provide their own transportation.

Grade: 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

Career and Technical Education Endorsement

The Business Department offers 3 Career and Technical Education Endorsements for students who complete a sequence of courses in our Business Department. The Career and Technical Education endorsement is New York State recognition of successful completion of career-based courses. Under the new “4+1” pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth assessment required for graduation may be an approved Career and Technical Education technical assessment. Additionally the student’s diploma would contain a technical education endorsement indicating successful completion of a CTE approved program.

SALAMANCA HIGH SCHOOL BUSINESS DEPARTMENT'S CAREER & TECHNICAL EDUCATION ENDORSEMENTS Required Courses		
<u>CTE MOUS</u>	<u>CTE ACCOUNTING</u>	<u>CTE COMPUTER GRAPHICS</u>
Keyboarding (.5 credit 9 th grade generally) may be taken in 10-12 grades if not scheduled in 9 th grade	Keyboarding (.5 credit 9 th grade generally) may be taken in 10-12 grades if not scheduled in 9 th grade	Keyboarding (.5 credit 9 th grade generally) may be taken in 10-12 grades if not scheduled in 9 th grade
Financial Management (.5 credit 9 th grade generally) may be taken in 10-12 grades if not scheduled in 9 th grade	Financial Management (.5 credit 9 th grade generally) may be taken in 10-12 grades if not scheduled in 9 th grade	Financial Management (.5 credit 9 th grade generally) may be taken in 10-12 grades if not scheduled in 9 th grade
Career Planning (.5 credit--10 th grade generally) can be taken in 11 th or 12 th grade if not scheduled in 10 th grade year	Career Planning (.5 credit--10 th grade generally) can be taken in 11 th or 12 th grade if not scheduled in 10 th grade year	Career Planning (.5 credit--10 th grade generally) can be taken in 11 th or 12 th grade if not scheduled in 10 th grade year
Business Education Employability Portfolio (.5 credit—11 th or 12 th grade) ECC GS 111 College Success Skills 3 college credits	Business Education Employability Portfolio (.5 credit—11 th or 12 th grade) ECC GS 111 College Success Skills 3 college credits	Business Education Employability Portfolio (.5 credit—11 th or 12 th grade) ECC GS 111 College Success Skills 3 college credits
MOUS (1 credit—10 th -12 th grades) JCC CSC 1560 Microcomputer Applications--4 college credits	Entrepreneurship (1 credit—10 th -12 th grades)	Intro Comp Art Design (1 credit—10 th -12 th grades) JCC ART 1730 Graphic Design--3 college credits
	Accounting (1 credit—10 th -12 th grades) JCC BUS 1410 Accounting Foundations—3 college credits	Computer Graphics II (1 credit—10 th -12 th grades)

DRIVER EDUCATION

1. **ATTENDANCE** – Each student must complete 24 hours of lab time and 24 hours of classroom work (1/4 of the lab time must be actual behind the wheel driving experience).
2. **AGE** – You must be 16 years old on or prior to the 1st day of classes.
3. **BEHAVIOR** - The philosophy of the course is to provide an awareness of the need for safe habits and compliance with the law. If the instructor becomes aware of legal violations, recklessness or a dangerous attitude, the instructor has an **obligation** to deny you course credit and drop you from the course. Never distract the driver while you are the passenger, and do not comment on any difficulties the driver is having that make him/her more unsettled.
4. **CREDIT** – The course has two parts – a lab and a classroom. The DMV requires that a passing grade of a least 65 be achieved in each part. No blue card can be issued without passing both.
5. **THE BLUE CARD** – Upon successfully completing the course work, you will be issued the blue card. This MV 285 card is to be kept in safekeeping. When you are ready for your road test, present you permit and the card at the DMV office for a road test appointment. If you are age 16 at that time you should save the card until you are 17. If you are 17 when you take your test, or you turn 17 after passing the road test with the DMV, the blue card will give senior driving privileges instead of waiting until age 18. **DO NOT TAKE THE 5-HOUR COURSE - THE BLUE CARD IS USED INSTEAD.**
6. **INSURANCE** - At some time in the future, you will need proof of haven taken driver's education in order to obtain an insurance discount. Take the insurance form you receive from driver's education to your insurance carrier to get the discount.
7. **DRESS CODE** – Do not wear clothing that is inappropriate for school wear. Do not wear sandals or footwear that might catch on pedals. T-shirts and jewelry must follow the same guidelines that the principal sets for the classroom.
8. **ASSIGNMENTS** – Homework, test, lab finals and final test are used to compile your grade. A syllabus will be given to you during your first class.

Grade: 11, 12

Length: 20 weeks

Prerequisite: None

Credit: .5

ENGLISH

ENGLISH 9

English 9 will be following the Common Core Curriculum in preparation for the ELA exam it is comprised of two primary components: literature and composition. In the literature portion of the course, students will learn to make connections between life and literature while also learning to view ideas from diverse perspectives. This part of the course also emphasizes reading comprehension and the analysis of literature in four genres: the short story, the novel, drama and poetry. Major works include The Odyssey, Romeo and Juliet, and The Giver. The composition portion of the course compliments the literature and emphasizes analytical skills and the writing process, as well as grammar and mechanics. Students will also be introduced to research and will compose a research paper utilizing the MLA format. This course follows closely with the curriculum of Global Studies 9.

Grade: 9

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

ENGLISH 9 HONORS

This course is intended to challenge the more academically able student and designed for students who exhibit outstanding abilities and skills in English. In addition to skills covered in the regular freshman English course, the content of this course will be accelerated and enriched to provide an extensive study of grammar, vocabulary, composition, and literature.

Grade: 9

Length: 40 weeks

Prerequisite: *Criteria listed pg. 16*

Credit: 1.0

Level: H

ENGLISH 10

The main focus of the class is critical thinking skills demonstrated through discussion of literature and in writing (both formally and informally). Students are reading, writing, thinking, listening and speaking our English skills on a daily basis. Working with independence in mind, the students start by reading complex text and writing essays with support from the teacher, and slowly meet with success on their own, learning their own strengths and weakness to improve upon. . The selections for this course support the curriculum of the global history, to aid in better comprehension of the materials of that two-year course, including the interdisciplinary research project. Short stories, articles, poetry, and longer works such as The Wave, Animal Farm, and Macbeth make up the syllabus.

Grade: 10

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

ENGLISH 10 HONORS

This course is designed to challenge the more academically able student and designed for students who exhibit outstanding abilities and skills in English. In addition to skills covered in the regular sophomore English course, the content of this course will be accelerated and enriched to provide an extensive study of grammar, vocabulary, composition, and literature.

Grade: 10

Length: 40 weeks

Prerequisite: *Criteria listed pg. 16*

Credit: 1.0

Level: H

ENGLISH 11

English 11 is the third of three English courses in the sequence prior to New York State's English Language Arts Common Core Exam. Heavy emphasis is placed on skills, which are associated with the standards and are measured by the state test: Reading for Information, Reading for Literature, Listening, Speaking, and Writing. Other skills include argumentative writing, text analysis, and reading comprehension. The majority of the course addresses these skills through various unit activities, including working in small and large groups, performing small and large-scale research projects, making individual and group presentations, reading and writing workshops, and small and large group discussion sessions. Literature read during this course includes *The Great Gatsby*, *The Crucible*, *The Color of Water*, and various short stories and poems. Students must also complete and successfully pass an argumentative research assignment using MLA format.

Grade: 11

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

ENGLISH 11 HONORS/ENGLISH COMPOSITION I (ENG 1510 JCC 3 credits)

Dual enrollment course earning 1 credit in high school along with 3 credit hours of college level English. **Fall Semester of English 11 Accelerated fulfills credits for .5 high school credit. Spring Semester of English 11 Accelerated fulfills credits for college level ENG 1510 (College Composition I).**

This is an introductory course of writing in the various rhetorical modes. The course starts with career and technical writing of applications, resumes, and cover letters. Then students will read works from a specific mode of writing (of several we will work through) and learn to write their own essay in that mode. The modes are persuasive, expository, narrative/descriptive, procedural, position, comparison/contrast, and cause-effect. Along with this, students will annotate their readings, peer-edit essays in class, and work through the writing process to obtain a final draft displaying clarity, substance, and analytical thinking in standard written English. These skills will be utilized in other academic courses, employment and in life.

Grade: 11

Length: 40 weeks (20/20)

Prerequisite: Accuplacer - Level 4 Writing/80+ Reading. English 10 course of 85+. Teacher or Administrator Recommendation. Earning 85% on January NYS Common Core ELA Exam is required before continuing to 2nd Semester English 1510.

Credit: 1.0 (0.5/0.5)

Level: H/College

ENGLISH 12

The English 12 curriculum is comprised of a variety of components to further develop the senior student's ability to think and to communicate effectively. These skills are required in other academic courses, employment and life. The year will begin with a basic technical writing unit in which the students will create a working resume and practice filling out job, college, and scholarship applications. The Common Core Curriculum will be incorporated to help build student skill levels in the areas of analytical, informational, and argumentative reading, writing, listening and speaking (New York State ELA Standards). In addition, students will be required to a research project and write a full argumentative research paper using MLA format.

Grade: 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

ENGLISH COMPOSITION II (ENG 1530 JCC 3 credits)/WRITING about LITERATURE (ENG 1540 JCC 3 credits)

Dual enrollment course earning 1 credit in high school along with 6 credit hours of college level English. **Fall Semester of English 12 Accelerated fulfills credits for college level ENG 1530 (College Composition II).**

After reading works in varied writing styles, students will learn to write various types of essays (persuasive, expository, narrative/descriptive, procedural, position, comparison/contrast, and cause effect) with precision, clarity, substance, and logic as well as develop critical thinking and writing skills that are required in other academic courses, employment, and in life. Students will also conduct full college-level research and write a research paper using MLA format on the information gathered. A short speech will also be a requirement of this course. Successful completion of the semester earns ½ high school credit as well as 3 JCC college English credits. The selected text is the Norton Reader (13th Ed.), along with other supplemental texts.

Spring Semester of English 12 Accelerated fulfills credits for college level ENG 1540 (Writing about Literature):

Students will experience a variety of literary genres (novels, poetry, drama and short stories) from several cultures and times, and then demonstrate perceptive reading and analysis of the literature through writing, class discussions and exams. Emphasis will be placed on understanding the use of literary terms and techniques in the genres. In addition, each student will create and present a short speech on a literary topic as part of the course. Students will also conduct full college-level research and write a research paper using MLA format on the information gathered. A short speech will also be a requirement of this course. Successful completion of the semester earns ½ high school credit as well as 3 JCC college English credits. Texts are varied for this course, and will be provided digitally in all cases, and in print for many as well.

Grade: 12

Length: 40 weeks (20/20)

Prerequisite: GPA of 3.0 (B) in English 11 Adv. or score of Level 7 on the Accuplacer essay, Teacher or Administrator recommendation.

Credit: 1.0 (0.5/0.5)

Level: College

COLD WAR EVENTS

Students will dissect Billy Joel's famous song "*We Didn't Start The Fire*", which covers Cold War events from the 1950's through the 1980's. This half -year course will use a multi-media approach to cover political figures, international crises, pop culture, music and literature from the Cold War period.

Grade: 10, 11, 12

Length: 20 weeks

Prerequisite: passed Global Studies 9 and English 9, and possession of a school- issued electronic device.

Credit: .5 credit for ELA or history

Level: G

CREATIVE ETHNOGRAPHY

Are you a people-watcher? Do you ever just *wonder* about people? Why do people act the way that they do? Why do humans--despite all being human--act differently and have different values in different places (such as in two different countries or in person versus online)?

If you have considered any of the questions listed above, this course is the one for you. Hone your people-watching skills with us. Learn about new, far-away places and analyze the old and familiar in a new light.

This course is an anthropology-based English course. This means that we will approach reading and writing skills through the study of people and culture. While you may find some of the usual reading and writing from English classes, you will find that this course has more hands-on studies, including designing your own project to study people.

Grade: 9, 10, 11, 12

Length: 20 weeks

Prerequisite: none

Credit: .5

Level: G

MYSTERIES – PERCEPTION, DECEPTION, AND MISCONCEPTION

This half-year course is designed to develop logical and critical thinking skills through research and analysis of various authors, true crimes, forensics, independent reading, observation, and public speaking. Students will finish the course by presenting their own mystery that they have written during the semester.

Grade: 10, 11, 12

Length: 20 weeks

Prerequisite: none

Credit: .5

Level: G

TOLKIEN STUDIES

J.R.R. Tolkien is one of the most influential writers of the 20th and 21st century. He is credited for the creation of modern Fantasy literature. This course takes an analytical approach to the works of J.R.R. Tolkien. We will read and analyze *The Silmarillion*, *The Lord of the Rings: The Fellowship of the Ring*, *The Lord of the Rings: The Two Towers*, and *The Lord of the Rings: The Return of the King*. We will also read and discuss the scholarly work of Tom Shippey, who provides an in-depth critical view of Tolkien's work. This course will include an analytical research based writing assignment of at least 750 words and a project requiring the students to create something inspired by J.R.R. Tolkien. Some examples include: A Middle Earth Botany Guide, A journal written by one of the characters, a 3D

printed elfish, hobbit, dwarfish, entish, or orkish artifact, a Book on how to be a wizard, a map of Middle Earth, etc.

Grade: 11, 12

Length: 20 weeks

Prerequisite: English 10 and Global History

Credit: .5

Level: G

WORLD WAR II: UNBROKEN

Join Mrs. Eaton and Mrs. Roesser for a half year course where we'll dive into a thorough examination of Laura Hillenbrand's World War II-era novel *Unbroken*. Students will have an opportunity to build on their previous knowledge of World War II through the eyes of Louis Zamperini, a veteran with local connections and an epic tale of heroic survival. Weekly grades will focus on vocabulary, writing prompts, and in-class discussions. A final project will utilize components of the novel in conjunction with text-to-self and text-to-world connections of everyday heroism and sacrifice.

Course: 10, 11, 12

Length: 20 weeks

Prerequisites: Passing 9th grade history and ELA

Credit: .5 credit for ELA or history

Level: G

PUBLIC SPEAKING (CMM 1610 JCC 3 credits)

Surveys show that more people are afraid of public speaking than dying. This course will introduce students to various aspects of public speaking required to help them succeed in their academic and collegiate lives as well as how to handle speaking to large and small groups in their places of employment and social lives. Students will watch speeches and analyze the good and not so good aspects of each. In addition, students will learn how their behavior and physical movements, or lack thereof, will determine the success of their speech and performance. Students will have their choice of topics as they explore various speech types, including how to speak on Pet Peeves, Personal Idols, Impromptu, and Values, Morals, and Ethics. Students will also learn how to increase eye contact, voice volume, and inflection, as well as how to properly include quotes, grabbers, and conclusions. Students will continuously give speeches in class to increase their comfortable-ness in presenting in front of their peers and will not only have their speeches analyzed and critiqued but will also have the opportunity to provide feedback to their classmates.

Grade: 11, 12

Length: 20 weeks

Prerequisite: Accuplacer reading score of 80+

Level: College

PRINT JOURNALISM

The primary objective of the class is to create a quality high school yearbook. Students will learn how to organize a yearbook, write copy, work with the yearbook publishers, and tackle yearbook financing. Students will be responsible for gathering digital photographs for specific yearbook spreads as well. This entire course is based on meeting deadlines. Late work is not acceptable, because it slows production and will affect yearbook financing.

The secondary objective of the class is to publish *The Warrior* in *The Salamanca Press*. Students will be introduced to newspaper journalism. Emphasis will be on the development of reporting, interviewing, and writing for print. Students will be responsible for proofing, editing, and creating a layout for their written work.

Grade: 12 (11 with recommendation from English teachers)

Length: 40 weeks

Prerequisite: Teacher recommendation

Credit: 1.0

Level: G

PRINT JOURNALISM II

The primary objective of the class remains the same, creating a quality high school yearbook. These students will become peer instructors, leading first year staff on how to organize a yearbook, write copy, work with the yearbook publishers, and tackle yearbook financing. Students are still responsible for gathering digital photographs for specific yearbook spreads as well, but will be expected to utilize Photoshop for better final pictures.

The secondary objective of the class still is to publish *The Warrior* in *The Salamanca Press*. Journalism II students will become leaders in newspaper journalism. Emphasis will be on a higher level of reporting, interviewing, and writing for print. Students will be responsible for proofing, editing, and creating a layout for their written work. *Journalism II students will be highly considered for editors of both the newspaper and yearbook productions.*

Grade: 12

Length: 20 weeks

Prerequisite: Print Journalism, Teacher Recommendation

Credit: 0.5

Level: G

INTRODUCTION TO COMMUNICATIONS AND MEDIA PRODUCTION

This will be a half-year course that places an emphasis on development, structure, organization, and function of communications in society. Students will be introduced to techniques and terminology of media productions. Students will learn basic production technique used to communicate visual images and sound. Topics such as lighting, video composition, sound, editing may be covered. The class is only an introduction to the operation and function of digital equipment.

This class is geared towards sophomores; however, juniors and seniors may take it as well.

Grade: 10, 11, 12

Length: 20 weeks

Prerequisite: None

Credit: 0.5

Level: G

TELEVISION PRODUCTION I

Students will be introduced to the fundamentals of audio and video electronic media production. The course will cover terminology and technique, with an emphasis on the function and operation of digital equipment. The basic skills of television studio production will be covered. Electronic field production will be introduced, including portable camera operation, lighting, scripting, and video editing. Morning announcements and Warrior Vision productions are a required element of the course.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Intro to Communications & Media Production preferred, not required

Credit: 1.0

Level: G

TELEVISION PRODUCTION AND DIRECTION II

This advanced studio production course builds upon the basic studio and field production techniques covered in Television Production I. Additional production skills, concepts, techniques, and aesthetic

analysis will be required for multi-camera productions. Through producing, writing, and directing a variety of programs, students will apply production theories and concepts within a digital production environment. Morning announcements and Warrior Vision productions are a required element of this course as well.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Television Production I

Credit: 1.0

Level: G

TELEVISION PRODUCTION AND DIRECTION III - INDEPENDENT STUDY ONLY

This advanced studio production course builds upon the basic studio and field production techniques covered in Television Production II. Additional production skills, concepts, techniques, will be covered, especially the use of after effects. Students will produce, write, and direct an original program as their culminating final project. Students will apply production theories and be expected to work collaboratively with a crew that they assign for this project. Morning announcements and Warrior Vision productions are still a required element of this course as well.

Grade: As determined by Instructor

Length: 40 weeks

Prerequisite: TV I & TV II

Credit: 1.0

Level: G

POST PRODUCTION EDITING - INDEPENDENT STUDY ONLY

Grade: As determined by Instructor

Length: 40 weeks

Prerequisite: Intro to Communication Media Production, TV I & TV II

Credit: 1.0

Level: G

LOTE: LANGUAGE OTHER THAN ENGLISH (Foreign Language/World Language)

Ninth grade students who have not completed the two-year sequence AND have not passed the Checkpoint A exam in grade eight must successfully complete the course in high school to meet NYS graduation requirements. Students who fail the exam will take the ninth grade level 1 course for one high school credit. The goal of the Language Department is to have all students continue their language experiences beyond that first level.

After the third level of language, another comprehensive exam, Checkpoint B will be used as the final exam. This exam will comprise of level one, level two, and level three content. Upon successful completion of Checkpoint B, students are encouraged to continue in the higher levels of language learning; level four and level five.

AMERICAN SIGN LANGUAGE

The course material includes the learning and history of the Deaf Culture, finger spelling, vocabulary, numbers, and daily life communication. Students will know the basic vocabulary and basic grammar skills for communication. Students will be able to make introductions and share personal information about self, family, basic desires and interest. Students will be able to sign about their surroundings by giving and receiving directions as well as sharing about where they lives. Students will be able to use the basic signs to establish and maintain a conversation and a relationship. Students will learn about the Deaf Community and the history behind American Sign Language.

Grade: 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

SENECA I

This course develops comprehension and conversational skills in the Seneca language. Students will be able to communicate using the Seneca language. Emphasis will be placed on using the Seneca alphabet to read and write the language. Iroquois traditions will be studied.

Grade: 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

SENECA II

Seneca II is a concentration of advanced conversational skills with emphasis on Seneca/Iroquois culture. Students will continue to develop listening, speaking, reading and writing skills at an advanced level.

Grade: 9, 10, 11, 12

Length: 40 weeks

Prerequisite: Successful completion of Seneca I

Credit: 1.0

Level: R

SENECA III

Student's work on advanced Seneca grammar, reading, writing, speaking and listening comprehension according to the learning standards mandated by the New York State Syllabus. A comprehensive exam that covers content from level II, III, and I will be required at the end of this course. Seneca/Iroquois culture is incorporated in all areas.

Grade: 10, 11, 12

Length: 40 weeks

Prerequisite: Successful completion of Seneca II

Credit: 1.0

Level: R+

SENECA IV

Students will focus on traditional lessons (traditional gardening, clothing, tools, and crafts) and Seneca philosophies with an emphasis on language immersion through listening and speaking in the form of authentic language experiences.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Successful completion of Seneca III and passing Checkpoint B exam

Credit: 1.0

Level: R+

SENECA V

Students will continue their lessons on the Seneca traditions and Seneca philosophies. An emphasis will be placed on traditional speeches used in the Seneca community.

Grade: 12

Length: 40 weeks

Prerequisite: Successful completion of Seneca IV

Credit: 1.0

Level: R+

SPANISH I

Students develop the skills necessary to read, write, speak and listen in Spanish at a beginner level. The goal of this class is to be able to form simple sentences in order to communicate at a basic level.

Grade: 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

SPANISH II

This is an intermediate course in which students begin to learn grammar at a more advanced level, such as communicating in the past tense. Students will continue to build on their vocabulary, listening, reading and writing abilities through more informal as well as formal communicative interactions. A more student centered approach will be taken, in which students will begin writing more fluid sentences, paragraphs and essays in Spanish on their own. Emphasis will be placed on reading for comprehension, as students continue to develop their vocabulary and begin reading longer passages in Spanish.

Grade: 10, 11, 12

Length: 40 weeks
Prerequisite: Successful completion of Spanish I
Credit: 1.0
Level: R

SPANISH III

Students deepen their understanding of Spanish by focusing further on the communicative aspect of the language in the areas of speaking, reading, writing and listening. They will communicate with others through more informal speaking and writing interactions and express their thoughts and opinions in both formal and informal spoken and written contexts. Students are expected to be actively engaged in their learning, using correct vocabulary terms and phrases naturally and incorporating a wide range of grammatical concepts consistently while speaking and writing in Spanish. The course is conducted mostly in Spanish.

Grade: 10, 11, 12
Length: 40 weeks
Prerequisite: Successful completion of Spanish II
Credit: 1.0
Level: R+

SPANISH IV

This is an advanced course for those students looking to sharpen their skills in the four areas of language learning: reading, writing, listening and speaking. Students will develop advanced grammar skills and continue to strengthen their vocabulary through formal and informal instruction. Students will read several short stories in Spanish, in which there will conduct informal discussions. Students will also identify literary elements within those stories, compare and contrast and analyze the works through formal and informal writing and essays. Students will gain knowledge of culture in Latin America but also of the diversity within it. This course is conducted mostly in Spanish.

Grade: 11, 12
Length: 40 weeks
Prerequisite: Successful completion of Spanish III and passing Checkpoint B exam.
Credit: 1.0
Level: R+

SPANISH V (AP SPANISH LANGUAGE AND CULTURE)

This advanced course is intended for students who are ready to learn Spanish at the college level. This course is a continuation of Spanish IV, as students will continue to build advanced grammar skills and widen their vocabulary range. Students will engage in authentic short stories and readings that delve into Latin American culture. We will discuss, analyze and compare works through informal and formal conversations as well as writings (essays, short answer responses, etc.). Students will also continue to identify literary elements within these stories and use their knowledge of such to create their own short stories. Readings will not only consist of short stories but other authentic texts, such as newspapers and magazines. Students will come prepared to class to discuss these texts. Class will be conducted mostly in Spanish and students will be expected to speak Spanish in class with little to no use of English.

Note: Students will take the AP Spanish Language and Culture at the end of this course

Grade: 12
Length: 40 weeks
Prerequisite: Successful completion of Spanish IV
Credit: 1.0
Level: R+, Advanced Placement

MATH

ALGEBRA IA

This is part 1 of the 2-year Algebra I course. Students will study the relationships between quantities, reasoning with equations, graphs, statistics, and linear and exponential functions. Students are placed in this course based on results of 8th grade testing.

After completion of this course students will take a local final exam, which will count as 15% of their final grade and will advance to Algebra IB.

Grade: 9

Length: 40 weeks

Prerequisite: Completion of 8th grade Math and received a 1 or 2 on NYS Math 8 Exam

Credit: 1.0

Level: G

ALGEBRA IB

This is part 2 of the 2-year Algebra I course. Students will study polynomials, quadratics, and modeling equations in addition to continuing their study of functions.

After completion of this course students take the Algebra I Regents Exam, which will count as 15% of their final grade and will advance to Geometry if they pass the regents or Explorations of Geometry if they do not pass the regents.

Grade: 10

Length: 40 weeks

Prerequisite: Algebra IA

Credit: 1.0

Level: R

ALGEBRA I

This course will cover the entire Common Core Algebra I in one year. Students will study quantities, expressions, equations, graphs, statistics, functions, polynomials, quadratics and more. Students are placed in this course based on results of the NYS Math 8 Exam.

After completion of this course students take the Algebra I Common Core Exam, which will count as 15% of their final grade and will advance to Geometry if they pass the CC exam or Explorations of Geometry if they do not pass the exam.

Grade: 9

Length: 40 weeks

Prerequisite: Completion of 8th grade Math and received a 3 or higher on the NYS Math 8 Exam.

Credit: 1.0

Level: R

EXPLORATIONS OF GEOMETRY

This course will review equations, inequalities, polynomials, and functions to get students ready to retake the Algebra I CC exam in January. Second semester the course will focus on basic Geometry concepts such as quadrilaterals, polygons and triangles. After completion of this course students will take a local exam, which will count as 15% of their final grade and will advance to Geometry, Statistics or Consumer Math.

Grade: 10, 11

Length: 40 weeks

Prerequisite: Algebra I CC or Algebra IB CC and did not pass the Algebra I CC exam

Credit: 1.0

Level: G

GEOMETRY

ACCELERATED GEOMETRY

This course will cover a thorough study of geometric concepts involving polygons, circles, coordinate geometry, proofs, logic, locus, quadratic equations, and more.

After completion of this course students will take the Geometry Common Core Exam, which will count as 15% of the final grade and will advance to Algebra II CC, Statistics, or Consumer Math.

Grade: 10, 11

Length: 40 weeks

Prerequisite: Algebra I CC or Algebra IB CC/ Accelerated -Additional *Criteria listed pg. 16*

Credit: 1.0

Level: R

APPLIED MATH for TECHNOLOGY I (MAT 1260 JCC 3 credits)

Students will learn how to solve technology related problems using algebra, geometry, and trigonometry. Special emphasis will be placed on applications to machinist work, welding, and similar disciplines. This course is designed to meet the specialized needs of students in technology-related disciplines and is not recommended for engineering or mathematics majors.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Successful completion of 2 math credits

Credit: 1.0

Level: College

CONSUMER MATH

This course is designed to fulfill general math credits for high school students. The focus is on applying basic math skills to mathematical techniques used in real life situations. The courses will include a review of basic math skills, applications of basic algebra, and the practice of solving practical business problems. The practical applications include payroll calculations, planning a budget, managing checking and savings accounts, managing expenses, credit card use, loans, vehicle and housing cost, insurance cost, investments, business decisions and business finances. After completion of this course students will take a local final, which will count as 15% of their final grade.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Completion of Geometry or Explorations of Geometry

Credit: 1.0

Level: G

ALGEBRA II

This course will include solving specialized equations and the development of concepts of functions, especially trigonometric.

After completion of this course students will take the Algebra II Common Core Exam, which will count as 15% of their final average and will advance to Pre-Calculus, Statistics, or Consumer Math.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Completion of Geometry

Credit: 1.0

Level: R+

ACCELERATED ALGEBRA II

This course will include solving specialized equations and the development of concepts of functions, especially trigonometric.

After completion of this course students will take the Algebra II Common Core Exam, which will count as 15% of their final average and will advance to Pre-Calculus.

Grade: 10

Length: 40 weeks

Prerequisite: Completion of Geometry & passed Geometry Exam. *Additional Criteria listed pg. 16*

Credit: 1.0

Level: R+

PROBLEM SOLVING WITH MATHEMATICS (MAT 1500 – JCC 3 credits)

Students will develop problem solving skills through a detailed study of topics such as financial mathematics, linear and exponential modeling, and geometry, in concert with specific problem solving strategies such as drawing, diagrams, making systematic lists, looking for patterns, identifying sub-problems and working backwards. Solution presentations and communication are emphasized.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Accuplacer reading score of 80+

Credit: 1.0

Level: College

ELEMENTARY STATISTICS (MAT 1540 – JCC 3 credits)

Students will investigate various topics in both descriptive and inferential statistics including measures of central tendency and spread, graphical analysis of data, probability, random sampling, correlation and regression, hypothesis testing and confidence intervals. Practical applications are emphasized throughout the course. An approved graphing calculator is required, as is Minitab software.

Grade: 11, 12

Length: 40 weeks

Prerequisite: MAT 1500; Accuplacer reading score of 80+

Credit: 1.0

Level: College

PRE-CALCULUS (MAT 1600 Pre-calculus JCC 4 credits)

This course includes a thorough study of functions, and their graphs, linear, polynomial, and exponential logarithmic and trigonometric functions, analytic trigonometry and a preview of Calculus. It is intended for students who have completed the 3-year NYS math sequence and have passed at least two common core math exams. The JCC math department designs the curriculum and final exam. This is a one-semester college course take for the entire year. (MAT 1600). This course will give the student 4 college credits from Jamestown Community College if passed with a "D" or better. A grade of "C" or better is required for transferring to other colleges.

After completion of this course students will take a local for college final which will count as 15-20% of their final grade and will advance to JCC Math 1710.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Completion of Algebra II, Accuplacer math score of 40

Credit: 1.0

Level: College

CALCULUS and ANALYTIC GEOMETRY I (MAT 1710 JCC 4 credits)

A course in college Calculus with elementary functions. JCC math department designs curriculum and final exam. A one-semester college course taken for the entire senior year, College Course #1710. This course will give the student **four college credits** from Jamestown Community College if passed with a "D" or better. A grade of "C" or better is required for transferring to other colleges. After completion of this course students will take a college final, which will count as 25% of their final grade for the JCC course and 15% for the high school course

Grade: 12

Length: 40 weeks

Prerequisite: Completion of Pre-Calculus

Credit: 1.0

Level: College

AP COMPUTER SCIENCE A

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. Prerequisites include English 9 and Algebra 1.

Grade: 10, 11, 12

Length: 40 weeks

Prerequisite: Algebra I

Credit: 1.0

Level: Advanced Placement

MUSIC

MIXED CHORUS

This course will give any student the opportunity to improve their vocal skills through accompanied, A Cappella and solo performances. Students will learn how to read music and rhythms at a music level of III-IV. A rotation system is used for pull out of class lessons for this course. Performances and concerts in and out of school are a mandatory part of the course requirement.

*Mixed Chorus will fulfill the 1 Fine Arts graduation requirement.

Grade: 8, 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

SELECT CHORUS

This course will give select students the opportunity to improve their vocal skills through accompanied, a Cappella and solo performances. Students will learn how to read music and rhythms at a music level of V-VI. Students will be expected to prepare pieces for solo festival, various competitions and individual assessments. A rotation system is used for pull out of class lessons for this course. Performances and concerts in and out of school are a mandatory part of the course requirement.

Grades: 8, 9, 10, 11, 12

Length: 40 weeks

Prerequisite: Audition and Music Teacher Recommendation

Level: G

SYMPHONIC BAND

This course will give experienced students the opportunity to improve their instrumental skills through ensemble and solo situations. Students will learn how to read music and rhythms at a music level of III-IV. A rotation system is used for pull out of class lessons for this course. Performances and concerts in and out of the school are a mandatory part of the course requirement.

*Symphonic Band will fulfill the 1 Fine Arts graduation requirement.

Grade: 8, 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

CONCERT BAND

This course will give experienced students the opportunity to improve their instrumental skills through ensemble and solo situations. Student will learn how to read music and rhythms at a music level of V-VI. Students will be expected to prepare pieces for solo festival, various competitions and individual assessments. A rotation system is used for pull out of class lessons for this course. Performances and concerts in and out of school are a mandatory part of the course requirement.

Grade: 8, 9, 10, 11, 12

Length: 40 weeks

Prerequisite: Audition and Teacher Recommendation

Credit: 1.0

Level: G

MUSIC THEORY

Students will study the fundamentals of music, which includes Major and Minor Scales, intervals chord structure, beginning composition and arranging, plus simple rhythmic and tonal dictation. This course is open to any student.

Grade: 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

MUSIC THEORY II

Building upon the Music Theory course, this course is the advanced study of the fundamentals of music, which includes Major and Minor Scales, intervals chord structure, beginning composition and arranging, plus simple rhythmic and tonal dictation.

Grade: 10, 11, 12

Length: 40 weeks

Prerequisite: Music Theory

Credit: 1.0

Level: G

HEALTH & PHYSICAL EDUCATION

HS HEALTH

The World Health Organization states “Health is a state of complete physical and social well-being, not merely the absence of disease or infirmity.” Health is a dynamic, multi-dimensional state of well-being (physical, mental, emotional, social, and spiritual) that is variable, constantly changing and never stable. Upon completion of the course, a student will have a basic understanding of the following components of Health.

Mental Health – The student will be able to think clearly, express feelings, make responsible decision and handle stress.

Social Health – The student will become aware of friendship and dating skills, effective communication and peer pressure.

Nutrition – The student will become aware of nutritious eating habits, eating disorders, weight control and consequences of improper nutrition.

Drugs– The student will attain a foundation for responsible decision making in the use of medicine, in prevention, treatment, rehabilitation, and legal action in the misuse/abuse of chemicals.

Disease & Disorders – The student will explore various communicable diseases and disorders.

Community and Environment – The student will study ways to maintain and promote the health of people and places around you.

Parenting-Students will attain information on responsible parenting, including care and healthy family dynamics.

Grade: 10, 11, 12

Length: 20 weeks

Prerequisite: None

Credit: 0.5

Level: G

PHYSICAL EDUCATION

A change of clothing is needed – sneakers, shorts or sweatpants, t-shirt or sweatshirt; a swimsuit and towel are needed for pool activities.

Over twenty activities are offered with an emphasis on lifetime sports. Students are required to take two or three activities each marking period. Students are graded on attendance, participation, social skills and unit skills. The only time a student can receive credit without participation is a medical excuse from the doctor and they will need to complete a physical education work packet.

** 2 credits of Physical Education are required for graduation.

Students in senior high schools shall be provided instruction in hands-only (CPR) cardiopulmonary resuscitation and the use of an automated external defibrillator. Students must participate in CPR instruction to meet HS graduation requirements.

Grade: 9, 10, 11, 12

Length: 40 weeks/alternate days

Prerequisite: None

Credit: 0.5

Level: G

SCIENCE

LIVING ENVIRONMENT

ACCELERATED LIVING ENVIRONMENT

This class focuses upon biological processes such as photosynthesis, cellular respiration and protein synthesis. We will immerse ourselves into the body systems and take an in-depth view on digestion, circulation, excretion, reproduction, skeletal and muscle systems, to name a few. There will be videos throughout the year that reinforce the class topics. Additional topics of study will include Evolution, as we follow in the footsteps of Charles Darwin, and Genetics as we look at the findings of the Austrian Monk Gregor Mendel. We will also look at the interactions of organisms in their food webs with a unit on Ecology. There will be several projects that allow students to demonstrate their knowledge of the class material in creative ways. This course features four New York State required labs. Students will be tested on these four labs on the Regents Exam.

Grade: 9

Length: 40 weeks

Prerequisite: None; Accelerated- Criteria listed pg.

Credit: 1.0

Level: R

EARTH SCIENCE

ACCELERATED EARTH SCIENCE

Earth Science incorporates four branches of Science including Astronomy, Meteorology, Oceanography and Geology. Students will explore the Cosmos with a focus on our own Solar System including our neighboring stars, the Sun, planets, the moon and our own Earth. Students will discover the nature and history of our dynamic planet learning about the forces that influence, affect and create the landscape around us. We will investigate the forces of gravity, wind, water, plate tectonics, weather systems, and volcanology that help to change our planet in our daily life. Critical thinking skills will prepare you for the ever changing and new technological advances in society. Earth Science Lab is required and is incorporated into the students schedule to follow the Earth Science Class. Students will perform experiments that are analogous to the functioning Earth.

Grade: 10

Length: 40 weeks

Prerequisite: None; Accelerated- Criteria listed pg.

Credit: 1.0

Level: R

ZOOLOGY (BIO 1515/1520/1540/1560 - JCC 1 credit each)

This College Credit Course is actually four separate 1-credit courses. 1st Quarter: **Insects 1540**, 2nd Quarter: **Reptiles and Amphibians 1515**, 3rd Quarter: **Mammals 1560**, 4th Quarter: **Birds 1520**. Field Trips are tentatively planned for Owl Banding, Insect Collecting, Niagara Falls Aquarium, Jamestown Audubon Society, and Roger Tory Peterson Institute. Students that are absent on the day of a test or quiz will get a 0%. (JCC Policy)

INSECTS 1540: COURSE DESCRIPTION:

This course studies insects, the most abundant and diverse group of animals on our planet. Students will learn about basic anatomy and physiology, evolutionary history, classification and identification, behavior, and ecological and economic importance. Field trips and an insect collection are required. Outdoor fieldwork included (weather permitting).

MAMMALS 1560: COURSE DESCRIPTION:

This course studies mammals, a group of animals that include the largest and some of the most intelligent animals on the planet. Students will learn about basic characteristics, evolutionary history, classification and identification, behavior, and ecological and importance. Field trips and outdoor fieldwork included (weather permitting).

BIRDS 1520: COURSE DESCRIPTION:

This course studies birds, one of the most colorful and easily observed groups of animals on the planet. Students will learn about basic characteristics, evolutionary history, classification, identification by sight and song, behavior, and ecological and importance. There is a mandatory project that will be a part of the School's Science Fair in May. Field trips and outdoor fieldwork included (weather permitting).

REPTILES & AMPHIBIANS 1515:

This course studies amphibians and reptiles, the first terrestrial vertebrates to evolve. Although these two groups of organisms tend to be thought of together, they are quite different. Students will learn about basic anatomy and physiology, evolutionary history, classification and identification, behavior, and ecological and economic importance. A field trip, videos and dissection are all part of this course.

GENERAL STUDENT LEARNING OBJECTIVES: At the completion of this course, the student will be able to:

1. Identify and compare insect, mammal, and bird morphologies to other insects, mammals, and birds.
2. Utilize scientific classification, organization, and taxonomic nomenclature.
3. Explain the principle of evolution and its application to the evolutionary history of insects, mammals, and birds.
4. Identify and explain environmental influences.
5. Apply a basic knowledge of the evolution of insect, mammals, and bird behaviors.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Accuplacer Writing 4+, Reading 80+

Credit: 1.0

Level: College

CHEMISTRY

In this college-preparatory class students will perform in-depth studies about phases of matter, atomic structure and theory, radioactivity, nuclear power, and chemical bonding. Students will unravel the mystery of the periodic table, learn about the formation of compounds, and research several laws of nature. The fledgling scholars will also learn how to control the rates of chemical reactions, create and classify solutions, and how electricity and many products we use are created. To help reinforce these concepts, students will see demonstrations that go boom, chemical reactions that go zoom, and experiments that make a smoke plume. This course features New York State required labs.

Grade: 10, 11

Length: 40 weeks

Prerequisite: must have earned a 90 class average in Regents Living Environment and scored an 85 on the Regents Living Environment Examination or have completed Consumer Chemistry with a teacher's recommendation.

Credit: 1.0

Level: R+

AP CHEMISTRY

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The course centers around six big ideas and seven science practices:

Big Ideas	Science Practices
1. Structure of Matter	1. Drawing, explaining, and interpreting representations
2. Bonding and Intermolecular Forces	2. Using mathematics and logical routines appropriately
3. Chemical Reactions	3. Asking and refining scientific questions
4. Kinetics	4. Designing and implementing data collection strategies
5. Thermodynamics	5. Analyzing and evaluating data
6. Chemical Equilibrium	6. Making predictions and justifying claims with evidence
	7. Connecting chemistry concepts across the big ideas.

Students who take the AP Chemistry course, designed with this curriculum framework as its foundation will develop a deep understanding of the concepts within the big ideas through the application of the science practices in the required laboratory component of the course. Students must complete a minimum of 16, hands-on lab investigations to support the learning objectives in the curriculum framework. At least six of the lab investigations must be guided inquiry-based labs. The result will be readiness for the study of advanced topics in subsequent college courses. Students must pass their Chemistry Regents final exam with an 85% or better or must get instructors approval before entering the course.

Grade: 11, 12

Length: 40 weeks

Prerequisite: Pass Regents Chemistry exam with 85+ or instructor permission

Credit: 1.0

Level: Advanced Placement

PHYSICS

Students will use various laboratory experiments to learn the fundamental phenomena, principles, and laws of physics. They will study motion, Newton's Laws, torque and the principles of work and energy using algebra and trigonometry. Student will also study applications of these concepts in various fields of manufacturing.

Grade: 11, 12

Length: 40 weeks

Prerequisite: See instructor for requirements

Credit: 1.0

Level: R+

FORENSICS

This third year of science will explore evidence collected by investigators at a crime scene. The course will start with learning the proper way to collect evidence at a crime scene, along with the roles of police, investigators, and CSI and lab technicians. Students will primarily study class evidence including fingerprints, hair, fiber, handwriting, tool marks and impressions. Additionally, students will study the Innocence Project along with high profile cases such as the OJ Simpson case, Casey Anthony and Jon Benet Ramsey. Grades will be collected through guided notes, group projects and discussions, videos, lab work and regular assessments.

Grade: 11, 12

Length: 20 weeks

Prerequisite: None

Credit: 0.5

Level: G

ENVIRONMENTAL SCIENCE

Environmental Science incorporates more of the social science for understanding human relationships, perceptions and policies towards the environment. Students will study our Environment and our role in it. We will explore the Earth's processes, both natural and human related. Students will explore the problems of the Environment and possible solutions. Students will study endangered animals across the globe and provide research for an animal of their choice. Human related disasters will be explored with a concentration on the close proximity of the Love Canal located in Niagara Falls. The course will provide awareness of a need for action in addressing environmental problems. Events that spurred this development included the publication of Silent Spring, written by the late Rachel Carson. Alternative energy and other forms of energy will be reviewed with an overlook of the nuclear fallout of Chernobyl. Lab activities will include decomposition, global warming, and alternative energy.

Grade: 11, 12

Length: 20 weeks

Prerequisite: None

Credit: 0.5

Level: G

EMERGENCY MEDICAL/SEARCH & RESCUE

This science course is an elective for students interested in personal and community safety and basic emergency response. This course is modeled after the TEEN CERT (Community Emergency Response Team) program and will include basic first aid, emergency preparedness and response, incident command structures, community engagement.

This course is teamed with Computer Science A, & Robotics, Drones and Rovers

Grade: 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

INTRODUCTION TO DRONES

This course will guide students through a web-based LMS where students will learn about the structure, function, rules and regulation of drones as well as practical application and hands on skills practice using a variety of different drones. The students' final exam will be the FAA Part 107 exam to become a certified remote pilot (must be 16 years old when taking the exam). This license will be required to take the advanced drones course.

Grade: 11, 12

Length: 20 weeks

Prerequisite: None

Credit: .5

Level: G

ADVANCED DRONES

Students will use their skills, knowledge and pilot license learned from Intro to Drones and apply them to real-world scenarios and will take part in numerous school and community projects that will put students' skills to the test. Students will work with a variety of different software programs and will use them with the drone to accomplish many different objectives. This course will give students the skills and knowledge necessary to become gainfully employed as a remote pilot. Successful completion of Intro to Drones, minimum age of 16 and receiving the pilot's license is required to gain entry into this course.

Grade: 11, 12

Length: 20 weeks

Prerequisite: Introduction to Drones

Credit: .5

Level: G

ROBOTICS

This course will integrate Science, Technology, Engineering, and Math skills in the study of devices that fly, move, and transport materials. Students will study the evolution of mechanical automation, computer programming, sensors and probes, and the engineering of materials.

This course is teamed with Computer Science A & Emergency Medical/Search & Rescue.

Grade: 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

SOCIAL STUDIES

GLOBAL STUDIES 9

Ninth grade Global Studies covers ancient world history. The curriculum contains the themes of world history, geography, economics, and political systems from pre-history to 1750. The ninth grade curriculum has 5 units of study, 5 continuous themes and the four Regents standards integrated within it.

Grade: 9
Length: 40 weeks
Prerequisite: None
Credit: 1.0
Level: R

GLOBAL STUDIES 9 HONORS

Global Studies 9 Honors covers ancient world history. The curriculum contains the themes of world history, geography, economics, and political systems from pre-history to 1750. The ninth grade curriculum has 4 units of study, 10 continuous themes, 10 'Regents standards with in it, and provides the foundation for the content tested on the Global Studies 10 regents exam.

Grade: 9
Length: 40 weeks
Prerequisite: *Criteria listed pg. 16*
Credit: 1.0
Level: H

GLOBAL STUDIES 10

Global Studies 10 covers modern world history. The tenth grade curriculum contains the regents themes of world history, geography, economic systems, and political systems from 1750 to the present day. The tenth grade curriculum has 4 units of study, 4 continuous themes and 4 regents' standards within it. Assessment is a state Regents exam based on thematic essays, document based questions, comprehensive questions, and constructed response questions.

Grade: 10
Length: 40 weeks
Prerequisite: Successful completion of Global Studies 9
Credit: 1.0
Level: R

GLOBAL STUDIES 10 HONORS

Global Studies 10 Honors covers modern world history. The tenth grade curriculum contains the regents themes of world history, geography, economic systems, and political systems from 1750 to the present day. The tenth grade curriculum has 4 units of study, 10 continuous themes, and 10 regents' standards within it. Assessment at the end of the course is a state regent's exam.

Grade: 10
Length: 40 weeks
Prerequisite: Criteria listed pg.
Credit: 1.0
Level: H

US HISTORY AND GOVERNMENT

This course contains units about U.S. geography, background of U.S. Government, the Constitution as a foundation of our society, and Constitutional issues reflected in court decisions. It also includes a chronologically organized course in U.S. History from pre-colonial days to the present with an emphasis on the U.S. as an industrialized nation and our relationships with the rest of the world. Passing this Regents exam is required for graduation.

Grade: 11

Length: 40 weeks

Prerequisite: Successful completion of Global Studies 10

Credit: 1.0

Level: R

US HISTORY AND GOVERNMENT HONORS

This advanced course contains units about US geography, background of the US constitution as a foundation for our society, and constitutional issues reflected in court decisions in much deeper depth than regular class. It also includes a chronologically organized course in US History from pre-colonial days to the present with an emphasis on the US as an industrialized nation and our relationships with the rest of the world. Passing this regents exam is required for graduation.

Admission to this class is based on Advanced Class criteria listed on page 12 of this guide.

Grade: 11

Length: 40 weeks

Prerequisite: Criteria listed pg.

Credit: 1.0

Level: H

ECONOMICS (transfer students only)

Economics is a semester long course that provides students with an overview of basic economic concepts/principles and how it applies to the real world. Both microeconomics and macroeconomics will be included. There will be a heavy emphasis on current events and local, state and national issues. Finally, a basic understanding of economics in Seneca Territory will be addressed. This course fulfills senior level graduation requirements.

Grade: 12

Length: 20 weeks

Prerequisite: None

Credit: 0.5

Level: R

PARTICIPATION IN GOVERNMENT (transfer students only)

Government is a semester long course that examines the general structure and functions of the local, state, and national government in the United States and including the Seneca Nation of Indians. Students will be required to do community service and attend meetings. They will learn their basic rights and responsibilities as a citizen. This course fulfills senior level graduation requirements.

Grade: 12

Length: 20 weeks

Prerequisite: None

Credit: 0.5

Level: R

ECONOMICS AND GOVERNMENT

Economics/Government Honors is a full year course that combines the NYSED graduation and standards requirements for Government and Economics. The course focuses on the decision-making process, problem solving and civic participation in contemporary times. The premise is that no decision is purely political or economic but a combination of both. Students will be required to analyze current events, perform community service, and attend meetings.

Grade: 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

ECONOMICS AND GOVERNMENT HONORS

Economics/Government Honors is a full year course that combines the NYSED graduation and standards requirements for Government and Economics. However, this is a more rigorous, reading intensive and writing intensive course. The course focuses on the decision-making process, problem solving and civic participation in contemporary times. The premise is that no decision is purely political or economic but a combination of both. Students will be required to analyze current events, perform community service, and attend meetings.

Grade: 12

Length: 40 weeks

Prerequisite: Criteria listed pg.

Credit: 1.0

Level: H

SENECA/IROQUOIS ECONOMICS and GOVERNMENT

Seneca/Iroquois Economics and Government is an alternative to Economics and Government. The only difference between the two courses is the use of Seneca Nation resources and a look at issues through a more Seneca lens. It is a full year course that combines Government and Economics NYSED standards and requirements. This course is focused on both the decision making process and civic participation in contemporary times. The premise is that no decision is purely political or economic but a combination of both. In addition, students will be required to analyze current events, perform community service and attend governmental or business meetings.

Grade: 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: R

SENECA HISTORY

The course will focus on the history, culture, arts and contemporary experiences of the Seneca. Whereas previously acquired student knowledge focuses on the American Indian experience from pre-Columbian times to the early National period, this course of study is designed for students in grades 11-12 and seeks to connect that knowledge with contemporary issues of Seneca sovereignty, land, government, law, and economic development. Most importantly, students will learn that the Seneca experience is an integral aspect of the American experience from the beginning to the present day.

Grade: 11, 12

Length: 40 weeks

Prerequisite: None
Credit: 1.0
Level: G

GLOBAL INDIGENOUS STUDIES

What is culture? What is a civilization? What drives human behavior? And, why do we care? These essential questions will form the basis of our class as we study ancient societies from throughout the world. You will be challenged to analyze societies outside your own and not only enjoy the differences but find commonalities of all humans.

Grade: 9, 10, 11, 12
Length: 40 weeks
Prerequisites: None
Credit: 1.0
Level: G

IROQUOIS STUDIES

Students in this full year course will study the journey of the Onodowaga (Refers to Seneca People) that live here in the area of the Allegheny Mountains. Students will make and follow a time line that will give an overview of their historical events and celebrations of the seasonal ceremonial cycle. Along with this timeline, students will utilize hands-on activities that embrace the culture of this great nation, which includes but not limited to: corn husk doll making, basket making, beadwork, traditional food preparation and tasting as well.

This course is an elective and does not meet the WL graduation requirement

Grade: 9
Length: 40 weeks
Prerequisite: None
Credit: 1.0
Level: G

CURRENT EVENTS – HOW CAN YOU IMPACT THE WORLD?

Students will select a current issue on which to focus their attention, and examine whether / how the issue is being covered by community leaders, political figures, grassroots initiatives, social media, major local, domestic, and international news outlets, talk shows, online blogs, documentaries, celebrity initiatives, non-profit organizations, podcasts, cable news shows, books and articles written on the issue, and other sources of information. Students will be responsible for delving deeply into the issue and increasing awareness for it across various outlets (social media, writing articles for publication, etc.) as well as preparing to present their research to a panel of peers, teachers, and others at the end of the semester. Students will be required to engage in classroom discussions (and possible debates) regarding the issue, as well as interact with individuals beyond the classroom in their quest to gain information and raise awareness. Topic selection will be student-driven. Possible topics include (but are not limited to): the rise of hate speech in America; the global immigrant crisis; water scarcity; the recent rise of totalitarian leaders across the world; the loss of land for National Parks; gender inequality; racism; global warming; food waste; sustainability; etc.

Grade: 11, 12
Length: 20 weeks
Prerequisites: passed Global Studies 10 and English 10, and possession of a school- issued electronic device
Credit: .5
Level: G

HORRIBLE HISTORY

Human rights advocates agree that, sixty years after its issue, the Universal Declaration of Human Rights is still more a dream than reality. Violations exist in every part of the world. Students will learn about the historical context for the creation of the United Nations Declaration of Human Rights, and international organizations who address human rights violations. They will also study several human rights violations and the actions or inaction taken to address them.

Grade: 11, 12

Length: 20 weeks

Prerequisites: English 10 and Global 10 (including Global Regents exam)

Credit: 0.5

Level: G

SOCIAL HISTORY of ROCK and ROLL

In Social History of Rock and Roll students will examine the creation and social commentary embedded within the most influential music of the modern era. This class will encourage the analysis of music through multiple perspectives including lyrical commentary, the reception from the American/World population, and the coverage/criticism of music by the mainstream media and government. The course will feature an enduring project that will last the entirety of the course. The goal of this project is to connect a student's favorite band or musician to the history of music. Students will identify the influence that musicians and artists, past and present, have had on their chosen band, specifically through the lens of social commentary and historical discourse culminating in a capstone project presentation.

Grade: 11, 12 (10th with Teacher Recommendation)

Length: 20 weeks

Prerequisites: None

Credit: 0.5

Level: G

U.S. HISTORY THROUGH FILM

In the course "U.S History through Film", students will take an in-depth look at major themes and events from various stages throughout our history. This class will bring new insights and greater understanding to the rise, development and influence of the United States of America, both domestically and internationally. Students will focus on the evolving fundamentals of the political, economic and social institutions that formed to shape the path of American History. Beginning in Colonial America, the course will blaze the trail from the American Revolution to the present incorporating modern issues such as Terrorism and International Cooperation.

Grade: 12 (11 with Teacher Recommendation)

Length: 20 weeks

Prerequisite: Passed both Global Studies and U.S History courses and Regents exams

Credit: 0.5

Level: G

TECHNOLOGY AND ENGINEERING

DESIGN AND DRAWING FOR PRODUCTION

This is a Technology and Art Education course, which upon completion will fulfill their fine art requirement needed for graduation. Design and Drawing for Production is also the start to a sequence in Technology and possibly a career. Course content includes orthographic projection, pictorial drawing, sections, auxiliaries, revolutions, and single view drawings. At the end of the course students will have the chance to explore two CAD programs. This course is open to all 9th -12th grade students and is a prerequisite for CAD.

*This course will meet the 1 credit Fine Arts graduation requirement.

Grade: 9, 10, 11, 12

Length: 40 weeks

Prerequisite: None

Credit: 1.0

Level: G

ENGINEERING & DRAWING with AUTOCAD (C.A.D.) (MCT 1240 - JCC 4 credits)

The second step in the technology sequence in which students use computers to produce various types of drawings using AutoCAD and Google Sketchup. The drawings can be turned into solid objects with the magic of our 3D printers. This course will give students a head start with college credit and the possibilities of a career in CAD or engineering. Currently, there is a shortage of people in these fields and the average starting salary for a two years degree in CAD is between \$40,000 and \$60,000. Every new piece of technology starts with an idea and that idea starts in this room. With the successful completion of this course students will receive College-Credit Engineering certificates in partnership with Jamestown Community College. This course is a prerequisite for Principles of Engineering.

Grade: 10, 11, 12

Length: 40 weeks

Prerequisite: Design and Drawing for Production/Accuplacer Reading 70+

Credit: 1.0

Level: College

INTRODUCTION to SOLID MODELING (MCT 1380 - JCC 3 credits)

Students will be introduced to 3-D modeling software. Much of the course is spent on application of a parametric solid modeler such as Solid Works. Students will learn to create and sketch geometry and parametric solids. Students will also be introduced to detailing and assembly modeling. Emphasis is placed on establishing constraints that correctly convey the design intent.

Grade: 11, 12

Length: 40 weeks

Prerequisite: co-requisite CAD/MCT 1240 or equivalent Accuplacer

Credit: 1.0

Level: College

BASIC ELECTRICITY/ ELECTRONICS

This is a project-based hands on course. Students construct projects such as a lamp, voltage tester, electric motor, electronics kits, and learn home wiring. The course begins with the very basics and continues to study AC and DC voltage, resistors, magnetism, diodes, capacitors, semi-conductors, power supplies, and integrated circuits. This course introduces students to better understand the function and maintenance of electronic equipment for personal and commercial use, and to aid students in career choices within the vast electronics industry.

Grade: 9, 10, 11, 12

Length: 20 weeks

Prerequisite: None

Credit: 0.5

Level: G

TRANSPORTATION SYSTEMS

Students will be introduced to various transportation systems involving land, air, water and space. Students will practice problem-solving skills by creating vehicles to perform certain tasks such as speed or distance. These vehicles could be a hovercraft, rockets, off-road vehicles, airplanes, or mousetrap powered. Students will be provided with basic information on care and maintenance of two cycle gasoline engines, four-cycle gasoline engines, rotary engines, rocket engines, and diesel engines. Information and test equipment for automobiles will also be covered. Hands on activities with RC cars, show cars, and daily drivers will be a part of this class.

Grade: 9, 10, 11, 12

Length: 20 weeks

Prerequisite: None

Credit: 0.5

Level: G

PRINCIPLES OF ENGINEERING I

PRINCIPLES OF ENGINEERING II

This course puts emphases on STEM (Science, Technology, Engineering and Math) and is designed to challenge students with problem solving exercises. Solutions are formed using resources that are not limited to the Internet, lessons, books, and other classes. This information is used to create, model, build, draw, or construct to make their solution a reality. Students will have the ability to design items that can print with our 3D printers. This course qualifies for a third year of Math or Science. PRINCIPLES OF ENGINEERING II expands and enriches the topics discussed in POE I.

Grade: 11, 12

Length: 40 weeks

Prerequisite: CAD and Design and Drawing for Production

Credit: 1.0

Level: G

**CA BOCES (Cattaraugus-Alleghany Board of Cooperative Services)
Career and Technical Education**

CTE Center at Ellicottville

Animal Science I and II
Auto Technology I and II
Carpentry and Construction Trades I and II
Collision Repair Auto body I and II
Cosmetology I and II
Criminal Justice I and II
Culinary Arts I and II
Early Childhood/Human Services I and II
Media Communication Technology I and II
Medical Assisting I and II
Natural Resources I and II
Power Equipment Technology I and II
Welding and Metal Fabrication I and II

Course descriptions can be found online at www.CABOCES.org

Grade: 11, 12

Length: 40 weeks

Prerequisites:

Credit: 7 (3.5 per year) including 1 -Integrated Math, 1 -Specialized Science and 1 -Integrated ELA

Level: G

CTE Center at Olean

New Visions-Health Professions

A highly academic program that allows students the opportunity to explore the health care field while gaining high school and college credits. Students will rotate ½ days between JCC Olean campus, Hospital and the Career and Technical Center

Course description can be found online at www.CABOCES.org

Grade: 12

Length: 40 weeks

Prerequisites: 3 years of regents math and science, excellent attendance record, completed New Vision application, recommendation of school counselor and two academic teachers, ability to provide own transportation.

Credits: 5 including 2-Health Occupations, ½ PIG, ½ Gov't, 1 Anatomy and Physiology, and 1 English 12.