

# Johnson City High School

## Course Curriculum Guide 2024-2025

*Art*

*Business Education*

*Dual Credit/Honors/Advanced Placement*

*English*

*English as a New Language*

*Foreign Language*

*Health and Physical Education*

*Mathematics*

*Music*

*Science*

*Social Studies*

*Special Programs*

*BOCES Occupational Education*

*Experience-based Education*

*Technology Education*

Johnson City High School  
666 Reynolds Road  
Johnson City, NY 13790



# Table of contents

## Departmental Offerings

A note from the Principal .....	3
A note from The Guidance Department .....	3
The Guidance Department Advanced Placement and Honors Courses .....	4
Advanced Placement, Dual Credit, and Honors Classes .....	4
Regents and Advanced Designation Diploma Requirements .....	7
Fine Arts Diploma Program .....	8
Art .....	9
Business Education .....	12
English .....	16
Family and Consumer Science .....	23
Foreign Language .....	22
English as a New Language .....	25
Health and Physical Education .....	27
Mathematics .....	29
Music .....	32
Science .....	36
Social Studies .....	40
BOCES Occupational Education.....	44
Experience-Based Education .....	44
New Visions Career Academy .....	44
Technology Education Department .....	45
Grade 9 Courses.....	47
Grade 10 Courses .....	48
Grade 11 Courses .....	49
Grade 12 Courses .....	50

Eric Race, Superintendent of Schools

Joseph Guccia, Assistant Superintendent for Teaching, Learning and Accountability

Elisa Eaton, Assistant Superintendent for Administration

Carlye Dobransky, Director of Student Services

Jeffrey Paske, Director of Athletics

Fred Deinhardt, High School Principal

Dario Vazquez, High School Assistant Principal

Kerri Amato, High School Assistant Principal

# A Note from the Principal

Our community takes great pride in our school system and our 2024-2025 Course Curriculum Guide reflects that dedication to excellence. Our district's vision is "Creating Educational Opportunities for All Students in Preparation for Success in an Ever-Changing Community." The courses outlined within this guide are tools to ensure we meet our vision and provide our students with the multiple curricular paths to the future they envision for themselves.

There are a variety of educational opportunities available to the students of Johnson City High School. Please review this guide with your son or daughter to ensure he/she is fully aware of the wide array of available course offerings. In the next few weeks, students, with parental assistance and professional guidance, will make important decisions that not only affect their future academic program, but may also influence career decisions as well. We encourage all students to aim high when selecting courses and deciding on the type of diploma to work toward.

The school and its professional staff are available for course selection consultation, but the ultimate decision rests with students and parents. Please take advantage of the information contained in this publication while proceeding with this important process and, as always, don't hesitate to contact us if any assistance is needed when considering the academic options available.

Thank you,  
*Fred Deinhardt, Principal*

## A Note from the Guidance Department

Johnson City Senior High School provides a comprehensive program in curricular, co-curricular and extracurricular activities designed to permit the development of programs that enable pupils to identify their talents, skills, strengths, and special interests.

This booklet has been prepared by the high school faculty for pupils and their parents to plan a program enabling them to reach their educational and career goals. We encourage you to consult with counselors for long and short term program planning.

This booklet, describing the courses offered at Johnson City High School, is to be used for your educational planning. You are urged to read it carefully before making choices concerning your future program of study.

The review and revision of the planned programs should be an ongoing process throughout the high school years. Parents and pupils should work closely with counselors to adapt a program for each pupil in light of his or her needs. Courses in the elective areas should be carefully selected and included to enrich and extend the experiences of the pupil. Parents and students should realize, however, that if there are not enough requests for these courses, they may be eliminated from the program next year. Consult your guidance counselor for appropriate alternatives.

Parents and pupils are urged to review contents of this booklet and to make selections. Since education is a life-long process, the importance of thoughtful ongoing planning cannot be overemphasized.

### Counselors

Sally Phillips (A-F)  
Andrew Bowen (G-N)  
Joe Pizza (P-Z)

**Guidance Office**  
607-930-1010

# Advanced Placement, Dual Credit and Honors Courses

Johnson City High School offers a variety of Advanced Placement, Dual Credit, and Honors Courses.

Advanced Placement Courses are offered nationwide. All participating schools follow a standard curriculum and sit for the same exam. Some colleges offer credit for AP courses taken in high school. Additionally, research indicates that students who have taken one or more of these courses have increased success in college. Advanced Placement courses require extensive college level writing. Teachers create learning experiences that prepare students for the rigors of college study.

Students at Johnson City High School are encouraged to challenge themselves through taking AP courses. Students who are successfully completing course work and/or show an interest in a particular subject area should consider exploring the AP course offering in planning their schedules. A complete listing of courses being offered for the upcoming school year are listed in the course guide. Some AP courses have a summer assignment that must be completed before the course begins. If a student is failing an AP class at the end of Q1 that is tied to a Regents required class, the student may be dropped to the Regents level class.

Dual credit courses are offered through colleges but are taught by Johnson City teachers during the school day. Payment per credit hour may be required for these classes depending on which college provides the curriculum. By taking a dual credit class, a student will earn one high school credit per year and 3-4 college credits per semester. Students can begin their college career for a fraction of the cost with dual credit classes. Dual credit classes have an attendance policy for each class. Students passing an AP Class are awarded 1.07 weighting and a Dual Credit weighting is 1.05,

Johnson City High School also offers Honors courses. These courses are designed for students who are excelling in their course work and would benefit from additional academic challenge.

Our teaching staff encourages students who have a special interest in a subject area or show an aptitude for that subject to consider registering for advanced placement, dual credit, and/or honors courses. The guidance staff and classroom teachers can advise students and their parents regarding the requirements of the courses and which sequence of study might be best for the student. Students are encouraged to work closely with their school counselor to discuss the possible sequences that would meet their learning needs and personal interests.

## Advanced Placement, Dual Credit, and Honors Classes 2024- 2025

### Social Studies

Course Name	Alignment to Regents	Procedure for Enrollment
AP Human Geography	Regents taken at the end of the 2nd year. Additional skills taught. Aligns to Global Regents	Recommendation by 8th grade teacher. Recommendation based on: <ul style="list-style-type: none"> <li>• enthusiasm for the subject</li> <li>• good work ethic</li> <li>• grade of 90 or above (85 or above admitted)</li> </ul>
AP World History	Aligns with Global II Additional time studying ancient European History needed for Regents exam.	Student interest and teacher recommendation.
AP U.S. History U.S.History DC	Aligns with U.S. History and Government	Student interest and teacher recommendation. Grade of 85 or above on Global Regents/ Course.
AP Government AP Microeconomics	Satisfies Participation in Government and Economics class requirement	Student interest and teacher recommendation. Completion of semester project.

### Foreign Language

Course Name	Alignment to Regents	Procedure for Enrollment
Spanish IV DC	College credit given	Successful completion of Spanish 3 (85 or above final average required). Student interest, good attendance and teacher recommendation.

### Physical Education

Course Name	Alignment to Regents	Procedure for Enrollment
Solutions in Fitness and Wellness DC  Principles of Training and Conditioning DC  Backpacking DC	College credit given	Must be at least junior standing 85 or above PE average

### English

Course Name	Alignment to Regents	Procedure for Enrollment
AP English Language	11th grade students only (aligns to Regents Exam) College credit given with 3,4,5 on AP Exam	Successful completion of 10th grade Honors English (85 or above final average). Student interest and teacher recommendation.
AP English Literature	12th grade students only College credit given with 3,4,5 on AP Exam	Successful completion of AP Language (85 or above final average). Student interest and teacher recommendation.
English 12 DC SPK 110 DC EDU 111 DC	College Writing/College credit given Effective Speaking	Required: 85 or higher on Regents Exam. Student interest and teacher recommendation.
English 9H English 10H English 11H	Advanced and rigorous coursework (aligns to Regents Exam) Regents taken at end of 3rd year	Teacher recommendation.



<b>Business/Related Arts</b>		
<b>Course Name</b>	<b>Alignment to Regents</b>	<b>Procedure for Enrollment</b>
Foundations of Business/ Foundations of Marketing DC	College credit given	
Integrated Microsoft Office DC	College credit given	
Sports Management DC	College credit given	
College Drawing/Print Making DC	College credit given	Prerequisite: Studio Art, Drawing, Painting

<b>Science</b>		
<b>Course Name</b>	<b>Alignment to Regents</b>	<b>Procedure for Enrollment</b>
Honors Living Environment - offered at the High School Level	Regents taken in June	Student interest and teacher recommendation in 8th grade.
Honors Earth Science	Regents taken in June	Student interest and teacher recommendation.
Honors Chemistry - taken sophomore year or after	Regents taken in June	Student interest and teacher recommendation. Successful completion of Earth Science and/or Living Environment.
AP Biology - taken sophomore year or after	Regents test already successfully completed	Student interest and teacher recommendation. Successful completion of chemistry recommended or strong background in math and English.
Physics Dual Credit - taken junior year or later	Possible for student to take Regents with additional class time.	Student interest and teacher recommendation. Minimum of 75 % Algebra 2 with this Regents
AP Chemistry - taken junior year or later	Possible for student to take Regents with additional lab time.	Student interest and teacher recommendation. Successful completion of Living Environment and Chemistry Regents.
Honors Physics - taken sophomore year or after	Regents taken in June	Student interest and teacher recommendation. Successful completion of Earth Science and/or Living Environment. Must have strong background in math.
Forensics Dual Credit - Taken senior year Physics Dual Credit	College credit given	Student interest and teacher recommendation. Successful completion of Regents Biology and Regents Chemistry.

<b>Math</b>		
<b>Course Name</b>	<b>Alignment to Regents</b>	<b>Procedure for Enrollment</b>
AP Calculus		Student interest and teacher recommendation. Participation in Honors Math
AP Statistics		Student interest and teacher recommendation. Open to students not taking honors level courses.
Algebra 1H - 8th Geometry H - 10th+ Algebra 2H - 9th+ Math 12H - 11th+	Appropriate Regents taken	Student interest and teacher recommendation beginning in middle school.
AP Computer Science Principles		Student interest and Successful completion of Algebra 1.

## Regents and Advanced Designation Diploma Requirements 2024- 2025

Johnson City High School, in compliance with the State of New York requirements for graduation, offers two types of diplomas upon completion of high school. They are Regents and Advanced Designation Regents. The requirements for both are listed below. All students are strongly encouraged to work toward

the more rigorous of the two types (Advanced Designation Regents). Local diplomas have been phased out for all regular education students beginning with those who entered 9th grade in 2008. Special education students have options in order to meet graduation requirements which can be discussed with counselors.

Graduation Requirements		
Advanced Designation Regents Diploma Credits	Subjects	Testing
4	English	Regents Exam (1 exam)
4	Social Studies	Regents Exam in US History Regents Exam in Global Studies
3	Math	Regents Exams (Algebra I, Geometry, Algebra II)
3	Science	Regents Examinations (2 Exams)
3	Second Language	Local Exam
1/2	Health	Local Final
1	Art and/or Music	Local Final
2	Physical Education	Local Exam
plus	Elective Credits	

Graduation Requirements		
Regents Diploma Credits	Subjects	Testing
4	English	Comprehensive Regents Exam
4	Social Studies	Global Regents Exam <u>OR</u> US History Regents
3	Mathematics	Math Regents Examination
3	Science	Science Regents Examination
1	Second Language	Local Exam
1/2	Health	Local Final
1	Art and/or Music	Local Final
2	Physical Education	Local Exam
plus	Elective Credits	A 5th Regents Exam (SS, math, or science) or CDOS

Students acquiring five units in occupational studies or arts may be exempted from the 3-unit requirement in a second language. All students must have 1 unit in second language, which can be earned by passing a proficiency or by passing a high school course. Consult with your school counselor on this option.

*Note: All students need a total of 23 credits to graduate.*

# Fine Arts Designation

Fine Arts Designation is awarded to graduates who complete the required coursework in one of two areas: music and visual art. A fine arts designation in General Arts will also be conferred upon students who may have a less specific artistic interest, and meet the requirements in more than one arts area. The purpose of the Fine Arts Designation program is to provide a formal, organized and intentional sequence of instruction for students who have a serious interest in pursuing advanced study in the arts.

The chart below provides details related to the requirements, course offerings and the current plan for implementation of this program. The five-unit sequence in the arts required for the Fine Arts Designation can also be used in partial fulfillment of the requirements necessary to receive an Advanced Designation Regents diploma.

	Requirements	Course Offerings
<b>ART</b>	<p>A sequence of a minimum of 5 units of credit which must include the following:</p> <p>Studio Art – 1 Unit  Drawing – 1 Unit  Painting – 1 Unit  Elective/Senior Studies – 2 Units</p>	<p>Studio Art – 1 Unit  Drawing – 1 Unit  Painting – 1 Unit  Creative Crafts – 1 Unit  Ceramics 1 – ½ Unit  Ceramics 2 – ½ Unit  Senior Studio – 1 Unit  College Drawing – 1 Unit  College Printmaking – 1 Unit  Photography I – 1 Unit  3D Design – 1 Unit</p>

## PATHWAYS TO FINE ARTS DESIGNATION IN MUSIC

A sequence of a minimum of 5 units of credit in the following pathways

All Students are required to complete a capsule project at the end of their senior year to be showcased in a performance

Education Pathway	Performance Pathway	Emerging Pathway	General Arts Pathway
<p>2 units- performing ensemble</p> <p>2 units- general music course</p> <p>1 unit- elective music</p>	<p>4 units- performance ensemble</p> <p>1 unit- music theory or *applied performance</p>	<p>2 units of Modern Band</p> <p>2 units of general music</p> <p>1 unit of treble or mixed chorus, applied theatre, applied theatre tech &amp; design, marching band percussion, pit or guard, sophisticats (sound tech),  *jazz II-guitar/percussion  *applied performance  *celtic ensemble  *based on director recommendation</p>	<p>For Students who may have a less specific artistic interest, but meet requirements in more than one arts area - visual arts or music.</p>



# Art Department

*Joe Schieve, coordinator*

Creating a work of art involves using a complex combination of knowledge, problem-solving skills, skills in using materials, and personal expression. Each JCHS art class is designed to provide experiences that help students build new knowledge and skills while challenging them to develop unique works of art that reflect their own experiences and interests. Individual attention is an essential component of art instruction at JCHS and all art classes are structured to encourage students to interact with the teacher as much as possible in developing their work. Art classes end with a final assessment.

## Courses available based on grade level

### **9th Grade**

Studio Art

### **10th Grade**

Studio Art

Drawing

Photography

### **11th Grade**

Studio Art

Drawing

Painting

Photography

Creative Crafts

Ceramics 1 (Fall)

Ceramics 2 (Spring)

3D Design

### **12th Grade**

Studio Art

Drawing

Painting

Photography

Senior Studio

Art 115 College Drawing  
(Fall)

Art 140 College Printmaking  
(Spring)

Creative Crafts

Ceramics 1 (Fall)

Ceramics 2 (Spring)

3D Design

## **Recommended path to Fine Arts Designation**

A fine arts designation is given to students who complete a minimum of 5 units of credit in Art including the following: Studio Art, Drawing, Painting, Senior Studio, or Art 115 and Art 140, and one unit of electives.

\*Class that must be completed for fine arts designation

\*\*Senior level class that the student has a choice to take

(e) Elective

### 9th Grade

Studio Art\*

### 10th Grade

Drawing\*

### 11th Grade

Painting\*

Creative Crafts (e)

Ceramics 1 (Fall) (e)

Ceramics 2 (Spring) (e)

Photography (e)

3D Design (e)

### 12th Grade

Senior Studio\*\*

Art 115 College Drawing (Fall)\*\*

Art 140 College Printmaking (Spring)\*\*

Creative Crafts (e)

Ceramics 1 (Fall) (e)

Ceramics 2 (Spring) (e)

Photography (e)

3D Design (e)

## **Studio Art**

### **Two Semesters 1 Unit**

#### **Prerequisite: None**

Studio art is a recommended foundation course for 9th grade art students following an art sequence and the first prerequisite course to drawing, painting, photography and senior studio. It is a full year course designed to help the student explore the variety of art media and techniques. Areas stressed: the elements and principles of art through drawing and painting, low relief and textural projects. Recommended for all 9th grade students.

## **Drawing**

### **Two Semesters 1 Unit**

#### **Prerequisite: Studio Art**

Drawing is the next course in an Art sequence after Studio Art. This is a core course; without it you cannot advance to Painting, Senior Studio, or Dual Credit Drawing. Drawing is the backbone of art. This course will teach you how to see and draw in a realistic manner.

## **Painting – Two Semesters 1 Unit**

#### **Prerequisite: Studio Art, Drawing**

Painting is the third course in an Art sequence, after Studio Art, and Drawing. During the year students will explore acrylic, tempera, watercolor paints, and mixed media. Subject matter will be both realistic and experimental.

## **Photography**

### **Two Semesters 1 Unit**

#### **Prerequisite: Studio in Art**

#### **(Available to 10th grade students with a Studio Art)**

This course serves as an introductory course to Digital Photography. Students will be introduced to the concepts of photography through the use of a DSLR camera and basic camera techniques. Students will learn how to use the camera, create lighting techniques, examine composition rules, and utilize photo editing. Students are not required to have their own cameras; however, if available it would be helpful for taking outside assignments.

## **Senior Studio In Art**

### **Two Semesters 1 Unit**

#### **Prerequisite: Studio In Art, Drawing, Painting**

Senior Studio is a course designed for the 12th grade college bound art major who needs to prepare a portfolio. Other students who have met the prerequisites and are not continuing in the field of art may also enroll. The focus of the class will include design projects and advanced painting projects, with an emphasis on the development of original ideas. The study of historical figures in art is also a key component of this class.

## **ART 115 College Drawing**

### **One Semester (Broome Community College-Dual Credit course)**

#### **½ Unit / 3 Units college credit**

#### **Prerequisite: Studio In Art, Drawing, Painting**

College drawing is a dual credit course. This allows students to take a college level course for both high school and college credit. In this course students will draw from observation and learn to draw what they see. This class will employ innovative exercises to stimulate new ideas and approaches to drawing. Students will study different kinds of marks used when creating drawings, including gesture drawings and renderings. Students who have completed this course may immediately take advanced drawing classes at the college they choose to attend.

## **ART 140 College Printmaking**

### **One Semester (Broome Community College-Dual Credit course)**

#### **½ Unit / 3 Units of college credit**

#### **Prerequisite: Studio In Art, Drawing, Painting, and passed ART 115**

College Printmaking is a dual credit course. This allows students to receive high school and college credit. This class focuses on printmaking and different forms of printmaking. Students will work with relief printmaking and intaglio printmaking techniques. This course allows students to explore their own imagery within the context of printmaking. Students will work in both black and white and color.

## **Ceramics 1**

### **One Semester ½ Unit**

This course is an introduction in ceramic art, focusing on hand building techniques with an option to explore the use of the pottery wheel. Students will learn how to create, fire, and glaze their pieces. Later projects will allow for experimentation. With emphasis on studio production, Ceramics 1 is designed to develop higher level thinking, art-related technology skills, skill in art criticism, an appreciation of art history, and aesthetics.

## **Ceramics 2**

### **One Semester ½ Unit**

Ceramics 2 builds upon what students learned in Ceramics 1. The projects and techniques taught are more advanced. Students are expected to take more responsibility for the development of their work and experiment with multiple techniques. Students who have not taken Ceramics 1 and enroll in Ceramics 2 are welcome and will be able to develop the necessary skills for the class. However, it is recommended that students take the courses in sequence.

## **Creative Crafts**

### **Two Semesters 1 Unit**

Creative Crafts is a 2D and 3D class meant to involve locally sourced materials and some real-life skills that students can draw on long after the course ends. Students will learn to create and develop projects using a wide variety of materials including wood, clay, and glass among others. It is a prerequisite for Advanced Crafts. Juniors and seniors are able to enroll in this class.

## **3D Design**

### **Two Semesters 1 Unit**

**Prerequisite: Available to 10th grade students who passed Studio In Art or Junior/Senior.**

3D Design is a studio-based course that explores various construction and sculpture techniques involving a wide variety of materials. Projects include working with plaster, wire, different types of papercraft and some introductory ceramic work while learning about the elements and principles of art and design.

## **Portfolio Development**

### **What is a portfolio?**

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements throughout high school. It should represent a collection of students' best work or best efforts.

### **Why is a portfolio important?**

Portfolios are important to art students because they are the best way to show colleges and universities your ability. Most institutions or departments will not accept students into a program without a portfolio.

### **What should be in a portfolio?**

Portfolios should include your best finished pieces. Works in progress, and sketchbooks are also acceptable on a school by school basis. Everything must be original.

### **Do universities and colleges have specific requirements?**

Yes. Many institutions have specific requirements that they want a prospective students' portfolio to include, requirements may be different from school to school. It is important for students to be aware of this and narrow the field of applications to have time to prepare their portfolio for different schools.

### **How can I find out what is required of my portfolio?**

Many schools provide that information on their website. Check the admissions page or department page of the school(s) you are interested in.

### **When should I start preparing my portfolio?**

Begin by keeping all of the work you complete in your art classes. This will most likely form the bulk of your portfolio. Sketchbooks and outside artwork are also acceptable.

### **Who can help me?**

If you are polite and ask nicely, your art teachers will help you put your portfolio together. They will use their expertise to help organize your work and point out areas that need work.

### **National Portfolio Day?**

Attending National Portfolio Day is advantageous to the college bound art student. There, students have the opportunity to have their portfolios assessed by multiple schools in one setting. Students benefit from the experience; becoming more comfortable speaking to colleges about their artwork and learning what to improve. Juniors should also go to portfolio day. The representatives there can offer suggestions on what to improve. This experience helps students narrow the field of colleges they want to apply to.

## **Program Outcomes**

Students will be able to:

- Demonstrate their knowledge of current technology in the business world.
- Demonstrate their knowledge of and use of personal and business financial skills.
- Demonstrate their knowledge of current and future career trends in business and the employment process.
- Demonstrate effective communication skills for the business world.
- Demonstrate their knowledge of the various types of business ownerships and their organizational structures.
- Demonstrate their knowledge of economic, legal, and ethical principles as they relate to business.

We encourage all students to start taking business classes their freshman year to discover what pathway they enjoy the most. Our program offers a variety of courses from marketing, law, entrepreneurship, video communications, sports careers, personal finance, and multiple college level courses designed to prepare students to study at the post secondary level. Each year we encourage students to discover new courses to give them skills that can be applied to any career they plan on pursuing. Any student can take five credits of business to replace 3 credits of foreign language for an advanced designation diploma.

## **Course Offerings**

Introduction to Business

Street Law

Business Math

Digital Video Production

Business Ownership and Marketing

Integrated Microsoft office (Dual Credit)

The Business of Sports and Entertainment

Foundations of Business (Dual Credit) (1/2 year)

Introduction to Marketing (Dual Credit) (1/2 year)

Personal Finance (1/2 year)

Digital Citizenship (1/2 year)

Accounting I

Sports Management (Dual Credit)

## **Introduction to Business**

### **Two Semesters 1 Unit**

#### **Prerequisite: None**

An introductory full year course designed to develop fundamental business concepts, providing knowledge and experience for further studies within Business Education.

Units of Study include:

- Economics
- Business Ownership
- Marketing
- Human Resources
- Finance and Technology
- Career Planning
- Consumer Issues
- Credit
- Money Management
- Types of Insurance

## **Street Law**

### **Two Semesters 1 Unit**

#### **Prerequisite: None**

A full year course designed to increase student's awareness in various aspects of our legal system.

Units of Study include:

- An Introduction to Law and Our Legal System
- Criminal Law and Juvenile Justice
- Torts and Civil Law
- Consumer and Housing Law
- Family Law
- Individual Rights

## **Business Math**

### **Two Semesters 1 Unit**

#### **Prerequisite: None**

A full-year course that should serve a threefold purpose: (1) as a background for subsequent business courses (2) to further vocational preparation for a business job; (3) to meet the personal and consumer needs of students. Course content includes a refresher of mathematics fundamentals, the mathematics of business as it applies to insurance (life, automobile, health), credit card buying, wages and salary, borrowing and saving money, investing (stocks, collectibles, etc.), renting vs. owning a home, taxes (federal and state, social security), and a variety of personal money management applications.

## **Accounting I**

### **Two Semesters 1 Unit**

#### **Prerequisite: Grades 10-12**

A full year course recommended for anyone considering a college major in any area of business. You will learn basic accounting fundamentals relative to a sole proprietorship, a partnership, and a corporation. The focus will be on financial analysis throughout the accounting cycle, including the recording of business transactions, the preparation of periodic financial statements, and payroll accounting. The course will also make frequent use of Microsoft Excel, further adding to your toolbox of business skills. This course will develop your level of prior knowledge, and have you ready for college accounting.

## **Digital Citizenship**

### **One Semester ½ Unit**

#### **Prerequisite: None**

The first 10 weeks of Digital Citizenship focuses on discussing and learning most commonly used Microsoft Office software utilized in Businesses today. Many hands on activities will be completed using: Word, Power Point, Excel and Publisher. Much of the class will be taught in a “learn-by-doing” atmosphere. The second 10 weeks of Digital Citizenship will focus on all things digital and will explore digital literacy, how to influence your digital tattoo and the impact of social media. Students will work with a variety of computer technologies that include Google Docs, Schoology, Survey Monkey and many other technology applications.

## **Business Ownership and Marketing**

### **Two Semesters 1 Unit**

#### **Prerequisite: None**

An entrepreneur is someone who organizes, manages, and assumes the risks of a business or enterprise. This course will help you to become an entrepreneur, provides you with the skills to realistically evaluate your potential as a business owner, and guides you in building a business plan.



## **Personal Finance**

### **Two Semesters ½ Unit**

#### **Prerequisite: 10th-12th grade**

Don't leave high school without taking this half year course. This course will inform students of their various financial responsibilities and help them make smart life decisions. This course will provide you with the confidence and understanding needed to obtain personal financial and life satisfaction. Topics of study will include: Money management, calculating loan payments, budgeting/planning a vacation, investing, credit cards (risks/benefits), renting a residence and buying a home, buying and caring for a vehicle, taxes and payroll, international currency exchange, college financial aid.

## **Digital Video Production**

### **Two Semesters 1 Unit**

#### **Prerequisite: 10-12 grade**

Introduction to Digital Video Production is designed to give students the opportunity to create presentations using videography—the process of recording sound and visual images on electronic media. Fieldwork involving school activities will provide students with experiences working with digital photography enhancements and capturing video as well as interacting with others by interviewing participants. Students develop skills in video production using the technologies of audio-video equipment and computer-based editing software. These are implemented to produce digital media projects for all areas of everyday life. Principles of video basics, DV technology, the development and creative process, editing, production, effects and presentation are stressed. Opportunities for creativity, problem solving, individual and group interaction, and decision making are incorporated. Basic understanding of computer use and software operation is assumed.

## **The Business of Sports and Entertainment**

### **Two Semesters 1 Unit**

#### **Prerequisite: None**

The Business of Sport and Entertainment is a specialized course which provides students with the opportunity to learn a variety of principles in the fields of sports and entertainment. Students will learn what it looks like to work in the front office to the playing field and everything in between. We also cover sports law and the changing landscape of amateur and professional sports. This course includes business, management, and entrepreneurship; communication and interpersonal skills; economics; and professional development foundations. Emphasis is placed upon current events and hands-on project based learning.

## **Integrated Microsoft Office Dual Credit through Broome Community College**

### **Two Semesters 1 Unit High School and 3 college credits through BCC**

#### **Prerequisite: 10-12th grade**

Course Outline and Learning Outcomes:

1. Demonstrate the use of word processing functions with Microsoft Word
2. Prepare database applications using Microsoft Access
3. Apply a basic understanding of spreadsheets using Microsoft Excel
4. Create presentation graphics using Microsoft PowerPoint
5. Develop basic business documents using the above software applications
6. Demonstrate the ability to integrate files prepared using the above software applications

Full year course recommended for grades 10-12. The main focus will be on discussing and learning the most commonly used Microsoft Office software utilized: Word, Access, Excel and PowerPoint. Many hands-on activities will be completed in a learn-by-doing atmosphere. Additional digital literacy will be introduced through a variety of computer technologies that include but are not limited to Google Drive, Survey Monkey and other technology applications.

## **Sports Management Dual Credit through Tompkins Cortland Community College**

**Two Semesters 1 Unit High School and 3 college credits through TC3**

**Prerequisite: 11th-12th grade**

Sports Management is designed to give students a basic understanding of the various dimensions of the sports industry in the United States and throughout the world. The course includes a survey of management principles in relation to planning, organizing, managing and staffing sport organizations. Topics examined include types of sport organizations, governance systems, segments of the sport industry, contemporary issues and career and professional development in the field.

## **Foundations of Business Dual Credit through Tompkins Cortland Community College**

**One Semester 1/2 Unit High School and 3 College Credits through TC3**

**Prerequisite: 11th-12th grade -10th graders need teacher approval**

This course is designed to present an overview of the field of business. Business concepts including the economy, competition, management, and labor relations, will be introduced through lecture and discussion. The course will also explore business areas such as banking, insurance, and the securities market. Students will receive 3 college credits from Tompkins County Community College as well as 1/2 High School Business Credit. Prerequisite: Business teacher recommendation or GPA over 90.

## **Introduction of Marketing Dual Credit through Tompkins Cortland Community College**

**Once Semester 1/2 Unit High School and 3 College Credits through TC3**

**Prerequisite: 11th-12th grade -10th graders need teacher approval**

Introduces students to the basic principles of marketing as they relate to modern day business. The course is centered on the four Ps: product, place, promotion, and price. Case problems and current marketing situations are utilized in discussing the marketing concepts. In addition, projects are assigned to allow the student to explore various marketing situations. An Apple Mac lab is utilized for 6 weeks of this class to aid in the creation of commercials and advertisements.

## **Video Game Design**

**Two Semesters 1 Unit**

**Prerequisite: None**

In this course, students will focus on game development and the advanced game physics, mechanics, and multi-player aspects of all types of games. We will journey through the history of gaming development and marketing from the early stages of Atari to today's media empire. The skills covered in this course include:

- Game Development
- JavaScript Programming
- Advanced Game Physics
- Writing and Design
- Marketing & Monetization
- Advertisements
- Industry Awareness
- History of Gaming
- Different genres of games
- Careers in gaming

At the conclusion of the course, students will have the opportunity to take an industry certification exam. The industry certification exam covers concepts covered across the course and can be used throughout the gaming industry.

# English Department *Melissa Schofield, coordinator*

Students are required by New York state to take English during each year of their high school career. To help them in fulfilling that requirement, the Johnson City High School English Department provides a choice among courses of varying difficulty and emphasis at each grade level.

All students are required to take the English Language Arts Regents Exam in June of their 11th grade year. This examination is intended to provide students, families, educators, and the public measures of student proficiency that directly link to the knowledge and skills students need to succeed in college and careers. The examination requires skills

in reading comprehension, synthesis writing, and critical text analysis. The English program in grades 9-11 provides direct preparation and practices to this mandated test. In 12th grade, students may choose from several course options, including Advanced Placement and Dual Credit classes, which provide the foundation for college writing.

Each year students should consider their choices carefully, discussing their abilities, interests, and future plans with their parents, English teachers, and school counselors before making their decisions. Students must take an Honors course at each level for honors credit.

## **English 9R**

### **Two Semesters 1 Unit**

#### **Prerequisite: English 8**

Students study literature, composition, and language usage. In the ninth-grade Regents course, they are introduced to either a genre or thematic type approach to literature. During the first semester, they not only read short stories, essays and poems for appreciation, but also study their specific qualities and styles. In the second semester, students read and study a full-length play and a novel. Throughout the year, they work consciously on writing techniques with attention to paragraph development, to longer compositions and research skills. There is significant emphasis on the NYS Next Generation Learning Standards. Grammar, vocabulary, spelling and library skills, as well as reading development, are included in the year, and students also participate in discussion and oral reports. In January, ninth grade students take a midterm exam which models two parts of the Regents exam. In addition, students take a final exam in June that models the other two parts of the Regents exam.

## **English 9H**

### **Two Semesters 1 Unit**

Students in this class work with the same types of literature, composition, and language as the Regents classes. However, they study literature in more depth and read to supplement works such as *Romeo and Juliet*. They spend more time on developing analysis, style, and composition, having an opportunity, for instance, of writing poems or plays for creative expression. Expectations for creative and independent thinking and work are higher than for other sections. Opportunities for research papers are also included in the 9H program. There is significant emphasis on the NYS Next Generation Learning Standards.

In January, ninth grade students take a midterm exam which models two parts of the Regents exam. In addition, students take a final exam in June that models the other two parts of the Regents exam.

## **English 10R**

### **Two Semesters 1 Unit**

#### **Prerequisite: English 9**

Each year of English study builds on the preceding years and is concerned with the varied forms of language. English 10R students concentrate on short stories, non-fiction and poetry, and they read a Shakespearean play, as well as novels or a group of novelettes. Students continue with research skills and longer written composition with review of grammar and usage as needed. Throughout the year they will continue to develop their vocabulary, spelling, ability to use the library, and the ability to communicate orally. There is significant emphasis on the NYS Next Generation Learning Standards. A midterm in January and a final exam in June are given to provide direct practice for the Regents exam taken in 11th grade.

## **English 10H**

### **Two Semesters 1 Unit**

#### **Prerequisite: English 9**

This course is open to all students who are considering Advanced Placement English, and a recommendation by a 9th grade teacher is necessary. Students in the 10 H class read the same genres as 10 R classes; however, students will be involved in units that are extended to include a greater variety of readings, enrichment selections/activities for each unit. The novels and full-length plays are not identical to those read in 10R. Opportunities for research papers and extended and original writing are also included in the 10 H program.

There is significant emphasis on the NYS Next Generation Learning Standards. A midterm in January and a final exam in June are given to provide practice for the Regents exam taken in eleventh grade.

The curriculum is aligned with junior and senior level AP English. Expectations of student performance, attitude, and quality of work are higher than 10R and independent assignments are embedded into the curriculum on a regular basis.

## **English 11R**

### **Two Semesters 1 Unit**

#### **Prerequisite: English 10R**

Students in 11th-grade English explore all genres of literature including poetry, novels, plays, and the modern short story. There is strong emphasis placed on language use, literary elements and techniques, and author's purpose within these units. Students study through task-oriented writing, including expository writing and literary analysis writing, for the Next Generation English Regents Exam, which is administered in June.

Other units of study include vocabulary, grammar, usage and mechanics, and response writing. Students develop and use research skills to draw evidence from literary or informational texts to support analysis and interpretation. In January, students take a mid-term exam, which models the Common Core English Regents Exam.

## **English 11H**

### **Two Semesters 1 Unit**

#### **Prerequisite: English 10H or English 10R with teacher recommendation**

Through their engagement with a variety of rigorous, diverse, and interesting texts, students in English 11 Honors will develop advanced reading and writing skills, in addition to practicing nuanced facets of academic discussion and presentation. This course enables students to take a deeper look at a broader range of literature, provides opportunities for creative expression, and prepares students for the rigors of AP Literature, DC Writing, and a wide range of advanced courses in their senior year and beyond. Like English 11R, this class culminates in the English Regents exam, though many other opportunities for demonstrating excellence and creativity are an integral part of this advanced course.

## **English 12R**

### **Two Semesters 1 Unit**

#### **Prerequisite: English 11R**

A fascinating and informative journey through time, culture, imagination, and literature. The course will focus on a few novels, a play, poetry, short stories, etc., all revolving around themes. Of course, formal and informal writing will be included. Discussion will focus on topics connected to students' experiences, such as identity, relationships, good and evil, human nature, and truth. This course is designed for seniors who have learned to expect a challenge and have a desire to continue regents level skills in preparation for college.

## **AP English Language and Composition - 11th Grade**

### **Two Semesters 1 Unit**

#### **Prerequisite: It is highly recommended that a student who elects to take Advanced Placement English has taken the Honors Program in 9th and 10th grade**

"The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts-including images as forms of text-from a range of disciplines and historical periods. The AP English and Composition course aligns to an introductory college-level rhetoric and writing curriculum" (College Board, 2019).

The AP English Language and Composition course leads to the AP Language and Composition Exam in May and the NYS English 11 Regents Exam in June. In addition to summer reading, students will read several books and compose numerous essays throughout the year; refining composition skills necessary for success in college and beyond.

## **AP English Literature and Composition - 12th grade**

### **Two Semesters 1 Unit**

#### **Prerequisite: It is highly recommended that a student who elects to take Advanced Placement English Literature has taken Advanced Placement English Language in 11th grade and the Honors Program in 9th- and 10th- grade.**

The intent of the course is to provide a comprehensive study and critical analysis of literature, to prepare students for the rigor of college writing, to develop interpretive, analytical, and critical reading skills for an in-depth understanding of literature, and to prepare for the AP English Literature and Composition Exam. Emphasis is particularly placed on the close reading of classic literary works from the seventeenth through the twentieth century including poems, short stories, plays, novellas and novels. Students are expected to provide critical and literary analysis of these particular works and will be introduced to specific aspects of literary criticism while developing skills to deal intelligently and analytically with literature.

Extensive time will also be devoted to the study of satire, poetry, and the modern short story. Composition units will stress the writing modes and skills required to achieve success on the AP examination. The class is conducted as a seminar with a high degree of student participation. Summer reading is assigned.

## **Effective Speaking DC**

### **Two Semesters 1 Unit + 3 potential college credits**

#### **Prerequisite: Seniors and/or juniors who are taking AP Language (85 or above average)**

This course presents the conceptual and practical dimensions of formal presentations in organization settings. The students will examine analysis, adaption, strategic arrangement, development of ideas, and verbal and non-verbal presentation skills. This course is designed to build a solid understanding of the fundamentals of public presentations, as well as the ability to employ those skills flexibly so that a speaker can adjust selected topics and tactics to specific audiences. Students will present extemporaneous and prepared speeches. Students will research, write, revise, and deliver speeches, paying attention to audience, organization, technology, development, delivery, critical listening, and constructive evaluation. Course fulfills senior English credit necessary for graduation. This is a college course offered through SUNY Broome.



## **English 12R/DC – College Writing I Fast Forward – SUNY Broome Semester 1**

**Prerequisite:** English 11, ability to read on and above grade-level and word processing and Internet search skills.

This course is open to all students who have scored an 85 or better on the Regents exam. Students learn to use writing to develop their thinking and to read texts critically for both form and content. They practice different writing processes and rhetorical strategies in order to write essays that are purposeful, thoughtful, and coherent, and that conform to the conventions of standard written English. They understand writing as a social and collaborative process, both as a mode of individual expression and as a rhetorical act. Writings will consist of the following: description, narration, comparison/contrast, definition journals, and creative writing.

## **English 12R/DC – Academic Writing II**

### **College Now – TCCC Semester 2**

**Prerequisite:** English 11, ability to read on and above grade-level and word processing and Internet search skills. **Must have passed College Writing Semester 1.**

This course is open to all students who have scored an 85 or better on the Regents exam. Students develop and refine an effective writing process of planning, drafting, peer editing, and revision. They develop the critical literacy skills of analyzing information for point of view, bias, and tone. Context for the assignments is provided by scholarly readings drawn from current events and a variety of disciplines. Students develop information/Internet literacy skills as they engage in the research process. Writings will consist of the following: process analysis, cause/effect, argument and persuasion and journal writing. Students will also write three research papers.

## **English 12: Myths and Legends**

### **12th Grade**

### **One Semester 1/2 Unit**

**Prerequisite:** Seniors and/or juniors who are taking AP Language

Myths are sacred narratives that hold cosmological, theological, and ethical significance for a culture. In addition, myths often have symbolic significance. By examining the myths of a number of cultures, students will be able to see how they provide answers to some very human needs. In addition, the mythical stories have parallels in other cultures, further underscoring the universality of human experience. Legends are stories of human actions that are believed to be historical. Typically they revere certain heroes and demonstrate human values. Legends may be transformed over time, in order to keep them fresh and vital, and realistic. Many legends operate within the realm of uncertainty, never being entirely believed by the participants, but also never being completely doubted.

### **Course outline:**

- Students will study the myths of Ancient Egypt, Rome, and Greece, as well as Native American myths.
- Research will be based on a civilization of choice.
- Students will study Robin Hood, King Arthur, Atlantis, Sir Gawain.
- Research will be based on the King Arthur stories.

## **English 12: Film as Literature**

### **12th Grade**

#### **One Semester 1/2 Unit**

#### **Prerequisite: Seniors and/or juniors who are taking AP Language**

Film as Literature is an elective offered through the English department. During this half-year course, students will examine the history of film as a literary genre and consider the elements that create the spectacle that is modern American cinema. Students will explore HOW the directors tell their stories through the use of camera shots, angles, focus, lighting, costuming, characterization, music, etc. as opposed to a written script. Films are examined on three different levels: content and themes, mise en scene and Visual Spectacle, and Montage and Directing Techniques. Students will research and explore various directors, genres, and film specs throughout the history of film over the course of the semester. Written work will include scene analysis, personal responses, film reviews, research pages, and at least one paper/project at the end of the semester. Toward the second quarter of the course, the students will have choice of the films they select to analyze within the genre list from the BOCES streaming service. If you are interested in the production of films, want to explore different genres, and enjoy watching films this is the class for you!

## **English 12: Sports Media**

### **12th Grade**

#### **One Semester 1/2 Unit**

#### **Prerequisite: Seniors and/or juniors who are taking AP Language**

Twenty-seven varsity teams at JCHS. In this class you'll get the chance to cover them and spread the word about them to the masses. If you're interested in a career in sports journalism, such as ESPN or FOXSports and the like, here is the perfect spot to hone your skills. A combination of classroom instruction and co-curricular activities provide an unrivaled opportunity to gain hands-on experience working events and telling the story. The curriculum covers sports literature, sports writing, sports broadcasting, sports information, sports ethics, sports media and society, and the sports industry.

# English as a New Language *Melissa Schofield, coordinator*

Do you speak more than one language? Are you new to English? Johnson City High School is proud to welcome students speaking 18 different languages from over 20 different countries! This program is designed to meet the linguistic (language), academic (school) and social (community) needs of English Language Learners so they can blossom (grow) into their best selves in a new language and culture.

## **Our goals are to:**

- (1) Ensure that all English Language Learners develop both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- (2) Prepare students to be leaders in their mainstream classes and the broader school community
- (3) Help students articulate and meet their academic, social, and career goals.

Our team of dedicated ENL teachers support students by co-teaching content area classes, teaching self-contained English Language acquisition classes, and offering pull-out support with academic content in resource rooms and small group instruction.

Students entering the high school are identified as English Language Learners based upon completion of a home language questionnaire, interviews with parents and resettlement agencies, the availability of prior school records, NYSITELL entrance exam and annual NYSESLAT assessment.

## **ENL 1: Beginner English: Identity and Community**

### **Two Semesters 1 Unit**

This class is designed for newcomers to the United States. The course emphasizes basic interpersonal speaking and listening skills related to home, family, school and work. Beginning reading and writing skills emphasize word order, present tense, asking and answering questions, and time markers. Placement in the course is determined by NYSITELL and NYSESLAT scores.

## **ENL: Reading Bootcamp**

### **Two Semesters 1 Unit**

This course is designed for students who are new to reading in the English language. Students participate in activities around phonemic awareness, alphabet recognition, phonics, word building, blending, and high frequency sight words. Placement in the course is determined by NYSITELL and NYSESLAT scores.

## **ENL 2: Struggle to Be Strong**

### **Two Semesters 1 Unit**

How does struggle make you stronger? In this project-based course, students read and analyze a variety of texts, films and songs to explore essential questions around struggle and identity. Students produce poetry, memoirs, interviews, and analytical essays around these essential questions. Grammatical structures include adjectives, adverbs, future tense, compound subjects and verbs. The course culminates in a Cafe Night where students celebrate their published writing with their community. This is a heterogeneous ENL course.

### **ENL 3: Interdisciplinary Language Lab**

#### **Two Semesters 1 Unit**

This course is designed to support students with academic language skills connected to Social Studies and Science. Students will use reading strategies to analyze academic texts, data, and primary sources to develop claims, collect evidence, draw conclusions and synthesize meaning. Grammar focuses on clauses, connectives, conditional and present tenses, and word order. Students will produce pieces of writing to be shared with stakeholders and decision makers about enduring issues important to them. Placement in the course is determined by input from content-area teachers, regents scores and NYSESLAT/NYSITELL scores.

#### **ENL Resource**

##### **0 Unit of Credit**

The ENL resource room is a collaborative work space where students can work on homework and projects from other classes. This is a heterogeneous class.



# Foreign Language Department

*Magdala Bedrin, Dept. Chair*

The Foreign Language Department offers a variety of courses in order for students to be college and career ready. The knowledge of one or more Foreign Languages will only enhance the future academic and employment opportunities for students. Also, colleges strongly encourage students to continue their Foreign Language studies to be a competitive applicant at the university level.

In order for students to earn a New York State Advanced Designation Diploma they must complete and pass three units of credit in a Foreign Language.

Of course, students are encouraged to continue their Foreign Language studies beyond the three years and take the Dual Credit course. By taking and passing this course, students have the possibility of earning six college credits and earning the NYS seal of Biliteracy Award (NYSSB).

## **Spanish IB**

### **Two Semesters**

#### **Prerequisite: Spanish IA**

This class is the second year of a required two year sequence. Students will continue to improve their language skills by learning additional verb conjugations and vocabulary pertaining to describing people, food, professions, clothing and shopping, etc. Upon successful completion of this course students will have completed the NYS foreign language requirement for graduation.

## **Spanish II**

### **Two Semesters 1 Unit**

#### **Prerequisite: Spanish IA + IB or Spanish I (Proficiency)**

Emphasis will be on the four skills needed to learn a foreign language: listening, speaking, reading and writing. Vocabulary topics include shopping at a market, ordering food at a restaurant, talking about sports, daily routine and household chores, visiting a doctor, professions, etc. Additional verb tenses and grammatical points will also be learned.

## **Spanish III**

### **Two Semesters 1 Unit**

#### **Prerequisite: Spanish II**

This level combines all previous knowledge and expands the scope of the student in his involvement in the Spanish language. The student will learn vocabulary which will enable him to converse on a variety of topics. The four skills: listening, speaking, reading and writing will be highly emphasized. More complex verb tenses and finer grammar points will also be learned. Reading magazine ads, short newspaper articles and short stories will be an important part of the curriculum.



## **Spanish IV Dual Credit**

### **Two Semesters 1 Unit**

#### **Prerequisite: Spanish III and eligibility stated below**

In this level, students will expand their knowledge of Hispanic literature, art and music. They will read some literary works of both Latin American and Spanish authors. A variety of projects, individual and group, will be assigned. Students will also create their own videos. Emphasis will be on speaking in the target language. Formal writing assignments and reading will continue to be incorporated to enhance communication skills. Students will review and refine their current knowledge of grammar and learn new and more complex structures. Students have the opportunity to participate in a peer-tutoring program. This course will be conducted entirely in Spanish. \*This course prepares students for their presentation for the NYSSB award.

This course can be taken as a Dual-Credit course through BCC's Fast Forward Program, Spanish 201/202. Students may opt to take the course for three (3) credits per semester.

Eligibility for Spanish IV is determined by the following:

1. Teacher recommendation
2. Good attendance
3. Successful completion of Spanish III with a cumulative average of 85 or better (Some exceptions may apply.)

## **French 1B**

### **Two Semesters**

#### **Prerequisite: French 1A**

This class is the second year of a required two year sequence. Students will continue to improve their language skills by learning additional verb conjugations and grammatical points. They will add to their vocabulary base with topics such as eating out in a café or restaurant, shopping for clothing, vacation and travel, and house and home. There will be a focus on helping the students to develop the four skills; listening, reading, writing and speaking. Upon successful completion of this course, students will have completed the NYS foreign language requirement for graduation.

## **French II**

### **Two Semesters 1 Unit**

#### **Prerequisite: French 1A + 1B**

#### **Or French 1 (Proficiency)**

The students will be exposed to everyday spoken French. There will be a continuation of up-to-date French expressions. Emphasis will be placed on the proper usage of the language. Additional verb tenses and grammatical points will be learned. There will be further study of the four basic skills of reading, listening, speaking and writing. The vocabulary topics to be covered are family and friends, celebrations, food (shopping), high school and technology, and daily routines.

## **French III**

### **Two Semesters 1 Unit**

#### **Prerequisite: French II**

All the skills acquired in French I and II will be used to bring the students to a level where they can converse comfortably with their fellow students and teacher. The finer grammar points will be added to the basic grammar skills already acquired. The vocabulary topics to be covered will be leisure and outdoor activities, health, entertainment, and vacations and travel. French cultural readings will be included to accelerate their reading development. For each topic covered, students will continue to expand their writing, listening, speaking and reading skills.

# Health and Physical Education Department

*Jeffrey Paske, director of health & athletics & Joe Schieve, coordinator*

## **NYS Learning Standards for Health and PE.**

1. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
3. Students will understand and be able to manage their personal and community resources.

## **Health**

**Prerequisite: Grade 11, 12**

**½ Unit**

This course aims at preserving one's most precious "natural resource," one's health through understandings of wellness, current health issues, and an awareness for continued health concerns in the future.

Local agencies are explored as to service offered to residents of Broome County. Other areas of research are explored individually and in groups. Students are encouraged to focus in on areas which intrigue or interest them and share their knowledge with class members.

Areas of study include: mental health, understanding and acceptance of disabilities, developing positive self-esteem, stress control, nutrition and fitness, tobacco, alcohol, and other drugs, environment and public health, consumer health, safety, first aid, prevention of illness, family living, and AIDS. Local resources are used to enhance classroom study.

## **Health Careers**

**Full Year - 1 credit**

**Prerequisite:** Juniors and seniors only

**Health elective - This does NOT replace the required 1/2 year Health course.**

The Health Careers course is designed to introduce students to the world of health-related careers. This course will cover the following topics: medical terminology, non-lab anatomy, various cutting edge health science topics, medical and health ethics, exposure to more than 50 health-related careers. Students will also become certified in American Red Cross CPR/AED and First Aid.

# Physical Education

The high school physical education program has been structured to allow all students the opportunity to sign up for classes based on their interest. The following courses have been developed to better meet the needs of the student population at the high school. Students can sign up for a course of their choice for an entire year. In all courses students will be introduced to a health-related fitness component, be evaluated on physical competence and cognitive understanding about the importance of a physically active and healthy lifestyle.

## **Team Sports**

### **1/2 Unit credit full year**

The program emphasis concentrates primarily on group activities, with an emphasis on team sports. Units for team sports include football, handball, softball, track and field, handball, soccer, volleyball, ultimate frisbee, basketball, floor hockey, lacrosse and aquatics.

## **Lifetime Activities**

### **1/2 Unit credit full year**

The program emphasis concentrates primarily on lifetime activities. The course will provide students the opportunity to expand their wellness interests while developing an individual wellness program. Units for lifetime activities involve: hiking, swimming, walking, net sports, bowling, frisbee, outdoor games, and aerobic fitness.

## **Strength Training and Conditioning**

### **1/2 Unit credit full year**

This course will provide the students with an understanding of modern conditioning principles and techniques necessary for training athletes and/or fitness participants. The students will get the opportunity to research and build an individualized workout program that addresses the five components of physical fitness (Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Body Composition, and Flexibility).

Please Note: There will be an aquatics unit built into this class.

## **Solutions in Fitness and Wellness Dual Credit**

### **Prerequisites: Must be at least Junior standing 85 or above PE average**

Students participate in an individual fitness program. Each student will be tested for fitness levels in cardio-respiratory, muscle strength and endurance, flexibility and body composition. Results of the profile will help determine a workout routine for classroom activity. Discussions on chapter topics (including Wellness topics) and tests will assist students in making healthy lifestyle choices. This class meets every day and covers both PED 118 & PED 119. Students will receive 1 credit from SUNY Broome and 1 P.E. credit from JCHS.

## **Principles of Training and Conditioning Dual Credit**

### **Prerequisites: Must be at least Junior standing 85 or above PE average**

Students will learn the principles of physical fitness and training, as well as the effects of training on various systems of the body. With this knowledge, they will organize, assemble, and present their own personal life-long fitness programs. Students will receive 1 credit from SUNY Broome and 1/2 P.E. credit from JCHS.

## **Backpacking Dual Credit/ Exploring Outdoor Pursuits**

### **Prerequisites: Must be at least Junior standing 85 or above PE average**

Students will learn the fundamental outdoor skills needed to plan and prepare a backpacking/camping trip. This class has a cardiovascular component (hiking). The classroom component will cover history, etiquette, and current Leave No Trace practices. In addition to receiving college credit for this class, there will be time built in to explore other outdoor activities. Outdoor activities may include but are not limited to archery, snowshoe hiking, and kayaking. This class meets every other day. Students will receive 1 credit from SUNY Broome (PED103) and 1/2 P.E. credit from JCHS.

**Requirements for 9th, 10th and 11th grade students:**

The mathematics graduation requirement for a Regents Diploma will be the passing of one Regents examination in mathematics, and the passing of three units of credit of high school mathematics. Credit granted for the Algebra I course is limited to two units.

The mathematics graduation requirement for a Regents Diploma with Advanced Designation will be the passing of three units of credit of high school mathematics and the passing of the Regents examinations in Algebra I, Geometry and Algebra II.

**Special Notes:**

1. Honors sections are available in Geometry, Algebra II, and Math 12. An honors section is distinguished from a Regents section by its greater degree of rigor, its faster paced instruction, and its broader curriculum. A student wishing to enroll in an honors math class ought to carefully consider the list of student attributes found at the end of the math course descriptions. Honors credit will be awarded only to students enrolled in an Honors section.

**Algebra I****Two Semesters 1 Unit****Prerequisite: None**

Algebra I is the first mathematics course in the high school. It follows the Common Core Learning Standards for High School Algebra I. The fundamental purpose of the course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibits a linear trend. Students also engage in methods for analyzing, solving and using quadratic functions. Through the use of mathematical modeling and application, students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. The R level course will meet on average, 60 minutes each day. The Algebra I Regents Exam will be given upon completion of this course.

**Two Year Algebra IA – Year 1****Two Semesters 1 Unit****Prerequisite: None**

This two year course is designed to accommodate the learning needs of students who require additional time and intervention to master the same skills and concepts taught in Algebra I. Students will take a department made final exam.

**Two Year Algebra IB - Year 2****Two Semesters 1 Unit****Prerequisites: Algebra IA - Year 1**

This two year course is designed to accommodate the learning needs of students who require additional time and intervention to master the same skills and concepts taught in Algebra I. The Algebra I Regents Exam will be given in January and again in June upon completion of this course.

### **GeoTrig Extensions**

#### **Two Semesters 1 Unit**

##### **Prerequisite: Algebra I**

This course is designed to give students that have completed the Algebra I program an opportunity to develop knowledge and skills in mathematics. It will introduce and deepen concepts in Geometry utilizing the tools of logic while extending the student's knowledge of Algebra into the realm of Trigonometry. At the end of this course students may be recommended for further study in either Regents Geometry or Regents Algebra II. This course will culminate in a department made final exam.

### **Geometry or Geometry Honors**

#### **Two Semesters 1 Unit**

##### **Prerequisite: Algebra I**

Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. The Geometry Regents Exam will be given upon completion of this course.

### **Algebra II or Algebra II Honors**

#### **Two Semesters 1 Unit**

##### **Prerequisite: Algebra I, Geometry**

This course is the continuation and extension of the Algebra I course. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Students will be expected to purchase a graphing calculator. In June, upon completion of the course, students will take the Algebra II regents exam.

### **Math 12**

#### **Two Semesters 1 Unit**

##### **Prerequisite: Algebra II**

This course is designed to extend a student's knowledge and application of algebra, geometry, and special functions. Topics will include complex numbers in rectangular and polar form, theory of equations, sequences and series, graphing, analytic geometry and other selected pre-calculus topics. Students will be expected to purchase a graphing calculator. Upon completion of this course, students will take a department made final exam.

### **Math 12H**

#### **Two Semesters 1 Unit**

##### **Prerequisite: Algebra II**

This course is specifically designed for students who plan to take AP Calculus. They will study topics that extend beyond those presented in Math 12. Extended topics include advanced graphing, linear programming, limit theory, and analytic geometry. There will also be more extensive use of the graphing calculator. Upon completion of this course students will take a department made final exam.



## **Explorations of Data Science**

### **Two Semesters 1 Unit**

#### **Prerequisite: Algebra I**

This course will introduce students to a multitude of main ideas in data science. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities.

## **AP Statistics**

### **Two Semesters 1 Unit**

#### **Prerequisite: Algebra II**

A consensus has developed that knowledge of statistics is necessary for all citizens, including those who do not actually perform experiments or surveys. The quality improvement methods used by industry require some statistical literacy of all employees. Increasingly sophisticated presentations of data appear in the daily newspapers. Advertisements sway people with polls, amaze them with sports statistics and tempt them with lotteries. So, invariably, recommendations such as those of the National Council of Teachers of Mathematics and the CCSS call for statistical literacy for all citizens. This course answers that call by going above and beyond their demanding recommendations. Students will take the AP Statistics Exam at the completion of the course.

## **AP Calculus**

### **Two Semesters 1 Unit**

#### **Prerequisite: Math 12H (Math 12R with department approval)**

This AP math course is equivalent to a two-semester calculus course taught at most colleges and universities. It is a rigorous and valuable course that is recommended for all students who plan to pursue any math or science-related field. Students will be expected to provide their own graphing calculator. Students will take the AP Calculus exam upon completion of this course.

## **Foundations of Math**

### **Two Semesters**

#### **Prerequisite: 2 Math Credits Completed**

Foundations of Mathematics is a fourth year math course designed for high school seniors. Throughout the course, students will refine and build on a wide variety of math skills that will help them become successful college students. Upon completion of the course, students scoring an overall grade of 70% or higher will be waived from the mathematics portion of the placement assessment at SUNY Broome and be able to enroll in credit-bearing mathematics courses.

## **AP Computer Science Principles**

### **Two Semesters 1 Unit**

#### **Prerequisite: Algebra I**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

# Music Department *Jennifer Chudacik, coordinator*

Music is a universal language and a cultural force which can elevate our students' well being and quality of life, as well as provide impactful contributions to their general education. Students will gain a multitude of different musical and humanistic perspectives by taking music courses. Our courses are designed to reach all students, emphasizing the aesthetic, emotional, physical, social, intellectual & spiritual characteristics of music. Many music courses offered provide a foundation for those students who pursue music and/or the performing arts as a career. Music is recognized as an integral part of our school curriculum.

We recommend choosing a Pathway to Fine Arts Designation in music.  
Check out the FA designations and pathways in the front of this booklet.

\*All Pathways must meet a minimum of 5 credit units in chosen pathway

\*All Fine Arts designations in music will be required to complete a capsule project at the end of their senior year in performance and/or on display for general arts pathways.

## **Treble Choir**

**Two Semesters ½ Unit**

**Prerequisite: Freshman and Sophomore Treble Voices**

The Treble Choir is a choir of 9th and 10th graders who identify as a Soprano or an Alto voice. This choir focuses on repertoire for higher voices in various styles of choral repertoire from Pop to Classical. Learn & build upon leadership skills, healthy singing techniques, self-confidence and becoming an independent choral singer! Weekly music lessons and 2 to 3 evening concert performances per year are required. Other singing opportunities are open to choral students throughout the year if they choose to do so.

## **Roaring Voices**

**Two Semesters ½ Unit**

**Prerequisite: 10th grade Soprano & Alto identifying voices in Treble Choir the previous year**

Roaring Voices is the Mixed Chorus in the high school. It is made up of 11th and 12th graders who identify as a Soprano or an Alto voice and 9th through 12th graders who identify as a Tenor, Baritone or Bass voice (lower voices). Students will focus on advanced choral music in various styles from Pop to Classical. Class provides leadership opportunities for students, healthy and various singing techniques, builds upon self-confidence and community. Weekly music lessons and 2 to 3 evening concert performances per year are required. Other singing opportunities are open to choral students throughout the year if they choose to do so.

## **Concert Band**

**Two Semesters ½ Unit**

**Prerequisite: Band participation in previous years**

Concert band is an enrichment course for performers on the wind and percussion instruments. All participants will explore many musical styles including repertoire required for a NYSSMA performance. Students will be required to participate in weekly music lessons and evening performances.

## **Big Band Jazz**

**Two Semesters ½ Unit**

**Prerequisite: Required enrollment in Concert Band except guitar and bass**

Music of the jazz, jazz rock and stage band idiom will be explored. Concert and competition performances are an integral part of the jazz program. Weekly lessons are required for members not enrolled in Concert Band.

## **Orchestra**

### **Two Semesters 1 Unit**

#### **Prerequisite: Orchestra participation in previous years**

Membership in the orchestra provides an opportunity for a fulfilling and rewarding musical experience through the study and performance of a wide variety of musical styles. Students will be required to participate in weekly music lessons and evening performances.

## **Celtic Ensemble**

### **Two semesters ½ Unit**

#### **Prerequisites: Prior experience in Orchestra class or Director's recommendation.**

Students in the Celtic Ensemble will learn and perform a wide variety of Irish and Celtic music. Tunes will include both traditional Irish songs and instrumental dance tunes such as reels and jigs. The Celtic Ensemble is made up of both singers and instrument players, so members can expect to do some of each. Traditional Irish instruments that are found in Celtic Ensemble include all orchestra instruments as well as guitar, flute, penny-whistle, piano, accordion/concertina, and percussion. Enrollment requires orchestra director's approval.

## **Sophisticats Show Choir**

### **Two Semesters ½ Unit P/F**

#### **Prerequisite: Auditions are required for this course. Treble Choir or Roaring Voices Mixed Chorus.**

It's Showtime! The Sophisticats is an auditioned Varsity level choral group which sings and adds choreography (no dance experience needed, but a plus if you have it). The group performs music styles from Broadway, Pop, Pop A Cappella and Jazz. The Sophisticats compete each spring in a show choir competition in places like Virginia, Ohio, Walt Disney World. The Sophisticats are a sought out group within the broader Johnson City community during the month of December and in the spring. They perform many times outside of the school district and the school day. Fundraising through the Music Booster Club supports the students throughout the year.

## **JC Jazz Cats**

### **Two Semesters ½ Unit P/F**

#### **Prerequisite: Auditions are required for this course.**

Advanced repertoire will be studied in this course in the style of jazz. Students will be required to attend rehearsals afterschool. Concert and competition performances are an integral part of the jazz program.

## **Marching Band**

### **½ Unit P/F**

#### **Prerequisite: Enrollment in a music ensemble, except Colorguard students**

The marching band provides an opportunity for all interested students to participate in a wide variety of school and local performances including parades and football games. Parade and Field Competitions at a state and national level are also scheduled. Members are expected to attend marching band camps throughout the summer and evening/weekend rehearsals during the school year.

to fulfill an amount of tech hours to fulfill this credit, outside of the school day and/or weekends. Hours to be determined by the musical director.

## **Piano**

### **Two Semsters ½ Unit**

Have you ever dreamed of learning to play the piano? Here is your chance to learn! This class uses various techniques to teach the piano including learning to play songs from the radio like a rock pianist, learning to perform using the computer software Synthesia, and learning the traditional way by reading music. You get to choose how fast you learn and you get to choose some of the music. It is almost as good as taking piano lessons!

## **Modern Band I**

### **Two Semesters 1 Unit**

Do you like to rock out? Join Modern Band where you will learn how to play the basics of guitar, electric bass, keyboard and drum set. The class will explore and perform different styles of modern music including, but not limited to, Rock, Pop, Hip-Hop & Rap. This course is open to all students and no previous music experience is needed, just a desire to have fun and rock out!

## **Modern Band II**

### **Two Semesters 1 Unit**

#### **Prerequisite: Coordinator/Director recommendation**

Modern Band II is designed for students who have some experience playing guitar, bass drums, and/or keyboards. This course examines a variety of contemporary musical styles including, but not limited to pop, rock, reggae, hip-hop and jazz. Students in Modern Band II will also be introduced to the art of songwriting and composition. Enrollment in this course requires the signed consent of the instructor or music coordinator.

## **Digital Music and Beat Making**

### **Two Semesters 1 Unit**

Students will be immersed in hands-on music production experience of beat making and modern music production. Work individually and collaboratively to create music for modern music genres and appropriate for commercial purposes. Students will have the ability to work in our modern music lab with state of the art music technology and equipment, as well as using their school & personal devices to explore web/cloud based music production applications. Students will get to learn one on one with JC Alumni currently in the production/songwriting music industry as well as other music industry guests.

## **Intro to Music Theory**

### **Two Semesters 1**

#### **Unit Prerequisite: Current participation in an ensemble, or consultation with a music teacher.**

Students will learn the fundamentals of music and the function of music. It will focus on reading, analyzing, listening and creating music through piano skills, composition, sight reading, dictation, improvisation and performance on instrument/technology and/or voice. This course can be used towards the 5-unit sequence for the Fine Arts diploma. This course can be used as a prerequisite for students interested in pursuing music after high school.

### **Applied Theater Performance**

#### **One Semester ½ Unit P/F**

##### **Prerequisites: Audition acceptance**

Students will participate through performance in a school sponsored or approved theatrical or dramatic production. Attendance requirements will be established by the teacher based on the specific rehearsal and performance schedule for the production. It should be understood that most or all of the time commitment for this course will take place outside the school day and on weekends. Students will be required to put in two hours of tech help. Drama character analysis is also required.

### **Applied Theater Tech and Design**

#### **One Semester ½ Unit P/F**

##### **Prerequisites: Production director's recommendation**

Students will participate through tech and design work on a school sponsored or approved theatrical or dramatic production. Attendance requirements will be established by the production director based on the specific rehearsal and performance schedule for the production. It should be understood that most or all of the time commitment for this course will take place outside the school day and on weekends. Students will be required

### **Pit Orchestra**

#### **One Semester ½ unit P/F**

##### **Prerequisites: Conductor/Director's recommendation or audition acceptance**

String, wind and percussion students will participate through performance in a school sponsored or approved musical production. Attendance requirements will be established by the conductor/director based on the specific rehearsal and performance schedule for the production. It should be understood that most or all of the time commitment for this course will take place outside the school day and on weekends. Students will be required to keep a journal of their specific performance responsibilities and activities and may also be required to submit a written performance critique or reaction paper as assigned by the teacher.

# Science Department *Mark Buza, coordinator*

The Science department offers a variety of courses to meet the three credit requirement for graduation in New York state. These science courses are aligned with the New York state-Math, Science, and Technology Standards.

To fulfill the three credit graduation requirement for a Regents diploma, students must:

- Complete one course based on the Living Environment
- Complete one course based on the Physical Setting
- Complete an additional credit in a course of their choice
- Successfully complete a Regents examination in one of the core courses with a minimum grade of 65.

To fulfill the graduation requirement for an Advanced Designation Regents diploma, students must meet all of the above criteria plus pass a second Regents exam in one of the core courses with a minimum grade of 65.

Students must be enrolled in an honors-scheduled section to receive honors credit. In addition, an established set of criteria developed by the science department must be met to receive honors credit.

Please note that not all listed courses may be offered in any one semester due to enrollment requirements or staff availability. All students are encouraged to complete additional credit in science beyond the state requirement, and should carefully consider their academic ability, interests, and future career plans when choosing elective courses.

## **Physical Setting/ Earth Science**

### **Two semesters 1 Unit**

#### **Prerequisite: Concurrent enrollment in Integrated Algebra**

The Earth Science program is a course of study aligned with the Core Guides and New York State Standards designed to investigate our physical world. Students engage in laboratory experiments, classroom discussions, assigned readings, and problem solving situations. Core units of study include: rocks and minerals, earthquakes and volcanoes, weathering and erosion, glaciation, earth's history, meteorology, astronomy, and environmental awareness. Additional optional units of study will also be selected throughout the year. The course has additional laboratory periods to fulfill the minimum required 1200 minutes for each Regents science course. Good study habits and organizational skills are necessary in this course.

Students enrolled in the Honors sections of this course will be eligible for Honors credit upon completion of published criteria. This can include additional labs, analysis of current research, in class or out-of-class assignments, or projects.

## **Science Inquiry**

### **Two Semesters 1 Unit**

This course is designed to serve as a foundation for Regents Living Environment. Students will integrate living biology content with science skills. The focus of the course will be to provide students with strategies and process skills to enhance understanding of the living world. Living environment laboratory experience will be completed in preparation for Regents lab requirements in Living Environment.

## **The Living Environment:**

### **Biology**

#### **Two semesters 1 Unit**

This course is aligned with the Core Guides and New York State Standards designed to provide a general understanding of the fundamental principles of the following areas: biochemistry, human physiology, reproduction and development, modern genetics, modern evolutionary theory and ecology. During the year, students will engage in laboratory experiences, case studies, analysis of current research and problem solving situations. The course has additional periods to fulfill the minimum required 1200 minutes for each Regents science course. Students enrolled in the Honors sections of this course will be eligible for Honors credit upon completion of published criteria. These may include additional lab work, journal writing, or researching advanced topics in biology.



## **Advanced Placement Biology**

**Two semesters 1 Unit**

**Prerequisite: Successful completion of Regents Biology and Regents Chemistry**

Advanced Placement Biology offers an opportunity for interested students to experience college level Biology. This course is centered around inquiry-based investigation and learning. Students will research, investigate, and perform laboratory exercises to gain information about biological topics. Areas of interest within the course include: Plant and Animal Physiology, Genetics, Evolution, Biochemistry and Cell Communication. Emerging fields of biotechnology and medicine will be emphasized. Through the use of technology, media and extensive laboratory experience, the student will gain valuable knowledge that will enable them to prepare for the AP Exam and future college course.

## **General Chemistry**

**Two semesters 1 Unit**

If you have ever wondered why bicycles are built from aluminum, why bread has holes, or why rock salt is used to melt snow and ice; this course has the answers!

General Chemistry provides students with an increased understanding of the work of a chemist and an opportunity to investigate questions that apply to them personally as well as the community in which they live. Students will gain an appreciation of scientific methods, the ability and willingness to change opinions after careful weighing of evidence, and the development of the habit of critical thinking.

This course, which is aligned with the content process skills section of the Core Guides and New York State Standard, will provide the student with basic chemistry concepts and investigative skills. This course will fulfill the third year of Science credit.

## **Environmental Science**

**Two semesters 1 Unit**

The goal of the Environmental Science course is to provide students with the scientific principles and concepts required to understand the interrelationships of the environment. Students will identify and analyze environmental problems both natural and human-made, and evaluate the risks associated with these problems. Students need to understand that environmental issues are complex, involving relationships among ecosystems, energy, and food and water supplies.

This course is aligned to the New York State Standards and will help students learn the science behind issues concerning our environment and provide them with the scientific knowledge to examine these issues for themselves. Students will be encouraged to develop and practice decision-making, critical-thinking, and laboratory skills. This course will fulfill the third year of Science credit.

## **Physical Setting/Chemistry**

**Two semesters 1 Unit**

**Prerequisite: Integrated Algebra**

**(concurrent enrollment in Geometry is recommended)**

This course presents a theoretical background of the fundamental concepts and principles relating chemical and physical properties of matter as a preparatory course for the college-bound student. General topics include atomic structure, chemical formulas, equations and reactions, bonding, acid and base theory, chemical equilibrium, and organic chemistry. This course is aligned to the Core Guide and New York State Standards and gives students the opportunities to engage in laboratory experiments. This course has additional laboratory periods to fulfill the minimum required 1200 minutes for each Regents science course.

Students enrolled in the Honors Section of this course will be eligible for Honors credit upon completion of the course. This can include additional labs, analysis of current Chemistry issues, in class or out-of-class assignments or projects.

## **Advanced Placement Chemistry**

### **Two semesters 1 Unit**

#### **Prerequisite: Successful completion of Physical Setting/Chemistry**

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college study. For some students, this course enables them to undertake, as freshmen, second-year course work in the chemistry sequence; or to register in courses in other fields where general chemistry is a prerequisite.

Topics of study include: structure of matter, kinetics, and the basic concepts of thermodynamics. There is also a laboratory requirement for this course. Completion of this program will prepare students for the AP Exam and future science courses at college level. Prerequisite of 75+ on Chemistry Regents.

## **Physical Settings/Physics**

### **Two semesters 1 Unit**

#### **Prerequisite: Recommended Math 9R**

The understanding of nature begins with observations. Physics is the course that will help you to understand the world and universe around you; how it works and how to work with it. Physics will therefore, look at nature through the eyes of an experimentalist. Through hands-on laboratory investigation, key concepts and theories are introduced. Emphasis is on basic problem solving and reasoning techniques. Mathematical relationships become the shorthand for physical laws; therefore, it is important that we become familiar with the mathematical skills that we depend on. To this end, the necessary mathematical skills and problem-solving techniques will be developed. This course is highly recommended for students planning to attend college. This course is aligned to the Core Guide and New York State Standards, and will fulfill one year of the three year science graduation requirement. This course has additional laboratory periods to fulfill the minimum required 1200 minutes for each Regents science course. Honors credit is awarded to those who fulfill the honors requirements.

## **Dual Credit Forensic Science**

### **College Credit CHE 113**

#### **Grade 12**

Forensic Science is focused on the application of scientific methods and techniques to crime and law. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed on the techniques used in evaluating physical evidence.

This course has a laboratory component that will allow students to investigate various analytic techniques that are used in forensic science. Students must have successfully passed **both** Biology and Chemistry Regents. Students will be awarded 4 credits upon successful completion of the course.

## **Dual Credit Physics**

#### **Prerequisites: Honors Physics or teacher recommendation if taken as a first year physics course. Minimum 75 on Algebra 2 /Trig Regents exam.**

Physics includes the study of matter, motion, mass and energy. It describes how and why things move. It is important for everyone from technicians to doctors to know how physical systems work. Problem solving skills that you learn in physics will help you in other courses, as will the skills in laboratory observation and analysis. The course is essentially split into two categories of topics. In the first half of the year we study mechanics where you learn about motion, forces, conservation laws of energy and momentum and principles of heat and how it flows. The second half of the course involves topics associated with electricity and magnetism. Additionally, topics of waves, light, sound and particle physics are covered. This course is a standard, algebra and trig based physics course that surveys a broad range of topics. It is equivalent to the standard freshman college course taken by majors including pre-med and other health science fields, applied science, computer science and a variety of technology majors. It provides a solid foundation for the coursework required by engineering and physics majors.

## **Biotechnology**

### **One Semester 1/2 Unit**

#### **Prerequisite: Successful completion of Living Environment and Regents Chemistry**

This STEM based course explores the world of biotechnology and includes an expansive field of science which features molecular biology, microbiology, chemistry, genetic engineering, bio-processing and immunology. Many modern techniques will be discussed such as recombinant DNA technology and genetically modified organisms, polymerase chain reactions, forensic studies such as DNA fingerprinting, biotech pharmaceuticals, food biotechnology, cloning and biomedical engineering. The applications of biotechnology are found in numerous industries including the pharmaceutical, criminal justice, agricultural and medical fields. These applications include the production of insulin, monoclonal antibodies that fight cancer and certain other diseases, the production of biofuels, as well as bioremediation to clean up environmental disasters. This course will keep students engaged with exciting lab-based learning.

## **Anatomy and Physiology of Sports Medicine and Performance**

### **One Semester 1/2 Unit**

#### **Prerequisite: Successful completion of Living Environment and Regents Chemistry**

This course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, and cardiovascular systems. The course is meant to develop an understanding of the structure and function of some of the key systems in the human body and their relationship to the fields of medicine, sports performance, aging, and exercise physiology.

## **EDU 111- Foundations of American Education DC**

#### **Prerequisite: Interest in education as a possible future career**

This course is an introduction to the profession of teaching. The social, economic, and political history of American education will be explored. Contemporary goals, practices, and issues will also be investigated. Specific topics include: diversity; special education; child/adolescent development; legal issues; ethics; professionalism; curriculum; philosophy; learning theories and pedagogy. This course is appropriate for any JCHS student who is considering the possibility of pursuing a teaching certification in the future.

## **Intro to Engineering**

### **Two Semesters 1 Unit**

#### **Prerequisite: none**

In this course, students will explore a variety of Engineering practices and principles. The course uses robotics systems to provide a context for learning. Students will learn to design and build mechanical systems that are commonly used in robotics using Lego building parts. Students will also design and produce by using 3D printing, custom parts to perform specific functions on their robots. In the second half of the course students will learn how to incorporate electrical components including lights, motors and sensors into their robots. Students will use Arduino mini computers to program and control the robot's systems. The course will wind up by applying all of the learning to design, build and program robots that perform specific tasks in a variety of class competitions.

## **Kitchen Chemistry**

### **Two Semesters 1 Unit**

#### **Prerequisite: none**

This course will explore the chemical composition, properties and reactions of food components and how this contributes to food flavor, aroma, texture and nutrition. The course will incorporate hands-on experiments including cooking and baking to illustrate the principles of food chemistry. Students will have an understanding of various methods used to analyze food composition and quality. Additionally, the course will cover food biotechnology and the use of genetically modified organisms (GMOs) in food production. The course will also cover food preservation techniques. This course will be useful for students pursuing careers in food science, nutrition or just those interested in learning more about cooking and the science behind what we eat!

# Social Studies Department *Jeff Smith, coordinator*

New York State requires four years of Social Studies in order to graduate. At each grade level, students can choose between a Regents-level course or challenge themselves with a Dual Credit (DC) course through BCC or an Advanced Placement (AP) course.

## **9th and 10th grade:**

Students in 9th and 10th grades engage in a two year chronological study of world history and geography. In 9th grade, students can either take Global History and Geography I or AP Human Geography. In 10th grade, students have a choice between Global History and Geography II or AP World History. At the end of 10th grade, all students will take the Global History and Geography Regents exam.

## **11th grade:**

Students in 11th grade learn about United States history. Students can take United States History and Government, DC United States History, or AP United States History. At the end of 11th grade, all students must pass the United States History and Government Regents exam.

## **12th grade:**

Students in 12th grade are required to take one semester of Economics and one semester of Participation in Government. Students have the option of replacing those two courses with AP Government and Politics.

In addition to the required Social Studies courses, the department offers a variety of electives. AP African American Studies and Citizens in Action meet for the full year, while Psychology and We've Got Issues: An Analysis of Modern Society are semester-long courses.

## **Global History and Geography I (Grade 9)**

### **Two Semesters 1 Unit**

#### **Prerequisite: Grade 8 Social Studies**

In this Regents-level Global I course, students will cover world history from the dawn of time to 1750. The course begins with the Paleolithic era and the first civilizations, continues with an examination of classical societies and the development of major belief systems, and traces the expansion of global trade networks. Students also focus on important Social Studies skills like document analysis, geographic reasoning, comparison, causation, identifying continuities and changes over time, and analyzing economic and political systems.

## **AP Human Geography (Grade 9)**

### **Two Semesters 1 Unit + 3 potential college credits**

#### **Prerequisite: Grade 8 and Teacher Recommendation**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course replaces Global History and Geography I.

## **Global History and Geography II (Grade 10)**

### **Two Semesters 1 Unit**

#### **Prerequisite: Global History and Geography I**

The Regents-level Global II course focuses on the modern world since 1750. Topics include the Enlightenment, French Revolution, the Industrial Revolution, global nationalist movements, imperialism, twentieth century conflicts, and the development of our interconnected world. In addition to the chronological approach to covering modern history, students will identify enduring issues that serve as themes throughout history. These enduring issues include conflict, globalization, tensions between traditional culture and modernization, interactions of people, interactions of people and the environment, trade, scarcity, human rights, power, technology, and belief systems. At the end of Global II, students take a Global History and Geography Regents exam focused on 1750 to the present.

## **AP World History (Grade 10)**

### **Two Semesters 1 Unit + 3 potential college credits**

#### **Prerequisite: none**

This course explores historical developments after the year 1750. Students will examine the impacts of industrialization, the development of capitalism and a modern global economy, the impacts of imperialism, formation of nation-states, the impact of global warfare, and scientific innovations of the 20th century. The course requires students to read from the assigned textbook, as well as hone their skills in formal writing, analyzing primary sources, and developing critical and historical thinking skills. This course replaces Global History and Geography II and culminates with both the AP World History Exam in May and the Global History and Geography Regents Exam in June.

## **United States History and Government (Grade 11)**

### **Two Semesters 1 Unit**

#### **Prerequisite: Global History and Geography II**

Grade 11 begins with the colonial and constitutional foundations of the United States. The course covers the development of our national identity as well as the political, economic, and social challenges our nation faced leading up to the Civil War. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars, and the Cold War. Students explore the expansion of the federal government, evolving social beliefs and behaviors, and the nation's place in an increasingly globalized and interconnected world. A Regents exam for United States History and Government is required for graduation by all students.

## **Dual Credit United States History and Government (Grade 11)**

### **Two Semesters 1 Unit + 6 potential college credits**

#### **Prerequisite: Grade 10, 85%+ on Global Regents or Class Dual Credit**

United States History and Government (1 high school credit) will be divided into semesters I and II to accommodate HIS 130 and HIS 131 (2 college courses worth 6 college credits). Both courses will identify some of the methods used by historians to study the past. It is expected that students will write clearly and think critically about historical events and issues. Reading will include text, supplemental resources, as well as primary documents to help shape important inferences and interpretations. Finally, the course will include historical information derived from the other social sciences such as archaeology, anthropology and geography. In semester I (HIS 130), students cover 1607-1877, exploring colonization and relations with native peoples, the American Revolution, Constitution, the early national period, Jacksonian democracy, westward expansion, the Civil War, and Reconstruction. Semester II (HIS 131), covers 1877 to the present. Students will explore the closing of the frontier, the American empire, Progressive reforms, World War I, the Twenties, the Depression and New Deal, World War II, the Cold War, the Civil Rights Movement, Vietnam, as well as modern domestic and foreign developments. If students pass the course they will receive six college credits from Broome Community College. Students must also pass the U.S. History Regents to graduate.



### **AP United States History (Grade 11)**

**Two Semesters 1 Unit + 6 potential college credits**

**Prerequisite: Recommendation of the Tenth Grade Teacher**

The Advanced Placement program in United States History is an intense and demanding course requiring a substantial amount of reading and writing designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full year introductory college course. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History student will develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present ideas clearly and persuasively in essay format. The students take an AP Exam in May. If successful, they will receive six college credits at the discretion of the college. Students must also pass the U.S. History Regents to graduate.

There is a required AP US Lab which meets ½ period every day. This lab provides essential additional time to accomplish subject competence and complete the course.

### **AP United States Government and Politics (Grade 12)**

**Two Semesters 1 Unit + 3 potential college credits**

**Prerequisite: Must be taken with AP Microeconomics**

This Advanced Placement course is designed to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political system. This is an excellent course for those who have taken AP or Dual Credit U.S. History but is not limited to those students. A final exam is required for this course. Students must pass this course to graduate.

### **AP Microeconomics (Grade 12)**

**Two Semesters 1 Unit + 3 potential college credits**

**Prerequisite: Must be taken with AP Government & Politics**

Advanced Placement Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### **Economics (Grade 12)**

**One Semester 1/2 Unit**

**Prerequisite: U.S. History**

A one semester course in Economics and economic decision-making is required of all seniors. The course includes the basic economic understandings which all persons need to function effectively and intelligently as citizens and participants in the economy of the United States and the world. A final exam is required for this course. Students must pass this course to graduate.

### **Participation in Government (Grade 12)**

**One Semester 1/2 Unit**

**Prerequisite: U.S. History**

A one semester course in Participation in Government is required of all seniors. This course emphasizes the interaction between citizens and government at all levels: local, state and federal. The incorporation of student participation in public policy issues as is done in the process of government is the key factor of the program. Attendance at public meetings and/or volunteer work is required as part of the course. A final exam is required for this course. Students must pass this course to graduate.



## **We've Got Issues: An Analysis of Modern Society**

**Grade(s) 10-12**

**Prerequisite: none**

**Term: ½ year course offered in each semester**

The goal of this seminar is to have open discussions of controversial political and social issues and raise awareness of current world events in an informal setting. Discussions on Mondays and Tuesdays will focus on current events from that week. On Wednesdays and Thursdays, students will discuss a scheduled issue in greater detail. Issues may include gender, sexuality, race and ethnicity, social inequalities, gun control, fake news, terrorism, and many other topics. On Fridays, students will raise issues important or interesting to them, whether these issues exist on a local, national, or global level. Discussions will be supplemented by readings, films, and other sources. Students will also be encouraged to read news media from around the world.

## **Psychology**

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

**Prerequisite: none**

**Term: ½ year course offered in each semester**

Dive into the inner-workings of the human mind. This Psychology course is designed to introduce students to the study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with the field of psychology. Utilizing a variety of teaching methods and new, exciting texts, the course deals with many fascinating topics such as learning, perception, dreams, ESP, hypnosis, personality theory, personality disorders, and therapy. This challenging course will serve as a foundation for those students planning to take college psychology or for those simply seeking a better understanding of their own behavior and the behavior of others.

## **Citizens in Action (Grade 11 or 12)**

**Two Semesters: 1/2 Unit + New York State Seal of Civic Readiness**

**Prerequisite: Global History and Geography I and II**

This co-taught humanities course is designed to usher students through the rigorous and rewarding process of earning the New York State Seal of Civic Readiness. Students will be guided by both an English teacher and a Social Studies teacher as they collaborate with their peers to research a civic issue of importance to them and to design a capstone project to educate the community and effect change. Students will become proficient in research methodologies, develop civic competencies, and work towards strengthening the relationships between our school and our community. Through a robust curriculum emphasizing both quantitative and qualitative research methods as well as multiple facets of civic engagement, students will grow as learners, researchers, and community leaders.

## **AP African American Studies**

**Grade(s) 10-12**

**Two Semesters 1 Unit + 3 potential college credits**

**Prerequisite: none**

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

# Special Programs

## **New Visions Career Academy**

Two Semesters

Prerequisites: Open to Competitive College Bound Seniors only

Credit: 1 each in Honors English and Social Studies plus two additional credits in an area of specialization:

Business

Law and Government

Health

Engineering

Energy Technology

For information call your guidance counselor.

Prerequisites: Students must be on grade level, taken introductory offerings at the high school, have a positive attendance recommendation, and have a keen interest in immediate job placement upon graduation.

## **Experience-Based Education (EBE)**

Experience-Based-Education program provides the opportunity to gain some additional real-world work learning experiences while earning credit towards a New York state high school diploma.

Requirements are rules and regulations of the school, attendance, and passing of all state competencies in order to receive a diploma.

E.B.E. Is an alternative program designed to enable students to experience or explore different careers out in the world of work enabling the students to earn credits toward their diploma.

E.B.E. Students will be confronted with decision-making, working with adults, and time management responsibilities.

The program also allows students to not only learn about one career but shadow several others at about fifty different sites such as: UHS, Dick's Sporting Goods, Hilltop Retirement, Frank's Auto Body Repair, Circuit City, Sears, WBNG, Optikal, and J.C. Penney etc.

A student can be referred by a staff member, administrator, guidance counselor but also can refer themselves.

## **BOCES**

### **(Occupational Courses)**

#### **3 Units**

The Broome Tioga BOCES offers an attractive program for vocational courses of study for students in area schools. Many of these programs are two-year programs requiring half-day sessions both at the center and the high school. Enrollment in these programs is selective requiring prior preparation. Information on each program is available in the Guidance Office. Areas of study include:

#### **Animal Care Careers**

**Animal Science**

**Auto Body Careers**

**Auto Body Repair**

**Auto Technology**

**Business Management & Computer Careers**

**Building Trade Careers**

**Carpentry**

**Computer Aided Design (CAD) & 3D Animation**

**Computer Support Specialist**

**Cosmetology**

**Criminal Justice**

**Culinary Arts**

**Early Childhood Education**

**Electricity**

**Engine Mechanics**

**Food Industry Careers**

**General Automotive Services (GAS)**

**Health Science**

**Heavy Equipment Repair & Operation**

**Travel and Tourism**

**Masonry**

**Network Systems Analyst**

**Retail Skills/Supermarket Careers**

**Video Production**

**Welding**

# Technology Education Department *Joe Schieve, coordinator*

## **High School Foreign Language Requirement**

You can replace three credits of foreign language with five units in technology education when earning an advanced designation diploma.

**Any student at Johnson City High School may take a technology education course, courses, or sequence of courses as electives and/or credit towards graduation. You may simply take them to have fun!**

## **Safety and Machine Instruction**

Safety and machine instruction are taught in the very beginning weeks of the technology courses. Students must be enrolled at the beginning of those courses in order to receive this instruction.

### **Courses available by grade**

#### **9th Grade**

Design & Drawing for Production (DDP)  
Basic Woods  
Basic Metals  
Small Engines/Car Care

#### **10th-12th grade**

Design & Drawing for Production (DDP)  
CAD Architecture  
CAD Engineering  
Basic Woods  
Basic Metals  
Small Engines/Car Care  
Advanced Engines  
Advanced Metals  
Furniture Construction  
Home Maint, Improve, Real Estate

## **Design & Drawing for Production (DDP)**

### **Two Semesters 1 Unit**

#### **\*Counts toward the 1 unit art/music requirement for graduation**

This course is an entry level Tech. Ed. course which develops your problem-solving and presentation skills. The basics of technical drawing and design used in industry will be taught including how to visualize an object, make a sketch of it, measure and dimension it, and develop a 3-D model of the object.

DDP is a great class to take if you are interested in other tech courses such as Basic Woods/Metals, Furniture, Advanced Metals, and must be taken before Architectural Drawing, CAD Architecture and CAD Engineering. The skills learned in DDP will be used in the other Tech Ed classes to design projects and read plans of other designers in the real world. Students will use traditional tools, state-of-the-art machines (laser engraver & 3-D printer) and computer software as you explore the design process of a product and how a product is produced. The laser engraver will be used to engrave students' work on different materials. DDP is a useful course to take if you're considering entering architectural, industrial, civil, construction, or any other engineering field.

## **Basic Woods**

### **(Materials Processing)**

#### **One Semester ½ Unit**

This course should be taken in 9th or 10th grade, but can also be taken by any grade level. The course will deal with how industrial raw materials are converted into useful products. It is also recommended that this course be taken along with Basic Metals for the other half of the year. This course will study units in wood science, measurement, safety, drawing and processing techniques such as separating, assembling, finishing, through the use of various hand and power tools will be used. Use and application of the laser engraver will also be utilized.

**Basic Metals**  
**(Materials Processing)**  
**One Semester ½ Unit**

This course should be taken in 9th or 10th grade but can also be taken by any grade level. It is also recommended that the course be taken along with Basic Woods for the other half of the year. Students will learn how to work safely with different kinds of metal using hand and power tools. Students will have the opportunity to create projects using processes such as sheet metal work, welding, and sand casting. The laser engraver and plasma water table will also be used.

**Small Engines/Car Care**  
**Two Semesters 1 Unit**

In this course, students will study common small engines including lawn mowers, snow blowers, roto tillers and Go-carts. Students will study the different systems that make an engine run, the gaskets and fasteners that hold them together, and the hand tools used to work on them.

Students will have the opportunity to bring in a Briggs and Stratton engine to disassemble, clean and reassemble during the year.

The other half of this course will be learning how to take care of a car. Topics will include scheduled maintenance, lube, oil, tires, brakes, engine theory, how to make a car last longer, how to be aware of the repair rip-off, and how to protect yourself. Be consumer smart.

**Furniture Construction**  
**Two Semesters 1 Unit**

It is required that Basic Woods be taken first. It is recommended that this course be taken during 10th, 11th, or 12th grade. Students will be given the opportunity to plan and design a well built piece of furniture or any other creative article within cabinet making. The history of early furniture construction will be explored, also general information on working drawings, factors to consider in purchasing and using lumber, figuring board feet, and problem solving through the planning process. Students can work in areas which they have an interest in and can develop personal skills.

**Advanced Metals**  
**Two Semesters 1 Unit**

**It is recommended that Basic Metals be taken first.**

Students will have the opportunity to use the knowledge and skills learned in Metals to design and build more complex products. Topics will include metal industry, employment, and use in life skills. The Bridgeport milling machine, engine lathe, the surface grinder, plasma table, and welding will be covered. Use and application of the laser engraver and plasma water table will also be utilized.

**Advanced Small Engines**  
**Two Semesters 1 Unit**

**It is recommended that Small Engines be taken first.**

Students will have the opportunity to use the knowledge and skills learned in Small Engines for the purpose of continued in-depth exploration and study of engines and how they operate. Students will have the opportunity to bring in and work on lawn mowers, snow blowers, rototillers, garden tractors, 4-wheelers, and snowmobiles during the course.

### **CAD - (Architectural Drawing)**

#### **Two Semesters 1 Unit**

**Prerequisite:** Students should take **Design & Draw-ing for Production (DDP)** first and/or **Architectural Drawing**

Students will learn how to use a computer drafting system to draw the construction drawings necessary to build a home of his or her choice. The course may also concentrate on styrofoam core board scale model construction of houses that students have designed in the first half of the course. Additional topics may include construction cost estimating and commercial building design such as small malls. Students will be using TurboCAD Professional, as the main software drawing package. As a result of taking this course, students will have a reasonable knowledge base in computer-aided-drafting that can be transferable to other popular industrial CAD software packages. An introduction to AutoCAD software will also be part of the course.

### **CAD - (Engineering Drawing)**

#### **Two Semesters 1 Unit**

**Prerequisite:** Students should take **Design & Draw-ing for Production (DDP)** first

This course will introduce students to the computer where it is used as a tool in drafting. CAD simulates the field of drafting in engineering and industry. Drawing topics will concentrate on basic orthographic projection, cross-sections, auxiliary, perspectives, threads and fasteners, pattern development, working drawings, and electronics circuit drawing. Students will be using TurboCAD Professional as the main software drawing package. As a result of taking this course, students will have a reasonable knowledge base in computer-aided-drafting that can be transferable to other popular industrial CAD standards.

### **Home Maintnance, Improvements and Real Estate**

#### **Two Semesters: 1 Unit**

This course provides an introduction to the common repairs that arise from home ownership. These common repairs include drywall, electrical, plumbing, small engines, tile, and concrete, along with some basic skills in the woodworking area. The home building unit will give students an overview of home construction.

## GRADE 9

### English

10082 English 9 R  
10085 English 9 H+  
10164 ENL 1+

### Social Studies

10182 Glob Hist/Geo 1 R  
10208 AP Human Geography

### Mathematics

10302 Algebra I R  
10299 Algebra I A (Year 1)  
10305 Algebra II H+  
10270 Geometry R  
10317 Math AIS 9

### Science

10030 Liv Env R  
10040 Liv Env H+  
10007 Science Inquiry 9  
10003 Ea Sci/Phys Setting H+  
10538 Intro To Engineering

### P.E.

10391 Team Sports  
10393 Lifetime Activities  
10394 Strength Training & Cond.

### Foreign Language

10356 Spanish I  
10357 Spanish 1 B  
10362 Spanish 2  
10325 French I  
10326 French 1 B  
10332 French 2

### Art

10600 Studio Art

### Music

10469 Modern Band I  
10450 Concert Band  
10442 Big Band Jazz  
10452 Orchestra  
10471 Piano  
10554 Treble Choir  
10443 Roaring Voices  
10544 Celtic Ensemble+

### Business

10427 Intro to Business  
10434 Street Law  
10406 Business Math  
10320 The Business of Sports & Entertainment

### Technology

10500 Design & Drawing for Production (DDP)  
10515 Basic Woods\*  
10518 Basic Metals\*  
10524 Small Engines/Car Care  
10379 Home Maint, Improve, Real Estate

### Support Services

10748 Resource Room  
10687 Academic Support  
10142 ENL Resource Room

### Other

10696 Pathways  
10144 ELL  
10799 ASC

\*One Semester Course  
+Department Rec.



## GRADE 10

### English

10094 English 10  
10097 English 10 H+  
10164 ENL 1+  
10158 ENL 2+

### Social Studies

10188 Glob Hist/Geo 2 R  
10203 AP World History 10  
11012 We've Got Issues\*  
10218 Psychology  
11192 AP African Studies

### Mathematics

10302 Algebra 1R  
10300 Algebra 1B (Year 2)  
10270 Geometry R  
10273 Geometry H+  
10304 Algebra II R  
10305 Algebra II H+  
10318 GeoTrig Extensions  
10319 Explorations in Data Sci.  
10321 AP Computer Sci. Principles

### Science

10033 Living Environment 2R  
10019 Chem/Phys Setting R  
10020 Chem/Phys Setting H+  
10004 Ea Sci/Phys Setting R  
10003 Ea Sci/Phys Setting H+  
10024 General Chemistry  
10018 Environmental Science  
10538 Intro to Engineering

### P.E.

10391 Team Sports  
10393 Lifetime Activities  
10394 Strength Training & Cond.

### Foreign Language

10332 French 2  
10335 French 3  
10362 Spanish 2  
10365 Spanish 3

### Art

10600 Studio Art  
10606 Drawing

### Music

10469 Modern Band I  
10505 Modern Band II+  
10450 Concert Band  
10442 Big Band Jazz  
10452 Orchestra  
10443 Roaring Voices  
10554 Treble Choir  
10441 Intro to Music Theory  
10471 Piano  
10544 Celtic Ensemble+  
10440 Digital Music &  
Beat Making

### Business

10427 Intro to Business  
10434 Street Law  
10406 Business Math  
10419 Personal Finance\*  
10424 Digital Citizenship\*  
10421 Business Ownership & Mkt  
10523 Digital Video Production\*  
10400 Accounting 1  
10436 Integrated Microsoft Office  
DC  
10411 Sports Management DC  
10320 The Business of Sports &  
Entertainment  
16056 Culinary CTE - Rest Food  
60203 Video Game Design

### Technology

10500 Design & Drawing for  
Production (DDP)  
10515 Basic Woods\*  
10518 Basic Metals\*  
10526 Advanced Metals  
10524 Small Engines/Car Care  
10525 Advanced Small Engines  
10533 Furniture Construction  
10379 Home Maint, Improve, Real  
Estate

### Support Services

10748 Resource Room  
10687 Academic Support  
10142 ENL Resource Room

### Other

10144 ELL  
10799 ASC  
10768 EBE Career Awareness

\*One Semester Course

+Department Rec.

# GRADE 11

## English

10081 AP English Lang  
10103 English 11 R  
10117 English 11 H  
10164 ENL 1+  
10158 ENL 2+  
10143 ENL 3+  
11014 Effective Speaking DC

## Social Studies

10204 US History/Gov 11R  
10194 AP US History 11+  
10218 Psychology\*  
10193 US History 11/DC  
11012 We've Got Issues\*  
10207 Citizens in Action  
11192 AP African Studies

## Mathematics

10270 Geometry R  
10273 Geometry H+  
10304 Algebra II R  
10305 Algebra II H +  
10318 GeoTrig Extensions  
10277 Math 12  
10274 Math 12 H+  
10281 AP Stat+  
10319 Explorations in Data Sci.  
10321 AP Computer Sci. Principles

## Science

10019 Chem/Phys Setting R  
10020 Chem/Phys Setting H+  
10018 Env. Science  
10023 Physics /Phys Setting H+  
10022 Physics/Phys Setting R  
10024 General Chemistry  
10028 AP Biology +  
10031 AP Chemistry +  
10532 Biotechnology\*  
10057 Anatomy & Physiology\*  
10099 EDU 111 Foundations  
10060 Kitchen Chemistry  
10538 Intro to Engineering

## P.E. & Health

10380 Health\*  
10385 Health Careers  
10391 Team Sports  
10393 Lifetime Activities  
10394 Strength Training & Cond.  
11035 Solutions in Fitness & Wellness DC  
11034 Principles of Training & Conditioning DC  
10439 Backpacking DC

## Foreign Language

10332 French 2  
10335 French 3  
10362 Spanish 2  
10365 Spanish 3  
10368 Spanish 4 DC +

## Art

10512 Photography  
10600 Studio Art  
10606 Drawing  
10612 Painting  
10615 Creative Crafts  
10621 Ceramics\*  
10623 Ceramics2/Sculpture\*  
17053 3D Design

## Music

10469 Modern Band I  
10505 Modern Band II+  
10450 Concert Band  
10442 Big Band Jazz  
10452 Orchestra  
10443 Roaring Voices  
10554 Treble Choir  
10441 Intro to Music Theory  
10471 Piano  
10544 Celtic Ensemble+  
10440 Digital Music & Beat Making

## Business

10427 Intro to Business  
10434 Street Law  
10406 Business Math  
10419 Personal Finance\*  
10424 Digital Citizenship\*  
10421 Business Ownership & Mkt  
10523 Digital Video Production\*  
10400 Accounting 1  
10436 Intg. Microsoft Office DC  
10432 Found. of BusinessDC\*  
10414 Intro to Marketing DC\*  
10411 Sports Management DC  
10320 The Business of Sports & Entertainment  
16056 Culinary CTE - Rest Food  
60203 Video Game Design

## Technology

10500 Design & Drawing for Production (DDP)  
10515 Basic Woods\*  
10518 Basic Metals\*  
10526 Advanced Metals  
10524 Small Engines/Car Care  
10525 Advanced Small Engines  
10533 Furniture Construction  
10536 Furniture II  
10379 Home Maint, Improve, Real Estate

## Support Services

10748 Resource Room  
10687 Academic Support  
10142 ENL Resource Room

## Other

10144 ELL  
10799 ASC  
10768 EBE Career Awareness

## BOCES \_\_\_\_\_

\*One Semester Course

+Department Recommendation

# GRADE 12

## English

10112 English 12  
10116 English 12 R/DC  
10083 AP English-Lit+  
10164 ENL 1+  
10158 ENL 2+  
10143 ENL 3+  
11003 Myths and Legends\*  
11005 Film as Literature\*  
11006 Sports Media\*  
11014 Effective Speaking DC

## Social Studies

10210 Government\*  
10211 Economics\*  
10212 AP Gov+  
10206 AP MicroEconomics+  
10218 Psychology\*  
11012 We've Got Issues\*  
10207 Citizens in Action  
11192 AP African Studies

## Mathematics

10270 Geometry R  
10304 Algebra II R  
10318 GeoTrig Extensions  
10277 Math 12  
10274 Math 12 H+  
10281 AP Stat+  
10303 AP Calculus+  
10319 Explorations in Data Sci.  
10321 AP Computer Sci. Principles

## Science

10022 Physics/Phys Setting R  
10023 Physics/Phys Setting H+  
10037 Physics/DC  
10028 AP Biology+  
10031 AP Chemistry+  
10019 Chemistry/Phys Setting R  
10020 Chem/Phys Setting H+  
10018 Env. Science  
10024 General Chemistry  
10029 Forensics DC  
10532 Biotechnology\*  
10057 Anatomy & Physiology\*  
10099 EDU 111 Foundations  
10060 Kitchen Chemistry  
10538 Intro to Engineering

## P.E. & Health

10380 Health\*  
10385 Health Careers  
10391 Team Sports  
10393 Lifetime Activities  
10394 Strength Training & Cond.  
11035 Solutions in Fitness & Wellness DC  
11034 Principles of Training & Conditioning DC  
10439 Backpacking DC

## Foreign Language

10332 French 2  
10335 French 3  
10362 Spanish 2  
10365 Spanish 3  
10368 Spanish 4 DC +

## Art

10512 Photography  
10600 Studio Art  
10606 Drawing  
10612 Painting  
10613 Sr. Studio Art+  
10615 Creative Crafts  
10618 Adv Crafts  
10621 Ceramics 1\*  
10623 Ceramics 2/Sculpture\*  
10511 College Drawing/College Print Making DC  
17053 3D Design

## Music

10469 Modern Band I  
10505 Modern Band II+  
10450 Concert Band  
10442 Big Band Jazz  
10452 Orchestra  
10443 Roaring Voices  
10554 Treble Choir  
10441 Intro to Music Theory  
10471 Piano  
10544 Celtic Ensemble+  
10440 Digital Music & Beat Making

## Business

10427 Intro to Business  
10434 Street Law  
10406 Business Math  
10419 Personal Finance\*  
10424 Digital Citizenship\*  
10421 Business Ownership & Mkt  
10523 Digital Video Production\*  
10400 Accounting 1  
10436 Integrated Microsoft Office DC  
10432 Found. of Business DC\*  
10414 Intro to Marketing DC\*  
10411 Sports Management DC  
10320 The Business of Sports & Entertainment  
16056 Culinary CTE - Rest Food  
60203 Video Game Design

## Technology

10500 Design & Drawing for Production (DDP)  
10515 Basic Woods\*  
10518 Basic Metals\*  
10526 Adv Metals  
10524 Small Engines/Car Care  
10525 Advanced Small Engines  
10533 Furniture Construction  
10536 Furniture II  
10379 Home Maint, Improve, Real Estate

## Support Services

10748 Resource Room  
10687 Academic Support  
10142 ENL Resource Room

## Other

10144 ELL  
10799 ASC  
10768 EBE Career Awareness

## BOCES

New Visions

\*One Semester Course

+Department Recommendation



