

WINDSOR HIGH SCHOOL



**CURRICULUM
GUIDE**

Windsor Central School District

DISTRICT ADMINISTRATION

Dr. Jason A. Andrews, Superintendent
Mr. Scott Beattie, Assistant Superintendent for Instruction
Dr. Jason Hans, Director of Student Support and Family Services
Mr. Chris Durdon, Director of Operations
Mr. Andrew Fiorentino, Assistant Superintendent for Business & Administrative Services
Ms. Barb Tasber, Director of Learning and Continuous Improvement
Mr. Jeffrey Salasny, District Administrator

BOARD OF EDUCATION

Mr. Peter Nowacki, President
Mrs. Margo Kibbler, Vice President
Mr. David Bidwell
Mr. Alan Colosi
Mrs. Rhea Deyo
Mrs. Kathy Swezey
Mr. Kevin Truman

HIGH SCHOOL ADMINISTRATION

Mr. Toby Youngs, High School Principal
Mr. Christopher Klumpp, Associate Principal & Athletics Administrator
Mrs. Kelly Warwick, Dean of Students & District Special Education Consultant
Mrs. Anita Dugan, Secretary
Mrs. Josephine McCombs, Athletics Secretary

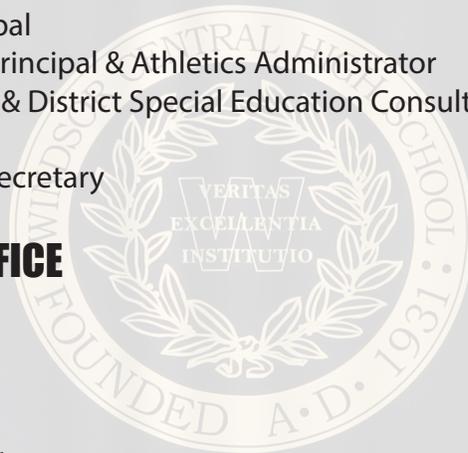
HIGH SCHOOL COUNSELING OFFICE

Ms. Christina Taylor, Counselor
Mrs. Dimitra Modlo, Counselor
Mrs. Amanda Oakley, Counselor
Mrs. Heather Noyd, Career Counselor
Mrs. Mackenzie DuBois, Social Worker
Miss Traci Oakley, Secretary

DEPARTMENT LEADERS

Ms. Kristin Oliver, Art/Music
Mrs. Lindsay Briggs, English
Mrs. Heather Herringshaw, World Languages
Mrs. Colleen Pendergast, Mathematics
Mr. Scott Symons, Social Studies
Mr. Mark Wentka, Technology/Business
Mrs. Linda Beagell, Special Education
Mr. Jeffrey Nolan, Physical Education
Ms. Barbara Hemedinger, Science
Ms. Christina Taylor, Counseling

WCHS





Why Windsor C.S.D. exists – **OUR MISSION**

Ensure each learner is future-ready by providing empowering educational experiences.

What Windsor C.S.D. Students will be- **OUR VISION**

We aspire to be a world-class community school that is the district of choice.

The Core Values that drive our vision and mission – **OUR BELIEFS**

We Believe That:

- ❖ Everyone can learn and grow at ambitious levels.
- ❖ Each day we strive to provide a healthy, safe and secure environment.
- ❖ We pursue excellence and are mutually accountable.
- ❖ High performance requires a culture of collaboration and empowerment.
- ❖ We embrace inquiry, creativity and innovation to continuously improve.
- ❖ We value and welcome diversity, treating all fairly and equitably.
- ❖ All learners deserve opportunities to explore and pursue their preferred future.
- ❖ Building and maintaining partnerships is essential
- ❖ Good character is expected, modeled and fostered in school
- ❖ We act with integrity and treat all with compassion and respect.

OUR GOALS

Achieve a 4-Year Graduation Rate of 92%, a 5-Year Graduation Rate of 95% and Dropout Rate of <4%

Achieve student performance on state assessments to rank in the top 2 districts in BT BOCES on average for proficiency and top 3 districts in BT BOCES for mastery on average

Achieve a rate of at least 80% of students meeting or exceeding nationally normed end-of-year literacy and numeracy benchmark expectations (Aims Data from Grades 2, 5 and 8, Algebra Regents, ELA Regents)

Improve school climate as measured by the school climate survey.

Achieve a rate of at least 80% of students in the four-year graduation rate total cohort with 1.5 or greater College, Career, and Civic Readiness weight

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COUNSELING SERVICES

Counselors:

Mrs. Dimitra Modlo, School Counselor
dmodlo@windsor-csd.org

Ms. Christina Taylor, School Counselor
ctaylor@windsor-csd.org

Mrs. Amanda Oakley, School Counselor
aoakley@windsor-csd.org

Mrs. Heather Noyd, Career Counselor
hnoyd@windsor-csd.org

Mrs. Mackenzie DuBois, Social Worker
mdubois@windsor-csd.org

Counseling Secretary:

Miss Tracy Oakley
toakley@windsor-csd.org

Family & Children's Counselor:

Ms. Emily Reed
ereed@windsor-csd.org

Community Schools Coordinator:

Ms. Katelyn LaPan
klapan@windsor-csd.org

Lourdes Student Assistant Counselor

Ms. Leslie Nieto
lnieto@windsor-csd.org

The school counselor will play an integral role in the planning of each student's high school program. Every student will be assigned a counselor for the duration of their high school years. Counselors will be available by appointment to discuss class schedules, career options, college plans and personal issues as needed.

The counseling office has many resources available to students and their parents to assist them in planning for their future. Through our Career Pathway exploration, students will be exposed to a variety of career options, learn about their strengths, weaknesses and interests. They will discover their version of what it means to be Future Ready.

MINIMUM/CREDIT POLICY – GRADES 9 – 12

All full-time students in grades 9 – 12 will be scheduled for at least 6½ credits each year.

Students may meet with their school counselor to add or drop courses during the add/drop period during the first two weeks of each semester. If it becomes necessary to drop a course or courses, students must add a course or courses to maintain a minimum of 5½ credits of academic coursework.

Exceptions to the minimum credit policy are limited to:

- Special Education per the student's IEP
- Seniors in good standing
- Principal approved work release
- AIS (multiple AIS if it conflicts w/the scheduling of other courses)

If an exception is to be considered to the above policy during or after the close of add/drop, the following will occur:

- A meeting will be scheduled with the student, parent, teacher, principal and counselor. At this meeting every effort will be made to keep the student enrolled in the course(s), if appropriate. If the principal makes the decision to drop the course(s), the student must add a new course or courses for the second semester to maintain a minimum of 5½ credits.
- At no time is a student to be enrolled for less than 5 ½ credits unless the principal of the high school approves an exception to this policy based upon very extenuating circumstances. Any request for an exception must be reviewed on an individual basis by the principal and will not set a precedent.



GRADUATION REQUIREMENTS

REGENTS DIPLOMA	
English	4
Social Studies	4
Math	3**
Science	3**
World Languages	1*
Art/Music	1
Health	0.5
Physical Education	2
Electives	3
Foundations in Finance & Technology	0.5
Total required	22
Total possible	30

ADVANCED DESIGNATED REGENTS DIPLOMA	
English	4
Social Studies	4
Math	3
Science	3
World Languages	3***
Art/Music	1
Health	0.5
Physical Education	2
Electives	1
Foundations in Finance & Technology	0.5
Total required	22
Total possible	30

REQUIRED EXAMS (passing score of 65 and above)	
English Comprehensive Exam	
1 Math Regents Exam	
****Regents Global History Exam	
****Regents U.S. History Exam	
Regents Science Exam	

REQUIRED EXAMS (passing score of 65 and above)	
English Comprehensive Exam	
3 Math Regents Exams	
****Regents Global History Exam	
****Regents U.S. History Exam	
2 Regents Science Exams (one from Living Environment and one from Physical Setting)	
World Language Equivalency Exam	

** CTE integrated course in Mathematics/Science/Technology may be used as the third required unit of credit in Mathematics of Science.

*** Students Acquiring 5 units in one of the following may be exempt from the 2nd and 3rd credit World Languages requirements for an advanced regents diploma: Art, Music Business, or Career and Technical Education.

**** All students participate in "Foundations in Finance & Technology" unless it does not fit into a student's schedule or he/she transfers in late into their HS Career. In this case, students take a proficiency exam in the 12th grade year. If they do not pass, the student receives additional assistance via an independent study with the HS business teacher.

***** In addition to the four Regents Exams or approved alternative exams all students must pass (English, Math, Science, Social Studies), students may meet the fifth exam requirement by passing an additional approved assessment. (English, Math, Science, Social Studies), students may meet the fifth exam requirement by passing an additional approved assessment.

PARENT ACTION PLAN

Parent Action Plan: 9th Grade

Helpful Webpages

Windsor Webpage: www.windsor-csd.org

Athletics: www.windsor-csd.org/AthleticDepartment.aspx

Clubs: www.windsor-csd.org/Clubs1.aspx

Naviance: www.naviance.com

Khan Academy: www.khanacademy.org

College Board: www.collegeboard.org

ACT: act.org

FASFA: www.fasfa.ed.gov

The beginning of high school is an exciting time! Your child is adjusting to a new building, meeting new people, and becoming more independent. Your child would benefit from your help and involvement. Here are some things you can do together to succeed this year.

Summer

- Take advantage of all the summer programs we have to offer!

Fine Arts Camp, Athletic Camps, Windsor Strong Academy, STEAM Academy and more. Visit our Windsor website for more information.

- Have your child consider volunteering somewhere.

- Make sure your child is studying for the School-Day PSAT

- Attend our Freshman Orientation at Windsor High School in late August for important information to help your child's transition. Chromebooks and schedules will be distributed at this time.

Fall

- Check on your child's progress in SchoolTool and if you have concerns, do not delay in contacting the counselor or your child's teachers.

- Get involved! Have your child consider joining a club, a service group or perhaps try a new sport.

- Attend Open House at the High School in October with your child.

- Have your child take the School Day PSAT for 9th grade students offered at Windsor High School in October.

Spring

- Attend STEAM Pathways event at Binghamton University with your child if interested in learning more about career opportunities in the STEAM field.

- Familiarize yourself with the requirements for graduation, included in this guide.

- Be a part of the scheduling process with your son/daughter. We will send out a reminder to you.

- Encourage your son/daughter to take classes that align with their career aspirations.

- Be sure to ask your son/daughter about their Career Pathways Exploration, by logging onto Naviance, and Future Ready Boards they completed.

- If your son/daughter will be looking for summer employment, encourage them to obtain their working papers from the Counseling Office.

PARENT ACTION PLAN

Parent Action Plan: 10th Grade

Now that your child has a year of high school completed and has adjusted to the high school experience, it is time to start really thinking about the future.

Summer

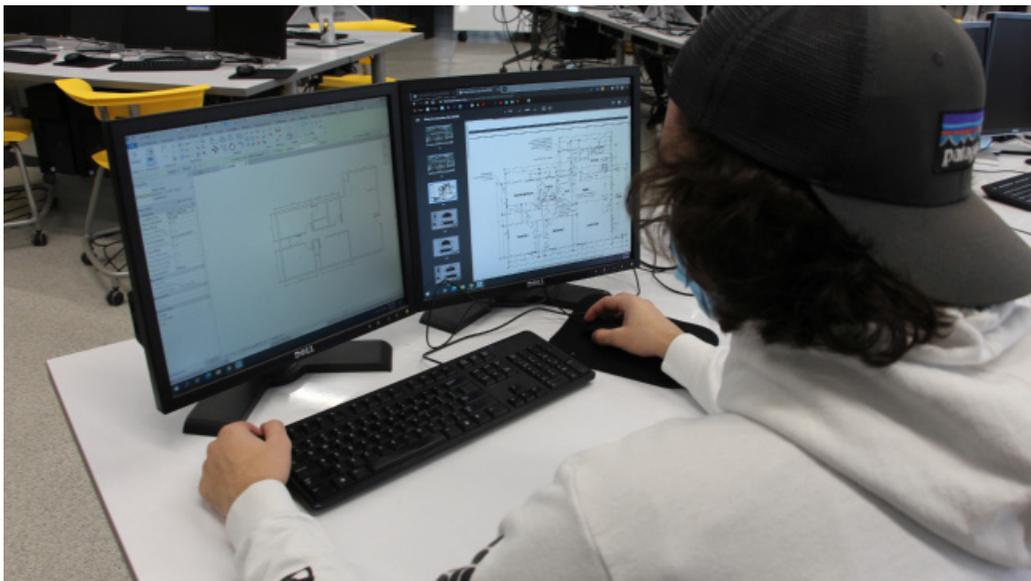
- Take advantage of all the summer programs we have to offer!
- Fine Arts Camp, Athletic Camps, Windsor Strong Academy, STEAM Academy and more. Visit our Windsor website for more information.
- Find a part-time job. Opportunities exist right at Windsor Central Schools.
- Knight Lights, Summer Custodial Work
- Continue to explore future plans via use of Naviance.
- Make sure your child is studying for the school-day PSAT on Khan Academy.

Fall

- Check on your child's progress in SchoolTool; if you have concerns, do not delay in contacting your child's counselor or teachers.
- Get involved! Encourage your son/daughter to join a club, a service group, or sport.
- Attend Open House at the High School in October with your child.
- Have your child continue to prepare for the PSAT, thereby preparing for the SAT in their junior year.
- Begin to research potential colleges with your child through Naviance and familiarize yourself with specific high school requirements.

Spring

- Have your child take the School Day PSAT offered at Windsor High School.
- Students will have the opportunity in February to attend an Open House at BOCES to explore Career and Tech programs.
- Utilize this curriculum guide in planning coursework for the junior year.
- Familiarize yourself with the requirements for graduation which can be found in the Curriculum Guide. Your counselor will monitor your child's academic progress and make sure they are taking the required course in high school.
- Students will attend Career Expo at Binghamton University. Be sure to ask your son/daughter about their experience!
- Be a part of the scheduling process with your son/daughter. We will send out a reminder to you.
- Encourage your son/daughter to take classes that align with their career aspirations.
- Update working papers as necessary.
- Encourage your son/daughter to request a job shadow opportunity through the Counseling Office.



PARENT ACTION PLAN

Parent Action Plan: 11th Grade

Junior year is an important year! This is when the post high school plans really begin. Seek out your counselor, they are going to play an important role in the planning of your next two years.

Summer

- Continue to explore future plans via use of Naviance.
Help your son/daughter continue their college list.
- Seek out volunteering opportunities
- Take advantage of all the summer programs we have to offer!
Fine Arts Camp, Athletic Camps, Windsor Strong Academy, STEAM Academy and more. Visit our Windsor website for more information.
- Find a part-time job. Opportunities exist right at Windsor Central Schools.
Knight Lights, Summer Custodial Work
- Make sure your child is studying for the school-day PSAT on Khan Academy.

Fall

- Check on your child's progress in SchoolTool; if you have concerns, do not delay in contacting your child's Counselor or teachers.
- Get involved! Encourage your son/daughter to join a club, a service group, or sport.
- Attend Open House at the High School in October with your child.
- Take the PSAT in October. This is offered at the high school
- Attend College Day at the Visions Veterans Memorial Arena in Binghamton. This is offered the third Wednesday in October. We will bring students during the day and another session is offered for parents and students in the evening.
- Encourage your son/daughter to request a job shadow opportunity through the Counseling Office.

Spring

- Have your child take the School Day SAT offered at Windsor High School
- Utilize this curriculum guide in planning coursework for the junior year
- Contact your child's school counselor to set up a scheduling/planning meeting. We will send out a reminder to you.
- Discuss with your child the coursework they selected during the scheduling process with their school counselor.
- Considering scheduling some college visits. Many colleges offer open houses for 11th graders in the Spring.
- Begin to help your child search for scholarship opportunities. Your counselor can help with information on how to find scholarships.
- Ask your son/daughter about Day with Professionals event and who they met with
- Attend Junior Parent Information Night
- Ask your son/daughter about their in-class Junior Workshop
- Encourage your son/daughter to request a job shadow opportunity through the Counseling Office.

PARENT ACTION PLAN

Parent Action Plan: 12th Grade

Help your son/daughter solidify their post high school plans. Remember their school counselor is here every step of the way!

Summer

- Continue to explore future plans via use of Naviance.
Help your son/daughter refine their college list.
- Seek out volunteering opportunities
- Take advantage of all the summer programs we have to offer!
Fine Arts Camp, Athletic Camps, Windsor Strong Academy, STEAM Academy and more. Visit our Windsor website for more information.
- Find a part-time job. Opportunities exist right at Windsor Central Schools.
Knight Lights, Summer Custodial Work
- If you plan to retake the SAT or ACT sign up on their websites

Fall

- Ask your son/daughter about the in-class Senior Workshop and ask them about their individual planning meetings with their school counselor
- College representatives will visit the counseling office. Visits are posted on the Windsor website and on the bulletin board outside of the counseling office
- Visit prospective colleges or attend open houses
- If your son or daughter is considering entering the military, have them meet with a recruiter that visits the high school.
- Check out available scholarships. A scholarship newsletter is produced the first week of every month in the senior year. Handed out to seniors in English class and available on the Windsor website.
- Attend Open House at the High School in October with your child.
- Fill out your FASFA. Attend the Financial Aid Information Night at the High School and the Financial Aid Family Help Night at the High School.
- Encourage your son/daughter to request a job shadow opportunity through the Counseling Office.
- Attend SUNY Broome Instant Admit event at Windsor Central High School
- Apply to a four-year college by Thanksgiving Break.

Spring

- Continue to check out available scholarships and encourage your son/daughter to apply
- Review decision and financial aid packages from colleges.
- Once your son/daughter has decided which college to attend, they need to review the offer, send in tuition and housing deposit, and submit any other required paperwork
- Register and attend college orientation or programs where your child will select their coursework. The college will notify your child of the process.
- Have your final high school transcript sent to the college you will be attending in the Fall. We will have seniors fill out the request before they graduate.



PSAT/SAT INFORMATION

PSAT 8/9

Offered to students in the fall of their 8th grade and freshman year

What is the PSAT 8/9?

The PSAT 8/9 is an assessment given to eighth and ninth grade students that is closely aligned to the PSAT/NMSQT and PSAT 10. It consists of questions in Evidence-based Reading, Writing and Math.

What are the benefits of taking the PSAT 8/9 assessment?

The assessment helps establish a baseline for students as they enter high school and begin preparing for college and career readiness. It also provides students with better access to data and personalized study through the online College Board and Khan Academy resources.

The PSAT 8/9 assessment will help your student prepare for the future. By taking the PSAT 8/9, your student will learn which skills he or she needs to work on for continued success through high school and college. In addition, the PSAT 8/9 will identify areas where your student excels and may want to consider taking higher-level courses, as well as areas he or she should focus on to improve academically.

PSAT 10

Offered to students in the spring of their sophomore year.

Why should students take the PSAT 10?

The PSAT 10 offers great preparation for the SAT.

Students who take the PSAT 10 will receive both an online and a paper score report. They will receive an overall test score as well as individual section scores, cross-test scores and sub scores. Students will also receive free, personalized, online SAT practice program through Khan Academy, which can be used to prepare for both the PSAT/NMSQT and the SAT.

SAT

Offered to students in the spring of their junior year

The SAT School Day Program provides students the opportunity to take the SAT, an assessment widely regarded to measure student academic success and college readiness, during the school day in their own school building. This in-house testing eliminates limitations of cost and transportation for students.

PSAT/NMSQT

Offered to students in the fall of their junior year

What are the benefits of taking the PSAT/NMSQT?

The preliminary SAT/National Merit Scholarship Qualifying Test is an assessment administered to 11th grade students that helps prepare them for the redesigned SAT, college and career. Historically, students who take the PSAT/NMSQT score higher on the SAT, on average, than those who do not.

The PSAT/NMSQT connects students to scholarships.

The PSAT/NMSQT provides the opportunity for students to compete for recognition and scholarships through the National Merit Scholarship Program. This program recognizes and honors academically talented students throughout the United States.

The PSAT/NMSQT provides free practice for students.

All students who take the PSAT/NMSQT will receive personalized online SAT practice through Khan Academy, based on their test performance. The collaboration with Khan Academy offers students and educators personalized online instruction that complements great classroom instruction, detailed information on student progress to guide next steps and official full-length practice tests.

Visit www.windsor-csd.org/SATSchoolDay.aspx for more information

PSAT/SAT INFORMATION

Did you know your child can now take the PSAT and the SAT free of charge right in their school building?

The SAT School Day Program by College Board provides students with the opportunity to take the SAT Suite of Assessments free of charge during their regular school day. In the Windsor Central School District, students are given the PSAT 8/9 during their eighth grade and freshman years, the PSAT 10 during their sophomore year and the PSAT/NMSQT during the fall of their junior year. The SAT is administered in the spring of the junior year.

SAT Suite of Assessments

- PSAT 8/9 - Grades 8 & 9 (fall)
- PSAT 10 - Grade 10 (spring)
- PSAT/NMSQT - Grade 11 (fall)
- SAT - Grade 11 (spring)

Once your child has taken the assessment, you will receive a unique code to review the assessment results online. Students will also have the opportunity to visit the Khan Academy website and receive a personalized tutorial, including practice questions and full-length assessments. Online support also provides scholarship and career guidance to students.



Visit

www.windsor-csd.org/SATSchoolDay.aspx
for more information!

CAREER PATHWAYS

- College/
Technical
School
Research

- Job Fair
- Career
Expo
- PSAT

- Resume
building
- Internship
- Job Shadow

- SAT prep
- Trades
Fair
- College
Visits

- College
Applications
- Letters of
recommendation
- Scholarships
- Financial Aid



FOUR-YEAR HIGH SCHOOL PLAN REGENTS/ADVANCED REGENTS

GRADE 9	
Course Name	Credit
English 9 or Honors	1
Global History I	1
Integrated Algebra	1
Earth Science	1
French I or Spanish I	1
Art/Music/Trades III	1
Physical Education	½
Total Credits	6 ½

GRADE 10	
Course Name	Credit
English 10 or Honors	1
Global History II	1
Geometry	1
Living Environment	1
French II or Spanish II	1
Health/ Foundation in	1
Personal Finance & Tech	1
Physical Education	½
Total Credits	6 ½

GRADE 11	
Course Name	Credit
English 11 or AP	1
US History	1
Algebra 2/Trigonometry	1
Chemistry	1
French III or Spanish III	1
Elective/Health/FIT	1
Physical Education	½
Total Credits	6 ½

GRADE 12	
Course Name	Credit
English 12 or College English/AP	1
Economics/Am. Pol. & Govt.	1
4 th Year of Math	1
AP Physics	1
French IV or Spanish IV or BCC	1
Elective	1
Physical Education	½
Total Credits	6 ½

This program is for the student who intends to pursue his education with a minimum objective being either BA/BS (four-year) college degree or an Associate's (two-year) college degree.

Recommended electives for the college-bound student include: computer courses, and exploratory courses in the discipline the student plant to pursue in college, such as business, art, music, technology, or Project Lead the Way.

The college-bound student should consider Advanced Placement (AP) and College level courses when presented with the opportunity to take them.

**Foundations in Personal Finance & Technology is a required course for graduation*

FOUR-YEAR HIGH SCHOOL PLAN CTE CAREER & TECHNICAL PROGRAM

GRADE 9	
Course Name	Credit
English 9	1
Global History I	1
Algebra Part 1	1
Earth Science	1
French I or Spanish I	1
Art/Music/Trades III	1
Physical Education	½
Total Credits	6 ½

GRADE 10	
Course Name	Credit
English 10	1
Global History II	1
Integrated Algebra Part 2	1
Living Environment	1
Health/ Foundations in	1
Personal Finance & Tech	
Physical Education	½
Elective	1
Total Credits	6 ½

GRADE 11	
Course Name	Credit
English 11	1
US History	1
Math	1
Physical Education	½
BOCES	3
Total Credits	6 ½

GRADE 12	
Course Name	Credit
English 12	1
Economics/Am. Pol. & Govt.	1
Science	1
Physical Education	½
BOCES	3
Total Credits	6 ½

This program is primarily intended for the non-college bound student. There are some vocational studies, however, which the successful BOCES student can continue to pursue at some two-year colleges. Most of these, however, are less than 2 years in length, and the student earns a certificate or a diploma rather than a degree upon successful completion.

**Foundations in Personal Finance & Technology is a required course for graduation*

ADVANCED COURSE OFFERINGS APPLICATION

ADVANCED COURSE OFFERINGS

WINDSOR CENTRAL HIGH SCHOOL ADVANCED COURSE OFFERINGS & OPPORTUNITIES
-HONORS, AP, SUNY BROOME, BINGHAMTON UNIVERSITY, UHS ALBANY, PLTW-

COURSES:

SUNY BROOME:

- ECONOMICS
- ENVIRONMENTAL SCIENCE
- PUBLIC POLICY
- INTRO TO TEACHING & EDUCATION
- FUNDAMENTALS OF MUSIC
- INTRO TO MICROSOFT OFFICE
- SELF MANAGEMENT
- SPANISH
- FRENCH
- FITNESS WALKING
- SOLUTIONS IN FITNESS & WELLNESS
- STATISTICS

UHS ALBANY:

- COLLEGE ENGLISH

BINGHAMTON UNIVERSITY:

- SO YOU WANT TO BE AN EDUCATOR

PLTW-ENGINEERING:

- INTRO TO ENGINEERING DESIGN
- DIGITAL ELECTRONICS
- PRINCIPLES OF ENGINEERING
- CIVIL ENGINEERING & ARCHITECTURE
- ENGINEERING DESIGN & DEVELOPMENT
- CYBERSECURITY

PLTW-MEDICAL SCIENCE:

- HUMAN BODY SYSTEMS
- PRINCIPLES OF BIOMEDICAL SCIENCE
- MEDICAL INTERVENTIONS

AP COURSES:

- US HISTORY
- BIOLOGY
- PHYSICS
- ENGLISH LANG & COMP.
- LITERATURE & COMP.
- STUDIO ART
- WORLD HISTORY
- COMPUTER SCIENCE

HONORS:

- ENGLISH 9
- ENGLISH 10

*In computing rank-in-class positions, all final averages will be computed. All college level courses taught at the High School including AP, SUNY Broome, BU, SUNY Albany, & Project Lead the Way courses are weighted 1.1 in the calculation of GPA, except for ELA 9 & 10 Honors which are **not** college level courses.

Reasons to take college level courses in High School:

- Great opportunity to challenge yourself, being serious about becoming college ready/career ready.
- No cost to students and families
- By successfully completing these classes, you could save thousands of dollars in tuition.
- These classes give you a stronger transcript for college admission.
- You can increase your chances of being accepted into competitive programs.
- You may be a sophomore, instead of a freshman when entering college & receive privileges afforded to sophomores; housing, car, etc.
- Higher pay if entering the military
- In college, you will be able to select classes that you are really interested in.

COURSE SELECTION

WINDSOR CENTRAL HIGH SCHOOL COURSE SELECTION SHEET 2023-2024

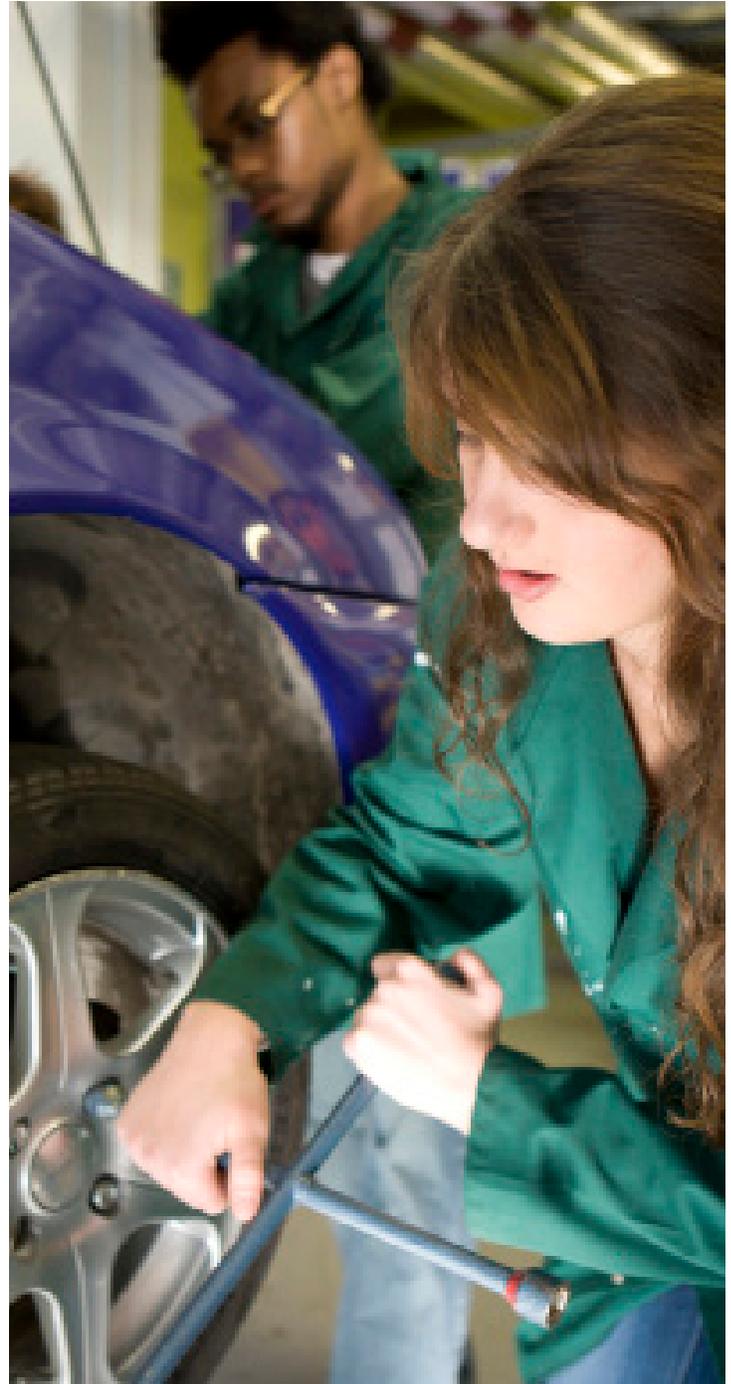
COURSE	CODE	CREDIT	COURSE	CODE	CREDIT
ENGLISH			WORLD LANGUAGES		
English 9	0121	1	French I	0521	1
English 9 Honors	0122	1	Spanish I	0522	1
English 10	0131	1	French II	0531	1
English 10 Honors	0132	1	Spanish II	0532	1
English 11	0147	1	French III	0541	1
AP English Lit & Comp	0158	1	Spanish III	0542	1
AP English Lang & Comp	0160	1	French IV	0551	1
English 12	0151	1	Spanish IV	0552	1
College English	0154	1	BCC French	0554	1
			BCC Spanish	0555	1
SOCIAL STUDIES			Conversational French	0543	½
Global Studies 9	0221	1	Conversational Spanish	0544	½
Global Studies 10	0231	1			
US Hist/Gov't 11	0241	1	BUSINESS		
AP World History	0245	1	Business Management & Entrepreneurship	0662	½
AP US History	0247	1	BCC (BUS122) Self-Management	0632	½
Economics	0264	½	BCC (BIT184) MS Office	0652	½
BCC Economics	0265	½	Foundations in Personal Fin & Tech	0363	½
American Pol & Gov't	0266	½			
BCC Public Policy	0266C	½	COMPUTER SCIENCE		
Genocide	0262	½	CS Python Fundamentals	0770	1
Manufacturing Economics	0263	½	AP Computer Science	0771	1
			Cyber Security (PLTW)	0772	1
MATH					
Algebra I	0312	1	AGRICULTURE		
Geometry	0317	1	Intro to Ag Food & Natural Resources	0671	1
Algebra II	0308	1	Veterinary Science I	0678	1
Pre-Calculus	0353	1	Veterinary Science II	0680	1
Calculus	0355	1	BCC Environmental Science	0673	1
Algebra I – Part 1	0315	1	Power Mechanics	0676	½
Algebra I – Part 2	0316	1	Welding	0675	½
Intermediate Algebra 2	0307	1	Floriculture	0679	½
Business Math	0306	1	Plant Science	0677	½
Foundations for College Math	0356	1			
SUNY Broome Statistics	0367	1	PROJECT LEAD THE WAY		
			Intro to Engineering Design	0781	1
SCIENCE			Principles of Engineering (PLTW)	0783	1
Physical Setting Earth Science	0421	1	Digital Electronics (PLTW)	0726	1
Living Environment	0431	1	Engineering Design & Dev. (PLTW)	0766	1
Physical Setting Chemistry	0441	1			
AP Physics	0454	1			
Drones	0429	½	ART		
Applied Chemistry I	0455	½	Studio Art	0850	1
Applied Chemistry II	0456	½	Digital Photography I	0872	½
Physical Setting Physics	0451	1	Digital Photography II	0873	½
AP Biology	0484	1	Drawing	0871	½
Principals of Bio Med (PLTW)	0402	1	Painting	0877	½
Medical Interventions (PLTW)	0404	1	Adv. Drawing	0881	½
Human Body Systems (PLTW)	0403	1	Adv. Painting	0882	½
			AP Studio Art	0852	1
EDUCATION			Digital Art	0880	½
BCC Intro to Teaching EDU111/	0795	½	Mixed Media	0876	½
BU So You want to be an Educator EDUC101	0796	½	Sculptural Welding for Artists	0975	1
HEALTH			MUSIC		
Health	0912	½	Senior Chorus	0962	½
Psychology	0914	½	Senior Band	0952	½
			Basic Rock Instruments	0973	1
			Modern Band	0971	1
			Sound Recording Tech	0972	½
			SUNY Broome Fundamentals of Music	0971	1

*Minimum credits 5.5 per year - Maximum credits 7.5 per year

COURSE SELECTION

COURSE	CODE	CREDIT	COURSE	CODE	CREDIT
PHYSICAL EDUCATION			TRADES		
all students assigned					
PE 9/10	0901	½	Trades III	0720	½
PE 11/12	0902	½			
BCC Solutions in Fitness & Wellness	0915	½			
BCC Fitness Walking	0916	½			

BOCES	CODE	CREDIT
Electricity I	0005	3
Electricity II	0006	3
Carpentry I	0007	3
Carpentry II	0008	3
Masonry I	0011	3
Masonry II	0012	3
Building Trades/Plumbing	0007A	3
Building Trades II/Plumbing	0007B	3
Business Mgmt. & Computer Careers I	0017	3
Business Mgmt. & Computer Careers II	0018	3
Auto Body Rep I	0023	3
Auto Body Rep II	0024	3
Auto Tech I	0025	3
Auto Tech II	0026	3
General Auto Serv (GAS) I	0033	3
General Auto Serv (GAS) II	0043	3
HERO I	0027	3
HERO II	0028	3
Agricultural Science I	0031	3
Agricultural Science II	0032	3
Criminal Justice I	0034	3
Criminal Justice II	0035	3
Cosmetology I	0039	3
Cosmetology II	0040	3
CAD I	0047	3
CAD II	0048	3
Welding I	0051	3
Welding II	0052	3
Health Science I (Home Health Aide)	0071	3
Health Science II (Nurse Asst)	0072	3
Video Production I	0044	3
Video Production II	0045	3
Culinary Arts I	0004	3
Culinary Arts II	0003	3
Hospitality I	0076	3
Hospitality II	0077	3
Retail Warehousing Skills I	0022	3
Retail Warehousing Skills II	0029	3
IT Specialist I	0013A	3
IT Specialist II	0013B	3
Manufacturing, I	0066A	3
Manufacturing II	0066AB	3
Graphics & Gaming I	0046	3
Graphics & Gaming II	00461	3
Clean Energy/Battery Storage I		3



AGRICULTURE

...0671 INTRODUCTION TO AGRICULTURAL SCIENCE, FOOD, & NATURAL RESOURCES 1yr., 1 cr.

Doing is learning is the purpose of this class! Agricultural Science is an introduction to the broad field of agriculture. The course includes the following topics: Sustainability, Marketing, Aquaculture, Forestry, Conservation, Plant Science, Animal Science, and Mechanical Science. Also included is an introduction to the FFA. You will be able to take skills learned in this course and apply them to future goals.

...0676 POWER MECHANICS - ½ yr., ½ cr.

This course will offer the student a basic understanding of the skills needed by today's agricultural engineers and mechanics. Students learn basic skills in small engines, diesel engines, and agricultural equipment maintenance and design. Students will utilize their skills in "hands-on" applications where they will design and build projects, fix machinery, and learn safe machine shop management. The student will also have the opportunity to participate in various field trips where they can compete in career development events at colleges and fairs.

...0675 WELDING - ½ yr., ½ cr.

Designed to allow students an introduction to the skills of the trade established by the American Welding Society. Academic instruction, along with technical training, offers students valuable skills for entry-level employment. Skills include: shielded metal arc-welding, gas tungsten arc-welding, gas metal arc-welding, Flux-cored arc welding, flame cutting and plasma cutting. Additionally, students gain skills in metal fabrication on both plate and pipe. Students also refine their skills as they practice blueprint reading for welding.

...0673 SUNY BROOME ENVIRONMENTAL SCIENCE - 1 yr., 1 cr.

SUNY Broome Fast Forward Course Fall CHM 123 (4 Credits) Spring CMH 124 (4 Credits)

The global temperature is rising, there are health advisories about eating fish, the rate of extinction is 100 times the background rate, natural resources are being consumed at unprecedented rates, the ozone is being depleted in the stratosphere...Can anyone solve these and other environmental problems? Would you like to be among those who create the solutions to these problems?

...0678 VETERINARY SCIENCE I - 1 yr., 1 cr.

In this course students learn about anatomy and physiology, clinical exams, laboratory procedures, parasite identification methods, veterinary terms and math, and many other aspects of the veterinary hospital. Students participate in hands-on laboratory activities that incorporate advanced science and math skills into the exciting field of veterinary science.

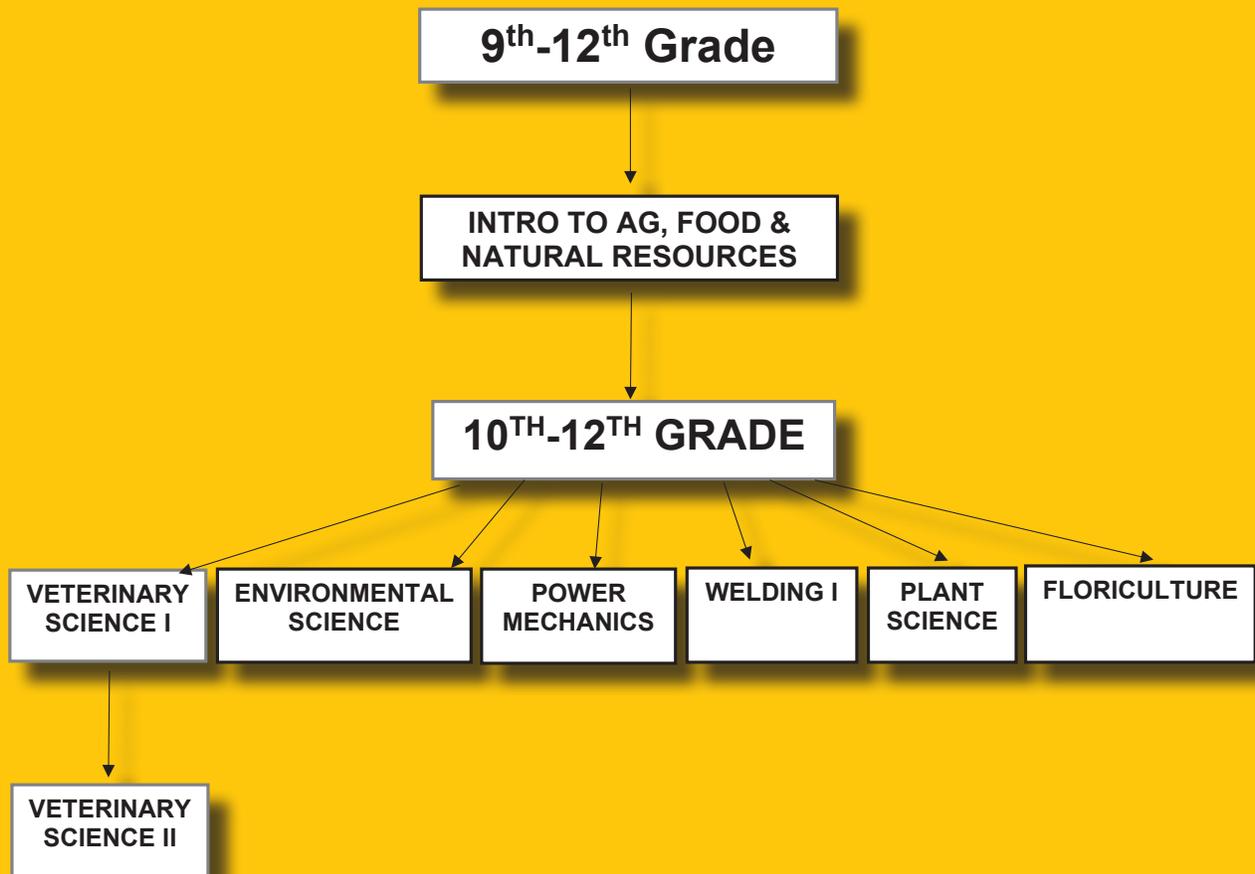
...0677 PLANT SCIENCE - 1/2 yr., 1/2 cr.

Throughout the Plant Science course, students will study the various forms of plants and how plants function. Studies will also include plant interaction with the environment, growth requirements, plant reproduction, and the various ways plants are used in everyday life. Understanding of plant production and management will be necessary to ensure the supply of plant products will be sufficient for future human food, fiber, and fuel needs. Additionally, students will be in charge of the care and maintenance of the seven-acre land lab; specifically with final harvests, soil preparation and winterizations, and high tunnel fall production.

...0679 FLORICULTURE - 1/2 yr., 1/2 cr.

Through this course, students will be able to further their studies in plant science while learning useful skills that can be used throughout their life. Students will be exposed to the principles of floral design while they are creating their own floral masterpieces including boutonnieres, corsages, table arrangements, and holiday decorations. In addition, students will learn how to grow and handle potted plants, bedding plants, and cut flowers and foliage.

AGRICULTURE



AGRICULTURE/CTE

Agricultural and Applied Science Career and Technical Education Strand Sequence

In order to establish a 5-unit sequence in Agriculture, the recommended sequence of study could resemble the following sequence:

Agriscience CTE Endorsement

Course Title Credit Introduction to Agricultural Science I (Required by all) 1

Choose from two credits of the following:

Environmental Science 1 Veterinary Science I 1 Veterinary Science II

(Must complete VS I first) 1 Welding ½

Power Mechanics ½ Floriculture ½ Plant Science ½

CTE Exam shall be given at the end of the 11th grade year, or at the completion of the above three courses. Precision Exam will provide the test to match the curriculum areas covered.

Work Experience in Agriculture* 1 English 12 ** (Upon passing the English Regents 1 and all other requirements)

CTE Math** (Upon passing the Math Regents 1 and all other requirements)

CTE Science** (Upon passing the Science Regents 1 and all other requirements)

* Work Experience is required, all additional courses will be considered "electives".

**Students may elect to obtain Eng 12 credit through traditional courses.

**Environmental Science – SUNY Broome Fast Forward CHM 123/124 – 8 total credits

ART

...0850 STUDIO ART (Basic Art), 1 yr., 1 cr.

Students work on projects using a variety of materials to learn the fundamentals of art. The course includes two-dimensional projects in drawing, painting, printmaking design and three-dimensional projects such as ceramics, sculpture, etc. This is the foundation course in Art. Students who complete a year of Studio Art are then eligible to take any of the ½ year art electives that are offered. In addition, students will explore art history movements and the impact art has on culture; past and present societies.

...0871 DRAWING, ½ yr., ½ cr.

This course will explore a variety of drawing media and styles, with the particular aims of developing basic drawing skills and a more keen awareness of our surroundings. We will attempt to provide experiences where students can develop these skills in an individual manner. This might include pastel pencil, charcoal, pastel pen and ink. We will work toward a thorough understanding of the elements of art and principles of design.

...0881 ADVANCED DRAWING, 1/2 yr, 1/2 cr.

...0872 DIGITAL PHOTOGRAPHY I, ½ yr., ½ cr. Students will learn the basics of using a Digital camera to produce high quality, creative images. Students will learn how to utilize Photoshop for viewing, editing and manipulating their photographs. Students will be given specific assignments and will be required to print their photographs to meet course requirements. Students will bring their knowledge of the Elements and Principles of Art to digital photography. Assignments will include a focus on line, shape, form, texture, color, portraiture, lighting, various artists, styles, landscape and influential photographers.

...0873 DIGITAL PHOTOGRAPHY II, ½ yr., ½ cr. This course will build on the skills acquired in Photography I.

Pre-Requisite – Digital Photography I

...0877 PAINTING, ½ yr., ½ cr.

This course will explore a variety of paintings media and techniques with aims of developing stronger painting skills. Students will develop an understanding of the elements of art and principles of design in relation to painting.

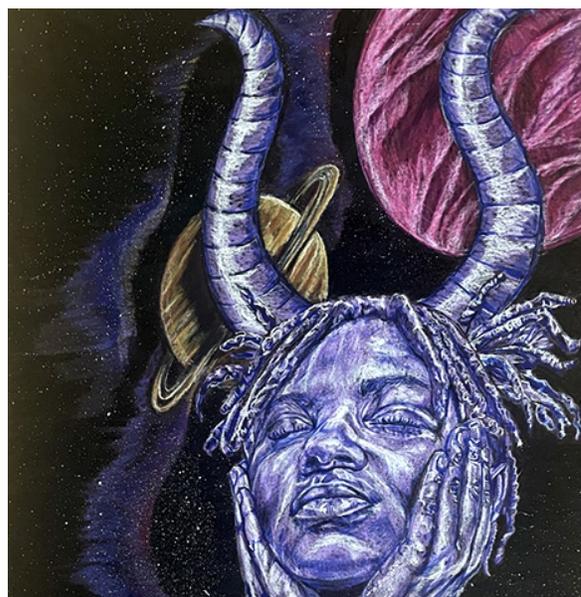
*Pre-Requisite - Drawing

...0882 ADVANCED PAINTING, 1/2 yr., 1/2 cr.

...0880 Digital Art, ½ yr., ½ cr.

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, scanners, photo editing software (Adobe Photoshop), graphic design software (Adobe Illustrator) wacom tablets, printers, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

*Pre-requisite: Drawing



ART

...0852 AP STUDIO ART, 1yr., 1 cr.

The AP Art Course is a studio based visual arts class emphasizing 2 D design. This course is for seniors only who plan on attending a college majoring or minoring in Art. Students must show a high level of motivation and independence in order to be successful. The AP Studio Art course requires the student to concentrate on 3 different areas of their portfolio; quality of work, concentration, and breadth (techniques). A submission of a portfolio is required by the end of May to College Board to receive college credit. A minimum of 19 pieces of 2D artwork is required for your AP Portfolio submission.

*Pre-Requisites - Studio Art and sequence of any one of the following: Drawing, Painting, Photography. Open to seniors only.

...0876 MIXED MEDIA, ½ yr., ½ cr.

Mixed Media is a beginner level art course designed to offer the student a wide variety of mixed media art experiences. Mediums such as printmaking, sculpture, ceramics, stained glass, mosaics, and found object design will be explored in this course. Students who enjoy creating expressive art work in a variety of art media should enroll in this course. Grade Level: 10th–12th.

...0975 SCULPTURAL WELDING FOR ARTISTS, 1yr., 1 cr.

An introduction to welding and metal working techniques and processes with a focus on creating artworks using the Elements and Principals of Art. Students learn the safe operation of welding equipment and the potential hazards of individual welding processes. This course includes oxy-acetylene, plasma cutting, MIG and electric arc welding to cut, shape, and weld steel. Successful completion of this course will meet the graduation requirement for art. This course is designed for 9th graders.

* Students will be recommended for participation in this course.



ART

STUDIO ART

**SCULPTURE WELDING
FOR ARTISTS**

INTERMEDIATE

MIXED MEDIA

DRAWING

PAINTING

DIGITAL
PHOTOGRAPHY I

DIGITAL
ARTS

ADVANCED

DRAWING
II

PAINTING
II

DIGITAL
PHOTOGRAPHY
II

AP STUDIO
ART

****AP STUDIO ART**

** Prior to AP Studio Art students must take Studio Art plus at least one additional year of an intermediate and advanced art course.

Drawing is a pre-requisite for Digital Arts

BUSINESS/MARKETING EDUCATION

...0363 Foundations in Personal Finance & Technology ½ yr., ½ cr.

Using a Financial Planning Program, students will learn the aspects of personal finance as they:

- Setting goals
- Understanding needs and wants
- Creating a spending plan (budget)
- Understanding time value of money (compounding)
- Using credit wisely
- Keeping your money safe and secure
- Protecting what you have (insurance)
- Researching careers and their benefits

Within each unit above, students will apply financial concepts using one or more of the Google Applications (docs, sheets, forms, or slides).

* Seniors who successfully complete this course will also satisfy their senior competency

...0652 SUNY BROOME BIT 184 MS OFFICE COMPUTER ½ yr., ½ cr.

3 college credits

Integrated Microsoft Office is a skills-based course designed specifically to acquaint students with Windows Operating System, word processing, database management, spreadsheet applications, and presentation graphics. Students will prepare business documents by embedding and linking files. Word, Access, Excel, and PowerPoint are the applications utilized.

Successful completion of this class will lead to three SUNY Broome credits. This class is part of the SUNY Broome Community College Early Admissions Off-

...0651 SUNY BROOME BUS 122 SELF MANAGEMENT ½ yr., ½ cr.

3 college credits

Self-Management seeks to increase student learning by assisting students in developing and mastering the self-management and workforce-readiness skills necessary to achieve their academic and career goals. Students will demonstrate the ability to identify, diagnose, and evaluate trust and responsibility in themselves and others in five "soft skill" behavioral areas: communication, choice, commitment, coping, and caring. Students will demonstrate competence in selecting, using, and applying SUNY Broome technology concepts, systems, and operations to academic-based and workforce-related tasks.

Successful completion of this class will lead to one BCC credit. This class is part of the Broome Community College Early Admissions Off-Campus Program.



BUSINESS/MARKETING EDUCATION

...0662 BUSINESS MANAGEMENT AND ENTREPRENEURSHIP 1/2 yr., 1 cr.

Students will learn the aspects of business management, entrepreneurship, human resources, marketing, and finance. As a member of the course, students will be responsible for the operation of the school cafe and will be required to create their own business from start to finish. Students of Business Management and Entrepreneurship will be encouraged to join the Future Business Leaders of America (FBLA) club for eligibility to earn academic scholarships given to graduating seniors. Business students will have the opportunity to compete for academic scholarship through their participation in the Greater Binghamton Scholastic Challenge.



BUSINESS/MARKETING EDUCATION

10th Grade

FOUNDATIONS IN PERSONAL
FINANCE & TECHNOLOGY

11th Grade

BUSINESS MANAGEMENT &
ENTREPRENEURSHIP

BIT 184 MS
OFFICE

BUS 122
SELF-MANAGEMENT

12th Grade

BUSINESS MANAGEMENT &
ENTREPRENEURSHIP

BIT 184 MS
OFFICE

BUSINESS
MATH

BUS 122
SELF-MANAGEMENT

COMPUTER SCIENCE

...0770 CS Python Fundamentals, 1yr.,1cr.

This course is part of the Amazon Future Engineer Program and has been developed by Project STEM. CS Python Fundamentals is an introductory-level course for students brand new to programming and computer science. In this course, students will learn problem-solving strategies, software design, and the foundations of computer science using two key tools: the Project STEM programming environment and EarSketch, a software package that turns your code into music.

Not only will this course prepare students for continuing their studies in computer science (for example, by taking AP Computer Science A and AP Computer Science Principles), but it will also teach them how to think like a scientist and solve real-world problems, skills that are important to every 21st-century citizen.

*Prerequisite: Successful completion of Algebra

...0771 AP Computer Science, 1yr.,1cr.

This course is part of the Amazon Future Engineer Program and has been developed by Project STEM. This curriculum was designed to awaken and support students' problem solving skills. AP Computer Science A will introduce the Java programming language while emphasizing universal language techniques like syntax, semantics and readability. Students will gain mastery in programming concepts by using a subset of Java features that are required for the AP Computer Science A exam, including abstraction, algorithms, data structures, and object-oriented programming. This allows the student to understand and master important concepts that will apply to programming problems in many additional languages.

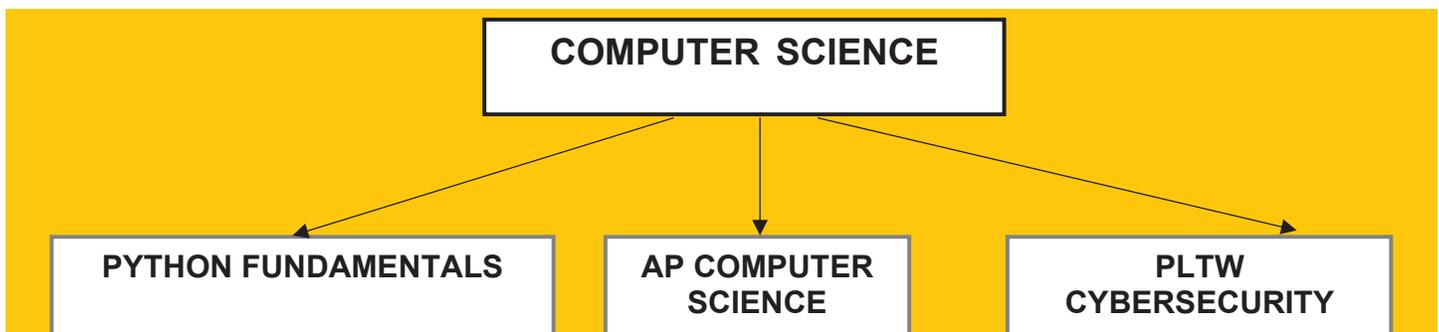
This curriculum will prepare students for advanced college coursework and careers in computer science.

...0772 PLTW Cybersecurity, 1yr.,1cr.

PLTW Cybersecurity is a full-year course implemented in 10th grade or above. The design of the course exposes high school students to the ever growing and far reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts.

PLTW Cybersecurity strongly connects to the National Cybersecurity Workforce Framework (also known as the NICE Framework or NCWF). Created by the National Institute of Standards and Technology (NIST), this framework identifies standards developed by numerous academic, industry, and government organizations. The framework objectives address topics that span K-12 education and guide learning progressions. The objectives also incorporate many of the big ideas and learning objectives outlined by the College Board and addressed in AP CSP and AP CSA. In addition, the course integrates Computer Science Teachers Association (CSTA) standards.

PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.



EDUCATION

...0795 Foundations of American Education,
SUNY Broome EDU 111, ½ year, 1/2 cr. 3 College Credits

Course Description:

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; civics; professionalism; curriculum; philosophy; learning theories and pedagogy. Field and community service experiences are mandatory. Students will complete 30 hours of classroom observations at the elementary, middle, and high school levels in districts and at various local districts.

...0796 So You Want to be an Educator?,
Binghamton University EDUC 101, ½ year, 1/2 cr. 3 College Credits*.

Course Description:

This course will include two primary components, one focusing on various jobs and careers at all levels of education from Pre-K through higher education, with the second component devoted to leadership topics. The format of the course will allow opportunities for students to explore and discuss the realities of working in an educational career such as a teacher, counselor, administrator, related services provider, and professor. Leadership topics will include utilizing high school and college campus resources, developing critical thinking and writing skills and improving time management. Students in this course will develop professional skills as an educator as well as participate in service learning experiences at the elementary and middle schools.

*Prerequisite: SUNY Broome EDU 111



ENGLISH

...0121 ENGLISH 9, 1yr.,1cr.

In English 9, students read a variety of fiction and nonfiction texts of varying levels of difficulty. Students focus on building reading comprehension through strategic reading and skill building activities. Students frequently write short, structured text-based responses that focus on the identification and analysis of central ideas and the author's purpose. Learning targets and essential standards are aligned to New York State Next Generation Standards

...0122 ENGLISH 9 HONORS, 1yr.,1cr

In English 9 Honors, students will approach a rigorous and fast paced English 9 curriculum. Students will be recommended by their middle school teachers in the middle of their 8th grade year. The recommended honors path for students will be: 9 Honors, 10 Honors, then students will be open to Advanced Placement and College level coursework their junior and senior years of High School.

...0131 ENGLISH 10, 1yr.,1cr

In English 10 students read a variety of classical and contemporary works (novels, short stories, poems and plays) and write essays that analyze text and support an argument. Learning targets are aligned to the New York State Next Generation Standards and continue the preparation begun in English 9 to give students the skills needed to pass the state exit exam at the end of English 11.

...0132 ENGLISH 10 HONORS, 1yr.,1cr

English 10 Honors students will read and analyze both fiction and non-fiction that will provide strong preparation for upper level, college preparatory coursework. Students will engage in work specifically oriented toward the AP program and will incorporate enriching experiences in English Language Arts standards. The scope of this course will encompass selections in all genres along with extensive reading and writing opportunities. Independent reading, as well as that done in class, will allow students to express in writing their literary analysis of short stories, poems, articles, novels, and plays. Writing assignments will be based on the New York State Next Generation Learning Standards. Students in English 10 Honors will take the NYS ELA Regents, and their Regents score (above 85%) along with their class average (above 85%) will help determine individual eligibility for AP classes the following year



ENGLISH

...0141 ENGLISH 11 REGENTS, 1yr.,1cr

English 11 is composed of texts based on the New York State Next Generation Standards. As students read a variety of literature they will be asked to think critically about each work, share ideas in small and large group discussion, and write analytical and coherent essays on thought provoking topics. Writing skills will align with the state exit exam. The final evaluation in English 11 is the Common Core English Regents examination consisting of multiple choice questions and essays which is a graduation requirement.

...0158 AP ENGLISH LITERATURE AND COMPOSITION, 1yr.,1cr

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Students will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, the student can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. The course will culminate in the rigorous and timed AP examination

...0160 AP ENGLISH LANGUAGE AND COMPOSITION, 1yr.,1cr.

The AP English Language and Composition course is designed to guide students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students will do in this course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. This course will direct students' attention to writer/reader interactions in their reading and writing of various formal and informal genres. Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language. The aim of this course is to help students develop the ability to read critically and evaluate sources so that they can write from and in response to those sources. Students should learn to interrogate a text, not only to discern what it is saying but also to understand how and why it proposes what it does.



ENGLISH

...0151 ENGLISH 12 1 yr., 1 cr.

The focus of English 12 is "21st Century Skill Building." Students will acquire the skills and knowledge needed to succeed in future education, work, life, and citizenship. The curriculum and instruction has been aligned to produce 21st century outcomes for today's learners. Students will be developing and strengthening the skills needed to read and write in an academic and social context. Students will be writing argumentative responses, literary analysis, and MLA/APA research documents throughout the course of the year. Life and Career Skills include: • Resumes • Cover Letter and Business Letter Writing • College and Career Applications • Interview Skills • Public Speaking • Information, Media and Technology Accessibility • 21st Century Interdisciplinary Themes • 4 C's for Careers: Creativity, Critical Thinking, Communication, and Collaboration

...0154 COLLEGE ENGLISH, SUNY ALBANY 110Z & 121, 1yr.,1cr.

SUNY Albany English 110Z Writing and Critical Inquiry in the Humanities

½ year course (3 college credits), is taught in the first two quarters (fall semester) for advanced English Juniors and motivated Seniors.

This is a half year writing intensive class (which fulfills a writing class requirement for many colleges). Registration (tuition) for this college class is paid for by the Windsor Central School District. Students complete many reading and writing assignments outside of class. A grade of C or higher is necessary to enroll in the spring Albany class, (see below) and a minimum grade of C is generally necessary for the class to transfer to another college. Students may choose to take the class and not register for college credits. The option to register for college credit happens a few weeks into the course, giving students time to understand the workload and expectations.



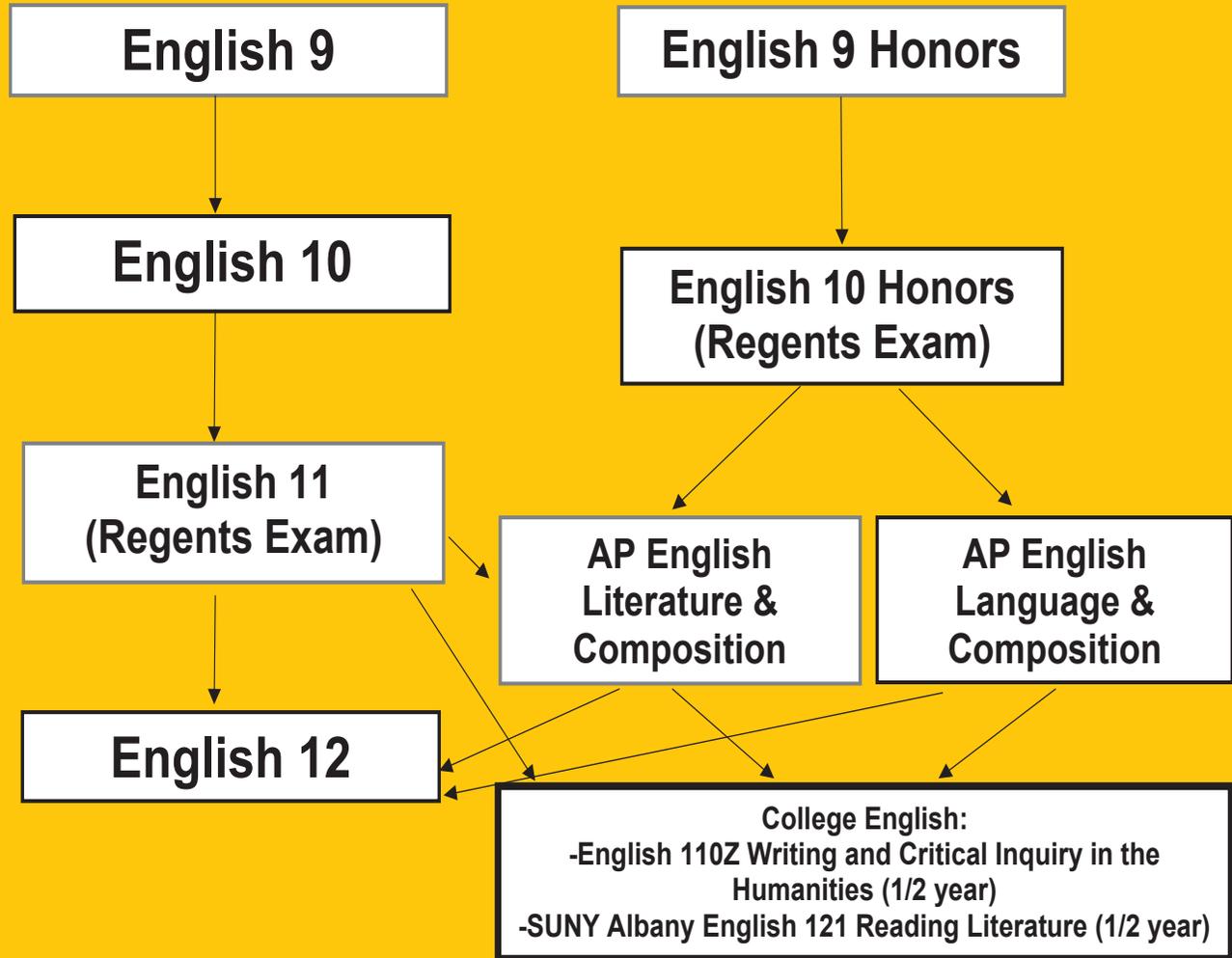
SUNY Albany English 121 Reading Literature

½ Year Course (3 college credits) is taught in the last two quarters (spring semester).

This is a half year spring class that reads, discusses, and writes about a variety of literature. Registration (tuition) for this college class is paid for by the Windsor Central School District. Students complete many reading and writing assignments outside of class though we do have many in-class silent reading and writing days. A grade of C or higher in Albany English 110Z (see above) is necessary to enroll for the college credits, and a minimum grade of C is generally necessary for the completed college class to transfer to another college. Students may choose to take the class and not register for college credits. The option to register for college credit happens a few weeks into the course, giving students time to understand the workload and expectations.

*Prerequisite, students must have completed Albany English 110Z Writing & Critical Inquiry in the Humanities.

ENGLISH



HEALTH

...0912 HEALTH, ½ yr., ½ cr.

Health Education is concerned primarily with the behaviors, attitudes and values which contribute directly to the aspect of health as well as healthful living. The attitudinal approach allows the student to respond when the topics are geared to their needs when there is an opportunity to become physically, mentally and emotionally involved. The Health course provides the student with the opportunity, perhaps the only systematic opportunity, to reflect upon self, development, personal needs and capacities. Therefore, the learning opportunities provided in the Basic Health Course, it is hoped, will provide a fundamental framework for health action in the future. Health education today is concerned with action directly contributing to wellness. The purpose, in addition to knowledge and attitude change, is to persuade students to live in ways which will promote optimum health and wellness potential.

...0914 PSYCHOLOGY, ½yr., ½ cr. Seniors

This half-year course aims to give students an understanding of human behavior. Students will learn about the history of psychology, the motivation, emotions, attitudes, and behaviors which develop an individual, and the treatment of disorders. This course will also introduce students to the skills needed to develop a

...0312 ALGEBRA 1 - 1 yr., 1 cr.

A one year course that leads to a regents exam in June. Topics include Real Numbers, Polynomials, Linear Equations and Inequalities, graphing, Systems of Equations, Factoring, Linear and Non-Linear Functions, Statistics and Regression, Quadratics, and Exponents.

...0315 ALGEBRA 1 –Part I, 1 yr., 1 cr.

This course is the first year of a two year course leading to a regents exam in June of the second year (Algebra 1-Part 2). Topics include Real Numbers, Polynomials, Linear Equations and Inequalities, Graphing, Factoring, and an introduction to the graphing calculator.

...0316 ALGEBRA 1 –Part 2, 1 yr., 1 cr.

This course is the second year of a two year course leading to a regents exam in June. Topics include Linear and Non-Linear Functions, Equations, Statistics and Regression, systems of equations/inequalities, exponents, roots and irrational numbers. (Pre-requisite - successful completion of Algebra 1-Part I)

...0317 GEOMETRY 1yr., 1 cr.

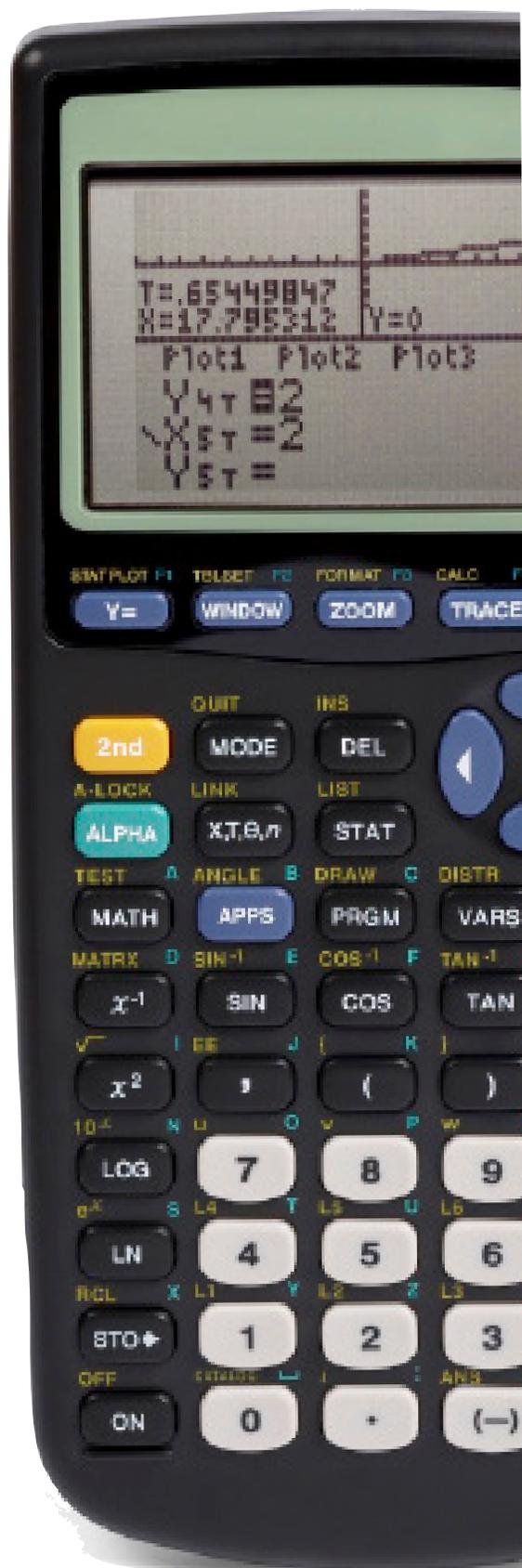
A one year course that leads to a regents exam in June. Topics include Formal and Informal Proofs, Geometric Relationships, Three-dimensional objects, Coordinate Geometry, Polygons, Similarity, and Trigonometry Transformational Geometry, and Circles. (Pre-requisite - successful completion of Algebra 1)

...0307 INTERMEDIATE ALGEBRA 2 1 yr., 1 cr.

This course is a preparatory course for Algebra 2. It includes many of the same topics including Quadratics, Functions, Radicals, Complex Numbers, Exponents and Logs.

...0308 ALGEBRA 2, 1 yr., 1 cr.

A one year course that leads to a regents exam in June. Topics include operations with radicals, powers of i , quadratic equations and inequalities, systems of equation, functions, circles, exponents, logarithms, trigonometry, functions, Trig graphs, probability, sequences, and statistics. (Pre-requisite - Successful completion of Geometry)



MATH

...0353 PRE-CALCULUS 1 yr., 1 cr.

Pre-Calculus consists of selected topics in higher mathematics including, but not limited to mathematical induction, matrices, functions, exponential and logarithmic functions, applications of trigonometry, higher degree equations, and polar coordinates. Available to Juniors and Seniors,

*Pre-requisite - successful completion of Algebra 2

...0355 CALCULUS, 1 yr., 1 cr.

SUNY ALBANY AMAT 112 Calculus 1, 4 college credits

This course covers material as outlined in the UHS at Albany AMAT 112 Calculus 1 course. This is a calculus of one variable course which includes the following topics: Limits, continuity, differentiation of algebraic functions, applications or differentiation, anti-derivatives, the definite integral, and transcendental functions. Available to Seniors.

*Pre-requisite - Successful completion of Pre-Calculus



MATH

...0356 FOUNDATIONS FOR COLLEGE MATH 1 yr., 1 cr.

This course is designed for high school seniors to ensure that students have the skills necessary to be successful in a college level math course at SUNY Broome. Topics Include: math modeling using linear, quadratic, exponential and trigonometric functions; number sense without a calculator; data analysis working with polynomial and rational expressions and equations; applications of right triangle trigonometry; exploring compound interest. The course also includes the following student success skills: note taking strategies, time management, successful student behaviors, and career exploration. This course was developed in collaboration with SUNY Broome. Successful completion of this course with a final average of 70% or above ensures that students can register for a credit bearing math course at SUNY Broome.

...0306 BUSINESS MATH 1 yr., 1 cr.

A full year math course designed for students going into the trades. Students will spend time on basic accounting, mathematical functions, estimates, fractions, percentages, large purchases, loans, budgeting, balancing a checkbook, and many other trade based topics. Students will be asked to work with partners or in small groups in a project based learning atmosphere. Students will also be asked to present their findings in various formats. This course counts for one of the 3 units required for math.

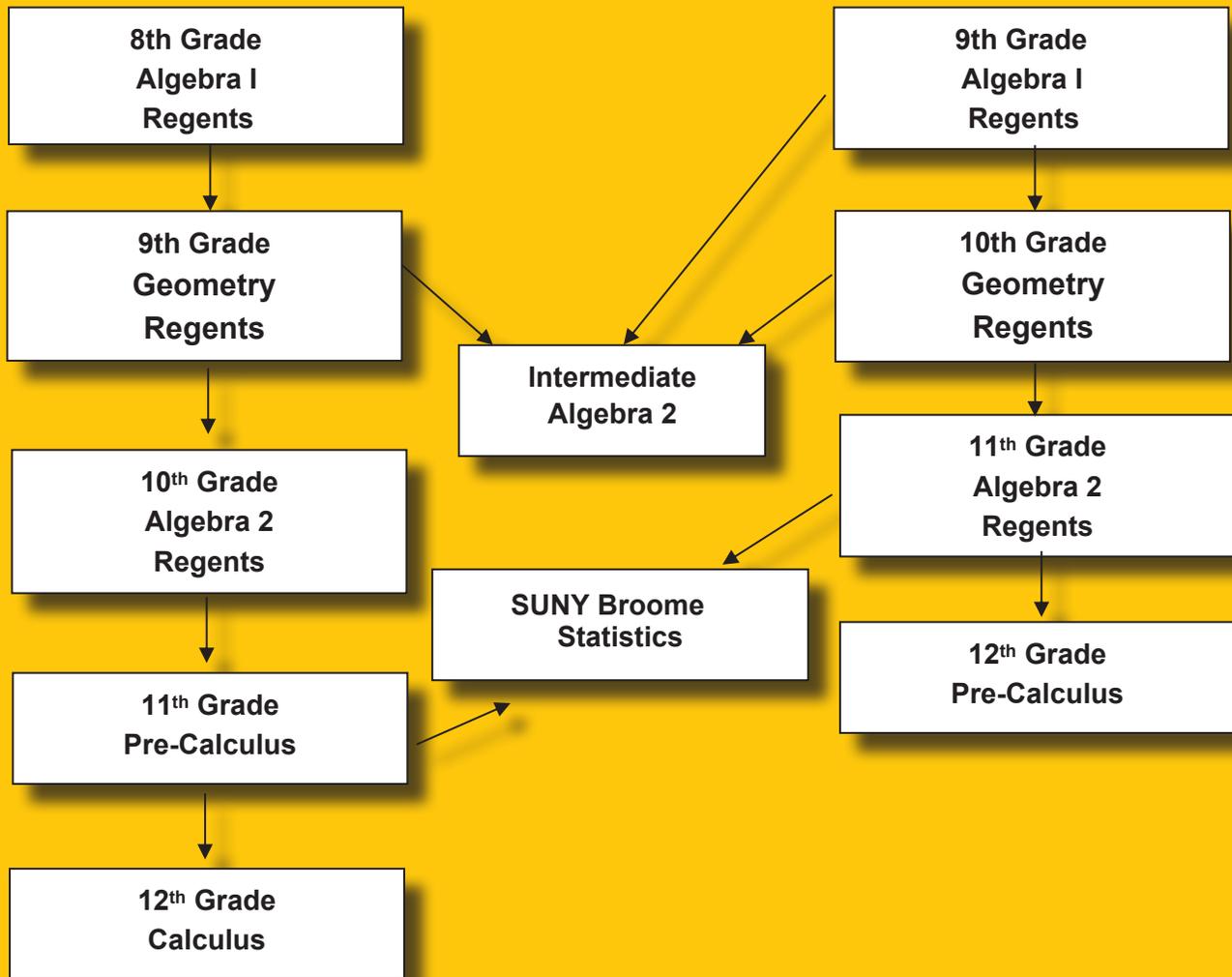
...0367 SUNY Broome Statistics, 1yr., 1cr.

SUNY Broome MAT 124, 3 college credits

Sampling theory, organization and presentation of data, measures of central tendency, variance, standard deviation, exploratory data analysis, correlation and regression, normal distributions, Student's t-distributions, binomial distributions, statistical inference, hypothesis testing, confidence intervals, use of a statistical software package.

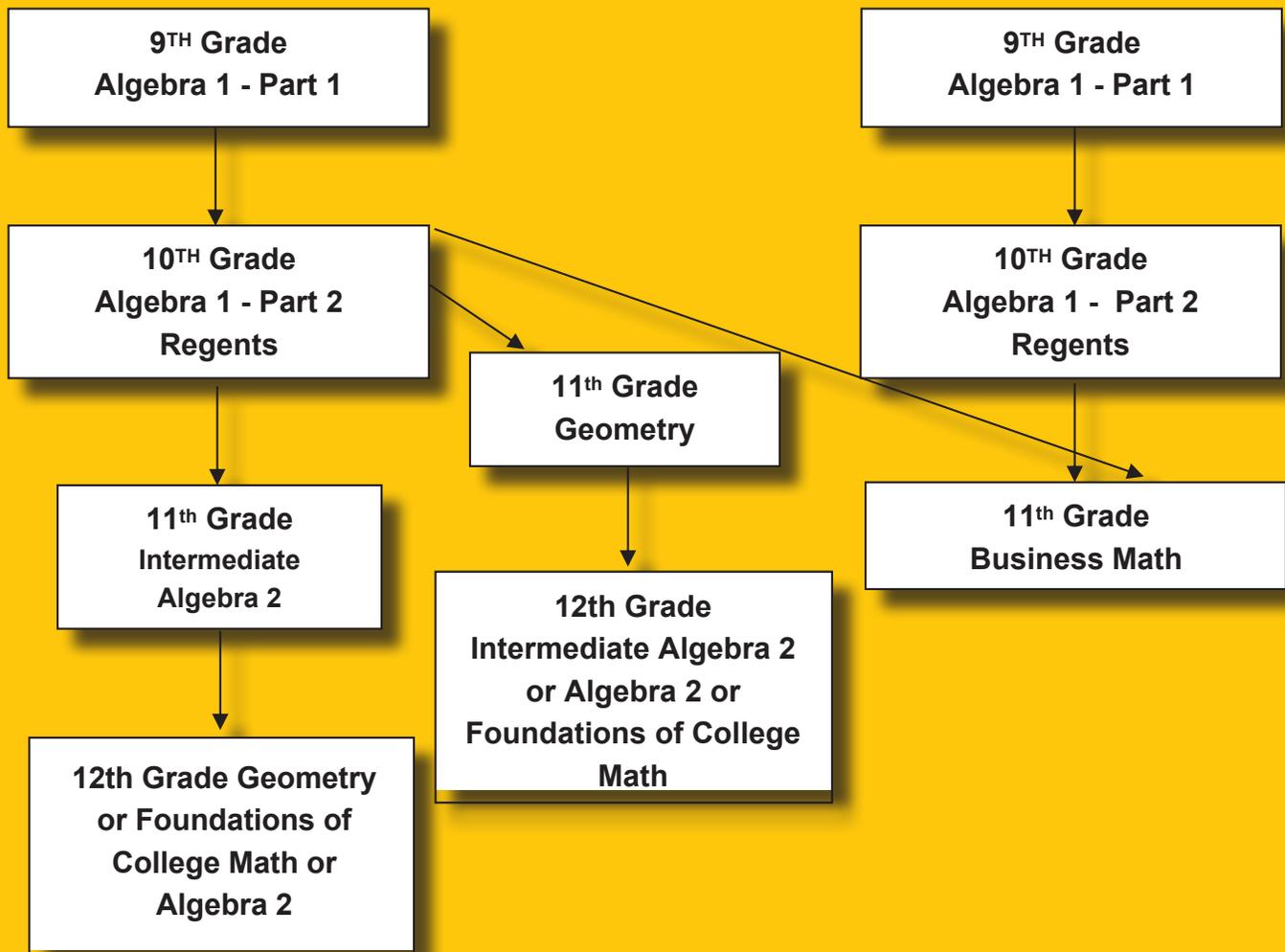
*Pre-requisite-Students should have successfully completed an Algebra 2 and/or Pre-Calculus course prior to this course and be familiar with Algebra, Geometry, Trigonometry, and some basic Statistics as covered in previous math courses.

MATH



**There may be other “paths” that a student follows. These will be discussed on a case-by-case basis with the student, teacher, team leader, parent and Principal as they arise.

MATH



**There may be instances in which a student changes a course and a new “path” needs to be put in place. These will be discussed on a case-by-case basis with the student, teacher, department coordinator, parent and principal as they arise.

MUSIC

...0971 SUNY BROOME FUNDAMENTALS OF MUSIC, 1 yr., 1 cr., This course is for students having little or no prior knowledge of music theory but desiring to learn and explore the basic tools of music: clefs, note names, scales, modes, intervals, triads, key signatures, form and familiarity with the piano keyboard.

*3 college credits and fulfills Humanities general education requirement

...0952 SENIOR BAND, 1 yr., ½ cr., Students rehearse daily as a total ensemble, or within specialized sections. Concerts include: the annual holiday concert, "Music in Our Schools" concert, spring concert, and NYSSMA Major Organizations Festival. Individual development is achieved through various honors programs such as County and State Festivals. Each year there is the annual NYSSMA solo and ensemble competition for those students seeking a variety in performance opportunities. There are other performance opportunities such as Jazz Band and Pit Band.

...0972 SOUND RECORDING AND MUSIC PRODUCTION, 1/2 yr., 1/2 cr. Sound Recording and Music Production will focus on utilizing our state-of-the-art recording studio. Students interested in music, technology, and/or a career in sound engineering should consider this course. Throughout the year, students will learn to record and edit audio with ProTools, Ableton, GarageBand, and Launchpads. Students will also be required to help run sound for a variety of events throughout the school year.

...0973 BASIC ROCK INSTRUMENTS 1 cr., 1 yr. This course involves exploring drums, bass, guitar, and piano keyboard, often for the first time. Ten-week sections covering each instrument introduce students to the basic elements of popular songs and notation systems. Upon completion of this course, students are then prepared to specialize in one of the instruments and have fulfilled the prerequisite for Modern Band class, in which students form small rock ensembles to perform and record selections of their choosing. Instruments are provided for in-class study though home purchases are also welcomed. Maximum class size, 14 students.



MUSIC

...0962 SENIOR CHORUS, 1 yr., ½ cr., Open to all student possessing a strong desire to sing in a large performing ensemble. Grades are based on class participation, concert performance participation, and written quizzes. Focus will be on singing in 3 and 4 part harmony, mastery of standard choral practices, sight-singing, and development of individual vocal technique. Chorus performances include the Holiday Concert, "Music In Our Schools" Concert, Spring Concert, and NYSSMA Major Organization Festival. Performance opportunities are also available for individual students who want to compete in the NYSSMA Solo Festival and/or BCMEA All-County Chorus, and/or young women in Harmony.

...0971 MODERN BAND, 1/2 yr., 1/2 cr., Modern Band students will analyze and perform the music that they care about. Students will learn about musicians, study their lyrics, and perform their songs. Students will learn the basic of the music industry and sound recording. The first half of the year will focus on putting together multiple live music events. The second half of the year will focus on recording and music production in our new, state of the art recording studio. A waiver of the prerequisite may be granted for students that have studied privately outside of school through a performance audition.

*Pre-requisite: Successful completion of Basic Rock Instruments.

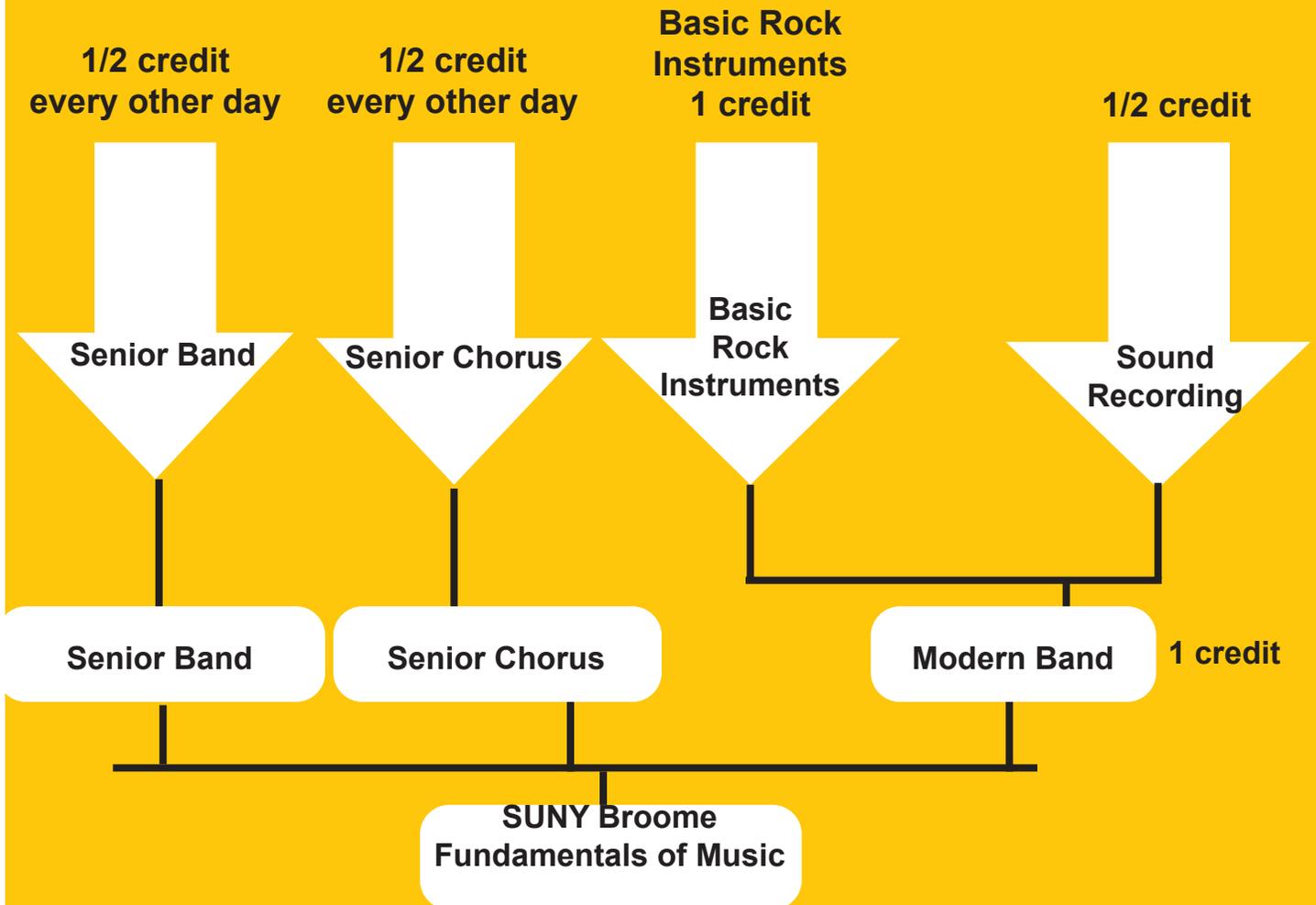
...0974 ELECTRONIC MUSIC, 1/2 yr., 1/2 cr. Electronic Music students will create remixes, covers, and original songs using hardware and software instruments (e.g. synthesizers and drum machines). Students will learn the basics of sound design, sampling, sequencing, live looping, and recording. The styles of music covered in class include, but are not limited to: synth-pop-, hip-hop, electronic rock, EDM, and video game music. No prior music experience required. Open to all grade levels.



MUSIC

Ensembles:
Can be continued yearly throughout high school career

Entry Level:
Available course for all incoming freshmen



1 HS credit full year
3 SUNY Broome credits

PHYSICAL EDUCATION

...0901 PHYSICAL EDUCATION 9/10, 1yr., ½ cr.,
freshman/sophomores

Units/Activities:

- Grade 9/10 – This curriculum in PE is focused on traditional team sports and basic fitness education. Students will be taught the basic skills, strategies, rules and safety concepts that help students to gain appreciation for a multitude of activities. Unit selection is teacher directed. Daily course objectives and written assessments are aligned with state, national, and local standards. Examples: fitness refresher, football, soccer, speed-a-way, handball, swim skills, volleyball, basketball, fitness 1: fitness concepts, fitness swim, fitness jogging, racquet activities, lacrosse, kin ball, wiffleball/softball, elementary PE games. Aquatics: There are potentially two aquatics units per school year. The first unit is a water safety and swim skills development unit. The second aquatics unit is a swim skills review and fitness swim. (the PE staff will accommodate all ability levels in regard to swimming and water safety)



PHYSICAL EDUCATION

...0902 PHYSICAL EDUCATION 11/12, 1yr., ½ cr., juniors/seniors

- Grade 11/12: This curriculum in PE is emphasizing a shift to lifetime activities, advanced fitness concepts and trending activities in society. Unit selection will be based on student choice when available. Daily course objectives and written assessments are aligned with state, national, and local standards. Examples, golf, Frisbee golf/foot golf, orienteering, geo-caching, fitness design, lawn games, aquatics games, kayaking/canoeing, team building, hiking, comprehensive fitness assessment, self-defense/wrestling/MMA, racquet activities, yoga, fitness video and creation, winter fitness, tennis, kin ball, elementary PE games, volleyball.

Fitness Design: Unit requires students to self-evaluate based on fitness components. The student design a person fitness program to meet appropriate goals.

- Students will be properly prepared for class in accordance with the Windsor Student Code of Conduct; students should have access to safe and appropriate PE attire and the ability to secure belongings (Use of a lock/locker)
- Students are expected to maximize their ability through individual improvement of skills, not innate athletic ability
- Students are expected to keep the Anti-Bullying Policy of



Parent Role: Parents can actively help their child by reinforcing the need for daily attendance and participation in Physical Education. Parents should actively engage by checking School Tool on a daily basis for attendance and grading issues, contact PE teacher directly and immediately with concerns.

Students and parents/guardians can be informed on a daily basis of their current grade by checking School Tool, where all grades are in "real" time. Grades are also sent home at 3 weeks, 6 weeks, and 10 weeks as per interim grades and quarterly report cards. Students that are not finding success can utilize credit recovery. Activity time can be made up in advisor as well as other time arranged with the PE staff. Students missing classes due to excused absences will have the option of activity or written assignments on the essential learnings of the activities missed.

PHYSICAL EDUCATION

...0916 SUNY BROOME FITNESS WALKING- 1yr., ½ cr., juniors/seniors

SUNY BROOME PED 173, 1.5 college credits

Fitness Walking is a safe form of aerobic exercise which can be incorporated into one's life style and individual fitness program. Blended class requires proper shoes and foul weather gear as needed. Totally online class requires each student to have a personal device that can monitor physical activity.

Learning Outcomes of the Course:

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

1. Apply the components of an effective physical fitness program, utilizing walking as a primary activity.
2. Improve physical conditioning by participating in a regular walking program.
3. Perform basic fitness walking techniques.
4. Apply proper technique to set pacing for safe and effective walking for fitness.
5. Understand the importance of a balanced lifestyle and the role wellness plays in it.

... 0915 BCC SOLUTIONS IN FITNESS & WELLNESS, 1yr., ½ cr., juniors/seniors

SUNY BROOME PED 118, 1 college credit

Students participate in an individualized fitness program. Each student will be tested for fitness levels in composition. Results of the profile will help determine a workout routine for classroom activity. Discussions about making healthy lifestyle choices. PED 119 has one more hour of activity than PED 118, and more emphasis on an improvement grade built in for motivational purposes.

- Know and understand the five components of fitness.
- Develop the skills and knowledge to pass a selective physical fitness test.
- Demonstrate improvement in at least one weakness, as defined in the pre-assessment profile.
- Recognize and apply the fitness principles as it relates to the improvement or maintenance of one's overall health and wellbeing.

PROJECT LEAD THE WAY

STUDENTS COMPLETING A FIVE COURSE SEQUENCE IN PROJECT LEAD THE WAY ARE EXEMPT FROM THE NEW YORK STATE LANGUAGE REQUIREMENT FOR GRADUATION.

...0781 INTRODUCTION TO ENGINEERING DESIGN (PLTW), 1 yr., 1 cr.

(Replaced Design and Drawing for Production)

A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using industry-standard professional solid modeling software. This course follows the NYS syllabus for Design & Drawing for Production and satisfies the art and music requirement for graduation.

*Pre-Requisite - completed or currently enrolled in Algebra 1

*Upon successful completion of course, students may be eligible for college credit from Rochester Institute of Technology.

...0726 DIGITAL ELECTRONICS (PLTW), 1 yr., 1 cr.

In this class, students will learn integrated circuits, logic gates, truth tables, and printed circuit boards; and how these things are incorporated into the devices we use every day. Students will study the application of electronic logic circuits and devices, and apply Boolean logic to the solution of problems. Circuits will be designed and tested using industry standard computer simulation software. Hands-on experience will be gained through laboratory work, individual projects, group projects, and research. Projects may include printed circuit boards, VEX robotics, and remote control devices. This course is designed to give students skills that they will need in order to advance in the field electronics. Knowledge of the many career opportunities in electronics will be gained through research.

This is a foundation course for advanced Project Lead the Way courses.

*Pre-Requisites - Introduction to Engineering Design (IED)

*Upon successful completion of course, students may be eligible for college credit from Rochester Institute of Technology.

...0783 PRINCIPLES OF ENGINEERING (PLTW), 1 yr., 1 cr.

This is a survey course that gives students an understanding of the different fields of engineering and engineering technology. By exploring various technology systems and manufacturing processes, students learn how engineers and technicians use math, science and technology in engineering problem solving processes. The course also includes concerns about social and political consequences of technological change. Students will use various engineering and design software programs as well as VEX Robotics to develop solutions to problems.

POE is a foundation course within the Project Lead the Way sequence.

*Pre-Requisite - Introduction to Engineering Design (IED)

*Upon successful completion of course, students may be eligible for college credit from Rochester Institute of Technology.

PROJECT LEAD THE WAY

...0765 Civil Engineering and Architecture (CEA) (PLTW), 1yr., 1 cr.

Ever think about building a house, a store, a restaurant, and wondered how to go about it? Then Civil Engineering and Architecture is the course for you. The major focus of the course is a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of this project. The course covers the roles of Civil Engineers and Architects in project planning, building design, and project documentation and presentation. In addition, you will use Revit, which is a state of the art 3D design software package from AutoDesk, to help you design solutions for your major course project. Working in teams, you will learn about documenting your project, solving problems, and communicating your solutions to other students and members of the professional community of civil engineering and architecture.

CEA is a specialization course within the Project Lead the Way sequence. It is recommended that the student complete Digital Electronics and Principle of Engineering first. *Upon successful completion of course, students may be eligible for college credit from Rochester Institute of Technology

*Pre-Requisite - Introduction to Engineering Design (IED)

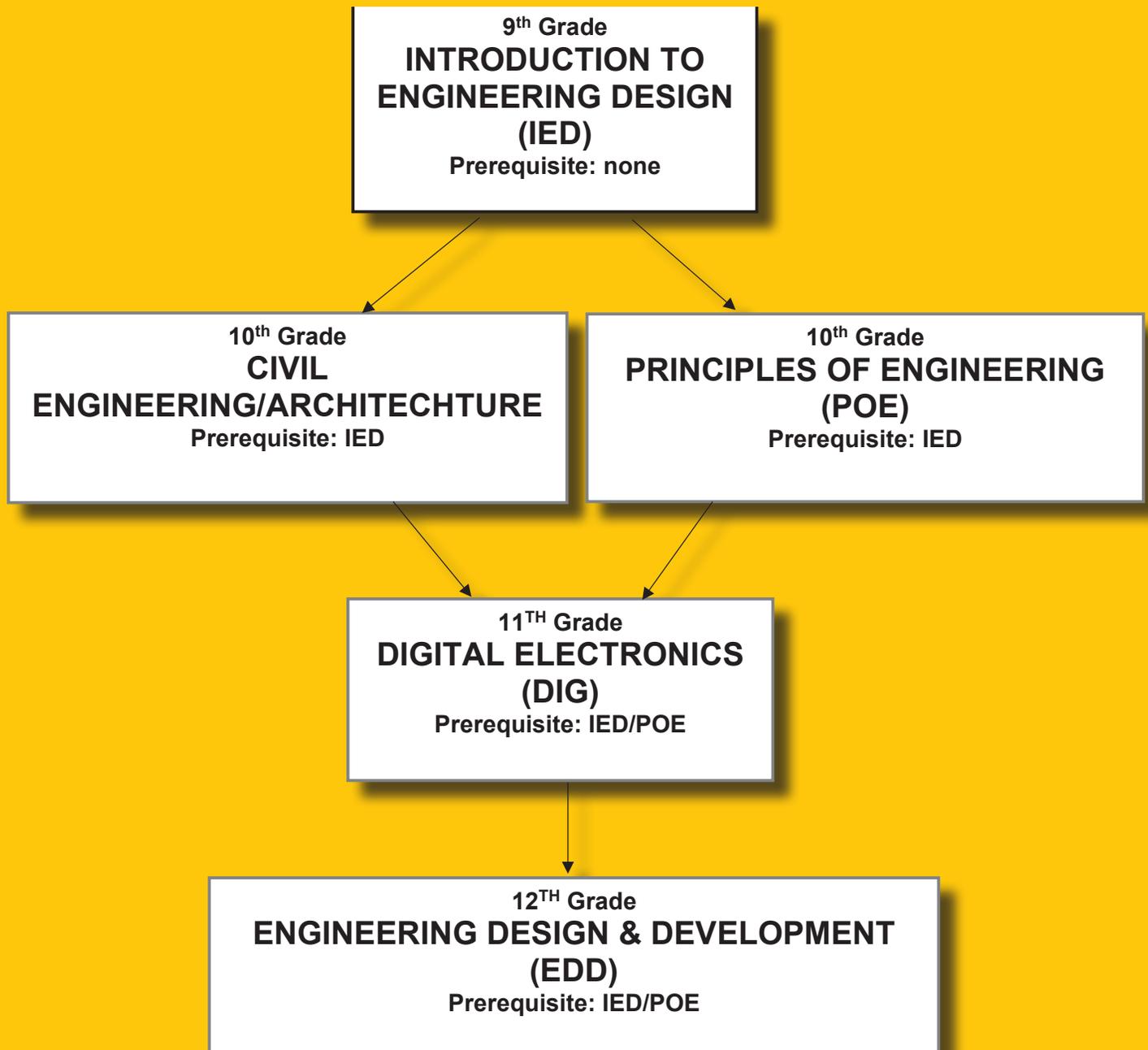
...0766 ENGINEERING DESIGN & DEVELOPMENT (PLTW) 1 yr., 1cr.

Engineering Design and Development is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. The problem selected must be approved by the instructor. Students apply principles developed in the four preceding Project Lead the Way courses to develop their solution. They must keep a journal to present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

*Pre-Requisites - Introduction to Engineering Design, Principles of Engineering



PROJECT LEAD THE WAY - ENGINEERING PATHWAY



SCIENCE

...0422 PHYSICAL SETTING EARTH SCIENCE, 1 yr., 1 cr.

A hands-on study of the earth around us. Topics include rocks & minerals, the dynamic crust (earthquakes & volcanoes), erosion & deposition, geological history, the water cycle, weather & climate, and astronomy. A laboratory course is designed around the students' own investigations into the processes that shape our earth. Students must meet a lab requirement and take the Regents Exam in Earth Science at the end of the course.

...0432 LIVING ENVIRONMENT, 1 yr., 1 cr.

The Living Environment is a course of study of the natural world and the workings of the human body. It teaches students about whole organisms, their increasing complexity and the adaptations of the earth's inhabitants. The ranges of topics that are covered are the Nature of Life, Ecology, Cells, Genetics, Evolution and the Human Body. A laboratory period, which meets every other day, parallels the course curriculum. Students must meet a lab requirement and take the Regents Examination in the Living Environment at the end of the course.

...0442 PHYSICAL SETTING CHEMISTRY, 1 yr., 1 cr.

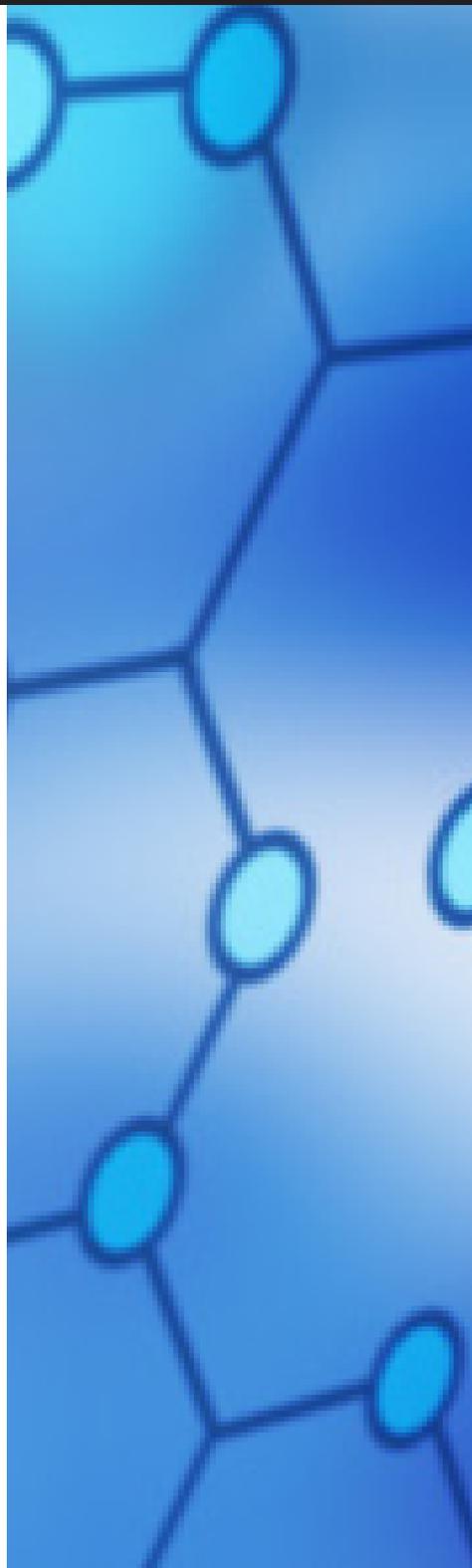
Regents chemistry is a course of study that includes topics such as: Matter and Energy, Atomic Structure, Chemical Bonding, Periodic Table, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction and Organic Chemistry. The class meets each day for the entire school year. A laboratory period which meets every other day is included with the class. The lab exercises parallel the class work. Students are expected to have a good math background. The N.Y. State Regents examination in chemistry is taken by all students enrolled in the course.

...0484 AP BIOLOGY, 1 yr., 1 cr.

Advanced Placement Biology is designed to be the equivalent of a two-semester college introductory Biology course usually taken by Biology majors during their first year. It differs significantly from the usual high school Biology course with respect to the textbook used, the range and depth of topics covered, the kind of lab work done by students, and the time and effort required by students. Students are expected to take the Advanced Placement Examination for Biology during the fourth quarter of the school year.

...0455 APPLIED CHEMISTRY I, ½ yr., ½ cr.

Applied Chemistry I is the study of general chemistry and its impact on our daily lives. Topics include; observation and measurement, properties of matter, the gas laws, the periodic table, chemical bonding, naming compounds, chemical reaction and polymer chemistry. Laboratory activities and projects are used to reinforce concepts.



SCIENCE

...0456 APPLIED CHEMISTRY II, ½ yr., ½ cr.

Applied Chemistry II is the study of general chemistry and its impact on daily lives. Topics include; Solutions, acid and bases, nuclear chemistry, organic chemistry and food, and electrochemistry. Laboratory activities and projects are used to reinforce concepts. Applied chemistry I is not a prerequisite for applied chemistry II.

...0429 DRONES 1/2 yr., 1/2 cr.

This course is designed to introduce students to the rapidly-growing world of drones. In this class, students will explore the many advantages and issues with using unmanned aircrafts in a variety of industries. This course will include topics such as the science of aerodynamics, small UA flight training, pilot certification exam preparations, as well as photo and video editing. This course counts for 1/2 science credit.

...0453 AP PHYSICS I, 1 yr., 1 cr.

For juniors and seniors who have either completed Algebra 2/Trig Regents or are concurrently taking it. AP Physics I is designed to be the equivalent of the first semester of a typical introductory, algebra-based college physics course. The depth of topics covered, and the lab work will be greater than a similar Regents level class. Also students will be expected to complete labs, and other assignments outside of class in order to further their understanding of the topics. Students are expected to take the AP Examination for Physics I during the fourth quarter of the school year, and will have to take the Physics Regents exam towards the end of June

...0451 PHYSICAL SETTING PHYSICS, 1 yr., 1 cr.

Is a course that studies the physical world through the use of laboratories, lectures and demonstrations. Areas of study include Newtonian Mechanics (velocity, acceleration, Newton's Law of Motion), Wave Properties, Optics, Static Electricity, Electric Circuits, Magnetism and Nuclear Physics. The Final exam in this course is the Regents Exam.

PLTW MEDICAL SCIENCE

...0403 HUMAN BODY SYSTEMS (PLTW) 1/2 yr., 1/2 cr.
PLTW Human Body Systems empowers students to build knowledge and skills in biomedical science, as well as in-demand skills like problem solving, critical and creative thinking, communication, and collaboration. Through projects such as determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve realworld medical cases.

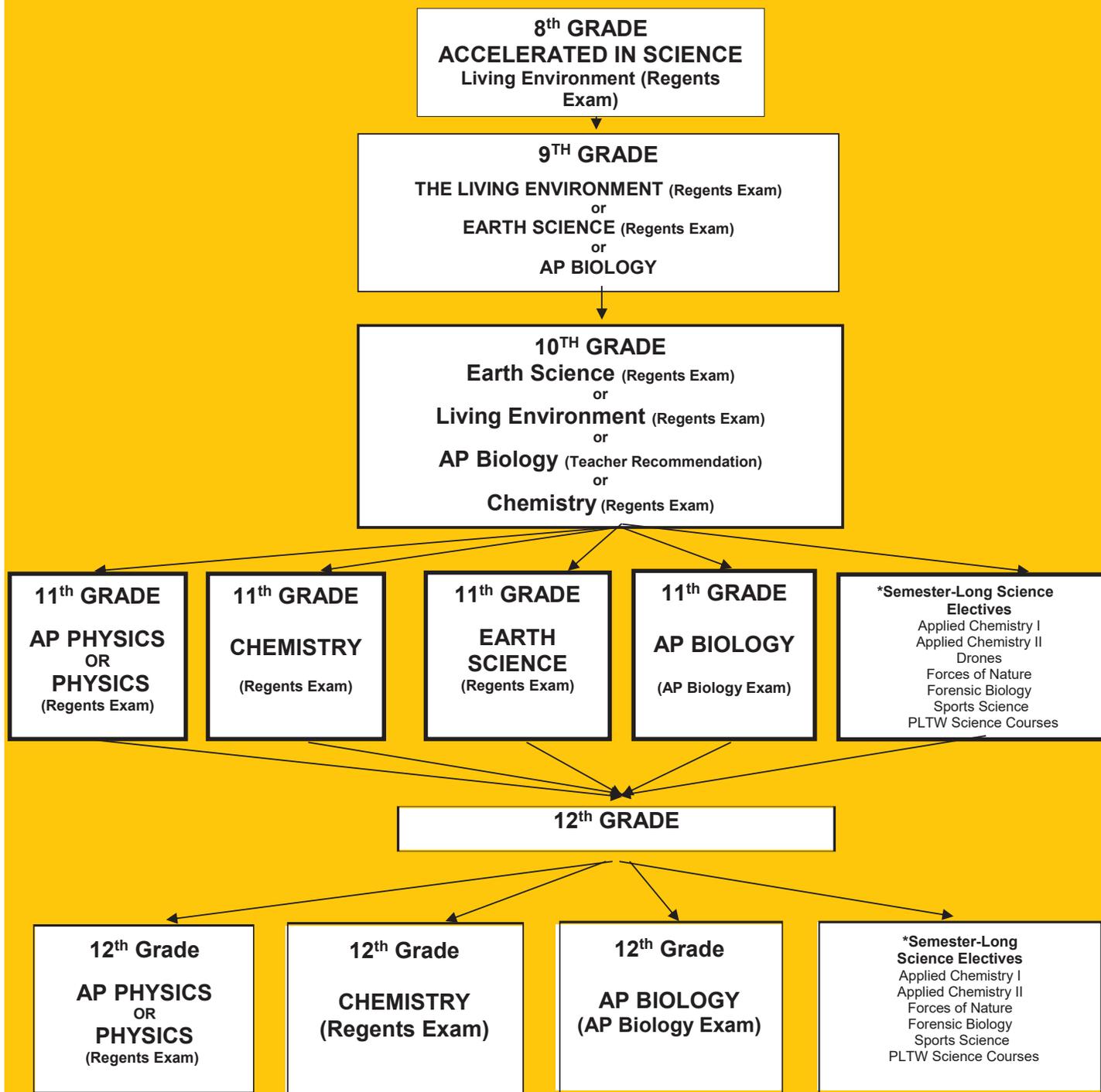
...0402 PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW) 1 yr., 1 cr.

The enhanced Principles of Biomedical Science course provides foundational content that sets students up for success in the PLTW Biomedical Science program, high school core science classes, college, career, and beyond. Throughout the course, students engage in real-world cases and scenarios and hands-on experiences that allow them to develop proficiency in laboratory and clinical skills using real equipment. From design and data analysis to outbreaks, clinical empathy, health promotion and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills - including problem solving, critical and creative thinking, communication, collaboration, and ethical reasoning - that they need to thrive in life and career.

...0404 MEDICAL INTERVENTIONS (PLTW) 1yr.,1cr.
Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.



SCIENCE



*All electives are not offered each semester

Students must pass a minimum of 3 credits in Science. At least one credit each from Living and Physical Science courses.

SOCIAL STUDIES

...0221 GLOBAL STUDIES 9, 1 yr., 1 cr.

A study of world history and geography, from early civilizations through the Age of Absolute Monarchs. Major emphasis will be on classical Greece & Rome, growth of religion, the rise of Europe, (Middle Ages, Enlightenment, and Reformation). Special attention will be given to thematic and Document Based essays. Final exam is given by the department. Required to Graduate.

...0231 GLOBAL STUDIES 10 REGENTS, 1 yr., 1 cr.

A continuation from 9th grade in the study of world history. The course will begin with the Age of Enlightenment and end with current world issues. Special attention will be given to thematic and D.B.Q. essays. At the end of this course students will take a state regents examination that combines 9th & 10th grade material. Required to Graduate.

...0245 AP WORLD HISTORY 1 yr., 1 cr.

AP World History is a high school equivalent of an introductory level college course. It introduces students to the cultural, economic, political and social developments that played a fundamental role in shaping the world in which we live. Primary sources, college-level textbooks, outside readings, lecture discussion, and projects will be used to develop an understanding of world history. Analytical thinking and writing skills will be stressed. Students will complete mandatory work during the summer prior to their sophomore year that will include reading and writing assignments. Students will be required to take the AP World History exam in early May and the NS Regents exam in Global History and Geography in June.

...0241 UNITED STATES HISTORY & GOVERNMENT, 1 yr., 1 cr.

A study of American History from pre-colonial times with an emphasis on the constitution, structure and functions of government, and American History from Reconstruction to the present. The students examine our economic, social and political institutions as they evolved over our history. The students will be expected to evaluate the changes and understand the causes and effects of historic events and time periods. The final evaluation is the Regents examination consisting of multiple choice questions and essays. Required to Graduate.



SOCIAL STUDIES

...0247 AP U.S. HISTORY, 1 yr., 1 cr.

AP U. S. History is a high school equivalent of an introductory level college course. It introduces students to the social, cultural, political and economic developments that played a fundamental role in shaping the nation in which we live. Primary sources, college-level textbooks, outside readings, lecture, discussion, and research will be used to develop an understanding of United States history. Analytical thinking and writing skills will be stressed. Students will be required to take the AP U. S. History exam in May.

...0262 GENOCIDE ½ yr., ½ cr.

This course studies the factors that lead to the mass killing of humans called genocide. Beginning with the psychology and sociology of the role of bully and victim, this course will go on to examine human history from the Spartans to the present looking at the human experience from the perspective of both the perpetrators and the victims. This course would be considered part psychology, part sociology, and part history. We will identify the role of bystanders and the effect they can have on preventing genocide. The following genocides will be examined in detail: Belgian Congo, Armenian, holocaust, Stalin's purges, Mao Zedong, Rwanda, and current genocide I Darfur.

...0266 AMERICAN POLITICS & GOVERNMENT

½ yr., ½ cr.

In depth study of how each citizen can actively participate in their government. This course focuses on each level of government, key politicians, the constitution, and the importance of voting. Mandatory requirements are government participatory projects to be done outside of school and an issues research paper. Required to graduate.



SOCIAL STUDIES

...0264 ECONOMICS ½ yr., ½ cr.

An introduction to American capitalism. Focuses on the concepts of scarcity, supply and demand, and opportunity costs. Includes in-depth analysis of labor unions, government spending, taxes, unemployment, inflation, and the function of money in an economic system. Required to graduate.

...0266C SUNY BROOME PUBLIC POLICY ½ yr., ½ cr.
SOS 111 Public Policy. 3 college credits.

This course can be taken in place of "American Politics and Government". Contemporary political issues are examined in the context of American democratic institutions, practices, and beliefs. Focus will be on policy issues involving energy/environment, criminal justice, education, health care, and welfare. Students wishing to take this course must go through a selection process. Successful completion of this class will lead to three B.C.C. credits. This class is part of the Broome Community College Fast Forward Off-Campus Program.

... 0265 SUNY BROOME ECONOMICS, ½ yr., ½ cr.
ECO 110 Micro-Economics. 3 college credits

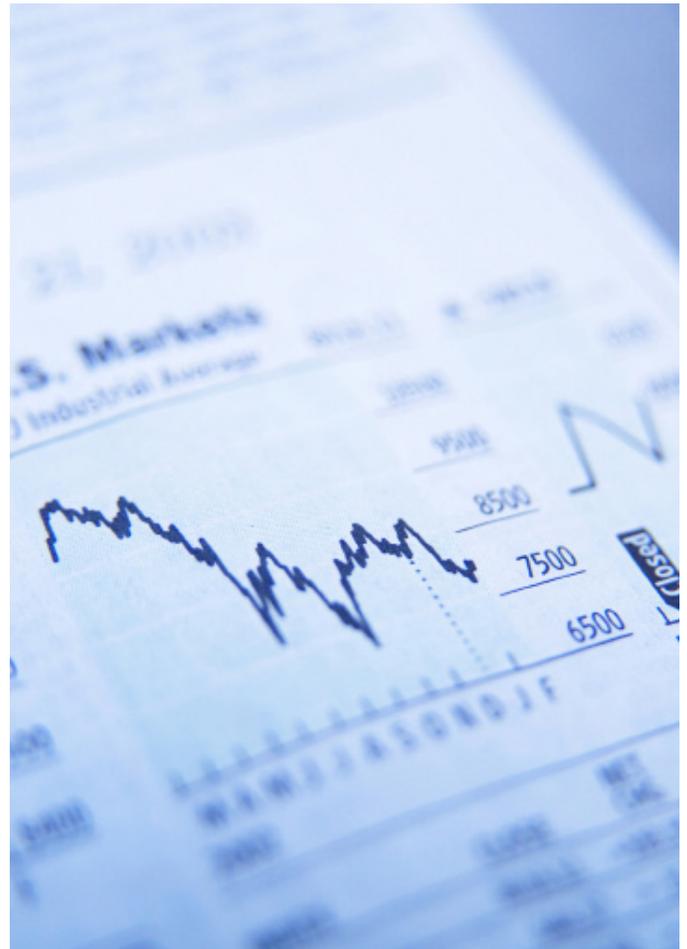
An introduction to key economic concepts which relate to the market mechanism, supply and demand, the allocation of scarce resources, consumer behavior and the behavior of firms. We all live in a world where choices are made and those choices always involve economic costs and consequences.

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

1. Demonstrate an understanding of and apply an economic perspective.
2. Describe the operation of the market system.
3. Identify how market prices are determined. Identify various market structures.

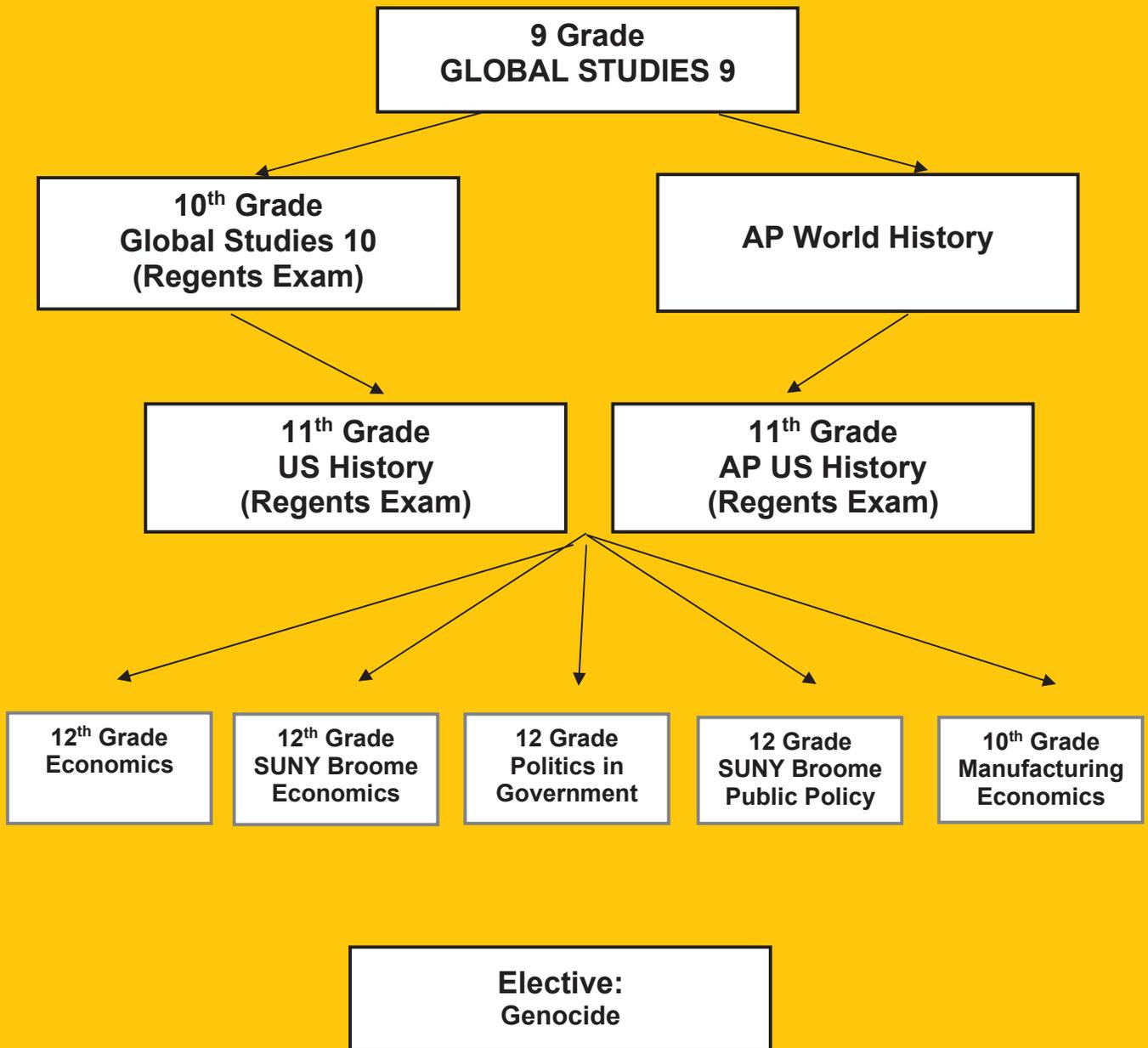
...0263 APPLIED ECONOMICS & MANUFACTURING ½ yr., ½ cr.

Applied Economics is a 20 week combined Social Studies/Technology Department course open to 10th-12th graders. The course is designed to fulfill the New York State graduation requirement for 12th grade Economics, but also provide experience in trades and manufacturing for students interested in entering those fields upon graduation. The course content will be delivered by teaching staff from both departments, and will consist of classroom instruction and significant time within the trades lab. Instructional emphasis will be on mastering economic principles and concepts while applying those principles in the manufacturing, marketing and sale of Adirondack chairs. (Prerequisite preferred: Introduction to Trades or related coursework.)

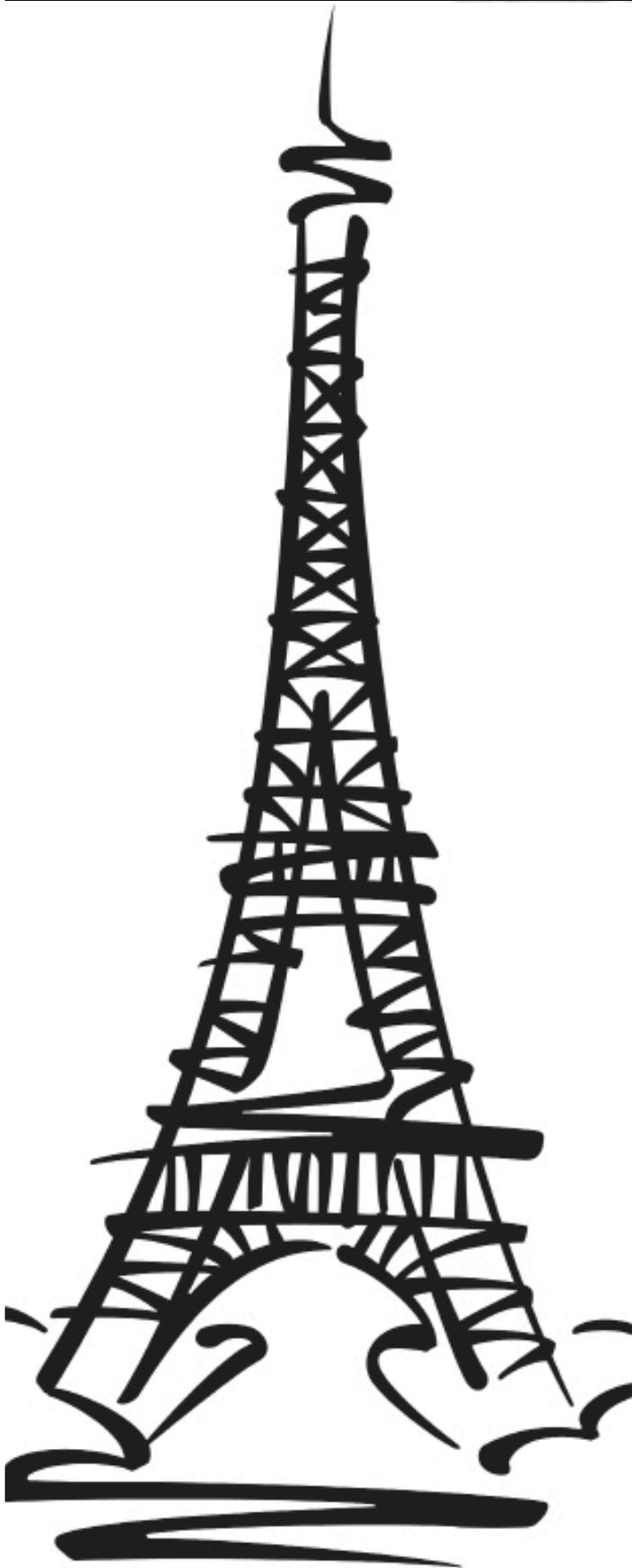


SOCIAL STUDIES

SOCIAL STUDIES



WORLD LANGUAGES



...0521 FRENCH I, 1 yr., 1 cr.

This level is an introduction to the acquisition of French proficiency. The concentration is on basic listening and speaking skills, with some reading and writing. Students begin to learn to function in the language through constant classroom exposure to the language. The culture of French speaking countries is incorporated into the different situational settings.

...0531 FRENCH II, 1 yr., 1 cr.

This level is a continuation of Level I, but with a strong emphasis on listening and reading for information, and on developing the ability to ask for and give information in French. Students will be exposed to more complex grammar and vocabulary in context. Emphasis will be on situations which might actually occur in real life in another country: socializing, persuading, etc. (Prerequisite - successfully completing Level I)

...0541 FRENCH III, 1 yr., 1 cr.

This level is a continuation of Level II with continued emphasis on gaining information from listening and reading, and on developing speaking skills for real life situations. Vocabulary and grammar concepts are practiced in writing exercises that also simulate real life situations: letters to pen pals, letters of persuasion, thank you notes, etc. All four skills will incorporate material presented last year and will expand and add more complexity. All students will take a state regents equivalent examination at the end of the year. (Prerequisite – successfully completing Level II)

...0551 FRENCH IV, 1 yr., 1 cr.

This level also provides a continuation of previous levels. Emphasis is on developing conversational and writing skills by expressing one's thoughts using films, short stories and current events as points of departure. (Prerequisite – successfully completing Level III)

WORLD LANGUAGES

...0554 SUNY BROOME FRENCH 1 yr., 1 cr.,

6 college credits awarded by SUNY BCC

This class is part of the SUNY Broome Community College Early Admissions Off-Campus Program.

Through the use of a college level textbook as well as authentic realia such as films, songs and poetry, students will develop critical thinking skills in addition to continuing to acquire proficiency in French. Students will be expected to do a great amount of writing for this class.

*Students wishing to enroll in this course must have an overall average of 90% in levels I, II, and III.

...0543 CONVERSATIONAL FRENCH, ½ yr., ½ cr.

Students will increase their proficiency in conversational French using authentic culture through film, music, art, food, and current events. Students will be expected to participate actively in daily French conversations and make quarterly presentations in the target language. (Prerequisite-successfully completing French III)

...0522 SPANISH I, 1 yr., 1 cr.

This level is an introduction to the acquisition of Spanish proficiency. The concentration is on basic listening and speaking skills, with some reading and writing. Students begin to learn to function in the language through constant classroom exposure to the language. The culture of Spanish speaking countries is incorporated into the different situational settings.

...0532 SPANISH II, 1 yr., 1 cr.

This level is a continuation of Level I, but with a strong emphasis on listening and reading for information, and on developing the ability to ask for and give information in Spanish. Students will be exposed to more complex grammar and vocabulary in context. Emphasis will be on situations which might actually occur in real life in another country: socializing, persuading, etc.

(Prerequisite-successfully completing Level I)



WORLD LANGUAGES

...0542 SPANISH III, 1 yr., 1 cr.

This level is a continuation of Level II with continued emphasis on gaining information from listening and reading, and on developing speaking skills for real life situations. Vocabulary and grammar concepts are practiced in writing exercises that also simulate real life situations: letters to pen pals, letters of persuasion, thank you notes, etc. All students will take a state regents equivalent examination at the end of the year. (Prerequisite-successfully completing Level II)

...0552 SPANISH IV, 1 yr., 1 cr.

This level also provides a continuation of previous levels. Emphasis is on developing conversational and writing skills by expressing one's thoughts using films, short stories, and current events as points of departure. (Prerequisite-successfully completing Level III)

...0555 SUNY BROOME SPANISH 1 yr., 1 cr.

6 college credits awarded by SUNY BCC

This class is part of the SUNY Broome Community College Early Admissions Off-Campus Program. Through the use of a college level textbook as well as authentic realia such as films, songs and poetry, students will develop critical thinking skills in addition to continuing to acquire proficiency in Spanish. Students will be expected to do a great amount of writing for this class.

*Students wishing to enroll in this course must have an overall average of 90% in levels I, II, and III.

...0544 CONVERSATIONAL SPANISH, ½ yr., ½ cr.

Students will increase their proficiency in conversational Spanish using authentic culture through film, music, art, food, and current events. Students will be expected to participate actively in daily Spanish conversations, and to make quarterly presentations in the target language. (Prerequisite-successfully completing Spanish III)



WORLD LANGUAGES

9th Grade

Spanish I

French I

10th Grade

Spanish II

French II

11th Grade

Spanish III
(Regents Equivalency Exam)

French III
(Regents Equivalency Exam)

12th Grade

SUNY Broome
Spanish

Spanish IV

SUNY Broome
French

French IV

Elective:
Conversational
Spanish

Elective:
Conversational
French



CAREER & TECHNICAL EDUCATION at BT BOCES

The Broome-Tioga BOCES Center offers many opportunities in vocational and technical education. These programs are designed to be one or two-year programs aimed at high school juniors and seniors. The student typically spends half the school day at the BOCES Center, in their vocational program, and the other half at the high school, meeting their academic requirements. If a student thinks they would like to participate in a BOCES program, they should talk to their counselor by the end of their freshman year.

Career and Technical Education Course Offerings

BUSINESS/INFORMATION SYSTEMS

- Business Management/Computer Careers
- Graphics & Gaming
- IT Specialist

HEALTH SERVICES

- Health Science I (Home Health Aide)
- Health Science II (Nurse Assistant)

ENGINEERING/TECHNOLOGIES

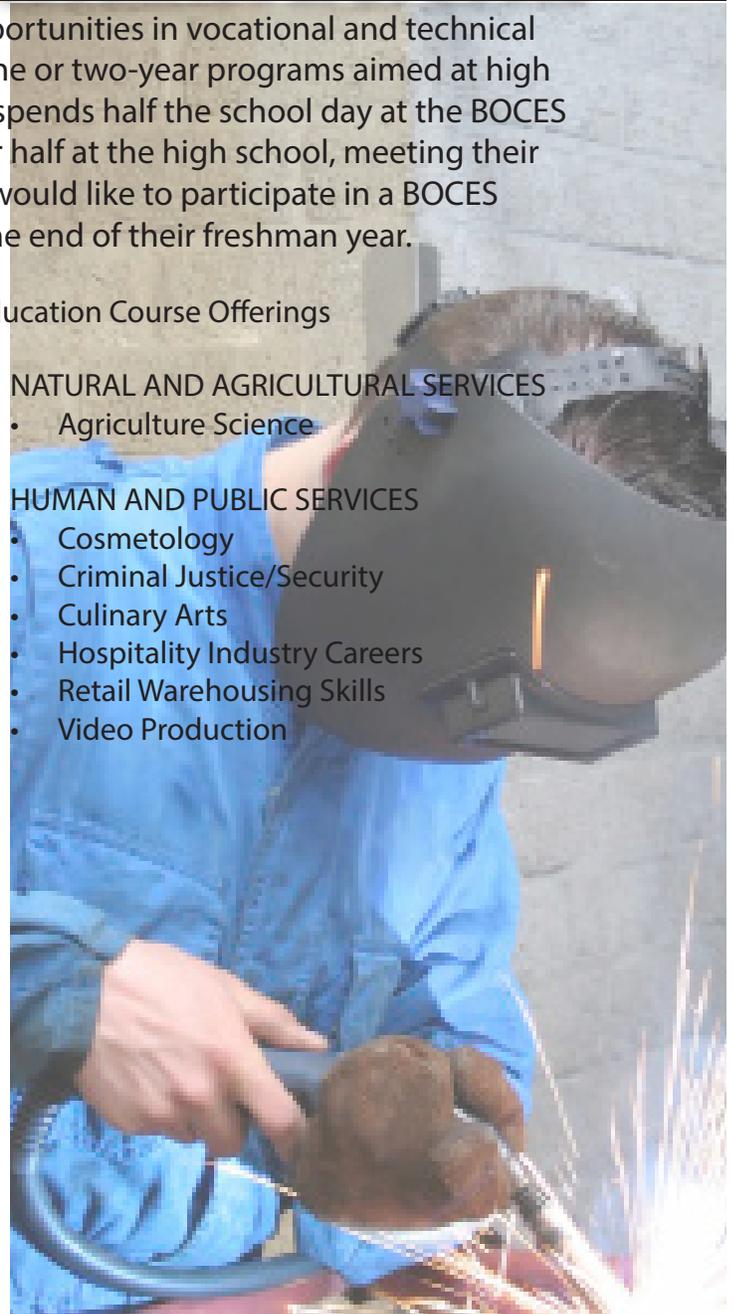
- Advanced Manufacturing
- Auto Body Repair
- Auto Technology
- Building Trades|Plumbing
- CAD
- Carpentry
- Electricity
- General Automotive Services
- Heavy Equipment Repair/Operation
- Masonry
- Welding
- Clean Energy/Battery Storage

NATURAL AND AGRICULTURAL SERVICES

- Agriculture Science

HUMAN AND PUBLIC SERVICES

- Cosmetology
- Criminal Justice/Security
- Culinary Arts
- Hospitality Industry Careers
- Retail Warehousing Skills
- Video Production



OCCUPATIONAL EDUCATION at WCHS

TRADES III

Construction Trades is designed for 9th and 10th grade students to gain experience in carpentry, plumbing and electrical work through hands on application of entry level skills within each trade in order to assist students with making an informed decision about entering the BT BOCES Career and Tech Education program for construction trades.

Credits (TBD)

SPECIAL EDUCATION SERVICES

Special education services in the Windsor Central School District are provided to students who have been determined to be eligible under the Individuals with Disabilities Education Act (IDEA), and have an Individualized Education Program (IEP) in accordance with the New York State Department of Education.

Procedures for referral, evaluation, eligibility determination, IEP development and Least Restrictive Environment (LRE) considerations are described in *A Parent's Guide - Special Education in New York State for Children Ages 3 – 21*. This can be found online or requested from the Special Programs Office.

For more information on special education, please contact Dr. Jason Hans, Director of Special Programs at 607-655-8220.

INDIVIDUALIZED PROGRAMMING

The Windsor Central School District provides a variety of educational programs and services for students with disabilities. These supports are provided in the general education setting as much as possible, based on the individual needs of the student. When necessary, special education classrooms located in District buildings or contracted through the local BOCES are necessary to support a student's instructional program. The Committee on Special Education, working closely with families and school personnel, develop individual plans to guide the education of students with disabilities.

TRANSITION PLANNING

All students age 15 and older who have a disability receive transitional planning as part of the annual review of the special education program. The student's case manager, in consultation with the other school staff, works annually with students and their families to address post-secondary education, employment and community living goals. As students move closer to graduation, a representative from Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR, formerly known as VESID) and other community-based services may be included in the process.



ACADEMIC INTERVENTION OPPORTUNITIES

In order to continue to support your student when experiencing academic difficulty, the school provides times for teachers to intervene and work directly with your son/daughter before, during, and after the regular school day. These can be accessed through a request by a parent, teacher, counselor, principal, and/or student.

Advisory

Homework Center: from 2:30 – 3:15 p.m.

Guided Study hall: Scheduled during the regular school day

Academic Intervention Services (AIS): Scheduled during the regular school day

Student progress may be accessed in real time through SchoolTool. At the 3, 6, and 10 weeks Individual Progress Reporting (IPR)/Report Card are reviewed and mandated placement into (1) or more of these supports may be necessary in order to appropriately meet the needs of your student.

Additionally, Windsor High School can also implement Credit Recovery in order to make up a failing grade either through working directly with a teacher or by using an on-line web-based program called Edgenuity.

ADVANCED ACADEMIC OPPORTUNITIES

SUNY BROOME FAST FORWARD PROGRAM: Concurrent enrollment programs, such as SUNY Broome Community College's Fast Forward Program, promote and offer challenging college-level experiences to students in their last one or two years of high school. Students benefit through their ability to enroll in rigorous college-level courses while simultaneously meeting high school graduation requirements. As colleges experience high remediation rates, programs such as Fast Forward play an increasingly vital role in building the all-important partnerships between high schools and colleges.

UNIVERSITY IN THE HIGH SCHOOL PROGRAM: The University in the High School Program at the University at Albany was established in 1983 within the former College of Humanities & Fine Arts, now part of the College of Arts & Sciences. The UHS Program was originally designed as an innovative way to provide students in Capital Region high schools with the opportunity to earn University at Albany credit for advanced study in the foreign languages. The Program has expanded to include course offerings from 23 academic departments, in addition to several schools and programs.

UHS Program courses provide students with the academic challenges of college-level curricula during their final year(s) of high school. As a "bridging" experience to college, UHS courses can help students begin to develop the skills and experience necessary for academic success in higher education. Enrollment in UHS Courses may provide future opportunities to students, such as the ability to enroll in higher-level college courses or to complete a four-year degree in a shorter amount of time.

AP COURSES: By making the decision to take an AP course, you're letting colleges and universities know that you have what it takes to succeed in an undergraduate environment. AP Courses signal to admissions officers that you've undertaken the most rigorous classes your high school has to offer. They see that you've challenged yourself with college-level course work and expectations, and have refined your skills to meet these expectations. In the increasingly competitive admissions process, this knowledge can be valuable.

Importantly, AP Courses offer admissions officers a consistent measure of course rigor across high schools, districts, states and countries – because all AP teachers, no matter where they're teaching, have to provide a curriculum that meets college standards. So when admissions officers see "AP" on your transcript, they have a good understanding of what you experienced in a particular class and how well it prepared you for the increased challenges of college.

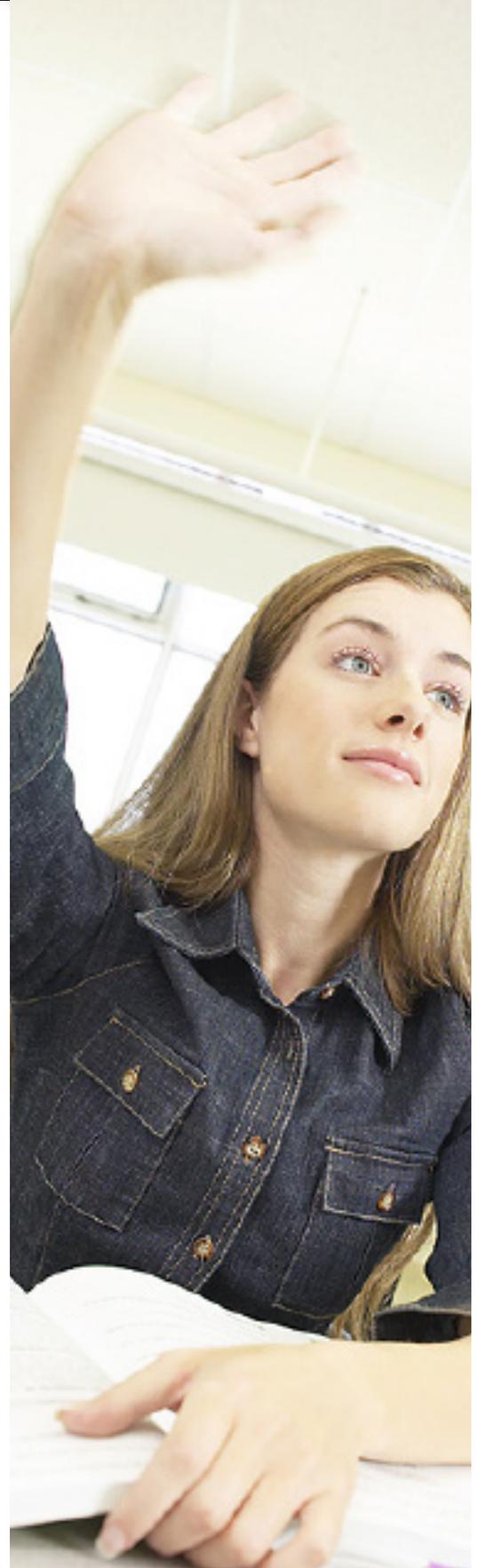
ADVANCED ACADEMIC OPPORTUNITIES

YOUTH APPRENTICESHIP PROGRAM: The Youth Apprenticeship Program is designed to offer high school juniors and seniors the opportunity to explore the direct connection between school learning and employment while working in their occupational field of interest. Students apply and interview for paid positions in local companies.

Youth apprentices leave school for part of the day (if their schedule allows) and usually work 10-20 hours per week, rotating through a series of placements at the worksite. In each rotation, apprentices work under the direction of a coach or mentor. Summer employment is at the discretion of the employer. Students must provide their own transportation.

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

VISIONS FEDERAL CREDIT UNION: Working at the WCHS branch of Visions Federal Credit Union, students provide exceptional member service by performing transactions and adherence to exceptional service expectations from Trusted Advisor training. Student employees receive and process counter transactions with an emphasis on accuracy. Student employees maintain equipment and files necessary to keep accurate records, and perform clerical duties pertaining to applications of new members, and provides information.



ADVANCED ACADEMIC OPPORTUNITIES

NEW VISIONS PROGRAM: New Visions is a 1-year BOCES program for high school seniors. It provides an in-depth overview of a chosen professional field by placing the student into an actual work environment. Career academies currently exist in the areas of Health, Engineering, Business, Law and Government. New Visions integrates English, Government and Economics into a meaningful curriculum based on the career interest area. The classroom is located in the job area of the chosen course of study.

Students are selected based on a rigorous application and interview process. These students must be academically strong and must have completed three years of Regents Math, Science, English and Social Studies. Interested students should see their counselor.

COMPUTER COMPETENCIES - In June 1994, the Windsor Board of Education, at the recommendation of the high school faculty and administration, approved that all students graduating from Windsor Central High School in June 1995 and thereafter, will have demonstrated computer and financial competency while learning MSOFFICE and Adobe CS3. This is a requirement for graduation. If a student is competent in any or all of these areas – word processing, database and spreadsheets/graphing, they can take the appropriate proficiency to demonstrate competency. If they do not presently have that competency, the school will give them instruction to help each student pass the test or a student can enroll in a computer class.

PROJECT LEAD THE WAY: The high school program is a four year sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

P-TECH: P-Tech (pathways in technology early college high school) is a six-year, state grant-funded program that enables students to earn both a high school diploma and associate's degree, the latter being at no cost. Year one begins at the students' home school, followed by a year two that is split between engineering studies at Broome-Tioga BOCES and health studies at the Binghamton City School District.



WWW.WINDSOR-CSD.ORG

Facebook: Windsor Central School District

District Office: 607-655-8216

High School: 607-655-8250

Counseling Office: 607-655-8237

