

# **WINDSOR HIGH SCHOOL**



## **2025-2026 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  
Mrs. Taylor Guley, District Business Coordinator  
Ms. Barbara Tasber, Director of Learning and Continuous Improvement

## BOARD OF EDUCATION

Mr. Peter Nowacki, President  
Mrs. Margo Kibbler, Vice President  
Mr. David Bidwell  
Mrs. Megan W. Carroll  
Mr. Alan Colosi  
Mrs. Rhea Deyo  
Mr. Tom Starley

## HIGH SCHOOL ADMINISTRATION

Mr. Toby Youngs, High School Principal  
Mrs. Kelly Warwick, Associate High School Principal  
Mr. Christopher Klumpp, Director of Athletic, Health, & Safety  
Mrs. Anita Dugan, Secretary  
Mrs. Josephine McCombs, Athletics Secretary

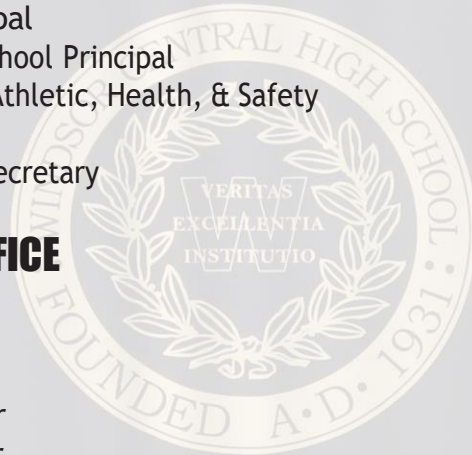
## HIGH SCHOOL COUNSELING OFFICE

New Staff Member  
Mrs. Dimitra Modlo, Counselor  
Mrs. Amanda Oakley, Counselor  
Ms. Heather Noyd, Career Counselor  
Mrs. Mackenzie DuBois, Social Worker  
Mrs. Lorry Spencer, 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  
Ms. Holly Stonehouse, Special Education  
Mr. Jeffrey Nolan, Physical Education  
Mr. Eric Haberli, Science  
Ms. Heather Noyd, 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

# TABLE OF CONTENTS

Counseling Services.....	4
Graduation Requirements.....	5
Parent Action Plan: 9-12.....	6-9
PSAT/SAT Information.....	10-11
Career Pathways.....	12
Four-Year High School Plan.....	13-14
Advanced Placement Deadline Application Information.....	15
Course Selection Sheet.....	16-17
Agriculture.....	18-21
Art Course Descriptions.....	22-23
Art Course Sequence Chart.....	24
Business/Marketing Education Course Descriptions.....	25-26
Business/Marketing Education Sequence Chart.....	27
Computer Science.....	28
Education.....	29
English Course Descriptions.....	30-32
English Course Sequence Chart.....	33
Health Course Descriptions.....	34
Mathematics Course Descriptions.....	35-37
Mathematics Course Sequence Chart.....	38-39
Music Course Descriptions.....	40-41
Music Sequence Chart.....	42
Physical Education.....	43-44
Project Lead the Way/Technology - Engineering Pathway.....	45-47
Science Course Descriptions.....	48-49
PLTW Biomed Course Descriptions.....	50
Science Course Sequence Chart.....	51
Social Studies Course Descriptions.....	52-54
Social Studies Sequence Chart.....	55
World Languages Course Descriptions.....	56-58
World Languages Course Sequence Chart.....	59
Career and Technical Education at BT BOCES.....	60
Occupational Education at WCHS.....	60
Special Education Services.....	61
Academic Intervention Opportunities.....	62
Advanced Academic Opportunities.....	63-65



# COUNSELING SERVICES

## Counselors:

Mrs. Dimitra Modlo, School Counselor

[dmodlo@windsor-csd.org](mailto:dmodlo@windsor-csd.org)

New Staff Member

TBA

Mrs. Amanda Oakley, School Counselor

[aoakley@windsor-csd.org](mailto:aoakley@windsor-csd.org)

Ms. Heather Noyd, Career Counselor, Dept. Leader

[hnoyd@windsor-csd.org](mailto:hnoyd@windsor-csd.org)

Mrs. Mackenzie DuBois, Social Worker

[mdubois@windsor-csd.org](mailto:mdubois@windsor-csd.org)

## Family & Children's Counselor:

Community Schools Coordinator:

Ms. Emily Friends

[efriends@windsor-csd.org](mailto:efriends@windsor-csd.org)

Counseling Secretary:

Mrs. Lorry Spencer

[lspencer@windsor-csd.org](mailto:lspencer@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.

# PARENT ACTION PLAN

## Parent Action Plan: 9<sup>th</sup> Grade

### Helpful Webpages

- Windsor Webpage: [www.windsor-csd.org](http://www.windsor-csd.org)
- Athletics: [www.windsorcsd.org/AthleticDepartment.aspx](http://www.windsorcsd.org/AthleticDepartment.aspx)
- Clubs: [www.windsor-csd.org/athleticdepartment.aspx](http://www.windsor-csd.org/athleticdepartment.aspx)
- Naviance: [www.naviance.com](http://www.naviance.com)
- Khan Academy: [www.khanacademy.org](http://www.khanacademy.org)
- College Board: [www.collegeboard.org](http://www.collegeboard.org)
- ACT: [www.act.org](http://www.act.org)
- FASFA: [www.fasfa.ed.gov](http://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 9<sup>th</sup> 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: 10<sup>th</sup> 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

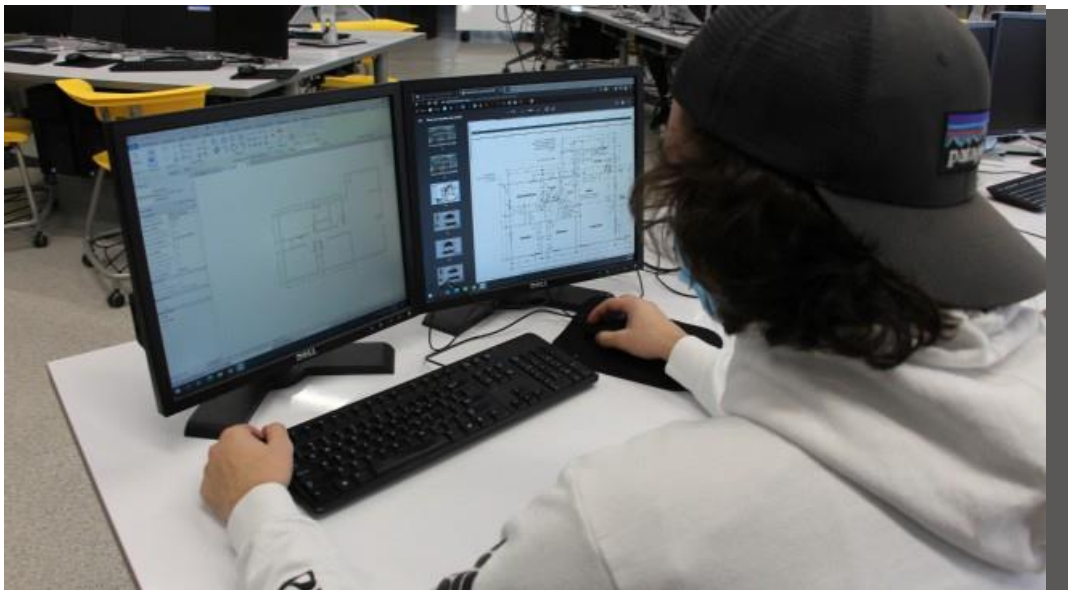
- Take advantage of all the summer programs we have to offer!
  - Fine Arts Camp, Athletic Camps, Windsor Strong Academy, STEAM Academy and more. Visit our Windsor website for more information.
- Find a part-time job. Opportunities exist right at Windsor Central Schools.
  - Knight Lights, Summer Custodial 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: 11<sup>th</sup> 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: 12<sup>th</sup> 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 child about the 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 8<sup>th</sup> 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 area she or he 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 11<sup>th</sup> 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.

## 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)

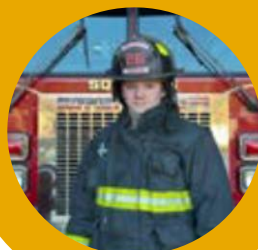
Once your child has taken the assessment, you will receive a unique code to review the assessment results online. Students will also have the opportunity to visit the Khan Academy website and receive a personalized tutorial, including practice questions and full-length assessments. Online support also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



Visit  
[www.windsor-csd.org/SATSchoolDay.aspx](http://www.windsor-csd.org/SATSchoolDay.aspx)  
for more information!



# CAREER PATHWAYS



Human Services



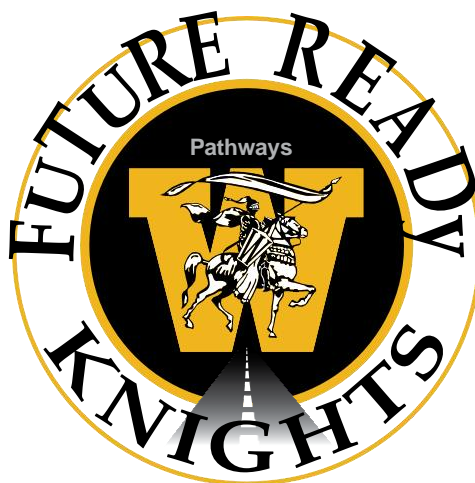
Agriculture



Biomedical Science



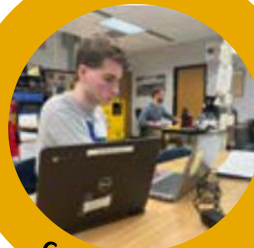
Fine Arts



Business & Finance



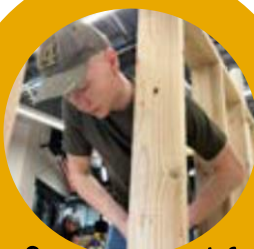
Engineering



Computer Science



Education



Construction Trades



Career & Tech Education

# 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	$\frac{1}{2}$
<b>Total Credits</b>	<b>6 <math>\frac{1}{2}</math></b>

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 Personal Finance & Tech	1
Physical Education	$\frac{1}{2}$
<b>Total Credits</b>	<b>6 <math>\frac{1}{2}</math></b>

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	$\frac{1}{2}$
<b>Total Credits</b>	<b>6 <math>\frac{1}{2}</math></b>

GRADE 12	
Course Name	Credit
English 12 or College English/AP	1
Economics/Am. Pol. & Govt.	1
4 <sup>th</sup> Year of Math	1
AP Physics	1
French IV or Spanish IV or BCC	1
Elective	1
Physical Education	$\frac{1}{2}$
<b>Total Credits</b>	<b>6 <math>\frac{1}{2}</math></b>

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
<b>Total Credits</b>	<b>6 ½</b>

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
<b>Total Credits</b>	<b>6 ½</b>

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

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

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

## SUNY Broome:

Microeconomics (ECO 110)  
Public Policy (POS 111)  
Enviro. Sci. I and II (CHM 123, 124)  
Found. of Am. Education (EDU 111)  
Interm. Spanish I and II (SPA 201, 202)  
Interm. French I and II (FRE 201, 202)  
Intro to Micro. Office (BIT 184)  
Self-Management (BUS 122)  
Fund. of Music (MUS 104)  
Sol. of Fit. and Well. (PED 118)  
Fitness Walking (PED 173)  
Statistics I (MAT 124)  
Kitchen Chemistry

## UHS Albany:

College English (ENG 110Z, ENG 121)  
Calculus I (AMAT 112)

## AP Courses:

US History  
World History  
Biology  
Physics  
English Language Composition  
Literature and Composition  
Computer Science  
Studio Art

## TC3:

Financial Acct. I and II (ACCT 101, 102)

## Binghamton University:

So You Want to be an Educator (EDUC 101)

## SUNY Cobleskill:

Basic Floral Design (ORHT 111)  
Intro to Horticulture (ORHT 105)  
Found. Of Anim. Sci (ANSC 101)

## SUNY Delhi:

Vet Science (VETS 120)

## Honors:

English 9  
English 10

## Project Lead the Way

## Medical Science:

Principles of Biomed. Sci. (PLTW 111)  
Human Body Systems (PLTW 112)  
Medical Interventions (PLTW 113)

## Engineering:

Intro to Engineering Design (PLTW 101)  
Digital Electronics (PLTW 103)  
Civil Engineering and Archit. (PLTW 104)  
Principles of Engineering (PLTW 102)

New college courses this year (in bold)

## **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 2025-2026

COURSE	CODE	CREDIT	COURSE	CODE	CREDIT
<b>ENGLISH</b>			<b>WORLD LANGUAGES</b>		
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
English 12	0151	1	French IV	0551	1
*Writing and Critical Inquiry (ENG 110Z)	0154	½	Spanish IV	0552	1
*Reading Literature (ENG 121)	0154B	½	*Intermediate French I & II (FRE 201/202)	0554	1
Inquiry, Research and Application: Future Ready ELA	0192	1	*Intermediate Spanish I & II (SPA 201/202)	0555	1
			Conversational French	0543	½
<b>SOCIAL STUDIES</b>			Conversational Spanish	0544	½
Global Studies 9	0221	1			
Global Studies 10	0231	1	<b>BUSINESS</b>		
US Hist/Gov't 11	0241	1	Business Management & Entrepreneurship	0662	½
*AP World History	0245	1	*Self-Management (BUS 122)	0632	½
*AP US History	0247	1	*Intro to MS Office (BIT 184)	0652	½
Economics	0264	½	Foundations in Personal Fin & Tech	0363	½
*Microeconomics (ECO 110)	0265	½			
American Pol & Gov't	0266	½	<b>COMPUTER SCIENCE</b>		
*Public Policy (POS 111)	0266C	½	CS Python Fundamentals	0770	1
Genocide	0262	½	*AP Computer Science	0771	1
Manufacturing Economics	0263	½	Cyber Security (PLTW)	0772	1
Law & Justice & Civil Servant	0250	½			
			<b>PROJECT LEAD THE WAY</b>		
<b>MATH</b>			*Intro to Engineering Design (PLTW 101)	0781	1
Algebra I	0312	1	*Civil Engineering & Arch (PLTW 104)	0765	1
Geometry	0317	1	*Digital Electronics (PLTW 103)	0726	1
Algebra II	0308	1	Engineering Design & Dev (PLTW)	0766	1
Trades Math	0320	1			
Pre-Calculus	0353	1	<b>ART</b>		
*Calculus I (AMAT 112)	0355	1	Studio Art	0850	1
Foundations of Algebra 2	0307	1	Digital Photography I	0872	½
Business Math	0306	1	Digital Photography II	0873	½
Foundations for College Math	0356	1	Drawing	0871	½
*Statistics I (MAT 124)	0367	½	Painting	0877	½
			Adv. Drawing	0881	½
<b>SCIENCE</b>			Adv. Painting	0882	½
Physical Setting Earth Science	0421	1	AP Studio Art	0852	1
Biology	0431	1	Digital Art	0880	½
Physical Setting Chemistry	0441	1	Mixed Media	0876	½
*AP Physics	0454	1	Sculptural Welding for Artists	0975	1
Drone Piloting	0429	½			
Battery Technology & Design	0430	½	<b>MUSIC</b>		
Applied Chemistry I	0455	½	Senior Chorus	0962	½
Applied Chemistry II	0456	½	Senior Band	0952	½
Physical Setting Physics	0451	1	Basic Rock Instruments	0973	1
*AP Biology	0484	1	Sound Recording Tech	0972	½
*Principals of Bio-Med Sci (PLTW 111)	0402	1	Modern Band	0971	1
*Medical Interventions (PLTW 113)	0404	1	*Fundamentals of Music (MUS 104)	0970	1
*Human Body Systems (PLTW 112)	0403	1			
			<b>TRADES</b>		
<b>EDUCATION</b>			Trades III	0720	½
*Foundations of American Ed (EDU 111)	0795	½			
*So You want to be an Educator (EDUC 101)	0796	½	<b>PHYSICAL EDUCATION</b>		
			PE 9 & 10	0901	½
<b>HEALTH</b>			PE 11 & 12	0902	½
Health	0912	½	*BCC Solutions in Fitness & Wellness (PED 118)	0915	½
Psychology	0914	½	*BCC Fitness Walking (PED 173)	0916	½
Health 9	0913	½			
Freshman Seminar	0996	½			



# COURSE SELECTION

COURSE	CODE	CREDIT
<b>AGRICULTURE</b>		
Intro to Agriculture	0671	1
*Foundations of Animal Science (ANSC 101)	0678	1
*Enviro. Science I & II (CHM 123/CHM 124)	0673	1
Power Mechanics	0676	½
Welding	0675	½
*Basic Floral Design (ORHT 111)	0679	½
*Intro to Horticulture (ORHT 105)	0677	½
*Veterinary Science II (VETS 120)	0680	1
Farm to Fork	0681	½
Introduction to Animal Science (ANSC 111)	0685	1
*Kitchen Chemistry (CHM 127)	0686	½
Agriculture Business	0687	½
Advances Floral Design	0688	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	0007A	3
Building Trades II	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
Animal Science I	0031	3
Animal Science II	0032	3
Criminal Justice I	0034	3
Criminal Justice II	0035	3
Cosmetology I	0039	3
Cosmetology II	0040	3
CAD & 3D Animation I	0047	3
CAD & 3D Animation 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
IT Specialist I	0013A	3
IT Specialist II	0013B	3
Plant Science I		3
Plant Science II		3
Advanced Manufacturing I	0066A	3
Advanced Manufacturing II	0066AB	3
Graphics & Gaming I	0046	3
Graphics & Gaming II	00461	3
Clean Energy/Battery Storage I		3



# AGRICULTURE

## **Intro to Agriculture 1 yr, 1 cr.**

Doing to learn 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.

This course fulfills a NYS Science requirement for one credit

## **Sculptural Welding for Artists - 1 yr, 1 cr.**

An introduction to welding and metal working techniques and processes with a focus on creating artworks using the Elements & Principles 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 fulfills a NYS Science requirement for one credit

Prerequisite: Students will be recommended for this course.

## **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.

This course fulfills a NYS Science requirement for one credit

## **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.

This course fulfills a NYS Science requirement for one credit

## **Environmental Science I & II (CHM123/124) - 1 yr, 1 cr. CHM 123, CHM 124—SUNY Broome—4 College credits each**

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?

This course fulfills a NYS Science requirement for one credit

\* Prerequisite: Living Environment or AP Bio

# AGRICULTURE

## **Foundation of Animal Science, 1 yr, 1 cr. ANSC 101—SUNY Cobleskill—3 college credits**

As an introduction to the various disciplines of Animal Science, students will be exposed to the following topic areas: domestication, animal roles in society, internal and external anatomy, animal restraint and safe handling, animal housing facilities, reproduction management, feeding, health, genetic selection and evaluation, welfare and animal rights, animal products, and career exploration.

This course fulfills a NYS Science requirement for one credit

## **Introduction to Animal Science ANSC 111/111X (Veterinary Science I)—SUNY Cobleskill—3 college credits**

This is an advanced study of the large and small animal industry and animal systems. with special emphasis on the importance of large animals as a major phase of agriculture. Fundamentals related to the care and management, conformation, evaluation and handling of dairy, beef, sheep, goats, swine and horses will be presented. This course of study includes both large and small animal industry and animal systems. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal health care. You will also explore the physiology and anatomy of animals, learn how to evaluate their health, and determine effective treatment for infectious and noninfectious diseases. Additionally, you will learn about zoonotic diseases, and the impact of toxins and poisons on animal health. College preparatory students benefit from the course as an elective if they plan to enter college and pursue a degree to enter the veterinary profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue their education on the job.

This course fulfills a NYS Science requirement for one credit

\* Prerequisite: Foundations in Animal Science or concurrent enrollment in Biology

## **Introduction to Horticulture ORHT 105—SUNY Cobleskill—3 college credits**

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 oversee the care and maintenance of the seven-acre land lab; specifically with final harvests, soil preparation and winterization, and high tunnel fall production.

## **Basic Floral Design - ½ yr, ½ cr ORHT 111—SUNY Cobleskill—3 college credits**

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.

## **Advanced Floral Design, ½ yr., ½ cr.**

This course fulfills a NYS Science requirement for one credit

\* Prerequisite: Successful completion of Basic Floral Design

# AGRICULTURE

## **Farm to Fork - ½ yr, ½ cr**

Want to learn where your food comes from and how to prepare it? This course allows students to learn the origins of their favorite foods, how to accurately and safely prepare them, and how to make sound consumer, economic and nutritional decisions. This class utilizes both classroom and laboratory instruction, and students will learn to use various appliances, equipment, and utensils to prepare food.

**Kitchen Chemistry, ½ cr., ½ yr.**

**CHM 127- SUNY Broome- 3 college credits**

You are what you eat. Cooking and recipes may be the oldest and most widespread application of chemistry and chemical research. This course will cover the basic chemistry of the main components of food, carbohydrates, lipids, and protein, as well as water, vitamins, minerals, enzymes, food additives, flavors, and colors. It will also cover the processing of food and the use of fermentation in the production of yogurt, cheese, sauerkraut, and kombucha. The laboratory component will give the students a chance to perform the reactions presented in lecture.

This course fulfills a NYS Science requirement for one credit

\* Prerequisite: Students must have taken Farm to Fork.

## **Agricultural Business, ½ yr., ½ cr.**

This course will offer the student a basic understanding and skill set to successfully produce, market, and sell products produced within the Agriculture CTE Pathways. You will be able to develop marketing and business plans for the products using current state rules, regulations, and certifications. You will have the opportunity to solve real industry problems in New York and around the world.

## **Veterinary Science II**

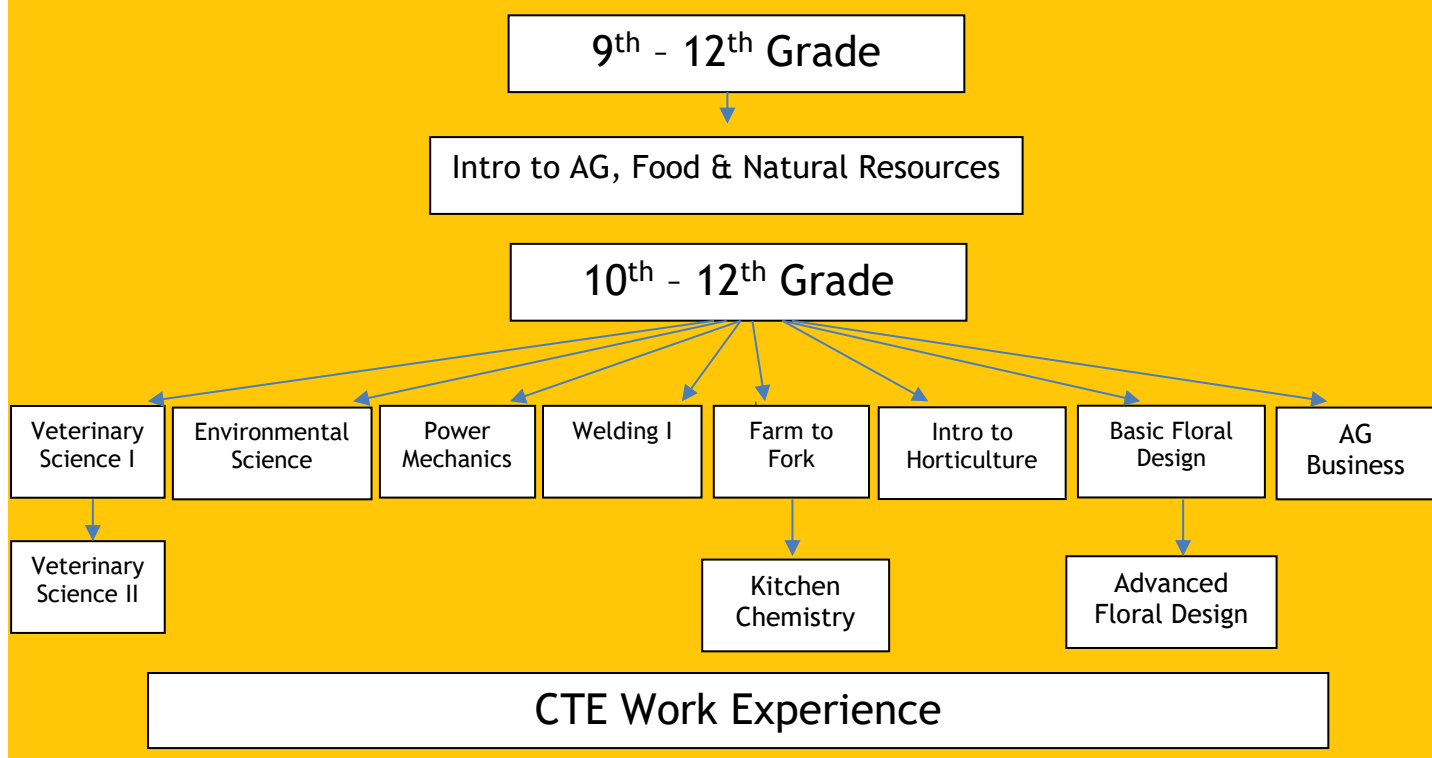
**VETS 120- SUNY Delhi- 3 college credits**

Students will apply knowledge and techniques learned in the Veterinary Science I Course. Designed to give students supervised practical application of knowledge and skills through in house experiences, virtual learning, guest speakers and other experiences. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

This course fulfills a NYS Science requirement for one credit

\* Prerequisite: Must be a current senior and have taken Introduction to Agriculture, Foundations of Animal Science, Introduction to Animal Science

# 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 11<sup>th</sup> 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



## 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, print-making 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.

## 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 keener 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.

## Advanced Drawing, ½ yr., ½ cr.

This course will build on the skills acquired in Drawing

\* Prerequisite: Successful completion of Drawing.

## Digital Photography I, ½ yr., ½ cr.

Students will learn the basic skills of creative photography and editing in Photoshop. 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.

\* Prerequisite: Successful completion of Studio Art.

## Digital Photography II, ½ yr., ½ cr.

This course will build on the skills acquired in Photography I.

## 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.

\* Prerequisite - Drawing

## Advanced Painting, ½ yr., ½ cr.

This course will build on the skills acquired in Painting

\* Prerequisite: Successful completion of Painting.

## 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 images through a variety of techniques.

\* Prerequisite: Successful completion of Studio Art.

## **AP Art, 1 yr., 1 cr.**

college credits awarded based on AP exam score of 3 or higher and College or University approval

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 to be successful. The AP Studio Art course requires the student to concentrate on 2 different areas of their portfolio: quality of work (5) and sustained investigation (15). A submission of a portfolio is required to be submitted at the beginning of May to College Board to receive college credit. 20 pieces of 2D artwork is required for your AP Portfolio submission.

## **Mixed Media ½ yr., ½ cr.**

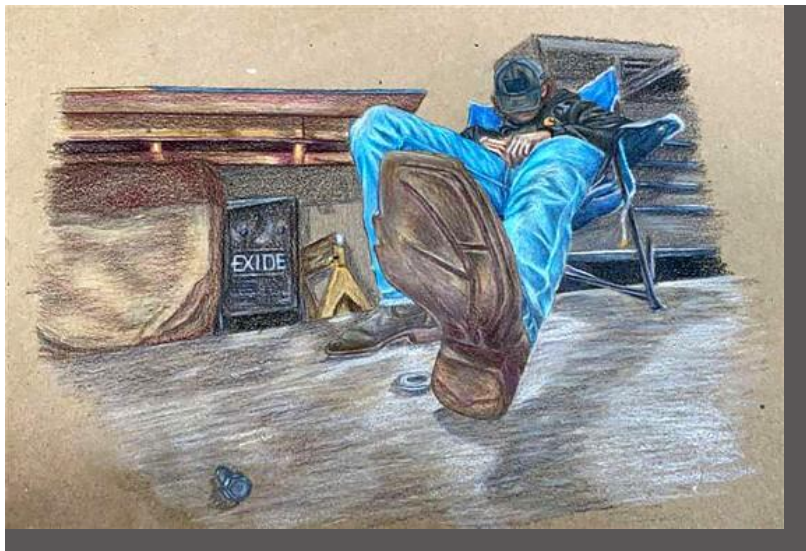
Mixed Media is a beginner level art course designed to offer the student a wide variety of mixed media art experiences. Mediums such as printmaking, sculpture, ceramics, stained glass, mosaics, and found object design will be explored in this course. Students who enjoy creating expressive artwork in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

\* Prerequisite: Students must have taken Studio in Art and currently be in grade 10th, 11th or 12th.

## **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.

\* Prerequisite: Students will be recommended for this course.



# ART

**STUDIO ART**

**SCULPTURAL 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

## 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

## Intro to MS Office ½ yr., ½ cr. BIT 184—SUNY Broome—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-Campus Program

## 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

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

## 10<sup>th</sup> Grade

FOUNDATIONS IN PERSONAL  
FINANCE & TECHNOLOGY

## 11<sup>th</sup> Grade

BUSINESS MANAGEMENT &  
ENTREPRENEURSHIP

BIT 184 MS  
OFFICE

BUS 122  
SELF-MANAGEMENT

## 12<sup>th</sup> Grade

BUSINESS MANAGEMENT &  
ENTREPRENEURSHIP

BIT 184 MS  
OFFICE

BUSINESS  
MATH

BUS 122  
SELF-MANAGEMENT

# COMPUTER SCIENCE

## 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 Ear Sketch, 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

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

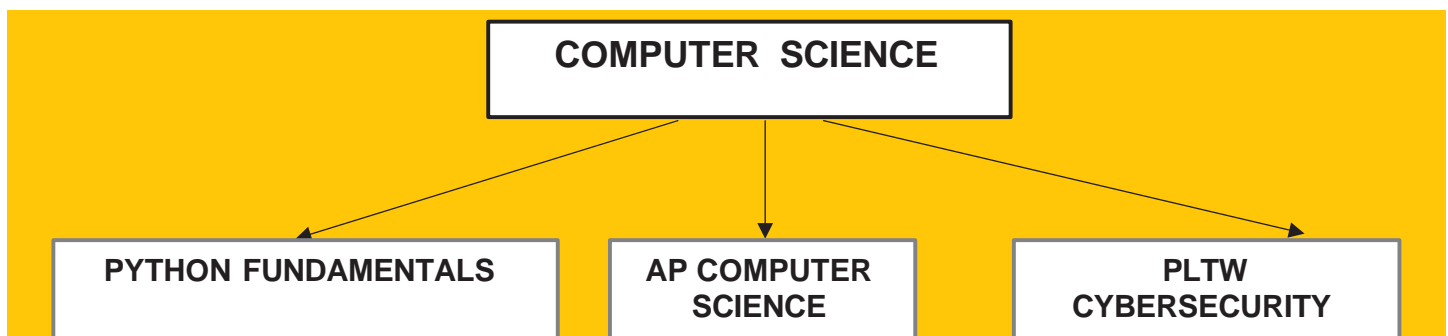
This course is part of the Amazon Future Engineer Program and has been developed by Project STEM. This curriculum was designed to awaken and support students' problem-solving skills. AP Computer Science A will introduce the Java programming language while emphasizing universal language techniques like 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.

## 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

Foundations of American Education, ½ year, 1/2 cr.

EDU 111—SUNY Broome—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.

So, You Want to be an Educator? ½ year, 1/2 cr.

EDUC 101—Binghamton University—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

## English 9, 1 yr., 1 cr.

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.

## English 9 Honors, 1 yr., 1 cr.

In English 9 Honors, students will be asking fundamental questions about the human experience while also practicing essential reading and writing skills aligned to the New York State Next Generation Standards using rigorous texts of various genres including informational articles, poetry, short stories, plays, and novels. Students will analyze these texts using structured written responses of gradually increasing intensity.

## English 10, 1 yr., 1 cr.

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.

## English 10 Honors 1 yr., 1 cr.

English 10 Honors students will read and analyze both fiction and non-fiction and engage in critical thinking activities about each work, share ideas in small and large group discussions, and write coherent analytical and argumentative essays on thought provoking topics. The coursework is designed and intended to provide strong preparation for upper level, college preparatory coursework, the English Regents examination and life beyond high school. Curriculum content is designed to adhere to the New York State Next Generation Standards. Reading comprehension, written expression, analytical thinking, and students' control of evidence are the major skills that will be strengthened over the course of the year. The final evaluation in English 10 Honors is the Regents Examination consisting of rigorous reading, multiple choice questions, an argumentative essay, and a text analysis. Earning credit on the exam is a graduation requirement.



# ENGLISH

## English 11 Regents, 1 yr. 1 cr.

English 11 students will read and analyze both fiction and non-fiction and engage in critical thinking activities about each work, share ideas in small and large group discussions, and write coherent analytical and argumentative essays on thought provoking topics. The coursework is designed and intended to provide strong preparation for the English Regents examination and life beyond high school. Curriculum content is designed to adhere to the New York State Next Generation Standards. Reading comprehension, written expression, analytical thinking, and students' control of evidence are the major skills that will be strengthened over the course of the year. The final evaluation in English 11 is the Regents Examination consisting of rigorous reading, multiple choice questions, an argumentative essay, and a text analysis. Earning credit on the exam is a graduation requirement.

## AP English Literature and Composition 1 yr., 1 cr.

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.

\* Prerequisite: Students must earn Mastery (85% or higher) or the English Common Core Regents exam to participate in this class.





# ENGLISH

## 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 have 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 College Admissions essays, prepping for interview questions, looking at literature from multiple perspectives, and a balanced Informative essay.

## Writing and Critical Inquiry in the Humanities, ½ yr., ½ cr. ENG 110Z—University at Albany—3 college credits

Albany English 110Z Writing and Critical Inquiry in the Humanities is offered in the fall semester (quarters 1 and 2) via SUNY Albany’s University in the High School program. Successful completion of this class earns the student three college credits. SUNY Albany requires students enrolling in this class to have a B or higher ELA grade the year prior and an overall GPA of B or higher. This translates to a 3.32 on the Windsor grading scale. 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 and participate in class discussions on the readings.



## Reading Literature, ½ yr., ½ cr. ENG 121—University at Albany—3 college credits

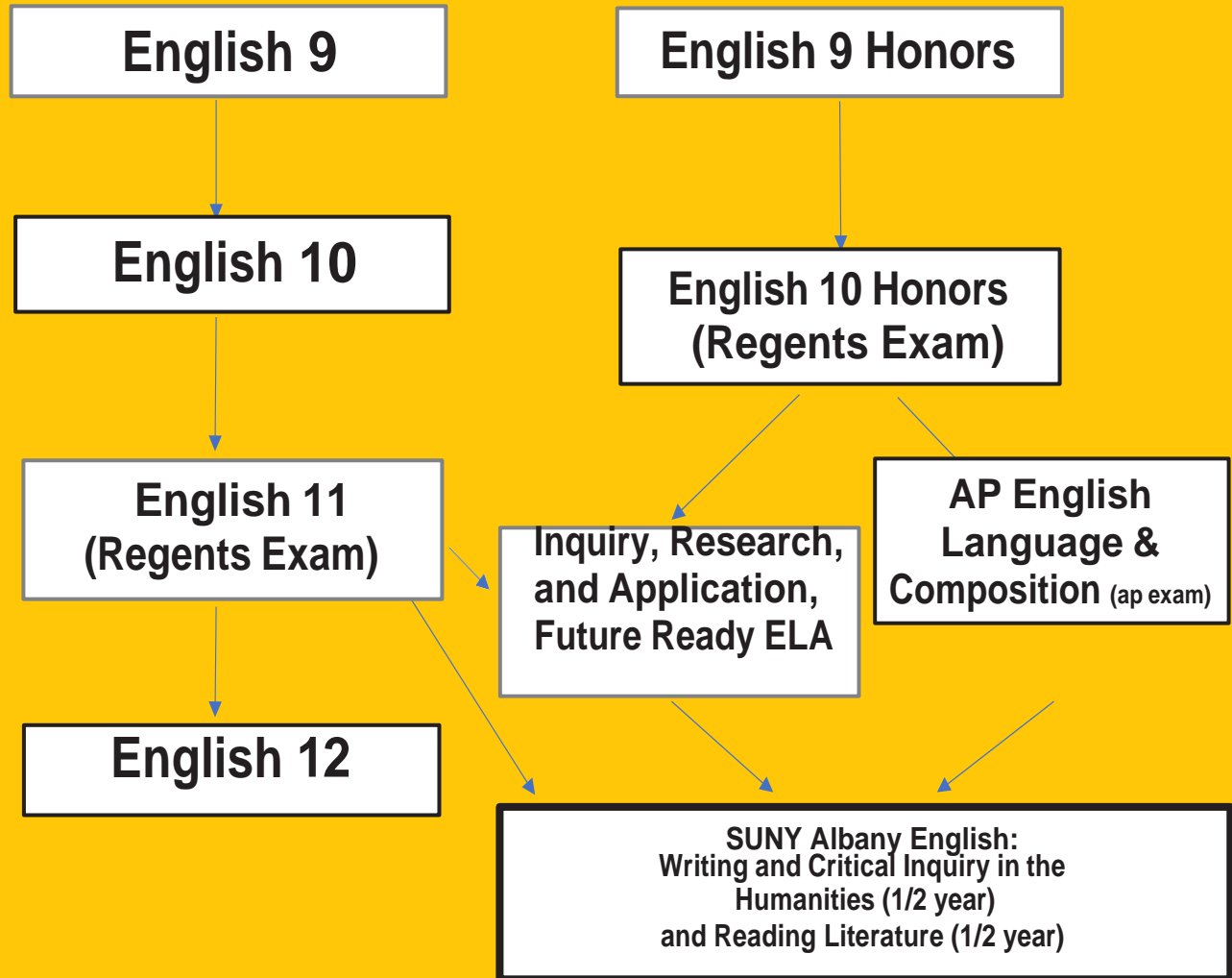
This is taught in the last two quarters (spring semester).

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. The option to register for college credit happens a few weeks into the course, giving students time to understand the workload and expectations.

## Inquiry, Research and Application: Future Ready ELA, 1 yr, 1cr.

A project-based ELA class where students learn by actively engaging in long-term projects that align to future interests. Projects will require students to apply reading, writing, and critical thinking skills to solve real-world problems or answer complex questions that culminate in a tangible product such as a presentation, video, or written piece. This approach encourages deeper understanding, collaboration, and creativity to prepare students for the future.

# ENGLISH



# HEALTH

## **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.

## **Psychology, ½yr., ½ cr.**

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 healthy mindset and positive characteristics of development.

## **Freshman Seminar, 1 yr., ½ cr.**

The Freshman Seminar course is designed to support students in their transition to high school and equip them with essential skills for success both academically and socially. Through a combination of interactive activities, discussions, and reflections, students will develop the necessary tools to navigate the high school environment confidently, establish positive relationships with peers and adults, and develop important life skills. The course will reinforce daily life skills such as demonstrating empathy, resolving conflict peacefully, using healthy coping skills, and building resiliency. Additionally, the course will focus on improving future-ready skills, such as time management, decision-making, planning and prioritizing goals, and overcoming obstacles and setbacks.

## **Health 9, 1 yr. ½ cr.**

Throughout the course, students will explore various topics related to health and well-being. Through this course, students will identify factors that directly influence their overall health. Through each unit, Students will continuously develop and apply the NHES Life Skills to improve their overall health and wellness across the following Health related areas:

1. Components and Measurements of Health
2. Mental, Social, and Emotional Health with an emphasis on coping skills.
3. Alcohol, Nicotine, and Other Drugs knowledge and prevention.
4. Nutrition and Physical Fitness
5. Diseases: Lifestyle vs Infectious
6. Sexual Health, emphasizing protection against STIs and unplanned pregnancies.
7. First Aid, Safety, and CPR

# MATH

## 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.

## Geometry, 1yr., 1 cr.

A one-year course that leads to a regent's 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)

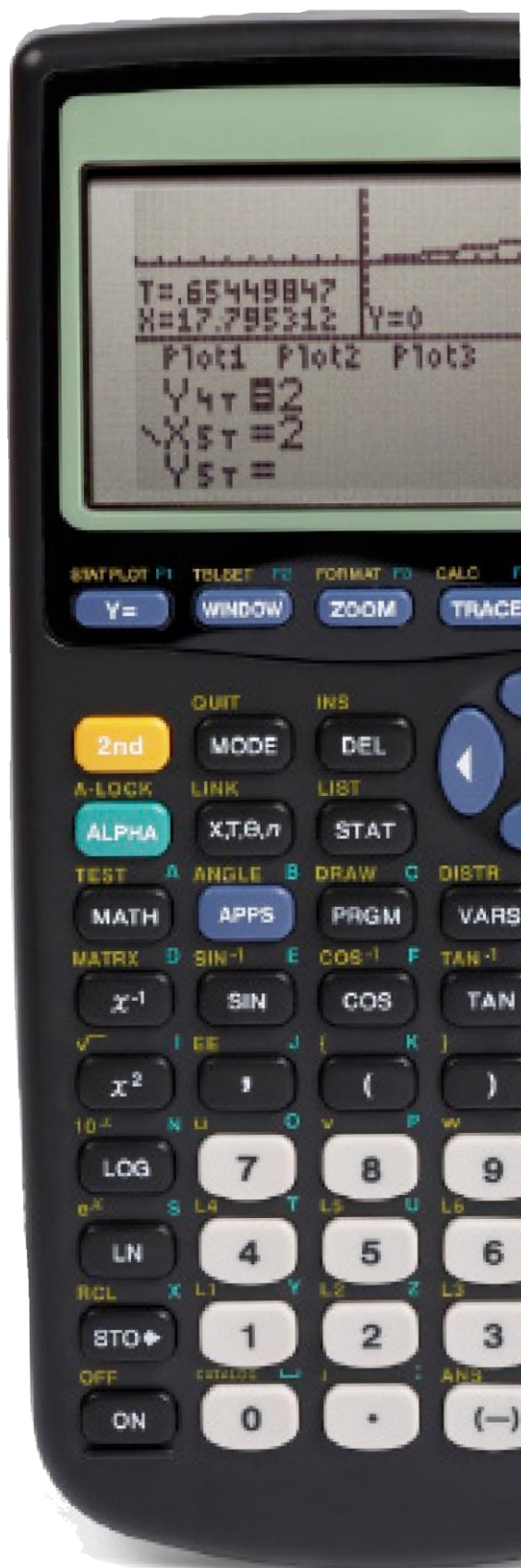
## Foundations of Algebra 2, 1 yr., 1 cr.

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.

## Algebra 2, 1 yr., 1 cr.

A one-year course that leads to a regent's 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.

\* Prerequisite - Successful completion of Geometry



# MATH

## 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

\* Prerequisite - successful completion of Algebra 2

## Calculus, 1 yr., 1 cr.

AMAT 112—SUNY Albany—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.

\* Prerequisite - Successful completion of Pre-Calculus





# MATH

## Foundations of 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.

This course was developed in collaboration with SUNY Broome.

## 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.

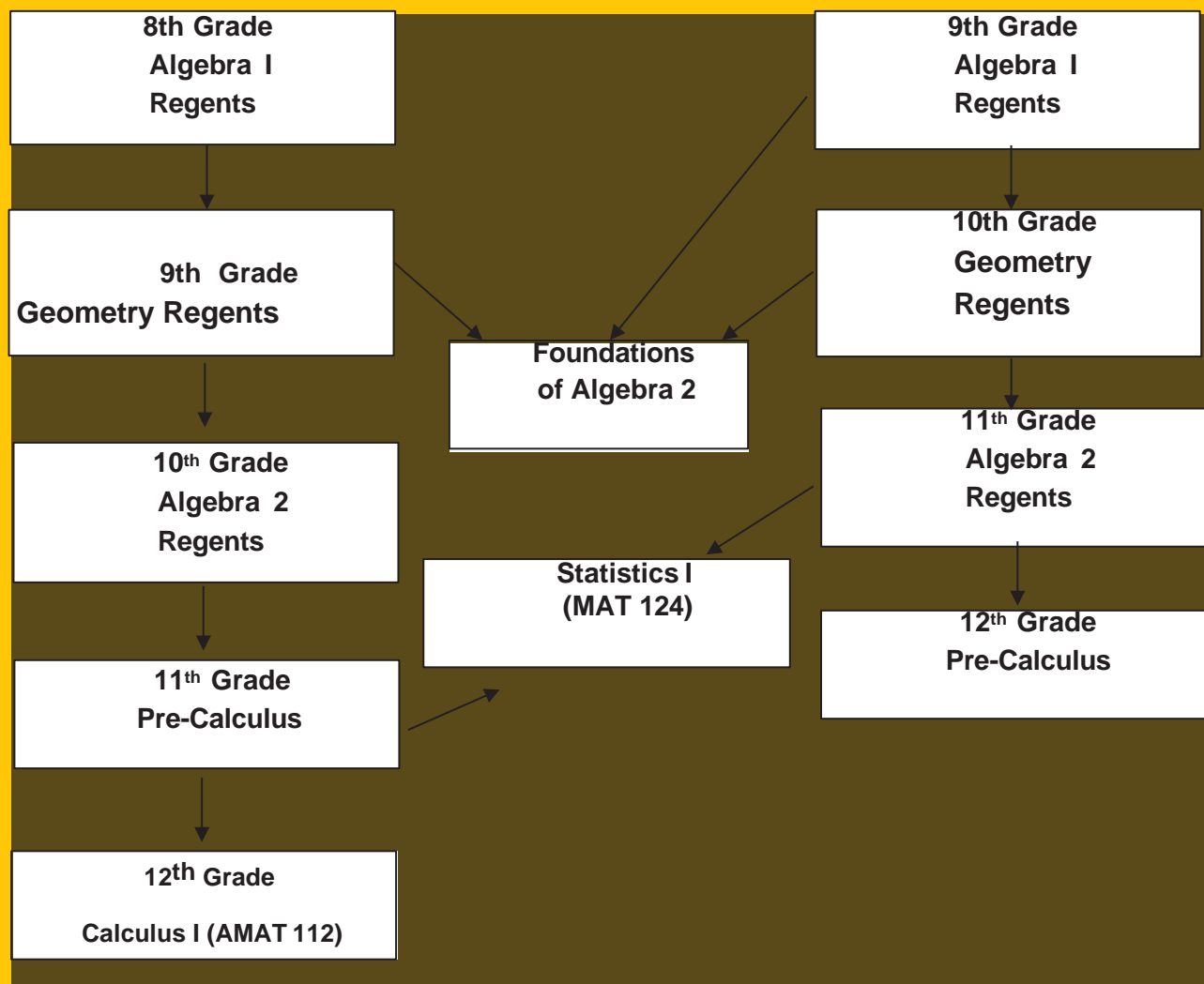
## Statistics I - $\frac{1}{2}$ yr, $\frac{1}{2}$ cr

### MAT 124—SUNY Broome—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.

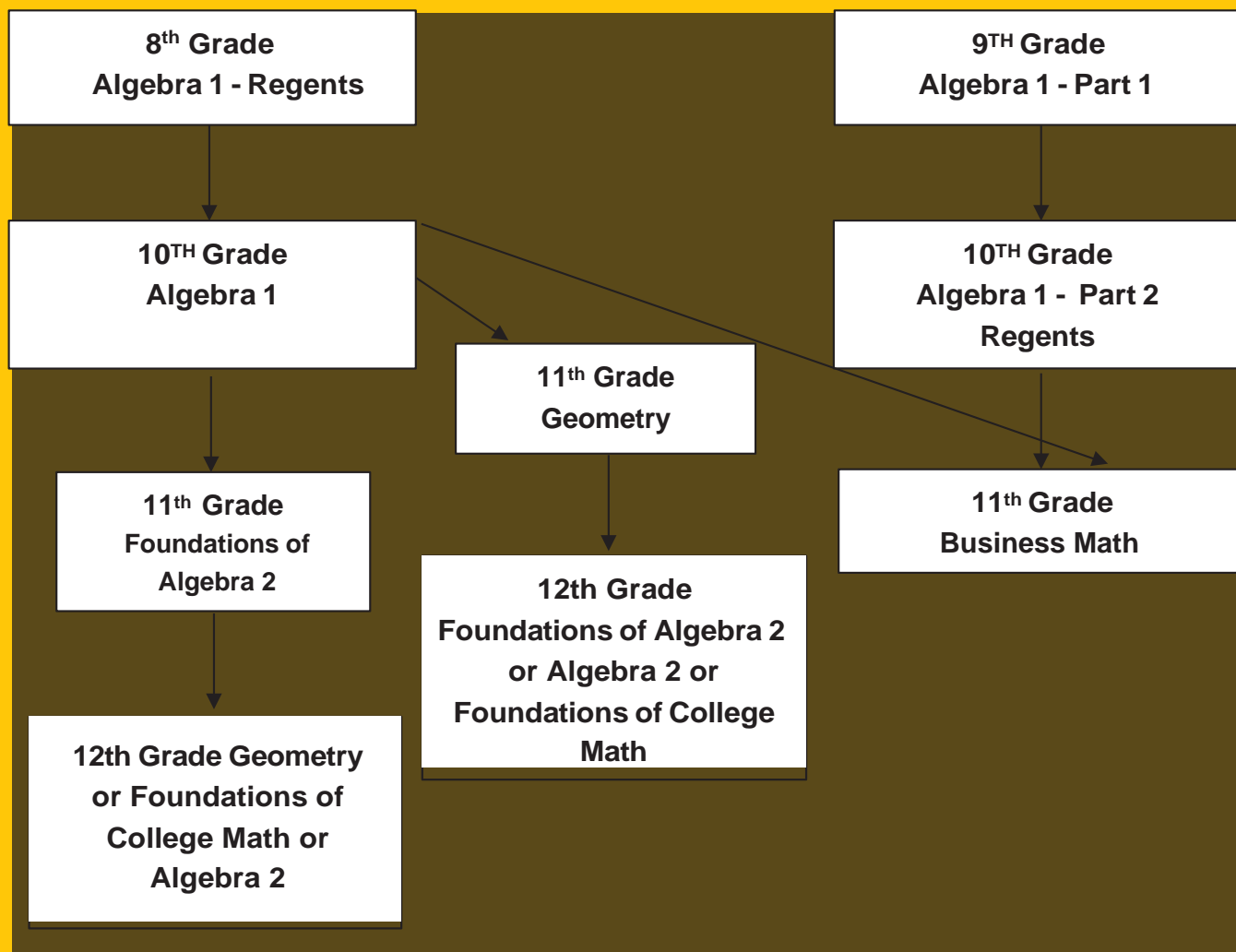
\* Prerequisite: Students should have successfully completed an Algebra 2 and/or Pre-Calculus course prior to this course and be familiar with Algebra, Geometry, Trigonometry, and some basic Statistics as covered in previous math courses.

# 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

## **SUNY Broome Fundamentals of Music, 1 yr., 1 cr.** **MUS 104—SUNY Broome—3 course credits**

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.

## **Senior Band, 1 yr., ½ cr.**

Students rehearse every other day as an ensemble and meet for rotating individual or small group lessons. Performances include a fall pep band experience, an annual holiday concert, a March pops concert, and an end-of-year spring concert. Students seeking additional musical experiences may elect to participate in county and state festivals and/or the Windsor Jazz Ensemble.

## **Sound Recording and Technology, ½ yr, ½ 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 and GarageBand. Students will also be required to help run sound for a variety of events throughout the school year.

## **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

## **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.

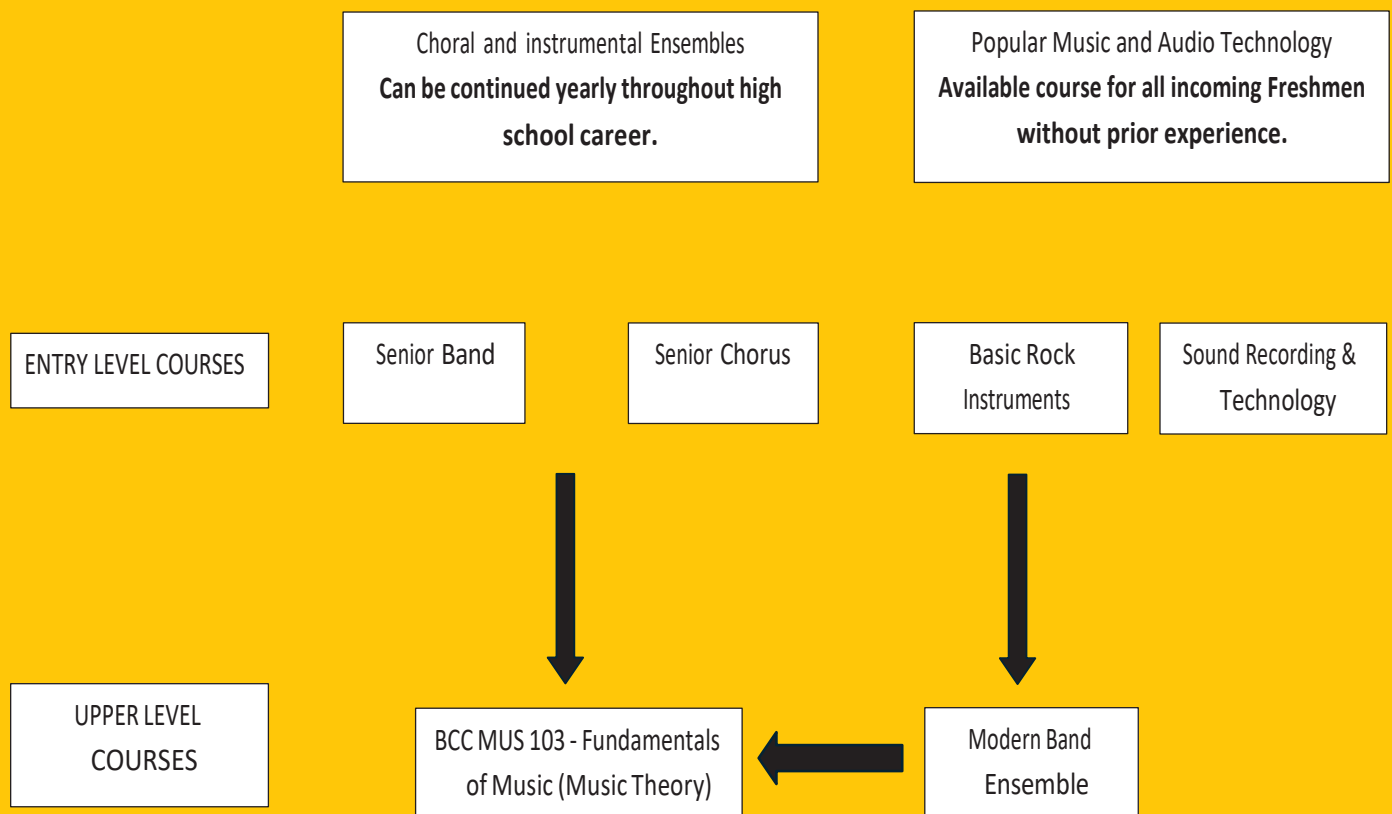
## **Modern Band, 1 yr., 1 cr.**

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. All students will be auditioned in the spring.

\* Prerequisite: Successful completion of Basic Rock Instruments.



# MUSIC





# PHYSICAL EDUCATION

**Physical Education 9/10, Level 1: 1 yr., ½ cr.**

Students are engaged in a variety of activities centered on Fitness and Lifetime Activities. The basic development of skills, rules, and activity tactics are the main focuses. Some activities include Golf, MMA/CrossFit Skills, Stress Management, Swimming Skills, Frisbee, Volleyball, Weight Training, Racquet Activities,

**Physical Education 11/12, Level 2: 1 yr., ½ cr.**

Students build on the skills developed in Level 1 and use them creatively in a variety of activities. Students develop routines based on acquired skills in creative units and applying advanced game play strategies in lifetime activities/sports. Some activities include: Golf, MMA/Crossfit Skills, Stress Management, Swimming/Running Training, Frisbee, Volleyball, Fitness Plan Development, Racquet Activities, Table Games

\* Prerequisite: Successful completion of Physical Education 9/10, Level 1.

**Solutions in Fitness and Wellness, 1 yr., ½ cr.**  
**PED 118—SUNY Broome—1 college credit**

A fitness pretest at the beginning of the course and post testing near the end of the course will measure changes in cardiovascular, strength, endurance, flexibility, and body composition. The fitness testing will be recorded on the personal fitness profile at the beginning and end of the course.

**Learning Outcomes:**

Know and understand the 5 components of fitness

Know and understand the 5 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

\* Prerequisites: This course is for juniors and seniors. Must have passed PE 9/10 or PE 11/12 for all marking periods, Exceptions approved by Principal.



# PHYSICAL EDUCATION

Fitness Walking, 1 yr., ½ cr.

PED 173- SUNY Broome- 1.5 College Credit

A safe form of aerobic exercise, which can be incorporated into one's lifestyle to create an individual fitness program. Proper walking shoes, foul and warm weather workout clothing to walk-in all-weather conditions, and a tracking device is required. Also recommended that the student have a reasonably strong set of writing/research skills to write APA Style College Level Papers.

## Learning Outcomes:

Apply the components of an effective physical fitness program, utilizing walking as a primary activity.

Improve physical conditioning by participating in a regular walking program.

Perform basic fitness walking techniques.

Apply proper technique to set pacing for safe and effective walking for fitness.

Understand the importance of a balanced lifestyle and the role wellness plays in it.

\* Prerequisites: This course is for juniors and seniors. Must have passed PE 9/10 or PE 11/12 for all marking periods, Exceptions approved by Principal.



# 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.

**Introduction to Engineering Design 1 yr., 1 cr.**  
**PLTW 101—RIT—3 college credits**

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.

\*Prerequisite - completed or currently enrolled in Algebra 1

**Digital Electronics 1 yr., 1 cr.**  
**PLTW 103—RIT—3 college credits**

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 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.

\*Prerequisites - Introduction to Engineering Design (IED)

**Principles of Engineering 1 yr., 1 cr.**  
**PLTW 102—RIT—3 college credits**

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.

\*Prerequisite - Introduction to Engineering Design (IED)



# PROJECT LEAD THE WAY

Civil Engineering and Architecture 1yr., 1 cr.  
PLTW 104—RIT—3 college credits

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

\*Prerequisite: Introduction to Engineering Design (IED)

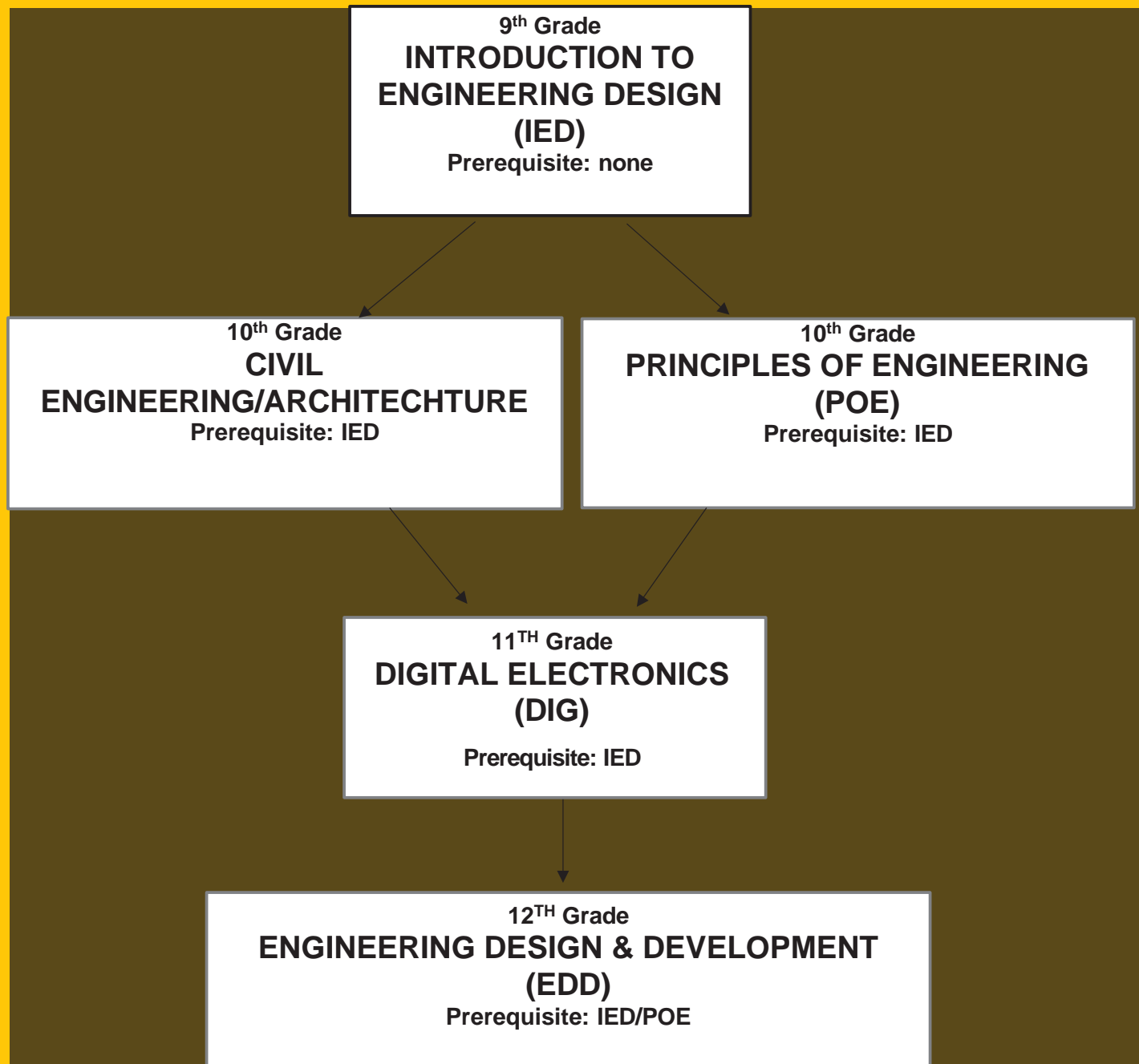
Engineering Design and Development (PLTW) 1 yr., 1cr.

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.

\*Prerequisites: Introduction to Engineering Design, Principles of Engineering



# PROJECT LEAD THE WAY - ENGINEERING PATHWAY



# SCIENCE

## **Physical Setting Earth and Space Science, 1 yr., 1 cr.**

A hands-on study of the earth around us. Topics include rocks & minerals, the dynamic crust (plate tectonics), erosion & deposition, geological history, the water cycle, the carbon 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 and Space Science at the end of the course.

## **Biology, 1 yr., 1 cr.**

Regents Biology 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, while focusing on developing science literacy skills. 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 Biology at the end of the course.

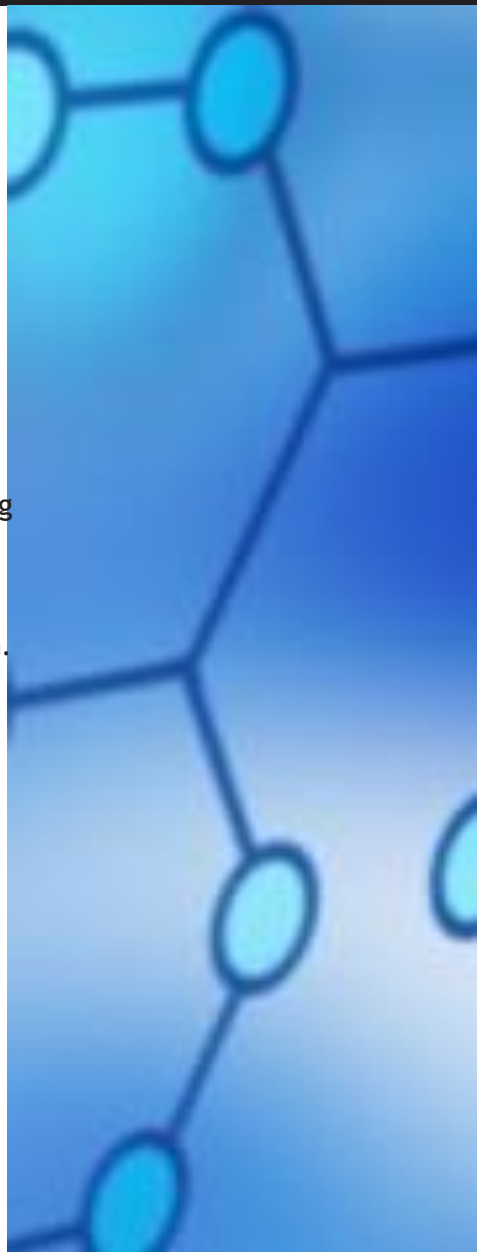
## **Physical Setting Chemistry, 1 yr., 1 cr.**

Regents Chemistry is a comprehensive course designed to understand the world around us by focusing on the structure and properties of matter and chemical reactions. Key topics include Matter and Energy, Atomic Structure, Chemical Bonding, the Periodic Table, Equilibrium, Acids and Bases, Collision Theory, and Nuclear Chemistry. Students engage in planning and carrying out lab investigations, which are closely aligned with class content, and meet every other day throughout the school year. Additionally, the course emphasizes the development of computational and mathematical thinking. Students must meet a lab requirement and take the N.Y. State Regents examination in Chemistry at the end of the course.

## **AP Biology, 1 yr., 1 cr.**

College credits awarded based on AP exam score of 3 or higher and College or University approval 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. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. 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.

\* Prerequisites: Student must have taken Biology, recommended to have taken another high school science course.





# SCIENCE

## **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.

## **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.

## **Drone Piloting 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.

## **AP Physics I, 1 yr., 1 cr.**

College credits awarded based on AP exam score of 3 or higher and College or University approval  
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

\* Prerequisites: This course is for juniors and seniors who have either completed Algebra 2/Trig Regents or are concurrently taking it.

## **Physical Settings 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

**Human Body Systems, 1 yr., 1 cr.**

**PLTW 112—Rochester Institute of Technology—3 college credits**

College credits awarded if proficient score is achieved on exit exam  
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 real-world medical cases.

\* Prerequisite: Successful completion of Principles of Biomedical Science.

**Principles of Biomedical Science, 1 yr., 1 cr.**

**PLTW 111—Rochester Institute of Technology—3 college credits**

College credits awarded if proficient score is achieved on exit exam  
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.

**Medical Interventions, 1yr., 1cr.**

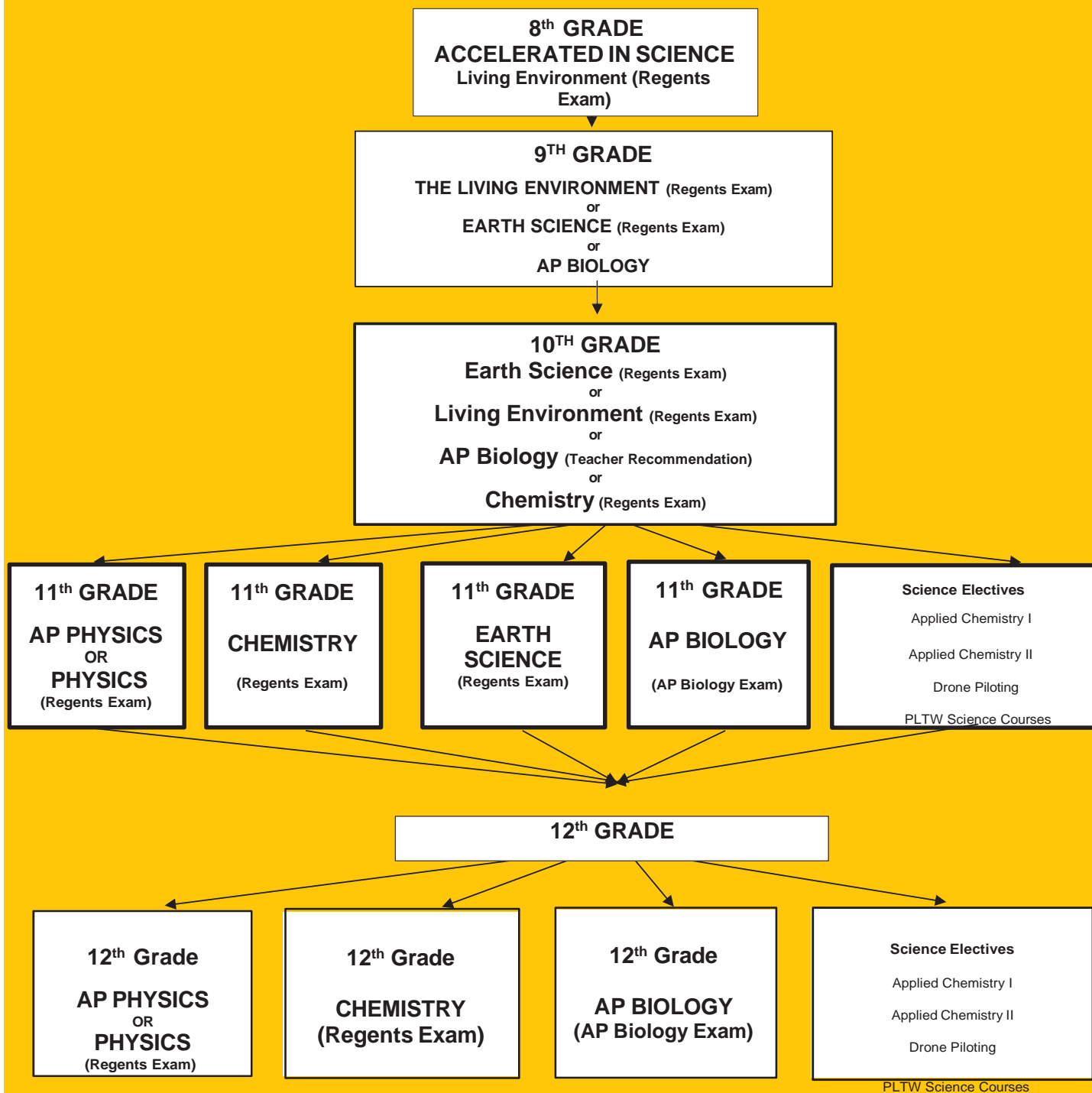
**PLTW 113- Rochester Institute of Technology- 3 college credits**

College credits awarded if proficient score is achieved on exit exam  
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.

\* Prerequisite: Successful completion of Human Body Systems.



# 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

## **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 enduring issues essays. Final exam is given by the department. Required to Graduate.

## **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 enduring issues essays. At the end of this course students will take a state regents examination that covers 10th grade material. Required to Graduate.

## **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.

## **United States History and 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

## 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.

## 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 the human experience from the perspective of both the perpetrators and the victims. We will identify the role of bystanders and the effect they can have on preventing genocide. The following genocides will be examined in detail: Armenian, holocaust, Stalin's purges, Mao Zedong, Rwanda, Cambodia, and Darfur.

## American Politics and 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. Required to graduate.





# SOCIAL STUDIES

**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.

**Public Policy ½ yr., ½ cr.**

**POS 111—SUNY Broome—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 SUNY Broome credits. This class is part of the Broome Community College Fast Forward Off-Campus Program.

**Microeconomics ½ yr., ½ cr.**

**ECO 110—SUNY Broome—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.

**Applied Economics and Manufacturing ½ yr., ½ cr.**

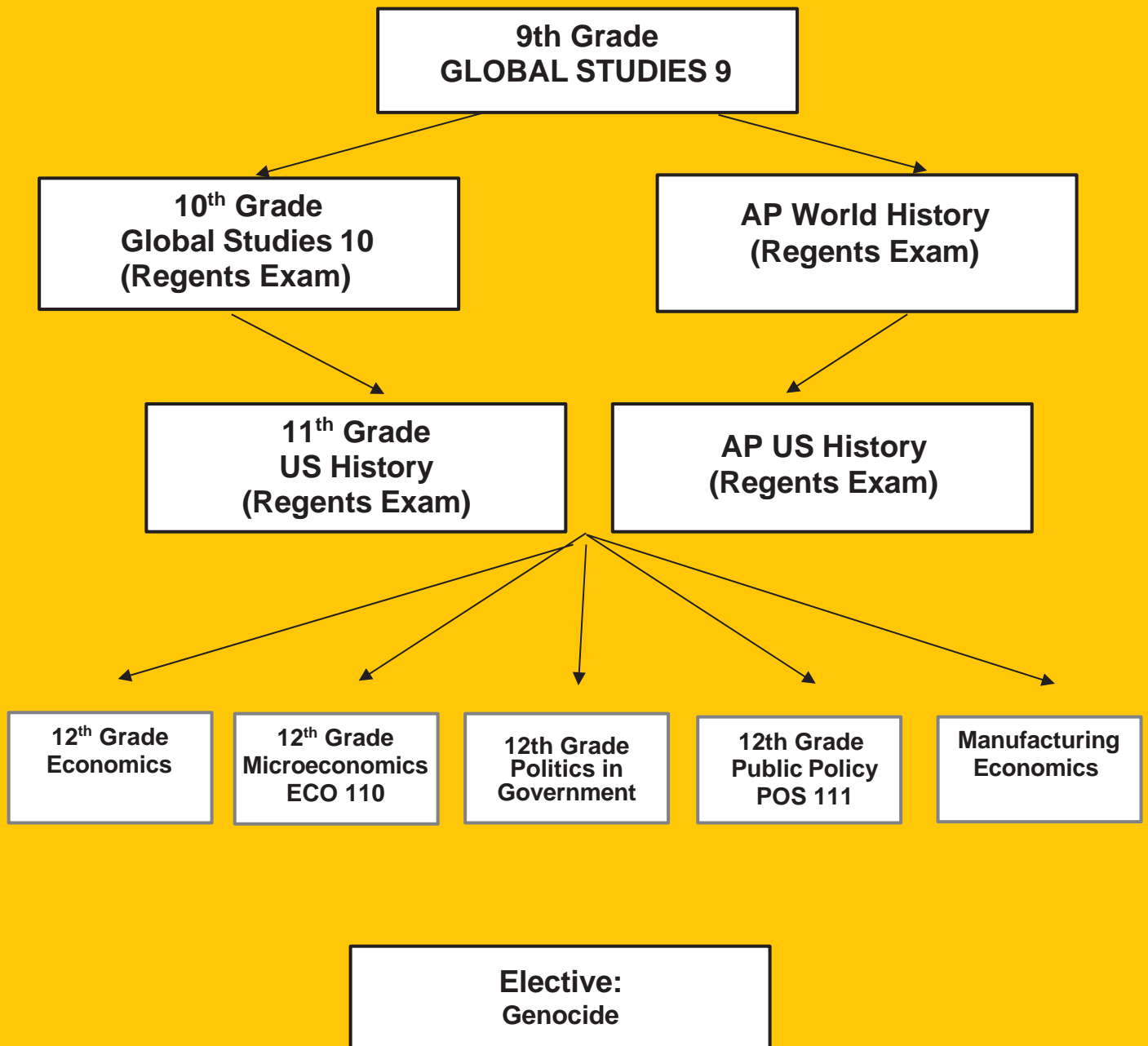
Applied Economics is a 20-week combined Social Studies/Technology Department course open to 10th-12th graders. The course is designed to fulfill the New York State graduation requirement for 12th grade Economics but also provide experience in trades and manufacturing for students interested in entering 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: Introduction to Trades or related coursework



# SOCIAL STUDIES

## SOCIAL STUDIES



# WORLD LANGUAGES

## French I, 1 yr., 1 cr.

Bonjour! Ready to start your journey into the enchanting world of French? Our French 1 course is your passport to mastering the basics of this elegant language while immersing yourself in the charm of French-speaking cultures. From perfecting your pronunciation to engaging in delightful conversations, this course offers a lively mix of essential vocabulary, grammar, and cultural exploration. You'll quickly feel at home in French through fun dialogues, authentic resources, and projects, while building a solid foundation in speaking, listening, reading, and writing! Join us in French 1 and let's embark on a language-learning adventure together. À bientôt!

## French II, 1 yr., 1 cr.

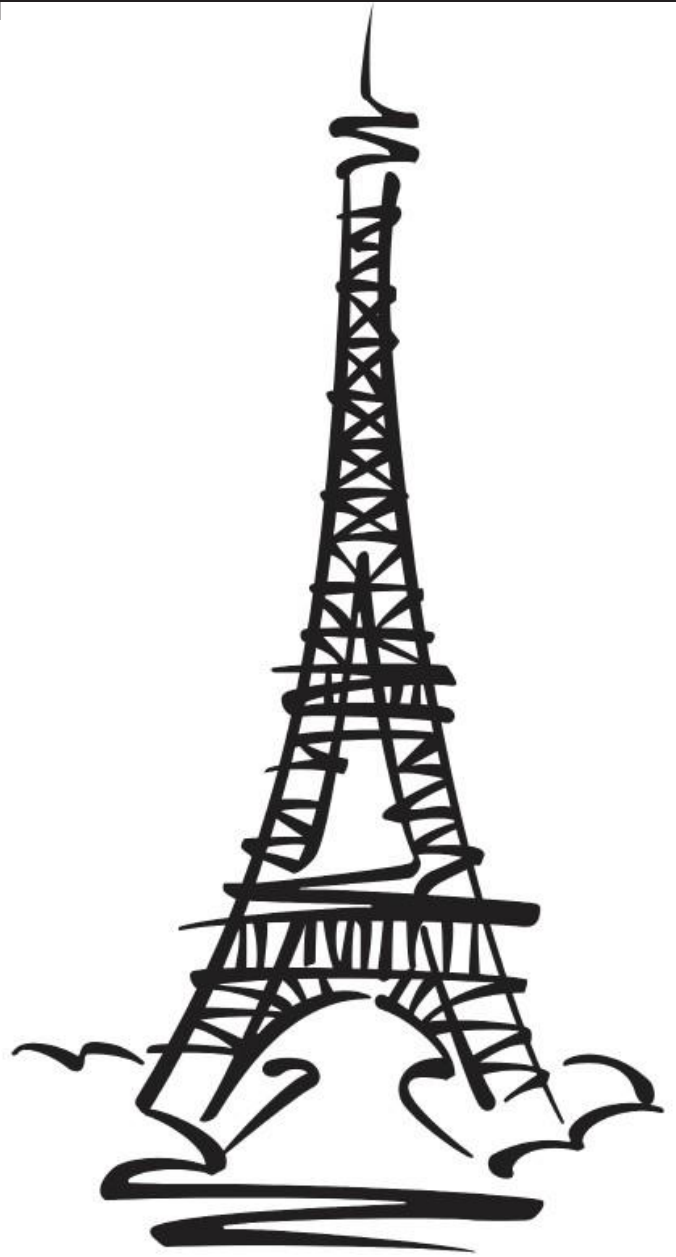
Bonjour! Ready to elevate your French to new heights? Our French 2 course is designed to build on your foundational skills and dive deeper into the elegance of the French language and its diverse cultures. Perfect for students eager to enhance their fluency and cultural understanding. In French 2, you'll explore new grammatical structures, expand your vocabulary, and engage in rich conversations that reflect real-life situations. Imagine discussing your travel plans, shopping and dining adventures, and more—all in French! Through engaging lessons and authentic resources, you'll refine your speaking, listening, reading, and writing skills, all while immersing yourself in the vibrant world of French. Join us for French 2 and continue your journey toward French fluency. À bientôt!

## French III, 1 yr., 1 cr.

Bonjour! Ready to elevate your French skills to the next level? Our French 3 course is tailored for those who want to deepen their mastery of the language while diving into the rich culture of the French world. In French 3, you'll tackle new grammatical structures, enhance your conversational finesse, and explore sophisticated topics through engaging, real-world scenarios. You'll refine your speaking, listening, reading, and writing skills while discovering new dimensions of the French-speaking world. Take your language journey to new heights. À bientôt!

## French IV, 1 yr., 1 cr.

Bonjour! Ready to continue your French language and culture learning adventure? French IV is designed for students who are passionate about French and Francophone cultures. You will develop conversational and writing skills by expressing your thoughts using films, short stories, and current events as points of departure. À bientôt!



# WORLD LANGUAGES

**Intermediate French I & II, 1 yr., 1 cr.**  
**FRE 201, 202—SUNY Broome—3 college credits each**

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.

\* Prerequisite: Students wishing to enroll in this course must have an average of 3.6 in levels I, II, and III.

**Conversational French, ½ yr., ½ cr.**

Bonjour! Ready to elevate your French speaking skills and engage in lively conversations? Our Conversational French course is designed to help you become more fluent and confident in everyday communication while exploring vibrant aspects of French-speaking cultures. In this course, you'll focus on practical, real-life conversations that will boost your confidence and conversational ease. Through discussions, role-playing exercises, and immersive activities, you'll improve your fluency, pronunciation, and listening skills. Join us for Conversational French and let's make language learning an engaging and dynamic experience. À bientôt!

**Spanish I, 1 yr., 1 cr.**

¡Hola! Ready to embark on a vibrant journey into the world of Spanish? Our Spanish 1 course is your gateway to mastering the basics of this language while exploring Spanish-speaking cultures. From rolling your "r"s to navigating through lively conversations, this course offers a dynamic mix of essential vocabulary, grammar, and fun cultural insights. You'll quickly find yourself at ease in Spanish through dialogues, authentic resources, and projects, while building a solid foundation in speaking, listening, reading, and writing! Join us in Spanish 1 and let's embark on a language-learning adventure together.  
¡Nos vemos!



# WORLD LANGUAGES

## Spanish II, 1 yr., 1 cr.

¡Hola! Ready to take your Spanish skills to the next level? Our Spanish 2 course is designed to build on your foundational knowledge and dive deeper into the beauty of the Spanish language and its diverse cultures. This course is perfect for those who are eager to enhance their conversational abilities and cultural understanding. In Spanish 2, you'll explore more complex grammar, expand your vocabulary, and engage in dialogues such as discussing daily life, ordering food, shopping and much more, all in Spanish! You'll refine your speaking, listening, reading, and writing skills. Join us for Spanish 2 and let's explore the culture together! ¡Nos vemos!

## Spanish III, 1 yr., 1 cr.

¡Hola! Ready to master Spanish with flair? Our Spanish 3 course is designed for those who are eager to push their language skills to the next level while exploring the rich diversity of Spanish-speaking cultures. In Spanish 3, you'll dive into intricate grammar concepts, refine your conversational skills, and tackle more topics through engaging, real-world scenarios. You'll elevate your speaking, listening, reading, and writing abilities, while continuing to discover the vibrancy of the Spanish-speaking world. Join us for Spanish 3 and let's embark on this adventure together. ¡Nos vemos!

## Spanish IV, 1 yr., 1 cr.

¡Hola! Ready to continue your Spanish language and culture learning adventure? Spanish IV is designed for students who are passionate about Spanish language and cultures. You will develop conversational and writing skills by expressing your thoughts using films, short stories, and current events as points of departure. ¡Nos vemos!

## Intermediate Spanish I & II, 1 yr., 1 cr.

SPA 201, 202—SUNY Broome—3 college credits each

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.

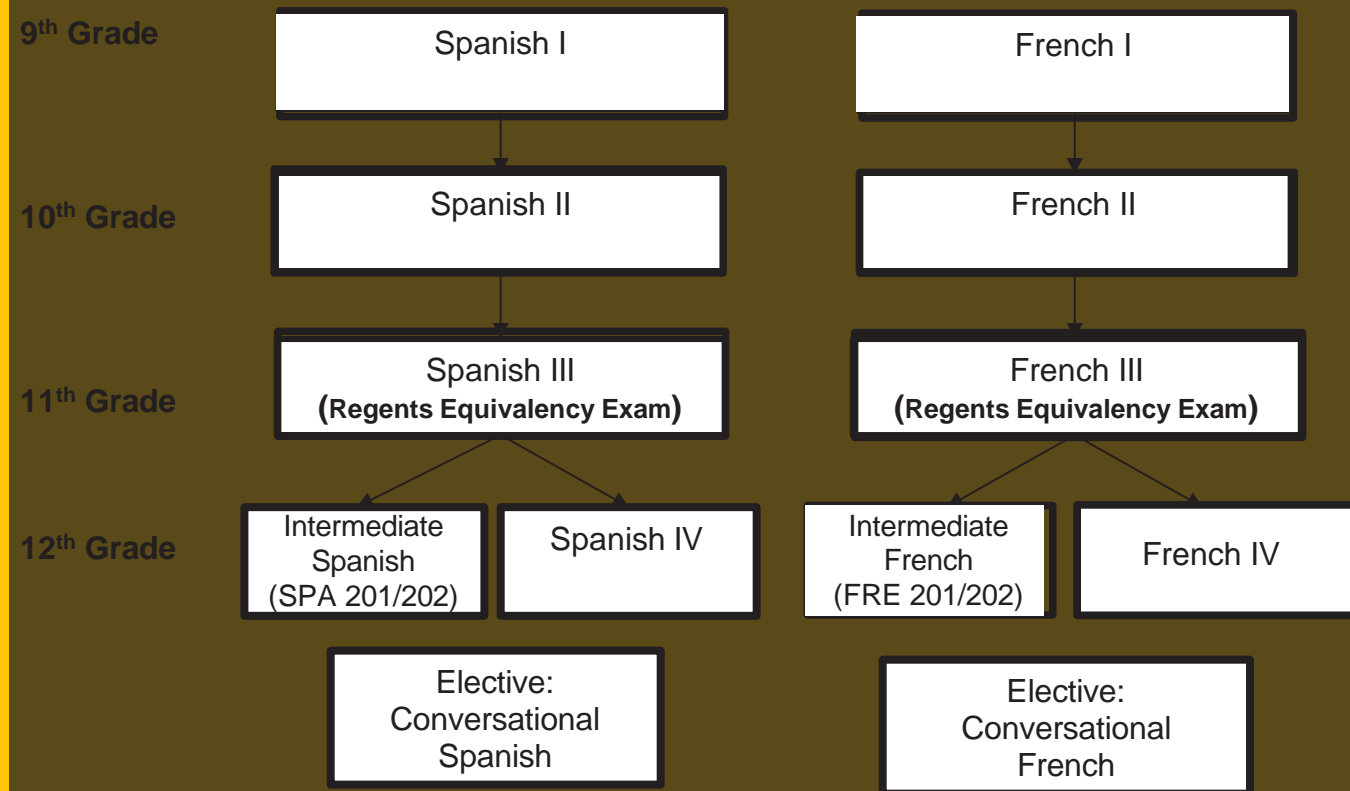
\* Prerequisite: Students wishing to enroll in this course must have an average of 3.6 in levels I, II, and III. Conversational

## Spanish, ½ yr., ½ cr.

¡Bienvenidos! Ready to elevate your Spanish speaking skills and engage in lively conversations? Our Conversational Spanish course is designed to help you become more fluent and confident in everyday communication while exploring vibrant aspects of Spanish-speaking cultures. In this course, you'll focus on practical, real-life conversations that will boost your confidence and conversational ease. Through discussions, role-playing exercises, and immersive activities, you'll improve your fluency, pronunciation, and listening skills. Join us for Conversational Spanish and let's make language learning an engaging and dynamic experience. ¡Nos vemos!



# WORLD LANGUAGES



# 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 aged 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, must 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.

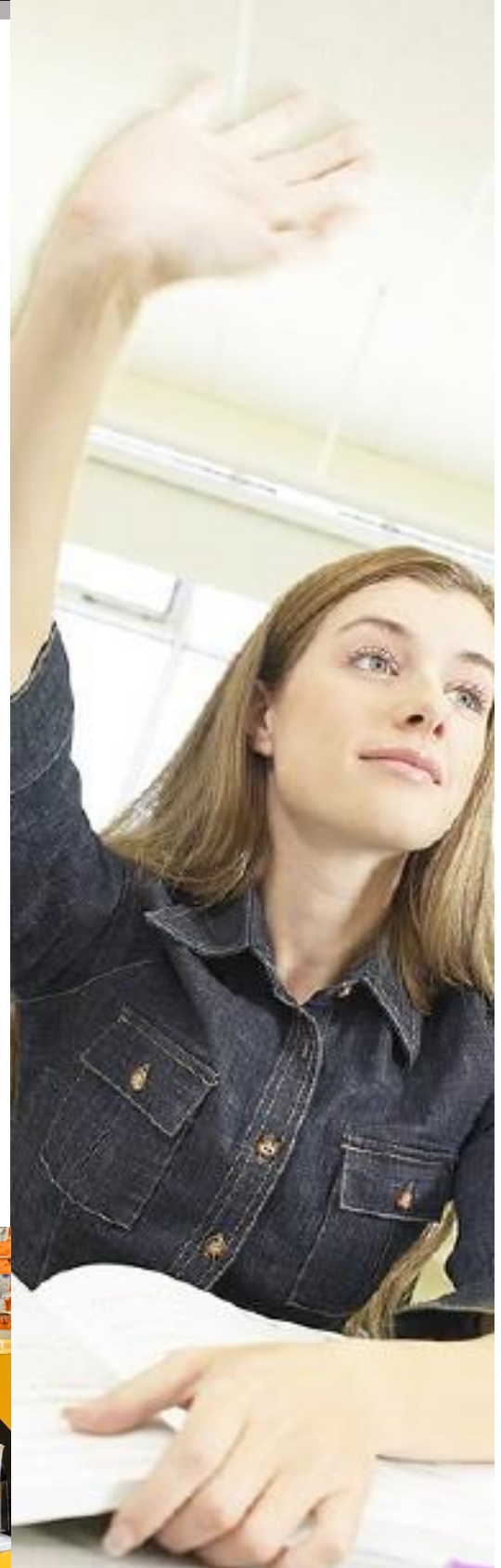
Youth apprentices leave school for part of the day (if their schedule allows) and usually work 10-20 hours per week, rotating through a series of placements at the worksite. In each rotation, apprentices work under the direction of a coach or mentor. Summer employment is at the discretion of the employer. 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 Regent's 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:** In partnering with the Windsor School District, we support students beyond their academics, offer skills and resources to thrive in the professional world, and improve the overall school community.

Our internships give students the unique opportunity to:

- Practice professional development
- Strengthen financial education in their classrooms
- Offer financial resources to the school district
- Network with industry professionals
- Earn scholarships for higher education



# 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) 655-8246

Counseling Office: (607) 655-8237

