DISTRIBUTION ADMINISTRATION
Dr. Jason A. Andrews, Superintendent
Mr. Scott Beattie, Assistant Superintendent for Instruction
Dr. Jason Hans, Director of Special Programs
Mr. Chris Durdon, Director of Physical Education, Athletics and Operations
Mr. Andrew Fiorentino, Assistant Superintendent for Business & Administrative Services
Ms. Barbara Phillips, Director of Data, Accountability and Continuous Development

BOARD OF EDUCATION
Mr. Peter Nowacki, President
Mrs. Margo Kibbler, Vice President
Mrs. Rhea Deyo
Mr. Stephen Feehan
Ms. Carin Shaffer
Mrs. Kathy Swezey
Mr. Kevin Truman

HIGH SCHOOL ADMINISTRATION
Mr. Jeffrey Salasny, High School Principal
Mr. Christopher Klumpp, Associate Principal
Miss Traci Oakley, Secretary
Mrs. Karen Pichura, Secretary

HIGH SCHOOL GUIDANCE OFFICE
Ms. Christina Taylor, Counselor
Mrs. Dimitra Modlo, Counselor
Mrs. Heather Noyd, Career Counselor
Miss Mackenzie Faughnan, Social Worker
Mrs. JoAnn Barton, Secretary

DEPARTMENT LEADERS
Ms. Christine Krieger, Art/Music
Ms. Kristy Angelo-Symons, English
Mrs. Heather Herringshaw, World Languages
Mrs. Colleen Pendergast, Mathematics
Mr. Jon Doolittle, Social Studies
Mrs. Mark Wentka, Technology/Business
Mrs. Linda Beagell, Special Education
Mr. Jeffrey Nolan, Physical Education
Mr. Kyle Vespoor, Science
Why Windsor C.S.D. exists –

**OUR MISSION**

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

What Windsor C.S.D. Students will be -

**OUR VISION**

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

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 4-year graduation rate of > 92%, 5-year graduation rate of > 95%, and drop-out rate of <4%.

Achieve improved student performance on State Assessments to rank in Top 3 Districts in B-T BOCES on average.

Achieve a rate of at least 75% of students meeting or exceeding nationally normed end-of-year literacy benchmark expectations.

Attain 95% participation in school/community programs among students in grades PK-12.
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The guidance 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 guidance office has many resources available to students and their parents to assist them in planning for their future. Through the Career Pathways curriculum, the 9th- and 10th-grade students learn how to access and utilize online career and college information. Students learn how to research information on specific careers, which colleges have the best programs to lead them on that career path, and the requirements to be accepted to these schools.

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

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

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

***** In addition to the four Regents Exams or approved alternative exams all students must pass (English, Math, Science, Social Studies), students may meet the fifth exam requirement by passing an additional approved assessment. (English, Math, Science, Social Studies), students may meet the fifth exam requirement by passing an additional approved assessment.
Parent Action Plan: 9th Grade

The beginning of high school is an exciting time. Your child may be adjusting to a new school, making new friends and becoming more independent. But your child needs your help and involvement. Here are some things you can do together to succeed this year.

Summer

• Take advantage of our 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. http://www.windsor-csd.org/
http://www.btboces.org/SummerSTEAMAcademy.aspx
• Have your child consider volunteering somewhere.
• Make sure your child is studying for the School-Day PSAT www.khanacademy.org
• Attend our Freshman Orientation at Windsor High School in late August for very important information to help your child’s transition to a new school.

Fall

• Check on your child’s progress in E-School and if you have concerns, do not delay in contacting the counselor or your son/daughter’s teachers.
• Get involved! Have your child consider joining a club, a service group or perhaps try a new sport. http://www.windsor-csd.org/Clubs1.aspx  http://www.windsor-csd.org/AthleticDepartment.aspx
• Attend Open House at the High School in October with your child.
• Have your child take the School Day PSAT for 9th grade students offered at Windsor High School in October.

Spring

• Attend STEAM Pathways Event at Binghamton University with your child if interested in learning more about career opportunities in the STEAM field. http://events.r20.constantcontact.com/register/event?oeidk=a07ef00wzehb5d0ecb5&llr=pgs9zqra
• Utilize this curriculum guide in planning coursework for the sophomore year.
• Familiarize yourself with the requirements for graduation which can be found in the Curriculum Guide. Your child’s counselor will monitor academic progress and make sure they are taking the required courses in high school.
• 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.

The career pathways unit has now been completed for 9th grade students with their counselor in which they explore different career interests, ask your child to guide you through their Guidance Direct profile. www.guidancedirect.com
Parent Action Plan: 10th Grade

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

Summer

- Revisit career interests in the Guidance Direct Profile  www.guidancedirect.com
- Have your child consider volunteering somewhere related to their interests
- Find a part-time job. Opportunities exist right at Windsor Central Schools (Knight Lights, summer custodial work). Have your student see their counselor for more ideas.
- Begin to discuss college and/or post-high school plans.
- Make sure your child is studying for the School-Day PSAT www.khanacademy.org

Fall

- Check on your child’s progress in E-School and if you have concerns, do not delay in contacting the counselor or your son/daughter’s teachers
- 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 and familiarize yourself with specific high school course requirements. www.collegeboard.org

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
- 10 graders will attend Career Day at Binghamton University. Over 40 career presentations are offered by professionals in those careers.
- 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
Parent Action Plan: 11th Grade

11th grade is an important time to begin to lay out specific plans and goals regarding post secondary education. The counselors will be available to help you and your child with this process.

Summer
- Revisit career interests in the Guidance Direct Profile  www.guidancedirect.com
- Review with your child their college search results on  www.collegeboard.org
- Have your child consider volunteering somewhere related to their interests
- Find a part-time job. Opportunities exist right at Windsor Central Schools (Knight Lights, summer custodial work). Have your child see their counselor for more ideas.
- Continue to discuss college and/or post-high school plans
- Make sure your child is studying for the School-Day PSAT/SAT www.khanacademy.org

Fall
- Check on your child’s progress in eschool and if you have concerns, do not delay in contacting the counselor or your son/daughter’s teachers
- Get involved! Have your child consider joining a club, a service group or perhaps try a new sport. Teachers, counselors and coaches can help with suggestions for getting involved.
- 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 Maines 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.

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.
Parent Action Plan: 12th Grade

As you plan for 12th grade now is the time to narrow down your post secondary plans. The counselors will be available to help you and you child with this process.

Summer

- Develop list of colleges you are considering. Schedule a visit for colleges you haven't seen yet. Check the college admissions website for information on scheduling a visit.
- Have your child consider volunteering somewhere related to their interests
- Find a part-time job. Opportunities exist right at Windsor Central Schools (Knight Lights, summer custodial work). Have your student see their counselor for more ideas.
- If you plan to retake the SAT go online to www.collegebaord.org to register.

Fall

- Your counselor will meet with your student to help with your post secondary planning.
- College representatives will visit the Guidance Office. Visits are posted on the Windsor website and on the bulletin board outside of the guidance office.
- 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.
- Attend College Day at the Maine's Arena in Binghamton. This is offered the third Wednesday in October. A session is offered for parents and students in the evening.
- Make sure your child is on top of their college applications. Work with your counselor. We are here to help.
- Both you and your child need to complete the financial aid process. Online application for FAFSA (Free Application for Federal Student Aid) can be found at www.fafsa.gov . If you need help with financial aid filing please contact the guidance office.

Spring

- Help your child process college responses. Once they hear back from colleges about admission and financial aid, they will need support to decide what to do.
- Once your child has decided which college to attend, they need to review the offer, send in a tuition deposit and submit any other paperwork that college requires.
- Register and attend college orientation or programs where your child will select their coursework. The college will notify your child of the process.
- Have your final high school transcript sent to the college you will be attending in the Fall. We will have seniors fill out the request before they graduate.
PSAT/SAT INFORMATION

**PSAT 8/9**
Offered to students in the fall of their 8th grade and freshman year

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

*What are the benefits of taking the PSAT 8/9 assessment?*
The assessment helps establish a baseline for students as they enter high school and begin preparing for college and career readiness. It also provides students with better access to data and personalized study through the online College Board and Khan Academy resources.

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

**PSAT 10**
Offered to students in the spring of their sophomore year.

*Why should students take the PSAT 10?*
The PSAT 10 offers great preparation for the SAT.

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

**PSAT/NMSQT**
Offered to students in the fall of their junior year

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

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

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

**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.

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

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

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

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.

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)

Visit www.windsor-csd.org/SATSchoolDay.aspx for more information!
Career Pathways gives all students clear and attainable goals to help make choices and achieve academic success. All youth are career-bound, all may eventually enroll in college or post-secondary education/training. Helping students think about where they are going at an earlier stage in their education gives them the opportunity to make appropriate choices along the way.

<table>
<thead>
<tr>
<th>Career Development/Activities</th>
<th>Exit Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Grade</strong></td>
<td></td>
</tr>
<tr>
<td>Set up Guidance Direct username and password</td>
<td>Knowledge of Guidance Direct and the ability to do future research. Awareness of various occupations and the skills involved, salaries, job outlook.....</td>
</tr>
<tr>
<td>Complete Interest profiler</td>
<td>Awareness of graduation requirements, importance of high school transcript, courses including AP, Honors, College level.</td>
</tr>
<tr>
<td>Research of occupations and Technical school/colleges</td>
<td>Learn how to navigate Guidance Direct.</td>
</tr>
<tr>
<td>Scheduling night for parents/guardians/students</td>
<td>Greater awareness of career opportunities and the pathways to achieve careers in the STEAM field.</td>
</tr>
<tr>
<td>Scheduling students in classes for the next school year</td>
<td>Presentations and tour of Engineering Department/Majors</td>
</tr>
<tr>
<td>STEAM event at Binghamton University</td>
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<tr>
<td>SUNY Broome Field Trip</td>
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<tr>
<td><strong>10th Grade</strong></td>
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</tr>
<tr>
<td>Career search and technical school/college search utilizing Guidance Direct and College-board BOCES recruitment</td>
<td>Develop in-depth knowledge of career and post-secondary planning.</td>
</tr>
<tr>
<td>BOCES Field Trip</td>
<td>Awareness of BOCES CTE programs.</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Understanding of course selection and academic planning process.</td>
</tr>
<tr>
<td>Scheduling event for parent/guardian</td>
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<tr>
<td>Youth apprenticeship recruitment</td>
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</tr>
<tr>
<td><strong>11th Grade</strong></td>
<td></td>
</tr>
<tr>
<td>Individual scheduling sessions with every Junior Parent/student scheduling/college planning conferences</td>
<td>In-depth knowledge of academic and career planning.</td>
</tr>
<tr>
<td>PSAT Presentation/Administration</td>
<td>Information for parents regarding college and career planning</td>
</tr>
<tr>
<td>SAT/ACT Information and School Day SAT</td>
<td>Understanding of college admissions</td>
</tr>
<tr>
<td>College Information/Scheduling Night</td>
<td>Knowledge of college admissions process</td>
</tr>
<tr>
<td>Construction Careers Day</td>
<td>Awareness of career internships/field trip experiences</td>
</tr>
<tr>
<td>College Day Field Trip</td>
<td>Knowledge of armed services recruitment process</td>
</tr>
<tr>
<td>College Representatives visits</td>
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<tr>
<td>New Visions Recruitment</td>
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<tr>
<td>Visions Federal Credit Union Internship Recruitment</td>
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<tr>
<td>Armed Services Recruitment</td>
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<tr>
<td><strong>12th Grade</strong></td>
<td></td>
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<tr>
<td>Navigating College Website presentation</td>
<td>Learn how to apply to college</td>
</tr>
<tr>
<td>Counselor assist w/college &amp; Scholarship apps</td>
<td>Learn how to navigate college websites</td>
</tr>
<tr>
<td>Scholarship newsletter and information</td>
<td>Awareness of college majors options</td>
</tr>
<tr>
<td>Collaborate w/Upward Bound</td>
<td>Awareness of college financial aid process</td>
</tr>
<tr>
<td>Collaborate w/Liberty Partnership</td>
<td>Assistance with applying to financial aid for college</td>
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<tr>
<td>Colleges and Armed Forces Visits at high school Financial Aid Info Program</td>
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<tr>
<td>Talent Search - assistance w/FAFSA</td>
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<tr>
<td>Access VR-special ed. And meetings</td>
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<tr>
<td>SUNY Broome Advisory Committee-NEW</td>
<td></td>
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<tr>
<td>SUNY Broome-Instant Admit Day-NEW</td>
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</tbody>
</table>
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
This program is primarily intended for the non-college bound student. There are some vocational studies, however, which the successful BOCES student can continue to pursue at some two-year colleges. Most of these, however, are less than 2 years in length, and the student earns a certificate or a diploma rather than a degree upon successful completion.

*Foundations in Personal Finance & Technology is a required course for graduation*
# ADVANCED COURSE OFFERINGS APPLICATION

**WINDSOR CENTRAL HIGH SCHOOL ADVANCED COURSE OFFERINGS APPLICATION**

(AP, BCC/SUNY BROOME, HONORS, UHS ALBANY, PLTW)

<table>
<thead>
<tr>
<th>Student Name: _</th>
<th>Grade: _____</th>
<th>Counselor:________</th>
</tr>
</thead>
</table>

## COURSES:

Please circle the courses that you wish to apply for:

<table>
<thead>
<tr>
<th>AP World</th>
<th>AP Literature &amp; Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP US History</td>
<td>AP Art Portfolio</td>
</tr>
<tr>
<td>SUNY Broome Economics</td>
<td>AP Studio Art</td>
</tr>
<tr>
<td>SUNY Broome Public Policy</td>
<td>AP Biology</td>
</tr>
<tr>
<td>UHS Albany Statistics</td>
<td>AP Physics</td>
</tr>
<tr>
<td>UHS Albany Calculus</td>
<td>SUNY Broome Intro to</td>
</tr>
<tr>
<td>UHS Albany ELA 12</td>
<td>Teaching &amp; Ed</td>
</tr>
<tr>
<td>ELA 10 Honors</td>
<td>SUNY Broome Chemistry</td>
</tr>
<tr>
<td>AP English Lang &amp; Comp</td>
<td>SUNY Broome French</td>
</tr>
</tbody>
</table>

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

## SPECIAL PRE-QUALIFICATIONS:

**Social Studies:** Students should have an 85% on mid-term exams, Regents Exams and final averages.

**ELA:** Students should have an 85% on the Regents Exam and/or final averages.

**Science:** Students should have at least an 80% on a science Regents Exam.

**SUNY Broome French or Spanish:**

- 11th graders = 90% overall average in levels 1, 2, and 3 classes.
- 12th graders = 85% overall average in levels 1, 2, and 3 classes.

**SUNY Broome EDU 111** - open to seniors only

**UHS Calculus:** Students must have successfully completed Pre-Calculus.

**UHS Elementary Statistics:** Students must have successfully completed Algebra 2 and/or Pre-Calculus

**AP Art:** 12th Graders – must have completed studio art and an additional concentration before consideration.

**PARENT:**

Understand that my student must return this form to the guidance office on or before the above date so that department teachers can discuss enrollment.

Reasons to take college level courses in high school

- Great opportunity to challenge yourself, showing you are serious about your future by becoming college and/or career ready
- No cost to SUNY Broome and AP classes
- By successfully completing these classes, you may save thousands of dollars in tuition
- These types of 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 and 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.

**DEADLINE: FRIDAY, APRIL 26, 2019**
## CURRICULUM SELECTION SHEET

<table>
<thead>
<tr>
<th>GRADE</th>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>WORLD LANGUAGES</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>ENGLISH 9</td>
<td>GLOBAL 9</td>
<td>FRENCH I</td>
<td>ALGEBRA PART I</td>
<td>AP BIOLOGY</td>
<td>IED</td>
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<td>SPANISH I</td>
<td>ALGEBRA 1</td>
<td>EARTH SCIENCE</td>
<td>CHORUS</td>
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<td>GEOMETRY</td>
<td>LIVING ENV.</td>
<td>BAND</td>
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<td>STUDIO ART</td>
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**NEW VISIONS**

**BOCES ½ DAY-CTE PROGRAMS**

**REQUIRED**

**REQUIRED AND ENHANCED**

**ELECTIVE**
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<td>HERO II</td>
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<td>Cosmetology II</td>
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<td>CAD I &amp; 3D Animation</td>
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<td>CAD II &amp; 3D Animation</td>
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<td>Welding I</td>
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<td>Welding II</td>
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<td>Health Science I (Home Health Aide)</td>
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<td>Health Science II (Nurse Asst)</td>
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<td>Culinary Arts I</td>
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<td>Culinary Arts II</td>
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<td>Hospitality II</td>
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<td>Retail Warehousing Skills II</td>
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<td>Plant Science I</td>
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<td>Advanced Manufacturing I</td>
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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.

**Titles and Times:**

“0” Mod from 7:35 – 7:50

Advisory: Tuesdays following Mod 3, Thursdays following Mod 7

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

Guided Studyhall: 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 eSchool. 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.
ART

...0850 STUDIO ART (Basic Art), 1 yr., 1 cr.
Students work on projects using a variety of materials to learn the fundamentals of art. The course includes two-dimensional projects in drawing, painting, printmaking design and three-dimensional projects such as ceramics, sculpture, etc. This is the foundation course in Art. Students who complete a year of Studio Art are then eligible to take any of the ½ year art electives that are offered. In addition, students will explore art history movements and the impact art has on culture; past and present societies.

...0871 DRAWING, ½ yr., ½ cr.
This course will explore a variety of drawing media and styles, with the particular aims of developing basic drawing skills and a more keen awareness of our surroundings. We will attempt to provide experiences where students can develop these skills in an individual manner. This might include pastel pencil, charcoal, pastel pen and ink. We will work toward a thorough understanding of the elements of art and principles of design.
* Drawing needs to be taken prior to painting and or printmaking.

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

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

...0862 SCULPTURE, ½ yr., ½ cr.
Students will work in many areas of sculpture, modeling, construction and carving. Variety of materials: such as clay, wood, metal, plaster, glass, fibers, Paris craft, papier-mâché, and found objects/material will be used to create three dimensional forms.

...0877 PAINTING, ½ yr., ½ cr.
This course will explore a variety of paintings media and techniques with aims of developing stronger painting skills. Students will develop an understanding of the elements of art and principles of design in relation to painting.
Pre-Requisite - Drawing

...0861 CERAMICS ½ yr., ½ cr.
This course will consist of projects in hand building pottery and projects in ceramics sculpture. Students will learn various ways to shape, glaze and fire pottery, and practice on the potter’s wheel. Any molded pieces will be done in student-constructed molds.

...0876 PRINTMAKING ½ yrs., ½ cr., The students will be using their own drawings and designs to create different types of prints. There will be relief printmaking using linoleum, plexiglass, wood and scrap materials, as well as fabrics. Projects will be done in stenciling, silk-screening, dry prints monoprints and batiks.
0875 ANIMATION, ½ yr., ½ cr.
This course will focus on a variety of forms of animation including cut paper animation, hand drawn animation, claymation and computer animation. Students will develop their own story to be animated. Students will use art supplies to create their characters, backgrounds and any additional items needed for their animated story. Students will also use computer based programs to bring their animation to life!

0853 AP Studio Art Prep ½ yr., ½ cr.
This course is open to juniors who intend to take the AP Studio Art Course their senior year for college credit. This course will prepare the students to build their art portfolio and project quantity as well as assist them in deciding their art concentration.
Pre-Requisite – Studio Art

0852 AP STUDIO ART, 1yr., 1 cr.
The AP Art Course is a studio based visual arts class emphasizing 2 D design. This course is for seniors only who plan on attending a college majoring or minoring in Art. Students must show a high level of motivation and independence in order to be successful. The AP Studio Art course requires the student to concentrate on 3 different areas of their portfolio; quality of work, concentration, and breadth (techniques). A submission of a portfolio is required by the end of May to College Board to receive college credit. A minimum of 19 pieces of 2D artwork is required for your AP Portfolio submission.
Pre-Requisites - Studio Art and sequence of any one of the following: Drawing, Painting, Photography, and AP Studio Art Prep

0876 MIXED MEDIA, ½ yr., ½ cr.
Mixed Media is a beginner level art course designed to offer the student a wide variety of mixed media art experiences. Mediums such as printmaking, sculpture, ceramics, stained glass, mosaics, and found object design will be explored in this course. Students who enjoy creating expressive art work in a variety of art media should enroll in this course. Grade Level: 10th–12th.

0881 Advanced Drawing - 1/2 yr., 1/2 cr.
0882 Advanced Painting - 1/2 yr., 1/2 cr.
0864 Advanced Sculpture - 1/2 yr., 1/2 cr.
*STUDIO ART

INTERMEDIATE

- SCULPTURE
- MIXED MEDIA
- DRAWING
- PAINTING
- DIGITAL PHOTOGRAPHY I
- CERAMICS
- PRINT-MAKING

ADVANCED

- ADV. SCULPTURE
- DRAWING II
- PAINTING II
- DIGITAL PHOTOGRAPHY II
- AP STUDIO ART

**AP STUDIO ART

* IED is equivalent to the Studio Art Pre-Requisite for advanced courses.

** Prior to AP Studio Art students must take Studio Art (or the IED equivalent) plus at least one additional year of an intermediate and advanced art course.
0625 MARKETING ½ yr., ½ cr.
Marketing course focuses on the foundations and principals of marketing. Marketing is designed for upper level students who want to participate in a variety of activities that range from t-shirt design, school store marketing, desktop publishing and authentic visual merchandising of apparel. Computer Software Skills: MS OFFICE and Adobe CS5

0626 DIGITAL VIDEO PRODUCTION ½ yr., ½ cr.
Students will learn the basics of Adobe Premiere by capturing video, using basic editing tools, importing sound, and creating a usable CD. Students will research, write, edit produce and air a news broadcast on a regular basis throughout the semester.

0625 MARKETING ½ yr., ½ cr.
Marketing course focuses on the foundations and principals of marketing. Marketing is designed for upper level students who want to participate in a variety of activities that range from t-shirt design, school store marketing, desktop publishing and authentic visual merchandising of apparel. Computer Software Skills: MS OFFICE and Adobe CS5

0652 BCC MSOFFICE ½ yr., ½ cr.
Integrated Microsoft Office will acquaint students with operating systems, word processing, database management, spreadsheet applications, and presentation graphics. Students will prepare business documents by embedding and linking files. Successful completion of this class will lead to three B.C.C. credits. This class is part of the Broome Community College Early Admissions Off-Campus Program. (Pre-requisite – Keyboarding Skills)

0662 BUSINESS ENTREPRENEURSHIP ½ yr., ½ cr.
Business entrepreneurship is an upper level course designed for students interested in learning all aspects of business ownership. Students enrolled in this course will use the Blue Stone Café as an authentic learning lab. Students will complete an application process prior to being enrolled in the course.

Students must register for 1 mod of authentic work experience at the Blue Stone Café and 1 mod of Business Entrepreneurship. Computer Software Skills: MS OFFICE and Adobe CS5

0642 ACCOUNTING ½ yr., ½ cr.
This course is for students with a variety of career objectives: Accounting knowledge and skills needed for beginning accounting careers. Accounting knowledge and skills needed for careers in related business fields and also for personal use. Accounting knowledge and skills to serve as a foundation on which to continue the study of accounting at the college level.

0306 BUSINESS MATH 1 yr., 1 cr.
A full year math course designed for students going into the trades. Students will spend time on basic accounting, mathematical functions, estimates, fractions, percentages, large purchases, loans, budgeting, balancing a checkbook, and many other trade based topics. Students will be asked to work with partners or in small groups in a project based learning atmosphere. Students will also be asked to present their findings in various formats. This course counts for one of the 3 units required for math.
0363 Foundations in Personal Finance & Technology ½ yr., ½ cr.
Using a Financial Planning Program, students will complete the program’s 7 Units and learn how to plan and manage their money by:
- 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 Office 2007 applications (WORD, EXCEL, PowerPoint, and ACCESS), as well as using Windows. Management and Audacity, a sound editing program.

* Seniors who successfully complete this course will also satisfy their senior competency requirement.
...0770 INTRO TO CODING, 1 yr., 1 cr.
Computer Science Principals introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.
...0121 ENGLISH 9, 1 yr., 1 cr.
In English 9 students read a variety of classical and contemporary works (novels, short stories, poems, and plays) and write essays based on the Common Core English Language Arts Standards. In addition, students engage in a short Career Pathways unit in which they research and explore a variety of careers, and write a variety of assignments, ranging from creative to expository. Vocabulary and grammar commensurate with the 9th grade are also covered.

...0131 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 based on the Common Core English Language Arts Standards. In addition, they engage in another one week Career Pathways unit that takes up where the 9th grade unit left off and also write a three-page research paper according to MLA guidelines. Vocabulary and grammar commensurate with the 10th grade are also covered.

...0132 ENGLISH 10, HONORS 1 yr., 1 cr.
English 10 Honors students will read and analyze both fiction and non-fiction that will ultimately groom them toward the AP English 11 class. Independent reading, as well as that done in class, will allow students to express in writing their explorations of the short stories, poems, articles, novels, and plays. Students’ writing assignments will be based on the NYS ELA Regents Standards as well as Common Core national standards leading to college preparation. The students in ELA 10 Honors will take the NYS ELA Regents as their final exam, and their Regents score (above 85,) along with their class average (above 85,) will help determine individual eligibility for the ELA 11 AP class the following year.
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ENGLISH

...0141 ENGLISH 11 REGENTS, 1 yr.
1 cr. English 11 is comprised of texts based on the Common Core English Language Arts Standards. As students read a variety of literature they will be asked to think critically about each work, share ideas in small and large group discussion, and write analytical and coherent essays, usually Regents related, on thought provoking topics. Vocabulary and grammar is taught the context of reading as well as writing. The final evaluation is the Common Core English Regents examination consisting of multiple choice questions and essays. Required to graduate.

...0158 AP ENGLISH LITERATURE AND COMPOSITION, 1 yr., 1 cr.
The AP English Literature and Composition course is designed to help you engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, the student can deepen his/her understanding of the ways writers use language to provide both meaning and pleasure for their readers. In the course, students will learn to consider a work’s structure, style, and themes, as well as smaller scale elements as the use of figurative language, imagery, symbolism, and tone. The use of timed writing responses and summer reading work is required for this class.

.... 0154 COLLEGE ENGLISH, 1 yr., 1 cr.
The University in the High School Program, offered through SUNY Albany, provides students with the academic challenges of college-level curricula during their final year of high school. Students who earn an 85 or higher on the English Regents exam and maintain at least a B English average are encouraged to apply. Applications are handed out in February and are due by the end of the month. College English is designed for motivated, hard-working, college-bound students.

College English is split into two semesters. Albany ENG 110z Writing and Critical Inquiry in the Humanities (3 college credits) is taught in the first two quarters (fall semester) and Albany ENG 121 Reading Literature is taught in the last two quarters (spring semester).

These courses are offered through SUNY Albany’s University in the High School Program. Students desiring to gain the SUNY Albany credits must pay a SUNY Albany tuition fee of $150 for each course. Students who are eligible for free or reduced price school lunch are charged the reduced fee of $75. Students then must earn a passing grade to earn the college credits.
Students may elect to take one or both of these classes tuition free and not earn the SUNY Albany credits. The payment is made online and each is due a month into the start of the course. SUNY Albany credits are transferrable to all SUNY Schools and many others. Students are advised to call the registrar office of their planned college to check that the credits will transfer before paying for the course.

Albany ENG 110z Writing and Critical Inquiry in the Humanities (fall semester) Students learn and practice a variety of methods to analyze various media, developing their analytical skills. The class independently reads and annotates a wide range of texts for class discussions concluding in two to four page analytical writing assignments. The class concludes with one five to seven page thesis paper.

Students work one-on-one with the instructor in writing workshop appointments, and through effort and revision, become better writers who can self-edit their work.

Albany ENG 121 Reading Literature (spring semester) Students read and study a variety of genres, themes, historical periods, and national literatures learning to read critically for the subtleties and nuances of language, meaning, and structure within each work. Students are required to complete reading assignments outside of class, complete reading quizzes, participate in discussions on the literature and write three to five page literary analysis papers.

…0151 ENGLISH 12, 1 yr., 1 cr. The focus of English 12 is “21st Century Skill Building.” Students will acquire the skills and knowledge needed to succeed in future education, work, life, and citizenship. The curriculum and instruction has been aligned to produce 21st century outcomes for today’s learners. Students will be developing and strengthening the skills needed to read and write in an academic and social context. Students will be writing argumentative responses, literary analysis, and MLA/APA research documents throughout the course of the year.

Life and Career Skills include:
- Resumes
- Cover Letter and Business Letter Writing
- College and Career Applications
- Interview Skills
- Public Speaking
- Information, Media and Technology Accessibility
- 21st Century Interdisciplinary Themes
- 4 C’s for Careers: Creativity, Critical Thinking, Communication, and Collaboration
The AP English Language and Composition course is designed to guide students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students will do in this course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations. This course will direct students’ attention to writer/reader interactions in their reading and writing of various formal and informal genres. Reading and writing activities in the course also deepen students’ knowledge and control of formal conventions of written language. The aim of this course is to help students develop the ability to read critically and evaluate sources to that they can write from and in response to those sources. Students should learn to interrogate a text, not only to discern what it is saying but also to understand how and why it proposes what it does.

Motion pictures are one of the most popular mediums for storytelling. Film making has evolved into a complex art form that is enjoyed and respected by many. Students will study films that have become archetypes of cinema, as well as some hidden gems that are passed by too often by the masses. Students will also study the characteristics of film genres, research important people in the industry, learn what critics and film scholars have to say, and analyze the themes, plots, characters, and other various aspects of these films.

This half year course explores the various aspects of writing fiction. Students will follow a pattern of isolating one particular literary device of technique, seeing it in an established piece, sharing another example of that device or technique from an established piece that they find through research, then focusing on that particular feature in their own writing of a given assignment. Students will be able to share their ideas with fellow authors/classmates during the creative process in the Workshop. Students will also be required to present their ideas to an audience during the Showcase portions.
ENGLISH

9th Grade
ENGLISH

10th Grade
ENGLISH
English 10 Honors
(Regents Exam)

AP ENGLISH
Literature and Composition

AP ENGLISH
Language and Composition

11th Grade
ENGLISH 11
(Regents Exam)

12th Grade
College English 12

12th Grade
English

Electives:
Great American Films
Creative Writing
Independent Study
HEALTH

...0912 HEALTH, ½ yr., ½ cr.
Health Education is concerned primarily with the behaviors, attitudes and values which contribute directly to the aspect of health as well as healthful living. The attitudinal approach allows the student to respond when the topics are geared to their needs when there is an opportunity to become physically, mentally and emotionally involved. The Health course provides the student with the opportunity, perhaps the only systematic opportunity, to reflect upon self, development, personal needs and capacities. Therefore, the learning opportunities provided in the Basic Health Course, it is hoped, will provide a fundamental framework for health action in the future. Health education today is concerned with action directly contributing to wellness. The purpose, in addition to knowledge and attitude change, is to persuade students to live in ways which will promote optimum health and wellness potential.

...0914 PSYCHOLOGY, ½yr., ½ cr. Seniors
This is an introduction to the study of psychology, the mind and the behavioral characteristics which develop with an individual. The healthy mind and positive characteristics of a healthy development will be studied as well as the abnormal.

EDUCATION

...0795 INTRODUCTION TO TEACHING AND EDUCATION, 1yr., six college credits awarded by SUNY BCC, seniors
This introductory course is a yearlong high school course with dual enrollment with SUNY Broome Community College. Students will earn one high school credit upon successful completion of the course and six college credits at SUNY Broome CC.

(Fall Semester) Students will register for EDU 111 WN1: The Foundations of Education for the first half of the school year through SUNY Broome CC, earning three college credit hours. In this college-level course, students will become familiar with American education through large themes such as American history, culture, diversity, societal values, economics and politics; engage in critical examination of the teacher’s role in educational ideals, goals and practices; become aware of the philosophies and issues in teaching and learning within the institutional context of schools; acquire a heightened awareness regarding the critical value of positive home, school and community collaboration in an effort to maximize educational experiences for students. Students will observe 30 hours in classrooms, complete ten hours community service, and visit the SUNY Broome campus.

(Spring Semester) Students will register for ECE 255: Special Topics: Professions in Education for the second half of the school year through SUNY Broome CC earning three college credit hours. In this college-level course, students will be introduced to careers in the educational field from pre-K to post-secondary education through speakers and project-based learning. Students will engage in critical examination of leadership attributes in professions in education; become aware of philosophies and current issues in educational careers; address the role food insecurity plays in the educational setting and community; and will write a professional resume, cover letter, interview, and apply for positions in education.
...0521 FRENCH I, 1 yr., 1 cr.
This level is an introduction to the acquisition of French proficiency. The concentration is on basic listening and speaking skills, with some reading and writing. Students begin to learn to function in the language through constant classroom exposure to the language. The culture of French speaking countries is incorporated into the different situational settings.

...0531 FRENCH II, 1 yr., 1 cr.
This level is a continuation of Level I, but with a strong emphasis on listening and reading for information, and on developing the ability to ask for and give information in French. Students will be exposed to more complex grammar and vocabulary in context. Emphasis will be on situations which might actually occur in real life in another country: socializing, persuading, etc. (Prerequisite - successfully completing Level I)

...0541 FRENCH III, 1 yr., 1 cr.
This level is a continuation of Level II with continued emphasis on gaining information from listening and reading, and on developing speaking skills for real life situations. Vocabulary and grammar concepts are practiced in writing exercises that also simulate real life situations: letters to pen pals, letters of persuasion, thank you notes, etc. All four skills will incorporate material presented last year and will expand and add more complexity. All students will take a state regents equivalent examination at the end of the year. (Prerequisite – successfully completing Level II)

...0551 FRENCH IV, 1 yr., 1 cr.
This level also provides a continuation of previous levels. Emphasis is on developing conversational and writing skills by expressing one’s thoughts using films, short stories and current events as points of departure. (Prerequisite – successfully completing Level III)
WORLD LANGUAGES

...0554 BCC FRENCH 1 yr., 6 college credits awarded by SUNY BCC
This class is part of the SUNY Broome Community College Early Admissions Off-Campus Program.
Seniors wishing to enroll in this course must have an overall average of 85% in levels I, II, and III, and juniors must have an overall average of 90% in levels I, II, and III. 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 and research for this class.

...0543 CONVERSATIONAL FRENCH, ½ yr., ½ cr.
Students will increase their proficiency in conversational French using authentic culture through film, music, art, food, and current events. Students will be expected to participate actively in daily French conversations and make quarterly presentations in the target language. (Prerequisite-successfully completing French III)

...0522 SPANISH I, 1 yr., 1 cr.
This level is an introduction to the acquisition of Spanish proficiency. The concentration is on basic listening and speaking skills, with some reading and writing. Students begin to learn to function in the language through constant classroom exposure to the language. The culture of Spanish speaking countries is incorporated into the different situational settings.

...0532 SPANISH II, 1 yr., 1 cr.
This level is a continuation of Level I, but with a strong emphasis on listening and reading for information, and on developing the ability to ask for and give information in Spanish. Students will be exposed to more complex grammar and vocabulary in context. Emphasis will be on situations which might actually occur in real life in another country: socializing, persuading, etc. (Prerequisite-successfully completing Level I)
...0542 SPANISH III, 1 yr., 1 cr.
This level is a continuation of Level II with continued emphasis on gaining information from listening and reading, and on developing speaking skills for real life situations. Vocabulary and grammar concepts are practiced in writing exercises that also simulate real life situations: letters to pen pals, letters of persuasion, thank you notes, etc. All students will take a state regents equivalent examination at the end of the year. (Prerequisite-successfully completing Level II)

...0552 SPANISH IV, 1 yr., 1 cr.
This level also provides a continuation of previous levels. Emphasis is on developing conversational and writing skills by expressing one’s thoughts using films, short stories, and current events as points of departure. (Prerequisite-successfully completing Level III)

...0555 BCC SPANISH 1 yr., 6 college credits awarded by SUNY BCC
This class is part of the SUNY Broome Community College Early Admissions Off-Campus Program. Seniors wishing to enroll in this course must have an overall average of 85% in levels I, II, and III, and juniors must have an overall average of 90% in levels I, II, and III. 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 and research for this class.

...0544 CONVERSATIONAL SPANISH, ½ yr., ½ cr.
Students will increase their proficiency in conversational Spanish using authentic culture through film, music, art, food, and current events. Students will be expected to participate actively in daily Spanish conversations, and to make quarterly presentations in the target language. (Prerequisite-successfully completing Spanish III)
WORLD LANGUAGES

9th Grade
- Spanish I
- French I

10th Grade
- Spanish II
- French II

11th Grade
- Spanish III (Regents Equivalency Exam)
- French III (Regents Equivalency Exam)

12th Grade
- BCC Spanish
- Spanish IV
- BCC French
- French IV
- Elective: Conversational Spanish
- Elective: Conversational French
...0312 ALGEBRA 1 – 9th Grade, 1 yr., 1 cr. - A one year course that leads to a regents exam in June. Topics include Real Numbers, Polynomials, Linear Equations and Inequalities, graphing, Systems of Equations, Factoring, Linear and Non-Linear Functions, Statistics and Regression, Quadratics, and Exponents.

...0315 ALGEBRA 1 – Part I, 9th Grade 1 yr., 1 cr. This course is the first year of a two year course leading to a regents exam in June of the second year (Algebra 1-Part 2). Topics include Real Numbers, Polynomials, Linear Equations and Inequalities, Graphing, Factoring, and an introduction to the graphing calculator.

...0316 ALGEBRA 1 – Part 2, 1 yr., 1 cr. This course is the second year of a two year course leading to a regents exam in June. Topics include Linear and Non-Linear Functions, Equations, Statistics and Regression, systems of equations/inequalities, exponents, roots and irrational numbers. (Pre-requisite - successful completion of Algebra 1-Part I)

...0317 GEOMETRY 1yr., 1 cr. A one year course that leads to a regents exam in June. Topics include Formal and Informal Proofs, Geometric Relationships, Three-dimensional objects, Coordinate Geometry, Polygons, Similarity, and Trigonometry Transformational Geometry, and Circles. (Pre-requisite - successful completion of Algebra 1)

...0308 ALGEBRA 2, 1 yr., 1 cr. A one year course that leads to a regents exam in June. Topics include operations with radicals, powers of i, quadratic equations and inequalities, systems of equation, functions, circles, exponents, logarithms, trigonometry, functions, Trig graphs, probability, sequences, and statistics. (Pre-requisite - Successful completion of Geometry)
0353 PRE-CALCULUS 1 yr., 1 cr., Juniors and Seniors
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.
(Pre-requisite - successful completion of Algebra 2)

0355 CALCULUS, 1 yr., 1 cr. seniors
This course is a University in the High School Program course through Albany University. It parallels the AMAT 112 Calculus 1 course at Albany. 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.
(Pre-requisite - Successful completion of Pre-Calculus)

0307 INTERMEDIATE ALGEBRA 2 1 yr., 1 cr.
This course is the non-regents version of Algebra 2. It includes many of the same topics including Quadratics, Functions, Radicals, Probability, Complex Numbers, Exponents and Logs.
...0356 FOUNDATIONS FOR COLLEGE MATH 1 yr., 1 cr.
This course is designed for high school seniors to ensure that students have the skills necessary to be successful in a college level math course at SUNY Broome. Topics Include: math modeling using linear, quadratic, exponential and trigonometric functions; number sense without a calculator; data analysis working with polynomial and rational expressions and equations; applications of right triangle trigonometry; exploring compound interest. The course also includes the following student success skills: note taking strategies, time management, successful student behaviors, and career exploration. This course was developed in collaboration with SUNY Broome. Successful completion of this course with a final average of 70% or above ensures that students can register for a credit bearing math course at SUNY Broome.

...0306 BUSINESS MATH 1 yr., 1 cr.
A full year math course designed for students going into the trades. Students will spend time on basic accounting, mathematical functions, estimates, fractions, percentages, large purchases, loans, budgeting, balancing a checkbook, and many other trade based topics. Students will be asked to work with partners or in small groups in a project based learning atmosphere. Students will also be asked to present their findings in various formats. This course counts for one of the 3 units required for math.

...0366 ELEMENTARY STATISTICS 1 yr., 1 cr., Juniors/Seniors
This course covers material as outlined in the UHS at Albany AMAT 108 Elementary Statistics course. 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. The following topics will be covered in this course: Collecting, Analyzing and Describing Data, Summarizing Bivariate Data, Probability, Distributions, Sampling, Estimation, Comparing Two Populations, Categorical Data, Linear Regression, Correlation, Multiple Regression, and Variance.
ACCELERATED

8th Grade Algebra I Regents

9th Grade Geometry Regents

10th Grade Algebra 2 Regents

11th Grade Pre-Calculus

12th Grade Calculus

ADVANCED

9th Grade Algebra I Regents

10th Grade Geometry Regents

Intermediate Algebra 2

11th Grade Algebra 2 Regents

12th Elementary Statistics

12th Grade Pre-Calculus

**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.**
**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.**
BCC FUNDAMENTALS OF MUSIC, 1 yr., 1 cr.
This course is for those students having little or no prior knowledge of music theory but desiring to learn and explore the basic tools of music: clefs, note names, scales, modes, intervals, triads, key signatures, form and familiarity with the piano keyboard.
*3 college credits and fulfills Humanities general education requirement
*This course will be offered on an every-other-year basis with AP Music Theory
*This course serves as a prerequisite for AP Music Theory

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

...0962 SENIOR CHORUS, 1yr., 1 cr., Open to all student possessing a strong desire to sing in a large performing ensemble. The class meets daily. 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.

...0956 GUITAR AND KEYBOARD FOR BEGINNERS, ½ yr., ½ cr., This course is designed for the student who would like to learn beginning guitar and beginning keyboard. The student will be introduced to basic note reading and chord reading. Each student will explore the basic playing techniques for guitar and keyboard. Each student will have the opportunity to play each instrument for 10 weeks.

MODERN BAND, ½ yr., ½ 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. Prerequisite; One year (1 credit) of any high school music experience. This course works well for students who have taken guitar, piano, bass, or drums and wish to continue building their skills. A waiver of the prerequisite may be granted for students that have studied privately outside of school through a performance audition.
...0959 BASS GUITAR & DRUMS ½ cr., ½ yr.
This course is designed for the student who would like to learn bass guitar and drum set. The student will learn the basic technique on both instruments and learn to play along with their favorite songs. Each student will have the opportunity to play each instrument for 10 weeks.
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
IT Specialist

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

Engineering/Technologies
Auto Body Repair
Auto Body Careers
Auto Technology
General Automotive Services
Engine Mechanics
Heavy Equipment Repair/Operation
Carpentry
Masonry
Electricity
Computer Aided Design and 3D Animation
Welding
Building Trades/Plumbing
Advanced Manufacturing

OCCUPATIONAL EDUCATION at BT BOCES

OCCUPATIONAL EDUCATION at WCHS

TRADES III
This course is a continuation of skills and principles learned from middle school Trades I and II. Students will engage in advanced application of carpentry, masonry, electrical, and plumbing skills in preparation for application to a trade union and related entry exams upon graduation or further study at the college level in a trade related field or engineering. Although not required, students are recommended to also enroll in Algebra, Geometry, PLTW Introduction to Engineering and Design, and Digital Electronics to broaden the experience and develop a diverse academic portfolio appealing to potential employers.
PHYSICAL EDUCATION

...0901 PHYSICAL EDUCATION 9/10, 1yr., ½ cr., freshman/sophomores
...0902 PHYSICAL EDUCATION 11/12, 1yr., ½ cr., juniors/seniors
Philosophy: The Physical Education staff will deliver an engaging, fun and varied curriculum. Students shall be exposed to appropriate age level instruction, activity strategies, and fitness components that accommodate a variety of units based in team and individual sports. Students should graduate and be able to seek and participate in lifelong leisure or sport activities, a lifestyle that includes fitness, and the ability to recognize and maintain a healthy lifestyle.

Expectations:
- Students will be properly prepared for class in accordance with the Windsor Student Code of Conduct; students should have access to safe and appropriate PE attire and the ability to secure belongings (Use of a lock/locker)
- Students are expected to maximize their ability through individual improvement of skills, not innate athletic ability
- Students are expected to keep the Anti-Bullying Policy of WCS in the forefront of their mind when in Physical Education (Cooperation with Peers and Adults, Physical Safety in Activities and Sportsmanship)
- NYS Common Core Assessments and Development in ELA and Math are an integral parts of the Physical Education Curriculum

...0915 SOLUTIONS IN FITNESS & WELLNESS, 1yr., ½ cr., seniors
Students participate in an individualized fitness program. Each student will be tested for fitness levels in composition. Results of the profile will help determine a workout routine for classroom activity. Discussions about making healthy lifestyle choices. PED 119 has one more hour of activity than PED 118, and more emphasis on an improvement grade built in for motivational purposes.
PHYSICAL EDUCATION

GRADING:
Quarterly Grades:

1. Unit Grades – 80% Teachers assess this with a daily 5 Point Rubric:
   5: Fully prepared (sneakers and PE attire), completes bell-ringer, fully engaged
   4: Fully prepared, doesn't complete bell-ringer, fully engaged
   3: Unprepared, completes bell-ringer, fully engaged
   2: Unprepared, completes bell-ringer, not fully engaged
   1: Unprepared, doesn't complete bell-ringer, non-participatory

***This rubric represents typical daily fitness assessments: students will complete fitness assessments and be graded on local standards when applicable.

2. Quarterly fitness assessment – 10% (when applicable)

3. Quarterly written assessment – 10% (ELA/Math common core inclusive)

Overall PE Grade: Each student's overall grade for the course is determined by the average of all 4 Quarter Grades and final exam. The Physical Education final examination and each quarter's grade are worth 20% of the overall grade.

Attendance: Skips and unexcused absences count as 0's for that particular day. Excused absences will be calculated based on the average daily rubric grade for that particular unit (classes that were attended)

Units/Activities:

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

Fitness Concepts: This unit will teach and reinforce the 5 components of fitness. Students will learn the fitness components, perform activities from each component, understand key anatomy and physiology concepts, and learn to develop strategies to reach their personal fitness goals. This includes full use of the fitness center, weight training, yoga, cardio-fit (wrestling room), fitness station rotation.

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

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

Parent Role: Parents can actively help their child by reinforcing the need for daily attendance and preparation for Physical Education. Helping their child get and maintain a person PE locker greatly helps the student be successful for the entire school year. Parents should actively engage in teacher webpages for activity and informational updates, check e-school on a daily basis for attendance and grading issues, contact PE teacher directly and immediately with concerns, and make sure the student is maintaining a hygienic personal PE locker with secure lock. Students and parents/guardians can be informed on a daily basis of their current grade. All grades
...0422 PHYSICAL SETTING EARTH SCIENCE, 1 yr., 1 cr.
A hands-on study of the earth around us. Topics include rocks & minerals, the dynamic crust (earthquakes & volcanoes), erosion & deposition, geological history, the water cycle, weather & climate, and astronomy. A laboratory course is designed around the students’ own investigations into the processes that shape our earth. Students must meet a lab requirement and take the Regents Exam in Earth Science at the end of the course.

...0432 LIVING ENVIRONMENT, 1 yr., 1 cr.
The Living Environment is a course of study of the natural world and the workings of the human body. It teaches students about whole organisms, their increasing complexity and the adaptations of the earth’s inhabitants. The ranges of topics that are covered are the Nature of Life, Ecology, Cells, Genetics, Evolution and the Human Body. A laboratory period, which meets every other day, parallels the course curriculum. Students must meet a lab requirement and take the Regents Examination in the Living Environment at the end of the course.

...0442 PHYSICAL SETTING CHEMISTRY, 1 yr., 1 cr.
Regents chemistry is a course of study that includes topics such as: Matter and Energy, Atomic Structure, Chemical Bonding, Periodic Table, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction and Organic Chemistry. The class meets each day for the entire school year. A laboratory period which meets every other day is included with the class. The lab exercises parallel the class work. Students are expected to have a good math background. The N.Y. State Regents examination in chemistry is taken by all students enrolled in the course.

...0484 AP BIOLOGY, 1 yr., 1 cr.
For sophomores (with teacher recommendation and 80 or higher on Earth Science Exam), juniors and seniors, Advanced Placement Biology is designed to be the equivalent of a two-semester college introductory Biology course usually taken by Biology majors during their first year. It differs significantly from the usual high school Biology course with respect to the textbook used, the range and depth of topics covered, the kind of lab work done by students, and the time and effort required by students. Students are expected to take the Advanced Placement Examination for Biology during the fourth quarter of the school year. Sophomores will also take the Regents Examination in Living Environment at the end of the course.
SCIENCE

...0455 APPLIED CHEMISTRY I, ½ yr., ½ cr.
Applied Chemistry I is the study of general chemistry and its impact on our daily lives. Topics include; observation and measurement, properties of matter, the gas laws, the periodic table, chemical bonding, naming compounds, chemical reaction and polymer chemistry. Laboratory activities and projects are used to reinforce concepts.

...0456 APPLIED CHEMISTRY II, ½ yr., ½ cr.
Applied Chemistry II is the study of general chemistry and its impact on daily lives. Topics include; Solutions, acid and bases, nuclear chemistry, organic chemistry and food, and electrochemistry. Laboratory activities and projects are used to reinforce concepts. Applied chemistry I is not a prerequisite for applied chemistry II.

...0428 FORENSIC BIOLOGY ½ yr., ½ cr.
Life Science. (Jr./Sr. Elective) Colonel Mustard in the conservatory? Professor Plum in the Study? Mr. Green in the kitchen? Discover and investigate various ways of identifying criminals through laboratory techniques such as fingerprinting, DNA, and hair analysis.

...0402 HUMAN BODY SYSTEMS (PLTW) 1/2 yr., 1/2 cr.
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal mannequin, use data-acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.
...0438 FORCES OF NATURE ½ yr., ½ cr.
Physical Science. Come see volcanoes erupt, earthquakes explode, and hurricanes destroy. Learn about the volatile forces in nature that, overnight, turn quaint communities into rubble and ruins. Gain an understanding of these mighty building forces that mold and reshape the Earth, and unfortunately, tear down what man has put in the way.

...0453 AP PHYSICS I, 1 yr., 1 cr.
For juniors and seniors who have either completed Algebra 2/Trig Regents or are concurrently taking it. AP Physics I is designed to be the equivalent of the first semester of a typical introductory, algebra-based college physics course. The depth of topics covered, and the lab work will be greater than a similar Regents level class. Also students will be expected to complete labs, and other assignments outside of class in order to further their understanding of the topics. Students are expected to take the AP Examination for Physics I during the fourth quarter of the school year, and will have to take the Physics Regents exam towards the end of June.

...0451 PHYSICAL SETTING PHYSICS, 1 yr., 1 cr.
Is a course that studies the physical world through the use of laboratories, lectures and demonstrations? Areas of study include Newtonian Mechanics (velocity, acceleration, Newton’s Law of Motion), Wave Properties, Optics, Static Electricity, Electric Circuits, Magnetism and Nuclear Physics. The Final exam in this course is the Regents Exam.

...0410 SPORTS SCIENCE, ½ yr., ½ cr.
Physical Science. Learn how to use basic physics to better your very own athletic prowess. We will cover all sports that students are interested in learning about. As we go from topic to topic we will run experiments in the lab to figure out how to yield the best possible athletic performance. This hands-on experience will leave you with a solid foundation of physics, and a better understanding of how the pros look at the game.

...0445 COLLEGE CHEMISTRY, 1 yr., 1 cr.
This course is a SUNY Broome Fast Forward course for college credit. The course is a rigorous math-based course, with a strong laboratory component, and it is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of class. This Chemistry course will also cover the topics of the Regents curriculum and culminate in the Regents exam in June. Completing CHM 145 and CHM 146, would enable students to earn 8 college credits in 1 academic year, at no cost to them. CHM 145 and 146 are Gen Ed approved Lab Science courses, thereby fulfilling that Gen Ed category for all non-science majors, and making a nice dent in requirements for science majors.
*All electives are not offered each semester
Students must pass a minimum of 3 credits in Science. At least one credit each from Living and Physical Science courses.
SOCIAL STUDIES

...0221 GLOBAL STUDIES 9, 1 yr., 1 cr.
A study of world history and geography, from early civilizations through the Age of Absolute Monarchs. Major emphasis will be on classical Greece & Rome, growth of religion, the rise of Europe, (Middle Ages, Enlightenment, and Reformation). Special attention will be given to thematic and Document Based essays. Final exam is given by the department. Required to Graduate.

...0231 GLOBAL STUDIES 10 REGENTS, 1 yr., 1 cr.
A continuation from 9th grade in the study of world history. The course will begin with the Age of Enlightenment and end with current world issues. Special attention will be given to thematic and D.B.Q. essays. At the end of this course students will take a state regents examination that combines 9th & 10th grade material. Required to Graduate.

...0245 AP WORLD HISTORY 1 yr., 1 cr.
AP World History is a high school equivalent of an introductory level college course. It introduces students to the cultural, economic, political and social developments that played a fundamental role in shaping the world in which we live. Primary sources, college-level textbooks, outside readings, lecture discussion, and projects will be used to develop an understanding of world history. Analytical thinking and writing skills will be stressed. Students will complete mandatory work during the summer prior to their sophomore year that will include reading and writing assignments. Students will be required to take the AP World History exam in early May and the NS Regents exam in Global History and Geography in June.

...0241 UNITED STATES HISTORY & GOVERNMENT, 1 yr., 1 cr.
A study of American History from pre-colonial times with an emphasis on the constitution, structure and functions of government, and American History from Reconstruction to the present. The students examine our economic, social and political institutions as they evolved over our history. The students will be expected to evaluate the changes and understand the causes and effects of historic events and time periods. The final evaluation is the Regents examination consisting of multiple choice questions and essays. Required to Graduate.
0247 AP U.S. HISTORY, 1 yr., 1 cr.
AP U.S. History is a high school equivalent of an introductory level college course. It introduces students to the social, cultural, political, and economic developments that played a fundamental role in shaping the nation in which we live. Primary sources, college-level textbooks, outside readings, lecture, discussion, and research will be used to develop an understanding of United States history. Analytical thinking and writing skills will be stressed. Students will be required to take the AP U.S. History exam in May.

0262 GENOCIDE ½ yr., ½ cr.
This course studies the factors that lead to the mass killing of humans called genocide. Beginning with the psychology and sociology of the role of bully and victim, this course will go on to examine human history from the Spartans to the present looking at the human experience from the perspective of both the perpetrators and the victims. This course would be considered part psychology, part sociology, and part history. We will identify the role of bystanders and the effect they can have on preventing genocide. The following genocides will be examined in detail: Belgian Congo, Armenian, holocaust, Stalin’s purges, Mao Zedong, Rwanda, and current genocide in Darfur.

0266 AMERICAN POLITICS & GOVERNMENT ½ yr., ½ cr.
In depth study of how each citizen can actively participate in their government. This course focuses on each level of government, key politicians, the constitution, and the importance of voting. Mandatory requirements are government participatory projects to be done outside of school and an issues research paper. Required to graduate.
SOCIAL STUDIES

...0264 ECONOMICS ½ yr., ½ cr.
An introduction to American capitalism. Focuses on the concepts of scarcity, supply and demand, and opportunity costs. Includes in-depth analysis of labor unions, government spending, taxes, unemployment, inflation, and the function of money in an economic system. Required to graduate.

...0266C BCC PUBLIC POLICY ½ yr., ½ cr.
(SOS 111Public Policy) This course can be taken in place of “American Politics and Government”. Contemporary political issues are examined in the context of American democratic institutions, practices, and beliefs. Focus will be on policy issues involving energy/environment, criminal justice, education, health care, and welfare. Students wishing to take this course must go through a selection process. Successful completion of this class will lead to three B.C.C. credits. This class is part of the Broome Community College Fast Forward Off-Campus Program.

... 0265 BCC ECONOMICS, ½ yr., ½ cr. (ECO 110 Micro-Economics)
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.

...0248 CIVIC HISTORY, ½ yr., ½ cr.
Half year. Half credit. This course will be offered to Seniors. Students will explore the history and mission of the Armed Forces, law enforcement in New York State, as well as several different levels of government and services. The primary objective of the course will be for students to develop a sense of connection between civic responsibility and service to the community and the nation.

...0239 MEDIA PRODUCTION, ½ yr., ½ cr.
This would be a ½ year course where the students produce, direct, and edit a news show to be run on the Windsor Facebook, Twitter and the TV’s in the cafeteria. Students would rotate week to week: i.e., news show hosts, lighting and cameras, producing the show [creating the scripts] and finally using the editing software to produce a final project. Perhaps we could even have a few live feeds of sporting events where we have commentators. Skills: Public speaking, writing a script, lighting and camera use, Imovie (or some such program), graphics design. Students studying today can choose to work in publishing, merchandise marketing, signage design, web design, motion graphics design, animation, as well as many other multimedia possibilities.
9th Grade

GLOBAL STUDIES 9

10th Grade

GLOBAL STUDIES 10

AP WORLD HISTORY

11th Grade

US HISTORY
(Regents Exam)

AP US HISTORY
(Regents Exam)

12th Grade

Economics

BCC Economics

Politics in Government

BCC Public Policy

Manufacturing Economics

Electives:

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

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

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

**INDIVIDUALIZED PROGRAMMING**

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

**TRANSITION PLANNING**

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

BCC 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 since 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 very valuable.

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

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

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

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

...0670 AGRICULTURE I: INTRO TO AG BUSINESS AND GREENHOUSE PRODUCTION
40 weeks
Students will engage in project based learning exploring and applying plant science, product development, business and marketing concepts in this introductory course. Course work will split time in the classroom, lab and greenhouse applying a diverse set of skills to prepare students for agricultural entrepreneurial enterprises or simple home sustainability projects.

INTRO TO AG/CASE-INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES (Full Year) – This beginning course in the CASE sequence of courses introduces students to the four pathways that are offered through CASE. The course provides a brief overview of animal science, plant science, natural resources, and agricultural technology and systems. In addition, students will explore FFA, leadership, Supervised Agricultural Experience, science applications, and career and post-secondary opportunities.
Course Rationale – Agriculture encompasses the food, fiber, conservation, and natural resource systems, employing over 20% of the nation’s workforce. An understanding of the careers, leadership, and basic scientific concepts in the agriculture industry provides a sound background to pursue an agricultural career.

VETERINARY SCIENCE (Full Year, Living Env. Pre-req) – Both food and companion animals are studied in this course. Topics include cell and tissue biology, anatomy, physiology, nutrition, disease prevention and diagnosis, and surgical procedures.
Course Rationale – Agriculture encompasses the food, fiber, conservation, and natural resource systems, employing over 20% of the nation’s workforce. This basic veterinary science study provides students with the knowledge and skills needed in both the livestock and pet industries.

ENVIRONMENTAL SCIENCE (SUNY Cobleskill College Credit - Half Year) - This course provides students with a variety of experiences in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use, and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course.
Course Rationale - Agriculture encompasses the food, fiber, conservation, and natural resource systems, employing over 20% of the nation's workforce. Management of our natural resources, wildlife, and ecological systems is an essential component in sustaining our environment.

NATURAL RESOURCES/FORESTRY (SUNY Cobleskill College Credit - Half Year) - Interrelationships among living organisms and their environment. Examines the nature of diversity, niche dimensions, species' roles and habitats, organism adaptations, life histories, population dynamics, symbiotic relationships, biome and landscape ecology, and the impact of human activities, and extractive economies. The following forestry aspects will also be covered: economic and environmental importance, harvesting equipment and methods, safety, business agreements for the procurement and/or sale of standing timber, surveying, and land measurement, scaling and grading, and the equipment and marketing of New York wood products.
Course Rationale – Agriculture encompasses the food, fiber, conservation, and natural resource systems, employing over 20% of the nation's workforce. Harvesting and marketing of timber and wood products have an economic and environmental impact on this renewable natural resource.

WELDING I (Half Year) -The Welding Technology course provides students with an understanding of manufacturing processes and systems common to careers in welding and related industries. Learn how to weld using three different welding methods. Make or repair things made out of steel. This is an interesting, hands-on class that allows you to earn High School credit while learning a skill.
9th – 12th GRADE

INTRO TO AG, FOOD & NATURAL RESOURCES

10th-12th GRADE

ANIMAL SCIENCE/ VETERINARY SCIENCE

ENVIRONMENTAL SCIENCE

WELDING I

10th – 12th GRADE (1/2 YEAR)

NATURAL RESOURCES/ FORESTRY
...0781 INTRODUCTION TO ENGINEERING DESIGN (PLTW), 1 yr., 1 cr.
(Replaced Design and Drawing for Production)
A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using Autodesk Inventor Professional solid modeling software. This course follows the NYS syllabus for Design & Drawing for Production and satisfies the art and music requirement for graduation.
Pre-Requisite - None
*Upon successful completion of course, students may be eligible for college credit from Rochester Institute of Technology.

...0726 DIGITAL ELECTRONICS (PLTW), 1 yr., 1 cr.
In this class, students will learn integrated circuits, logic gates, truth tables, and printed circuit boards; and how these things are incorporated into the devices we use every day. Students will study the application of electronic logic circuits and devices, and apply Boolean logic to the solution of problems. Circuits will be designed and tested using industry standard computer simulation software. Hands-on experience will be gained through laboratory work, individual projects, group projects, and research. Projects may include printed circuit boards, VEX robotics, and remote control devices. This course is designed to give students skills that they will need in order to advance in the field of electronics. Knowledge of the many career opportunities in electronics will be gained through research.
This is a foundation course for advanced Project Lead the Way courses.
Pre-Requisites - Introduction to Engineering Design (IED)
*Upon successful completion of course, students may be eligible for college credit from Rochester Institute of Technology.

...0783 PRINCIPLES OF ENGINEERING (PLTW), 1 yr., 1 cr.
This is a survey course that gives students an understanding of the different fields of engineering and engineering technology. By exploring various technology systems and manufacturing processes, students learn how engineers and technicians use math, science and technology in engineering problem solving processes. The course also includes concerns about social and political consequences of technological change. Students will use various engineering and design software programs as well as VEX Robotics to develop solutions to problems.
POE is a foundation course within the Project Lead the Way sequence.
Pre-Requisite - Introduction to Engineering Design (IED)
*Upon successful completion of course, students may be eligible for college credit from Rochester Institute of Technology.
Ever think about building a house, a store, a restaurant, and wondered how to go about it? Then Civil Engineering and Architecture is the course for you. The major focus of the course is a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of this project. The course covers the roles of Civil Engineers and Architects in project planning, building design, and project documentation and presentation. In addition, you will use Revit, which is a state of the art 3D design software package from AutoDesk, to help you design solutions for your major course project. Working in teams, you will learn about documenting your project, solving problems, and communicating your solutions to other students and members of the professional community of civil engineering and architecture.

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

Pre-Requisite - Introduction to Engineering Design (IED)

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

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

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

9th Grade
INTRODUCTION TO ENGINEERING DESIGN (IED)
Prerequisite: None

10th Grade
CIVIL ENGINEERING/ARCHITECTURE
Prerequisite: IED

10th Grade
Principles of Engineering (POE)
Prerequisite: IED

11th Grade
DIGITAL ELECTRONICS (DIG)
Prerequisite: IED/POE

12th Grade
ENGINEERING DESIGN & DEVELOPMENT (EDD)
Prerequisite: IED/POE